

"CAUSES OF WAR DEEP SEATED"

"It has long been apparent that the causes of the great war were more deep seated and complex than the villainy of any single person or nation," the professor of modern history at the Adelaide University (Prof. Hancock) said today.

Prof. Hancock will give a public lecture tonight on "The War Guilt Controversy," and will sum up the evidence and suggest some conclusions based upon it.

"The mediaeval idea of the 'unjust' war, discarded by modern international law, has had a popular revival since 1914," Prof. Hancock added. "The theory of Germany's sole 'guilt' was propagated in allied countries during the war, and was placed at the base of the peace treaty. Thus the accuser acted as judge without considering the evidence, which, insofar as it existed, was hidden in the Foreign Offices of Europe.

"After the war Germany led the way in publishing this evidence, and she has been followed by other countries, including England. For a time German publicists resorted to the charges made against them by accusing England, Russia, or France as the chief culprits."

GERMANY'S WAR GUILT

Lecture By Professor Hancock

Was Germany alone to blame for the war? Answering this question in a University extension lecture which he gave last night to a large and representative audience, Professor Hancock said that the war was inevitable. No country more than another was responsible for it, and no statesman was more guilty than the rest. It happened because the whole trend of events in Europe before 1914 was towards war.

The war, he said, was the product of conflicting alliances, which in turn were the product of necessity in a world in which every country was struggling to safeguard its own interests. Serbia was compelled to fight for its existence against Austrian domination; Austria had to squash Serbian nationalism or go to pieces. Germany, in the latter event, would have lost her only ally and was therefore obliged to support Austria. Russia, as the leader of the Orthodox Church, was bound to stand by Serbia, and France was sworn to help Russia. Great Britain had a moral obligation no less insistent to come to the assistance of France. Had Britain stood aloof she would never again have won the confidence of a single ally, and on an isolated Britain the other Powers would have been able to wipe their boots.

Britain's Isolation

The events of 1903, when Europe was brought to the brink of war, showed Britain the danger of her "splendid isolation," Professor Hancock said. Her statesmen were brought to a realisation of the fact that without allies her tremendous overseas interests would be jeopardised and even her national existence threatened. Her first overtures were made to Germany, but Bismarck's successors in their ignorance rejected them. She then turned to France, and with Russia's adherence the Triple Entente was formed. Europe was thus divided into two armed camps. War could have been averted only if Europe had been otherwise constituted—if Serbian nationalism had been quiescent or non-existent, if Austria-Hungary had been a commonwealth instead of a polyglot empire, if France had not remembered Alsace-Lorraine, and finally if, as to some extent there was today, there had been a general consciousness of the suicidal nature of war.

Germany's "Admission"

The Treaty of Versailles, he said, had wrung from Germany not a moral confession of guilt, but only a political admission. On her admission, however, she had been forced to relinquish her colonies. Disinterested opinion, supported by a mass of revelations of pre-war diplomacy, was opposed to the verdict of the treaty, and was seeking to bring the causes of the war into their right perspective in order that the mistakes and follies of the past might be avoided in the future. Although there was a likelihood of another war in Europe in the near future, it need not arise from an inescapable sequence of events as the last one had arisen. Therein lay the great difference between the pre-war world and the world of today. Necessity was no longer an irresistible driving force. There was an awakening, though it was not yet complete, to the infinitely superior advantages of settling disputes by peaceful means in preference to force. The new method was vague, shadowy, and untried, but it lived, and there was as yet no reason to despair of it.

Growth Of Education System In S.A.

HIGH STANDARD

Twenty-four children, half of them infants, sitting under a tree on Kangaroo Island, were the beginning from which has sprung the educational system of South Australia, with its University, colleges, research institutes, technical colleges, high schools, and primary schools, in which a highly trained staff and elaborate teaching equipment provide a standard of instruction comparing more than favorably with larger and wealthier communities.

Education was one of the first concerns of the early colonists, and that great pioneer, Mr. George Fife Angas, was instrumental in forming a School Society to further the cause.

Before it had had time to take effective action, Captain Bromley, for 25 years an agent of the British and Foreign Bible Society, who had founded the first school in North America, in 1813, decided that South Australia provided a good field for his labors. He assembled his little group of pupils on Kangaroo Island in December 1836. As the weather grew severe, he built a hut to shelter them. He removed to the mainland in 1837, and, according to his report, the first official education report to be issued in South Australia, he says that all but one of the children, a mere baby, could either spell or read when he left.

First Public Grants

The first school to be established by the School Society was opened for children more than five years old in 1838 by Mr. J. B. Shepherdson, who had spent some time abroad, studying teaching systems. Several private schools grew up, but there was no public appropriation of money for them until 1846, when an ordinance was passed to give grants of encouragement to private schools. The fact that many of the schools were denominational aroused the contention that the grant was a State aid to sectarian teaching, and it was repealed by the Act of 1851, thereby throwing on the Government the responsibility of providing some State system of education. A Board of Education was formed to establish schools and recognise those already in existence, to license teachers, and pay them from £40 to £100 a year to supplement pupils' fees, appoint inspectors, and to recommend subsidies up to £200 for buildings erected by local subscription.

Free And Compulsory

The system revealed many weaknesses, and education became compulsory by an Act of 1875, but it did not become free until 1892, although parents unable to pay fees could obtain exemption. The board was replaced by a council, and then by a board of inspectors, the department coming under the control of a Minister of Education in 1878. It was reorganised in 1906, and Mr. Alfred Williams was appointed first director. The first salaried president of the board was John Anderson Hartley, later appointed Inspector-General, whose influence on the department was felt for many years.

For the year ended June 30, 1932, there was a net enrolment of 89,210 children in Government schools, including 1,575 receiving tuition by post. There are 1,073 primary schools and 65 super primary, and Captain Bromley's book is being reinforced by the radio and the cinema as educational media.

Technical Training

Technical education formed a large part of the original enquiries made abroad by Mr. Shepherdson, and has remained an important feature throughout the general development of the system. A Commission of Technical Education in 1857 recommended the building of the School of Mines, which was opened in the Exhibition Building annexe, on the site of the present building, in 1889, with Sir John Cockburn as first chairman of the council. With his appointment as Premier, four months later, the office passed to Sir Langdon Bonython, who still holds it. At the end of the first year there were 300 students. Last year there were 3,428, receiving instruction in metallurgy, wool classing, domestic art and many skilled trades.

The University of Adelaide, the third Australian university to be established, was the result of an act of self-denial on the part of the governors of Union College, established to train Presbyterian, Congregational and Baptist Ministers, to whom Sir Walter Hughes offered £20,000. They advised him to make his gift to aid the foundation of a university. It was supplemented by

a like sum from Sir Thomas Esler, and the University opened in 1873 with two faculties, Arts and Science. There are now 20 professorial chairs, and degrees are granted in Medicine, Arts, Economics, Science, Law, Dentistry, Engineering, Music, Agricultural Science, and diplomas in Commerce, Music, Education, Public Administration and various branches of applied science. There have been 2,301 graduates admitted on examination since the inception of the University.

For a State in which rural industries have always played such an important part, agricultural and allied education was an essential. An agricultural school was formed very early, developing into the Roseworthy Agricultural College, whose fame is Australia wide. In 1914 Mr. Peter Waite presented his estate, "Urrbrae," and a mansion house, at Glen Osmond, with a trust fund of £58,450, to the University for agricultural education. The University decided that the best use that could be made of it was the formation of a research institute. The Waite Institute began active work in March, 1925, and the high standard maintained from the beginning in the selection of its staff has led to its being regarded almost as a unit of the Commonwealth Council for Scientific and Industrial Research. Associated with it is the Urrbrae Agricultural High School.

Collegiate Schools

With the establishment of an adequate national system of education, many private schools formed in the early days went out of existence, but a number of large foundations, mainly denominational, have remained. Others have been added to their number. The Pulteney Street School (now Pulteney Grammar School) was established as a day school in connection with the Church of England in 1847, and St. Peter's College was established in 1848, although as the result of the leisurely building methods of the day, and the dislocation of industry caused by the gold rush, it was not ready for occupation as a school until 1853.

Prince Alfred College was the subject of discussion and resolutions by Methodist bodies for many years before definite action was taken, but action was swift when it came. The ground on which the college stands was advertised for sale by auction on September 18, 1865, and after a hurried meeting on the morning of the sale, the necessary money was borrowed within two hours. The building was begun in 1867, but the school was started in temporary premises in Pirie street in January, 1869.

DR. MAEGRAITH'S SUCCESS

Wins Beit Medical Research Award

LONDON, July 11.

Beit Memorial Junior Medical Research Fellowships of an annual value of £400 have been awarded to Dr. Brian Gilmore Maegraith, a South Australian Rhodes Scholar, and Mr. Eric Stephen Hornes, of Melbourne.

The Beit Memorial Fellowships for Research, which include the Junior Memorial Fellowship, were founded by Sir Otto Beit, the great South African philanthropist, to enable research students who have given proof of their ability to continue their research work for the advancement of medical science. Like his brother, Alfred Beit, who was one of Cecil Rhodes's ablest and most loyal financial supporters, and who, following Rhodes's example, founded a Chair of Colonial History at Oxford and made large bequests to education and science, Sir Otto Beit devoted a considerable part of his immense fortune to philanthropic work. Many institutions both in South Africa and Great Britain benefited by his generosity.

In 1928, when progress in the understanding of the use of radium for the treatment of cancer led to a great demand for the precious remedy, he contributed £50,000 for the purchase of radium to be lent to hospitals in need of it. Shortly before he had given £13,000 in response to a Red Cross appeal for funds to establish a clinic for the treatment of rheumatic diseases. He was a director of the British South Africa Company, Rhodesia Railways, Ltd., and many other companies. He was knighted in 1924 and died in 1930 at the age of 70.

WAR GUILT

APPORTIONING RESPONSIBILITY

To The Editor
Sir—Your report of Professor Hancock's lecture relating to Germany's war guilt once more forcefully brings to mind the increasing tendency on the part of people never vitally concerned in the World War to belittle the ideals for which that colossal struggle was fought. To lay equally at the feet of all nations the blame for the war seems to me a flagrant insult, if nothing else, to British justice and fair-play, for which millions died, among them 60,000 Australians in the field and another 60,000 since. In face of the old-time Prussian craving for dominant military power, to lay at the door of Serbian nationalism culpability for those years of strife, as did Professor Hancock, strikes one as puerile.

How, I wonder, does the Professor justify the ruthless German invasion of France and Belgium in August, 1914; and how does he explain the comparative unpreparedness of all the Allies, save France, if even subconscious strivings for war were shared by all nations? What is the explanation of Germany's almost national toast "Der Tag," and of many other authentic boasts of world power, if it is not justifiable at least to lay upon her the guilt of creating and maintaining an aggressive standard of armament? The only blame attributable to Britain would be that she disregarded the Central Power's frequent gestures for war, and thus did not hold her ambitions in check. My view is in no way colored by the old hatred, long since dead even in those of us who lost so much in war years.—I am, Sir, &c.,

D. C. JACOB, Blackwood.

SCIENTIFIC STUDY OF ABORIGINES

Another Party To Leave Next Month

The party of scientists which, under the auspices of the Board of Anthropological Research of the University will continue investigations among the natives of the far north-west of South Australia, will leave on August 3.

Arrangements for the expedition were completed at a meeting of members at the Museum yesterday. The party will go to Oodnadatta, and from there to Ernabella, about 300 miles north-west of Oodnadatta, in the eastern end of the Musgrave Ranges, where it will meet the ethnologist at the Museum (Mr. N. B. Tindale), and Dr. Cecil Hackett, who have been at Ernabella since the beginning of June, making preliminary arrangements. It is expected that about 200 natives will be mustered by the time the main party arrives on August 7. An extensive programme of work has been planned, and it is anticipated that valuable additions will be made to the large amount of data gathered by previous expeditions.

The party, which expects to return to Adelaide on August 24, will be led by Dr. J. B. Cleland (professor of pathology at the University), who will make pathological observations, including blood tests, and study plant life to ascertain its value to the natives. He will be assisted by Professor Harvey Johnston (professor of zoology at the University), who will make anthropological investigations; Professor C. S. Hicks (professor of human physiology and pharmacology at the University), and an assistant, Mr. W. J. O'Connor, who will study the physiology of the natives; Drs. H. K. Fry, Hackett, and J. H. Gray (of the Adelaide Hospital), who will investigate the physical characteristics of the natives. Professor Johnston will assist in this work. The Director of the Museum (Mr. H. M. Hale), the organiser of the expedition, will continue the work—begun by him during previous expeditions—of making plaster casts of the heads and busts of aborigines.

This expedition, similarly to its predecessors, will be financed largely by funds provided by the Rockefeller Foundation, and administered by the Board of Anthropological Research.

Ado. 13-7-33

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