

Septa Public School; Schmidt, Hazel Jessie, H. L. Al, Gt, Bordertown District High School; Schrader Gwendolene Wickham, H. Gt, D, Tanunda Public School; Scovell, Renie Edith, L, Al, Gt, Riverton District High School; Selleck, Leslie James, Gg, H, Al, Gt, Gawler District High School; Sexton, Eric Arthur, Gg, H, Wallaroo Mines District High School; Shanahan, Mary, Gg, H, Al, Good Samaritan Convent, Gawler; Shaughnessy, Frank Edward, H, Gt, Mount Gambier District High School; Shearer, Mildred, H, F, Al, Convent of Mercy, Angas street; Silver, Alice, Gg, H, L, Al, Gt, Yorketown Public School; Sinclair, Walter Gordon Clyde, H, L, F, Al, Gt, Queen's School, North Adelaide; Smith, Clyde Sylvia Irene, Gg, H, Methodist Ladies' College, Wayville; Southwood, Nina Winnifred, Gg, H, F, Methodist Ladies' College, Adelaide; Spriggs, Harriet Rosetta, H, F, Al, St. Dominic's Priory, North Adelaide; Springbett, Doris Victoria Fawn, H, L, Al, Gt, Strathalbyn District High School; Stronach, Dorothy Maud, L, Al, Bordertown District High School.

Wait, Cathrine, Gg, H, F, Al, St. Scholastica's College, Mount Barker; Tayler, Oswald Charles, H, L, Al, Gt, Riverton District High School.

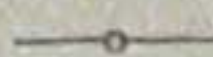
Venning, Matilda Rose, H, Al, Gt, Murray Bridge District High School; Virgo, Dorothy Violet, H, L, Al, Bordertown District High School.

Waddy, Thelma Alicia Verco, Gg, L, F, Convent of Mercy, Angas street; Wakefield, Olive Pretoria Jane, H, L, Al, Gt, Strathalbyn District High School; Walpole, Ernest Lionel, H, Al, Gt, Quorn District High School; Walter, May Estelle, H, Al, Gt, Mount Gambier District High School; Walters, Kenneth Gordon, H, L, Queen's School, North Adelaide; Walton, Allan, H, L, Al, Gt, Strathalbyn District High School; Waters, Rita May, H, L, Al, St. Joseph's School, Port Adelaide; Way Lee, Veronica Pretoria, Gg, H, L, St. Joseph's School, Port Adelaide; Westley, Charles Edward, H, L, Al, Gt, Strathalbyn District High School; Weston, Rachel, Gg, H, Al, St. Scholastica's College, Mount Barker; White, Ronald Thomas, L, Al, Gt, Gawler District High School; Whitford, Clarence William, L, Al, Gt, Gawler District High School; Whitford, Kenneth Nelson, H, Al, Gt, Moonta District High School; Wilkinson, Edwin Lodwick, H, L, Al, Bordertown District High School; Wilkinson, Peter Howard, H, L, F, Al, Gt, Christian Brothers' College, Adelaide; Williams, William Norman, Al, Gt, Moonta District High School; Willis, Edwin Allan Alfred, Gg, H, Wallaroo Mines District High School; Wilson, Sydney Arthur, L, Al, Gt, Gawler District High School; Winton, William Alexander, Gg, H, L, Al, Gt, Gawler District High School; Woods, Bruce Jan, Gg, L, Al, Gt, Gawler District High School; Woods, Montague Gerald Tenison, Mariet Brothers, Norwood.

Yates, Fannie, Gg, H, F, Al, St. Scholastica's College, Mount Barker.

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Premier and Mr. Ryan.



There was trouble in the Socialist camp in the House of Assembly on Tuesday. It arose when the second reading of the Education Bill was under debate. The principal parties concerned were the Premier (Hon. C. Vaughan) and one of his colleagues for Sturt (Mr. Ryan). The latter, in continuing the debate, severely criticised the Bill, which he said amounted to breaking pledges by the Premier in his policy speech at Unley that the measure would embody in the main the principal recommendations of the Education Commission. The Premier, apparently, did not like that statement. Mr. Ryan later said he would rather see the most Tory Government possible on the Treasury benches than see the Bill pass.

The Premier—That is an extraordinary statement. And you are making personal charges.

Mr. Ryan—No, no.

The Premier—You cannot escape through the smoke that way.

Mr. Green—You said the Premier had broken pledges.

Mr. Ryan—So he did, and he cannot deny it.

The Premier—I emphatically deny it.

Mr. Ryan—Then the Premier is better at changing his ground than I thought of him.

The Premier—If you want to make bitterness you can do it.

Mr. Ryan replied that if any one wanted to make bitterness the first few words of the Premier that afternoon would have been sufficient to have brought it about. Did the Premier promise that the Bill should in the main contain the recommendations of the commission? If so, they were not in the Bill.

Mr. Robinson—He says they are.

Mr. Ryan replied that if they were in the Bill he was not justified in saying what he had said.

The Premier—Of course you are not justified, and you know it.

Mr. Ryan said many of them had not had the advantages which had fallen to the lot of the Premier. They knew only the language which Labour men used to each other. The Premier had used language which was very different from what he had once used on the street corner when a certain member of that body had been defeated.

The Premier—That is absolutely incorrect.

Mr. Ryan—You don't want to mention the man's name?

The Premier—You can mention the name.

Mr. Ryan—You know that there is a member in this House who, when he was defeated, you throw up your hat at the corner of Grenfell street.

The Premier—I do not know anything of the sort.

Mr. Ryan—The member is here. I leave him to speak for himself.

Later on, Mr. Ryan repeated that the Premier had broken his pledges over the Bill.

The Premier (warmly)—If I have not kept my pledges I am not fit to be here. If you are going to say that, why don't you walk over to the other side.

Mr. Ryan—That comes with very bad grace from the Premier.

The Premier—You ought to be more careful.

Mr. Ryan—The Premier ought to be careful, when I remember that he tried to keep Labour men out of the House.

The Premier—You need go on that track again.

Mr. Ryan—Well, you need not talk about me going over to the Opposition. When on this Bill I am not talking either for the Government or the Opposition.

The Premier—When you accuse me of not carrying out my pledges, do you realize the gravity of the charge?

Mr. Ryan—Yes, and I say it again. The Premier went before the people of our district, speaking not for himself or the district of Sturt, but for the whole of the Labour movement of South Australia, and told the people that if the Labour Party were returned they would bring in an Education Bill which embraced in its main features the commission's report.

The Premier—That is what it does.

Mr. Ryan—It does not.

The Premier—Can't you honestly differ from me without indulging in personalities?

Mr. Ryan—The member needs a few lessons from me in that regard when he invites me to walk across to the other side.

The Premier—You have been personal from beginning to end.

Mr. Ryan—If the Premier is prepared to indulge in an academic discussion with me I will meet him. When he suggests that I should walk over to the other side, he indulges in the sort of talk that I can indulge in, too.

The Speaker—I ask the member to confine himself to the Education Bill.

Mr. Ryan—I will do so. Continuing, he characterized the measure as being "a mongrel Bill" containing the worst features of the recommendations of the Education Commission, and the worst features of the Victorian Act. It was, in short, a relic from muddledom.

Mr. Ryan replied that in many instances boys and girls holding fourth and fifth class certificates went to the Observation School for six months and were then regarded as teachers fit for the State schools.

The Premier—You know that they have to pass an examination before they can teach.

Mr. Ryan stated that if ever examinations had been necessary in the State schools in that respect they were necessary at present. If the Bill had come from a Liberal Government he would have said the same as he had of it. It was an infringement of what he regarded as the rights of the labouring people, and therefore he had to fight it. It had been suggested that a woman inspector should be appointed, but that was not included in the Bill. The prizes should also be open to all the schools.

Mr. Verran—Do you say you are in favour of the capitation grant?

Mr. Ryan replied that he had not yet met a man who could say what that grant really meant. If they asked him whether he was in favour of giving money for education to private schools he would, as a democrat, reply in the affirmative. There were other members in the House who had advocated it, too.

The Minister of Industry (Hon. R. P. Blundell)—Do you mean to say that as a party we advocate the capitation grant?

Mr. Ryan said as a party they were neither for nor against the grant. Members in that House, however, had put up the strongest claims in favour of it. The Hon. A. A. Kirkpatrick, when in the Legislative Council, had spoken in its favour. Scholarships should be open to all the children in the future. He believed that an amendment could be carried in the House in favour of that principle. The Commission had been against the system of cram which had hitherto been considered by some so essential to examinations. That recommendation, however, had not been adopted. The grant he would make to private schools would be in the interests of the boys and girls of the workers. Education in the higher branches was being more and more specialized in nowadays. So long as the private schools provided the minimum requested by the State he would not object to them having other things in their curriculum which the parents might desire. He pleaded for a national conception of education. For 35 years they had not seen fit to alter their perspective. The system during the whole of the period had been merely to create doctors, lawyers, and clerks. Ninety per cent. of the boys should be so prepared that directly they left school they would be ready to earn their living with their coats off. Instead of that Johnny was put into a collar as high as he could get, was made to keep his feet dry, and not allowed to go into the sunshine of manual labour. In connection with technical education the Government proposed to find the money for Schools of Mines and were going to retain the boards. On those boards there were men who had been self-sacrificing, devoted, and deserving labour that could be found in any community. On the other hand there were board in the country which had been there for years and years and years, and had lost their sympathy and physical capacity for the work. A closely co-ordinated scheme was wanted. The members of the Schools of Mines had shown at the most not the slightest conception of the functions of a technical school. If going to leave the Adelaide board as it was they must leave the Wallaroo, Gawler, Kapunda, and Mount Gambier schools alone. The Schools of Mines were not wholly good or wholly bad. For the education of every doctor the State contributed about £107, for every lawyer, £97, and for every arts and science man, from £40 to £50. For the education of the workers, the amount was not more than 40/ a head of the population. He hoped the House would not agree to the argument of the Leader of the Opposition that the expenditure on the new education should not be granted during the present period of financial stringency. The expenditure would be an investment which would return fourfold if rightly directed, and ought to be incurred. Another objection he had to the Bill was the proposal to graft the Montessori principle on a toppling system—a system toppling for want of organization, for want of money, and for buildings. It was an injustice to the children who had passed the primary stage, to the teachers, and to the taxpayers. If the recommendations of the Education Commission were put into effect in respect of classification, reduction of classes, payment for service, and co-ordination, they would cost in the fourth year at least an increased expenditure of

£116,000. It would probably be nearer £212,000. He was not concerned with the school, but with the scholar and the taxpayer, and was pleading for a system which would ensure unbroken efficiency in education, at the smallest possible cost to the country. He was in favour of making grants to private schools for the purposes of education.

The Premier—Have the electors expressed their opinion on the capitation grant?

Mr. Ryan said he did not think the electors had expressed themselves upon the question of a grant to private schools.

The Premier—They turned it down once at the referendum.

Mr. Ryan argued that that was no justification for not raising it again. He had never asked for anything for the State schools which he would not be willing to concede to the private schools. He wondered how far the Bill would carry out what the commission regarded as the best of its recommendations—that dealing with