was wonderful, it was the patriotism of the poor. Whether in the trenches or the factories, they had put everything aside in the interests of the country, and for the sake of victory. (Cheers.) If that sacrifice was to be used simply to get cheap women labor, to smash trades unionism, or to capture German trade, one shuddered to think what the future would be. It would be a future in comparison to which the Russian revolution and the Sinn Fein affair would seem like glove fights. Australia was a poor country. The income was only £200,000,000 yearly, and out of this they would have to provide for invalided soldiers, and find money to pay interest on money borrowed. The obvious solution was to increase production to the utmost extent possible. Australia teemed with potentialities; not merely agricultural, but mining and industrial as well. If they were to get out of their blue condition it would be only by increasing production, and especially in connection with the big staple industries. It was necessary to concentrate capital as much as possible on industry and agriculture, and not fritter it away on speculative land dealing and subdivisions. They needed to bring their industries up to the highest pitch of efficiency. In many respects they could not claim that their industries were as efficient as they might be. It was necessary also to arrange a more harmonious relationship between Capital and Labor. So far as Australia was concerned, this question lay at the root of the whole matter, and until it had been answered it was doubtful whether any great progress could be made. Science should be more largely utilised in industrial affairs. If industry was to be placed on a higher plane they needed a far better standard and a far wider spread of technical education. If war had become an exact science in which both leaders and followers had to be trained, so had industry. It was no longer the haphazard "rule-of-thumb" thing it was a century ago, but it had become an exact science. It was as important to train the business man as to train the professional man. In Adelaide they were doing as good a work as was possible, but they were hampered, as the whole University was, because of the lack of funds and the inadequate staff. He would like to see a three years' full course established to afford a thorough and complete training in industrial and commercial matters. The University should have a larger staff, and a greater endowment for its commercial work. (Cheers.)

Daily Mail 4.8.14

THE ECONOMIC FUTURE

NECESSITY FOR EDUCATION.

MR. HEATON'S TIMELY REMARKS.

"Education and the Economic Future" formed the theme of an interesting and instructive address by Mr. Herbert Heaton, M.A., M.Com., at the quarterly gathering of the Chamber of Commerce yesterday, at the Grand Central Hotel. Mr. E. Allnutt (the president) occupied the chair, and there was a large gathering of members.

—Big Problems Waiting.—

Mr. Heaton said big problems faced Australia. The great question was what were we going to do after the war? The outlook at present was "blue," and the troubles of peace threatened to be as big as those of war. Australia was laboring under the heavy burden of a public debt, which, by the end of the present year, would amount to something like £600,000,000, while the annual income was only £200,000,000. Then it had to be remembered that 250,000 men would, at least, be returning after the war. Australia had made little individual expansion in spite of the war, and had simply gone from one nation to another to secure her goods. She had not increased her sources of wealth production. The problem would not be solved by shutting out German trade or getting a huge tariff. That would not add one iota to the national wealth. They were faced with the fact that Australia was

—A Poor Country—

loaded with heavy debt, and it was necessary that an attempt should be made to increase the production of wealth as much as possible, especially in the big staple industries. How could the position be met? One way was to concentrate capital on industries and agriculture, instead of squandering it on speculative land dealing. Efficiency in State and private enterprise should be arrived at. Old methods and machinery must be scrapped, and scientific organisation of factories must be proceeded with. Australia must keep abreast of the productive methods of the rest of the world.

—Efficiency in Production—

should be aimed at. War had taught that not only skilled privates but equally skilled officers were necessary to success. War was not worked by rule of thumb, nor

was business. The man at the head of affairs needed to be trained no less than the man under his command. In practically every British University to-day some special form of industrial procedure was taught, and it was just as necessary to train an industrial manager as an architect, a doctor, or a politician. (Hear, hear.) There should be a bigger staff to train industrial leaders in the Adelaide University, so that the full course of three years might be gone through. The future of Australia depended upon a thorough and vigorous development of resources by State and private enterprise, and for that trained men were essential. It might be said that the best training was obtained in the workshop, but with that he did not altogether agree, because in such circumstances men became accustomed to one system only. A proper training in commerce would help to avoid blunders. Practical lessons learned without bitterness would tend to a better standard of organisation, and a greater recognition of the value of applied science. He appealed to them to do all in their power to secure for the University a bigger staff, so that the much-needed lessons might be taught. (Applause)

On the motion of Hon. D. J. Gordon (Minister of Education and Repatriation) a hearty vote of thanks was accorded the lecturer.

Advertiser 9.8.17

Lieutenant-Colonel H. A. H. Powell, A.A.M.C., who has been mentioned in dispatches by Field-Marshal Sir Douglas Haig for services rendered in the field, is a graduate of Adelaide University. He took his degrees in 1891, and after practising for several years in the country purchased, at the beginning of 1914, the practice of Dr. A. E. Wigg. Soon after the outbreak of war he offered his services, and, with the rank of major, he left for the front with the Australian Field Ambulance.

Lieutenant-Colonel H. Simpson Newland, A.A.M.C., who has also been mentioned in dispatches, is the son of Mr. Simpson Newland, a former Treasurer of South Australia, and he has held a leading place in the medical profession of South Australia for many years. He is particularly well-known for his surgical skill. He volunteered for service abroad early in the war, and left for the front as a major in the Australian Field Ambulance.

Advertiser 11.8.17

CHANGES AT THE OLD POLICE BARRACKS.

The University was granted by the Vaughan Government the temporary use of a portion of the old mounted police barracks on North-terrace, and the rooms are undergoing alteration and renovation to fit them for the new occupants. For a long time there has been congestion in the main building of the University, and the changes now being made will do a great deal to relieve it. There are about 100 women students in attendance, and they have had the use of only one room for occupation between lectures and at lunch time. The cottage building formerly used as the mounted police offices has been mainly allotted to the women students as a substitute for their existing common room; but a large apartment on the southern end has been retained for a new lecture room, to be used by Professor Mitchell in the day time and by the Workers' Educational Association at night.

The University is also taking over temporarily a portion of the two-storied building forming the southern boundary of the quadrangle. On the ground floor will be the rooms of Professor Mitchell and Mr. H. Heaton (lecturer in economics) and the office of the Workers' Educational Association. Upstairs will be the quarters of a University caretaker in residence. Adjacent there remains a group of military offices as hitherto. On the western side of the quadrangle some of the rooms which were formerly occupied by the mounted police have been allotted to the military police, who were formerly stationed at the Old Exhibition grounds. The accommodation placed at their disposal is not, however, sufficient for all the men, and a number are located in tents behind the Jubilee Oval pavilions, so as to be as near as possible to their headquarters.

Register 15.8.14

THE MAN ON THE LAND.

TRAINING AND RESEARCH.

VIEWS OF PROFESSOR PERKINS.

The council of the University of Adelaide did well to invite the Director of Agriculture (Professor A. J. Perkins) to deliver the first of the technical lectures in the series on reconstruction. The address, which furnished much valuable food for reflection, was given at the University on Tuesday evening, in the presence of a large and distinguished audience, and was highly appreciated. In the course of his remarks Professor Perkins indicated that general education and technical training were two things apart, and it was not in the interest of the nation that they should coalesce. The people should be adequately educated as well as technically efficient. Every child in the land had the same native rights to educational facilities, and to brand him with specialism in the earliest years was nothing less than a grave infringement of those rights.

—Rural Economy.—

Referring to the influence of the home training of the agriculturist, it appeared to him that so long as the son found himself confronted with an environment essentially similar to that of his sire, the training imposed on him, as a rule, proved to be equal to the usual contingencies of life. At the same time he (the speaker) could not be expected to subscribe to the view that the son of the successful farmer would not be better, both as a farmer and as a man, could he but add to his hereditary equipment an agricultural college training. Dealing with local rural economy, he considered that from the point of view of agricultural economics they had come to the parting of the ways. They stood, as it were, between extensive and intensive farming, and unless the fact were realised and welcomed their agricultural interests, and with them the whole State, were likely to be compromised. Professor Perkins then analysed briefly the economics of wheatgrowing, and emphasized the fact that complex husbandry was essential to progress. They would have to learn, he said, that it was best for the individual, as for the State, that human effort should be concentrated on relatively small areas rather than be wastefully dissipated over the wilderness. And what changes should training play in the changes ahead? Training, he contended, would do much to soften the asperities of the sudden change of practice and outlook. It was not suggested that the farmers, as a whole, should be put to school to learn a new trade, but that they should follow, as in the past, the lead of successful pioneers. Training, therefore, must in the first place reach the leaders and the new settlers.

—Manual Operations.—

He emphasized the need for attracting to rural occupations a reasonable proportion of the rising generation. It was necessary to persuade the majority of those resident in the country that it was to their interest to continue there, and to impress upon those in the cities hankering for open spaces the possibilities of rural life. In connection with the training of farm hands he anticipated the time when attendance at high schools, or at technical classes, would be compulsory upon farm apprentices. Having made arrangements for a supply of skilled labourers, he continued, it was necessary to make equal provision for those who mapped out and directed their activities, and that was where the agricultural colleges should play their part. Under existing conditions the Australian agricultural colleges attached paramount importance to farm manual operations. He did not, in the least, undervalue efficiency in such operations, but it did not follow that an agricultural college was the best possible place in which to acquire it. It would seem that if greater numbers were to be attracted to the agricultural colleges drastic changes in methods and policy might be unavoidable. It might be even possible, without detriment to the student's ultimate training, to eliminate the ordinary farm work altogether from the curriculum, and ensure professional training extending over not less than two complete years, equivalent to four years at present. The dispensation from actual routine of farm work did not imply doing away with all practical work. Instruction in this could well be imparted through the medium of the usual practical and field demonstrations. He fully realized that it would be a fatal error to make practical work a post degree affair, and was convinced that half the value of the training would be lost unless the student could bring with him to the college, as an essential part of himself, the atmosphere of the farm, and this should at all times be insisted upon. The elimination of compulsory farm work from the agricultural

matriculation would open the door to many students who could find their board elsewhere, and in this manner immeasurably increase the number of those who could take advantage of the training offered; this, too, without great cost to the State.

—University Training.—

In regard to University training the lecturer reminded his auditors that Mr. Peter Waite's public-spirited munificence had committed the University to an agricultural experiment station which, he submitted, in point of time, should precede lectures from a chair of agriculture. In other words, the former should pave the way for the latter. Research work at an agricultural station, although not exclusively so, would have a strong utilitarian bent and add lustre to any institution with which it was connected. He had heard of the many obstacles which lie in the way of research, of the inadequate buildings, lack of funds, and so on, but he felt that if they showed unmistakably that they had deserved and did deserve support, eventually they would command it. Finally he directed attention to the desirableness and importance of making known to the public the aims, the work, and the achievements of the University.

Register 21.8.14

NEVER TOO OLD TO LEARN.

Mr. President Jethro Brown, of the Industrial Court, speaking at a meeting of the A.N.A. in Adelaide on Monday night, said education was a process that was always growing and a joy that could never be finally reached. The best thing that could be said of a University was that it turned out men and women ready to learn, with mind so disciplined that they could with relative rapidity acquire new knowledge. The earlier a man set before himself the goal that he must learn and always learn, the easier would it be for him to go on learning and enjoying it. No University he had entered had escaped from the danger of making too much of knowledge in itself as distinct from training the mind to think, to live straight, to search for knowledge, to acquire the habit of thinking for oneself on straight lines. It was not the information that was imparted, but the method of the discipline and the training of the mind, that was supremely important.

Reg. 22.8.14

NEVER TOO OLD TO LEARN.

From the Rev. J. C. KIRBY:—President Jethro Brown's statements regarding learning and the chief uses of the University are of great importance, and help the public to form a proper conception of the work of schools higher and lower. The primary schools, like the universities, have made too much of knowledge and too little of training. This is the deep-rooted error of the South Australian and of all the Australian State schools. They cram too much and train too little. The Montessori method embodies in the earliest stages of the child's school career President Brown's ideal of education. It trains the powers, physical, mental, and moral, and makes the process a continual joy to the child. Hence such children at a later stage would be ready to work in a university conducted according to President Brown's ideal, which is in reality the Montessori applied to the University. The development of the Montessori in the primary schools is greatly to the interest of the University, as it will provide pupils who are predisposed to receive further training in the use of their mental faculties, and who will rejoice to acquire more and more efficiency in their use. It has been said that the Montessori applied right along from three years of age would double the average capacity of the human race and tend to make human life a joy.

Daily Herald 22.8.14

DEMOCRACY AND EDUCATION.

The remarks on education and democracy by Professor Jethro Brown, in the course of an address to members of the A.N.A., are worthy of more than passing notice. Few men are better qualified to express an authoritative opinion on such questions and therefore the professor's views must command careful attention. It is becoming increasingly apparent that education and democracy must be more closely associated than they have been in the past if the world is to progress towards the attainment of higher ideals. This fact is not always given the prominence it should receive. In remarking that the greatest need of Australia was enlightened citizens, the lecturer voiced a truth the importance of which cannot be questioned. There is not the slightest doubt that an ignorant democracy is liable to become as much a danger to the wellbeing of society as an educated autocracy such as that against the dominance of which the world is now fighting. In many respects