

boys busily engaged in their work. One boy had charge of the class and was doing his work well, and with excellent discipline. Practically everything was done in Latin. The boys answered the teacher's questions, and asked him questions in Latin. They wrote on the blackboard, and corrected each other's mistakes. Mr. Bayly spoke of the prevalence of a distressing Australian twang, which offended him much more than the American style of speech. A careful teaching of Latin, where the terminations of the words were of great importance, and where the pronunciation was phonetic, proved of great assistance in producing a more exact speech of the vernacular. Indeed, he felt, after the valuable experience he had gained through his travels in Europe and America, and had contrasted the thin, metallic, clipped utterance of the Australians with the rounded pronunciation of other lands, and especially of the Italians, that it was his duty to lead a crusade on behalf of the speech of his own country. To secure this end he strongly urged the value of the study of Latin. Finally he pleaded for more idiomatic expression in translations from Latin to English, since this not only helped the learner to realize that the old writers actually spoke like men of culture and wisdom, but went a long way to develop a literary style in English. Thus free translation into good English proved the best answer to the advice of the professor, who, wearied of the literal renderings of his timorous students, said, "Don't hurl grammar in my face by tortured English."

A vigorous discussion followed the address, in which the members all agreed upon the advisableness of animated teaching, but differed somewhat in matters of detail, and in particular it was pointed out that there was a danger that the conversational style might encourage a slipshod method of expression in Latin, and tend to limit the pupil's vocabulary to a few phrases which might be constantly repeated.

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WORKERS' EDUCATIONAL NOTES.

(By Victor E. Kroemer.)

The London district branch of the Workers' Educational Association has started a "Wartime comradeship committee." In commenting on this the "Highway" says:—"The fellowship of the W.E.A. is that feature in the association which is most worth preserving. It is magnetic. When the magnetism departs, the W.E.A. is dead. And the fellowship must knit not the members only, but all those who need it, into an indivisible body. Tutorial classes, study circles, and educational rambles, valuable as they are, rank merely as material evidence of the burning spirit within. 'Knowledge is power,' but it is deadly power if not used by one who loves his fellow-man. For years we have had a comradeship fund, and by means of it we have cheered many, our members and others, in those still days of illness when human sympathy, materially expressed, is refreshing as the dew of the morning. But to-day the avalanche of suffering and sorrow falling upon our nation leaves us almost paralysed, stupefied at least, by the immensity of the problem and our own impotence. Now, to our satisfaction, the London district—ever ready to embrace a new idea—has started a 'Wartime comradeship committee.' It will work in hospitals, convalescent homes, and among the fatherless and widows. It will not particularise as to the members of the association, but naturally it will make the main duty to look out for them." In South Australia the Cheer-up Society is doing some of the work indicated, and fulfilling an important function; but there is a great need for a wartime comradeship committee here also. Likewise, trades unions, lodges, sports clubs, and all other societies and organizations should make it their business

to establish such a committee as speedily as possible to look after the members of their organisations in the first instance, and all the soldiers in general. The latter part of the work could be fulfilled by means of a federation of the various committees of the organisations. The W.E.A. of South Australia will be prepared to organise the central wartime comradeship committee. In the meantime, will all members of trades unions and other bodies make it their business to see that a motion is carried by their society—"That a wartime comradeship committee be formed to look after the interests of all members in the army, and their dependants."

Study Circles.

There are several forms in which study circles can be conducted. There are the home study circles, where the family can

get together and study consistently any subject in which they are interested. To this circle friends might be invited, and persons desiring to inaugurate such a group should communicate with the secretary of the W.E.A. (Trades Hall). The second form of study circle is that held under the auspices of some organisation, such as a trade union, a lodge, or a literary society, or church organisation. As long as about a dozen members can be got together to undertake consistent study on any subject the W.E.A. will be prepared to go into ways and means for providing them with the best facilities for studying the subject they desire.

The Home Study Circle the Best.

There is no doubt that the form of study circle that is superior to all others is the home-study circle. The world has to a large extent lost the idea of the home being the centre of learning. Little effort is made to provide young people with facilities for consistent study at home. The Workers' Educational Association, by means of home study circles, will revive the family fireside as the basis of the nation's learning. Most people read trashy novels because they cannot grasp the deeper literature. Round the family fireside, however, with a few friends, the better literature of the past and present could be studied under more congenial auspices, and various aspects discussed as the subject was unfolded. Educated folk could exercise a general control over those home-study groups by attending occasionally and supervising the choice of literature. These visitors could guide the education of the home-study circles. The homes will be made more attractive, the home life will grow sweeter and better, and greater knowledge will prevail everywhere. In the summer months these study circles might possibly be held out of doors.

CORRUPTION IN A UNIVERSITY.

Universities were established to promote the pursuit of truth, the acquisition of knowledge, and the acquirement of culture. But there are Universities where it is not safe to pursue the truth. A professor who in dealing with economics points out the evils arising from the prevailing social system and advocates a new and a better way is regarded as an undesirable pedagogue, and is quietly sent about his business. This has been done over and over again in America. Commercial corruption has poisoned the very fountain of truth, as it has, on occasion, the very fount of justice. The latest instance of the kind is reported from Philadelphia. The Wharton School of Finance is the economic section of the University of that city, and Professor Nearing was the assistant professor of economics. It was with growing concern that the trustees of the University noted that the most popular professor in that department was delivering lectures and writing books and articles showing clearly the wrongs of existing conditions. The facts regarding child labor, under-payment of adult labor, increasing cost of living, and other evils were discussed. What was worse, effective remedies were advocated; and, worst of all, the taxation of land values was recommended as "the most pressing of all reforms for the reduction of monopoly power." Two years ago it was reported that the trustees were about to discipline progressive teachers of the Wharton School of Finance, but it brought a storm of protests, and the idea was abandoned for the time. Another effort to discipline Nearing and others a few months ago was abandoned after the students protested. Then the trustees waited until the end of the term, and without formally dismissing Nearing have got rid of him by refraining from renewing his engagement. The trustees have refused to offer any explanation. It should be stated that the board of trustees contains several men who are associated with big business, such as J. P. Morgan and Co., United Gas Improvement Company, the Pennsylvania Railroad and Girard Trust Company. The board has more and more frequently, as death caused vacancies, been recruited by directors and heavy stockholders of public service and other corporations dependent for successful operation upon monopoly. One who knows the trustees says:—"All these trustees live in and about Philadelphia. They are absolutely out of sympathy with the aspirations of the age; they are gluttonous for gold; their corporations have secured valuable franchises for nothing from officials faithless to their trust."

The decision of the trustees has created a storm of protest. A prominent attorney of that city wrote thus:—"In celebration of the 700th anniversary of Magna Charta on June 15 the reactionary members of the trustees of the University of Pennsylvania decided to degrade the institution in the eyes of the public by dismissing from the public service as teacher of economics the most popular and helpful instructor who came into contact with the students. Perfectly in harmony with the tactics of privilege no announcement was made until after Commencement, when students and professors had scattered and demonstrations would be impossible. Conscious of the fact that college faculties are usually arranged for by the first of May, and hopeful that thus Dr. Near-