Mr. DENNY thought the Treasurer had not said anything that would affect the tone and spirit of the remarks made by Mr. Ryan, because all that member said was perfectly true. It was a matter for congratulation when a member like Mr. Ryan, who frankly admitted he had not had the advantage of either a university or an elementary education, could stand up and advocate so strongly that better opportunities should be given to others. Some members were not keen about the benefits of a university education, but their number was few. The position was well put by Lord Snerbrook (Robert Lowe), who said the first duty of a democracy was to educate those who were really to govern the people, and to make them men of culture and knowledge. A few years ago to be a member of Parliament was practically the privilege of a few. It was more so in the case of a university life. Now they found men of university training in all the Parliaments. In England nothing like the same attention had been paid to university extension matters as on the Continent. Oxford and Cambridge, for instance, had not developed in anything like the same ratio as had the universities of Germany. In America men of wealth, who had not had any education, were devoting their time, energy, and money to the improvement and dissemination of university education, the objects of universities there being the securing of more general individual efficiency. An example of what had been done might be obtained by making comparisons between Great Britain and America. For instance, in every 10,000 of the population of Great Britain only five were obtaining a university education, against 7.87 in Germany, and 12.76 in the United States. The endowments of institutions of university rank in New York state alone were greater than the sum devoted in Great Britain to university purposes during the last 30 years. Within that period more than eight times as much as had been provided for educational purposes in England had been subscribed by private individuals in the United States. In South Australia they had lagged behind in the matter of university education, and it was high time something was done in that direction. A few years ago—he thought in 1907—there was a distinguished visitor in Adelaide, Professor Jordan, of the Leland-Stanford Junior University, America, who gave several admirable lectures. Probably one of the most interested of the auditors was the late Mr. Price. The professor drew some splendid analogies between America and Australia. He said—"Australia has precisely the same problems to overcome as those which faced the United States, and in some parts still require solution." Then Professor Jordan went on to say—"Every dollar spent on education in the United States has made it a hundred times the richer, and we are continually reaping the reward of our expenditure." The whole question was—"Does the University give an equivalent of the amount expended; and, if so, should not that amount be increased so as to extend the opportunities?" Professor Jordan gave an extraordinary example of the influence of university culture when he said—"I suppose there is scarcely a man in the Roosevelt Administration who was not trained in a university in political science, and many of the public men and the majority of the Government officers have had the advantage of a similar course of training. Exactly the same experiences have been passed through by our universities as those in Australia are now undergoing. Ours have grown powerful and rich by meeting the people. The universities take the men that the secondary establishments certify are sufficiently advanced and thoroughly fit to continue their studies in them." Instead of prescribing an entrance examination in the form of matriculation, in America they accepted a certificate from the secondary schools that the student was qualified to continue his education at the university. Perhaps the most impressive fact he remembered as being mentioned by Professor Jordan was that there were no class or social distinctions in America so far as education was concerned. The sons of millionaires, farmers, and artisans invariably met on common ground. During the long vacation some of the students who had to work to provide means to continue their studies returned to menial positions. As to the Treasurer's argument that men had become great without an advanced training, he admitted that Sir Henry Parkes had no opportunity of attending a university, but Sir Henry would doubtless have been one of the first to urge the need of such training, and to regret his own limitations in that respect. It was a pity, too, for the sake of Australian national life that Sir Henry Parkes had not such advantages. Reference had also been made to Mr. George Reid and to Mr. Deakin, but they both gained distinction at high schools, and the latter was a Melbourne University graduate. When the Chief Justice and Sir Josiah Symon, K.C., received their education there was no university in Adelaide, nor did he know that they had an opportunity of going to Melbourne. They were struggling barristers in those days. Sir Samuel Way, who was now Chancellor of the University, and Sir Josiah Symon had both shown their appreciation of the advantages of a university training by sending their relatives to the University. It was mere claptrap to select a few men who had not attended a university, when they probably had no opportunity of doing so. It might just as fairly be said that as Shakespeare did not attend a university there was no need for one. (Mr. Archibald—"John Stuart Milne was not allowed to go to a university.") That eminent philosopher, however, was one of the greatest advocates of university life, and was probably very sorry that his father, because of some fad, would not give him the benefit of a university training. If they confined their attention to the three "R's" they might as well go back to the ranks of savages, for they would be entirely behind in the race of modern life. The Treasurer had asserted that some of the universities in America might be regarded as glorified technical schools, but it was well known that the ideal of the University covered its extension and practically every branch of industry, enterprise, and education. It had been mentioned by the Treasurer that Wisconsin paid one-seventh of its revenue to the upkeep of its university. The equivalent would be half a million in South Australia, but the request was simply for an extra £10,000 in addition to the £7,000 already granted. There should be no obstacle in the path of the brilliant student from the elementary school to the University. He knew of a medical student who sold rare stamps in his spare time to raise money to enable him to pursue studies at the University. The system of cram which was sometimes adopted was very unsatisfactory. It was comparatively easy to pass an examination if one decided upon a systematic method of cramming. He remembered on one occasion having to pass in a particular university subject, and he took geology as being the most easy subject to cram. At the end of a few weeks it was a comparatively simple thing to extract the material parts in a sort of tabloid form and pass the examination, but soon afterwards what he had learnt had been forgotten. The university held the key to national efficiency. It was not merely an institution for the training of doctors and lawyers. The most enthusiastic advocates of the scheme for bringing the universities down to the masses were the working men themselves. In the report of the joint committee of educationists and workers at Oxford, referred to by Mr. Ryan, this significant statement appeared:—"At the same time there is a large and rapidly increasing number of positions of great responsibility which are held by workpeople, and for the most efficient discharge of which it is essential that they should have a means of obtaining the best education which the country can offer." The same report said: — "The growth of the movement in favor of direct representation of Labor in the House of Commons and on other public bodies is creating a demand for a class of educated men to act as Labor representatives." A great American writer put this point:—"The American university maintained an open door to all who could use its advantages. Nowhere else in the world, not even in Scotland, was the path from the farmhouse to the college so well trodden. To that end the universities and the secondary schools stood in close relation—a relation which grows closer each year, and the low fees made it possible for the youth of promise to pay his own way if he cared to work hard enough. It was part of the American plan to treat rich and poor alike, and the general feeling was that free scholarships and special bursaries were undesirable, or, at least, a choice of evils." One would imagine from what the Treasurer had said that great concessions were being made in the matter of bursaries and scholarships. As a matter of fact comparatively little was being done. The bursaries had been increased from 3 to 10. Was that sufficient? He submitted that the opportunities for a career at the University ought to be increased considerably. Under the present scheme the ten bursaries would cost the State only £1,000 a year. There was no reason why the scholarships should not be given in increased numbers. Everybody ought to have an equal opportunity to carry on advanced studies. If South Australia were to spend on university education a sum in proportion to that spent in Wisconsin, the expenditure would be half a million pounds a year, whereas this State spent only £6,989. It was an extraordinary contrast. (The Treasurer—"But we pay for primary and secondary education.") So did the people of Wisconsin. There could be no distinction between local and national rates; they were paid by the same people. In Great Britain enterprises like the police and education were paid out of local rates, subsidised by a national grant. In South Australia all who had the necessary qualifications should have the same opportunity to go to the University. South Australia's position was poor compared with Wisconsin, and it was also unfavorable when compared with the other States of the Commonwealth. Victoria spent 12/4 per head on education; New South Wales 12/10; New Zealand 18/; and South Australia by far the lowest, only 8/6. (Mr. Homburg—"That is only a paper comparison.") Well, he assumed that Australians were of the same mental calibre, and therefore the comparison was a fair one to make, and showed that South Australia was a long way behind the other States in expenditure on education. The object of the additional grant would be to dispense with fees and provide also for the maintenance of the student. That would be a more important concession to the residents of the country, because their maintenance expenses would be heavier than dwellers of the city. University education was complemental to primary and secondary education. There must be a sound foundation; but the point he wished to emphasise was that while there had been a largely increased expenditure for secondary education, not a penny more had been spent on account of the University for many years. No person should be precluded from passing to the University from the secondary schools. (The Treasurer—"The object of the bursaries is to have a wise selection.") By that method on the scale outlined, the selection was too restricted. The expenditure was not sufficient, and many promising students would be debarred because their parents would not be able to pay the maintenance fees. He was sure the Treasurer would be the last to say to a boy—"You have won your scholarship, but because of your circumstances you are not to have the advantage of it.") It was a delicate thing to send boys to the University where, perhaps, they would meet other lads of a superior social standing. Many bright boys were handicapped by the knowledge that they were receiving their education in a manner different to the sons of wealthy parents. They ought to guard against any such disability. At the Christian Brothers' College, where he had received his education, the old scholars gave a scholarship, the principal came along and said two boys were eligible, but one of them had slightly more money than the other. The other was not quite so bright, but if he did not get the scholarship his educational career would close. They decided that the latter boy should receive the scholarship, and that year the lad headed the list out of 400 or 500 boys at the Adelaide University. It was well known that when boys felt themselves under a sort of social ban, not infrequently they had an unpleasant time. The mental test was the only true standard, and therefore they should endeavor to equalise the opportunities for a university career. The sum of £10,000 was only mntiond incidentally. Probably a lesser amount would suffice, and he trusted that members would not say nay to a motion asking for increased facilities to deserving students. That House would do a great duty by passing the motion. If they did so they would find that a great number of students would have their feet placed successfully on the ladder of life.

Mr. DANKEL felt deeply interested in the motion because he believed the time was approaching when there would be more equality between man and man, and that nothing would hasten that time so much as a wide educational system. (The Treasurer—"That is why we are extending the secondary education.") People who, while educated, were perhaps not endowed with the gift of making money, would be more willing to accept more menial occupations if they found there a better environment due to an extended education system. On one occasion he met an educated man who, through no fault of his own, was engaged cracking stones on the roadside. That man told him that he would not have felt his position so keenly if he knew that those around him had had better educational opportunities. (Mr. Homburg—"Surely you are not citing that case in support of your argument.") It was applicable. All people, however well educated, had not enough of that modern commercialism to make money. There would always be dull boys and clever boys, but the fact of all having the same opportunities brought about equality. Some of them had realised the drawback of living in a country where the great majority of the people are uneducated; and even in Australia, where education was so widespread, they often had to deplore the fact that people did not show more intelligence towards the political questions of the day. One consideration which rendered education a matter of vital importance was that all the great nations are competing more and more with each other from the commercial and scientific standpoint, and if we desired to hold our own we must have a well-educated community. It had been said that many commonsense people, without any university training, had made their mark in life. That was true, but how much greater mark might they have made if possessed of university training. Many people did not realise what we lost through the inability of gifted boys and girls to avail themselves of such training. A working man living near him some time ago had several children, and his eldest boy was of a most studious turn of mind, and if his