

of free high schools, and that action had been copied by most other States. The Government had also rendered great assistance in technical education, and to some extent in agricultural education, and the question arose whether the time had not come to undertake the supervision of those institutions with the object of establishing a complete system with a perfect correlation of all branches of teaching. The response made in Adelaide and many country centres to the efforts of the Education Department to provide secondary education seemed to warrant the assumption that similar efforts by the State with respect to technical and agricultural education would be attended with success and material gain to South Australia. While they recognised that good work had been done and was being done in primary and secondary education by many private institutions, he maintained that the standards be set by the State, and the Commission had laid down in its report that the time had come for a complete co-ordinated system of State education under one control. They said the idea that a boy had been sufficiently educated when he had attained his fourth class certificate, or was 13 years old, should be abandoned, and facilities provided by the State for such training as would fit both boys and girls for their future occupations in life. They maintained that the work of the high schools by increasing the number of well-educated boys and girls would tend to raise the educational standard of the whole community, and be the means, by a liberal system of scholarships, of opening the doors of the University to the brightest boys if they wished to enter on professional careers. When the Premier laid the report on the table it was said it was received with ironical cheers. He wanted the House to be fair to the members of the commission. The work of the commission as represented in the report, extended only over 11 months, and no other commission in South Australia had ever done so much work in so short a period. Three progress reports had been presented to the House and adopted, and he had had the pleasure of introducing two Bills, which were passed by both Houses. The House had been generous to the University, but not more than it should have been. For the first time, and as a result of the work of the commission, there were representatives of the Legislature on the council of the University—three from the House of Assembly and two from the Legislative Council. The Commissioners were compelled to say that it was only a small proportion, however, who went from the primary schools to the higher elementary or secondary education of the high schools. The educational training of the majority of the boys in South Australia ended when they left the primary schools and they entered into the first occupation that came to hand, many of them growing up as unskilled laborers, when the greatest need of the State was trained artisans and mechanics. In technical and agricultural training, particularly, South Australia was lagging behind the other States. In the metropolitan area the School of Mines and Industries was doing excellent work, but it should be linked up with the primary schools by the establishment of juvenile technical and trade schools, not only in the city, but in the suburbs and country. The commission therefore suggested that the whole scheme of education by the State of South Australia should be remodelled, and that opportunities be provided for boys and girls to pass from the primary schools to continuation schools, high schools, and juvenile technical and agricultural schools, and domestic arts schools; from the high schools through State colleges to the University, and from the juvenile technical schools to technical colleges, the Roseworthy Agricultural College, and the University, so that they might face the world well equipped for the particular occupation for which they were best fitted. The duty of inaugurating and managing such a system called for more than the superintendence of one man, and they suggested that there should be a Director of Education in charge of the whole department, who should also be secretary to the Minister. This system worked satisfactorily in New South Wales, where Mr. Board was also secretary to the Minister. The Director would be particularly responsible for the work of the primary schools, and he should have under him a superintendent of secondary education, a superintendent of technical education, and a superintendent of agricultural education. In addition, they recommended the appointment of an honorary council of education to watch the whole system and give such advice to the Minister as they may think necessary.

Having carefully considered the methods of classifying the teachers in the four States the commission were agreed that the request of the Teachers' Union for the appointment of a classification board ought to be granted. The board should consist of three members, one of whom should be elected by the teachers. The representative of the teachers would not necessarily be connected with the Education Department, but if it was desired to elect someone from the department no teacher below the top grade of the first class should be eligible, so that the position of the teachers' representative would not come under the review of the board. Any appeal from the decision of the classification board should be referred to an appeal board, consisting of a person or persons not in the employ of the Education Department. With respect to the curriculum of the primary, the Commission considered that it was the duty of the Director of Education to frame the curriculum, and that the standard of education must be maintained. At the same time they considered that it would be an advantage to the director to have the assistance of an advisory curriculum board, consisting of the chief inspector of schools, who should be chairman, the superintendent of technical education, and one member to be elected by all the teachers in the Education Department, and they recommended that such a board be appointed to deal with the curriculum in primary, secondary, and technical schools. He wished to devote attention to the question of technical education. Upon this particular phase of educational work they made enquiries and saw what was being done in the other States. New South Wales, in particular, realised its importance and was making wonderful strides in that direction. Mr. Conybeer was given leave to continue his remarks on October 29.

### HIGHWAY OF EDUCATION ENGLISH SCHOOL SYSTEM PLEA FOR AN "EDUCATED DEMOCRACY."

A small but decidedly appreciative audience listened to Mr. A. Mansbridge, M.A., the founder and general secretary of the Workers' Education Association at the School of Mines last evening discourse on educational ideals. South Australia has impressed the visitor, and particularly is he pleased with the block of education buildings on North terrace. "Education and Democracy" formed the subject of the lecture, which was a clear exposition of the "democratic highway of education." People who had the welfare of the State at heart desired educational equality for all. (Applause.) The necessity for an education ideal was emphasised. The term highway expressed something broad and beautiful. Huxley had said there should be a ladder from the gutter to the university, but the term had been since sadly misused, and instead of expanding the educational ladder had contracted. The ladder in England generally had about half the rungs missing. (Laughter.)

The highway would never become an accomplished fact in his (the speaker's) lifetime, but it was the plain duty of some of them to work at its construction. (Applause.) The highway through the primary and secondary schools and universities of England was plainly traced in clear, forcible terms. So bad were conditions in some of the congested areas of large English cities, said Mr. Mansbridge, that it became absolutely imperative that the educational authorities should step in and take charge of the little ones under five years of age. Babies were turned out of their homes because the mothers were compelled to go to work. In one particular case that came before him babies were ranged round in a cellar, and when one cried a little girl—a "baby-minder"—was told off to place a drug-saturated pad in its mouth. Some English people looked upon the school as an institution, the function of which was to turn out a good labor product at 13 or 14 years of age. A professor had asserted, in reply to a query from the speaker, that if the school-leaving age was raised to 16 years the parents would suffer for a year or so, but that within a very few years, the increased power and strength of the children would produce such results as would more than make up the temporary loss. Boys worked 40 hours a week in England in addition to attending school. Since he came to Australia he had heard whispers to the effect that boys were engaged milking cows in the early hours of the morning. (Voice—That is quite right.) The school authorities were beginning to feed the children who could not procure sufficient food at homes, and the school doctor was being called in to deal with disease in the children. The municipal secondary school was a recent institution in England, and was equal to the South Australian high schools. The secondary schools receiving Government grants now numbered nearly 900.

The burning need was the raising of the school leaving age from 14 to 16. He was pleased to know that South Australia had not divorced technical from University education. Many English university students were men who were infinitely more adapted for digging trenches than endeavoring to painfully climb the educational ladder. The university should be open to all; no distinction ought to be made. (Applause.) There was a great movement in the world towards equality of opportunity for education. All parties and men would agree with the justice of the movement. Equality of opportunity would mean stronger men in mind, body, and spirit. When the highway of education was developed it would be better for the world at large. (Applause.) He had an idea that the time would come when the universities, as the growing centres of the nation, would be sending out their "nerves"—equipped men—into all the professions and trades. Most aptly the speaker closed with a few straight words to politicians, several of whom were present, appealing strongly to them to do their best to bring about that happy consummation—a genuine educated democracy. Mr. Mansbridge answered a number of questions at the close of his address.

The Register  
September 26<sup>th</sup> 1913

**PUBLIC NOTICES.**  
**TRADES AND LABOUR COUNCIL.**  
**WORKERS' EDUCATION ASSOCIATION.**  
VISIT OF  
**Mr. Albert Mansbridge, M.A.,**  
SECRETARY OF THE BRITISH EDUCATIONAL ASSOCIATION.  
will Address PUBLIC MEETINGS at the TRADES HALL  
on FRIDAY (September 26) EVENING,  
at 8 o'clock sharp.  
Every person interested in the great problem of the Education of the People should not fail to hear this apostle of the twentieth century educational revival, who will unfold the struggles and the triumphs of the workers' brotherhood.  
Representatives of the University, School of Mines, Education Service, United Labour Party, Parliamentary Labour Party, and Trade Unionists are specially invited.  
Thech air will be taken by Mr. T. Ryan (President of the Trades and Labour Council). Admission free; no Tickets.  
23/9/13. T. B. MERRY, Secretary. A258'9

ENTERTAINMENTS  
BILL.  
Advertiser  
September 26<sup>th</sup> 1913

**PLACES OF PUBLIC ENTERTAINMENT BILL.**  
The Legislative Council, by message, sent down the Places of Public Entertainment Bill, which was read a first time.  
Mr. JACKSON—On a point of order, Mr. Speaker, may I ask whether it is customary to interrupt a debate to read a message from the Council.  
The SPEAKER—It is quite in order.  
Mr. JACKSON—May I ask the Speaker to let me know under the authority of which standing order he is acting.  
The SPEAKER—I will look the matter up and let the hon. member know.  
The Bill was ordered to be printed, and the second reading was fixed for Tuesday next.