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NEW YEAR HONOURS.

-To be Knights of the British Empire Order (K.B.E.).-

Mr. John Harrison, of Sydney.

Professor David Orme Masson, C.B.E., M.A., D.Sc., F.R.S.E., F.R.S., F.I.C.

Sir David Orme Masson was appointed Professor of Chemistry to the Melbourne University in 1886, when he was 28 years of age. He was formerly assistant to Professor the late Sir William Ramsay, in the University College, Bristol. Sir David has contributed to various scientific journals in England, Germany, and Australia. He was elected a Fellow of the Royal Society in 1903, for his distinguished work in science, and was created a C.B.E. in 1918, for scientific work in connection with the war. In addition to his university duties, Sir David took a keen interest in the advancement of science. From 1911 to 1913, he was President of the Australasian Association for the Advancement of Science, and in that capacity was one of the leaders in organizing the Australasian Antarctic Expedition, which achieved such valuable scientific results under Sir Douglas Mawson.

-To be C.M.G.-

Hon. John Lewis, of Adelaide.

Mr. Henry Ebenezer Barff, M.A., Warden of Sydney University.

Mr. Barff was born in July, 1857, on the island of Tahiti, where his father, the Rev. John Barff, was a missionary. He was educated at Camden College School, and the Sydney University, of which latter institution he has been Warden since 1914.

Sir Samuel
McCaughy
Bequest
Register 1.1.23

EDUCATION OF SOLDIERS' CHILDREN.

We have received from the trustees of the Sir Samuel McCaughy Bequest a pamphlet descriptive of the educational benefits which that endowment is able to provide for poor children of soldiers who were killed or died of wounds in the Great War; or who were, as a result of war service, totally or permanently incapacitated; or who may have died at any time as the result of physical injury or disease directly or indirectly the effect of war service. The assistance is offered for such technical education as will fit the children for pastoral and agricultural pursuits and various classes of trade and business occupations. It will cover the various grades of technical education from the junior to the senior technical schools, the State agricultural colleges, and, when required, on to the university, while in the case of students of exceptional promise and industry, the trustees will be prepared to consider favourably the granting of assistance for the purpose of their pursuing their studies abroad in branches of knowledge and scientific research of particular value to Australian industry. The form of the assistance will include:—University, college, or school fees for technical and business training; text books, stationery and appliances; materials in connection with preliminary instruction in dressmaking, millinery, or tailoring; kits of tools for trade apprentices and probationers; equipment allowance for agricultural students and seaman apprentices; fares to and from nearest suitable school when the latter is distant from home of student; and maintenance allowance from 10/ to £2 10/ per week according to scale under a Repatriation education scheme. We are asked to state that forms of application for participation in the benefits of the trust may be obtained (in response to personal requests in writing), from the Deputy Commissioner of Repatriation at Sydney, Melbourne, Brisbane, Adelaide, Perth, and Hobart, or from the trustees, A.I.F. Canteen Funds Trust, Victoria Barracks, Melbourne.

The Register.

ADELAIDE:
TUESDAY, JANUARY 2, 1923.

JUNIOR, SENIOR, AND HIGHER PUBLIC.

In the weary, hot, and unprofitable end of the year, junior and senior students periodically meet their Waterloo. Whether or not "the subsequent proceedings interest them no more" is due to the fortunes of war. The viewpoint of Wellington is not as the viewpoint of Blucher, and victory is sweet, even at the price of many headaches. Now that the latest engagement is over, however, the authorities might profitably consider whether it is absolutely essential to hold these examinations—a severe tax on the nerves of any but the most sanguine or careless—at a time of the year when very hot weather may usually be confidently expected. Many teachers feel strongly that hot weather examinations are a mistake, and that delicate children are placed at an actual disadvantage by the double strain. Yearly a little group "drop out" for reasons of illness connected by no means indirectly with the height of the temperature. Primary tests were formerly held near the end of September, and the system worked very well. Pleasant weather made work lighter and kept children as a rule in better health. The dislocation attended by a radical change would of course be serious, but possibly exchange of views between the different educational authorities might result in a workable plan. It might be objected that the last term would be wasted without the stimulus to hard work provided by approaching examinations. But education is not all "cramming," and examinations are not the only mirror through which a man or woman can look back on those formative years and say that they were good. The exasperated literature pupil, pushed from sonnet form to syntax, might justifiably confront her even more exasperated teacher with a line from the insouciant W. H. Davies:—"What is this life, if, full of care, We have no time to stand and stare?"

The whole question of senior, junior, and higher public examinations is worth the consideration of educationists—soon to change their names and to submit to certain other modifications—if only for the fact that it very largely controls the scope of primary and secondary education in the

whole State. If there is to be a national education in any true sense, the foundations may be laid here. That there is still no clear and comprehensive plan must be the conclusion of any thoughtful and candid teacher who has seen—and who has not?—that the possession of a junior or senior certificate does not necessarily imply the possession of any true culture, or even an appreciation of what a liberal education may mean. Whatever theories of perfection may be held, however, examinations still exist for the excellent reason that we have nothing better to put in their place. Training for many callings is conditional on the possession of a senior certificate, and appointment by competitive examination is at least a sounder principle than appointment by virtue of family connections. Probably the power to grasp questions and express clearly the facts learned is a fairly sound test of ability, as well as of memory, although—since some great men never succeeded in passing an examination—even this generalization must be qualified. Where the system works most unfairly is with those nervous children who are constitutionally unable to do themselves justice in a crisis. The sensitive and imaginative suffer out of all proportion with the stolid in the solemn, silent atmosphere of a vast, strange hall, when

the ticking watch seems to carry a reminder of the hour of doom. Then, again, it is a pity that some provision cannot be made for those unfortunate children who, through illness at examination time, are forced, if they wish to obtain their certificate, to forego the result of a year's hard work and begin all over again at the old textbooks. Lastly, there is the almost tragic case of those children who are eager to bear a strain that is too great for their constitution—children who should never be allowed to take examinations at all. Many a delicate, conscientious girl, working hard for a scholarship which means much to over-burdened parents, makes a cruel sacrifice of the health, which is a far greater asset than many diplomas. The responsibility of a head mistress in such circumstances is very great, and although it is difficult to tell just when a girl is working too hard, always a close watch should be kept. Fortunately, human nature is very much itself in the schoolroom, and holidays still loom larger than examinations in the vista of the years.

Advertiser
1.1.23.

TEACHING OF ECONOMICS.

REPLY TO MR. J. W. MCGREGOR.

Dr. H. Heaton, Lecturer in Economics and Director of Tutorial Classes at the Adelaide University, writes:—

Late in November Mr. J. W. McGregor was reported in the press to have said, at a dinner of the Chamber of Manufacturers, that "the University, in its teachings of economics, had, in the opinion of manufacturers, become to a large extent engaged in propaganda work, and had been used as a lever by people holding socialistic views." Immediately on reading this statement I wrote Mr. McGregor, pointing out that his statement would do serious injury both to the University and myself, for if I, as the person in charge of the teaching of economics here, was using my position to engage "in propaganda work," I was abusing my trust, violating all traditions of university scholarship and teaching, and deserved the most severe censure. I confessed I was presumptuous enough to believe that the opinions to which he had given expression were incorrect, and that I had succeeded—as well as any man could hope to do—in dealing with economic problems in a detached, impartial manner. This belief was strengthened by the fact that representatives of capital and representatives of labor had each persistently accused me, during the past six years, of being a tool of the other side. I asked, therefore, in simple justice to myself, an opportunity of meeting Mr. McGregor and the manufacturers whose opinions he had voiced, so that I might hear and reply to any charges of partisanship which he or they had to make.

Mr. McGregor replied offering to meet me, and we have since had two interviews, as a result of which we understand each other much better, though we shall have to agree to differ in our opinions as to the character and content of economics teaching. Since, however, Mr. McGregor declared he was voicing the opinion of manufacturers generally, and since I have not had an opportunity of meeting them in a body, will you grant me this opportunity of stating my case through your columns?

When pressed to make a specific definite charge, Mr. McGregor said he had no such charge to make. For the abstract teaching of economics in the University he had nothing but commendation. The whole ground of his complaint was that while I was "far too clever" a lecturer—a double-edged compliment—to allow any sign of partisanship to creep into my lectures, extreme socialists attended my tutorial classes or public lectures, or read the reports of them, tore isolated sentences away from their context, and used them as propaganda material later on. Hence my lectures were being used, probably without my knowledge, as ammunition magazines by socialistic partisans. To avoid such practices it was therefore desirable to abandon public lectures and tutorial classes on economic subjects. My answer to this complaint is

1. It is true that in every public audience there is a small sprinkling of men of fixed and petrified ideas—Marxians, single-taxers, protectionists, freetraders, currency cranks, anti-socialists, &c. These men come to a lecture, not to learn, but to see if the lecturer agrees with them and their narrow dogmas. If he does not, as is usually the case, they go away full of wrath, and either write letters to the papers or blaze forth in some other place, accusing him of being a Sinn Feiner, a Black-and-Tan, a Bolshevik, a tool of the Chamber of Commerce, or an ignoramus. It is probably true that I am quoted (or misquoted) with condemnation more frequently than with approval, and, as I shall show in a moment, the extreme socialist regards the University, the W.E.A., and myself with fierce antipathy. But the vast majority of the audience at a public lecture or a tutorial class comes to learn in the true student frame of mind. It is made up of men and women from all walks of life—the housewife, the factory manager, the teacher, the clerk, the artisan, the shop assistant, and the laborer, people who wish to know more and understand better the world in which they live and work. They come, not in order to increase their earning capacity or raise their social and economic status, but because they have a desire for knowledge, hate ignorance, and wish to equip themselves better for the effective discharge of their duties as citizens. Their presence in a classroom brings a sense of touch with realities which the ordinary undergraduate and University teacher often lack. I hope I teach them something of value; I know I learn much from them. To close the University door in the face of these people for fear lest a handful of hard-shelled extremists should slip in is a proposal which no believer in the need for an educated democracy would entertain for a moment.

2. If economics is not to be taught to the general public for the reasons stated by Mr. McGregor, where is the embargo to end? Is the Bible to be made a closed book because eager hunters can find a text somewhere in it to support any cause they have to propagate? Is the Peace Treaty to be locked up because part 13 says strange things about "social justice"? Are public libraries to be abolished, or all books which have the faintest bearing on controversial topics written in Latin? And if you ban teaching on controversial subjects outside the University, you must shut down such teaching inside as well, for ideas and books will get about, no matter how you try to prevent it. You must stop the teaching of philosophy, for it discusses questions which border on theology; you must abandon history, for people have theories and interpretations of history; chemistry must be taboo, for it teaches things which are of use in making poison gases for the next war; biological studies must be stopped, for they are groping round trying to upset our old ideas about the origin of life; and sixty years ago geology would have been anathema just as all talk of evolution is to some folk in Kentucky to-day. Even literature is a bit suspect, for Milton had strange views about freedom of speech, Carlyle and Ruskin said unpleasant things concerning modern industry, and most modern writers are socialists. Surely half our economic troubles in Australia are due to the fact that our educational system has given the general public no training in thinking on economic problems; hence we have left our people to shape their opinions on wealth production and distribution in accordance with their own vested interests or under the guidance of the propagandist and partisan. The employer has often grown up in an atmosphere of employerdom, seeing only the point of view of his class; the employe grows up in a world of wage-disputes and trade union activities, and sees no further;

another man is suddenly awakened from apathy on economic problems by reading a pamphlet or hearing a speech by a Marxian or a single taxer, and goes through life believing this to be the truth and the whole truth. To take, and teach, a wider view of the economic structure as a whole, of its growth, strength, weakness, tendencies, and possibilities; to weigh opposing views, to examine and criticize new ideas, to show that there are at least two sides to every question—these are the functions of the university teacher of economics. In a country where most political questions are economic in character, the widest possible teaching of economics is as important as it is delicate, as urgent as it has been long-neglected.

3. When manufacturers condemn the University for collaborating with the W.E.A. in arranging classes for the general public, they join hands for once with the Marxian and the left wing of the Labor movement, and the class struggle is momentarily suspended. Ever since its inception in 1907 the tutorial class movement has been persistently kicked with equal vigor by revolutionary Socialists and standpat capitalists; the Left regarded the movement as a subtle scheme inaugurated by the Right to dope, dupe, and sidetrack the workers; the Right was con-