

# PEACE OR WAR.

## THE MODERN TENDENCY.

### NATIONS FOLLOW TRADITION.

The principal guest at the luncheon of the League of Nations Union at the Railway dining-rooms, on Tuesday, was Professor C. F. Hicks, of the Adelaide University. The chairman (Mr. J. H. Vaughan) presided. Professor Hicks lectured on "Our Responsibility."

He said he desired to point out that there was little evidence that the Western world had really learned the full lesson of the war. During the war, latent resources inherent in man's growing dominion over natural forces were only partly mobilised in the cause of self-annihilation; and yet the people stood aghast at the result. The development of the aeroplane as an agent of destruction; the enormous increase in range and accuracy of great guns; the use of poison gases; all had indication

what might be expected in any war to come, and, one might rightly conclude, would accelerate the growth of a common will for the outlawry of ordeal by battle. Most people who had any experience of war thought that when it was over all nations, especially the combatant peoples, would unite not only to repair the ravages of their consummate folly, but that with at least as great a zeal as that with which they had misapplied science, they would apply its methods and discoveries and outlook to the nobler task of making the world more habitable for human creatures.

#### The Madness of Europe.

He asked if it were realised that today the great nations were spending more time, energy, and thought on preparation for another war of attrition than upon the development of the natural resources of the globe? Who was responsible? Why were the Governments of the United Kingdom and the United States of America sending considerably more upon naval armaments than they were prepared to devote to the social and industrial improvement of their peoples? Enough was heard about the crying need for development of Empire resources, and yet Great Britain spent more of the national income upon scientific research in connection with its fighting services than it did upon research applied to

developing the potential resources, both industrial and natural, within the Empire. They ought to think of the difficulties experienced in obtaining expenditure upon roads or railways within the vast unopened territories under the flag compared with the uncalculated ease with which expenditure was lent for a single battleship—a weapon of war, which in all probability would be less useful in a future war than in the last. Every care was taken to secure the highest efficiency of the fighting personnel. Yet nothing was done towards the maintenance either of efficient industrial leadership or of the workman's skill. The only reason could be that the people had learned no lesson from the war; that nations still followed the age-old tradition, and no one nation dared break with it, and, least of all, the British. While they refused to apply the same ethical code to nations as applied to individuals that preparation for war must go on, and so modern research included the means of destroying civil populations either by gas or lethal germs. In more than one country laboratories were engaged upon the study of the most effective means of spreading pestilential disease. If scientists were to go on working blindly at the liberation of destructive forces it would appear to him a sound reason

for praying for the rapid accomplishment of their ultimate effect. The people themselves must wield their influence in restraint of such misuse of activity of mind, representing man's latest and most potent acquisition, and, first and foremost, scientists themselves, rather than being content with their own activity, must develop an adequate feeling of responsibility, and not trust the application of their dangerous handwork to the childlike mentality of those who manipulated the lay figure now deified as the State.

#### Moral Sense Wanted.

As far as the great mass of mankind was concerned, he felt that a still greater ordeal than that of 1914-1918 was necessary to produce a change of spirit, while he looked meanwhile to the effect of a responsible interest on the part of science in its own creations. The prostitution of German science was decried during the last war, but the people forgot that in the end they boasted that their own poison gas was more effective than that of their foes. If the League of Nations succeeded in educating the people to a dispassionate view of their enemies in the next war, a great step forward would have been achieved, but it was equally important that it should not permit a powerful sentimentality to confuse the judgments of its members. The growth of the moral sense was one of the results of a struggle with environment, and in the case of war the fear of its occurrence was a poor reason for the wish to avoid it. It was more compatible with the dignity of man that they should learn to realise the degrading results to the human family of indulgence in the intellectual orgy which was provoked in a modern struggle between peoples, and if they merely avoided that in the next conflict in which they might be engaged, they would have cause for much self-congratulation. Mere sentimentality should not govern their criticism of misapplied science. The object of war was to impress one's will upon the enemy, and what was important for them, as moral beings, was not so much the fact of war itself, but the nature of the impulses leading to a desire to impress their will upon the other, and the impulses actuating the prosecution of such war. That might seem a piece of pure sophistry, but the signing of the Kellogg Peace Pact had its foundation in a realisation of the importance of that aspect of war as a method in international politics. For the first time in history, the nations had at least on paper, stated that they no longer looked upon war as a legitimate and honorable means of settling a dispute. It was clear that now the point would be to decide what was a point of honor, but however small it was a step in the right direction. In order that such a pact might become more than a mere gesture, a great change was needed in the teaching of history and in the training of the young citizen so that the error of the 20th century would not be propagated further. (Applause.)

# THE NEWS

SATURDAY, DECEMBER 22, 1928

## NEW CAREERS IN SCIENCE

(By Prof. Kerr Grant, M.Sc.)

At this season of school break-ups—I pray pardon of the purist—the vexed question "What shall we do with our boys?" presses perhaps more acutely than usual on many a parental mind. It is in the hope of showing a glimmer of light to one or two among the many perplexed that I venture to draw attention to some new avenues of congenial and modestly lucrative employment for young men of a scientific bias.

Be it premised, of course, that the great scientific professions of medicine and engineering continue to offer place and rewards to those who have the mental capacity, the physical stamina, and the pecuniary resources adequate to outlast the protracted and grinding courses of study which admit the acolyte within their holy portals; and that in the equally dignified, if less exalted, profession of the teacher of science there is still and will always be a calling which, if it cannot confer wealth even on its chosen ones, yet offers a respectable means of livelihood and an opportunity for devoted public service, second to no other.

#### Science and Industry

The new developments of which I write are in connection with the great forward movement which has taken place in Australia within the past 10 years in the application of science to industry, and particularly to the great primary industries—pastoral, agricultural, and mineral.

When Sir Frank Heath (secretary of the British Council of Industrial Research) visited Australia a few years ago to advise the Commonwealth Government upon the formation and organisation of a corresponding institution in Australia, he laid stress upon the difficulty which would be encountered at the outset in finding experts trained in the special sciences bearing upon the problems with which a local Research Council would have to deal. Unfortunately, his prediction has been confirmed. In an endeavor to overcome this obstacle to progress the council is offering to students of suitable mental calibre who have received training in scientific methods at the universities, travelling scholarships on a liberal scale to enable them to proceed to the best centres in Europe or America for the experience in the special problem which it is desired they should later attack. Employment for a term of years with liberal remuneration follows as a natural sequel.

The response to these scholarships has been disappointing. Of seven recently offered in open competition to young graduates it has been found possible to award only two.

Good opportunities are here awaiting young men of sufficient ability and the requisite training.

#### Agricultural Research

In our own State the chief development has been in the field of agricultural research. Following the great benefaction of the late Mr. Peter Waite—which has resulted in the establishment of the Waite Agricultural Research Institute—and the statesmanlike support accorded by the Agricultural Act of 1927, the need has arisen for training experts in the deeper problems confronting the agriculturalist.

To furnish this training the University has now framed a course in specialised agricultural science, carrying the degree of Bachelor and Master for its graduates. A certain number of these graduates, initially four a year, is guaranteed employment in the agricultural services of the State at an initial annual salary of £300.

But if the researches now being inaugurated show the results which may be confidently anticipated, further extensions and developments of the scheme of agricultural education and research are bound to follow in which these early graduates and many more will find ample opportunity for honorable advancement.

#### Scientific Forestry

A similar development in a closely allied subject is the contemplated provision of a joint course of training in scientific forestry by the University and the Commonwealth School of Forestry located at Canberra. The course will occupy four years and will lead to the degree of B.Sc. (Forestry).

The first two years will be spent at the University in the preliminary study of the pure sciences basic to a knowledge of forestry. The last two, for which scholarships are available, will be spent at Canberra, and devoted to the more special and practical aspects of silviculture and to the gaining of direct experience in its methods.

Those who graduate in this course need have no doubt respecting the certainty of finding immediate and well-rewarded employment, with satisfactory prospects of promotion. For even in the present day, the forestry departments of the various Australian States cannot obtain a sufficient number of scientifically trained men adequately to staff their services.

With a fuller recognition by the public and the Governments of the immense economic returns from well-managed forests, and of the importance of forestry in relation to the even more vital question of water conservation and its value in preserving the scenic and climatic amenities of the countryside, it is certain that the forestry services of the States must continually expand and offer an excellent field of employment to young men who are attracted by the healthy and interesting occupation of the forester.

# SLOVENLY SPEECH

## CRITICISM OF TEACHERS

### Expert for Training College

"We have noticed a certain looseness of speech among junior teachers, and we are making efforts to combat it," said Mr. G. S. Brown (vice-principal of the Teachers' Training College, Victoria) when commenting on statements made at the annual meeting of the Incorporated Association of Registered Teachers that slovenliness of speech and paucity of vocabulary are common among teachers.

"For several years," Mr. Brown added, "there has been a course in speech culture at the college, and up to a certain point we have been fairly successful in training teachers to speak correctly. Probably, however, we have been too theoretical, and we now realise that the subject has to be taken seriously. The standard of speech among junior teachers is improving every year, but a great deal still remains to be done. If a teacher does not speak correctly the children under his care cannot be expected to do so. Consequently we refuse to give a pass in practical teaching to any student who cannot speak in a reasonably pleasant and correct manner."

The chief fault noticed in the speech of students at the training college, said Mr. Brown, was the habit of pronouncing vowels in a flat, nasal tone. "We have launched a vigorous offensive against flat vowels," he said, "and we are achieving a fair measure of success. Some people believe that badly formed vowel sounds are rapidly becoming a characteristic of Australian speech, but we are trying earnestly to check the tendency."

To assist us in our efforts we have engaged the services of Miss Alice Smith, of the School of Dramatic Art and Speech Training, Royal Albert Hall, London, who is an expert on speech. Miss Smith was one of the first speakers at the Masfield Theatre, Oxford, and for some time was attached to the speech clinic at St. Thomas' Hospital, London. We hope with her help to raise the standard of speaking among teachers."

Miss Smith is now on her way to Australia, and she is expected to arrive in Melbourne in four weeks' time.

# ARE WE SPORT MAD?

## Prof. Davies Asks Us To Lose Sight Of The Ball

### "IF WE ARE TO SURVIVE"

UNDER the heading "Find the Ball and Lose"—an amusingly apt reference to the Register News-Pictorial's Find the Ball and Win the Money Competition—Prof. E. Harold Davies, director of the Adelaide Conservatorium, writes:—

To the Editor,  
Sir—  
Australia appears to have reached a critical period in her national history. Piled-up debts and shrinking revenues threaten our economic stability; while strikes, unemployment, and distress continually increase. If we are to survive and prosper, this is surely a time when



PROFESSOR E. H. DAVIES.

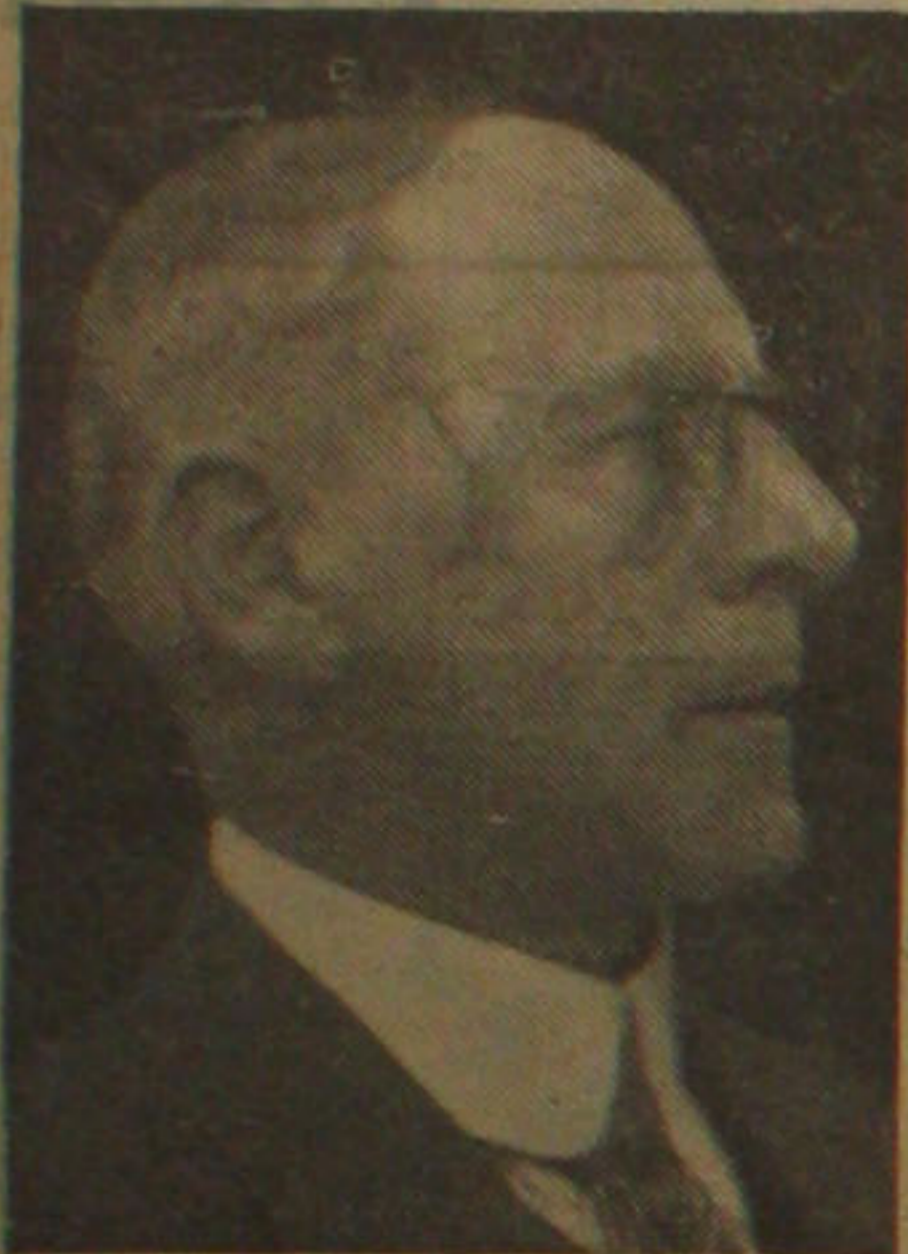
the whole of our strength should be concentrated on intellectual, artistic, and industrial progress. Yet the rage for sport and every kind of pleasure-seeking shows no sign of abatement. There has never been any limit to individual foolishness, but there is a "Punch-soll mark" beyond which collective stupidity may not go without imperilling national safety. If The Register Pictorial and every other sane journal in Australia would unite in helping us to lose sight of the "ball," as well as many other forms of madness, it would be doing a service which will count for much in the near future.

Yours,  
E. HAROLD DAVIES,  
Adelaide Conservatorium.

# FOOTBALL CROWD "ABSURD"

20,000 Should Play and 36 Watch

## DR. DAVIES' ATTACK



DR. HAROLD DAVIES

"NOTHING could be more absurd than 20,000 people roaring themselves hoarse over the exertions of two football teams," said the Director of the Elder Conservatorium (Dr. Harold Davies) in his Commencement address last night.

"It would be far better if the 20,000 were kicking the ball and the 36 cheering," he said. "The child's plea is always 'Let me do it.' The grown-up says 'Let any one but me do it, so long as I can look on—and perhaps lay odds on the issue.'"

"Any kind of athleticism is good, so long as it is ourselves and not others who are doing it," said Dr. Davies.

"We all need healthy recreations. But it is much harder to find the right kind of play than the right kind of work."

"More people are ruined by foolish so-called recreations than by any other indulgence. Most modern pleasures revolve round the idea of excitement, which is one of the most exhausting of all pursuits."

"There is a ceaseless rush hither and thither to discover some new sensation, and soulless exploiters cater chiefly for this morbid craving."

Dr. Davies said that at the beach during the vacation he had been more than ever struck with the beauty of Australian boys and girls.

Often he had asked himself whether modern physical emancipation was leading.

Were the clean, virile young people just heading off for a life of indulgence, or could one look for an equal growth of mind and heart to rule their destinies?

"If that is so," he said, "none can fear for the future of Australia. But it is for you splendid youths, here and now, to realize your infinite possibilities; to know that not merely physique, but intellect and morale are the stuff of which both individual success and national prosperity are made."

# COMMON MISTAKES.

## MR. R. C. BALD'S LECTURE.

Before the Workers' Educational Association, in the Public Library Lecture Hall last night, Mr. R. C. Bald lectured in "Mistakes We Make Every Day." Mr. E. R. Dawes (president, W.E.A.) was chairman.

The lecturer said his purpose was to proffer a plea for greater respect for our language. English was notoriously a difficult tongue. He feared that in Australia there was not a proper respect for the King's English. Seeking reasons for this, he remarked that our Universities were more interested in the language of 800 years ago than in that of to-day. He had even seen a notice, written by a professor, stating that at a "Varsity picnic" "liquid refreshment in the shape of tea" would be provided. (Laughter.)

Australian periodicals of the more expensive sort were pilloried by the lecturer, who read excerpts from one, "loaned" for "lent," "disposed of" for "sold" occurring. "Such things," declared Mr. Bald, "bear the stamp of an inadequate education." Wireless in Australia was a great offender against the canons of good English. In England the B.B.C. had constituted itself the guardian of national speech.

Where words were pronounced in several ways experts like Bernard Shaw were consulted, and their decision adopted. "Announcers over here," averred the lecturer, "do not seem to know that such a thing as a phonetic pronouncing dictionary exists, and we get such horrors as 'alleged,' 'West-minister,' and the like. I have even heard a great concerto called 'Klarrer Boot.'" (Laughter.)

Another source of language contamination, he said, was the ingenuity of advertisement writers, who coined base words such as "motordom," and alleged Latin derivatives that would make any classical scholar writhe in agony. They loved to call toothpaste "dentrifice." In the U.S.A. undertakers were now "morticians," and even in Australia there was a tendency to call a coffin a casket.

Proceeding to give instances of bad taste and obscurity, Mr. Bald mentioned "he only died last week," and "there is a little kitten in the house that I like very much." Needless repetitions, such as "foot pedal," "new discovery," "gale of wind," were denounced, and violation of idiom deprecated. Imagery when inappropriate was disastrous. From an English paper was quoted, "His experiences had inoculated him against a flood of temptation." Mr. Bald emphasised, in conclusion, that carelessness in language was by no means a trivial thing. The words we used were an index to our intellectual and moral powers. Definite, clear-cut, honest, dignified language indicated all those excellent traits in the minds and characters of the users. "Do not forget," he said, "that this is a national as well as an individual matter. Treasure the great heritage of English that has come down to you."

An interesting discussion followed.

# THE NEWS

ADELAIDE: FRIDAY, APRIL 12, 1929

## SLOVENLINESS IN SPEECH

The campaign which has been launched by the Education Department of Victoria against slovenliness in speech should be widened until it is waged in all parts of the Commonwealth.

Australians have been prone to joke about the dialects heard in English counties, the accent of the Londoner, the "Oxford bleat," and the nasal twang of the American, but while quick to notice the mote in the eye of a neighbor they have failed to realise the presence of the beam in their own.

At the annual meeting of the Incorporated Association of Registered Teachers in Victoria it was stated that among the men and women who taught the youth of the country carelessness in speech and paucity of vocabulary were noticeable.

The chief faults among students at the training college, it was said, were a tendency to pronounce vowels in a flat, nasal tone, and the habit of slurring, of making "yes" sound almost as if it were spelled "yairs."

Mr. G. S. Brown (vice-principal of the Teachers' Training College) asserted that if a teacher did not speak correctly the children entrusted to him for instruction could not be expected to do so. For that reason the Victorian Department refused to give a pass in practical teaching to any student who could not speak in a reasonably correct and pleasant manner.

To assist in improving the speech of students Miss Alice Smith, of the School of Dramatic Art and Speech Training, Royal Albert Hall, London, is on her way from Britain to join the staff of the Melbourne Teachers' Training College.

By precept and example she should be able to do much to check the faults of the students with whom she comes in contact. The results of her teaching will spread to the pupils throughout the length and breadth of the State.

Incorrect speaking is not confined to the people of Victoria. Badly formed vowel sounds are becoming a characteristic of "English as she is spoke" in Australia. It is the duty of the education authorities in other States to follow the progressive lead that has been given in Melbourne and attempt to check the tendency.

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