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degree be equipped by education and experience, unless indeed they trust, like the Irish pilot, to learn all about the rocks by running on them. (Laughter.) Fight as we will, wriggle as we may, we shall have to come into line commercially, as in other respects, with the rest of the world. We shall have to recognise that the true policy of a nation lies not in isolation, but in friendly communion with the world's peoples. We shall have to realize that, although population means responsibility, it means safety, if of the proper quality. Let us consider wherein lies the strength of the Germany born some 35 years ago. Call to mind the impressive pageant at Versailles, when the stately first William was hailed as the chief of the new Empire. An Empire then of under 11 millions of people—to-day, with nearly 60 millions, adding yearly more than 800,000 to its numbers, and a constantly increasing factor in the world's policy, history, and commerce. A country poorly endowed by Nature, but developed in a business-like manner; a gigantic co-operative industrial concern; a nation that recognises the value of virility and its dependence on rural industries for the maintenance of the standard of manhood. For strength and endurance count, and strength and endurance are developed in the wholesome natural surroundings of a country existence, and not in the artificial life of crowded cities. While we hear so much of physical degeneration in England, where four-fifths of the population live in towns, there are no similar complaints in Germany.

—Profit by Experience.—

What Germany has done, Australia may do, and do it on a more colossal scale if her people so desire. We have our fate in our hands in this young country. We can, if we will, profit by the triumphs and take warning from the failures of nations who have bought their experience and paid for it with an expenditure of blood and treasure through the ages. But there seems a tendency to deride tradition and the teachings of the past, and to apotheosize false prophets, who pretend to interpret the views of the multitude, and while often times seeking their own ends, aspire to furnish an object lesson to an unappreciative world. The conditions of old and densely populated countries, while possessing an undoubted interest for the Australian sociological student, should, it seems to me, be to him of merely academic importance. If the cry of want of employment be heard from a population such as ours, in a country such as this, one cannot help feeling that the cause is to be found in ineptitude, ignorance, deficient training, prejudice, want of enterprise, or some other source other than that in which the distressing wail finds its origin in the crowded centres of the old world. The deductions to be drawn from this rambling and imperfect address of mine concern chiefly one class of boys—not those who have shown their discernment by selecting wealthy or influential progenitors, not the abnormally astute, not the morally obtuse, but ordinary, honest, healthy boys, who are forced to engage in the struggle at what seems a somewhat immature age, and propose to start life in an office. It is clear that the elaborate curriculum, which some theorists regard as providing an indispensable equipment for commercial aspirants, does not concern this latter class. Those who have to work all day for a living, if they possess the necessary physique and are pricked by the spur of ambition, must rely to a great extent on evening classes for such technical education as will conduce to an improvement in their position. But this means self-denial and an irrepressible determination to succeed; no golden gate welcomes the loiterer on the primrose path of dalliance nowadays. In every walk of life courage, endurance, and ready wit count. (Hear, hear.)

—Do the Right.—

Such a lecture as this is naturally merely suggestive, and I leave it at that, and will conclude, harking back to my original theme, "Character," with a few words such as boys may well take in good part from one who has been "on his own," as the modern phrase goes, for not far short of half a century. I have known men to whom the feelings, the fortunes, even the lives, of their fellows, were as nothing in their struggle to gain the golden citadel. Some have succeeded, some have failed; but, take my word for it, when settling day came none ever thanked God he'd been a rogue. I am too conscious of my own shortcomings to pose as a preacher, but I trust that you will credit me with sincerity when I express my conviction that no better, safer principle can be instilled into the youthful mind than that embodied in an old German motto—"Do right and fear nobody." I do not pretend that of such are the kingdom of the plutocrat's heaven. I do not aver that the Pagoda tree will drop its golden fruit into their laps at their shaking. It is more than probable

that they will experience aspirations unrealized, anticipations unfulfilled and the futility of fight for a foremost place; but if no satisfaction is to be found save in a successful progress over the bodies of our compeers, heedless of their cries, regardless of their struggles; if no complacency is to be derived from a sense of difficulties surmounted without lying, cheating, loss of self-respect, and a prostitution of our manhood generally; if Machiavelli is to be our model, and the national motto—"The end justifies the means"—then I ask in my bewilderment, what may be our conception of that Deity who made man after His own image? (Applause.)

—The Fundamental Principle.—

We have the making of a nation in our hands, a task concerning the lives, and the fortunes, of this generation, and of generations to come, the achievement whereof, as we do well or ill, will bring blessings or curses on our heads. The tendency of those who are satisfied with things as they are, including such as have reached the grand climacteric and, favoured by fortune, ask for but an easy descent; and of those who pursue the golden ignis fatuus untiringly, remorselessly to the end, is to delegate to others the management of things they have not the time, the inclination, or the energy to manage for themselves. What wonder, then, that the discontented accept the burden of government; what wonder if the would-be representatives of those who want, suggest, some new system having for its crown that so-difficult-to-be-imagined condition—universal content. Kingsley's songs say, "Men must work while women must weep," and certes, one-half of the dictum may be deemed axiomatic, for to labour must be the universal lot. Be it labour to support life, labour for individual gain, labour for the advantage of others—labour it must be. And our aim must be production, production allied to excellence; but, above all, production under such conditions as will improve the lot of the lower stratum of society. Never get away from the fact that production involves serious training, mental and mechanical. Those who, like our friend Mr. Fisher, recognise the necessity for training or education, and do something during their lifetime to help it along, are among mankind's greatest benefactors. (Applause.) Post-mortem beneficence is too often a mere compromise not free from selfishness. The world is full of intelligence and natural aptitude, which need but direction in the proper channels to vindicate the attributes that separate man from beast. There is no graver question than this. What is to be the nature of the directing force? Much is to be hoped for from the formation of character as a fundamental principle of national education. (Loud applause.)

At the call of the Vice-Chancellor a hearty vote of thanks was accorded to the lecturer.

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CHARACTER IN COMMERCE.

The kernel of Mr. L. A. Jessop's lecture on "Commercial character," which he delivered at the Elder Hall last night, was contained in the peroration. In concluding he said—"I have known men to whom the feelings, the fortunes, even the lives, of their fellows, were as nothing in their struggle to gain the golden citadel. Some have succeeded, some have failed, but, take my word for it, when settling day came none ever thanked God he had been a rogue. I am too conscious of my own shortcomings to pose as a preacher, but I trust that you will credit me with sincerity when I express my conviction that no better, safer principle can be instilled into the youthful mind than that embodied in an old German motto, 'Thue recht und scheue niemand.' (Do right and fear nobody). I do not pretend that of such are the kingdom of the plutocrat's heaven. I do not aver that the Pagoda tree will drop its golden fruit into their laps at their shaking. It is more than likely that they will experience aspirations unrealized, anticipations unfulfilled, and the futility of fight for a foremost place; but if no satisfaction is to be found save in a successful progress over the bodies of our compeers, heedless of their cries, regardless of their struggles; if no complacency is to be derived from a sense of difficulties surmounted without lying, cheating, loss of self-respect, and a prostitution of our manhood generally; if Machiavelli is to be our model, and the national motto, 'The end justifies the means,' then I ask in my bewilderment, what may be our conception of that Deity who made man after his own image? Those who, like our friend, Mr. Fisher, recognise the necessity for training or education, and do something during their lifetime to help it along, are among mankind's greatest benefactors. Post-mortem beneficence is too often a mere compromise, not free from selfishness. The world is full of intelligence and natural aptitude, which need but direction in the proper channels to vindicate the attributes that separate man from beast. There is no graver question than this—What is to be the nature of the directing force? Much is to be hoped for from the formation of character as a fundamental principle of national education."

THE TEACHING OF GEOGRAPHY.

To the Editor.

Sir—The new book on geography prescribed for the approaching examinations, has just come into my hands. It is called the "Austral Geography," by Dr. Gregory, of Melbourne. A cursory examination of the book reveals numerous blunders, and in the interest of candidates, teachers, and, perhaps I may add, examiners, it is well to point out a few. Opening at the map of Ireland, with which country I happen, through long residence, to be well acquainted, I find the Leinster Range placed in Wexford, where there are no mountains; the Cook Ranges in the extreme south, where there are no highlands; and the Connaught Ranges in Clare, which county is not in Connaught, but in Munster. Some persons reading this may say, "What's the use of all this to Australians?" Not much, certainly, but when the examiner puts such questions as, "Describe the physical features of Ireland," it will mean a great deal to the candidates. The author is just as inaccurate when dealing with facts which which every well-read man is familiar. On page 20 we are told that Galileo was the "discoverer" of the fact that the earth revolves round the sun. Galileo did not discover it. Copernicus, nearly a hundred years before, was the first to maintain that the earth revolves and that the sun is stationary. Galileo wrote a treatise on the "Ptolemaic and Copernican Systems of the World," and defended the latter. On page 89 it is stated that the first land seen by Columbus was Marie Galanti, near Guadeloupe. San Salvador, one of the Bahamas, now called Watling's Island, has hitherto been received as his first landfall. If Dr. Gregory has more recent information he should quote his authority. The above is sufficient to show that the book requires careful revision before being used as a text book. Notwithstanding such defects, the work must be regarded as an honest attempt to render the subject more interesting. The illustrations are very good, and, with one or two exceptions, well chosen. As one who has had nearly 50 years' experience in teaching, I am still interested in the progress of education. The teachers of Australia have my best wishes in their endeavors to improve their methods, and especially in the working of the system by which the clever boy or girl is given opportunities of coming to the front and rising above that dead level of mediocrity which it is the tendency of democratic institutions to favor.—I am, &c.,

SENEX.

Ad. 16th May. 1906

ADVANCED COMMERCIAL EDUCATION.

To the Editor.

Sir—It is now pretty generally conceded that the exigencies of modern commerce demand that those engaged in it, if they are to be successful, must have a highly technical knowledge, covering a range of subjects which twenty years ago would have been regarded only in the light of unnecessary academic accomplishments. There can be no question that the "advanced commercial course" of the Adelaide University supplies a need which as time goes on will be more strongly emphasised than it is to-day, and it is pleasing to know that the youth of our city in increasing numbers are availing themselves of the opportunities offered, and equipping themselves for the commercial battles in which they are bound to be engaged in the near future. But, sir, it seems to me that, notwithstanding the good work which has been and is being done, the popularity of the course would be greatly increased by an added impetus in the shape of a commercial degree. New Zealand has set an example by instituting such a degree, a Chair of Commerce having been established at the University, and this should act as an incentive to our Chamber of Commerce, which seems to have a whole-souled interest in our University work to make such representations to the Adelaide University authorities as will lead to the institution of a similar degree in South Australia. A course such as we have here involving four years' close study and application, and covering examinations in such subjects as accountancy, business practice, banking and exchange, commercial law, technology, and economics is surely worth something more than an "advanced commercial certificate."—I am, &c.,

STUDENT.