

tion to the Free Education Department. (Hear, hear.) The £6,000 proposed would provide for the accommodation for the increased attendance that would be caused through the passage of the Bill. Provision for the increase of salaries to teachers had been considered in the amount named. Some members felt strongly in regard to the loss of revenue. If they considered the education of the people an advantage to the colony they should take a broader view than that of simply looking at it as a matter merely for the present. It was far easier and less expensive to govern an educated than an ignorant people. (Hear, hear.) That had been amply proved in every country where education had been adopted. (Sir E. T. Smith—"Would you improve the system by making it free?") They gave greater facilities to all classes. By making it free they granted a right to those very persons who now stood no chance of being educated at all. (Hear, hear.) Let them refer to statistics regarding pauperism and crime in relation to education in various countries for the last twenty years. They would see that a saving to the country was effected in having its people educated. (Hear, hear.) He wished to make a special point of that. Giffen, the well-known English statistician, proved that the general community—farm labourers, mechanics, and others—were receiving 70 per cent. more wages now than fifty years ago, without living expenses being increased to any great extent. That would be traced to educational advantages. The principal increase was in relation to house rent, but against that the expenses were lessened by the improved sanitary conditions. Statistics also showed that the life of the working man in England had been extended from three to five years through the improved social condition. (Mr. Gillen—"Has free education done that?") The life of the individual had been extended on account of the improved conditions of living. Ignorance, carelessness, filth, and disease were closely allied. (Mr. Castine—"It is better food.") Education always brought better food. Some members condemned the Government for not settling more people on the land and inducing immigration to the colony. An eminent doctor had prepared statistics extending over a number of years in regard to marriage. In one class he placed those where there were 20 to 30 per cent. of women married who were illiterate; in another class he placed from 60 to 70 per cent. of the women who were married and illiterate. In the first class 14 per cent. of the children who were born died during the first year, while in the second class 24 per cent. of the children who were born died during the first year. That absolutely proved that the greater the ignorance and illiteracy the greater the infantile death-rate. It was far better for them to educate all the people and pay for the education, and thereby save the lives of those born in the colony than to bring in immigrants. ("You assume that we are ignorant.") He did not for a moment assume that we were ignorant, but no one would deny that there were a few who were ignorant. (Mr. Handyside—"What has that got to do with the babies?") Laughter.) By the adoption of the Bill illiteracy to a large extent would be removed, and there would be greater facilities for education. ("The present system does that.") To a certain extent, but they should make it as complete as possible. (Hear, hear.) Regarding an interjection why they did not throw open the University to the people, and allow them greater facilities for being educated there, the Education Department granted three scholarships, tenable for three years, which made practically nine children attending the University at an expense of £450 annually paid by the Education Department. The Education Department also paid the University £50 or £60 per annum for special instruction to teachers. (Mr. Gillen—"No poor man's child can go there.") Some such system as this should be adopted. Instead of scholarships, which were now allowed, the proposition should be made by the Government that the University should establish night classes to a greater extent than now, thus enabling all children who chose to avail themselves of going through the University and taking the B.A. and B.Sc. degrees to do so. (Mr. Gillen—"How could you get children from the country to attend the University?") Hon. members could not expect the University to be moved round for the benefit of those children who could not attend from the country. (Laughter.) The expense so far as the country children were concerned would not be very great. By such a system almost an unlimited number of children of all classes could avail themselves of the opportunity of attending the University. The total expense would not be increased, because the £450 now granted, with the addition of £50 or £60 for the extra instruction to teachers, would be sufficient to carry out the scheme. The proposal had not been placed before the Council of the University, but he understood from members of that body that it would probably not be objected to. He simply mentioned the matter now so that it might be discussed. (Mr. Holder—"Would you do away with the scholarships?") If his idea were carried out they would have to do away with the scholarships, but the advantage would be that instead of only two or three children about fifty or sixty would be benefited by the expenditure of the same amount. He did not propose to say more with regard to the Bill. (Mr. Gillen—"Tell us where you are going to get the money?") The Treasurer had already said that there would be ample money for the purpose, and the Treasurer would explain how the money would be derived when he dealt with the financial question. South Australia always claimed to be in advance of other colonies in the passing of reforms and in the advocacy of freedom, but in free education she was behindhand. In Queensland, Victoria, and other colonies the system was in operation, and unless the Bill were passed this session Conservative England would be before South Australia. He hoped that unnecessary adjournments would not be made, and that the Bill would be soon passed, so that the Legislative Council might have ample time to fully discuss it. (Hear, hear.)

*Abolition of
University Scholarships.*

*Free Evening
Classes*

The University Scholarships.

TO THE EDITOR.

Sir—By means of these scholarships nine students of art or science are maintained at the University by the Government at a cost of £450 annually. Now many of these students are the sons of parents who can well afford to educate them, and in these cases therefore the expenditure is unnecessary. The proposal to abolish these scholarships and to establish in place of them free lectures in science and arts at the University for all who chose to attend them, is one which must commend itself to all, and is well worthy of the support of those who can aid in any way to secure its adoption. In the first place, instead of providing nine students with a University education, it will extend the benefit to scores of those who are very desirous of it, but cannot afford the expense. Perhaps no class in the community will be more greatly benefited by such a change than the younger teachers in both our primary and secondary schools. Many of these, I am sure, will gladly avail themselves of such an opportunity of improving themselves. What a blessing it will confer on the whole community to have a more intelligent and cultured class of teachers engaged in the education of our children! But not teachers alone will reap the benefit. Many a fine intellect amongst the poorer classes has been wasted for want of just such an opportunity as this will bring within their reach. Again, some of the professors who are at present receiving high salaries for very little work will have a wider field for the exercise of their brilliant abilities, which are rusting through disuse, and an opportunity of imparting some of their high culture to a far larger number of our Australian youths, who (so they say) stand in so much need of it. I trust that the Government will be enabled to carry out this proposal to establish free evening classes. It will make the people feel a greater interest in the University if they know that they and their children may share in its advantages, and will do away with that feeling of discontent which exists at present, because, as they think and say, the University absorbs a great deal of the public money for the sake of benefiting only the wealthier classes.—I am, &c.,

PLEBS.

The Register.

ADELAIDE: MONDAY, MARCH 9, 1891.

CHAIRS OF MUSIC.

Professor Marshall Hall, the gentleman chosen to conduct the classes in the study of music at the Melbourne University, has evidently some hard work before him. He is a very young man for the post, and it is a noticeable fact that the musical people of Melbourne are not at all so unanimous as to the necessity for a University curriculum in music as were those of Adelaide at the time of the establishment of the Chair of Music in this city. Many in fact are strongly of opinion that the foundation of a conservatorium after the model of those at Leipzig, Dresden, and Berlin is what should be aimed at in Melbourne. Consequently Professor Marshall Hall has now the task before him of encountering a certain amount of latent opposition, not only in musical circles, but also among a proportion of University men who know little of music, and do not see how it can fairly claim a place among University studies. Yet he is full of energy and, to judge from the tone of his address to the Senate in recommending the scheme of study which he has drawn up, he will soon be able to conciliate all classes, and to make the work of the Chair of Music a success. The University of Adelaide, as has frequently been pointed out by its Chancellor, the Chief Justice, is the first institution of the kind in Her Majesty's dominions which has undertaken both to