

ADVER TISER, THURSDAY, DECEMBER 17, 1885.

UNIVERSITY COMMEMORATION.

Commemoration day in connection with the University was observed on Wednesday, December 16, with the usual formalities. A procession consisting of the council and senate, the members of which marched two abreast, left the Museum at a quarter to 3 o'clock, and ascended to the library. There were on the platform the Hon. S. J. Way (chancellor), who occupied the chair, His Excellency the Governor, the Rev. W. R. Fletcher, M.A. (vice-chancellor), Sir Henry Ayers, K.C.M.G. (treasurer), Mr. F. Chapple, B.A., B.Sc. (warden of the senate), and Mr. J. W. Tyas (registrar). The dean of the faculty of law (Mr. J. W. Bakewell), the dean of the faculty of medicine (Dr. Whittell), and the dean of the professorial board (Professor Boulger) then presented to the chancellor the following candidates on whom degrees were conferred:—

Candidate Bachelors of the University—George Henry Downer, Alfred Gill, William Alfred Edgcumbe Tucker, LL.B. degree; Edith Emily Dornwell, B.Sc. degree; William Alfred Edgcumbe Tucker (South Australian scholar and University scholar), John William Walker (University scholar), B.A. degree. Graduates of other universities who are to be admitted *ad eundem gradum*:—Doctor of Laws—William Barlow, LL.D., University of Dublin. Doctors of Medicine—Mark Johnston Symons, M.D., of the University of Edinburgh; Thomas Kinley Hamilton, M.D., of the University of Dublin; Harvey Eustace Astles, M.D., of the University of St. Andrews; James Thomas Mitchell, M.D., of the University of Aberdeen; Archibald Watson, M.D., of the University of Paris, *in absentia*. Doctor of Science—Edward Henry Rennie, D.Sc., of the University of London. Master of Arts—Percy Ansell Robin, M.A., of the University of London. Bachelor of Music—Joshua Ives, Mus. Bac. University of Cambridge. The South Australian Scholar for 1885—William Alfred Edgcumbe Tucker. The John Howard Clark Scholar—Cecil Silas Mead. Sir Thomas Elder's Prizes for Physiology—Charles Henry Standish Hope, student of medicine; Caroline Jacob, Jeannie Miller Campbell Walker, non-graduating students.

Addressing Miss Dornwell, the CHANCELLOR said—Will you allow me to say that we are all proud of you? You are the first bachelor of science; you are the first woman graduate in the University of Adelaide. No graduate of this University has ever taken a more distinguished degree. I find on reference to the University records that you matriculated in this University in the first class; that on your first examination you also passed in the first class; that in your second examination you also passed in the same class; and at the last examination, which has entitled you to receive this degree, you eclipsed your former efforts in passing in the first class in both the subjects of your examination. In your distinguished undergraduate career, and the manner in which you have taken this degree, you have not only done honor to this University but have vindicated the right of your sex to compete on equal terms with other graduates for the honors and distinctions of the University. I trust you will allow me the pleasure of handing you also a special prize from the chancellor for the purpose of expressing in some feeble manner the admiration I have of your distinguished career. (Loud applause.)

In addressing Dr. Barlow, the CHANCELLOR said—I must express the satisfaction I feel, and which I am sure every member of the University feels, in finding the learning of a fellow-worker in this University from the very commencement has been recognised by your *alma mater* in conferring on you the well-deserved distinction of doctor of laws during your visit to your native country.

Referring to Professor Watson, the CHANCELLOR said—Dr. Watson is the professor of anatomy in the medical school, the establishment of which we owe to the bounty of Sir Thos. Elder. Dr. Watson is now absent in Europe on a scientific mission, but it was felt that his distinction in the profession and the enthusiasm he has brought to the duties of his chair warranted us, and indeed required us, to pay him the deserved compliment of tendering to him this degree.

In presenting the degree to Dr. Rennie, the CHANCELLOR said—You deservedly hold the position which we owe to the munificence of Mr. J. H. Angas, who I am sure we are all glad to welcome for the first time among us.

Speaking to Mr. Robin, the CHANCELLOR said—I have all the more pleasure in conferring this degree upon you, as you are the first South Australian scholar who has returned to South Australia. (Applause.) It is not a matter of no surprise to us who know something of your undergraduate career in this University that you have distinguished yourself at home, and that you come back with degrees from the venerable University of Cambridge and the University of London; and I am informed that in the examination in classics in the London University you were placed second to the gold medallist of the year. (Loud applause.)

Addressing Professor Ives, the CHANCELLOR said—Since your residence in this colony you have vindicated the choice of the distinguished members of your profession in England, who selected you for the first occupant of the chair of music in this University.

Speaking to Mr. Tucker, the South Australian scholar, the CHANCELLOR said—I have had an opportunity of perusing the records of the University with respect to your career, and I have no hesitation in saying that the South Australian scholarship has never been more worthily won. (Loud applause.) In the junior examination you passed second in the first class in the year 1880, and you matriculated in the same position in the first class in the following year. Each year during your undergraduate career you have taken first-class in the curriculum for arts. You have taken that degree in the first place, and you have achieved the enviable distinction during the same period of passing through the curriculum of bachelor of laws, and have taken your degree of bachelor of laws at the same time as you have taken that of bachelor of arts. (Applause.) I have much pleasure in presenting you to His Excellency as a graduate of this University, of whom we have no cause to be ashamed. (Loud applause.)

To Mr. Mead the CHANCELLOR said—I congratulate you, and the more so because this is not the first time I have had occasion to congratulate you.

The CHANCELLOR, addressing the prize-takers for physiology, said—I congratulate you on your successes in this examination, and I trust that these successes are only the prelude to further distinctions in this University.

Certificates in the first class of the matriculation and junior examinations were then presented.

The CHANCELLOR then delivered his address. He said—I am very sorry on this occasion that we have not the pleasure of the company of Sir Thomas Elder, whose absence is due to the heat of the weather, but he assures me that his interest in the success of the institution is unabated. I have also an announcement to make which I am sure you will receive with a sense of relief, and that is that I do not intend to inflict upon you any review of the work of the past year, or any forecast of what we are going to do next year. My duty on this occasion is twofold. I have first to welcome your Excellency to this University. Her Majesty's representative will always receive a loyal reception within these walls. (Applause.) But we welcome your Excellency in the capacity of a benefactor of the University, because it is to you that we owe the creation and existence of the chair of music, which has placed this University in the proud position of being, according to the distinguished authority of Sir George McFarren, the only university out of Great Britain and Ireland, with the single exception of the great University of Harvard, in America, which possesses a faculty of music. My second duty is to ask your Excellency to unveil the bust of Sir Walter Watson Hughes which has been placed upon this platform. In one respect no doubt this University, and the two chairs which bear his name, will always be Sir Walter Hughes's best and most enduring monument, but as was pointed out by the Bishop of Melbourne on a recent occasion, there is a danger that the very excellence of the work accomplished by an institution like this may have the effect of eclipsing the name of the founders. It has, therefore, always appeared to me that it would be a desirable thing that something should be done to bring before our eyes constantly the lineaments of the man to whose munificence we owe the existence of this University. Some of us can remember that Sir Walter Hughes was born when this century was only three years old. A few months ago I heard from my friend Mr. John Gordon, who is, I believe, a connection by marriage of Sir Walter, that there was in existence a bust of that gentleman executed by a most eminent artist, and that therefore it would not be necessary to ask Sir Walter to sit again for such a purpose as we desired. I made bold to communicate with the Agent-General of this colony, who is always ready to do good service for the University, and asked him to convey to Sir Walter Hughes the gratification occasioned to his very many friends in the University if this building were made the receptacle of an appropriate bust of the munificent donor of the first endowment, to which this University owes its existence. When Sir Arthur Blyth communicated our wishes to Sir Walter that gentleman was suffering from a severe illness. He was also suffering from the recent loss—the lamented loss—of Lady Hughes; but notwithstanding the circumstances of trouble, true to the ruling principle of generosity which has dominated his career, he at once generously and readily complied with our request, and presented to us the bust which will presently be unveiled by His Excellency. The career of Sir Walter Hughes, adventurous as it was in its early chapters, was as to its second half a part of the history of South Australia. We all know that for many years he entertained the

belief shared by very few others that under such an unpromising exterior as the open plain of Yorke's Peninsula there laid buried great mineral wealth. We know that, unencouraged by any success in his search for that wealth, he pursued his quest, and that at last the searches which he instituted were crowned with success. The discoveries which were made under his auspices brought what I wish could be brought to South Australia at the present moment, resuscitated prosperity, and they brought also to Sir W. W. Hughes abundant wealth. Sir Walter is one of those men not spoiled by prosperity. He continued after this great accession of wealth the same simple-minded man. His munificence was not confined to his kinsfolk or to his friends. It flowed through every channel of philanthropy, and it reached its culmination in the magnificent gift of £20,000 to which this University owes its existence. For many years Sir Walter Hughes has not resided in this colony. Probably there are none of the students of this University who had the honor of his personal acquaintance; but when in a moment or two your Excellency unveils the bust Sir Walter will no longer be to the students a memory, an abstraction, a name. They will at once and for all time become acquainted with the strong and rugged lines of his countenance, and they will recognise that his character presents features not unworthy of their imitation. Courage, enterprise, self-reliance, strength of will, persistence in the pursuit of a noble object, princely generosity, patriotism, zeal for the advancement of learning, a blameless life, fortitude in bodily suffering—have all been displayed by the incidents of Sir Walter's long and honorable life, and well will it be for this colony if the same manly virtues are illustrated by the long succession of students of this University. (Loud applause.)

His EXCELLENCY said—It may appear to some people a very easy thing that a wealthy man should put his hands in his pockets and contribute to objects such as those contributed to by Sir W. W. Hughes and others, but we have ample experience that such is not always the case, and when one who has made a large fortune in any country such as South Australia makes up his mind to devote a large slice of that fortune to the founding of an institution like this I think it is well that his statue should permanently be placed before the students. There are two corners to this platform. One of them is occupied by the bust of Sir Walter Hughes; the other is at present unoccupied, and I would suggest there should be added to that corner the bust of another gentleman who has done a very great deal for the University. (Loud applause.)

The bust was then unveiled amidst applause.

HIS EXCELLENCY delivered the following address:—To offer for your consideration a subject so important and so extensive as the future of our universities, more fit apparently for exposition by those who have devoted their lives to learning, and gained their knowledge from experience, than by one whose time has necessarily been engaged in the more active business of civil life, might seem a little ambitious. But as there are two sides to every question, and objects present varied features from different points of view, the general ideas suggested by history and by experience in public may not be unworthy of contemplation, even

by those whose information is more exact and particular; and although the old proverb respecting "lookers-on" is more than somewhat musty, it represents, as most proverbs do, one phase of truth, and this may excuse an attempt which otherwise would be one of some temerity. There seems to be a special reason for contemplating by anticipation the future of our universities, because they are evidently in a transition state, as indeed society is, the wants of which they must supply, and the demands of which they must comply with. Less than a century ago our English Universities were in a state of crystallisation, not indeed for the first time, as their histories teach us; and when it was proposed in our own days to subject the Oxford crystal to the process of cleavage. Dr. Pusey deprecated it, on the plea that the system, as it then existed, was best fitted for the training of minds of the higher powers. Since then ideas on this subject have become more Catholic, in the true sense of the word, and experience in other places, especially Scotland and Germany, has had more weight, if not altogether that which is its due, and a consequent enlargement of purpose and division of labor commenced. The necessity for the present being admitted, the question for the future appears to be—how far such changes should proceed? or rather, perhaps, should any limit be put to progress by anticipation? and if not, then it behoves us to ascertain how that progress is to be provided for, directed, and fostered. And does not science proclaim that progression is the law of nature, and that to stand still on the shore of the present is to be overwhelmed by the flood tide of the future? When we reflect on the variety of subjects which occupy the thoughts, and give occasion for the labors of men of science, and their probable increase and extension, if we may estimate them by the progress of science during the past century, their development must appear illimitable. The prospect fades away on a distant horizon, and we know nothing, but that there is a vast domain beyond. It is true that there have been periods of extraordinary progress in knowledge before this; but there never was a time when the pursuit of knowledge was the single object of so many, and their labors so united and systematic. To attempt then to propose any limit outwardly would be not only vain, but a renewal of that process of crystallisation which, more than once in the history of science, has caused it to be "Cabined, cribbed, confined," and rendered inapplicable to the demands which thereafter were to be made upon it. But in the extension of science, and its consequent necessary division, there are two dangers which threaten—on the one hand, from the concentration of mind on one subject, which tends inevitably to the formation of schools, and to dogmatism; and on the other, from the unlimited expansion of subjects, which, except in minds of the highest order, commonly ends in vague generalisations, indefinite conclusions, and, finally, exhaustion. To avoid these dangers, and attain to the result which should be desired, the education of the people for the life of the community (for even the pursuit of science for its own sake must have in the end that general application), one thing is of primary importance—mental discipline, which should precede the direction of the powers of the mind to special objects, and this, therefore, should indicate the lowest limit of the highest teaching—that

of our universities. For if, as has been suggested, there is no present possible anticipation of what the development of their teaching may be in the future, it becomes essential to secure some fixed base or point of departure, such prior qualification as may ensure similarity of purpose, unity in action, and the maintenance of a due relation between the diverging paths of learning. Our universities should be not merely schools for instruction in the sciences, but in science, for correlation implies unity, and possibly, therefore, in the not very distant future diversity may result in unity, as diverging bush roads often lead to the same point. But to traverse successfully not all, but any one path of science, the due cultivation of the judicial faculty, and power of logical induction, is essential. This at present is generally acquired during the progress of any special study, if it be acquired at all, but obviously with loss of time, and loss of time is, in this case, loss of knowledge. It results that university teaching, if it is to be fully efficient, requires due preparation for it. But here again we find ourselves among the rocks and shoals. Teachers in the higher schools, naturally ambitious, as all should be with discretion, have not unfrequently extended their teaching beyond its due limits, whether we consider them with reference to the time available for teaching, or the age of those to be taught. It was the proud boast of a very eminent classical teacher, applauded by a large and distinguished audience, in presenting his pupils for prizes, that the examination papers were similar to those for honors at Oxford. Yet those young men were destined to pass three years at one of our universities. Either, then, his standard was too high, or that of the universities too low, and precious time and labor consequently wasted. It is quite probable that the latter was the truth. It is of the nature of all corporate institutions to become crystalline and incapable of expansion. Universities have offered no exceptions. We might, in proof, go back to the schools of Magna Grecia, Athens and Alexandria, or even of the East, but those of the middle ages, as they are termed, in Europe had their *trivium* and *quadrivium* as the limits of study, and when men like Scotus Erigena and Roger Bacon would go beyond they were either stopped by authority, or their learning was confined to themselves only. Indeed all systematic teaching—we might say every system—implies finality, but in the pursuit of science we can never say "Rest and be thankful." At the period commonly termed the revival of letters, when, in the decadence of the Greek Empire, the learning of the Greeks became in its entirety the property of the south and west of Europe, the old routine of teaching was rudely interrupted; moreover, the paucity of books and teachers tended to confine the study of special subjects to the locality in which those who could teach them resided, and though the language common to all scholars, and the habit of passing from one university to another in search of knowledge, acting as a bond of union, as well as means of communication, lessened the effect of this, yet different universities came to be schools of special sciences, as those of Spain, Marseilles, Montpellier, and Padua for medicine, Bologna, Paris, and afterwards those of Holland and Germany for law, and ultimately our own Oxford and Cambridge severally for classics and mathematics. Further distinction and limitation resulted on the reformation from the separation of states—at first states, and ultimately peoples; for the rule was "*cujus regio*

ejus religio," and Government being despotic under every form, the people soon either submitted their faith to their rulers, migrated, or were destroyed, and as supply was limited, not to demand but by command, the course of instruction was confined or extended accordingly. The gradual breaking up of the feudal system also was the cause of a change equally important, but having a similar tendency towards crystallisation and consequent dogmatic teaching, and indeed had a worse effect in making the higher teaching inaccessible to the poor, and thus by taking away all incentive to study to lower the standard of learning in the common schools. The sons of the gentry, no longer finding their education in the houses of the nobility, sought the universities, which in consequence before long adapted themselves to the habits of the more wealthy, and the faculty of law, under the new conditions of society, affording an opening for those who preferred a civil to a military life, the requirements of the three learned professions prescribed the course and limit of university teaching. This tended also to a separation between the classes of the community, and it may be noted, by the way, that as, in consequence, the maintenance of private tutors in families became less frequent, women, shut out from the teaching of the universities, had less opportunity for mental development. Of course the general diffusion of knowledge was checked, the number of the students at the universities lessened. There was no need, as there had been once at Paris, to enlarge a city for the accommodation of students, nor to extend the subjects taught beyond the requirements of the few. They became not so much seats of learning as schools for teaching. But the progress of science could not be altogether thus prevented, however much the spirit of enquiry, confined to individuals, might be impeded. So progress, though slowly, continued until in the present era the great development of natural science has demanded that expansion in our own country of the system of teaching in our universities which other nations had anticipated. Here let us pause. The present is within our own contemplation. So brief and perfunctory a treatment is indeed unworthy of such a subject even in the past, but as a sketch, however rough, may yet indicate the principal objects within view and give landmarks to the traveller, this, however brief and imperfect, may be sufficient to direct us to the course we should pursue, and teach us providence for the future; and as an account of the effects of the teaching in universities, its limitation or expansion, does not apparently exist in monograph, it may suggest indirectly the utility of their full development by some one of those who can devote their time and talents to the mental improvement of humanity. If now we proceed to the application of the experience of the past to the needs of the present time, we may come to some definite conclusions as to what should be the future of our universities, so far as we can anticipate and provide for it. The laying a sound foundation, to be tested by the matriculation examination, which should be for the purpose of proving not so much the amount of acquirement in particular studies, as general mental discipline and training, and consequent fitness for application to any branch of science, appears to be the first essential. This, it will be observed, implies the working up to a fixed standard in the higher schools and colleges as preparatory to university teaching, so far

at least as concerns those who propose to avail themselves of it; similarly the lower schools would have the limit of their teaching fixed as preparatory to the higher, and so far a confined and systematised course of instruction appears desirable, and each division would supply the needs of one class of society generally, while offering no barrier to progress from one to the other, excepting in matters of time and cost. But if the ultimate object of the highest teaching is the education of the people for the life of the community, this must be provided for. No immediate and certain means are suggested for this in our present social condition but subvention by the State, which indeed appears the most rational and just, for it is, in other words, the payment by the body of the people for its own education. The limits assigned to teaching point to the limits of this subvention. In the schools and colleges it should not be permitted beyond the recognised upper limit of their teaching. In universities, where there should be no limit to expansion, there should be none to subvention; and as, in the one case, the estimate of the cost would be its proportion to the number of the population, so, in the latter, it would be by the amount of its intellectual development, and the consequent demand for further progress. This demand has hitherto been ideal, and arising from the abstract sense of its propriety in the few, not from the perception of its importance by the many, because the idea of the economic importance of science has hitherto been confined to the former; but, as times change, so men change with them, and many are beginning to perceive that the material life may be dependent on, and indeed the result of, the intellectual. Sir Lyon Playfair, in his address this year to the British Association for the Advancement of Science, at Aberdeen, has given so pertinent an example of this that it may be well to quote it *in extenso*—"After the German war the Institute of France discussed the important question, 'Pourquoi la France n'a pas trouvé d'hommes supérieurs au moment du péril?' The answer" (which we must remember the press has made patent to the whole world) "was, because France had allowed university education to sink to a low ebb. Before the great revolution France had twenty-three autonomous universities in the provinces. Napoleon desired to found a great university at Paris, and he crushed out the others with the hand of a despot, and remodelled the last with the instinct of a drill-sergeant. The Central University was so low in 1868 that only £8,000 was spent upon it for true academic purposes. Startled by the intellectual sterility shown in the war, France has made gigantic efforts to retrieve her position, and has rebuilt her provincial colleges at an expense of £3,280,000, while her annual budget for their support now reaches half a million of pounds. In order to open the provincial colleges to the best talents of France, more than 500 scholarships have been provided at an annual cost of £30,000. France now recognises that it is not by the number of men under arms that she can compete with her great neighbor Germany, so she has determined to equal her in intellect." The president might have noted in his address that, in this, France was returning to the ideas of her National Assembly at the first revolution. It appears, also, that Germany, fully assured as to the true cause of her superiority, and in order that her newly-acquired territories should have

the cost of £711,000 and gives it an annual income of £43,000, and moreover has provided it with eight laboratories, so as fully to equip it for the requirements of research as well as of teaching. France and Germany are therefore fully aware that science, in the true sense of the word, is a source of wealth and power, the spring of the life of humanity, and that the only way of increasing and extending its influence to this end is to enable and encourage universities to make researches and spread existing knowledge throughout the communities. The means for this enabling and encouragement are those which have everywhere been suggested, and which France and Germany, not to say other nations, have adopted. The provision for professors, increasing in number with the increasing demands of science, and in such degree as will enable them to devote time to research as well as tuition, for the same rule will hold good for teachers as for universities—there should be no upper limit to their teaching, therefore their individual science must be progressive; and further, in order that the unity of science and equal importance of its divisions should be declared and honored, the degrees of our universities of the future should be extended equally to all the sciences. The higher degrees in law, physic, and divinity were sufficient, when the teaching of the universities was confined to those subjects. We have indeed that of doctor in philosophy in the German Universities, but that is obviously too general, and may mean anything. At Oxford and Cambridge class honors are given in some sciences, and music has always held her own; but these are only small beginnings; a general extension must follow—may it be soon. And as, on consideration, we come to perceive that no branch of natural science can be taught or its limit extended in the lecture-room and by books merely, the necessity for well-appointed observatories and laboratories, extensive libraries and museums, and even workshops becomes apparent. In these the mother country is still far behind others, held back in this by tyrant custom, as in some other matters also; but we, who are emancipated from it, should take full advantage of our liberty. Although the success of the universities of Scotland, and may we not say of the Scotch people in consequence, has been mainly attributed to the accessibility and goodness of the common schools, while that of the German has been to the extension of the number of subjects taught, much may, with reason, be attributed to their number in proportion to population. By the increase, the want of expansion, isolation, and consequent antagonism, which characterised the universities of the past, would be avoided, and certainly nothing tends more to the general advancement of science than the regular and systematic application of many minds to each of its particular divisions, and it behoves us to bear this in mind, for already we have evidence that the new worlds have become, if it may be said without disrespect, teachers of the old. What Canada and the United States have done is well known, and we at least are not ignorant that Australia has asserted her position in this to the present. What she may do in future time will depend on what she does for and by her universities. We have seen the necessity that university teaching should be brought within

the means of all who are fit to profit by it. It is now more necessary than ever, because the mass of the people are advancing rapidly in power, and because all class teaching leads to limitation and dogma. A present remedy is to be found, as by the French, in the establishment of scholarships from the higher schools and colleges, and by similar stimulants to talents and industry in the universities themselves, and possibly the same advantage might be given to those in the lower schools also. With respect to provision by endowments, it may be observed that experience shows them to be favorable to healthy action, when carefully watched and supervised in their application by authorities from without. Mere domestic visitation has been in them, as elsewhere, commonly ineffective, and certainly, if knowledge is the life of the community, it should be the first duty of the State in its government to take cognisance of all seats of learning and secure their efficiency and progress. Whatever the cost may be, or however provided, it must prove productive in investment or expenditure. Until of late years, and indeed among some even yet, the intervention of the State in education has been looked on with jealousy, but this must pass with the necessities of the times, as in no country has any sufficient progress been made without its intervention. Universities are places for mental, not physical development. They desiderate mental athletes; the *mens sana*, though most desirable to be found *in corpore sano*, yet takes no cognisance necessarily of athletics. They are of much consideration at present, but may be left to take care of themselves for the future. In the contest between light and darkness, spirit and matter, it is to be feared that the majority are always but too ready to side with the latter. There are still two aspects which should not remain unnoticed—the civil and religious. In some countries students in the universities have and privileges which should seem incompatible with the status as a pupil. Whether professors should have *ex officio* other privileges than such as are sufficient to secure their leisure for teaching and study need not be in question. Whether universities should elect their own representatives to the legislature is a matter that affects their efficiency and progress but little; their best influence and security will be found in the results of their work. With respect to religion, as science deals with facts not opinions, the knowledge of dogmata is not true science; but, as mental science has never been, and we may assume can never be, separated from divinity, under whatever aspect it is presented, without which indeed the science of history would present but a barren and unintelligible accumulation of events without causes; and as, moreover, religion in its moral application must take its place in social science and ethics, if treated scientifically, there is no fear that it will be neglected; and we may note that the preparation for any course or courses of instruction in the University might be made in denominational schools, as they are termed, by those who so desired. In one point the universities of the future must differ essentially from those of the past. The advantage which the latter had in the common language of the schools has been lost in the community of nations; the loss of the one can only be compensated by the knowledge of many. Those with which men have intimate relations are of course the most important to them. For ourselves, though our present relations are rather with

Europe than Asia, it is to the latter we must look for them in the future, and this should suggest to us the necessity for provision for the study of the languages of that continent; and it is to be remembered that, from their literature and philosophy, much may yet be learnt to our advantage. There seems, indeed, no limit to the extension of the subjects to be taught in any university, but the means and the men, neither of which we may be sure will be wanting in the Australia of the future; but if there be no limit to the extension of university teaching, there must be to its present consideration. Let us then, in conclusion, illustrate the ideas which have been suggested by a similitude. Schools and colleges may be likened to trees, which, when well rooted and nurtured, put forth, each one independently of the other, from the parent stem goodly branches, with brilliant and odoriferous flowers, and rich and nourishing fruits, and in them Hesperian fables may indeed prove true. An university may well be typified by the gigantic banyan tree, which, equally also nourished from the soil by the original root as well as through its leaves by the aerial currents and moisture, not only like other trees fructifies, but from its branches throws down shoots to form future stems, where extension has made support necessary. These new rooted in the ground afford fresh nutriment to, and, like pillars, bear up the vast expansion of the verdant roof. Both alike receive future nutriment from the leaves and fruits which they have brought to perfection, and as the growth of a tree depends on the goodness of the soil in which it has been planted, the moisture and air which it imbibes, and the warmth of the solar rays which vivify it, so our universities of the future, not wanting the means of light and life, will extend their growth, and find fresh support and renewed life, till like the banyan they count their pillars by the hundreds, and their period by that of the human race.

Professor KELLY, M.A., then delivered the annual oration. He said—I am glad to have this opportunity for addressing so many who are interested in the mental welfare of our rising generation, and if I shall appear to some of you to speak at times warmly it will be because I feel strongly on the subject I deal with, and because in a country and an age so eminently practical as this I stand forward as the advocate of a cause which is the cause of a minority. Until comparatively lately the opinion of what should be the basis of education for those whose duties in life demand the active brain rather than the skilled hand has been virtually undisputed. Critical and close study of those languages which have for many and good reasons been selected as the best for the purpose, supplemented by the methodical development of the intuitions of space and time (I mean geometry and its cognate subjects) have been proved the most solid of foundations on which to erect the superstructure of learning. To support this statement by enumerating the more obvious advantages derived from such studies by particular classes of the community would be to stake my success on the weakest part of my evidence. A sorry return, indeed, it might be called for so many years painful labor if the sole benefits resulting were that our clergy should be able to read the Scriptures in the original, our lawyers have nearer access to the Roman code, our physicians be qualified to translate

their own prescriptions, or our speechmakers gain a facility in quoting tags of the classics without offending by false quantities. On the other hand to show a direct connection between Latin and Greek inflections or Euclid's problems, and the results which we believe them to produce is a difficult task. The area of their influence is unlimited and by its very comprehensiveness eludes particular observation. The secret cord of communication is not tangible, but every hour that the student spends in puzzling his brain over some difficult construction, every time he has peered in thought into the depths of words and phrases, during all those years which misguided utilitarians believe with pitying contempt are being wasted, he is putting a keen edge on the tools wherewith he is to carve out his future career; he is, as he will be in future life, perpetually weighing in his balance contending probabilities, continually practising the discovery of truth. The discipline is unquestionably severe, and in its beginnings at least monotonous and uninteresting. So, too, is the humiliating goosetep, the first lesson in the drill which produces the manly bearing and attitude of the soldier. And the very self-denial and submission thus inculcated in the days of youth are the germs out of which spring manly perseverance and modesty, virtues so loveable in later years. But that we pay too high a price for even such advantages as these is an objection urged by many. There are more ways than one they say and pleasanter ways by which youth may travel, and yet reach its destination quicker than by the path so long and successfully followed. I will admit that the routine of classical and mathematical study might often be made more interesting than it is, but it must be allowed that anything hitherto proposed as a substitute seems to fill but a small corner of the vacancy. More than one of our educational reformers have suggested that our native tongue deserves at least as much of our time as languages that are dead, and maintain that it may be made an equally valuable training, with the additional advantage of being more practically useful. French, German, Italian, and other modern languages are recommended on the same principle. But the gymnasium of the classics is fitted up with ingenious appliances that bring mental muscles into play, which would never be discovered or developed by any other exercise. The man of most universal sympathies is he who has studied the feelings and tastes of men furthest socially removed from himself, and similarly he will be found to possess the greatest breadth of intellect and power of expression who has familiarised himself with the tone of thought and the idioms of a people who in these respects offer strongest contrast to his own. Such contrast opens up to the student new vistas of ideas, spreads before him fresh woods in which his imagination may disport itself, makes him more a thorough master of the true analysis of English sentences than all the distressing jargon of unnecessary terminology found in some modern English grammars. The studies of classics and English need not, must not, be divorced from one another. Proper instruction in the classical languages can be made to do all that is required for a sound scientific knowledge of English, if only care be taken to prevent boys from writing down the plainest nonsense under the mistaken idea that it is a literal translation of the original;