"Register" 5th Sept 1899.

## UNIVERSITY EXTENSION LECTURES.

On Monday evening Mr. E. G. Blackmore brought to a close his course of "Historical Lectures on the Nineteenth Century." The lecturer sketched the course of political events from the general election in 1885 to the year of the Diamond Jubilee of the Queen. From the former date a new starting-point can be taken, as it was then that the country refused Mr. Gladstone what he had asked for on a notable occasion, viz., such a Liberal majority as would render him independent of the Irish National Party. When the latter held the balance of power, able to convert the Conservative minority into a majority, and the Liberal majority into a minority, Mr. Gladstone accepted Home Rule, with the result of breaking up the Liberal Party ultimately, and finding himself after another appeal to the people in a hopeless minority. The story of the return of the Conservatives, and their long tenure of office, to be again displaced by Mr. Gladstone, who once more brought in a Home Rule Bill, which the Lords rejected, to the general satisfaction of the majority in Great Britain, was set forth, and the return of the Unionist Party to power, on the crumbling away of the Liberals through internal dissensions. A tolerably full summary was then given of the complete transformation through which England and English people have passed in the sixty years of the Queen's reign. Mr. Blackmore showed how the centre of political power had been shifted from the aristocracy to the middle class, and from them to the masses. The contrast between the condition of men and things in every sphere of national life at the beginning and the close of the reign was elaborated, and the enormous advances made in material progress. Obviously, as the lecturer stated, the nineteenth century is a period too long, and characterized by revolutions and reforms too great, to be treated fully in one course. Still the lectures should serve at least to direct study and courses of reading, and impart some interest to the epoch.

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## UNIVERSITY EXTENSION LECTURES.

On Monday evening Mr. E. G. Blackmore gave the last of his lectures on the Nineteenth Century, the subject chosen by the University authorities for the senior public examination. The lecturer concluded the purely historical part by tracing the political history during the period succeeding the general election of 1885 and the Diamond Jubilee of the Queen. It was in the former year that the question of Home Rule appeared above the political horizon, and was accepted by Mr. Gladstone, who found that Mr. Parnell held the scales between the Liberals and the Conservatives, either of whom he could place in power by means of the compact phalanx at his back. Home Rule, as all the world knew, wrecked Mr. Gladstone in 1886, and again when he returned to power in 1892. After his resignation Lord Rosebery, who became the Liberal Premier in succession, gave it its final quietus. Mr. Blackmore gave a survey of the great transformation through which the mother country has passed in the 60 years of the Queen's reign. He showed how the centre of gravity in the world of politics has shifted till England has become a thoroughly democratic country. He illustrated the vast changes which have taken place in every sphere of life and interest, so that the England of to-day, compared with the England of 1837, is a new creation. The marvellous expansion of the Empire, the growth of the colonies into wealthy provinces, the change in the relations between the Crown and India were elaborated. Though the lectures cannot and are not intended to take the place of private reading and study, they should prove useful as indicating what are the leading principles and motives which have shaped the course of history, and in this way should aid to a more intelligent appreciation of the period.

"Advertiser" 7th Sept 1899.

House of Parliament

## HOUSE OF ASSEMBLY.

Wednesday, September 6.

The Speaker (Sir Jenkin Coles) took the chair at 2 p.m.

ANSWERS TO QUESTIONS.

Mr. HOLDER, in reply to Mr. Copley, said he made no promise that there would be no division on the Household Suffrage Bill on Tuesday evening. He hoped he would have been able to complete his reply in time for a division to be taken. In reply to Mr. Grainger, he said as the Premier had promised not to sit late he could not finish his speech.

Mr. HOLDER, in reply to Mr. Roberts, said the runaway Chinese sailor who had been captured at Port Pirie would be returned to his ship, he believed, that afternoon or next day.

Mr. BUTLER, in reply to Mr. Coneybeer, said that the Burnside schoolmaster gets the rent of the school residence, and pays his own rent for a residence. It was not because the school residence is a "rookery, unfit for human habitation," that the head teacher moved, but because the house was too small.

PUPIL TEACHERS.

Mr. ARCHIBALD moved—"That it is imperative to reform the education system in respect of—1. Stopping the overwork and strain upon female pupil teachers. 2. Giving pupil teachers adequate and just training." He said we were not at present getting the best results for our money owing to a defective system of training pupil teachers. Its working was unfair to them, and those who passed the examinations were not the best fitted to become teachers. Under the English system the pupil teachers were bound as apprentices; here they were not, and with us they had to do a terrible amount of routine work and drudgery, which did not improve them for teaching, and frequently broke down their health. They would not train an engineer by making him run errands, and do drudgery about a factory. In several cases the strain on the female pupil teachers had been so great that they had left their schools, and gone into lunatic asylums, and when removed from the stress of educational work they recovered their mental balance. Again, the department could, when there was an excess of supply over demand, put up the standard of examination, and so keep a number of young people doing work about the schools with no hope of getting positions as teachers. The reports showed that our teachers, although good in technique, are deficient in breadth of study. He did not think a Royal Commission was required, because he doubted whether hon. members would be the best persons to conduct such an enquiry. He would rather see the work done by a departmental commission, as had been done in England. We should go in practically for a system of apprenticeship for four or five years. After one or two years' work about the schools, those intended to become teachers should be placed entirely in a training college. It had been suggested that the University might take over the training. That was a question for the Government to consider, although he knew no parallel for it anywhere else. No doubt the best training for pupil teachers would be in a secondary school, and the Government should find out whether the educational standards of our secondary schools is sufficient for the purpose. He hoped the University would undertake this work, but he did not want any political squabbles over it. Federation would lead to the shifting of some industries, and our young men would have to face strong competition. Therefore it was essential that they should be well equipped for the battle. Night schools should be initiated, and the municipalities should act in conjunction with the educational authorities in this matter. He did not want to give the teachers extra work, but the Government could arrange for instruction in the public schools in the evenings. The higher primary school was practically unknown in South Australia, but it was an important feature of Continental schools, and he would quote Professor Bragg's opinion on the subject.

Mr. COPLEY—Whose opinion is it?

Mr. ARCHIBALD—Not mine.

Mr. COPLEY—I thought it was yours.

Mr. ARCHIBALD—Well it's certainly not by you. (Laughter.)

Mr. CALDWELL—Hear, hear.

Mr. ARCHIBALD—The Woodside poet did not know much about it either. (Laughter,) The South Australian School of Mines was run much on the lines of the higher primary school, and he hoped the Education Department would extend its usefulness. (Hear, hear.) Though it was not quite on all fours with the Continental primary institutions, the School of Mines formed the nucleus of a greater development. The council of the school had had many difficulties to overcome, and they had done remarkably good work. There was one weak spot in the school—nothing of a manufacturing character should be taught there.

Mr. HOMBURG—Why not?

Mr. COPLEY—You would turn out too many apprentices, perhaps?

Mr. PEAKE—Is it not a School of Mines and Industries?

Mr. ARCHIBALD said the object of the higher primary school should be to teach the elements of advanced branches of scientific study, but a practical knowledge of any trade could only be acquired in the workshop.

Mr. WOOD—He can't get proper training in a workshop.

Mr. ARCHIBALD said plumbers, carpenters, or engineers could not be turned out of any technical school, however fully equipped.

Mr. WOOD—But they get a good insight into the work all the same.

Mr. ARCHIBALD said the workshop was the place for that.

Mr. WOOD—But you cannot get in there now-a-days.

Mr. ARCHIBALD—Nobody wanted to take Mr. Wood in. (Laughter.) He had seen plenty of drawing-room engineers, who were able to discuss the wonders of science with ladies, but when placed in charge of electrical works they did not know the way the current ran. (Laughter.) The secondary schools turned out most of the members of the professions—in fact all respectable people. (Laughter.) The higher primary schools trained boys for the practical hard work of life, and the School of Mines should be conducted on the same lines as the primary schools of the Continent. On this subject the following quotation from Professor Huxley would prove interesting. That great authority wrote:—"It is maintained that the whole fabric of society will be destroyed if the poor, as well as the rich, are educated; that anything like sound and good education will only make them discontented with their station, and raise hopes which, in the great majority of cases, will be bitterly disappointed. It is said:—'There must be hewers of wood and drawers of water, scavengers and coal heavers, day laborers, and domestic servants, or the work of society will come to a standstill. But if you educate and refine everybody, nobody will be content to assume these functions, and all the world will want to be ladies and gentlemen. One hears this argument most frequently from the representatives of the well-to-do middle-class, and coming from them it strikes me as peculiarly inconsistent, as the one thing they admire, strive after, and advise their own children to do, is to get on in the world, and, if possible rise out of the class in which they were born into that above them. Society needs grocers and merchants as much as it needs coalheavers, but if a merchant accumulates wealth and works his way to a baronetcy, or if the son of a greengrocer becomes a lord chancellor, or an archbishop, or, as a successful soldier, wins a peerage, all the world admires them, and looks with pride upon the social system which renders such achievements possible. Nobody suggests that there is anything wrong in their being discontented with their station, or that in their cases society suffers by men of ability reaching the positions for which nature has fitted them. But there are better replies than those of the 'tu quoque' sort of the caste argument. In the first place, it is not true that education, as such, unfits men for rough and laborious, or even disgusting, occupations. The life of a sailor is rougher and harder than that of nine landsmen out of ten, and yet, as every ship's captain knows, no sailor was ever the worse for possessing a trained intelligence. The life of a medical practitioner, especially in the country, is harder and more laborious than that of most artisans, and he is constantly obliged to do things which, in point of pleasantness, cannot be ranked above scavenging; yet he always ought to be, and he frequently is, a highly educated man. In the second place, though it may be granted that the words of the catechism, which require a man to do his duty in the station to which it has pleased God to call him, give an admirable definition of our obligation to ourselves and to society yet the question remains, how is any given person to find out what is the particular station to which it has pleased God to call him? A new-born infant does not come into the world labelled scavenger, shopkeeper, bishop, or duke. One mass of red pulp is just like another to outward appearance. And it is only by finding out what his faculties are good for, and seeking, not for the sake of gratifying a paltry vanity, but as the highest duty to himself and to his fellow-men, to put himself into the position in which they can attain their full development, that the man discovers his true station. That which is to be lamented, I fancy, is not that society should do its utmost to help capacity to ascend from the lower strata to the higher, but that it has no machinery by which to facilitate the descent of incapacity from the higher strata to the lower." In order to hold our own against our neighbors we must be as well educated as they are, and our system of education must be equally good. (Hear, hear.)

Mr. BUTLER said he would tell the House what steps the Government had taken to overcome the strain placed upon the female pupil teachers. If they wished to knew the advantages of our educational system, he need only refer them to the able speech of Mr. Copley, when he carried free education through the Upper House. He disagreed with Mr. Archibald that it is a waste of time for the pupil teachers to take an active part in the work of teaching, for a person might have the highest educational acquirements without having acquired the faculty of teaching. Whether the pupil teachers were injured by the system depended largely on their mental and physical stamina, and he did not think there were many cases where harm had been done.

Mr. SCHERK—I think you are wrong there.

Mr. BUTLER said there was an examination before pupils could become monitors at about 13½ years of age, and then they became paid or unpaid monitors for at least six months. The pay for monitors was £10 a year for boys and £8 for girls. They did not become pupil teachers until approved by the inspector. When they became pupil teachers they passed an examination each year, and at the end of the fourth year they entered the Training College as students. The salary for male pupil teachers began at £20, and rose by £10 increases to £50; for female pupil teachers it began at £18, and rose by £6 increments to £36. Those who had passed the junior and senior examinations at the University were allowed one year less, or three years of pupil-teachership instead of four. The pupil teachers were on duty from half-past 8 to half-past 4, and received from the head master three-quarters of an hour of instruction, generally in the morning, from half-past 8 to 9.15. Then they taught in the school, and had three-quarters of an hour to themselves. In the city and suburban schools the pupil teachers were relieved from teaching practically two afternoons a week, when they attended the Training College, and they had a certain amount of work in the evening to enable them to pass the annual examinations. A school with an average attendance of 40 to 50 had a paid monitor; one of 50 to 75 had a pupil teacher; one of 75 to 100 had a pupil teacher and a paid monitor, and an unpaid monitor was frequently employed. When the school had over 100 scholars an assistant teacher was allowed, and two pupil teachers were sometimes substituted, and in schools above 200 an assistant and a pupil teacher were allowed for every 100 additional. Twice a year the schools were visited by an inspector, who was specially careful to see that young