

THE EDUCATION COMMISSION.

EVIDENCE BY SIR LANGDON BONYTHON.

The Education Commission sat at Parliament House on Tuesday morning. There were present Mr. T. Ryan, M.P. (chairman), Hons. A. H. Peake, M.P., and A. W. Styles, and Messrs. F. W. Young and T. Green, M'sP.

Sir Langdon Bonython, president of the council of the Adelaide School of Mines and Industries, in reply to the chairman, stated that he had been connected with the council from the origin of the school. The first president was Sir John Cockburn, chairman of the Commission appointed to enquire into the subject of technical education, whose report resulted in the establishment of the school. The witness was a member of the Commission. The first council was appointed on November 30, 1888, and the school was opened in March of the following year. On July 15 Sir John Cockburn resigned the presidency, having become Premier of the State, and the witness was elected to the vacant position. The school was carried on under the authority of an Act of Parliament, assented to on February 17, 1892.

University and School of Mines.

Why was the School of Mines and Industries established?—The school was established to take up a sphere of work in which at the time nothing was being done.

Not by the University?—Certainly not. Until the year 1898 the University devoted itself to arts, laws, pure science, medicine, and music. From its origin the School of Mines conducted associate courses in mining, metallurgy, and mechanical engineering, in addition to the ordinary work of the school. In 1898 the council of the University framed regulations under which a diploma could be obtained in mining engineering and metallurgy. This was a post-graduate course, the regulations providing that students who had passed in specified subjects of the first, second, and third years for the B.Sc. degree might proceed to the course for a diploma in mining engineering and metallurgy. The fact that this was a post-graduate course was advanced as justification for what certainly had the appearance of intrusion into the domain of the School of Mines. From the beginning the school had availed itself of the teaching facilities afforded by the University. There was every wish that, as far as possible, there should be no overlapping. This principle was also applied in the case of the School of Design, certain of whose classes were utilised and not duplicated, although they form part of the machinery of every large technical school elsewhere. In a desire to economise public money and an insufficient grant, you have the explanation of the policy followed. Committees appointed by the council of the University and the council of the School of Mines met at intervals with the object of preventing duplication. Each agreed to recognise the standard of teaching of the other in particular subjects, and soon there were students who took part of their courses at the University and part at the School of Mines. In 1903 an agreement was arrived at which provided that to avoid duplication of work and expenditure the institutions should unite in arranging courses of instruction and examinations in subjects which qualified for the fellowship of the School of Mines and the diploma in applied science of the University. The school continued to carry on its associate course, which occupied less time than that for the fellowship, and consequently the associateship was more easily obtained. The University undertook not to teach assaying, metallurgy, surveying or building construction, whilst the school surrendered physics, geology, and chemistry in regard to both fellowship and associate courses.

What was done under that agreement?—Fellowship and diploma courses were conducted in mining, metallurgy, mechanical engineering, and electrical engineering. Designed as four-year courses, they were of such a standard that the University admitted to the degree of B.Sc. any fellowship graduate of the school who might have matriculated or passed the prescribed examination in two languages. This he might do at any time, either previous to or after completing the fellowship course. A standing board was appointed, consisting of an equal number of representatives of the two institutions, to consider all questions arising out of the agreement, and to make recommendations

thereon to the councils. A faculty of applied science was also appointed consisting of the chancellor of the University and the president of the School of Mines and four of the staff of each institution. It reported to the joint board. At present it is thus constituted:—University—The Chancellor, professor of chemistry, professor of physics, professor of mathematics, and lecturer on electrical engineering. School of Mines—The president, the registrar, lecturer on metallurgy, lecturer on mechanical engineering, and lecturer on mathematics. Each institution issued its own diploma. Under the agreement and under the arrangement which prevailed before the agreement came into existence, the University had issued 38 diplomas in applied science and the School of Mines the same number of fellowships.

Have you issued any other diplomas?—Yes. We have granted 183 diplomas to 152 students taking the associateship—in mining, 75; in metallurgy, 72; and in engineering, 35. Some of the students have taken more than one diploma, which accounts for the difference between the number of students and the number of diplomas. The council had granted 29 diplomas before the University touched the subject of mining.

Are you surprised that the University wish to take over some of the work now being done at the School of Mines?—No. I am not. There has been a corresponding movement throughout the world. In cases where no School of Mines or Technical School existed there has been no trouble. The extension of work has taken place, and the universities have been regarded as simply adapting themselves to the altered requirements of the times. "Culture," so called, was the chief aim of university work 25 years ago, but things have changed, and, although the fact is deplored in some quarters, education as carried on by universities to-day, does not disregard the necessity of many of their students devoting themselves to what has been described as "bread-and-butter" subjects. This is perhaps rather a lowering of ancient ideals, but we live in a strictly utilitarian age, from which there is no escape. Having made these admissions, it will not cause surprise when I add that the council of the School of Mines do not view with special satisfaction the disposition of their neighbor to take from them departments which they initiated, and which they have carried on to the entire satisfaction of the public. The school has furnished the mining world with some of its best known and most capable men.

But would not the diploma of the University have greater value in the mining world than the diploma of the School of Mines?—Certainly not. Otherwise the University would not have been so anxious to secure for its students the fellowship of the School of Mines. If the mining school were taken over I have no doubt at all that the name would be retained, and things would remain very much as they are at the present time. Little or nothing would be gained by the change, except that the University of Adelaide would have under its control all the work which is being done by other universities.

The Education Department and Country Technical Schools.

You do not favor the transfer of the School of Mines to the Education Department?—I do not. The work about which we are talking, if it be not

done in a distinct institution as at present, should unquestionably be transferred to the University. That is its natural destination. The diplomas of the department would not compare in value with those at present issued, and if any change be made, the new diplomas should be those of the University.

Under the Act of incorporation you have powers in connection with branch schools, technical schools in the country. Why were those powers not exercised?—It was intended fully to exercise those powers. They were exercised to a certain extent, but the council found that if they did not walk warily they would be creating in country towns hostility to the Adelaide school. The difficulty was as to money. The contemplated country schools had never been given any financial basis. The Minister of Education should have issued regulations, making their financial position clear and definite, but this was never done. Hence the hesitancy of the council of the Adelaide school to take further action. But they have always advocated in regard to existing schools that in the matter of teaching and examination, so far as important subjects are concerned, they should be brought into line with the city school. This would not mean any interference with local management, nor would it in the least degree take from a country school any prestige which might properly belong to it.

Quite the contrary. It would mean that their students would have the status as to work done of Adelaide students and all their work would be credited to them in the event of their deciding to take diplomas at the Adelaide school. Judging by what we have heard lately, it might be supposed that a scheme of this sort is a novelty. Records of the school will prove that it is a reform which I have been advocating for years past, and with, I am glad to say, the cordial support of some of our country schools.

Do you think that country technical schools should be under the supervision of the Education Department?—No doubt it could do the work, but it seems to me that the technical schools of the country should be branches of the Adelaide school, and that the whole should be under one management. But I may be reminded that this would be the case if the Education Department took over the School of Mines and the University. Just so, but Mr. Hartley, who was one of the most conscientious and capable men ever in the Public Service of South Australia, regarded the supervision of primary education as providing more than sufficient work for one man.

Continuing, Sir Langdon stated that the School of Mines was not represented on the council of the University, nor was the University represented on that of the School of Mines. For many years there was a grievance because the University was represented on the School of Mines council, as then the University people knew all about what the School of Mines was doing, but the authorities of the latter knew nothing about University plans. In regard to country technical schools, he knew of no system better than the present, under which they were controlled by local boards, provided good men were appointed. Country technical schools should be brought into line and should teach in accordance with regulations. Port Pirie School was doing efficient work, and so were other country technical schools. They should all be on the same basis. The efficiency of the control by local boards would depend, of course, upon the selection of the people who constituted the boards, but there should be supervision from Adelaide to check defective work.

EDUCATION.

ROYAL COMMISSION.

WORK OF THE SCHOOL OF MINES.

QUESTION OF OVERLAPPING.

The Royal Commission on Higher Education sat at Parliament House on Tuesday. There were present Mr. T. Ryan, M.P. (chairman), the Hon. F. W. Coneybeer (Minister of Education), the Hon. A. W. Styles, M.L.C., the Hon. J. Cowan, M.L.C., the Hon. A. H. Peake, M.P., Mr. F. W. Young, M.P., and Mr. Thompson Green, M.P.

Evidence was given by Sir Langdon Bonython (president of the council of the School of Mines and Industries). He stated that he had been connected with the council from the origin of the school, but the first president was Sir John Cockburn, chairman of the commission appointed to enquire into the subject of technical education, whose report resulted in the establishment of the school. He was also a member of the commission. The first council was appointed on November 30, 1888, and the school was opened in March of the following year. On July 15 Sir John Cockburn resigned the presidency, having become the Premier of the State, and he was elected to the vacant position.

OBJECT OF THE SCHOOL OF MINES.

The School of Mines and Industries was established to take up a sphere of work in which at the time nothing was being done. Until the year 1898 the University devoted itself to arts, laws, pure science, medicine, and music. From its origin the School of Mines conducted associate courses in mining, metallurgy, and mechanical engineering, therefore, always essential to the design of its designs.

fact, but the most reckless and unscrupulous interference of its designs. only the most shocking misstatements of proposals it has to meet and overcome not to give effect to at least some of its proposals. Now that it is in a position of position by the loyalty and solidarity of Labor has gained its present power and specially anxious to prevent.

especially the monopolist employers—and this is what the big employers—

This is what unionism is designed to do, than to demand its fair value at all times.

being able to sell one's labor for less than it is worth, but in being in a position to demand its fair value at all times.

consist in the questionable privilege of for "free" labor. Real freedom does not cloud the issue by any spurious appeal to use for the Tory press to attempt to of Victoria and their workmen. It is of

present struggle between the great capitalists machine-manufacturing concerns the system of unionism intact, hence the ed they are wisely determined to keep

five character. Until this is accomplished better, unless some other form of organization were devised of an equally effective character. Until this is accomplished

their condition would be but little if any unions were wiped out of existence to-day

England were nothing better than that days of the trades union the workers of have come. They know that before the

opponents of unionism, that it is from work. Unionists know, and so do the

the great multitude of their fellows of vented from destroying the chances of

ing a living, but that they should be pre- men should have an opportunity of earn-

is not that they are unwilling that these

with special satisfaction the disposition of their neighbor to take from them departments which they initiated and which they had carried on to the entire satisfaction of the public. The school had furnished the mining world with some of its best known and most capable men.

COMPARATIVE VALUE OF DIPLOMAS.

"But would not the diploma of the University have greater value in the mining world than the diploma of the School of Mines?" asked the chairman.

"Certainly not," was the reply. "Otherwise the University would not have been so anxious to secure for its students the fellowship of the School of Mine. If the mining school were taken over I have no doubt at all that the name would be retained and things would remain very much as they are at the present time. Little or nothing would be gained by the change, except that the University of Adelaide would have under its control all the work which is being done by other universities."

"It would appear that you do not favor the transfer of the School of Mines to the Education Department?"

"You are right in the inference you have drawn. The work about which we are talking, if it be not done in a distinct institution as at present, should unquestionably be transferred to the University. That is its natural destination. The diplomas of the department would not compare in value with those at present issued, and if any change be made the new diplomas should be those of the University."

COUNTRY TECHNICAL SCHOOLS.

"According to the Act of incorporation, from which you have quoted, you have powers in connection with branch schools—technical schools in the country. Why were those powers not exercised?"

"It was intended fully to exercise those powers. They were exercised to a certain extent, but the council found that if they did not walk warily they would be creating in country towns hostility to the Adelaide school. The difficulty was as to money. The contemplated country schools had never been given any financial basis. The Minister of Education should have issued regulations, making their financial position clear and definite but his was never done. Hence the hesitancy of the council of the Adelaide school to take further action. But they have always advocated in regard to existing schools that in the matter of teaching and examination, so far as important subjects are concerned they should be brought into line with the city school. This would not mean any interference with local management, nor would it in the least degree take from a

inserted by two faithful friends, W. and L. We still remember thee.

But for the little token left i Your face we cannot see.

Just one sad year has passed, dear Will; on the 8th March, 1910.

of our dear friend William (Will), who died

IN MEMORIAM.

LABOR.—On the 5th March, at his residence, 85 years, Colonel G. W. Taylor, aged 85 years, Colonel G. W. Taylor, aged 85 years, Colonel G. W. Taylor, aged 85 years.

MASON.—On the 6th March, at Church street, Port Adelaide, Henry (Dick), youngest son of the late James Mason, aged 26 years, R.I.P.

DRIER.—On the 4th March, at Gungah street, west, Clarence George, dearly beloved and youngest son of G. and O. Drier, aged 19 years.

COATES.—On the 4th March, suddenly, at the residence of Mr. J. J. Haywood, Arnold street, Parkside, Charles Edward, the youngest son of Beattie and the late Edward Coates, late of Northcote, aged 16 years.

DEATHS.

WILLIAMS.—On the 4th March, 1911, the wife of J. E. Williams, of Teewale—a son

THOMPSON.—On the 2nd March, to Mr. and Mrs. H. Thompson, of Selmondown, Port Pirie, a son (Herbert Eric). Both doing well.

MUNCHENBERG.—On the 16th February, at Hampton road, Keswick, the wife of Theodore Munchenberg, of a son (Russell Kier).

BURDET.—On the 28th February, at 112 Bea- river Murray—a daughter.

BIRTHS.

through the University, and done efficiently. The School of Mines should be utilised more than at present, especially in the teaching of domestic economy and cookery classes. Instead of this the work was less efficiently duplicated in other schools. It was absurd to imagine that the same efficiency could be obtained in the State schools as in the School of Mines.

In reply to a question by the chairman in regard to provision for apprentices and improvers at the School of Mines, the witness said that supervision should begin a little earlier at the locomotive shop than at present. A number of lads had been sent who were almost destitute of education. Before being submitted to the workshop they should submit to some kind of examination. The school had been opened in the day time, but the privilege was not availed of as it might be.

The Chairman—Would you make attendance at the night schools compulsory?

The witness replied that he advocated that 15 years ago. There was room at night for hundreds of boys who should be compelled to come in off the streets. He quoted an instance of a boy who was a failure at college who saw something that interested him at the School of Mines. He applied himself to his studies with such success that he passed his examinations, and subsequently secured a high position. If a boy were allowed to select his studies the chances were that they would not be able to keep the boys out.

In reply to a further question by the chairman, the witness said that he thought it would be an undesirable experiment to transfer the higher science of the School of Mines to University control, and to place the elementary work of the Education Department under a representative council. The University work should continue as at present. Technical education was a thing apart but he would combine primary education with the high schools. Technical education should be under different management.

Announcements under this heading must be authenticated by the name and address of the sender, and will be inserted once, and also in summary published on Wednesday, at a charge of two shillings and sixpence. If exceeding five lines, sixpence per line extra.