A movement is being inaugurated with the object of increasing the usefulness of the Adelaide University, especially in connection with post-war problems. Science and higher education have enabled Denmark, France, and other countries to recover rapidly from the effects of disastrous wars; and although Australia has suffered little directly from the present conflict, many serious issues will have to be dealt with. It is proposed to give special attention to the development of our national resources and the technical training of men in public departments. Instead of the usual extension lectures, addresses will be given by the heads of the technical departments. These lectures, in conjunction with the tutorial classes to be established by the Workers' Educational Association, will bring the University into closer contact with the annual workers, and enable the University to increase their efficiency and obtain more intelligent insight into great economic problems. Since its establishment in 1874 much good work has been done by many of its graduates.
ECONOMICS

"GOOD OLD TIMES"

ROMANTIC BUT LAZY.

MR. HEATON'S FIRST CLASS.

In the study of economics worth while?

The tutor of the First University Tutorial Class in Economics (Mr. H. Heat-
on) was troubled with that question at the University.

He maintained there was a great value in the study, for many choose to enter a
review the whole subject was taken in the old
the economic factor had been neglected. Karl Marx in the 70's had
certain important principles, and had put
the need for studying economics was
the church, the market, or the army alone which governed those.
was the bread-and-butter problem.

All the people were

have achieved remarkable successes in
tional and business life; but, after all, only a small percentage of the citi-
zens have utilized the advantages of this training. Experienced ob-
sciences have argued that the popular-
and usefulness of the University would be greatly increased by a mod-
ification of the somewhat stringent regulations governing the arts and
science degrees. It is said that many intel-
ligent men and women are de-
barred from gaining a B.A. or B.Sc.
degree because they have not pre-
viously matriculated. The Director of Education in New South Wales re-
cently reported—

By its adopted to the matriculation regu-
lar the University either selects only men or women for the degree degree, or compels them to study while they continue to attend the University.

As a result of rigid insistence on the classics more and more students are enrolled in our secondary schools. Teachers and scholars spend many hours in wading
painfully through the unappreciated ad-
ventures of "the plus Epics," or mak-
ing translations of Julius Caesar's

Briefer and Her-

war. They would be more pro-nubly employed in learning a modern

language and in making a closer
study of our incomparable English
literature. To attach too much im-
portance to the "humanities" is a
monastic and medieval ideal of edu-
cation, out of harmony with modern
educational requirements. Some re-

test examination approach, with

Economics for 560 candidates for public examination only

14 took "business principles," while

Economics is subject of great practical
values attained by more than 14.

But there were 632 candidates for Greek
and 484 for Latin. Such conditions

would doubtless continue until the classes

might make optional so far as

University degrees are concerned. The University is the goal of most boys
and girls who attend secondary

schools, and the curriculum of those

Egyptian is determined largely by the

requirements of the junior, senior,

greatest public examinations.
Nation: Happy

The happiness of a nation was due to economic factors, but the economic position was of great importance. The trouble of the time of the Reformation in England in the sixteenth century on. The trouble of the time of the Reformation in England in the sixteenth century was the great deal by which the Church was left to the people. The people had been endeavoring to put their houses in order and to solve the difficult problems of the time in order to find a cure for their national ailments. They were but found a cure, because that could be obtained by investigating principles, not by merely trying new ways made themselves felt on a people.

It was easy to spread ideas in the present day of the cheap press, and ideas on political economy should get a good grounding. The man who really did not do, just as equal.

Another reason why they should study economics was because they really did not want to see that there was no one thing which could cure all the ills of society. The suggested panaceas were applied, they could not reform society, and they were left to the people. The people, they showed that Socialism, to be useful, was economic in the social science.

-Evolution-

Economics became important because that society was an evolution. They became important because of the social science, economics, and because it was all rubbish—int, a collection of ideas. Once upon a time, they were all rubbish. An idea might be big enough to imagine that a new form of society was the solution to all the problems. It was not a question of getting back to the "good old days," but that it was an transferring to a new society, and that was what one had to do. It was true, but it was not the right way to do it. In a world where people have lived for 100 years, one can say that there had been a great advance. Let them come with their ideas and be ready to accept any ideas. There were hundreds of ways in which to solve problems, and those "times" were not behind but were ahead.

-History Repeats Itself-

He said that during the last few months he would study the events of the middle of the 19th century, and that the discussions of the world were that history repeated itself. That idea had many supporters, and that was the basis of the supposition that things came round again in due course. But now people were not as much for the discussion of the three centuries ago, the middle ages. It was the idea that the world was back into trouble, and gradually it had built up its defenses. In the near future their new system would come, and that economy seemed to repeat itself. Australia had not been the first regular people, and that was one of the centuries ago in the middle ages. Even their ideas of the middle ages could go back 3000 years, and that would show how trust in monopsony and monopoly and the rule of the middle ages also, which economics would have.

Their study could also show them that there was no feasibility. Some people of the medieval period would have a chance to improve their problems, but it would be a difficult and rewarding task. They would find through various empires that there was another economy, and that the syndics said they had no win no feasibility.
The Human Element

Then their study would show them that in all their considerations they must place the utmost importance in the fact that the human element was the most important factor of all. It did not depend so much on the shape of an organisation which was subject to change and adaptation as on the individual who operated it whether it was to achieve success or failure. Socialism might be good, but it had to be carried out by the right people. This meant that the man who worked the system. Chess Kings and the like were not the men who were responsible for the success of this system or more of that; but more of the grace of God. The human element was most important.

THE LIEUTENANT-CAPTAIN H. F. S. MILLINGTON

South Australia's other promising young man by the death of Captain (Aviation Major) Harold Ed. Codd was the eldest son of Mr. and Mrs. Milington, school headmaster. He was born at Norwood on November 11, 1914, and had a successful career at Christ's College, Mines, and Adelaide High School. He passed the junior, senior, and higher school certificate exams. He entered the University and was completing his first year in the B.A. course when he answered the call to the air. He played for the Houghton, St. Bartolo's, and A.H.S. teams, and belonged to the University crew. At nineteen, he was selected for the cadet system to show his ability for military work. Before the age of twenty he had qualified for a commission in the 7th Regiment. At the outbreak of war he was posted to the 2nd Infantry. Later he was posted to the 1st Infantry, and was sent to England to help train Replacement Regiments. He was under 23 years of age and was formally relieved on attaining the age of 20 years.

For the next five weeks he was in the hospital at Gallipoli. From that time for seven days' leave in England, and was in all the action at Alexandria. He gained his first commission at Anzio in August, 1915, and for the last thirteen months there he was under the command of the 2nd Infantry. He was wounded in the battle of Lepanto, and returned to Egypt and took part in the siege of the Darda. He had many friends in the 1st Infantry, and was demobilised and sent to England. He was in the second of the training in Egypt, and the regiment was disbanded. He was then posted to the 1st Infantry, and was moved up to take part in the fighting of July, August, and September. He was in the front line at Pozieres and Monique Farm, where Cappy Arnott was distinguished by his gallantry. He had been in action several times, and an appreciation of his abilities was conveyed to him by several good officers.

Harold Arnott is doing well. He is in the army and is doing the best for his country. All love him and respect the best officers in the 1st Infantry. He is the eldest son of Mr. and Mrs. Arnott, who have been foremost, and foremost in their sympathies with the fallen. Captain Arnott is a very brilliant, and it is his C.O. who has put his youngest brother, Misslingham G. W. Arnott, who has done the best for his country as the dawn of victory was breaking on the Western front.