

Adelaide, 28.3.18

THE DIPLOMA OF ASSOCIATE IN MUSIC.

The University Senate on Wednesday adopted the new regulations approved by the council relating to the diploma of Associate in Music. To obtain the diploma a candidate must complete three academic years of study, not necessarily consecutive, at the Conservatorium, in one of the following subjects:—Pianoforte playing, singing, violin playing, violoncello playing, organ playing, and musical composition. He or she must also pass the examination proper to each year. If a candidate passes in grade 1 in both theory and practice at the public examinations in music, he or she may be admitted to the diploma course with the status of a student having completed the first year. There is a provision that after a candidate has completed the three years of study he or she may, if the council think fit, take in one year all or any of the subjects not passed in previous years, but the permission will be granted in exceptional cases only.

Register
6.4.18

LATE LIEUT. ALAN MOREY.

The following letters referring to the death of Lieut. A. Morey have been received in Adelaide. Major Moore, of the 60th R.F.C., wrote to Mr. Morey's mother:—"I cannot say how deeply I regret to inform you that your son lost his gallant life in combat with a hostile machine. He was on patrol when the patrol was attacked by an Albatross scout from above and behind; your son was in front. Hearing the gun of the Albatross, he turned to attack it, and struck the German machine just behind the pilot. Both machines were destroyed, and poor Alan has given his life for his country. I feel his loss terribly for many reasons—Firstly, a braver officer never lived. He was a lion in the air, always going straight into the thick of it, and a splendid example to the officers of the squadron. As you know, he volunteered to come out here, and as he was partially crippled there was no reason for him to volunteer, just as his own undaunted spirit called him. He and I were old friends, for he was a pupil of mine at Shoreham, where he first learnt to fly. When I took over the squadron it was a great delight to see him as one of my officers. I cannot tell you what a true soldier and comrade your son was. It's hard to express feelings on paper; but I assure you I am personally very deeply affected by his death. He was immensely popular with every one, and whenever his name was mentioned you heard the remark—"He's a jolly good fellow, and a stout one, too." One knows that those remarks are worth their value from fellow-pilots here. If he had only lived he was to have had his flight in a fortnight, and although he had only been in the squadron a short time I had selected him above the rest for promotion, and, in fact, had actually conveyed my intentions to him. All my officers join me in their sincere sympathy for the loss of our most gallant and brave comrade." Senior-Chaplain Wallace Smythe, of the 2nd. Brigade, R.F.C., wrote:—"I cannot help writing to you to tell how I feel it about your splendid boy in the 60th Squadron, R.F.C. I suppose you will have heard already from the W. Office and the C.O. of what has happened, how yesterday in a patrol one of the pilots was in danger of a Hun diving on him, and your son flew at the Hun, and your son and the Hun collided in midair, and came down in a crash over the lines of the enemy. After all your son has been through, and his superb pluck in spite of his lameness, it seems too cruel that this should have happened. I suppose you are aware that only a week or two ago he came back from a patrol with his flying coat and tunic riddled by bullets, and only a slight grazing of his flesh. We do all feel for you so; every one was so fond of him, and I saw much of him, and was awfully fond of him. He was always so happy and jolly, and always a real gentleman, and such an example to his brother officers and N.C.O.s."

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closing of the subscription list of the sixth war loan. During the day, final and special appeals will be made by Messrs. A. J. Roberts, C. Allen, G. Spry, D. Kerr, and Lieut. Colley. The "tank" will be outside the Commonwealth Bank at 11.30, in Rundle street from 12 to 1, and in front of Bowman Buildings from 1 to 2. On Monday night the "tank" visited Unley, and was met at the town hall by the Mayor (Mr. W. N. Parsons) and members of the council, and a large gathering of citizens. The Mayor introduced the subject of the war loan, and stated that bonds and war savings certificates would be sold by officers of the Commonwealth Bank, who would also receive applications for war loan stock. Other speakers were the Hon. J. H. Cooke, M.L.C., Sr. Shannon, Cr. Illingworth, and Messrs. G. Spry (R.S.A.) and Lambert. So great was the rush for bonds, that the Mayor placed at the disposal of the bank's officers the cashier's desk in the town hall, and applicants were, therefore, quickly dealt with. War bonds to the value of £5,000 and certificates to the total of £137 were sold. On Tuesday the "tank" visited the University of Adelaide, which was made a centre of appeal for subscriptions. Mr. D. Kerr (R.S.A., and a former graduate of the University) made a strong appeal for substantial support to the loan. War bonds and certificates to the value of

£3,600 were sold as a result. For subscriptions ranged from £1,000 down to £10 bonds and £5 certificates. Chaplain-Capt. A. E. Gifford spoke from the "tank" in King William street in the afternoon, when a number of small subscriptions were received, with a promise of £25,000. Brisbane continues to lead in connection with the rivalry with Adelaide, both regarding the number of war loan applications and the amount subscribed, although the Mayor is hopeful that to-day's figures will more than make up the present difference. The latest totals are:—Brisbane, £583,520; Adelaide, £505,300. The Commonwealth Bank will remain open until 9 p.m. again to-night for the receipt of war loan subscriptions. A steady stream of people were quickly attended to yesterday, and the staff were kept working at high pressure.

Refused 10.4.18

by the court.

TEACHERS' TRAINING COLLEGE.

The Training College of the South Australian Education Department is at present intimately connected with the University; the college students attend lectures delivered by University professors in University lecture rooms, they study in the University library, have luncheon in the University common rooms, join with medical, law, and science students in sports on the University grounds, are members of University literary, religious, social, and other societies, and so forth. Dr. A. J. Schulz, principal of the college, approves of this arrangement, and regards the influence of the University on the minds of the students as beneficial, powerful, and enduring. "In many countries," he says, "the primary school teachers are determinedly fighting for a closer union with the University. I know of no other primary training college in the Empire, or indeed in the world, where the connection is so intimate as in this State. Many will regard it as something not lightly to be thrown aside." In his report for 1917, Dr. Schulz discusses the arguments in favour of a "radically separate training college." Such an institution would have advantages, he admits, but it would obviously not be able to provide the same breadth of culture and general outlook as does a university. He concludes:—"It would be possible to find some intermediate arrangement, one which combines as many as possible of the advantages of each of the two extremes, giving a college more liberally equipped than the present one, yet maintaining an intimate union with the University. . . . For most of the students there is first of all a period of one year of practical mentorship in a school, under the guidance of a head master. This is followed by three years of general education at a high school, and this again by one year of junior teachership in a primary school, again under the supervision of a head master. The college course at present extends over one year, including only 27 three-hour periods of teaching practice. Following this again, there are at least several years of what may be called improvership before journeymanship and mastership are attained. The one-year college course is, in many respects, undoubtedly the most important individual link in the whole chain. However, this does not dispense with the necessity of continuing to look before and after. The general situation caused by the war makes a considerable change difficult or even impossible at present, but no doubt the future will bring whatever development is desirable."

"WHAT LABOUR WANTS FROM EDUCATION."

From C. R. BAKER:—I am reported in *The Register* as saying professors of history refrained from calling the British Empire the great robber nation. Mr. Heaton had asked, would Labour welcome a lead from the universities. I said no, in my opinion; and I proceeded to take the teaching of history as a reason for the suspicion. I said no working-class child ever learnt anything about the industrial revolution that changed England from an agricultural community to a manufacturing country of large cities infested with slums and poverty. The children were not told that the hands of the wealthy landowners of England were dripping with the fate of sacrilege (actual words of Lloyd George, reported in *The Register* at the time). They were not told that the history of the occupation of India was a history of plunder (see Burke on the impeachment of Warren Hastings, Governor-General of India). They were not told of the "enclosures," that robbed the people of England of the common land, or the fact that Nelson bombarded Copenhagen in 1809 without warning, or England being at war. I said the foundations of the British Empire were laid by the pirates of Drake, who sank the ships of Spain without England being at war. I added that when in after years workers learned these things they were suspicious of the people who suppressed the national crimes that had brought England to the state that 22 millions of Englishmen were living under the poverty line (actual words of Campbell-Bannerman while Prime Minister of England). There was an audience which represented every section of the community, and a long discussion took place; but not one speaker took exception to any facts I used to show that the workers distrusted universities because they knew the whole truth was not told.

Register 1.5.18

EDUCATION AND THE UNIVERSITY.

From Rev. J. C. KIRBY:—Mr. O. H. Baker argues that because the children in the primary schools were not taught certain matters by the Universities of Great Britain, therefore, the proletarian distrust Universities in Australia who cannot be said to trouble themselves very much about English history—they pay most of their attention to the history of Greece and Rome. Then the history of British proceedings in India was told to all by university men, and who but they made known that historic iniquity, the Rociores Act. The general fact is that mankind are only just emerging from barbarism and ignorance. All the precedent generations of all nations have been ignorant barbarians, whether they are Irish, British, French, or Germans, and it is useless to rail at the wrong doings of our forefathers. We have to take the position into which we are born, and to make the best of it. Our forefathers had their virtues as well as their faults, and it is not likely that we, their children, will consent to call them and ourselves opprobrious names. The Universities are here, and are willing to help the working men or any other men to gain precious scientific knowledge; and that has very little to do with history. The working men would be very foolish to reject that assistance on such grounds as those propounded by Mr. Baker. We do not all read history alike. Spain's rulers were full of deadly animosity against Protestant England, and were ready to establish the Inquisition there by force of arms. England believed that the resources brought by the Spaniards from the west were designed to be used against the English nation, and so the famous Drake was sent to singe the King of Spain's beard, and did it.

Register 4.5.18

WORKERS' EDUCATIONAL CONGRESS.

From "NON-DELEGATE":—Subsequent correspondence has not removed the impression created by Mr. Baker's speech at the congress—that some university professors, either for ulterior motives or because of lack of moral courage, would not openly make known, much less denounce, the national crimes recorded in English history. That impression had probably intensified the feeling of distrust and suspicion against the influence of the University, which seemed to dominate one or two of the subsequent speakers. Mr. Baker claims that no one took exception to his remarks. This was owing to the fact that the Chairman, probably inadvertently, when introducing the subject, announced that the "delegates" would be allowed to take part in the discussion after the speeches. But for this announcement two visitors at least would have challenged Mr. Baker's surprising statements. How far he was wrong as regards Adelaide and its University professors the following instance will show:—At the public meeting of the South Australian Public School Teachers' Union Conference, in the Brookman Hall in July, 1915, Professor Darnley Naylor openly and in no equivocal terms, denounces the very act which Mr. Baker quotes—the bombardment of Copenhagen and the seizure of the Danish fleet, when Denmark was not at war with England. Again, at a meeting of the University Senate, in 1917, three professors spoke and openly voted against a motion, practically supported by the whole Senate, whose object was the removal of the names of two eminent scientists of enemy extraction from the records of the University, justifying their attitude in words which

testified to a high spirit of patriotism and exalted freedom, as well as to the possession of a degree of moral courage of no mean order. Other instances would be given, but the above should satisfy Mr. Baker that some of us did disagree with his statement, and that such disagreement was not, in our judgment, unsupported by facts.

LABOR AND EDUCATION

A REPLY TO "MARXIAN."

Herbert Heaton writes:—It was perhaps too much to hope that our W.E.A. roses would be able to bloom this year free of thorns, so the appearance of "Marxian's" letter must be attributed to the botanical law governing hardy annuals. But the thorns are blunted because "Marxian" bases his criticisms on statements which are not true. In paragraph 1 of his letter he states that the universities, unable for a long time to "noble" the forces of organised labor, hit on a magnificent idea—"they have started what they call the W.E.A." An excellent hypothesis, but unfortunately not borne out by the facts. The W.E.A. was formed at a meeting held on July 14, 1903, in England, a meeting which consisted entirely of trade unionists and co-operators. And when such men went to the universities and made their demands, in some instances the answer was, "Impossible; we can't be bothered." So much for No. 1.

The second untruism is based on a bad misquotation of my quotation from Mr. Mactavish's pamphlet, "What Labor Wants from Education." For that misquotation there is no excuse, since "The Daily Herald" report (April 28), from which I presume "Marxian" quotes, is accurate even to the punctuation. In that report it reads as follows:—"Labor wants from education health and full development for body, knowledge and truth for the mind, fineness for the feelings, goodwill towards its kind, and, coupled with this liberal education, such a training as will make its members efficient self-supporting citizens of a free, self-governing community." "Marxian"

with suspicion. Take a subject like history—the senior text book was by Gardiner, who wrote a book for university dons. It was not history; it was merely a record. He had passed up in senior history, but had heard not one word about the industrial revolution. What did the workers care about the wives of Henry VIII? The University had no message for the workers at present. The workers wanted truth and it was not revealed in the histories of the universities and therefore workers looked with suspicion upon it. Take literature—where was the democratic tone, even in Professor Darnley Naylor's W.E.A. literature class? "What was the attitude of the University towards victimised trades unionists?" was the question he would put against Mr. Heaton regarding intolerance. He would say frankly that Labor was intolerant, but give Labor the opportunity of freedom of thought and its intolerance would pass away. Labor was not the only intolerant body. Universities would be regarded with suspicion until they proved themselves to be in sympathy with and desirous of helping the great toiling masses.

—Worker Needs Prodding With Pitchfork.—

Mr. F. McCabe said he hoped Labor would show tolerance. He was not afraid of any university professors, and he would welcome interest from men who were trained to think. If Labor did not get a lead from the university, from what in the name of fortune could it expect a lead? In his opinion Labor wanted nothing from education; it needed prodding with a pitchfork, for it was sleeping, and wanted to sleep. The leaders of Labor must spoonfeed Labor as a mother spoonfed a child. The curriculum must be altered. He wanted something which would help the workers to get the best out of life. Education was not an end; it was a means to an end. The teacher should not try to cram into a child, but should draw the best out of it. A teacher should teach a child to think. They must think not in terms of nationalism, but patriotism; not in terms of jingoism, but in terms which would do the best in life. The workers wanted political and economic equality, and that would not be won while the Legislative Council was among them. The working people were better off with what education they had. They had leisure to-day. Twenty years ago they had none. His complaint was that the worker had not known how to use his leisure. It might be that the struggle to maintain the home to-day was as keen as 20 years ago, but the standard was higher. They had to give the worker the grip of economics which would enable him to satisfy the wants which that culture had brought.

—Use, Mind, Spirit.—

Professor Henderson said that what Labor wanted was the sense of responsibility which came from education. Labor had a right to expect from education the development not only of the

PEOPLE AND EDUCATION

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DANGER TO THE WORKERS.

"Marxian" writes:—As a close observer of the international working-class movement I see a positive danger in permitting the education of the workers to fall into the hands of those whose economic interest are bound up with the maintenance of the present capitalist order of society. And there is a real danger of this just now in South Australia. Universities—those seats of classical learning and political and economic conservatism—never could succeed in their attempts to "nobble" the forces of organized labor until now. They have hit on a magnificent idea. They have started what they call the Workers' Educational Association, assisted by some Labor leaders who failed to see the university people's objective. And this idea is catching on. But I venture to predict that it will only be for a time until the whole scheme is found out.

What Does Labor Want?—

At a conference of this body held a few days ago in Adelaide, at which some of our local "Labor leaders" were invited to attend, the smarties of the university, with a view to sounding the depth of those Labor leaders' knowledge, invited them to discuss the following question:—"What does Labor Want from education?" The said Labor leaders tackled the problem like British heroes, but unfortunately not one of our Labor champions could answer the question. One said that what Labor wants from education is conditions which will get the best from the children and the best from the teachers.

Up of our teachers and scholars, although he probably did not mean such a thing. One said Labor wanted from education something that would enable the workers to overcome the monotony of working long hours and more "color in their lives," which was very poetical indeed, and was highly appreciated, no doubt, by the professor of English literature, who was present. Another Labor leader said that Labor really wanted nothing whatever from education but "prodding with a pitchfork," in which philosophic suggestion the few bosses who were present heartily concurred. A professor said that what Labor wanted from education was a development of mental and spiritual culture," especially that sort which they serve out at the University.

—A. Definite Proposition.—

Professor Heaton—who is always a gentleman and a scholar in every sense of the word—submitted the only definite proposition. If asked to state his opinion he said he would "use the words of Mr. J. M. Mactavish." By the way, this Mactavish is a fellow-countryman of mine, as his name indicates, who is now general secretary of the W.E.A. in England. However, here is what Messrs. Heaton and Mactavish think the workers are particularly in need of:—"Labor wants from education health for the body, knowledge for the mind, fineness for the feelings, goodwill to everybody, a liberal education such as will make efficient, self-supporting citizens of a free self-governing community." Now, at a meeting of the All-British League or the Chamber of Commerce this quotation from Mactavish would have been quite as appropriate as at a W.E.A. conference as everybody really wants "health for the body, knowledge for the mind, and fineness of feelings. And the reference to the workers being made "efficient, self-supporting citizens" is highly suggestive of the need for increased production and speeding up in order to pay our patriotic capitalists the huge interest on their war loans. I venture to say that had any class-conscious worker been present at that conference, who was acquainted with the alphabet of working class economics, he would have put the case in a few words. And the fact that none of the "Labor leaders" present at that conference could put that case is surely overwhelming evidence of the need for real working class education.

—How Wealth is Created.—

What Labor wants from education, over and above everything else, is surely an equipment that will help the working class to understand how wealth in modern times is created, how it is distributed, how it comes about that people who work hard all their lives die poor, how others again who never work at all live sumptuously every day and die rich. What is the reason of the existence of a wage labor and a capitalist class and how capitalism robs and starves the wage-slaves of the world and how best to overthrow the system. In a word, education, if it is to be of any service to the working class movement, ought surely to be of that sort that will assist the workers in the great humanitarian work of social and economic emancipation. Only the working class itself can assist or will assist in this work. The W.E.A. is of no use in its realization. If the W.E.A. tried it what would happen? It would be immediately dropped by the Government, as no capitalist Government will knowingly subsidize an educational institution that will in any degree assist in the work of its own destruction or the destruction of the system on which modern political institutions are built. The W.E.A., therefore, dare never become a menace to the capitalist system and an educational institution that is not a menace to capitalism is no good to the workers. The time has come when the workers' only educational policy is the establishment and maintenance of their own Labor college.

Review 10.5.18

AUSTRALIAN MUSICAL EXAMINATIONS.

An important interstate university conference will begin in Sydney on Monday, at which the joint scheme for examinations in music throughout the Commonwealth will be exhaustively discussed, and consideration given to suggestions for the simplification of administration. The delegates from the Adelaide University will be Professor J. M. Evans and the Registrar (Mr. C. R. Hodges), and the latter will also represent Western Australia. They will leave for Sydney to-day. In April, 1903, a joint scheme for musical examinations was adopted by Melbourne and Adelaide, and since then the universities of Tasmania, Queensland, and Western Australia have associated themselves with the arrangement. For some years the examinations were held under the auspices of these five universities, but the University of Sydney, having no chair of music, did not enter the scheme. This year the State Conservatorium of New South Wales has joined with the universities, and the examinations will be conducted under the extended scheme. The annual conference of the universities concerned has hitherto been held either in Adelaide or Melbourne, but this year the delegates will assemble in Sydney, and the State Conservatorium will, of course, also be represented.

To give "clearer understanding" is the aim of every economics tutor in the W.E.A. to-day. But that aim is not achieved simply by declaring that everything in existing society is bad and that everything in a Socialist society is infallibly good and perfect. It is not gained by blindly accepting everything which suits one's case or by exempting one's pet panacea from all criticism. It is not reached by merely talking of "overthrowing" the existing system. And yet that is largely what "working class economics" does. It picks out of the whole body of economics such facts and theories as are pleasant to itself. The W.E.A. tutor tries to teach neither working class nor capitalistic economics, but economics. If "Marxian" or any of your other readers dispute this, let them read the two text books on economics written by Gide and Olay, which are the two books most generally used in tutorial classes to-day.

Advertiser 10.5.18

FORESTRY IN NEW SOUTH WALES.

By an Act passed in November, 1916, New South Wales has inaugurated a forest policy which appears likely to prove of immense value to the State. It is the most advanced measure of forestry legislation introduced in the Commonwealth, and the resources of the State are to be developed to the fullest extent. A Forestry Commission has been appointed, and one of the works to be put in hand shortly is the establishment of a forest training school. Every phase of the timber industry is being considered, including a survey of the forest districts. In June last the area of Crown lands proclaimed or approved for proclamation as State forests was 5,063,688 acres, but the estimated area of Crown and private land containing timber of commercial value was 15,000,000 acres, and in the first year of the Commission's existence an area of 12,865 acres was resumed for forest purposes at a cost of £5,750. South Australia has done a little in the direction of forest cultivation, and if the advice of the Conservator of Forests had been adopted many years ago there would now be millions of pounds worth of commercial timber available for shipbuilding and other purposes.

Advertiser 10.5.18

MUSIC EXAMINATIONS.

The Universities of Melbourne, Adelaide, Tasmania, Queensland, and Western Australia held public examinations in practice of music this month. The following is the pass list for South Australia:—

Honors.

Grade III.—Constance Cleary McGrath (piano), St. Joseph's Convent, Port Adelaide; Nora McNamara (piano), St. Joseph's Convent, Peterborough.

Grade IV.—St. Joseph's Convent, Port Adelaide—Mary Helena Dowd, Grace Mary O'Neill (piano). Private instruction—Maureen O'Grady (piano), Miss H. M. Whittington.

Grade V.—St. Joseph's Convent—Port Adelaide, Nellie Veronica Coleman (piano); Alberton, Eva Edna Schipper (piano); Brompton, Mary Dolan, Eva Dring, Jean Shillingtonford (piano).

Pass.

Grade I.—Ellen Grace Brindal (piano), Miss A. Davis, Mus. Bsc.

Grade II.—Alice Dorothy Huffman (piano), St. Joseph's Convent, Port Adelaide.

Grade III.—Dominican Convent, Clarence Park—Thelma Glover, Ivy Maude Luke (singing); St. Joseph's Convent, Port Adelaide—Annie Constance Bewick, Margaret Deloresa Riley, Constance Victoria Smith, Nellie May Weman (piano). Convent of Mercy, Angas-street—Hilda Mary Murrell (piano). Private instruction—Ellen Ivy Maude Chesterfield (piano), Mr. H. H. Davies.

Grade IV.—Dominican Convent—Clarence Park, Ivy Maude Luke, Eileen Talbot (piano); Franklin-street, Wilfred Mary Millan (piano). Private instruction—Sidney Mary Beaumont, Florence Joy Wright (piano), Mr. H. H. Davies; Alberta, Hannah Jessie Egart (piano), Miss Jean Houghton; Ethel Ellen Johns (piano), Miss R. M. Hooper.

Grade V.—St. Joseph's Convent—Brompton, Kathleen Bealish, Lucy Dwyer, Rita Mary Davis, Doris Hocking (piano); Alberton, Maud Emma Freeman (piano); Kingswood, Miriam Teresa Clarke (piano); Port Adelaide—Janet M. ...

WHAT DOES LABOR WANT ?

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Fair hours

SOME EDUCATIONAL QUERIES *26.4.15*

PERTINENT POINTS FOR THOUGHT

IS THE UNIVERSITY SUSPECTED BY THE WORKER?

One of the most energetic and enlightening discussions on the subject of education the Trades Hall has witnessed characterized the concluding meeting of the Workers' Educational Association Conference last night. There was a freedom in the expression of opinion which must have pleased all who took part, even though there was a big difference. The question on the agenda paper was "What Does Labor Want from Education?" Mr. W. C. Melbourne (president) occupied the chair. There was a gratifying attendance of delegates and others.

—Progress of Democracy.—

Mr. H. Heaton, M.A., M.Com., said he used the word Labor in the sense that meant all those who worked with hand or brain. All nations of the world had come to realize how much the country needed workers. That was the great discovery of the war. No country could continue the war for 24 hours unless it had behind it the bulk of the population. The progress of democracy in Russia had grown tremendously. The same was true of England and America during the war period. It was a sign of the times that Mr. Lloyd George delivered his statement of war aims—not to a select company at a luncheon, but to trades unionists. The workers had gained power during the war period, and they should hold it afterwards. The workers had gone into the war not for material gains, but for spiritual ideals—the worthy aims of honesty, integrity, fairplay, and protection of the weak. Because the workers had such ideals they ought to force them into general acceptance. It was easier to die for one's ideals than live for them. His text was Lloyd George's, "Be audacious" or "Think big." That was what Labor should do. Their ideals were worthy, and Labor should fight for and should live for them. Education in those ideals would be more important in the future than it had been in the past. Education was essential because the destiny of this century rested in the hands of the children.

—Labor Must Think.—

It was of the utmost importance that Labor should think out how its ideals were to be attained. Other classes than the workers were thinking out how their own ideals could be brought into prominence, and they were aiming at keeping Labor submissive. For that reason Labor must state its aims and objects.

He was disappointed with Labor's present statement. "Free education from the primary to the university" was not sufficient. It left too many things unsaid, and was only a machine. What they wanted to know was what pattern did Labor want the machine to wear? Was it to be the materialist, the capitalist, the Jingoist; or the sport pattern? Unless Labor looked out it would get from the educational machine just what it did not want. If he were asked to state his opinion he would use the words of Mr. J. M. MacTavish:—

Labor wants from education health and full development for the body, knowledge and truth for the mind, firmness for the feelings, goodwill towards its kind, and, coupled with this liberal education, such a training as will make its members efficient, self-supporting citizens of a free self-governing community.

—Series of Questions.—

He would put a series of questions to them:—What was the frame of mind of Labor? What was the outlook? What was the standard of character? What were the interests of Labor? Did they want to encourage independence of thought and to give freedom, without penalization, to heterodox opinions? The war had stripped the nations naked on the matter of tolerance. It was shown that people did not believe in it. That was true not merely of the governing class, but of the mass of the population. Did Labor want and would it welcome any lead from the universities, or would it denounce the holders of any opinion with which it disagreed. What did Labor want stressed in the curriculum? Did it want narrow, patriotic stuff, by which everything they did was right and everything the other fellow did was wrong? Or did Labor want a broad outlook, thinking in terms of people rather than of monarchs, generals, and politicians? Did Labor want the international spirit or the narrow national spirit? The real question was what did Labor want from life?

—First Things First.—

Mr. A. J. Blackwell, M.P., said Labor wanted everything from education which would give every child an equal opportunity of becoming a true citizen. They must begin at the beginning, with proper school accommodation. Conditions in some schools in this State were shocking. They must have conditions which would get the best from the children and the best from the teacher. The health of the children should not be overlooked, and they should be encouraged by variety in lessons. Half the children had to leave school too early, for which social conditions were responsible. A boy or girl should be able to stay at school until 15 years of age.

—The University is Under Suspicion.—

Mr. C. R. Baker said Labor wanted from education the equipment to overcome the monotony of working many hours. It wanted color in life, and could get that only through equality of opportunity. Labor at present did not expect and could not welcome a lead from the University. It would regard such a lead

material but of the mental and spiritual culture, which would bring happiness. Technical education was not sufficient, more was needed. The training of the brain must go hand in hand with the training of the feelings and the training of the soul. There must be no narrowing down to materialism. There was too much said about education and not enough was heard about the hard work which would be necessary before true education could come. It was a thing of matter, mind, and soul. No one could hand out education. It would not come from a desire for entertainment or from pleasure, but from hard work. In the Public Library and Museum there was a value of £20,000 in books, &c. What use was the worker or the people generally making of that value? Sentimental, caring humbug about entertainment was not sufficient; a man to get anything from education must work hard.

—'The Working Man Has a Right—!'

The working man had a right to expect all the state could give his child. He could not get the realisation of his expectations unless he worked for it. Let them make up their minds to persuade the Government that there were not anything like as many scholarships as there should be. In New South Wales there were 200 exhibitions for the university; South Australia had 12! They were not enough. The University was not something "apart"; its duty was not something "apart"; the workers must face hard discipline to get education. The University was not exclusive; it welcomed the working man, but it was repaid with suspicion. If they did not want the University they had the W.E.A., which brought the teacher into close contact with the people. The scheme was an excellent one for the workers had a chance in it. Would they accept it seriously? They could not hand on what was in another man's brain and soul. Education was a matter of self-denial and hard work.

An interesting discussion followed the addresses.

Mr. Heaton, in reply, said it was clear that they all needed more light on the details of education.