

Advertiser 22.6.18

PEACE SOCIETY AND PUBLIC LIBRARY BOARD.

From "P. H. Nicholls," assistant secretary, International Peace Society, Adelaide branch:—In view of the general recognition by all thinking men of the need for the establishment of a League of Nations, the above society recently decided to arrange for a public lecture on this subject, in order that the inhabitants of this State might be better informed as to the importance of such a league and some of the practical difficulties to be encountered. Mr. H. Heaton, M.A., M.Com., of the University, was asked if he would give a lecture on the League of Nations in its economic aspects. Mr. Heaton kindly consented, and I, acting for the secretary of the Peace Society, applied on May 14 for the use of the Public Library lecture room, Institute Building. In reply I received a letter from the secretary of the Public Library, from which the following is an extract:—"In reply I have to inform you that before the lecture room can be reserved for your society it will be necessary for me to receive an undertaking that the lecturer will not touch upon the question of peace and its relations to the present conflict. Mr. Cromer, of the Workers' Educational Association, whom I have seen, informs me that the scope of Mr. Heaton's lecture is confined to the League of Nations and its economic aspects after the war. It is necessary that this should be clearly understood, because strict regulations prohibit the letting of the room in question as regards subjects provocative of party discussion." This letter I forwarded to Mr. Heaton, who replied as follows:—"I can give a guarantee that the only reference which I shall make to the present war will be—(a) A discussion of such economic forces as tend to create international jealousy, and (b) a quotation and explanation of extracts from the speeches of President Wilson, Mr. Lloyd George, and others. These quotations will refer to the ideas which these men held concerning the establishment of a League of Nations and the economic functions of that league. The mere fact that I shall heartily commend the utterances of these men ought to satisfy the requirements of the Public Library governors. In your reply to Mr. Adams you might quote the above sentences." I at once sent to the Public Library a copy of Mr. Heaton's statement. My letter was dispatched on June 4. The following reply was dispatched by Mr. Adams on June 5:—"In reply to your application for the use of the Public Library lecture room on July 5, I am directed to inform you with regret that my board is unable to grant your application." These extracts speak for themselves, but I should like to ask—1. Did the Public Library Board deal with our correspondence, or is this decision that of one man? 2. Are we to understand that the board, whilst allowing a highly controversial lecture to be given in its hall on trade economy, alias trade war after the war, is nevertheless opposed to the idea of a League of Nations? Is it not a fact that the room has been let to a political party for a series of lectures, and is it not a fact that one of these lectures is on the League of Nations? 3. Does the board regard a society which has Principal Bovan as its president, the Revs. Lade and Gifford, Professor Naylor, and the Hon. F. S. Wallis as its vice-presidents, as such a dangerous organization that all doors must be closed against it? All the best thought in England and America is unanimously in favor of a League of Nations. And yet the Public Library Board says "Hush."

Register 22.6.18

MISCELLANEOUS.

"W. G. B."—Dr. Ennis, of the Conservatorium, says:—1. "The L.A.B. diploma is conferred by the Associated Board of the Royal Academy of Music, London, and the Royal College of Music, London, two recognized chartered musical institutions. The other diplomas mentioned are granted respectively by Trinity College, London, and the London College of Music, institutions which have no charter. 2. The A.M.U.A. diploma stands on a different footing from the foregoing. Whereas the three diplomas abovementioned are granted on examination only, the diploma of A.M.U.A. is granted only after a three years' course of study in the Elder Conservatorium, and the passing of an examination proper to each year. 3. The diploma of A.M.U.A. certainly does not carry with it the right on the part of the diplomée to wear any of the sartorial splendour mentioned, nor have I heard that such is the case with the L.A.B. diploma. I am almost sure that nothing of the sort is connected with it. I have no information with regard to the others. 4. I do not quite understand the word "recognised" in this enquiry, but can say that the diploma of A.M.U.A. is granted by the University of Adelaide."

Register 29.6.18

"FOSSICKING" AND GEOLOGY.

From Walter Hutley:—For some years the race of "fossicking," prospectors, who in the past faced the unknown bush in search of precious minerals, has been dwindling, and the number of such men is now very small. I cannot attempt to give reasons for this tendency, but would rather seek to point out a way by which we may encourage a younger generation to take up the task of "fossicking" in this State for the purpose of opening up some of its mineral possibilities. A complete geological survey of South Australia has yet to be made. We have all the necessary equipment for instruction of geological students, but few undertake that study, and those who do take it up as a side line. It would be interesting to know the number of students who have qualified in geology since the establishment of a "Chair" of Geology at the University. My point, however, is the establishment of one or two valuable scholarships for students of geology, tenable for two years, conditionally upon three months in each year being spent in making a geological survey of a given area. The conditions of such scholarships might be settled by collaboration between the Department of Mines and the Professor of Geology. This would have as its object the increase of our geological knowledge, and the possible increase of our mineral productions. If an interest or bonus were granted to the scholarship holder upon the establishment of any productive mineral area as a result of his "fossicking" it would be an added incentive to the individual, and in all probability increase interest in a fascinating study which now leads into a cul-de-sac so far as profitable employment is concerned in this State.

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POST-WAR PROBLEMS.

A joint meeting of members of the State Advisory Committee on post-war problems and science and agriculture was held at the office of the Attorney-General on Friday afternoon. The Minister of Industry (Hon. H. N. Barwell), who presided, explained that he was Chairman of both committees, and as they were working on similar lines and possibly needed one another's help, he had considered it advisable to ask both committees to meet together to consider their future work; also whether they should amalgamate, disband, or work in conjunction with the Commonwealth Advisory Committee of Science and Agriculture. After discussion it was resolved to suggest to the Government that the two committees should be amalgamated in one body, to be called the State Advisory Council of Science and Industry, and to consist of the present members of the two committees. It was not considered advisable at present to unite with the Commonwealth Advisory Committee, and it was accordingly resolved to recommend that the scope of the council's duties should be limited to the State. It was also agreed to recommend that a Deputy Chairman should be appointed to facilitate the arranging of regular meetings. The Chairman explained that in connection with the organization of the work it was his idea that special subjects should be referred to subcommittees of members with expert knowledge and that these committees should report to the council, who would make representations to the Government.

Daily Herald 1.7.18.

ALLIED UNIVERSITIES

REQUIRED FOR RESEARCH WORK.

(Reuter's Telegram)

LONDON, June 29, 10.15 a.m.

In an article in the "Nineteenth Century" Sir Oliver Lodge, in arguing that students from Britain and the dominions and America will, after the war, not resume the habit of going to Germany for post-graduate courses, advocates the development of Allied universities to meet the situation. He states that the establishment of a new degree as "a mark of promise rather than of achievement," is being considered with the object of strengthening research, which is necessary even at a cost of £1,000,000 a month, as the latent qualities among the members of the English-speaking race will be found to be as striking and surprising to the foreigner as the splendid achievements of their armies have been.

Daily Herald 1.7.18.

are for his aged mother.

—Loss of an Eye.—

Clement John Smith (19), asked that £150 paid into court by the University of Adelaide be apportioned as follows:—£30 to the applicant's father, and the balance to the public trustee until the applicant should attain the age of 21 years. Mr. J. J. Daly, who appeared for the applicant, explained that he had been engaged as an apprentice at 10/ a week as a mechanical instrument maker at the University. As a result of a blow to the left eye from a tool he was forging, that eye had to be removed. It had been agreed to accept £150 in full compensation. The S.M. made an order accordingly, and remarked that, bearing in mind previous judgments of the court, the settlement was most satisfactory for the applicant.

Advert. 2.7.18

Elder Conservatorium Concert.

The first of six lecture concerts of Chamber music was given at the Brookman Hall last night. The Elder Conservatorium Council are indebted to the courtesy of the president and council of the School of Mines for the use of this hall. It is considered that the building may be more suitable acoustically for concerts of this description than the Elder Hall. Professor Ennis gave an outline of the development of form from an eight-bar sentence to the intricacies of sonata form. He proceeded to explain the compositions under review. Haydn's string quartet in B flat, op. 76, No. 4, known as "The Rising Sun" quartet, was played by Mr. Gerald Walenn, Miss Nora Kyffin Thomas, Miss Sylvia Whittington, and Mr. Harold Parsons. Although the players have been associated but a short time (since the arrival of Mr. Walenn in Adelaide) there is absolute unanimity between them. Their association must have great educational value. The quartet was admirably played from first to last. With Professor Ennis at the piano the quintet in A, for pianoforte and strings, op. 81, by Dvorak, was given. The work is wonderfully conceived, full of interest, and uncommon rhythms, woven from delightful themes. It was beautifully interpreted all through, the players, inspired by the fascinating score, giving every particle of their musicianship to an adequate presentation. Further concerts will now be

Revised 2.7.18.

UNDERPAID TEACHERS.

Commenting in his presidential address before the Teachers' Conference on Monday regarding State school teachers' pay, Mr. J. Moyes said that the war had brought about through various causes a great increase in the cost of living, and while people engaged in many industries had obtained relief through the Arbitration Court, the public servants with fixed salaries had seen prices advance by leaps and bounds without any corresponding increase in their pay. Moreover, increased taxation had found them out, and helped materially to bring hard times nearer. To the credit of the South Australian teachers, he it said that they refrained from appealing for relief, except in the case of the lower-paid women teachers whose salaries were so low as to render life difficult, if not almost intolerable, under present conditions. Months had passed without anything being done. The teacher who wondered whether there was enough meal for to-morrow's breakfast, or whether she would have to turn her skirt for the fifth time, was not in the best frame of mind for teaching the young, and if she failed to obey the Scriptural injunction to take no anxious thought for the morrow, the recording angel would unhesitatingly lay the blame on a tardy Government. No doubt the patience of those teachers would be rewarded, but they would only be satisfied that an act of justice, long overdue, had been performed, without being impelled to feel thankful for a concession. The salaries of the women did not bear any reasonable proportion to their work, as compared with the pay and work of men, and an all-round increase to bring them into a more equitable ratio to those of their male confreres would give universal satisfaction. The amount of the increment granted to women teachers was worthy of comment. A boy in an office at a weekly wage of 10/ was encouraged by the thought that on the completion of his year of service he might expect another 2/6 a week. This was a 25 per cent. increase. Teachers on the £100 mark might, if reports and so on were satisfactory, look forward to a rise of £4, only 4 per cent., or a little over 1/6 a week. An amount like that was altogether out of proportion to the status and dignity of a teacher who had passed through the University, and was registered as duly qualified; it was, as he had shown, much less than the increase granted to an office boy. On Monday night the Minister of Education (Hon. W. H. Harvey), in the course of an address to the South Australian Public Teachers' Union, stated that if the Government was successful in getting the line on the Estimates through Parliament, he thought the Director of Education would agree with him that some of the teachers at least, and those who the Government considered were the most deserving of immediate consideration, would be benefited. They were the lady teachers out in the backblocks. It was an attempt to improve their conditions. (Applause.)

LABOR AND EDUCATION

THE W.E.A. ATTITUDE.

CONSIDERED BY "MARXIAN."

I should like to open my letter this week by congratulating "The Daily Herald" on its magnanimity in opening its columns so liberally to the exposition of the working class educational viewpoint—a viewpoint which is most scrupulously excluded from the capitalist press of all countries. "The Daily Herald" of June 25 particularly contains such a statement of Socialist philosophy, and such a statement of the objective of Labor colleges as to call forth "Marxian's" highest admiration. I refer to the article on Labor colleges from "Fellowship," written by Comrade Earsman, secretary of the Victorian Labor College—an article which should be cut out and read by every person interested in the working class educational movement. I refer also to the article on "The Class Struggle" by "Woman Voter," and last, but not least, to that by "Mark Tyme" on "The Marxian Doctrine." The lastnamed is a study for every working class student, containing as it does more sound social philosophy and economics than all the lectures ever delivered or ever will be delivered by the lecturers of the W.E.A. But as it is only right to give honor to whom honor is rightly due, I might here state that those 17 points of Socialist philosophy, unfolded by the writer who signs himself "Mark Tyme," are taken from two of my Glasgow Marxian Socialist comrades, written in reply to a Glasgow "Bailie," whose economic basis seems to be about as wobbly as that of our well-intentioned friend "Mark Tyme" himself. The 17 points referred to are drawn up by the president and secretary of the Glasgow Mar-

John Denison. These remarks must be taken as a pardonable digression, and I will now beg leave to return to Mr. Herbert Heaton's "great defence of the W.E.A." as contained in "The Daily Herald" of June 11.

—Two Educational Aims.—

In my former letters I have emphasised the view that the aim of working class education should be to equip the workers for the overthrow of the capitalist system and the establishment of Socialism. "Opposed to this," says Mr. Heaton, "is the W.E.A. aim—the development of all the faculties of man personal and social alike." It will be seen that this aim, in itself unobjectionable as applied to all the members of a capitalist community, including the master class and all their tools and parasites, is inapplicable to the working class movement, which is really out for a clear and definite purpose. What does the working class movement exist for? Under what circumstances did it originate? And what really is the object of its existence to-day? Is it to "develop all the faculties of man"? This sort of nonsense passes for wisdom among our university culturists, but it is a bladder that only needs a little pin prick of commonsense and experience to burst it. There is but one answer to these queries.

—Overthrow of Capitalism.—

The working class movement originated as the outcome of the development of capitalism, and it can have no other objective to-day than the overthrow of the system which has brought it into being. The Labor parties of the world are now recognising this great fact after groping long in the dark, and are all declaring openly that their objective is the elimination of the capitalist and the establishment of what they call "the co-operative commonwealth" or Socialism. Mr. Heaton says that "if a man has a taste for literature, music, art, or nature study, should he be deprived of the development of that taste until Socialism was established?" The obvious answer to this is a recognition of the fact that the Labor movement, as a movement, has nothing whatever to do with these subjects, though the Labor movement will never discourage any individual worker from cultivating all the finer and higher tastes in the world. The Labor movement has a specific work to perform in the world regarding which our university people, with all their higher culture, are wholly and entirely ignorant, or pretend to be, in order to retain their emoluments. When the working class movement grows so strong that its success becomes immediately inevitable these good university people, like the church, will claim that they were always fighting on the side of the workers. Not one thing the latter must not lose sight of is this, that the objective of the working class movement is no other than their social and economic emancipation.

—Education or Instruction.—

Mr. Heaton, following the lead given by Mr. MacTavish, general secretary of the W.E.A. in England, tries to mystify the workers by informing them that the W.E.A. gives "education," while Labor colleges only give "instruction." That is to say, that education is not that vulgar working class thing called instruction. It is a very pretty distinction, and may be left with our university folks to argue about. But to the unsophisticated workers, it will prove about as profitable as discussing the attributes of the trinity in unity, or how many angels can dance at the same time on the point of a needle? And to sagely inform us that "instruction means pushing one's ideas down another man's throat" seems silly. Let any one who entertains this absurd notion visit the economics class held every Thursday evening in the A.W.U. Hall, Flinders street, and see for himself.

Karl Marx, we are told, is out of date. Capitalist economists have been saying this for a long time. But we shall find out how much truth there is in the assertion when Mr. Heaton brings along his evidence. Up till the present he has only tackled Marx's diagnosis of the cause of unemployment. His attempt was a miserable failure. But try again, Mr. Heaton, and if you succeed you will triumph where thousands of professors have fallen.

—Masters of Their Own Destiny.—

Marx has analysed capitalist production with such force that all the powers of all the capitalist universities cannot answer him, and he has shown the workers that they are the masters of their own destiny, and not the predestined victims of a hypothetical Providence. What does Mr. Heaton mean by telling his audience that the Victorian Labor College had "stolen" its text book? As Labor colleges are of recent growth they cannot as yet have all the necessary appliances for tuition, and must for a time draw upon university productions. But their text books are widely advertised, and if they are used by working class tutors they will naturally be explained from the workers' standpoint, which can be done without the necessity of ramming such a point of view "down one's throat." In turning up the Victorian Labor College syllabus I find that the teacher of economics, Mr. Barrahi, is entered for "a course of lectures on economic theories," with special reference to theories bearing on the emancipation of the workers." When in South Australia, I mean the organised workers, going to set up a Labor college.