

ADELAIDE UNIVERSITY.

Mr. RYAN moved—"That it is desirable that increased facilities be given to deserving students to continue their studies at the University of Adelaide." He had to speak of the Adelaide University from the point of view of one who had seen only the outside of the institution, but he felt that he was speaking to a sympathetic House when he referred to the fine work which the University had been doing for so many years, but never more efficiently than at present. The hand of the Labor Party was seen on every page of its history. For years men and women outside the favored classes realised the burden of education, and that, as much as anything, was responsible for the rise of the Labor Party. However, he did not claim for that party the entire credit for the excellence of the education system of to-day. Men of all shades of opinion had worked together with a common object, and that was to give to South Australia the best system of education possible. Two men, Dr. Cockburn and the late Premier (Hon. T. Price), stood out prominently in connection with that matter. When Dr. Cockburn introduced his Education Bill he said he felt that was only the first of a long series of resolutions which he hoped Parliament would sanction for improving the educational facilities of the people. The late Premier repeatedly declared that if the State were favored with a few years of continuous prosperity he would ask Parliament to extend the operations of the education system so as to include many of those branches of education not touched at present, and to enable the most brilliant of the boys and girls to attend special courses at the University. It was a matter of great pleasure to know that the present Premier also held that view and had extended the system of Government bursaries from three to ten. It seemed that the spirit of educationalists like Mr. Justice Gordon, Dr. Cockburn, and the late Hon. Dr. Campbell, was abroad, and that members of the present Ministry could be expected to improve the facilities that had existed hitherto. He ventured to think that there was not a member of that House who would not willingly give up his seat for the honor of being able to say he was a graduate of a University. (Mr. Archibald—"My word, I would not.") Mr. Archibald was the exception that proved the rule. The time had passed when it was necessary to take up the time of the House arguing the advantages to the State of an easily accessible University education for the people, and of having in their midst large numbers of men and women who had passed through the University. (Mr. Archibald—"What about Judge Gordon, the Chief Justice, John Downer, and Josiah Symon?") Men of the character referred to were among the front rank of education reformers, and probably if they had had the advantage of University training earlier in life they would have risen to their high position sooner, or perhaps have attained even to higher places in the community. He realised, however, that in this desire the Labor Party in South Australia were not alone, for he found at the present moment a movement was on foot to bring the great universities of the world within reach of its working population, and at Oxford, that vener-

able home of learning, from which we had drawn the greatest of the world's intellects, this desire to extend its benefits had been realised to the extent that a special conference of the Senate of the University and of the working class representatives of Britain had already held several meetings. The University was represented at that conference by Thomas Banks Strong, Dean of Christ Church; Herbert Hall Turner, professor of astronomy; Arthur Lionel Smith, fellow and tutor of Balliol College; Sydney Ball, tutor of St. John's College; H. Bertrand Smith, professor of economics and chairman of the executive committee; and Alfred E. Zimmerman; while their colleagues, representing the working classes, were Mr. Berry, secretary of the Working Men's Club; Labor member C. W. Bowermann, Labor member J. M. McTavish, Labor member David James Shackleton, Alfred Wilkinson, Richard Campbell, and Albert Mansfield, secretary of the Workers' Educational Association. This conference reported favorably on the need of working people for university education. So thoroughly had they considered this education movement that unless we hastened in South Australia we would find that, though we had led in the van of social and political life in the past, we would find ourselves outclassed in the matter of education. In Germany there were nearly 97 municipalities, which provided large sums to enable working boys and girls to attend the universities, not only by the free opening of the doors and the supply of books, but also by giving board and lodging on the university premises to such student from outside. The late Chancellor of Germany, in a recent

speech, argued that it was to education that his country owed its pre-eminent position in the world. In Denmark, out of 727 students at one university there were 112 sons of working men earning 6/ a day. In America intelligent young people had had the free run of the universities for 60 years past, and in that great country there were 17 doctors, 12 solicitors, and 61 clergymen holding the degree of M.A. who would not have been able to enter a university but for the system of free education right through the course. In every Australian Parliament a motion similar to this one was on the notice-paper. In New South Wales Mr. Holman has been trying to carry an increased grant for the Sydney University of £10,000 and to obtain as a result 48 free scholarships for four years, and a great deal of valuable information was given in the reports handed in recently by Mr. A. Williams, our Director of Education, and Mr. Frank Tate, who occupied a similar position in Melbourne. As it was in Britain, so it was in the Commonwealth, as could be shown by the expenditure on education in the other States, which was as follows:—New South Wales—University, £13,500; technical, £48,723; secondary, £12,945; primary, £90,348; total, £164,517. New Zealand—University, £40,416; technical, £67,554; secondary, £64,528; primary, £708,734; total, £881,222. Victoria—University, £21,000; technical, £22,323; secondary, £5,874; primary, £716,074; total, £765,270. South Australia—University, £6,889; technical, £7,554; secondary, £2,242; primary, £150,157; total, £166,842. Working down to per head it meant:—New South Wales, 12/10; New Zealand, 18/; Victoria, 12/4; South Australia, 8/6. Throughout the whole of the States there was a growing feeling that the universities were too important to be circumscribed. The advantages the community might gain by association in universities had so important a bearing on the welfare of the community that it was criminal to prevent any from entering who had the ability and the promise of acquiring its benefits. At the present moment there was before the New South Wales Parliament a Bill, introduced by a member of the Labor Party and supported by Mr. Wade, by which it was sought to extend very considerably the operations of the Sydney University. Though the Government had so far endowed it to the extent of £13,500 per year, it was now proposed to give an additional grant of £10,000. And most instructive to any interested in education were the speeches delivered by Mr. Wade, and especially Mr. Holman, in the New South Wales Parliament on this university grant. Then, far beyond all others, to realise the value of a university education were the progressive people of New Zealand. Mr. Holman said:—"Make the Senate of the University represent the public and those who have an interest in education—that is to say, those who have an interest in seeing that there are educated men available to fill responsible positions. Let it represent the big departments of the State. Let it represent the big employers, and let it even represent the Labor Party. There is no reason why there should not be on the senate a representative of the growing and organised Labor thought of the community. There is no reason why all these different elements should not be brought together, and by the clash of ideas and the introduction of new thought, give vitality to a body which has hitherto shown a dreadful lack of it. The Premier ought to provide in the Bill that other students than those in agriculture should be allowed free access to the university. Why not allow free access to other professional schools—such, for instance, as the law school? Surely that should be so. The business of the university is to facilitate admission into all the professions, to ease the path for men to become lawyers, doctors, and dentists. What we ask for is that the only test for admission to the university should be the test of intellect, not the test of cash." So anxious are the Government of the Dominion to extend its operations that in New Zealand to-day there was one of the most liberal systems of bursaries and scholarships to be found in the Southern Hemisphere. And for the benefit of students who acquitted themselves creditably in the Dominion schools there was an annual grant of £3,000 per year. That was independent of money given for scholarships by both the Government and the university itself, which received for this and other purposes a separate statutory appropriation. The fees for the university classes were paid by the Government. This year there were some 350 students in attendance, and the rate paid from the Government to the university was annually exceeding £2,500. He had been in correspondence with the Education Departments and the universities in the Commonwealth and New Zealand, and the general verdict was that in each of the States there was a growing desire to make it possible for any child in the States to obtain all the benefits of a university training. In fairness to the Adelaide University he should say that he believed its teaching staff was equal to

any similar institution in the Commonwealth. Not only had it for its teachers educated professors, but many men, who had realised that any scheme of education would be but half complete that would not leave them better citizens as well as wise scholars. As far as the teaching staff was concerned, he had every confidence in asking the House to increase the grant so that that teaching might become available for a very much larger section of the community, but at the same time he knew that for many years many honorable members who shared his views in politics, and who came in contact with the class of people to whom this grant would very largely apply, had felt and expressed a great dissatisfaction at the method in which the University had been conducted. They had felt in the past that the University seemed to deal specially with the society side of life, and to a great extent the charge of snobocracy, though exaggerated as applied to university life, had some element of truth in it. As one who had somewhat severely criticised the University, especially in 1904-5 and in 1906, he was pleased to bear testimony that it would be impossible to find a happier body of students than those who were at the Adelaide University. He believed that any young man or woman who needed that University to-day should have an equal chance in every stage, regardless as to the financial or social position of his parents. He did not think that Parliament should be asked to continue its present grant of £7,000 per year, let alone concede his motion of another £10,000, unless an alteration were made on the board of management. He had long held that where a

great sum of Government money was spent the Government should be represented on the board, and the advantage of his motion would be that the Government would be represented on that board. The University was no longer an institution for the benefit only of the rich people. He was merely asking the Government to extend the advantages of the institution, so that everyone would be embraced. A Select Committee, consisting of members of the House of Assembly, members of the University Council, the judicial bench, and others might, with advantage to the State, enquire into the matter. But as so many commissions and select committees had been appointed this session, he would not ask that that course should be adopted at present. He thought the object he had in view could be attained by the setting aside of £10,000 by the Government. Instead of throwing the doors of the institution open to everyone, as had been suggested, the money might be allotted to the whole State for the benefit of able and industrious students. The State could be divided into districts and each district should be given a certain sum. Opening the doors of the University would not benefit the country boys and girls. What was needed was that the Government should provide the University with money to cover the cost of board and lodging, as well as the fees of the country boys and girls who might wish to enter upon university studies. Each successive Premier for many years, including Mr. Peake, had spoken favorably of the project for extending the advantages of the University. His proposal afforded the present Premier an opportunity of giving effect to his views in this respect. It was creditable to the State that boys and girls from the country had taken the highest honors in the universities. He hoped the Rhodes Scholarship would not be continued in South Australia, but it was gratifying to know that those students who had won their way to the great university centres of Europe had more than held their own there. It was particularly pleasing to notice the marked success which had been achieved in England by Mr. J. R. Wilton, of Adelaide, and he hoped that before long Mr. Rudall, the Rhodes scholar, of Gawler, would also bring honor to his native State. His desire, however, was that students to whom opportunities for advancement had not come should be given facilities for obtaining a university career whatever their station in life. He wanted to see half the members of the University Council nominated by the Government, so that there would be an alteration in the management, even if it was not possible to vote a further grant of £10,000. He was glad to have learnt that day that it was now possible for a man who had not passed through the University of Adelaide to get a position on the council. He felt inclined to test that position by standing at the next election for a council as a candidate, representing the working boys and girls of the community. Among the members of the Labor Party there were men who desired to give themselves a university education. Mr. Denny had done so, and Mr. E. A. Roberts, the late member for Adelaide, made an effort in that direction, but found he could not afford the necessary time so late in life. Mr. Campbell, too, was making a bold struggle to become a university graduate as well as a member of Parliament. Accommodation in connection with the University to provide the students with the advantages of