

17<sup>th</sup> The Register 21<sup>st</sup> July 1898.

"The Advertiser" July 21<sup>st</sup> 1898

tion, with plenty of new billets and a departmental control subject only to interference by the party holding the balance of power in Parliament. Mr. Batchelor's comparison between the University pass results in South Australia and New South Wales respectively is misleading. While the State schools here do not send up many candidates direct, the exhibitioners from these schools acquit themselves well. Perhaps there may be in the existing collegiate schools a few of the "little snobs" of whom he speaks, for the genus cannot be eliminated by any educational system any more than that of "big snob" can be suppressed by any Parliamentary system; but, on the whole, we believe the older boys of any of our leading Colleges could teach manners to some of those who legislate on North-terrace. In this expression of opinion, however, we intend no disparagement of Mr. Batchelor.

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#### SECONDARY SCHOOLS.

Mr. BATCHELOR moved—"That, in the opinion of this House, it is desirable that some provision be made for continuing the education of boys from the compulsory standard up to the University Senior Public Examination, by the establishment of Secondary Schools for boys, similar to the Advanced School for Girls, or other means." All members were agreed that it was by the development of the best talent in a community that its progress was stimulated. The last century had unmistakably shown that the greatest advance in moral and material welfare had been made by the nations most highly educated. The ignorant community was the backward community. In other countries immense sums were being expended on the education of the people by the provision not only of an elementary but of an advanced training, and South Australia should see that she was in this respect fully equipped in the struggle for industrial supremacy. It was now recognised as one of the primary objects of the State to provide for the education of the people, and it was especially necessary in a democratic community such as ours, where the Government of the community was in the hands of the community. South Australia had a very good elementary system, indeed its excellence was recognised all over the world. A South Australian gentleman, at present in London, had written to him that Mr. Hartley's name was well-known in England among educationalists as the founder of one of the best elementary systems known. But should we be content with this? Between it and the higher form of education which was to be received at the University, an institution blessed with very considerable State endowments, there was a gap which needed bridging over, a gap the practical effect of which was to deprive the poorer classes of any chance of entering the professions. At present that was a privilege confined to the children of the wealthy. He did not mean to say that it was an exclusive privilege, for the Government gave a dozen scholarships to State scholars, which enabled them to get on to the University, but generally speaking the professions were the monopoly of the rich. (Mr. Darling—"Who are taxed to provide free education?") There was no such thing as free education. Every member of the community contributed his share towards the education of the people, which was paid for out of revenue and not by means of special taxation. He knew of course that a secondary education was provided by the Government at the School of Mines, but it was not of such a character as to bridge the gap between the State schools and the University. Then there was the Advanced School for Girls—an institution which paid its way—but there was no intermediate school provided by the State for boys. Lately through the advocacy of Mr. Miller an Agricultural School had been established in Adelaide, and he had waited to see similar schools formed at Jamestown and Narracoorte, where there was greater necessity for them than in the city. To some extent secondary education was given at the Agricultural School, but its main object was to teach the science of agriculture. He was glad to see that the present Minister of Education was extending the fifth class system in the State schools. He hoped he would extend them still more and see if he could not have a sixth class also. The present system placed a lad at great disadvantage if he left the State schools to go to a private college, because at the college the pupils began to learn at a comparatively early age subjects which are not touched in the State schools, such as Latin, Greek, Euclid, and algebra. The School of Mines was an excellent institution, but the difficulty was that children leaving the State schools to go there had not been qualified to begin the elementary stage at the School of Mines, and as a result the time of expert teachers was wasted in bringing boys up to the standard required to enable them to take up special subjects. Technical education was not intended as secondary education; it was intended to give a special knowledge of special subjects connected with the student's future career. He agreed with the proposal which had been made that the University should undertake the training of school teachers; he hoped it would not be allowed to drop, and that before long such an

arrangement would be made. If the teachers were rendered thoroughly efficient they would carry their brighter pupils along, and the higher the standard of education among the teachers the sooner we would have secondary education by the State. At present the State gave very little encouragement to carry children beyond the compulsory standard. In New South Wales they had a complete course from the elementary schools up to the University, and for the sum of 3d. a week children were carried on through the superior schools, after which they could attend the University classes if they chose, or they could go into the State High School, where the fees were nearly as high as for our Advanced School for Girls. There were in New South Wales five high schools and 69 superior schools with fifth and sixth classes in which the subjects are taken up which will be needed for the first examinations at the University. (Mr. Gilbert—"Is Sydney a model for South Australia?") Yes, in secondary education. He would like to see free education from the lowest school to the highest, but he recognised that it would be absurd in the present state of the colony to ask for free secondary education. We should, however, be as liberal as we could afford to be, and the fees for the Advanced School for Girls might be lowered. It was appalling that South Australia should be making a profit out of the secondary education of her girls. Secondary schools for boys could be established on similar lines to the Advanced School for girls. Girls who had attended the State schools and then gone on to the Advanced School for Girls and thence to the University examinations were the most successful of all, and he attributed this result to the continuity of system. In New South Wales 39 per cent. of the passes obtained at the University were by children who came direct from the State schools; in South Australia it would not be more than 2 or 3 per cent. (Mr. Castine—"The standard of the fourth, fifth, and sixth classes is not so high in New South Wales as here.") He had been through the regulations and he did not find anything to bear out that view; however, he was not comparing standards but systems. The compulsory standard was reached in South Australia at a very early age, often at 10 years and very frequently at 11. The age at which children go to work was being raised year by year, as people recognised that the best time for education is the teens, and we should do all we can to develop the talent of the brightest of our boys and girls. The very best years for education were those between the time when our children pass the compulsory standard and 15 or 16. Nearly all our private secondary schools were class schools, and some were denominational. As regarded class schools he thought that was the worst kind of training a boy could go through. (Mr. Wood—"What do you mean by class schools?") Schools which only the children of wealthy people could attend on account of the charges. It was not only the fee charged, but there was a standard of dress and a standard of pocket-money. No son of poor parents cared to attend a school where all the other scholars could spend money on cricket clubs and other matters. (Mr. Homburg—"I deny that.") He had only attended State schools himself, but his impression was that almost all the children attending our leading colleges are the children of fairly wealthy people. (Mr. Homburg—"My children have never had pocket-money.") There was unquestionably also a standard of dress which poorer children could not keep up. (Mr. Homburg—"No.") That being so the colleges became class schools, and the pupils were saturated with class prejudices before they were out of their teens. They found many of those who had passed through the colleges confirmed little snobs, and in several cases the stamp of college prejudice remained with the boys throughout their career. His motion would have the effect of developing the best talent in the community, and would improve the condition of the people to such an extent that we would be able to take our stand amongst the best educated people of the earth. Every penny wisely spent on education would give a return with compound interest to the community.

Mr. WOOD said he had always supported any proposal which tended to give the children of the poor a better education. Did Mr. Batchelor table his motion in the interests of the poor and the working classes? He was afraid not. It was impossible for any ordinary working man, be he mechanic or laborer, to send his children to the higher schools under existing conditions, and instead of the motion benefiting the poor it would play into the hands of those who could well afford to pay now for the education of their children. It had been stated that owing to the higher education of the people of Germany they turned out more pig-iron and steel than any other country, and that this was due to their superior education. But what about the ironworkers of Sunderland? Owing to the ignorance of this particular class they had to perform the hardest and most laborious work. If a boy were educated up to the University standard he expected to achieve a standing in life commensurate with his superior education. Boys could not all be put to mechanical or engineering work, and what were they to do? Had he obtained a better education he might not have been a blacksmith. To-day men of the highest education were walking the streets of the city unable to obtain employment, while school-teachers were paid lower salaries than any other section of the community. The motion inferred that the State will establish a higher school similar to that instituted for girls, and it looked as if a few rich people wanted to get their children educated cheaper at the expense of the State, which would save them the cost of sending their boys to private schools. At present most poor men were only too glad when the boys reached a certain age to take them away from school and put them to employment which would bring in a few shillings a week. The State had gone far enough with regard to our educational system. (Mr. Batchelor—"Have you ever opposed the grant to the University?") No. (Mr. Batchelor—"I thought not.") In the public schools children who showed the necessary ability obtained certificates which entitled them to secure a University training. When visiting the North Adelaide school a few days ago he was highly delighted with the well-dressed appearance of the children. The higher people were educated the less inclined were they to undertake any hard manual work, and to-day crowds of men who were training for clerkships and similar sedentary occupations could not get anything to do even at such a low wage as £1 a week. The Commissioner of Public Works in his report stated that many men went to him for employment who had never known what it was to do hard manual work. (The Commissioner

of Public Works—"Many of these well educated men will do as much work as you.") He would do none if he could possibly help it. He opposed the motion.

Mr. O'MALLEY had great pleasure in supporting the motion. He could not understand why everything moved in the House was submitted in fear and trembling, lest it should cost somebody a few pounds. He regretted that Mr. Wood, who had carefully and cautiously exhibited the terrible responsibility of a man turned out into the world without proper education, should have stated that he would not do any work if he could possibly help it. Mr. Wood admitted he had a great brain, which he was sorry had not been properly punctured with intellectual acumen, and at the same time the hon. member refused to give the children of the colony the opportunity of being well educated. The vast majority of the parents of South Australia could not afford to send their children on for higher education. Were they not injuring their own common welfare and erecting barriers to the progress of the nation when they refused to provide a means whereby the vast multitude of the people could qualify their brains for leading positions in Australia? The deluge of his compassion flowed out to Mr. Wood. Never before had Mr. Wood made such a marvellous exhibition of himself in the House. He stood up against the children of South Australia, and against the future hopes of unborn generations. Mr. Wood had spoken of Germany. Germany to-day was driving the English manufacturers out of the markets of the world because of the superiority of the education there, and America was doing the same, while English members of Parliament, like Mr. Wood, thought that the more ignorant they kept a man the better mechanic he would become. That might have held good in the days of stupendous ignorance when Spain ruled the world—Spain, where 16,000,000 of the people could not read or write, and did not even know that the country was at war with the United States. Why was it that America held the foremost position in the world? Because there, like Scotland, the schools were free. Mr. Darling had been crowing loudly about what his father had done, but if he had not been able to take advantage of the free education in Scotland he would not have been in such a good position. Let them think of the unborn children, children who are not asked whether they wish to come into the world. He would always be found fighting for the weak against the intolerant strong. In Mexico there was widespread ignorance, and the whole country was full of spooks—the people saw ghosts on the mountains everywhere. People who, like the Mexicans, were kept in ignorance were bridled and saddled, and the other fellows were booted and spurred to ride them. He challenged anyone to name a single American born on the American continent who could not read and write—except the deaf and dumb, and they could make signs on their hands. It was the people from the old world who formed the ignorant part of the population of the United States, because the Americans believed that an educated man was a greater asset than an unfortunate man-bullock. Take South America—the Argentine Republic, Brazil, Uruguay—every one of those nations had drifted to the rear, while Chile, the only one that had followed the American example and had schools worth a snap, was on top. Mexico

had in some sort followed the United States, and even Great Britain was coming to common sense and was adopting free education, while Scotland had already adopted it, so that now Scotchmen, wherever they went, ran the world on the strength of their education. He was deeply grieved that Mr. Batchelor had not gone for making the present schools free. The Attorney-General and the Treasurer both promised to make books free, but he was afraid they were tripping. They were going to do it, but then came the thunderbolt from Kapunda, exploding on the floor of the House, and they compromised by saying that children should have them at cost price. Then how was education free when the people were taxed for it? What was it to them whether they paid for it directly or indirectly? In the Southern States of America they had a little tinpot system of primary education the same as we have here, and they had never produced an inventor or a great man; neither had Italy nor Spain. The ablest men in Australia in medicine, law, or any other profession were fellows who had come from the poor, but in those days the family all went to work to send one boy to school. If they had had free schools there might have been dozens of them instead of the people having to be doctored by the sons of rich men who ought to be butchering bullocks, and who had been crammed for their examination, and got certificates for Latin and Greek which they could not read two years after. Another thing he might mention was that in times of war all property was liable to be confiscated and sold for the benefit of the war fund to defend the nation. Should it not then in time of peace be just as responsible for the education of the people? (Mr. Gilbert—"How much would you put in?") Perhaps more than the hon. member.