THE EDUCATION COMMISSION

ENQUIRY CONTINUED.

A meeting of the Education Commission was held at Parliament House on Monday the 16th inst. (Mr. A. H. Payne, M.P., in the chair.)

There were present the Hon. A. H. Peake, the Hon. A. W. Styles, and Mr. T. Green, M.P.

Mr. Edwin Jordan, B.Sc., Secretary, M.A., Queensland University, inspected the school system of the State. He found that in the system the classes in charge, the salaries in America and South Australia were about the same, and that $500 here was equal to $400 in America on account of the slight difference in the cost of living. The cost of living must be taken into account in the salaries paid to teachers.

The great advantage of the American system over that of South Australia, in regard to opportunities given to the children of a poor people was that a four years' course was given in the high schools, whereas here it was two years. He requested the senior or matriculation examination to be of an excellent standard, and that the network of examinations, for which students of the examined results, resulted in a loss of the full value of the education thus obtained, which enabled them to pass the matriculation. Separate examinations were made for entry into the Federal and State civil services and the railway services, and it would be an advantage if one standard were agreed upon to enable young people to carry into these services. He thought that secondary education was more important than the extension of the capacity of the University. The extension of the University would follow the encouragement of secondary education, which would stimulate the advanced institution. Without secondary education the University would be a cultural institution, and not a utilitarian one. It would be open to the University to take its students from all the schools; it would stimulate competition. He did not believe that the system would interfere with the students of such universities as might establish in South Australia. The course of study would develop education; it would develop the University, they would increase the attendance at such places, and there had been an outcry against them, but they had had a beneficial effect upon the colleges. The model of a rational University was the more likely to be established by wise men. There was an historic example in the victory of Germany over France, and as it was in Germany, a learned man who had gained that victory. It would be advantageous to some degree to teach technical education in the same way. The Director of Education controlled the primary state schools. In reply to a question of the number of students in the certificate of the School of Mines would be accepted by the University, he said the University would always be better than a degree of any other institution. It would be better if the School of Mines was controlled by the Education Department, and of the highest grade of education by the University. He would encourage students in their voluntary work in the University, and would like to see this service continued by the young people.

In answer to Mr. Green, who asked whether the State Government was going to give a grant to the system or a grant to the schools, Mr. Jordan said the system would be introduced, he said the district high schools were at a disadvantage, and they were being provided with an amount of money as fast as money was paid available. It would be an advantage to the secondary school system to be made a special branch, which would serve a better status.

In reply to Mr. Styles, Mr. Jordan said schools in America were allowed a certain sum by the State Governments, and if the University required the fees of the boarders and the number of place the boarders had to raise it from the people in the town in which the schools were located. He was not entirely satisfied with his report, he thought that the system would be confined entirely to the high schools. He was the chairman of the board and had to inspect the highest schools, and men were classified as first, second, third, and a higher salary than he did, so that he said the amount of any rate. A great deal was done in the way of evening schools, and in the way of training the students of the higher schools, but the high schools were so big that no捐款 was given to the school for the south sound lines, and he thought the future of the secondary education must be taken into account in higher education.

Mr. Peake drew attention to the desirability of proper credit being given to the education of the State and in other States, and wondered whether the education of the South Australian schools was proper. He knew the school staff was highly paid, and there were many in any State, and could not understand the comparatively small expenditure here.

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