

Register 29/7/15

## EARLY EUROPEAN RACES.

ADDRESS BY PROFESSOR NAYLOR.

Professor Darnley Naylor delivered an interesting address at a meeting of the Yorkshire Society, which was held at Bishop's Cafe on Wednesday evening. The President of the Society (Mr. Frank Johnson) occupied the chair.

The Professor asked his hearers to imagine Europe more than 4,000 years ago, in the civilization of the stone age. North-western Europe was mainly occupied by a tribe called Iberians—not Hibernians. (Laughter.) Almost certainly they were from North Africa, and akin to the modern Berbers, who to-day, under the name of Turcos, were fighting with the French against Germany. The Berbers belonged to the Caucasian, or white group of nations, so that the Kaiser had little excuse for talking of the Turcos, as though they were the Huns. As a matter of fact, the Hungarians and Turks were direct descendants of the Huns, who ravaged Italy in the ninth and tenth centuries. The only linguistic remnant of them was the Basque language, which was still spoken on either side of the Pyrenees. The prehistoric Basques—650,000 of them—still spoke their language. Europe was divided into two groups—the Indo-Germanic, which was spoken in four-fifths of Modern Europe, and the Ugro-Altaic, a group comparatively modern in Europe, and essentially Asiatic. It included the languages of the Hungarians or Magyars, and of the Turks, Lapps, and Finns, but those were not of any importance politically. The Indo-Germanic originally came from Central Asia, and imposed civilization on the stone age population. If Turkey was forced back into Asia, Hungary would be the only important linguistic exception in Europe. He would remind them that Persian was an Indo-Germanic language, and that in India more than 200,000,000 people spoke languages descended from Indo-Germanic. In regard to race, all in Europe were Caucasians, except the Lapps, Finns, Hungarians, Bulgarians, and Turks; while the term Caucasians in Asia included Persians, Afghans, Hindus, and most of the inhabitants of the Dekkan, the States of Mysore and Hyderabad, and the provinces between Madras and Bombay. So, but for the interposition of Turkey, the Caucasian stock might be said to extend from Europe to India, and it was possible that when the war was over a Turkey under European control might become no more than a nominal break in the chain. There was no more mixed race in the world than their own. It was part of their greatness. They were Iberian stone age men; a lot of them were Celts; from the Welsh, Scotch Gaelic. They had in them the Norman, French, and Anglo-Saxon blood. The Anglo-Saxons came to England from Germany, and they mixed with the Celts and the Iberian element in their island. He had often heard people say they were proud they had an Anglo-Saxon sense of right. He asked why did they praise the virtues of their enemies.

Mr. G. Illingworth proposed a vote of thanks to the speaker, which was seconded by Mr. Edgar Waite, and supported by Mr. Frank Johnson. A musical programme was provided by Miss Sutton, Messrs. C. S. Barker and C. A. Horne.

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Dr. J. C. Verco, the well-known Adelaide physician, will complete his sixty-fourth year to-morrow. He was born at Fullarton, in this State, and had a career of unusual brilliance at London University, where he took his M.D. degree, with gold medal. He is consulting physician to the Adelaide Hospital and honorary physician to Minda Home, and has been for many years lecturer in the University on the principles and practice of medicine. Dr. Verco is also a scientist and philanthropist, but, like most members of the medical profession, is shy of the limelight and prefers that his acts of liberality should be talked about as little as possible. He takes an interest in the Royal Society of South Australia, with which he has been identified for many years and which is under great obligation to him for the financial support he has given to it from time to time.

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## WORKERS' EDUCATIONAL NOTES.

(By Victor E. Kroemer.)

### Trades Unionism and Efficiency.

Increased efficiency will be an imperative necessity in the years to come, in order that civilisation, now being so ruthlessly destroyed, may be harmoniously reconstructed. Many aspects of trades unionism will have to be overhauled in order that the efficiency of the individual worker may be increased. The ideal for a trade union is an organisation of workers in a trade banded together for the purpose of studying it in order to increase efficiency at work. All the latest methods, improvements, and inventions connected with the trade should be on view for practical demonstration at the headquarters of the union. Lectures should be given on these methods and inventions, and the members should be trained to utilise those methods to prepare themselves for the introduction of the inventions. Also, every means should be employed to increase the technical knowledge of the workers in the trade. The headquarters of the trade union should have a library and reading-room, and literature generally should be available, including all the latest publications, to illustrate the various aspects of each trade. The members would thus be able to fit themselves for greater efficiency and, consequently, increased remuneration and promotion.

From a W.E.A. Student in the Trenches.

An interesting letter appears in "The Highway" from Lieutenant P. Brown, a tutorial class tutor, who entered the army at the beginning of the war as a private in the Durham Light Infantry. He says:—"I don't hear a great deal of news, but I can see from 'The Highway' that the W.E.A. is keeping steadily at its work, and is meeting the new calls which the war brings. My last occupation as a civilian was at the Durham W.E.A. Summer School. I went practically straight from it to enlist. I feel—and I think I speak for a good many W.E.A. people who have joined the army—that the W.E.A. is doing a national work every bit as good and important as army corps or war organisations. That is putting it mildly. It isn't only that you help the soldiers and the war workers in their little leisure, and the women who have sent their men to the front. Apart from that the W.E.A. has its own special work to do, the same as before. It must never be identified with a propaganda, a 'Stop the war' or a 'Fight to a finish' cry, and I know the people who count in the W.E.A. too well to think for a minute that this will happen. We kept up our line in the economic issues of the last 10 years, and we will keep it now. We must open our arms, as we have always done, to men and women of every shade of opinion, not asking them to conform to any creed except that the free life of the mind and the spirit is the real treasure of the world. In the army one lives necessarily and rightly in a world apart, and there isn't much time for thinking. But I do sometimes look forward with awe to the task which some of us will have to face when the end comes, of reconstructing a peaceful society. It will take all the clear thinking and all the sympathy that the world can muster. That is the true business of the W.E.A., to keep thought and brotherhood alive. My monthly Highway cheers me tremendously with glimpses of the way in which you are doing it. This kind of sermon is rather out of my line, but I want you to understand how much some of the people who are away from the W.E.A. now are thinking of you all and looking to you all."

### Education and National Existence.

Nearly all the nations of the world are engaged in a great struggle for existence at present, and many who are wondering why the W.E.A. in South Australia has not done more constructive work should understand that the paramount duty of the people is to fight for our existence, our civilisation, and our freedom. All who are physically and otherwise able to do so should settle the question once for all during the recruiting fortnight—beginning on Monday next. In the supreme crisis of the Empire it is the duty of every man to take his stand and make his decision, and then act upon that decision. For the moment the problem of education must be held in abeyance until the great crisis is over. Then I firmly believe that there will be a great renaissance of education: a tremendous rebirth of all that is best and most desirable in human life.