

up the work of the Bureau of Science and Industry done under the Advisory Council, which was appointed by the Prime Minister about two years ago. In the meantime certain preliminary organising work is being done. The Director said he was arranging to meet certain scientific men, with whom members of the Institute would work. Some propaganda measures would have to be carried out. In Brisbane and Sydney he had addressed the Chambers of Commerce and Manufactures. On his return from the West he proposed to do the same in Adelaide. He had been accompanied by Mr. Walter Lietch, the Director of the Bureau of Commerce and Industry, who was also chairman of the Munitions Directorate. The two bodies were working in harmony, the one feeding the other, and they were doing organising work together. There was a link between the three Federal bodies—the Institute of Science and Industry, the Bureau of Commerce and Industry, and the Board of Trade. The first of these organisations would concern itself with scientific work only in relation to industry. Problems affecting both primary and secondary industry would be dealt with. Amongst the former would be those related to the prickly pear trouble in Queensland, and the blow-fly and other pests. The Bureau of Commerce and Industry would be concerned with the organisation of industry and the development of new industries. It would act as the mouthpiece between the proprietors and the Government, and it was hoped would be able to render useful service in connection with tariff and other matters. The Board of Trade was largely advisory in its functions, and dealt with such matters as the conduct of the war pools. Dr. Gellatly was hopeful that the Institute of Science and Industry would be well established in a few months' time. He expected that the administration headquarters would be in Melbourne, but the work would extend throughout all the States.

Daily Herald 19.8.18

PEACE PROBLEMS

A NEW SOCIAL ORDER

BETTER EDUCATION NEEDED

ADDRESS BY PROFESSOR ATKINSON.

The first of a series of lectures, under the auspices of the Workers' Educational Association, was delivered last night at the Co-operative Hall, when Professor M. Atkinson, M.A., dealt with post-war problems. He paid special attention to "The problems of Reconstruction."

—Factions to be Removed.—

Professor Atkinson said that reconstruction must be not merely the repair of a damaged social structure, but the building of a new social order on the broad basis of freedom, newly interpreted and soundly applied. All roads led to education, and all led from it. False ideals, the evils of industrialism, international prejudice, and hatred, the self-seeking of individuals, and peoples, all could be cured through education. The fulness of liberty and democracy would never be realised otherwise. Mankind could not be saved by the mere mechanics of self-government. The elaborate machinery of a league of nations, the democratisation of foreign policy, the erection of councils of industry, the re-organisation of commerce, the universal franchise—all would be vain and futile without a change of heart and a truer philosophy of progress. Education, rightly conceived, could give men the spirit of community instead of that of selfishness, a warm fellowship instead of prejudice. It could plant knowledge in place of ignorance, interest in place of apathy.

—The Failure of Our Schools.—

In the last half-century the increase of facilities and the advance in ideals of education had been great. But it was true that our schools to-day were hobbled by the rigid and mechanical, and failed to develop the child through his natural emotions and faculties, so that his mind and spirit might become and remain free, possessed of the inner power of independent thought and right action. They should expect such a failure from the inherent vices of a social system which worshipped only material success and permitted widespread poverty. The average school was not a place where the unimpeded energy of the child was encouraged to

healthy expression, and was utilised to cultivate individual and social virtues through spontaneous activity. All schools might be thus free if they really believed in education, if they embraced great ideals with the same zest as they sought national wealth, if they paid the teachers with a tithe of the generosity they lavished upon the vaudeville artists, the schools would be more worthy of the up service they were never tired of paying education.

—Don't Blame the Teachers.—

They could not lay the blame upon the teachers. Their conditions of work—large classes, inadequate training, low salaries, and hard driving—made their achievement and devotion remarkable. They were compelled to carry out the policy thrust upon them of cultivating in the child the competitive and anti-social instincts, and the debased ethics of a sordid and war-ridden world. "We would not abolish all intellectual tests like examinations; but what possible excuse could there be for subjecting children of tender years to such tests, for which they had been driven and drilled until all freedom of thought and upliftment of spirit were killed? We must consider first the rights of the child as a human soul, and not merely what we think should be his place in the machinery of production." Education could not fulfil its purpose unless it led the pupil to realise his true relation to his God, his neighbor, the family, and the State. Such instruction would embrace the subjects of religion, history, ethics, politics, economics, and sexology—precisely those subjects which excited the keenest controversy, and were inadequately taught or entirely neglected.

—Be Honest With Children.—

The social teaching of to-day was confined almost entirely to history, and that generally of a partial character. History in every country was taught so that it would magnify the importance of that country. Children learned to believe that their own country had always been in the right and almost always victorious, that it had produced all the great men, and that it was in all respects superior to all others. Thus the child, in general, received, through the teaching of history, political and economic ideals frequently at variance with the facts, and designed to appeal to his most selfish and unsocial instincts. The new critical school of historians in the past generation had done much to dissipate the grosser errors and perversions of the school books, but they still pandered subtly and crudely to a wrong sort of national pride, and the support of the status quo. It was just as true of nations as of individuals that confession was good for the soul. Why not confess to our children and ourselves, that, in spite of a great past and wonderful national achievement, we had often been selfish, grasping, oppressive? True patriotism did not need the subsidy of falsehood. Continuing, Professor Atkinson said:—"Can we honestly claim that our shield is unsmirched by the opium wars, the Crimean war, the Boer war, by our actions at times in Africa, India, Persia, China, Morocco? Certainly we cannot. Then let us be honest with our children, and inculcate through the teaching of history and literature, a passion for the truth, a reverence for human rights, a determination to build upon the real greatness of our country a grander fabric for the benefit of all mankind. Let us stop talking of our achievements and discuss our tasks. What is more nauseating than the orgy of self-congratulation that fills 'Empire Day'? Instead of using the opportunity for an uplifting call to service through Empire citizenship, we appeal to the grosser and aggressive instincts of our youth."

—The Educated Man.—

Dealing with technical education the lecturer said that there was an unfortunate and unnecessary distinction between a technical college and a university. The former imparted knowledge in an atmosphere of crude materialism and with an aim frankly economic, while the very subject, taught at a university, carried with it enough of general culture and humanist ideals to make the university man much more likely to be a complete citizen than his technically trained colleague. "What is wanted to-day," he concluded, "is one large, co-ordinating principle, a master ideal to assemble and to correlate subjects, grades, and systems into a human unity. Education in the recent past has tended too much towards tradition and fancy systems. We shall find our key-principle, not in a new ideal, but in the old one, that education is meant to fit men for the service of civilization. Or, as I once heard it expressed, 'An educated man is one who is fitted by his talents and training to co-operate fully in the work of human progress.'

—Questions.—

At the conclusion of the lecture the professor offered to answer any questions.

The only one asked was what, in his opinion, would be the attitude of the working classes of the world after the war. Professor Atkinson stated that it was difficult to ascertain the feelings of the working classes of Germany with accuracy. In his opinion there would be a strong tendency in all countries in favor of holding out the hand of friendship. The British Labor Party was the most solid of any in that respect, and it had formulated and published in pamphlet form an excellent scheme for post-war reconstruction. There would be, however, some feeling of bitterness among a section of workers towards those of Germany. The workers of Great Britain and France would be allied closely after the war, but it would take some years for that friendship to extend to the enemy countries. In America Labor was not organized well, and it was difficult to say what would be the attitude of the workers there towards those of enemy countries.

—Feeling Among Soldiers.—

A returned soldier stated that in his opinion he found that there was little or no ill-feeling between the German privates and the British and Australian soldiers, but the German officers were most bitter towards the Allies. German prisoners were engaged in carrying and attending the wounded, and at times it was difficult to prevent the "Tommies" feeding and looking after them.

Advertiser 20. 8. 18

THE REV. DR. SUGDEN.

PROPOSED UNIVERSITY COLLEGE.

At the invitation of Mr. James Gartrell a large number of Methodists gathered at the Grand Central Hotel on Monday, when the Rev. E. H. Sugden, M.A., Litt. D., of Queen's College, Melbourne, was entertained at luncheon. Mr. Gartrell said Dr. Sugden was on his way to Western Australia. At the invitation of the General Conference, he would enlighten them in respect to higher education. The President of the Conference (Rev. W. Shaw) extended a hearty welcome to the visitor, who had done excellent and noble work for Victorian Methodism and for Methodism throughout the Commonwealth. To have him as head of the theological college where their rising ministers were educated, was an advantage of which they all should feel proud. The headmaster of Prince Alfred College (Mr. W. R. Bayly, B.A., B.Sc.) and the Director of Education (Mr. M. M. Maughan, B.A.) also spoke. Dr. Sugden, in reply, expressed appreciation of the hospitality and kindness which had been shown him. It was a great pleasure to meet old friends. He was proceeding to Western Australia, where a movement was on foot to start a Methodist boys' school. Brisbane held the record for denominational colleges, as there were four there, besides one women's undenominational college. He suggested the inauguration of a university college under Methodist auspices in Adelaide. Why should they have to send their students over to Victoria? His visit to Brisbane was really made in connection with Methodist and Presbyterian union, and it was attended with good results. Why should they not anticipate union in other directions? It was bound to come. They should consider in Adelaide the question of church union. It should be possible for them to join hands with their Congregational and Presbyterian friends in founding a university college.

Advertiser 20. 8. 18.

AN EXPERT ENGAGED.

Melbourne, August 19.

Professor E. Maxwell Lefroy, a member of the staff of the Imperial College of Science and Technology in London, has been engaged by the Commonwealth Government to investigate the blowfly pest in Australia. In addition he is to report on the best methods of combating the grain weevil, the woolly aphis, and the spread of prickly pear and St. John's wort. He will also enquire into the possibility of establishing a silk industry in Australia. In conducting his experiments in Australia he will be attached to the Council of Science, but he will have an entirely free hand. While Professor Lefroy was in Australia recently investigating the problem of grain pests in connection with the British Government purchases of Australian wheat, the Science Advisory Council suggested that he might stay to make a further enquiry into the matters mentioned. He said he could not remain, but might return in October. It was ascertained that he would accept the position for twelve months at a salary of £3,000 a year and travelling expenses, together with £2,000 for experimental work, including the employment of a temporary staff. He would also require the assistance of a qualified chemist. As the losses caused by the pest among sheep in one season alone have been estimated at £3,000,000, and there have been large losses through other pests, the Cabinet made an offer to Professor Lefroy, who cabled his acceptance. Professor Lefroy's knowledge of entomology is regarded as unrivalled.

Advertiser 20.8.18

COMMERCIAL EDUCATION.

A scheme for the extension of commercial education formulated by the Chamber of Commerce and approved by the council of the University provides for a more thorough treatment of some subjects already taught, and for a range of subjects from which the student can make a selection. The present curriculum for the diploma of Commerce, it is considered, might be improved by providing new courses in public administration and finance, transport and marketing, statistics, Australian industries, industrial organisation, and practice, and insurance. At the same time the existing courses, it is thought, should be modified to increase their usefulness. The degree course should be provided by the addition of further study of subjects taken for the diploma, the inclusion of the study of modern languages for two years at the University standard, and other subjects connected with the occupation of the student. Additional lecturers would have to be appointed. In order to finance the proposed alterations in the diploma course and to establish a chair of commerce it will be necessary to raise about £25,000 as an endowment.

Register 20.8.18

DEGREE COURSE IN COMMERCE.

Approved by University
Council.

For some time the council of the Chamber of Commerce has been discussing with the University of Adelaide, through its board of commercial studies, the extension of commercial education. The council of the University has now approved the following scheme submitted by the board:—

“Extension of Commercial Education.—

(a) The Present Course for the Diploma.—

Any extension of commercial teaching in the University must adapt itself primarily to the special requirements of this State. The development must, therefore, provide

(a) for the more thorough treatment of

some subjects already taught, and (b) for

a range of subjects from which the student

can choose what will be suitable to his

actual or contemplated occupation. An

attempt should be made to serve the

four following classes of students:—

1. Those looking to an industrial career in

factory, mine, or engineering work. 2.

Those going into commercial life as mer-

chants, agents, shippers, exporters, and

wholesale dealers. 3. Those adopting the

profession of accountancy or finance. 4.

Those seeking the higher posts in the Civil

Service. The board considers that the pro-

sent curriculum for the diploma of com-

merce might be improved so as to offer

some of this freedom in choice of subjects

by providing new courses:—a. In public

administration and finance. b. Transport

and marketing. c. Statistics. d. Aus-

tralian industries. e. Industrial organization

and practice. f. Insurance. At the

same time, the existing courses should be

modified in content so as to increase their

usefulness.

—Degree Course in Commerce.—

The degree course should be provided by the addition of (a) further study of subjects taken for the diploma; (b) the inclusion of the study of modern languages for two years at University standard; and (c) other subjects connected with the occupation of the student. In these courses opportunity would be given for the study of a science by those students who desire to qualify for control in manufacturing, engineering, or mining concerns. The alterations suggested in the diploma course would require the appointment of additional lecturers. These appointments would necessitate an additional annual revenue of at least £250. If the establishment of a Chair in Commerce is contemplated, a further annual charge of £800 would be incurred. Any extension whatever of the commercial work of the University would demand considerable expansion of the library, trade journals, consular reports, and other official publications are urgently needed, and if such were obtained they could be made accessible for reference to all business men in the city. The cost of such additions to the library would require about £50 per annum. While the Uni-