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supplying this need let me tell you in the New South Wales system a record is kept of the boys who leave these high schools and their choice of careers is shown as follows:—Three hundred and thirty-one boys and 100 girls became shop assistants; 260 boys became carpenters, 230 miners, 52 mechanical engineers, and 211 boys and 10 girls went into factories; 364 boys were returned as having left school to become laborers, and 311 became messengers. It is somewhat curious that 16 boys were returned from the high schools as having left school to become "paper boys," while one lad from the high school left to become a barber. One lad left school to become a domestic help, 3 to become cooks, 30 to become rabbiters, 2 to become jockeys, and 1 boy elected to become a shearer; 5,471 girls out of a total of 6939 left school to take up home duties, 289 entered domestic service, 216 took up dressmaking, and 155 became tailoresses. Three girls were returned as dairymaids, 1 as a waitress, and 1 as an actress.

"So, after all, it is to trade rather than to the academic side we shall have to look in the future, so our proposals for (1) the establishment of trade schools; (2) compulsory attendance of apprentices; (3) fuller recognition of manual work, will do much to alter the present insane method by which the State contributes £97 for the purpose of making a lawyer, £124 towards making a doctor, £87 towards making a literary man, £43 towards equipping a clerk, and £6 12/ towards making a blacksmith. Of their values to the community I think we are agreed.

"An important recommendation is that dealing with leaving certificates. It is indeed necessary that something shall be done at once to put an end to the insane race for examinations, which have turned our universities into boodle-hunting institutions. In fact, to-day the only way to escape from the examination craze is to become an examiner. So we see that the boy who is able to pass the fifth class standard shall be given a leaving certificate which will save him the trouble of examination should he attempt to enrich his day and generation by accepting service as a railway porter or a policeman, while the boy who passes the various stages in the high school movement will be able without further examination to get into such branches of the service, Federal and State, as do to-day demand the Public Service and Civil Service examinations. But we go further than that. We say that the schools themselves shall be declared to be efficient and the boys who pass the standard in our high schools will not need to go through the farce of university, primary, or secondary examinations. This is no new scheme. It has long been in vogue in the Scottish universities, and although I think I may claim to be among the pioneers of this suggestion, as I publicly advocated it when premier of the Milang parliament, getting on for 20 years ago, it was left for the New South Wales Labor Ministry to be the first in the Australian Commonwealth to put this scheme into effect.

"This brings me to the apex of our educational institutions—the Adelaide University—and remembering how bitterly I criticised this institution, its administrations, and its methods in the past—not without good reason—yet I am glad to have been spared long enough to say to-day that after having seen something of every university in the Commonwealth, having visited many of them two and three times, I look with pride and gratitude to the work of the Adelaide University. Their greatest ghost was their poverty, but through the broadmindedness and bigheartedness of its staff they are living nearer to the heart of the community than can be said of any university in this Commonwealth. When I tell you that until this commission came into existence it was the most sweated of any institution in Adelaide, that its brainiest men, equal to any of their compeers, were getting from £400 to £600 a year less than their fellow-workers in other universities, that they were cribbed, cabined, and confined in underground rooms, without as much as a common room for either teachers or students, you will realise how devoted they must have been to their work. And it seemed to me, as I said in 1910, the powers governing the university were guilty of one great omission, they should have written over the doors of the university professors' rooms, "Your wisdom will keep you humble and your council will keep you poor."

"Realising the cost to the community it was natural that we insisted that the people should be more fully represented on its government than was hitherto the case, so we instantly demanded that three members of the Assembly and two from the Legislative Council should certainly have a place on its council. That was the best we could do then. Further investigation has shown that a further change will be necessary, and so the commission recommends that it would be in the interests of the University if the council were more representative of the general community, and we accordingly recommend a further alteration of the University Act to provide for the appointment of one member each by the Chamber of Manufactures, the Chamber of Commerce, the Trades and Labor Council, the Adelaide Hospital Board, and the Minister of Education." But I regret that they could not have gone a little farther, for the ideal council, in my mind, would consist of three members to be elected of and by the professorial staff, seven by the graduates, one of whom should be a woman, three by the Assembly, two by the Legislative Council, two to be elected by the combined membership of the Architects' Association, Chamber of Manufactures, Chamber of Commerce, Royal Agricultural Society, one by the undergraduates, and one by the Trades and Labor Council, the Director of Education, and three to be elected by the people of the State on the Assembly roll at the time of the Senate elections, those to elect the chancellor and University principal. We would then have a council as versatile as the University should be, and as the demands of this community would more and more insist that it should be.

"Another great weakness in keeping with the curse of centralisation is the utter neglect of agricultural education, and after visiting schools in Queensland, Victoria, and New South Wales and then visiting our own Roseworthy College we felt that South Australia was but groping to-day where her farmers had previously led, so the recommendation for the establishment of agricultural schools will meet a great need. It may be contested as to whether these schools shall be established where we have suggested, near the city, instead, as was generally thought they should be, in the country, but the evidence of the man on the spot is justification in locating them near the city."

