

certificates were to be won in two different ways. Schools would have the option of applying to the university for approval of their courses, and before this approval was granted the school must be inspected, and the Schools Board be satisfied with the course of study, efficiency of teaching, and the standard of the school terminal examinations. On the board's approval candidates from the school might be granted either the intermediate or the leaving certificate on their record of the school terminal examinations, provided that they also passed the examination held by the university in one-half the number of subjects prescribed for other candidates. The second method was to pass the external examinations held by the university.

—The Reactionaries.—

Now, however, according to *The Melbourne Age*, the scope of a reform purposed to rid education in Victoria of the worst form of examination tyranny appears likely to be narrowed considerably by a move from the authorities of some of the schools outside the control of the Education Department. It is stated that if these "reactionaries" have their way, it will simply mean that the schools of the Education Department and Scotch College will come under the new system, and the other schools will remain under the old system. "The difficulty has arisen, it is gathered, on the question of inspection—whether this work should be carried out by officers from the Education Department or by inspectors appointed by the University. The difficulties which have faced the movers for years past in lifting the burden of examinations are not yet overcome."

—The Wrong and the Right.—

The Victorian movement was discussed with the South Australian Director of Education by a reporter on Friday morning. Mr. Maughan said it was in pursuance of a strong belief that education was narrowed by the particular requirements of the public examinations. "The boy," he explained, who wishes to make sure of passing the senior tests sits for seven or eight subjects with the idea of being successful in five. The result is that he has to swot up a subject and, despite the genuineness of the teaching of his instructor, he necessarily becomes 'crammed.' He has not the time to devote proper attention to the whole of the seven or eight items, but he must get to know all the little tricks and turns and questions with which he may be faced. Five subjects, or at the most six, studied broadly and deeply, will prove of much more value than say seven where the shortest text books have been learned by heart, and there has not been any extensive reading. The subject of history, for instance, may be gripped to a certain although unsatisfactory extent by learning dates and facts as briefly as possible. Against that practice you put Macaulay's history which, if not altogether reliable, contains some very fine English, and other similar books. A perusal of those will give the scholar a much better equipment of knowledge in that department. This seems to be the point that is really desired in education. The student's mind is broadened, and while probably he cannot tell you the precise date of some little event, he does know the general circumstances leading up to it. What, perhaps, is more, he knows where to find the date and the associated details."

—Board of Examiners Proposed.—

"What, then, has been proposed in South Australia?"

"It has been suggested that there should be a board of examiners, representing the University and the public and private schools, so that there might be some co-ordination of subjects and of teaching in connection with the examinations. The idea is that where a boy wishes to gain a leaving certificate or to matriculate, instead of studying up his eight subjects, he shall be expected to sit in say three. If he passes in those and can produce a certificate from the head master that he has given effective and thorough attention to three others, he will possess a far better education than by the cramming process. The question of examinations has been one that has been considered seriously for a long time, and while considerable progress has been made and regulations have been broadened and adjusted there are difficulties which for the present stand in the way of conclusive results."

Advertiser 2.6.14

UNIVERSITY LECTURES.

During the year a course of six lectures will be delivered on the development of the resources of the State by an efficient application of science to industry, and on the service of the University to that end. The lectures will be given on the second Tuesday of each month, beginning with June. The first lecture will be in the Elder Hall, the others in the Prince of Wales Theatre. The lectures are as follow:—June 12—"The Place of Modern Languages," by Lady Galway. July 10—"The Two Functions of the University and Their Cost," by Professor Mitchell. August 14—"The Dependence of Agriculture on Training and Research," by Mr. A. J. Perkins, Director of Agriculture. September 11—"Geology and Mining," by Mr. L. Keith Ward, Government Geologist. October 9—"Chemical Research," by Dr. W. A. Hargreaves, Director of Chemistry. November 13—"Efficiency in Engineering," by Mr. W. G. T. Goodman, chief engineer and general manager of the Adelaide Tramways Trust.

COMMERCIAL COURSE.

Intending students are notified by advertisement that the University economics course begins next week with the second term, and that they should enter at once.

Daily Herald 2.6.14

WORKING CLASS EDUCATION.

"W. G." writes:—The advocates of the so-called Workers' Educational Association claim that that body does not provide its students with education of the nature of "propaganda," but gives them "true" education. Where does true education end and propaganda begin? I ask this question because in the realm of sociology and economics practically all education is propaganda in one direction or another. Take the question, for instance, of technical education, which is becoming popular just now in certain quarters. On the evening of May 22, according to the report in "The Daily Herald," the course of the economics class of the W.E.A. was diverted to make way for a lecture by Dr. Charles Ferner on "Technical Training," emphasizing the fact in passing, that the whole fabric of social life was being constantly remodelled. At the end of this lecture Mr. C. R. Baker "moved a vote of thanks." In "The Daily Herald" of May 24 it is reported that the Victorian Chamber of Commerce agreed to the following:—"That as technical education is absolutely essential to the development of Australia after the war, no effort should be spared to place it on a complete and compulsory basis." The readers of "The Herald" have here presented a concrete case of the W.E.A. and the representatives of Australian capitalism joining hands to promote the one educational objective. Do the W.E.A. champions take the working class to be such noodles as to believe that they and the Chambers of Commerce are found sailing in the same boat by mere accident? Or do they wish the workers to accept the absurd proposition that this "technical training" is "true education" and no propaganda? As a matter of fact, well known to every student of working-class economics, this technical training is deliberately being engineered as part and parcel of the capitalist conspiracy for increasing the productivity of labor, known as "speeding up." Will this speeding-up process help to solve the labor and capital problem? I invite the champions of the W.E.A. to answer this question. Meanwhile, as a humble working-class economist, I submit the following:—1. That the workers (wage-earners) have only participated to a small extent comparatively in all such improvements in the past. 2. That nine-tenths of the improvements as a result of education, of the advance in science and invention, have wholly gone to the capitalist exploiters of these things through labor. 3. That if it were possible to double by any means the present output of wealth it would chiefly go to swell the amount that finds its way into the pockets of those who appropriate surplus value in the forms of rent, interest, and profit. 4. That speeding up invariably under capitalism leads to over-production (or under consumption), an increase of unemployment and consequent reduction of wages. I simply ask my fellow-workers how they like this truthful picture of the economic effects of "technical training for the workers" given under the "impartial" wing of the W.E.A.

Daily Herald 2.6.14

WOMEN IN COMMERCE

THE POSITION AFTER THE WAR.

A lecture on the above topic was given recently by Mr. H. Heaton, M.A., at the Manthorpe Memorial Men's Club, Unley. In the absence of the president (Rev. J. E. James, B.D.) Vice-president C. A. Smith, A.C.M.A., presided. There was a good attendance of members and their wives.

Mr. Heaton pointed out that the invasion of industry by women during the course of the war was simply an extension of developments which had been going on before 1914. Women have always been engaged in some form of oc-

occupation other than housekeeping, and from earliest times had played a prominent part in agriculture, baking, and the making of cloth and clothes. The growth of the factory system had taken women from domestic industry and put them in mills and workshops, and in some industries, especially textiles, the proportion of women to men had been very great. Meanwhile the spread of education had enabled women to enter teaching, medicine, law, politics, and clerical work. But up to 1914, there were certain well-defined limits to female employment. Occupations requiring great physical strength or long technical training were preserved for men, while trade union rules and conventions, whether for engineers or lawyers, served as a bar to keep women out. At the same time jobs which were primarily mental rather than manual were open to both sexes, though as a rule the responsible posts were kept for men.

—The Effect of the War.—

Then came the war, with its demand for men on the one hand, and its demand for immense stacks of material on the other. At first women took on only the lighter and less skilled occupations, but as more men were taken away the field of female work widened every week. The work now done by women came under three headings. First there was the emergency work, which would last only as long as the war, or from which women would gladly go when the men returned. Secondly, there was the munition work, especially in metals, and this work had come within women's scope because of the extended use of automatic machinery. As a result of this machinery the old distinction between skilled and unskilled labor had largely disappeared in the engineering trade, and it was difficult to see how it could be restored after the war. Thirdly, the biggest extension had been in the retail trades and clerical work; women had invaded all sorts of offices, and even that holy of holies, the bank. Here the comparative absence of physical strain provided women with suitable work, and after the war women would be able, if they wished, to remain in these branches of industry.

—After Effects.—

So far as one could see, there would be three serious aspects to face when the war ended. Many women had for the first time enjoyed good wages and economic independence, and would be loth to sacrifice this independence for what some would call married servitude and drudgery. Many others would be unable to go back to their old duties; widows and other women who were formerly dependent upon men, would have to continue wage-earning because of the death of their men-folk. If the war continued much longer, there would be nearly 10,000,000 men dead or disabled, and hence the number of women compelled to earn their own living would be very great. Finally, women had learnt that they could do many jobs formerly regarded as solely male occupations. Automatic machinery had come to stay, and clerical work was a big field for women workers. Hence, if unscrupulous employers found women willing to accept low wages and unwilling to organise in self-defence, the temptation to stick to female labor would be very great. Against these considerations must be placed the fact that many working women would marry at the end of the war. Further the loss of life meant that the male labor force had been heavily reduced, while many men who returned would be disinclined to go back to their former occupations and would seek some more healthy form of livelihood. The whole question therefore was largely one of wages. If women were willing to take lower wages than men, the latter would find it difficult to find employment in many trades. In the past women had always been willing to take lower wages. This was due to their lower productive capacity, to the temporary character of their wage-earning period of life, to the smaller demands on their purses, and to their inability to organise in unions. Women's trade unions have not been by any means a success, except where women have gone into the same union as the men. It seemed certain that the number of women wage-earners was going to remain larger after the war than before. The effects of this would be often bad; women were more prone to suffer in health than men; they were more liable to industrial fatigue and accidents, and the children of women wage-earners would be more stunted than their parents.

—Some Suggested Remedies.—

Since many women would be compelled to work after the war it was of the highest importance that every possible provision should be made to prevent them suffering from the worst evils of

factory occupation. Very heavy work must be ruled off by legislation, as was mining 70 years ago. Trade unionism must be fostered to the greatest possible extent, and men's unions must recognize the need for admitting women into their ranks. The factory laws, which were now in abeyance in Europe generally, must be restored in full force, and improved, so as to safeguard health, make maternity provisions, and if possible stipulate an eight hours' day, with a minimum wage where unionism failed. Further, it would be a good investment for the State to subsidize widows with children, so as to allow them to stay at home and look after their children, instead of having to leave them and go to work in mills. The need for raising the school age was generally admitted, and all nations must do their utmost to give the rising generation the best possible chance to develop, and so make up in quality for the quantity of fine manhood destroyed in the war. Finally, if a better race is to be reared, better education, housing, public health, and social life generally must be provided. The danger of an outburst of sweating, low wages, and bad industrial conditions after the war was very real, and while women would be the first sufferers the nation as a whole would have to pay the price for such iniquity. Our men were not giving their lives on the battlefield to establish a regime of cheap female labor, and any Government which condoned efforts to exploit women workers would eventually call upon its head the most severe punishment.

An interesting discussion followed, and a cordial vote of thanks was accorded Mr. Heaton for his lecture.

SIR EDWARD STIRLING.

The honor of knighthood which has been conferred on Dr. E. C. Stirling, C.M.G., fittingly recognizes his distinguished services to science and the valuable work for the State performed by him in many public capacities. A South Australian by birth, Sir Edward Stirling has gained an international reputation, and the dignity now bestowed upon him by the King is the last in a long list of honors received by him from the Crown and many learned societies. As long ago as 1893, in acknowledgment of his valuable contributions to ethnological and anthropological research, he was presented with the "blue ribbon" of the scientific world, a Fellowship of the Royal Society. In the same year he was created a Companion of the Order of St. Michael and St. George. Sir Edward Stirling was a member of the House of Assembly for three years in the eighties of last century, and he signalled his brief Parliamentary career by pioneering the cause of women's suffrage in this State. Had he cared very much for politics, his abilities would certainly in a short time have brought the highest place in the legislative sphere within his reach. But he was devoted to his profession, of which he is one of the most eminent members in Australia, and his active interest in scientific pursuits left him little leisure for the pursuit of Parliamentary ambitions. Whatever the Legislature may have lost by his retirement, there is no doubt that the University and other public bodies with which he has been connected for many years have materially gained. To Sir Edward Stirling the University is under special obligations for long-continued and valuable service, but the Public Library, Museum, and Art Gallery, the State Children's Council, and the Zoological and Acclimatization Society have also benefited greatly from his unwearied labors. The honor of knighthood which has now come to him has been well earned by the various activities of his useful and public-spirited career. It is an endorsement by the Crown of the high opinion entertained of Sir Edward by his fellow-citizens. He has won alike their admiration and esteem and the wish will be universal that he may be long spared in health and vigor to enjoy the honors he has gained.