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father had possessed the means to send him to the University he would undoubtedly have made his mark, to the benefit of himself and the whole community. The boy had to go to manual labor, and even now, at 25 or 26 years of age, he spent his spare time over his books. We lost as a community by allowing such talents to remain undeveloped. In other cases the son of a rich man just managed to scrape through his examination and became, say, a medical man, although he might be really quite unfitted for the profession. Yet we had to entrust our bodies to him when ill, while others, with a real gift for medical work, were kept out of the profession through want of means. In older countries he knew that palm oil was often employed to get a backward student through his examinations. We spent annually from 8/ to 8/6 per head on education, while New South Wales spent 12/10. He was pleased to hear the Premier say that four new high schools are in course of construction, and he took it that these high schools would in time supply the want now inadequately supplied by private colleges, such as Prince Alfred's and St. Peter's. (The Treasurer—"They will be similar to the present high school in Grote-street.") He did not know whether that school was on an equality with Prince Alfred's or St. Peter's Colleges. (The Treasurer—"It will carry students on to the University, and fulfil all the work of a secondary school.") He was pleased to hear it. He hoped the high schools would be superior to our present colleges, and if they knocked them out the buildings could doubtless be put to some other use. He had noticed with regret that the private colleges did not give a thorough education, except as regards mathematics. At Prince Alfred College they learned a smattering of French, and went up for a matriculation examination in the subject, but he would almost defy a Frenchman to understand a word if one of these students tried to speak the language. The boys at these colleges were also deficient in their knowledge of history and geography. In other parts of the world, when a boy had passed through a training at college and matriculated at the university, he could not only read two or three languages, but could speak them in a way to be understood by a native. Here he had scarcely ever dropped across a boy or a girl student of French whom a Frenchman would understand if they opened their lips. He agreed with Mr. Denny in deploring mere cramming for examinations. It was almost impossible, owing to want of funds, for the average man to give his boys and girls a college education. On the Continent of Europe things were conducted differently, for a scholar could get a first-class education at the rate of £2 10/ a year, or 1/ per week. There were certain people who thought there was too much education. They asked, "Who is going to do the dirty work? Do all the boys and girls want to be ladies and gentlemen?" There was nothing to fear from the spread of education. He thought of the future, and of the shining light which Australia would be amongst the nations of the world. (The Treasurer—"Do you not think we are doing fairly well?") Yes; but, all the same, they might do better. He hoped the motion would be carried.

**On the motion of Mr. CONEYBEER** the debate was adjourned until Wednesday, December 15.

**—The Practical in Education.—**

Premier Peake is a many-sided man. As Treasurer he has gone beyond the State and gained a high reputation for himself among his peers in the Commonwealth as an authority on finance, whose voice has been listened to in those counsels of the Premiers which have recently had such important results. But Mr. Peake is also Minister of Education, and since he has been in office has devoted earnest thought to the development of an education policy. The right to continue the debate on a motion by Mr. Ryan—"That it is desirable that increased facilities be given to deserving students to continue their studies at the University of Adelaide"—found the head of the Government ready to make a thoughtful speech on secondary education. Members listened with close interest, and heartily cheered the Minister when he had concluded a lucid, telling speech. Mr. Denny advocated a university training as complimentary to the scheme of the Government. Practical Mr. Dankel favoured the development of the high school system. He knows well what secondary education has done for Germany, and reckons that English-speaking countries are backward in that respect. He supported the motion. The debate was adjourned.

**PUBLIC LIBRARY BILL.**

The Public Library Bill was recommitted. The PREMIER moved to increase the representation of the University on the Public Library Board from one to two. Mr. VAUGHAN did not see why the University should have extra representation, while societies affiliated with the Public Library had either none at all or only one between two bodies. Why not give the Astronomical Society representation. Mr. SMEATON did not mind much whether the University or one of the learned societies had the extra man. The PREMIER said the Government did not mind much one way or the other. He was only doing what he had promised. On Tuesday Mr. Smeaton had been strong in favour of the University, but perhaps the member for Torrens had, like other members, been circularized. (Mr. Smeaton—"I haven't seen a circular at all." Mr. Vaughan—"Neither have I.") Mr. RYAN hoped the twelfth man on the board would be given to the Geographical or the Royal Society. The amendment was carried by 22 to 13.

In several clauses amendments were carried making the association instead of the council trustee for institutes which have not elected trustees.

A long discussion waged around clause 88, dealing with the management of transferred institutes. The question was how much power to give to institute subscribers and to a corporation. The proposal that the corporation nominees should be subscribers was stoutly fought. All were agreed that the subscribers should elect the majority on the board. Several members contended that the corporation, having taken so much financial responsibility, should be able to elect to the committee any one it may choose. Subsection 2 was eventually made to read:—"(2) A majority of one of such committee shall be elected annually from among the persons who have been members of the institute for at least six months immediately prior to the election, and the remainder who need not be members of the institute shall be elected by the corporation at a special meeting called for the purpose, provided that any member of the committee elected by the corporation, not being a member of the institute when elected, shall so soon as is practicable pay the usual institute membership subscription, and thereupon, but not before, and without reservation, such member shall be accepted as a fully qualified member of the institute and the committee." Power was given to the institute to elect members in the event of the corporation neglecting to do so.

Mr. CHESSON proposed the following new clause:—"When the whole or any part of the premises of an institute is let to a candidate or candidates for election to the Federal or State Parliament for the purpose of holding a meeting of electors no higher fee shall be charged for the use thereof than is ordinarily charged by such institute for a public meeting." In the past country and suburban institutes had looked upon Parliamentary candidates as fair game to bleed. They charged extortionate fees. They were not backward in asking for subscriptions. He protested against the Shylock practices on members of Parliament. (Laughter.) He did not wish to condemn all the institutes; the majority of them were all right. The PREMIER supported the clause. Mr. HOMBURG questioned whether the House had the right to interfere with the administration of institutes. There was a good deal to be said in favour of allowing the institutes to use their discretion. Mr. PFLAUM said they had not been charged excessively in the District of Murray. (Mr. Coneybeer—"I know different.") They must remember they were getting £200 a year. (Mr. Coneybeer—"We are not wealthy millers, though.") Mr. VAUGHAN asked the Government to see that at least the reading rooms at the institutes were kept open to the public. The PREMIER said the institutes generally conformed with the regulation brought in by Dr. Cockburn, at the instance of the late J. A. McPherson, to make provision for the public in return for the Government subsidy. The Minister could refuse a subsidy to an institute that did not make some provision for the public. If it was only a yellow-back novel affair, the Government could also refuse the subsidy. Clause inserted.

The PREMIER proposed a new clause with the marginal note—"Gifts for institutes generally to vest in and be applied by council." Clause inserted. The Bill was read a third time and passed.

**UNIVERSITY SCHOLARSHIPS.**

From "J. K." Clare:—"Now that the question of increased facilities for University studies is before Parliament, those members who have shown great interest in the general question of University training and discipline should see to the removal of a curious anomaly in connection with the University scholarships recently established by the Minister of Education. According to the announcement in The Register, these scholarships are to be 425 per annum for four years to students in art, science, medicine, and law. So far, so good; but, seeing that there are at least five faculties at the University, the question naturally suggests itself—Why was music left out? It cannot be that the real number of students in the degree branches of music is higher than in the other departments of University studies. On the contrary, ever since the establishment of a Chair of Music about 20 years ago, one has always been struck by the paucity of students, while the number of degrees obtained in music will not even average one per annum. I believe there are good grounds for the assumption that music has always received scant attention from the powers that be, and that by the universities themselves it has not unfrequently been treated as an unwelcome intruder—a sort of Cinderella among her dignified sisters. I can even this day call to mind a strong complaint 14 years ago, because the Adelaide University was then disallowing music the status and dignity of a faculty. This state of things is much to be deplored. There is no logical reason for subordinating the claims of music to those of any other branch of learning. True, there may be too many music teachers; but never will there be too many musicians of exceptional ability whose musical powers have been brought to the highest possible point of perfection; and no one will gainsay that the best place to develop such powers is the University, which, by virtue of its resources and teaching power, is in a position to deal with the most advanced stages of any branch of learning as well as afford a broad and liberal culture, as necessary to the musician as to the lawyer or physician. It is consequently only fair and just that any system of scholarships should be within reach of all, no matter what the faculty in which one intends to study. I admit that there are difficulties in devising a workable scheme, since the claims of a general education have to be waived to some extent in the case of students the practice of whose art makes ever-increasing demands on their time, as is the case in music; and in present circumstances a student would be virtually compelled to neglect that practice in order to compete against others in examinations which involve a purely mental test. But this difficulty could be easily overcome by assigning a proportionate number of the scholarships—say two—solely to music, for which the Board of Musical Studies could draw up suitable conditions for qualifying or competitive examination."

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**EXAMINATIONS AND "CRAM."**

From "Student":—"The speech of Mr. Denny on University matters calls for some comment. He deprecates the system of cram, which he says, is sometimes adopted for the purpose of passing examinations, and then proceeds with ill-concealed egotism to relate with what ease he contrived to cram for and pass geology. It is well known that in the two months that Mr. Denny had to prepare for the Senior in geology he was a member of Parliament, and consequently presumably had nothing else to occupy his time. Again, the average age of most Senior students is about 17 years; whereas Mr. Denny was well over 30 when he passed. Upon searching the University records I find that in the year when Mr. Denny passed in geology the bulk of the paper was on the weather, and it is familiar to many that Mr. Denny served his time at the General Post Office in the weather department. Probably this fact, as assisted him to secure a pass, 'fluke' or no 'fluke.' Mr. Denny did not think it worthwhile to mention that he failed in physiology, which he probably chose as an easy subject, and also in Latin, and had to face the music twice before he satisfied the examiners in these subjects. It is to be hoped that the examiner this year will not feel that the examiner's job is to make it harder by after reading such frothy Parliamentary verbiage, and so make it harder for struggling students to pass than for members of Parliament with £4 a week to keep them while studying. Mr. Denny would do well to ponder the words of the immortal bard when he said—

"But 'tis a common proof  
That lowliness is young ambition's ladder,  
Whereto the climber upward turns his face;  
But when he once attains the upmost round,  
He then upon the ladder turns his back,  
Looks in the clouds, scornful the base degrees  
By which he did ascend."