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nant through lack of progress, which meant that they were in danger of degenerating into a second-rate university, or at least there was the fear that people would regard the institution in that light, a state of affairs that neither they themselves nor the Government desired. There should be some increase in the teaching power of the University. With the exception of a professor of botany no new professor had been appointed for 12 years, and that in spite of the fact that there had been a great increase in the number of students in recent years, which showed that the institution was attracting students. One reason for the increase was, of course, the liberal policy of increasing Government bursaries. There had been a great increase in knowledge in all departments, and a professor who 10 or 15 years ago was able to keep up with his individual subject found himself more or less handicapped to-day, owing to his inability to keep pace with that increase in knowledge. The limited teaching staff meant that there was no longer that personal contact between the student and his teacher which was so essential in the advancement of the former. It was expected that the student should attain the same degree of efficiency at the Adelaide University as either of the similar institutions in Melbourne and Sydney, but he regretfully had to admit that the medical graduates were not so well equipped on leaving the University as were the Melbourne and Sydney graduates. Several additional lecturers and more laboratories were required in the medical school, and an urgent need was a professor of pathology. Since the establishment of the school 142 graduates had passed through it, and 76 were at present studying. Other subjects, such as agriculture, dentistry, and veterinary science suggested themselves, but at present it was impossible to teach such subjects. The Melbourne University had received from the Government for building purposes the sum of £200,000, the Sydney University £400,000. Of the £85,000 spent by the Adelaide University on buildings but £30,000 was contributed by the Government. Of that sum £12,000 was granted in 1911. Between 1888 and 1911 not a penny was received from the Government for building purposes. Taking the amounts granted by the two other States on a population basis South Australia should have received—taking the example of Victoria (£56,000) or that of New South Wales (£100,000). Although the Brisbane University had been established only five years, and had but 176 students it received a larger Government grant than did the Adelaide University. The latter institution had reached a stationary position, and the expenditure of further sums of money was absolutely necessary if it was intended to keep it abreast of the times.

**A Debit Balance.**

The remarks were endorsed by Professors Chapman, of the scientific side, and Darnley Naylor, of the arts section. Mr. G. Brookman, a member of the finance committee, said the annual expenditure amounted to £27,000, of which sum £11,000 was contributed by the Government. When they observed that £220,000 was spent in primary education, they did not think they were asking too much. Last year there was a debit balance of £40 when accounts were made up.

**A Sympathetic Reply.**

The Premier declared that he recognised the importance of the subject. The Adelaide University stood in different relation to the people of the State, and the people of the State to the university than was the case years ago. Time was when people—himself included—held the view that the university was an exclusive seat of learning, whose portals could not be entered except by the children of the wealthy. They regarded the university to-day as belonging to the State and the people. Great progress had been made in the educational system of the State, and the deputation was quite right when it said that considering that so much was devoted to primary education the very crown and flower of their nation should not be neglected. There were some points in the state-

ments that would not permit of argument. One was that the student of the Adelaide University should be as well equipped as the student of either the Melbourne or Sydney University. Stagnation must be avoided. The number of chairs should be increased in order that the university might be as well equipped as those of the eastern States. The Government had the greatest admiration for the work accomplished by the university, and earnestly desired to assist the institution. The Government recognised that the institution was small and that something in the way of an additional grant would have to be considered. It would be a reproach to allow the equipment of the institution to remain in its present state, and the deputationists had done quite right in coming to him as head of the Government and outlining the requirements. He could assure them that they had approached a Minister and a Government that would be sympathetic with them. He would go very carefully into the matters enumerated by the chancellor in a letter he (the Premier) had received that morning, and as stated by the deputation, and would put their case strongly and sympathetically before his colleagues. They could rest assured that full consideration would be given to their case, and that the Government would be ready to come to their help. The deputation thanked the Minister and withdrew.

**WORKERS' EDUCATIONAL ASSOCIATION**

**GRANT OF £1,000 ASKED FOR**

**MINISTER PROMISES TO CONSIDER REQUEST.**

That the Workers' Educational Association is determined to push on with its objects was demonstrated yesterday when an influential deputation, consisting of members of the association and representatives of the University, waited upon the Minister of Education (Hon. A. H. Peake), and asked for practical help in the way of financial assistance for the establishment and maintenance of university tutorial classes. The deputation was introduced by the Hon. A. W. Styles, M.L.C.

**The Problem of Leisure.**

Professor Jethro Brown said the movement must not be looked upon as a luxury so much as a necessity. Since the emancipation of Labor there had arisen the problem of leisure. What was the good of providing the workers with additional leisure, it was asked, if they only employed it to get drunk or take part in degrading entertainments? He was not going to discuss the justice of that question, but it was one which had often been asked, and it was relevant to this extent—that if social progress was going to degrade then improved opportunities for leisure must be accompanied by improved opportunities for self-development and self-education. The mind of the emancipated had been allowed to run more or less to waste. He read an article the other day in which the writer spoke of the "slow ossification which we call middle age," and, again, of the "torpor which creeps over the mind of the average individual after, or soon after, he has definitely settled in life." Education was no longer to be confined to the youth. It was necessary that its influence should be felt throughout the whole community. They were brought face to face with the problem of the education of the adult. The Workers Educational Association was a definite contribution to this movement. He confessed that when it was first mooted he was very sceptical as to its prospects. He did not think that large bodies of workers, after their day's work, would care to spend their evenings in arduous intellectual efforts, and still less did he think they would do that study and reading at home, without which collective think-

ing would be relatively useless. Events, however, had entirely falsified his pessimism, and the movement promised to be as pronounced a success in Australia as it had been in other countries. For a long time in the universities there had been a protest going on against the mere pouring of information into the minds of students, so that they were able to reproduce it at examination but did not absorb it, and were not afterwards troubled by it any more.

**Praise for the Association.**

The Workers' Educational Association was proceeding on sounder lines, and in the classes it arranged there was in addition to exposition, collective thinking, and earnest enquiry. It was because these methods had been followed that the movement has achieved such success. If, as he thought, the education of the adult was to be the problem of the future, it might be solved along the lines adopted by the Workers' Educational Association. The movement held out nothing less than a promise of the restoration of education to its proper place, as one of the great spiritual forces of the community. The immediate need of the association was the financial support of the Government in a form which would enable them to employ the services of really competent graduates of the university to conduct the classes. The ordinary university graduate who was working for a livelihood could not give the necessary time to the work, and so it was absolutely necessary that the teachers should be paid.

**A Democratic Movement.**

The movement was essentially a democratic one, and the work in this State was proceeding on the very soundest lines. If the education of the adult was a live question, then it would be along the lines adopted by the association. The association then held out the promise of great things. As one writer had put it:—"It was the restoration of education to its rightful place." Speaking of the Adelaide University he could say that every ounce of teaching energy was needed for the discharge of the primary duty of teaching the youth of the nation.

**£1000 Needed.**

Mr. T. Ryan (president of the South Australian branch of the association) said that it was desired that the Government should make a grant of at least £1000 to enable the association to inaugurate the tutorial classes. The idea of the scheme was to establish classes of 30 members, each with a qualified leader, who would have to be paid. This was not an application on the part of the fathers and mothers of the State that their children should be better educated, but a request that they might be educated themselves, which could not fail to have a beneficial effect on the children. And if the Government gave the necessary assistance they would be helping the cause of education generally. The council of the association was a representative one, and included members from the University, the School of Mines, the Public Library, and the Women's Non-Political Association, together with the Director of Education, a representative from almost every trade affiliated with the Trades and Labor Council, and many others. It was proposed to inaugurate at the earliest possible moment three classes, and they had already received nearly double the number of applications necessary to start two classes. The class for economics was filled within a couple of days or so, and there had been numerous applications for membership of the classes for industrial law and literature, and that for hygiene, which would be largely attended by women. He would suggest that the education grant might be extended for the purpose of including the association. With the utmost confidence he asserted that within the next few years the work of the association would be such that the Government would be proud to have been connected with the inauguration of such an association. (Hear, hear.)