

The Register  
September 27<sup>th</sup> 1913

## NOT FOR SCHOOL, BUT FOR LIFE

## MR. MANSBRIDGE AT THE HIGH SCHOOL

A STIRRING ADDRESS.

Mr. Albert Mansbridge, M.A., founder and secretary of the Workers' Educational Association of England, accompanied by the Premier (Hon. A. H. Peake), the Director of Education (Mr. M. M. Maughan, B.A.), and Professor Henderson (of the Adelaide University), visited the Adelaide High School on Tuesday morning. The visitors were received by the headmaster, who conducted them through several of the class and lecture rooms, and afterwards introduced them to the whole school in the large assembly hall. Vigorous addresses were delivered by three of the visitors.

The Premier said the people of the State were proud of the various fine public buildings in Adelaide, but in connection with the high school, the Government was looking forward to the erection of an edifice, the component parts of which would not be bricks and mortar, but human beings. That is to say, the Government considered that the building up of a fine national character would ultimately follow from such means of education as the State now provided in its high schools.

Mr. Mansbridge said that he was glad to be at the school that morning to have the opportunity of saying a few words to the boys and girls of Australia. Australia was a wonderful country, and he hoped his hearers were proud of it. He really thought that the best things Australia could show the visitor, the friend that comes from the old country, are the boys and girls, or rather, the young men and women, who gather together in a great school like the one they were in. He had been in many schools in east Australia, and he had got an idea that morning that this was equal to the best school he had seen there. He almost wished he was one of themselves. He was sure they would make him happy. After all, being at school and being young and enjoying the morning time, were the best things of one's life. The morning time of life was when one gets things right and true. The school motto was a grand one—"Not for school, but for life"—for getting ready for the life to come. Education never stops. What his hearers had to consider just now was the opportunities the education their school was rendering to them. It did not matter whether they came top of their form but it was essential for them all to think that their school was the very best in the world, and to be determined to do their very best for it. "Be worthy of your school," he said, "be true to its spirit; it is preparing you for a nobler and purer life." Some of you may "get on" in life; some may get rich, "but it is far better for you to get a splendid education than to get rich." He had a message from a little slum school in London which he visited before he left, and he intended asking their headmaster, on behalf of the school, to send a message back. He had also visited a number of other schools in England—primary, secondary, and great public schools. These schools, too, had sent them a message, and he knew this school was going to give him one to take back. (Loud applause.) Mr. Mansbridge concluded a stirring address as follows:—"It is good to be here; it is splendid to be here; I am sure that you are going to make this school the best that ever was in Australia. You are going to keep in front of the times and can wish others 'God speed' behind. That is, you will let them come up as close to you as they like, you are going to show them the way; whether you win or lose, you are never going to give up hope. Come what will, you are going to do your best. I wish this school 'good luck.' May you win in all your undertakings, whether in cricket, football, hockey, or tennis, you must play with a good spirit, whether you win or lose."

Professor Henderson exhorted the students to prepare themselves for a happy and contented life by working their hardest at cultivating the latent possibilities within themselves. They who succeeded at turning these possibilities into realities would find their happiness spring up spontaneously from within, and be independent of an outside stimulus, such as fireworks, picture shows, and so on afforded.

All the speakers were enthusiastically applauded by the students.

## HIGHER EDUCATION.

## "NOT FOR SCHOOL, BUT FOR LIFE."

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The Premier said the people of the State were proud of the various fine public buildings in Adelaide, but in connection with the High School the Government was looking forward to the erection of an edifice, the component parts of which would not be bricks and mortar, but human beings. That was to say, the Ministry considered the building up of a fine national character would ultimately follow from such means of education as the State now provided in its High Schools.

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## THE EDUCATION COMMISSION

## CONSIDERING THE REPORT

## AGRICULTURAL AND TECHNICAL INSTRUCTION.

The important duty of moving the adoption of the report of the Education Commission was undertaken by Mr. F. W. Coneybeer in the House of Assembly yesterday.

The member for Torrens prefaced his speech on the motion by expressing regret at the death of the late Director of Education (Mr. Williams). Reference was made to the splendid work performed by the chairman of the commission (Mr. Thomas Ryan) and the speaker paid a tribute to his earnestness, industry, and ability. He explained the reasons which led to the commission setting out to see what educational work was carried out in other parts of the Commonwealth, and pointed out that it was the duty of the State to educate the children so that they would be strong in body, character, and intellect, equipped to fight the battle of life with a strong sense of their obligation to their fellows. The race in industrial and commercial affairs was being won by those nations in which foresight, endurance, strength, and skill were being developed to the greatest extent, and the remarkable growth of Germany and Japan was largely due to the educational systems of those countries. If the report were adopted the South Australian education system would be second to none in the Commonwealth, and they would be in the proud position of leading Australia from an educational standpoint. It would, of course, mean increased expenditure, but they must recognise, as other nations had done, that it would be money well spent, and that many advantages would be gained if they opened the doors of the university to the poorest boy in the land.

## RURAL EDUCATION.

Thanks to fine system of rural education adopted in Denmark that country had overcome the disadvantages of a poor soil and a bad climate, and the application of science to industry and agriculture had enabled the Danes to capture the world's markets for certain goods. It had been said that the German schoolmaster really won the Franco-German war, and it could be said with equal truth that the Danish schoolmasters had won for Denmark a high place in the markets of the world. He asked whether South Australia had properly studied the interests of the rural children. The report proposed that the whole system of rural education should be improved in many ways, and he felt sure that the scheme, if adopted, would increase the prosperity of the country. It was the duty of the Government to do the best it could to develop the brains of the boys and girls of the State, and encourage them to take advantage of the opportunities of studying in the highest educational institutions. Poverty should be no bar to a boy who wanted to reach the highest rung of the ladder. Many brainy boys had been handicapped by lack of money, and it was the desire of the commission to do away with that. The adoption of the report would mean an increase of expenditure, but he pointed out that every nation of the world agreed that the expenditure of the sum required would be in the interests of better culture and the advancement of the people as a whole. Japan had realised that the education of the people was the greatest factor in her advancement, and her example was a fitting one for Australia. Therefore this State could not afford to remain idle. They had still to go on, and it would be a wise Treasurer who apportioned money for an efficient education. He believed that the House would be safe in granting the expenditure asked for in the recommendations of the commission. He commended the Government for its support of technical and agricultural education, and advocated a furtherance of the policy. The education of the majority of boys in South Australia ended when they left the primary schools, and it was suggested that the whole scheme should be remodelled to enable boys to go from the primary schools to continuation, junior technical, and high schools and domestic art centres; from the high schools through State colleges to the university, and from the junior technical schools to the technical colleges, the Roseworthy Agricultural College, and the University. It was sug-