

Adelaide—Richard Cosgrove, Margaret Deady, Olive Dixon, Nellie Howell (piano). Dominican Convent, Semaphore—Ursula Ellwood, Gwendoline Blochwen John (piano). Convent of Mercy, Angas-street—Meta Riedel (piano). Private instruction—Philip Bernard Collins (piano), Miss F. E. Collins; Lydia Ida Lange (piano), Miss D. M. Kemp, A.T.C.L.; Fredrick Roberts (piano), Miss Kathleen Graham.

Grade VI.—St. Joseph's Convents—Norwood, Mollie Buckley, Eleanor Flaherty, Cissie McGowan, Merla Techritz (piano); Ellangowan, Dorothy Clark (piano); Koorlinga, Rosie Smythe (piano). Dominican Convents—Semaphore, Dorothy Ingalls (piano); Franklin-street, Olga Mary Irving. Private instruction—Frank Arnold Baldwin (piano), Mr. Cecil Trevelyan; Myra Jean Cartledge (piano), Miss Brindal; Molly Mary Challis, Olive Ethel Heath, Vera Irene May Mander (piano), Miss F. E. Collins; Charles Kenneth Coats, Beatrice Ray Edwards, George Nancarrow (piano), Miss Bolton, A.L.C.M.; Leslie Gordon Fisher (piano), Miss E. Willmore, L.A.B.; Ivy Hall (piano), Miss Evelyn Ward; Gwendolyn Miller Jones, Alda Olive Linke, Colin Campbell McLeod, Victor Roy Mager (piano), Miss D. Kemp, A.T.C.L.; Allan William Lawrence (piano), Mill-End School of Music; Gwendolyn Pearl Simons (piano), Miss E. Best; Thelma Strange (piano), Miss Evelyn Oliver.

Register 14.5.18

LATE LIEUT. L. B. LAURIE.

Mr. J. B. Laurie, of Salisbury, has been advised by the military authorities that his elder son, Lieut. L. B. Laurie, 24 years of age, of the 10th Battalion, has been killed in France. He was one of the masters of Queen's School for about four years, and was studying for the church. He enlisted about the middle of 1916, and gained non-commissioned rank before leaving for the front. He was wounded in the fighting last September, and for conspicuous bravery gained commissioned rank. At the meeting of the Stock Exchange of Adelaide on Monday morning the President (Mr. W. B. Carr) said the deepest sympathy of the members went out to their old colleague (Mr. Laurie) in the loss of his son, who had given up a promising peaceful career to join the colours. He was exceedingly popular among his South Australian acquaintances.

Daily Herald 16.5.18

LABOR AND EDUCATION

CORRESPONDENTS' VIEWS.

"W.O." writes:—Labor wants from education just what education is designed (theoretically) to give to all who come to her footstool, whether they be the children of bread-line toilers or children of wealthy market manipulators.

There is very little to be gained by an examination of the question recently debated by the W.E.A. Possibly that body had a Christian motive in arranging the debate for the benefit of some selected Parliamentary candidates of last election.

There would appear to be something to gain from an examination of what education itself means and the concentration on getting a system of education adopted which will give the results we set out to attain.

Broadly, education means the opening up of the mind to receive knowledge fortified by certain principles—truth, honesty, faith, charity, courage, fortitude.

The cultivation of a particular faculty for the purpose of getting rich, comfortable, &c., is not a part of any system of educating the mind. It is simply the means chosen to supply the communal wants of the locality, and is useful in its sphere, but is quite apt to cramp the intellect and, when associated with insular prejudice, becomes a menace to the Labor community. Instance clerical employes as strike-breakers.

Character is the one thing lacking in all education, and more particularly is it wanting in the heads of the Labor movement. There have been men of great brain capacity in the Labor movement. There always will be. Men of character are not so plentiful. Put another way the education the Labor leader gets is one-sided and is not suited to withstand the strain of opposing forces.

Some leaders have felt this, and got out of the movement; others have succumbed, and still more are likely to do so, both of their own human weakness and of their strength clashing with the weakness of the movement. There is no hope for the Labor Party in "scratch" political victories. There is hope for humanity in the Labor Party if they can see that the beginning of a new era is the going out with Moses into the desert for 40 years. Begin with the child, teaching truth, &c., forming its character, and in 40 years you will have reformed the world, even as Moses did his people, making them fit to enter into a world domination of intellect and physical force.

What we want is character when we are 18 to 21 years of age. Given that societies can be formed, such as the W.E.A., to disseminate knowledge and the experiences of the world. These acting on the mind, will give us wisdom.

If the world was governed by wise men there would be no very rich men (measured in money standards). There would be men who would always be disappointed, but there would be millions

rial wealth and full of a laudable ambition to make the world they live in more beautiful (in harmony with its nature) than it is now. It would pay the Labor Party handsomely to discuss nothing but gospel truths and illustrations, as applied to modern conditions, from the park ring on Sundays, and do it themselves, letting the public know the speakers and the parable or text. There are thousands of panaceas for the ills we are heir to physically and for our mental refreshment as many more. All the quack nostrums the brain inflicts on itself are part of the system of education, public and private, school life, street life, and home life, this glorious country inflicts on itself. Cut it all out and begin at the beginning.

Having got a fixed, definite objective, begin with the infant and teach your ideal daily till manhood. That is what all humanity wants to make war, capitalism, spongers, loafers, all others who toil not neither do they spin.

"Marxian" writes:—In the columns of "The Daily Herald" a few days ago I gave expression to the opinion that it was a grave danger and misfortune for the trade union movement, in respect to its educational propaganda, to permit itself, through lack of knowledge on the part of its leaders, to fall into the hands of the W.E.A. and the University, as these institutions are well known to be intimately bound up with the maintenance of the present capitalist order of society. I have been taken to task, as I expected, by Mr. Herbert Heaton, who may be said now to have a sort of "vested right" and pecuniary interest in upholding the claims of the W.E.A. I don't mind saying here that I had much rather some other person took up the gauntlet which I have thrown down, for his own, not for my sake, as I feel like one attacking the monarchy with the king as my opponent.

Mr. Heaton, instead of attempting to argue the main question at issue, has adopted another method. He informs the readers that "Marxian" bases the case against the W.E.A. upon "bad" misquotations, which means, if it means anything, that "Marxian" has so twisted and contorted a quotation as to make it convey some meaning altogether different from that which was intended. If the reader will kindly follow me in my reasoning I will demonstrate the fallacy, if not the utter silliness, of the statement made by Mr. Heaton.

1. As showing the complete want of harmony between the ideal of the working class movement, which is now for the most part throughout the world, out for Socialism, and that of the so-called Workers' Educational Association, which is out for "the education of democracy" on the lines of university culture. I quoted the words of a certain Mr. MacTavish—words endorsed by Mr. Heaton as something containing the quintessence of wisdom for the wage slaves of capitalism. The quotation is in "The Daily Herald" of April 28:—"Labor wants from education health and full development for the body, knowledge and truth for the mind, fineness for the feelings, goodwill towards its kind, and, coupled with this liberal education, such a training as will make its members efficient, self-supporting citizens of a free, self-governing community." With this characteristic quotation before me when composing my letter, and knowing the space allotted to me in "The Daily Herald" was limited, I reproduced it as follows, leaving out the superfluous verbiage:—"Labor wants from education health for the body, knowledge for the mind, fineness for the feelings, goodwill to everybody, a liberal education such as will make efficient self-supporting citizens of a free, self-governing community." Now, being neither a master of arts nor a professor of economics, and never having had the marvellous advantages of university culture, I am unable to see any substantial difference in the meaning of these two versions of a quotation. But Mr. Heaton—who, as we all know, is an honorable gentleman and a scholar—comes before your readers and asserts that I have been untruthful and have "mangled" the quotation to suit my diabolical purpose. I need hardly say that for me to venture upon a "mangling" process with a paragraph which appeared only a few days previously in "The Daily Herald," which was absolutely certain to come under the eye of Mr. Heaton and all the trade unions props of the W.E.A. and the university, all to serve a purpose of my own, is a little too ridiculous for serious discussion.

2. Also in my letter of May 7 I asserted that the universities had evidently failed hitherto in "nobbling" the Labor movement in the interests of capitalism, and had now hit on a magnificent idea. They had started what they called the Workers' Educational Association. I also stated that in this cute idea the universities were "assisted by some Labor leaders who failed to see the university people's objec-

Heaton
tive"—a weakness that is observable here in Adelaide to-day. Mr. Heaton, in dealing with this quite insignificant matter, proceeds to sagely inform the readers that my statement is "not borne out by facts," and pulverises "Marxian" with the information that the great W.E.A. egg was hatched by a combination of university smarties, some trade unionists (who begged on the universities with tears in their eyes to give them the "benefits" of university culture), and some co-operators who have been closely identified with free-trade liberalism from time immemorial. All this is to "Marxian" very stale news, and instead of proving my statement to be "untruthful"—which, by the way, is a favorite term with Mr. Heaton—only verifies all that I have stated.

3. Lastly, Mr. Heaton tells us that the W.E.A. tutors "try" to teach neither working class nor capitalistic economics. The whole humor and pith of this sentence lie in the word "try." As a matter of fact well known to working-class students of sociology and economics.

though unknown to W.E.A. and university culturists, generally there are in these sciences only two fundamental viewpoints. On the one side there is the capitalist view; on the other that of the wage slave. And between these there is, and must be, an inevitable and unescapable antagonism until the capitalist system disappears, when mankind will have a chance, let us hope, of living a life of real brotherhood, genuine harmony between each other, and everlasting peace. In the past few years the workers have recognised this antagonism in industrial concerns and have formed unions to fight the master class. In the realm of politics they have recognised the same antagonism by forming the Labor Party. The working class must now rise to the full height of recognising the same antagonism in the domains of education, as the fight in the immediate future will doubtless be largely an educational one—that is a fight in which the educated intelligence of the working class will be much in demand to cope with the capitalist class, backed as these exploiters always are by the universities with their easily acquired State financial endowments. In the coming struggle—the final struggle of mankind for real freedom—the "workers of the world" must, as Marx said, "unite" not only in the workshop and the factory and in the realm of politics, but in their labor colleges, in which they will receive the training that will equip them for the great work of economic emancipation.

W. P. M. writes:—I do not hold any brief for the W.E.A., but I think the letter by "Marxian" appearing in "The Daily Herald" on May 7 was the most irrational diatribe I ever remember to have seen.

Advertiser 16.5.18

THE UNIVERSITY EXTENSION LECTURES.

Last year, for the first time since the system was inaugurated, the University extension lectures were temporarily abandoned, and six lectures, dealing with the functions of the University in its relation to the State, were substituted. Lady Galway opened the course with an address on "The place of modern languages;" four others followed. The sixth was to have been delivered by Mr. W. G. T. Goodman on "Efficiency in engineering;" but owing to his absence from the State it had to be postponed. Mr. Goodman has undertaken to carry out his promise on his return from England. No plans have been made with respect to the approaching winter, but there appears to be no probability of the extension lectures being resumed, at all events as far as country centres are concerned.

Daily Herald 16.5.18

WHAT EDUCATION

DOES THE WORKER WANT?

A CONTRIBUTION TO DISCUSSION.

While the Workers' Educational Association deserves the best thanks of the community for giving Labor readers a chance to state exactly what "the worker needs from education," a perusal of the published reports does not take us as far as one would wish (writes "Stenog"). Unfortunately for all of us the tendency appears to be towards inability to compress the whole reasoning of a particular subject into a few

AUSTRALIAN MUSICAL EXAMINATION BOARD.

The public examination in music under the Australian Examination Board was held at the Conservatorium yesterday. Visiting delegates present included Professor Laver, representing Victoria; Dr. Ennis, representing South Australia; Mr. C. R. Hodge, representing West Australia; and Mr. J. D. Coutts, representing Tasmania. Before conference was opened the Director of the State Conservatorium, Mr. Verbrugghen, entertained the Minister for Education and the visiting delegates at luncheon, and also the representatives of the Associated Board and Trinity College and others interested in musical matters.

After lunch, Mr. Verbrugghen explained the objects of the conference, and in welcoming the visiting delegates spoke very sympathetically of the good work being carried out by the Associated Board and Trinity College. The representatives of the sister examination bodies replying, expressed friendly feeling towards the new scheme, and the Conservatorium.

At the conference the powers of the new board were discussed, and definite conclusions arrived at. The question of the technical requirements was freely discussed. In the evening specimen examinations were held, and the impression given was that the examinations were most searching and of high standard. Several points of discussion arose during the evening, and satisfactory conclusions were arrived at.

The specimen examinations will be continued on Thursday morning at 10 o'clock, when the violin section will be taken first, followed by further examinations in piano and singing. Music teachers are invited to be present.

boiled down into a new, *devoid of meaning in itself, but which answers its purpose in catching the unwary.*

What the worker needs from education is knowledge—nothing more and nothing less. Education and knowledge seem to mean practically the same thing, but, confined to its present-day sense, education is the learning gained at school; knowledge that which is gained after schooldays are over, and which is confined to the world, its doings, and its particular social problems, provided our present educational system is maintained, the worker is sufficiently—even over—educated for the particular duties appertaining to his calling. Most of us who are in the younger thirties have been educated adequately for all positions apart from the professions, and for those our public schools do not cater. We are over-educated in the sense that hours and hours of patient study have been wasted on subjects such as trigonometry, geometry, algebra, languages, &c., which are forgotten quickly, as they are not required in our callings. From education the worker needs but the ability to read; a knowledge of the meanings of the words which compose his language; an aptitude to frame his thoughts in clear, definite language; a faculty to express them in speech or on paper; a sufficient knowledge of arithmetic to understand simple formulæ; and in place of the subjects he has to learn, but does not require, acquaintance with the groundwork of his social conditions, and the factors which gave rise to them; and some general knowledge of economics. With the exception of economics that is, after all, the education with which our youngsters leave school.

After leaving school comes the unfortunate gap which costs the worker and the world so much. Forced into the industrial world, he quickly forgets that learning which is not required in his vocation, and enlarges only that which is used. Happy in the change of life, the loss of discipline of the classroom, and the loosening of parental control comes independence, the dance hall, and the clique. Life to the lad in that stage is one of joyous responsibility and it is there (from 15 to 21), with hardly any institutions covering his needs, or any mental exercise afforded him, that he gains those experiences which make him the man and citizen he is to be. Later come the racehorse, women, and wine, and although it would be unjust to class our lads, young men, and elders as spending their substance on gambling, drinking, and immorality, we must face the fact that sport and its attendants have more place in his scheme of life than the gathering of knowledge for the uplifting of his class and humanity.

Now comes the difficult problem—How is that state of affairs to be overcome? Public libraries there are in every town, but they are used little. About 10 per cent. of a community are subscribers, and they read only the lightest of fiction. The Workers' Educational Association may be doing good work, but it is up against apathy on the part of the worker, it is confined to the metropolitan area, and there is suspicion of the University extension lecturers, coupled with disinterestedness. There is, however, another way open. The worker has fine chances of observing his fellow men, from which much is to be gained. Then there are branches of unions and Labor committees throughout the State. Books are cheap—why not have a library of works on social problems in every meeting room? Even if the books were read only by the leaders there would be something gained for democracy.

In dealing with education for the worker one must take off his hat to "The Daily Herald." In no other paper are lectures reported so fully or are so many articles of the best economic thought printed. But one asks whether the paper's capabilities in that connection are exhausted? There is our "Good Morning Corner" for women—read by more men than women, with a deeper appreciation of Irvén's work than is shown by her own sex. There is also the "Children's Corner." Would it not be possible to have a column or two set apart for men each week to be filled in, by, say, three of the best essays of a fixed length on subjects chosen by the editor or a committee? Such a space (to be filled in by members of a trade union or local committee) would be rushed with contributions, and would go a long way to bring out that thought at present lying dormant in unions and local committees, concerning the particular problems of the day, and would assist greatly in the education of the rank and file.

Knowledge is what the worker needs, and needs badly. It is up to our leaders to devise some means of supplying that need, and awakening the worker to a realization of it.

JAPAN AND NEW SOUTH WALES.

H.S. M.
Herald
12 May '18

APPRECIATION OF SYDNEY UNIVERSITY.

In an article entitled "A high tribute to Japanese culture" in the "New East" magazine, the following appears from the pen of "A student of Japan":—"Trade of late has been increasing by the proverbial leaps and bounds between Australia and Japan, especially between New South Wales and Japan. For years that very progressive enlightened State has had its trade commissioner to the Far East, and he has much to inculcate amongst the good people of Sydney a sense of the value of knowledge of Japanese to the Australian trader. In Newcastle also the Chamber of Commerce hold very decided views on the matter. About the same time the authorities of Sydney University were bethinking themselves of the advisability of doing something to encourage the study of Japanese. Just then they were offered an annual grant by the New South Wales Legislature to further the project practically. And, by an odd coincidence, the Federal Government had also been moving in the matter. The Governor-General himself seems to have a deep sense of the importance of a diffusion of a knowledge of the tongue of the Far East among the antipodeans—a thing not very much to be marvelled at perhaps, for his Excellency is one of the most noteworthy men in the British Overseas dominions. A lectureship in Japanese "to be attached to some Australian University" was promptly instituted, and the appointment was offered to Mr. James Murdoch, the well-known historian of Japan, and he has been organising the teaching of Japanese in the University of Sydney and the New South Wales High Schools since June last. At present work in the University is merely elementary and tentative for although there are as many as 74 students in the University Japanese class they have had none of the preliminary training necessary to the prosecution of work at a University standard. This preliminary training it is proposed to supply in the State high schools. In two of these a small class of 15 boys will be selected and put under the charge of a Japanese teacher for five years, the hours of instruction and all other details being assimilated to the conditions prevalent in the French and German classes. The teaching of Japanese abroad so far has been confined to special schools or seminaries, but in New South Wales Japanese is now being established in the ordinary schools as an instrument of cultural discipline and instruction on precisely the same footing as what may be characterised as the great orthodox cultural languages—French and German. This we consider to be one of the finest practical acknowledgments of Japan's entry into the comity of modern culture that could possibly be given. Upon leaving the high schools the boys may pass on to the three years' course of Japanese in the University of Sydney, where a fair proportion of the lectures will be given in Japanese by a Japanese instructor. For some time efforts must be mainly concentrated upon the acquisition of a working knowledge of it, enough, say, to read a newspaper leader or a magazine article with comparative ease. But after all, language is only an instrument, a mere key to unlock the treasury of knowledge and ideas and culture. Many Australians are eager to get to know Japan, to acquire just and true ideas of the people of their nearest neighbour among the great Powers—a people for whom they at present entertain the best and kindest feelings, for, thanks to the invaluable services of the Japanese Navy in keeping the seaways, they are thoroughly convinced that in this mighty strife of the nations Japan has been playing the game."