

which was made this University was founded by King Alfred the Great, but it was not until the twelfth century that we can be perfectly certain that a distinct school of laws and training was organized in this city. In addition to the usual subjects Oxford had schools for Hebrew, Arabic, and Chaldee. Illustrations were given of the spirit of independence both of papal and royal authority which marked Oxford. In the great struggle between the barons and the king the University sided with the former, and in many ways it showed its sympathy with the realists in philosophy, the nationalists in the State, and the reformers in the church. The foundation of colleges proved, however, fatal to the interests of the University, both as a school of learning and as a centre of liberty, and it was only in modern times that the University has begun to recover its great influence as a centre of thought and culture having relation to the whole nation. The lecture concluded with the following remarks:—The suppression of learning is not in the wealth of endowment or the extent of privileges, but in the personal consecration of teacher and student. Man's history, if it is great, is always the history of man. The ancient schools were made such by their manhood; the modern schools can be worthy successors only in the same spirit. No dignity, no honour, can make learning potent which is not kept alive by the vitality of the men who occupy the chairs. It was the vigorous teacher that the students sought. It was the vigorous teacher who ruled the State, and reformed the church, and filled social life with the strength of his words. So will it ever be. The most famous, the best equipped University, will perish if its teachers become the tame parrots of a school or even the mere echoes of their former selves. The life of progress must ever vitiate the working of the University. It may be a conservative institution, naturally and usefully, but if our colleges and halls of learning refuse to march the spirit of the times and decline to march on, regulation—not staying—the step of the race, they must cease to be honored by the attention of mankind. They will be the fossils of a vanished thinking, the solidified remains of their former dignities. The closing word shall be a plea for loyal and faithful adherence to the central idea of a university which lies in its very name, which was its ancient glory, the force of its life, its secret of happy usefulness. The corporate life of the university must be realized; that is, a mere word of leaders, whose men sell their learning as shopmen their goods. A fair, is the most degraded notion by which a university has ever been dishonored. Professor and student in this respect are greatly to be blamed. One gives what he can for his money; the other gets all he can for his price. It is a university, a corporate entity. We want the fealty of the "hobnob's" class, the passion of Aristotle's hearers, the enthusiasm and unity of medieval masters and scholars. For this professor must make their students their friends; students find in their teachers and rulers sympathetic counsellors and guides. A university well equipped, vigorous, progressive, alert, friendly, social, will be the nation's heart. It will be mightier than the Crown, more influential than Parliament. It will teach the Church; it will sweeten all life; it will dignify the city of its habitation, and spread through the whole people its light and leading. (Cheers.)

During the course of the lecture Dr. Bevan presented to the Chancellor a copy of the digest of Justinian's Code, printed at Venice in 1482. In handing over the ancient folio, which is handsomely bound and in an excellent state of preservation, the lecturer said he desired to present it to the Chancellor for the term of his natural life, which he trusted would be long and happy, after which it should revert to the library of the Adelaide University. The presentation of the handsome gift was greeted with applause.

The CHAIRMAN, in thanking Dr. Bevan for his lecture, said he would take care to have it printed and circulated amongst every graduate of the University. He had much pleasure in accepting the splendid gift of Dr. Bevan, and might mention that it was not the first occasion when a communication had passed between the universities of Bologna and Adelaide, as they had not long ago responded to his invitation to send a representative to attend the celebration of the 800th anniversary of the ancient University. The noble volume should rest in the shelves of the library, but he must accept it with the condition that if so happened that one of the sons of the donor, who are now equipping the scholars' successors of their father, should become Chancellor of the sister University he (the chairman) might be allowed to add to the inscription on the cover of the volume and make him a life tenant of it. On behalf of those present he thanked Dr. Bevan very heartily for his most interesting lecture. (Cheers.)

The lecturer having replied the proceedings terminated.

## ADELAIDE UNIVERSITY.

### LECTURE BY DR. BEVAN.

In response to the invitation of the Chancellor of the Adelaide University a number of ladies and gentlemen assembled in the library of that abode of local learning on Tuesday evening to hear the Rev. L. Bevan, LL.D., lecture on "The Ancients Universities." Among those present were the Chancellor (Hon. J. H. Gordon), most of the Professors, and many other leading lights of learning. The Chancellor (His Excellency the Lieutenant-Governor) in presenting the lecturer to the audience remarked that the attendance was not so large as he could have wished, probably because those who received invitation cards did not give them the liberal interpretation intended, but on Wednesday evening, when the building would resound with songs illustrative of student life, and Dr. Bevan would deliver another lecture, he expected that the room would be filled to excess. The subject chosen by the lecturer was not entirely new, because some years ago at the inauguration of the Adelaide University the late Bishop Short gave a masterly sketch of the history of Universities. However the subject was original one, and Dr. Bevan would do it justice.

The learned divine then launched into his discourse, speaking of the rise, development, and system of the great schools of learning in ancient times in Rome, Athens, Constantinople, Alexandria, and other seats of knowledge. He traced the course and decline of these antique schools, and the cause of their decay through the operations of internal disintegration, Paganism, political changes, and theological disputes. It was some centuries before the Universities became an established fact, learning was sought in the monasteries, peripatetic philosophers took to teaching, and schools came to be founded by imperial or royal bounty. It was not only in theology that the schools were founded, but law and medicine were taught, and the intellectual life of Europe came to become active. Charlemagne the Great, in the year 800, gave powerful encouragement to learning, and established Cathedral schools. The most valuable seat of learning in the twelfth century was in Paris. Here the lecturer went into historical details and technicalities, mentioning the names of able teachers and philosophers of early times and their methods. The term university, a corporate body of teaching and learning. The recital of the numerous privileges enjoyed by the members of the great University of Paris amused the present-day devotees at the shrine of learning. The University of Bologna and the study of Roman law next came under notice. Here, Dr. Bevan said, there had come into his possession an old copy of the Justinian code which was part of the digest which was studied by the Bologna professors. It was dated 1482, was printed in Venice, and was a very remarkable specimen of the printing of the time, and he thought he could not do better than present it to the Chancellor for the term of his natural life, and then it might be placed on the shelves of the Adelaide University. (Applause.) The lecturer, speaking of the constitution of the ancient Bologna School, said it deserved the attention of modern academic authorities. Bologna was famous for the admission of women as professors. Some of them became as famous for their virtue as for their intellect and scholarship. Leaving Palermo, which was once famous for the study of medicine, the lecturer proceeded to speak of Oxford University and its constitution, going back as far as the year 1210, the date to which the most reliable records reach. He grew eloquent over the splendid career of that great abode of learning whence had issued so many men of great mental power. Bailol, Ortel, and other Colleges came within the scope of Dr. Bevan's discourse, and he said time had allowed he would have spoken of many others of the ancient halls of learning. No honour could make learning potent unless it was kept alive by the men who occupied the chairs. He pleaded for a loyal and faithful adherence of the central idea of the University. The corporate life of a University must be loyally sustained. Professors must make their students their friends, and students give the Professors their confidence. (Cheers.)

A vote of thanks, proposed by the Chancellor, who said we did want corporate life, and a lecture like Dr. Bevan's would kindle that feeling. He announced his intention of having the lecture printed that the students might read and profit by it. He thanked Dr. Bevan for his most valuable present. The noble volume should certainly rest on the shelves of the University. In response Dr. BEVAN said his desire had been to stimulate a feeling of social life in the Universities, and if he had succeeded he was amply rewarded.