Advantages of Flexible Management.

That Education Bill provides for the School of Mines Industry Department. It removes from the council of management all the powers conferred on the superintendent, and places those powers with the Minister, who is to be advised by a committee of the council of management.

Advantages of Flexible Management.

It provides that the school shall remain in office, and that the Director of Education is to be responsible for the curriculum and for the administration of the school. It gives those who support the bill an opportunity to considerably improve the schools and to make them more effective in the training of engineers for the mining industry.

On the other hand, the council of management, which has had its own way for the past three years, is about to be abolished. This will enable the council to continue its work in the future. New members will be elected in place of those who have been removed from office.

The council will be confined to the tasks of the technical high school, and the Director of Education will be responsible for the administration of the school. The council will have the power to make regulations which will be reviewed by the Director of Education. The council will also have the power to make appointments to the governing body of the school, and to fix the number of members of the council.

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to give their time in support of primary education, the high schools, and
the School of Art since its transfer to the department. There is certainly
evidence of it. Donations to the School of Art by Mr. George Broad
and Sir Langdon Bonython, the late Mr. David Murray, and the late
Mr. J. H. Angas find no parallel in any department of education controlled
departmentally. It is a lamentable fact that the people are not interested
individually in Government departments excepting by criticism of them.

The Fetish of “Coordination.”
The ostensible reason for the proposed transfer of the school to the
Education Department is “Coordination.” For a moment we realise that the vital
interests of a school of industries, its duty to serve the requirements of various
professions and trades, and its practical character make its close asso-
ciation with a department administering primary education quite ridiculous.
In any connection with the school there has been no attempt to
convince any desire to study the workings of the institution, and the majority
gave no indication of any interest in it whatever. It was this knowledge that led me
to say before the Commission that the school’s connection with industry should be
so close that the responsibility of providing a large portion of the Govern-
ment’s capital equipment, along with the 1300 acres of land, rested
on the Ministry of Education. Only by serving industry can technical education be
given the life it should have.” I felt then, as I feel now, that it was not
an approach to the Education Department that was necessary, but rather a
stronger association with the Department of Industry. The Education Bill does
not provide for the transfer of the well-worn Agricultural College to the
Education Department, which accenuates the contention made. The college will
continue to do its best work when in closest association with the agricultural in-
terests of the State, and that is obviously under the Minister of Agriculture.

Excellent Equipment.
There has been much said about the equipment of the school, and it has been
assumed that it is not up-to-date. In the main this is quite untrue. For teaching
purposes the greater part of the plant is in good order; the electricity
laboratory has practically everything necessary; the mechanical engineering laboratory has experimental steam engine,
condenser, and compressor, gas engines and gas plant, all specially built for demonstrating the underlying principles of the respective
mechanisms. Unfortunately some critics do not appreciate the special requirements of technical education purposes.
A lathe, for instance, for teaching turning, does not require, nor is it advisable
that it should have, all the up-to-date necessities of the modern commercial
article; it should have the plain essentials. The man who can work it can quickly adapt himself to any tool-
saving device of the modern machine. Can any school keep abreast of the
cases, for the present increase in mind of precision of work has led to an amount of scrapping only possibly
explained.
University and School

In conclusion, I may refer to the connection of the school with the University. As is well known, in the higher branches of engineering, mining, and metallurgy, the two institutions share the teaching, and the University grants the degree-based on the work of the students completing the course. No separate system of examinations exists in the University and school that such cooperation has been possible here. It is true that the institution may be developed so that they could only be separately regulated at great expense and duplication of plant and teaching staff. The question of centralization has been maintained in evidence before the Commission that, if it became a question to be faced, the University would be the only body to which the work should be transferred. There is much in this statement that has been overlooked by members of the Commission. It is true that the two institutions have to co-ordinate, why not, since they lack the tenacity to make the University a Government institution. Dr. Leighton Bonython maintained that the institution should be transferred to the University, not because it is the only body to which the work should be transferred, but because it will be cheaper to do so. The new industrial functions of the institution, and the government departments to which it will be transferred, will be under one University Council. mending the maintenance of the integrity of the educational system. It would result in an arrangement by which a large body of graduates of the school whose diplomas would suffer no loss of dignity by the transition. Under the University system, the institution would be preserved as one of those in which the public have confidence and which will continue to serve as in the past the lamp of sacrifice.

Adelaide, 9.11.15

THE SCHOOL OF MINES.

One of the most important questions of public policy was this year before the Parliament, the Education Bill now before the Legislative Council, and the future status of the School of Mines and Industries. As the bill is to be passed by the State, the school is to be connected with the University, or under a single administration. The proposal emanates from a desire to organize a system of technical education. The delay in the present methods of technical education it should be satisfied that it will be of real and not merely theoretical value. It not only satisfies the needs of the School of Mines and Industries, associated as it has been in the higher branches of the operations of the University, but also in its well alone is, if not the counsel of abstract perfection, at least that of practical common sense. But if it is felt that the existing system is imperfect, and that a change ought to be made to give it a place fitting it more symmetrically into the whole educational structure, it is desirable that the reform should be made in conformity with sound principles.