

Science is now one of the greatest necessities of a nation; and our universities must become as much the insurers of future progress as battleships are the insurers of the present power of States." The fact that all classes of the community are learning more or less to appreciate the benefits which flow from the University is a happy augury. It would be of immense advantage if the munificent donations which led to the establishment of the institution were supplemented by private benefactions to permit of needed extensions.

Register, Oct. 1910

—Conservatorium Part Singing.—
 There was a fair attendance at the Elder Hall on Monday night, when a students' concert was given by the ladies' part singing class—the conductor this season being Mr. Winsloe Hall. There were about 60 voices, and their work was generally attractive. Occasionally, however, flatness crept in and somewhat discounted the students' obviously thorough preparation. They were heard in new and original matter, though not always interesting. First was a cleverly arranged part song, "Summer Night" (by Thuille), in which Miss Sylvia Whittington contributed the violin obligato. There followed a tunefully light bracket of Coleridge-Taylor, "How they so softly rest" and "A June rose bloomed." The last portion of the programme consisted of a cantata, "Johannistag" (Jadasohn). In the crisp chorus passages opportunity was availed of for the display of harmonious balance and combined force; and here the deep voices were more pleasantly revealed than the sopranos. Miss May Chamberlain portrayed the part of a child, Miss van Senden that of its mother, and Mr. Lionel Clark the character of the spirit of the wood; while Mrs. Edward Reeves recited the prologue and an introduction. These solo parts were no small task, for the composer had infused them with some originalities of technique. Miss Chamberlain sang most pleasingly, her light but singularly sweet and flexible voice being employed with more than average spirit. Miss van Senden revealed a nice mezzo quality in the dramatic passages which fell to her share. Other items of the programme included Mr. Winsloe Hall's appropriately blithe quartet, "When the spring bedecks the earth," the parts taken by Misses Mary Langman (soprano), Irene Mack (contralto), and Messrs. Arthur E. Milbank (tenor), and F. Ellis (baritone). Mr. Frank Smith had not complete control of his naturally pleasant tenor voice in Liza Lehmann's "Pearl and song," but Mr. Lionel Clark made the success of the evening in the prologue from "Pagliacci." Miss Ethel Doenau accompanied the chorus, and Mr. H. H. Coumbe played the organ in the cantata.

EXAMINATION IN MUSIC.

UNIVERSITIES OF MELBOURNE AND ADELAIDE.

PUBLIC EXAMINATIONS IN THEORY,
 SEPTEMBER, 1910.

—Pass List (South and Western Australia).—
 Grade I.—Honours—Willsmore, Elsie Victoria (Mr. E. E. Mitchell).
 Grade II.—Pass—Baker, Vera Myrtle (Mr. G. T. Griffiths); Gambling, Milly Pearl (Miss A. Davis, Mus. Bac.); Martin, Mary Honor (Miss W. P. Nicol, A.T.O.L.); Martin, Muriel, (Miss M. Rosman); Way, Violet Mary May (Miss W. P. Nicol, A.T.O.L.); Wilson, Ida Lucy (Mr. A. J. Leckie, F.R.C.O., A.R.C.M.).
 Grade III.—Honours—Dutton, Daisy (Convent of Mercy, Angas street); Hogon, Eileen Margaret (Convent of Mercy, Angas street); Sexton, Irene (Mrs. H. Sexton). Pass—Cummins, Mary (Dominican Convent, Cabra); Kelly, Margaret (Convent of Mercy, Angas street); O'Reilly, Margaret Mary (Dominican Convent, Franklin street); Wilson, Ellie Francis Houghton (Miss E. H. Badger).
 Grade IV.—Honours—Angelo, Mary Constance (Cottesloe High School, Miss Dredge); Baker, Vera Myrtle (Mr. G. T. Griffiths); Cant, Edna (Convent of Mercy, Angas street); Clinch, Gertrude (Mr. A. J. Leckie, F.R.C.O., A.R.C.M.); Corney, Mary (St. Dominic's Priory, North Adelaide); Curtin, Annie (Convent of Mercy, Angas street); Desborough, Mary Edgell (Miss Dumborough); Deeble, Ida (Miss R. Davy, Mus. Bac.); Fetherstonhaugh, Imelda (Convent of Mercy, Angas street); Fetherstonhaugh, Vera (Convent of Mercy, Angas street); Fetherstonhaugh, Tillie (Mr. R. J. Bastian); Kelly, Eileen (Mr. E. E. Mitchell); O'Dea, Nellie (Convent of Mercy, Victoria square, Perth); Reynolds, Bertha Mary (Loreto Convent, Norwood); Roennfeldt, Vera Myrtle (Miss Dittmar); Sewell, Ethel Vera (Miss F. E. Francis); Spain, Margaret Mary (Loreto Convent, Norwood). Pass—Adams, Eileen (Dominican Convent, Franklin street); Adams, Rita Mary (Dominican Convent, Franklin street); Day, Seabert Allan (Miss L. Whiting); Field, Bernice (Mr. R. J. Bastian); Garrett, Irene (St. Dominic's Priory, North Adelaide); Hannaford, Eva Janet (Mrs. Cairns); Kenny, Dora (Convent of Mercy, Angas street); Kelly, Nellie Teresa (Convent of Mercy, Angas street); O'Halloran, Barbara (Mrs. Cairns); Teiszeire, Norma (Convent of Mercy, Angas street); Toy, Dorothy Rita Newman (Miss G. Smidt); Wolter, Wilhelmine Emma (Miss M. K. Kemp); Temby, Muriel (Mrs. Samson); Symons, Muriel Bennett (Miss E. W. Haining).
 Grade V.—Pass—Anderson, Mary Doreen (Convent of Mercy, Parkside); Bates, Margaret (Convent of Mercy, Angas street); Bennett, Clare Mary (Loreto Convent, Norwood); Bennett, Rosie (Elder Conservatorium); Bunzaccott, Elsie Elizabeth (Miss R. M. Hooper); Cole, Mervil (Convent of Mercy, Angas street); Cooke, Beatrice (Convent of Mercy, Parkside); Cooper, Corrie Blanche (Mrs. Cairns); Oopas, Elsie Gamble (Mrs. A. Proctor); Cummins, Alice Mary (Loreto Convent, Norwood); Dankel, Eille (Loreto Convent, Norwood); Darmody, Esther (Sisters of St. Joseph, Kadina); Dux, Linda Sylvia (Miss R. M. Hooper); Fetherstonhaugh, Clare (Convent of Mercy, Angas street); Fulton, Jessica (Miss A. Flaherty, A.M.U.A.); Gaze, Alison Owen (Girls' High School, Claremont, Miss Parnell); Gaze, Constance Eleanor (Girls' High School, Claremont, Miss Parnell); Gillen, Cecilia Gertrude (Miss A. G. Webb); James, Muriel May (Mrs. A. Proctor); Johns, Doris (Convent of Mercy, Angas street); Johnson, Dorothy (Convent of Mercy, Angas street); Kanaprod, Greta (Convent of Mercy, Angas street); Kelly, Annie (Convent of Mercy, Angas street); Kendall, Gwendoline (Convent of Mercy, Angas street); Kenny, Bridgie (Dominican Convent, Cabra); Kenny, Veronica (Convent of Mercy, Angas street); Kitson, Augustine (Convent of Mercy, Angas street); Laintoll, Doris (Convent of Mercy, Angas street); Leathley, Vera (St. Dominic's Priory, North Adelaide); Leslie, Myrtle Isabel (Miss Phipps, A.M.U.A.); Luxmoore, Dorothy (Convent of Mercy, Angas street); McCormack, Kathleen (Dominican Convent, Cabra); McFarlane, Minifred, Mary (Miss Phipps, A.M.U.A.); Mallan, Ruby (Loreto Convent, Perth); Miller, Anita Rowena Nadira (Miss G. Smidt); Miller, Phyllis (Miss F. E. Francis); Moore, Ruby Gladys (Miss Phipps, A.M.U.A.); Nairn, Nora (Cottesloe High School, Miss Dredge); Nash, Clare (Convent of Mercy, Angas street); Nicholls, Clarice Mary (Mrs. W. R. Buttrose); O'Connor, Eileen (Convent of Mercy, Parkside); O'Connor, Kathleen (Convent of Mercy, Parkside); Pattinson, Beatrice Grace (Loreto Convent, Norwood); Readhead, Bessie Edith (Cottesloe High School, Miss Dredge); Robinson, Dorothy Ida (Mrs. A. Proctor); Robinson, Margaret (Convent of Mercy, Angas street); Roche, Morris John (Mrs. A. Proctor); Shannon, Dorothy (Convent of Mercy, Angas street); Stanton, Annie (Highclere School, Miss F. Derrington); Stapleton, Lily (Convent of Mercy, Parkside); Trelitz, Olga (Cottesloe High School, Miss Dredge); Wdal, Hilda Catherine (Miss A. Flaherty, A.M.U.A.); Watkins, Florence Edith Marie (Miss F. Collins).

SELECT COMMITTEE ON EDUCATION.

Adjourned debate on the motion of Mr. Ryan—"That a Select Committee be appointed to report on the best methods to be adopted to make available the facilities for higher education at the Adelaide University to deserving students." To which Mr. Coombe has moved—"To add, and also to report on the desirability of providing better facilities for secondary and technical instruction."

Mr. PEAKE said we knew in South Australia that the application of science to farming pursuits had meant a vast increase in wealth. Education was, besides, a thing of value in itself, apart from the bread and butter question. Education would teach men to regard work not as a necessary evil, but as the very essence of life. In 1904 we had on the roll of children attending State schools 60,879 names, and they were educated at a cost per child of £2 7/11, and per child in attendance, £3 9/1. In 1909 there were only 53,748 children on the roll and the cost had risen to £3 0/3 per child on the roll and to £4 1/10 per child on the average attendance. That was a decrease of 7,000 children.

Mr. BURGoyNE—How do you account for that?

Mr. PEAKE did not know, unless it was due to the alleged decrease in the population of South Australia.

Mr. CONEYBEER—I challenge that man's figures.

Mr. PEAKE thought there must be a mistake, but the decrease in the number of school children should be one of great interest to the Minister of Education, and should be enquired into. In our teaching staff we had many devoted men and women, and of the best of them we heard but little. Of others we heard very often, and he thought they were the inferior portion of the staff, who were always bemoaning the smallness of their salaries and the greatness of their work. He was sorry that the provisional teachers were not included in the increases proposed on the Estimates, and he hoped the Minister would introduce a supplementary vote for the purpose.

Mr. CONEYBEER—I intended to announce that.

Mr. PEAKE said Mr. Ryan had blamed him for reducing the salaries of head teachers from £450 to £420 a year, but that did not affect any existing salaries, and his intention was at the time to increase the number of first-class schools. He would prefer to see two schools rather than such a large school as Norwood.

Mr. CONEYBEER—I would like to see no school of more than 900 scholars.

Mr. PEAKE said his proposal would really have increased the prizes of the service. The late Ministry had bettered the position of the teachers generally, and had opened the door to the provisional teacher to pass upwards. He hoped the Minister would aim specially at increasing the salaries of the male provisional teachers. At present there were some teachers over 21 who were not getting £100 a year. He hoped the Government would see that ere long no teacher is getting less than 8/ a day, the amount paid to the lowest form of manual labor. He thought Mr. Ryan was mistaken in regarding the University as a sort of college. It was a place for special classes of work, for which a liberal education was a pre-requisite. It was not a college into which everyone could be drafted. Many of the so-called American Universities were not universities at all, but colleges. Professor N. M. Butler had stated that, with the exception of the medical school at the John Hopkins Hospital, and the legal school at Harvard, there were no professional schools in America of university rank. He moved to strike out "make available" and insert "increase" instead, and to add, "and as to extending the present grounds of the University." We must extend our secondary system a long way before the road to the University was made open to everyone. He believed the proposed enquiry would do good in many ways. Great work had been done for the State by those who had been prominently associated with the establishment of the University and by the present members of the University council. The University was a fine institution, and equally good work was being done by the School of Mines—the university of labor—and those two institutions standing side by side were properly a source of pride to South Australia. (Hear, hear.) He looked forward to the time when the State would take over the entire control of the University. If the University was to become a truly popular it must always occupy a central position in the city. He would oppose the proposed alteration of its site. There was plenty of land available near at hand for its extension, including the site of the Destitute Asylum and the parade ground. (Hear, hear.)

Mr. PONDER—You might take in Government House as well.

Mr. PEAKE hoped the Government would not withhold the suggested grant of £17,000 until after the enquiry was held. He would support the motion. (Hear, hear.)

UNIVERSITY EDUCATION.

A jurned debate on the motion of Mr. Ryan—"That a select committee be appointed to report on the best methods to be adopted to make available the facilities for higher education at the Adelaide University to deserving students," to which Mr. Coombe has moved the following amendment:—"To add to the question the words 'and also to report on the desirability of providing better facilities for secondary and technical instruction.'" Question—"That the words proposed to be added be so added."

The Hon. A. H. PEAKE said the mover had taken opportunity to belittle the efforts some other members had made in the cause of education. Those members, however, had the satisfaction that more than once they had received expressions of thanks from the Teachers' Union, individual teachers, and others for what they had done. When the member had accomplished as much in the cause of education as some others in the House he would have cause to boast. Happily the time had passed when it was necessary to insist on the importance of education in all its aspects to the people of a State. There would be general agreement with Cardinal Newman's dictum that it lent grace and power to every worker, and also with Roosevelt's utterance to the Moseley Commission, when it visited America a few years ago, that while education could not make a country, the nation which neglected its people in relation to it would assuredly be undone. Even in the everyday affairs of life it undoubtedly made better and more skilled workmen in every department. He had the personal testimony of a resident in the country that the study of mathematics had proved of great service to him in his occupation as a wheelwright, and every one knew what science had done for the advancement of agriculture in South Australia. Apart from mere bread-and-butter considerations it was recognised that, through the advantages of liberal education, a person was led to regard life as a fuller and nobler thing. In the past they had been spoken with pride of South Australia's school system, which for many years led the way in Australia. From Mr. Coombe's instructive speech the impression might be gained that as lately not much had been spent to increase the work of the Education Department, that therefore the State was standing still as regarded its outlay on education. That, however, was not justified. In 1904 there were 60,879 children on the State school rolls, and they were instructed at a cost per capita of £2 7/11, or £3 9/11 for each child in average attendance. At the end of 1909 there were only 53,748 children on the rolls, but the cost of educating them had gone up to £3 0/33 per capita, or £4 1/10 for each child in average attendance. (Mr. Pflaum—"How do you account for a falling off of more than 7,000 pupils?") He did not propose to go minutely into that question. (Mr. Young—"In the bad seasons there were fewer marriages.") According to the Com-

monwealth Statistician South Australia had also been lately losing population, although the times were prosperous. (Minister of Education—"I make bold to say he made a huge mistake. I challenge his figures.") He hardly thought the figures were credible, even with the explanation regarding the exodus to Broken Hill. (Mr. Chesson—"The demand for house accommodation has never been greater." Mr. Burgoyne—"There has also been a good natural increase in the population.") Those statements were true. He had shown that in recent years the cost of educating each pupil on the rolls had increased or 12/8 for each one in average attendance. That was in primary instruction only. Even with more than 7,000 fewer children the outlay had been augmented by about £4,500. No doubt other members would show wherein the system had been largely augmented. In addition large sums had been spent on secondary education, taken out of loan for new buildings, and out of revenue for repairing and practically rebuilding. To keep pace with the times there was considerable expenditure ahead. Of the best teachers in the State little was heard, but they heard much of the inferior instructors, who were always bemoaning the smallness of their salaries and insisting on the great amount of work they did. He hoped the Minister would see his way clear to get a supplementary vote passed or increases to the provisional teachers, who were not in the limelight like the instructors in the city and suburbs. (Minister of Education—"I intended from the start to do that.") When the previous Government approved the regulation to reduce the salaries paid for the first-class schools to £420 it was with the object of increasing the number of first-class schools, and not to decrease the number of prizes in the department. The endeavour was to have two schools in a big district to take

the place of one. (Minister of Education—"I would like to see no school with more than 900 scholars at the most.") The real prize in a school teacher's life was not the capturing of a big salary, but a good living wage throughout his service. The previous Government had had that object in view in the action taken, and the door had been opened, too, for the provisional teacher. The provisional teachers, especially the males, should have more pay. When previously in office the Minister had done a little in that direction, and he hoped he would do more. There were many men over 21 not getting more than £100 a year. He hoped the Government would see that no teacher in the department was getting less than 8/ a day, the amount paid for the lowest form of manual labour. It had been said that universities were kind of colleges, but that was not so. They were institutions for special work, for which a liberal education had fitted them to study. As one authority had pointed out, the aim of a university was general, scientific and moral culture together, with one special department of study. Many so-called universities in America were not universities in the strict interpretation of the word, but were really colleges. They had it on the authority of Nicholas Murray Butler, of the Columbia University, and one of America's best writers on the subject, that with the exception of the medical school at the John Hopkins University and the law school at Harvard, there were no professional schools in America of university rank. That writer was constantly urging an improved status for the so-called American University. For years scholarships and bursaries had been awarded in South Australia until the establishment of the high schools, in which those awards had been merged. Now instead of sending a score of scholars to get the benefits of education at the cost of the State, there were hundreds in the high schools receiving such advantages. The colleges did not regard the high schools as competitors, but rather as fellow-workers and friends. The day and evening scholarships at the University might well be increased. He intended to propose an amendment to the motion, because it was not perfectly complete. He wished to strike out the expression "make available" and to insert "increase," and to add "and as to extending the present grounds of the University." (Minister of Education—"I had an amendment myself in relation somewhat to that.") There was a strong desire to co-ordinate all the educational work of the State. Before they established the ideal of every one freely using the University they had a lot to do in extending the system of secular education. He supported the motion, and when the commission got to work it would find that as a preparation for extending the University work there would have to be made available extended secular education. The enquiry would do good. It could consider such matters as Parliamentary representation on the council of the University, evening classes, tutorial supervision, how to make the institution available to a greater number, free and assisted education at the University, and residential accommodation for country students. There could be such other matters also as increased Parliamentary votes and control. He had the highest admiration for those who had worked for the institution of the University. Great good had followed the efforts of the founders and those who had come after, and great good was being done also by the School of Mines, which might be called the university of labour. Those two institutions were a credit and pride to South Australia. He looked forward to the time when the State would take over the entire control of the University, when the institution would not have to depend upon benefactions and fees. The removal of the University to a suburban site had been mooted. If a University was to be popular, it must be central. Removal to a suburb would mean increased travelling expense for the student, and a waste of time which would reduce the number of degree students by half. For example, in the Law School. Already lawyers complained of interference with office hours; an extra half-hour requisite for reaching a suburban University would prevent law students from doing more than the minimum of compulsory subjects. The same difficulty would occur in regard to arts students, so many of whom were teaching in schools scattered throughout the city. The extension lectures, which had done much to popularize the University, would cease to attract large audiences, owing to the additional distance and expense. Affiliation with the School of Mines would be made impossible, or, at least, exceedingly difficult. There was plenty of land available near the present site of the University—the Jubilee Oval and the land opposite to it on the other side of Frome road, the Destitute Home, the parade ground, not to mention the Exhibition and its grounds. (Mr. Ponder—"And Government House and grounds.") The expense of removal would

be great. If the request for £17,000 was not to be considered until the commission had sat, it might be postponed indefinitely. The University believed itself legally entitled to this sum, and unless its work and usefulness was to be hampered, the money should be granted at once. When he had made an interjection that afternoon regarding a shoemaker he had no intention of casting any reflection. (Mr. Jackson—"I am glad you have retracted.") He had not; but was making an explanation, because there was such a desire on the part of some members to twist and turn a statement. (Mr. Jackson—"No one could beat you at that.") The hon. member would come a good second, anyway. (Premier—"You nearly turned yourself inside out.") The Premier had quite done that. He had intended no reflection, because a shoemaker might be an honest man. He meant that a man who had been brought up to that occupation—and the same would apply to a carpenter or a collarmaker—could not be expected to have the necessary knowledge or experience to administer a big department. (Mr. Ponder—"He is doing very well.") He was not complaining of that. No doubt Mr. Wilson was doing his best, and he had the greatest respect for him. (Mr. Senior—"That applies all round.") The hon. member could apply it where he liked. He supported the motion, and trusted that great good would result from it.

Mr. CAMPBELL said the question of the salaries of the officers of the Education Department deserved attention, but that had no relation to the efficiency of the department. It was marvellous that the State had such a body of men who had not received anything like adequate remuneration and yet had displayed whole-souled enthusiasm in their work. A danger appeared imminent that to the workers an educational oligarchy should be brought into existence which might be as dangerous to their interests as any tyranny which had marked the ages of the past. Any one who read the papers set to railwaymen, could only conclude that the tests were adopted as a means to restrict entrance or promotion in the service. Practically every year the standard of the public examinations were raised, not in a direction which would be valuable to the candidates entering particular professions, but in the direction of barring their way. He did not say it was done to injure any particular section of the community, but it was a menace to the lower classes, whose children though brilliant could never afford the expensive education necessary to qualify for such examinations. He did not fear that any increase in real education would endanger the principles for which he stood. It was necessary to ask whether the value of the University was capable of wider extension. The State took a reasonable and sound attitude in providing facilities for brilliant children of poor parents to pursue education. He thought the extension of these

facilities was the only direction in which the University could be made more widely available for such people. The institution was largely the door through which candidates for the overcrowded professions had to drive their way. The University was not being used with the Platonic, but rather with the Baconian, idea before it, and to raise the standard of learning and check the stream of candidates entering the professions. (Mr. Young—"The legal profession is easier to enter than previously.") That might be, but before candidates could begin their university course they had to pass a higher standard. There was a side of university life not present, but which he doubted whether it could ever be present in this country. In Australia it was almost impossible to bring into existence that kind of university life enjoyed by those who attended (say) Oxford and Cambridge, which had behind them the traditions and memories of immortal scholars. (Mr. Young—"That is largely associated with the leisured class.") That was so. He did not discount the value in social and national life of the school ideal. That, however, could not exist unless the school was related with other great competing institutions. No member could say there did exist or was likely to exist in Australia the spirit reflected in the poetry of the modern minor poet, Newbold:—

This is the word that year by year
While in her place the school is set,
Every one of her schools must hear,
And none that hears it dare forget;
This they all, with a joyful mind,
Bear through life like a torch aflame,
And falling, fling to the host behind,
Play up, play up, and play the game.
That spirit could not be got here as they had not the history behind them. It was not altogether missing from the great schools of Australia, and so far as the public schools outside of the State system were concerned it was as high as they had a right to expect. The work of the University might be amplified in the direction

or extended scientific and commercial education. Auguste Comte's positive philosophy had been introduced 50 years ago, and the French nation subscribed to keep its great philosopher for the rest of his life that he might perfect his theory. Whatever value there might have been in Comte's positive philosophy, his work had clear and abiding value. It might then reasonably have been claimed that what he advocated was unnecessary and impossible, because at that time education was practically in private or semi-private hands. Now, however, that the State was the greatest factor in education among English-speaking people, there could be no question regarding the wisdom of Comte's proposition that all the different branches should be co-ordinated into one great mechanism, each depending upon the other from the lowest to the highest point. That was the standard toward which they were working. The South Australian primary system for children between the ages of 5 and 13 years was undoubtedly satisfactory so far as it went. There was, however, a tremendous gap between the work of the primary and secondary schools and the technical institutions. The great value of the motion before the House, therefore, lay in Mr. Coombe's amendment. The State ideal of education should be to build up not only civic but also economic efficiency. He attached the highest importance to linking up the present State systems with technical training. In an address, reprinted in Nature, which was given by Dr. Pohl before the Association of Teachers in Technical Institutions at a conference in Huddersfield last year, defects in the English system of technical education and the remedy were dealt with. The doctor said they did not need vast financial backing in order to approach the splendid results attained in the same field by Germany, as England spent almost twice as much money per capita of population in certain directions, with attainments that would bear no comparison. He contended that the fundamental principle on which the English mode of technical training rested was wrong. It should be a national affair, established on a systematic basis of national organization. In England attendance at classes was far too small, and diversity of previous training added to the educational difficulties. Undue importance was attached to adaptation to external examining bodies, composed of private gentlemen, who were often strangers to technical education. The remedy lay in placing technical education on a national basis. The arguments were largely applicable to South Australia, where in the country unrelated institutions existed without common system. He had great admiration for work carried on in various schools of mines and industries, but if they were to have a system of technical education that would bear upon the national efficiency they would have to be organized upon an entirely different basis, and linked up with the primary and secondary schools. Surely in South Australia the conditions were favourable for the establishment of a national system of technical education, seeing that the grip there was on the training of the child. There was the necessity for immediate and complete organization. He did not disparage the qualifications of members to enter upon an enquiry, but he did not think the material existed in the House. He hoped a royal commission would be appointed to include some of those men whose names had become deservedly great in the realm of education.

Mr. RUDALL said his object was to appeal to the Government to support Mr. Coombe's amendment, which was far more important than the motion. Technical education was of supreme importance. There was a quotation which said—"He who plants a tree does well, he who fells and saws it into planks does well, he who makes a bench of the planks does well, he who sitting on the bench teaches a child does better than the rest." Germany showed the influence of technical training and more was being done in England than some members appeared to know about. He had been much impressed with the contention advanced by Mr. Campbell for the co-ordination of their educational system. That was highly essential, and to limit the enquiry as defined by the motion would make the field of investigation far too small. He emphasized with Mr. Coombe the advantages to the local apprentices and to the State of the Gawler School of Mines. Such institutions filled a gap after the pupil had left the primary or secondary school. The following quotation had impressed him:—"When the State has given children the mere rudiments of teaching, she practically turns them loose and unaided into a burning fiery furnace of the streets, and makes chance the arbiter of their future destiny." Unless children had a tendency to study they would find themselves in the streets; but a certain number of compulsory evenings in a technical school, when children were at an impressionable age, would do a great deal of good. He strongly supported Mr. Coombe's amendment, which had not been moved with any idea of thwarting the motion.

Mr. SMEATON expressed his sympathy with what had been said on the subject. There was a tendency of legislators to tinker with questions better left alone. There were times, however, when such a thing was advisable. Here was an opportunity of settling the educational career of South Australia. The time was ripe for an enquiry into the educational material at hand, and there was great danger of overlapping. The motion would help to settle the somewhat tangled position, and to evolve a system which would be of greatest value. There should be a royal commission. The enquiry should not be alone by members of Parliament, but there ought to be included men directly engaged in the educational work of the country. Technical education was of vast importance, but they could not hold University education in less importance. The School of Mines should be given a higher status than it had. He understood the Government had a Bill to deal with the School of Mines, and he would withhold his support of Mr. Coombe's amendment until he knew the terms of the measure. They could not trust the future of the State to uneducated men, and for any country that did not care for the education of its young was declining. He moved an amendment—"That the select committee consist of five, three to form a quorum."

The SPEAKER—I point out to the hon. member that Mr. Coombe has moved an amendment, and unless that amendment is withdrawn I cannot accept it.

Mr. SMEATON said he would move it as a further amendment, contingent upon that moved by Mr. Coombe.

Mr. RYAN, in reply, denied that members on his side of the House were recruits, or were trying to belittle others. Remembering men like Messrs. McPherson, Hutchison, and Price, and the present Minister of Education, the charge that the Labour Party had recently come into the field to extend education should not be levelled at them. He could not support Mr. Coombe's amendment. At first he had thought Mr. Coombe spoke for members of the Opposition, and he was not aware that the Government had a Bill in hand which would attain the same object much quicker. He made that explanation for not accepting the amendment as he had at first intended to do. Whenever an outside element had been brought into Parliamentary commissions it had not made for the best interests of the enquiry. Members of the House might well be trusted to work it out.

353 b

Advertiser 2nd September 1910

THE ADELAIDE UNIVERSITY.

PROVIDING FOR EXPANSION.

DEPUTATION TO THE PREMIER.

On Thursday morning a deputation from the Adelaide University waited on the Premier (Hon. J. Verran) to ask requests for certain concessions which had been under consideration for some years.

In introducing the deputation, Mr. W. D. Ponder, M.P., said the deputation requested that the land which would be available when the Destitute Asylum Buildings were removed should be reserved for future extensions of the University. An increased grant was also desired.

The Chancellor of the University (Sir Samuel Way) expressed their indebtedness to Mr. Ponder for having consented to introduce the deputation at very short notice. He would like to add that they had always looked upon the University as a non-political institution.

Mr. Verran—Quite so.

The Chancellor, continuing, said their first object was to ask for a reply to the request made by a deputation which waited upon the late Premier (Mr. A. H. Peake) towards the end of last year. At that time they asked for payment of the customary subsidy for the new buildings which had been erected, and for the same subsidy for buildings to be erected immediately. Since the foundation of the University 34 years ago they had been subsidised on a £ to £ basis. They had not received a subsidy on the buildings for the last eight to ten years. Such large buildings as the Elder Hall, Conservatorium, and Prince of Wales Theatre had been constructed at a cost of £35,670, the subsidy on which would be £17,825. When the buildings were erected application was not made for payment of the subsidy. Large gifts for the purpose of endowing the University were available and they were utilised in providing buildings. The money had not been applied for, because of the financial difficulties in which the State was then placed. During the past 10 years there had been an unprecedented expansion of the operations of the University, and there was a pressing need for new buildings. While in 1899 there were 581 students, the present number was about 1,040. During the same period the number of professors had increased from 8 to 11, and the number of lecturers from 16 to 29. The fine block of buildings they now had had all been erected in the last 10 or 12 years, with the exception of the original Universal building. For the last 20 years they had received no grant whatever apart from the subsidy of 10 per cent. on their income. During the last six or seven years the New South Wales Government had paid £150,000 for new University buildings, while in Victoria, in addition to a subsidy of £21,000, as against that of £7,000 or £8,000 received for the Adelaide University, the Government had paid £37,000 extra in grants, and had spent £70,000 on new buildings, between 1883 and 1902. It was stated at the deputation which waited on Mr. Peake in November last that the works they most urgently needed comprised the following:—

Extension of the library; additional lecture-rooms for the schools of classics and philosophy; adequate accommodation for the professors, the law school, the geological and mineralogical departments; a caretaker's lodge; and accommodation for the herbarium and the department of botany. These works would cost £11,000, but they now asked that the amount be increased by £1,000. The number of their students made a common room urgently necessary, and that would raise the cost of the proposed works to £12,000. On that amount they asked for a Government subsidy of £6,000. The bulk of the buildings must be erected during the vacation. They desired to begin the work at once in order to complete it before March next, so as not to interfere with the work of the institution. They owed a great deal to his late colleague, Sir Henry Bunday, for the foundation of the University. Every Government did not get such strong support as did the present Administration. (The Premier—"That is very kind." Laughter.) He was non-political. He supported every Government when he thought they were right, and he held his peace if he considered them to be wrong. (Laughter.)

The grounds of the University of Sydney comprised 128 acres, and of the University of Melbourne 100 acres, while the Adelaide institution only had five acres. If the expansion to which he had referred had taken place during the last 28 years, what progress could they expect in the next 50 years? He knew that the question of removing the Destitute Asylum had been under consideration for some time. Those buildings covered four acres. He hoped that the Government would be able to provide better accommodation for the old people outside the city bounds, and that the buildings and grounds could be made available for University purposes. Some of the buildings could be used almost at once for lecture rooms. Last year it was suggested in the press that the education block should be made complete by handing over to the University the site not only of the Destitute Asylum, but also the site at present used for the military and police quarters, so that the University would then have an area of 13 acres. He had received from Mr. R. Barr Smith a letter apologising for his inability to attend, and stating that there was no other public use to which the land referred to could be applied than for subsidiary buildings to allow of the healthy expansion of the University. They were completely hemmed in by other institutions, and their only outlet for the University was in the direction of the Destitute Asylum and the police parade ground. (Applause.)

The Hon. R. Butler, M.P., supported the request. The land referred to was the most valuable State-owned site in Adelaide. Education had advanced, and the time was at hand when the University should be at the disposal of every capable boy and girl. (Applause.) The question of higher education, which was not a party one, would receive the most sympathetic support of members of his side of the House. (Applause.)

Mr. E. W. van Senden (president of the Chamber of Commerce) referred to the desirability of extending instruction in commerce at the University. To the commercial houses of the States it would be welcome news that the University purposed bestowing a degree in commerce. (Hear, hear.) That was done at other universities. Residential colleges were also worthy of consideration. In such a place a student would have a quiet home for study.

Mr. T. H. Smeaton, M.P., said it had been the intention of the Defence Department to apply for an extension of the grounds. He thought some arrangement could be arrived at satisfactory to both departments. He supported the request.

Mr. F. W. Young, M.P., said the tendency was to extend the facilities for secondary and technical education, and the result of that would be a largely increased number of students.

Mr. T. Ryan, M.P., while expressing his approval of the request of the deputation, said if the land asked for were handed over there would only be a miserable 13 acres. What was required was 30 to 40 acres. In a few years there might be added to the roll 1,000 names.

The Chancellor added that they did not ask that the £17,000 should be paid to them in cash, but they wanted it as an endowment. They wanted more money to extend the work. For instance, they really should have two chairs for classics, and chairs of public health, pathology, zoology, ancient history, astronomy, botany, and veterinary science.

The Premier, in reply, said he was forcibly reminded that the family of the University had become too big for its home. They were all pleased to know that South Australia had made such excellent progress during the past few years, and he was satisfied that the system of higher education would have to keep pace with that progress. He could assure them that their request for the money would receive the most careful consideration. The Peake-Butler Government had suggested that that amount should be placed on the Estimates and it was now receiving attention. If, however, there was going to be a greater University it was a question whether it would not be wise to get out of the city to where they could procure a larger area, and have greater freedom.

Mr. Smeaton—It will mean a lot of money.

The Premier—Probably it would, but they had to remember that they were legislating not for the present day only but for the future. If the area of the University was to be extended as suggested he was not quite so sure that the small area they were asking for would be equal to all the demands of the future. It might be better to get out where they could procure, say, 100 acres, and there erect buildings that would be equal to all the demands that would be made upon it. When the Government had to pay up to £200 per foot in the city for land that probably would be required for Government purposes he did not know that they would be justified in parting with the land referred to. The Government had to deal with the difficulty of securing and training teachers, but they must consider the University equally with the public schools. There need be no fear for the present that the Government were going to hand the Destitute Asylum block

over to the Commonwealth. He would submit the whole matter to his colleagues, and they would carefully consider the three main points raised, (1) as to new buildings, (2) as to the amount of money required, and (3) as to the area of land. (Applause.)

The Minister of Education (Hon. F. W. Coneybeer) also replied. He said he wanted to extend education to every section of the community, so that boys and girls who had brains could develop them. He wanted the University to be something different from a conservative institution, which young men and women thought they had little chance of entering. On the land on which the Destitute Asylum was erected he would like to see a training college for teachers.

ADELAIDE UNIVERSITY.

EXTENSION POLICY.

DEPUTATION TO THE PREMIER.

On Thursday morning Mr. Ponder, M.P., introduced a large and representative deputation to the Premier (Hon. J. Verran), and asked for a Government subsidy pound for pound for buildings erected and to be erected, and in the event of the removal of the Destitute Asylum to give those grounds and buildings over for University extension purposes.

—Chancellor's Speech.—

The Chancellor (Sir Samuel Way) said they asked for the payment by the Government subsidy for the new buildings they had erected, and, secondarily, for the same subsidy for buildings of immediate urgency. The practice of granting the subsidy had existed since the foundation of the State 34 years ago. It had never been in doubt. During the last 10 years they had erected the Elder Hall and Conservatorium, the Prince of Wales Buildings, and the very much required medical school. They had cost £35,650, and the subsidy was £17,825. They did not apply for the subsidy at the time, in consequence of the financial stress, but they expected that payment when the opportune time occurred. They had immediate and very pressing wants for new buildings. During the last 10 years there had been an unprecedented expansion of the University. In 1899 there were 581 students, while now there were 1,040. Other comparisons were:—Professors, 8 and 11; lecturers, 16 and 29. For the last 20 years they had received no special grant except 5 per cent. per annum on their endowment. During the last six or seven years the Government of New South Wales had paid £150,000 for new University buildings. The Melbourne University in addition to the subsidy of £21,000 had received £37,000, and £70,000 had been spent by the Government on new buildings between 1883 and 1902. They wanted an extension of the library, which was crowded out, additional rooms for schools of classics and philosophy, and further accommodation for the law school, which at present had to scurry from room to room. Then adequate accommodation was needed for geological and mineralogical departments, for the caretaker's lodge, for herbarium and departments of botany, for common rooms for students, &c. The new buildings required would cost £11,000, and they asked for a Government subsidy of £5,500. They wanted to begin the work at once, and have it concluded by March, so as not to interfere with the work of the University. In regard to ground space, Melbourne had 100 acres, Sydney 128 acres, while Adelaide had only five acres. He would like to see the poor people in the Destitute enjoying fresh air and light employment, so conducive to the happiness of life in the country. In that event the Destitute Buildings could not be put to more worthy use than University extension. He asked Mr. Verran to use his strong influence to bring that about. The Register had made a statesmanlike suggestion, which they gladly emphasized, that to make the Education Block complete the University should have the two blocks to which he had referred. Then they would have a site which would be the envy of every State of Australia, and the admiration of visitors to their shores.

—Letter From Mr. R. Barr Smith.—

He had just received the following letter from Mr. Barr Smith, who had put the position with great weight:—"Dear Sir Samuel Way—I am very sorry I am not able to be with you on the deputation to the Premier to-day. I hope you will be able to convince him that there is no other public use to which the land you are applying for can be put, at all so important as using it for the subsidiary buildings necessary to the healthy expansion of the University. We are completely surrounded and hemmed in by other institutions; the sole outlet for the University is in the direction of the Destitute Asylum and the police parade ground. I hope you will be able to obtain the promise of a reversionary interest in these, and as immediate possession as is consistent with public convenience. It is our last chance; there is no other place available. We must go on greatly crippled if we do not get this land. In the eastern States the need of room by the universities has been there liberally provided for. The Premier must be convinced that your present application is very reasonable and moderate.—Always, yours very truly, R. Barr Smith." They did not require the £17,000 to put away in their coffers, but to replace the amount taken from the endowment fund. The money was to make their present work efficient. He could mention the requests for further extension, which had been under consideration of council:—Schools of dentistry and veterinary science, with necessary teachers; additional professorships or lectureships—French, German, biology, pathology, ancient history, astronomy, botany, and zoology; subdivision of chairs—classics, economics and mental and moral science, and history and English language and literature, and residential colleges.

The Hon. R. Butler said it would be a great pity to make Federal property of one of the most valuable sites the State owned in Adelaide. (Hear, hear.) Both Mr. Peake and Mr. Price, as Premiers, had shown sympathetic interest in higher education, and Mr. Price had done a great deal to advance the system. The University of Adelaide stood in the front rank of similar Australian institutions. Members of

the Opposition did not regard the question as a party one, and any reasonable amount on the Estimates would have ready support.

The President of the Chamber of Commerce (Mr. E. W. van Senden) made a plea for an extension of instruction in commerce, and for the establishment of residential colleges, which should be self-supporting. Such colleges would be an immense boon.

Mr. Smeaton said he was present at the invitation of the University authorities. While the Defence Department required increased accommodation, he was prepared to devote all his advocacy to the interests of the University. Room for the Defence offices might be found elsewhere.

Mr. Young said the increase of secondary education justified extension. They had the advance of the last 20 years as a guide.

Mr. Ryan said the University in years to come would have to deal with thousands of additional students, and 30 or 40 acres was required as an adequate site.

The Premier said the question was too big for one little party, and was one deserving the sympathetic consideration of all. (Hear, hear.) The position was that the family of the University had grown too big for its house, and they were all pleased to know that. The State would never lose by helping educational institutions. As regarded the money suggested to be placed on the Estimates by Messrs. Peake and Butler, that matter would have careful consideration. If they were going to have a greater University more room was needed. The best was done at the time. Personally he questioned whether it was wise to attach more buildings to the present University. His own opinion was that Government House and the University should be out where there were fresher air and greater freedom.

Mr. Smeaton—That means a lot of money.

The Premier said that might be so but they were not building for their day only. They should have an adequate site. It was a question whether there should not be 100 acres, so that they could build a University which would meet all requirements for the next 100 years. They had to seriously consider whether they should part with land that might be required for Government buildings, seeing that they had to pay £175, and even £200 a foot for it. That had been his view for several years. He had a fine affection for the University, and fully recognised the magnificent value of its work. The Commonwealth was asking for the Destitute site, but they were not going to part with it. (Hear, hear.) All the points raised would receive the consideration of Cabinet.

—Questions in Assembly.—

In the Assembly on Thursday afternoon Mr. Young said for the guidance of members of the House he wanted to ask the Premier what rule was there with the Government as regarded the introduction of deputations. Must a deputation, where it dealt with a distinctly district matter, or dealt with a public matter or public institution, be introduced to any Minister by a member for the district, or was any member of Parliament competent to be the means of introducing the deputation? The Premier said he took it to be the duty of every member of Parliament that when there was a deputation to be introduced that belonged to his district to introduce it. The hon. member was referring to what had taken place that morning and he would quite see he would have been intruding, if he had been allowed to introduce the deputation, on the rights of members for the District of Adelaide. (Mr. Young—"Certainly not.") That was what he thought. He took it to be the right of every member to introduce a deputation connected with his own district. (Mr. Jackson—"Is that the policy of the Government?") It was the policy of his Government. (Mr. Rudall—"This is a good chance for another Gilbert and Sullivan comedy.") The hon. member would not make a bad figure for it. (Mr. Rudall—"I would be sorry to be the figure you made this morning.") Mr. Young pointed out that a deputation of men from the Gepp's Cross men had been introduced and heard by the Premier, although introduced by the member for Wallaroo. The Premier said the position was that a deputation had come at a moment's notice. Mr. Young then mentioned the occasion when the deputation from the Royal Agricultural Society approached the Government in reference to the registration of stallions. That deputation was introduced by Sir Lancelot Stirling. The Premier's final reply was that he had done nothing more than other members of the House had done. While he held the position he did not deem it proper that a member for a district should have the right to introduce a deputation regarding the needs and requirements of his own district. What happened that morning was nothing unusual. (Minister of Education—"It was the University, so you must not say anything against it.") Mr. Peake—"It is different when it is a Trades Hall affair." If a man was elected member for a district, and a deputation asked for important concessions or grant from the Government, representatives of that district should have the right to introduce that deputation. (Mr. Rudall—"It was not a District of Adelaide matter. It was a State matter.")