The sitting and turning department was equipped with about 30 lathes and other machine tools, and that section of the institution was popular. It was expected that it would soon be necessary to increase the number of machines, so that the classes had been conducted successfully for over 20 years, and practically all the apprentices to the trade had passed through the School of Mines. Master artisans gave some testimony to the value of the instruction given at the School of Mines. The same thing might be said in regard to other trades. Indeed, many employers paid the fees for apprenticed boys to attend the classes.

The important department that had been fostered by the council, with a direct return in the form of an enormous increase in the value of the wool clip in South Australia. He said that, according to reports, the value of the wool clip in Australia was so much higher than in New South Wales, that it was apparent that the work had been well done, and that the machinery at the School of Mines was thoroughly up-to-date.

Mr. Green agreed that it was.

Mr. Miller said that the council had always been very particular in regard to equipment if the advance was warranted. There was no gentleman in South Australia who had worked so hard as the president of the council to make the institution a success. Without the encouragement of the members of the council.管理和管理的School of Mines would find that no such institution in Australia was doing such good work. In the mining state of the country more particularly, and having given such a splendid work it had done in the past. The Premier said that they were now legislating for a day. They could not hang up a system because one particular individual happened to be in a wrong position. The Premier said that they were not legislating for a day. They could not hang up a system because one particular individual happened to be in a wrong position. The Premier said that they were now legislating for a day. They could not hang up a system because one particular individual happened to be in a wrong position.

The Hon. J. O'Loughlin—that is not the argument.

The Premier said he had thought that was the argument of the hon. member who had just sat down. It was not his intention to lead the House in the way the work had been done. He wanted to isolate one school. It meant that there could be no interchange of teachers. To maroon the Adelaide School of Mines would be to curtail its work, and the Government could not see the whole of the technical education in the State, and it was on the advance of technical education that the State was going to depend largely for its success in the future. They had kept the premises and the council intact and had been very favourable. Now they were being blamed for having touched it at all. It was a public institution supported by public subscriptions. The Superintendent of Technical Education, to have some authority over the school, so as to work it with the country institutions, permit interchange of teachers, and the whole programme to be made effective.

The Hon. J. O'Loughlin said his amendment would not be detrimental to the country schools. His fear was that if the Bill proceeded as it was the work of the School of Mines in Adelaide would not be done as well as now. The amendment was negatived and the clause passed as printed. The third reading of the Bill was carried before the House adjourned.
The School of Mines.

Proposed Absorption by Education Department.

We have received the following statement recording the provisions of the Education Bill in respect to the School of Mines and Industries (from Mr. L. Laboureur Smith, who was for eight years registrar of the school).

I write with some reluctance that I write publicly regarding the attitude of Parliament towards technical education in this State, but week after week passes without any lead being given to those who watch with trepidation the contemplated wrecking of Adelaide's unique School of Mines and Industries. I hasten therefore to offer these notes as a protest before it is too late.

The School of Mines and Industries has had a remarkable career. Founded in the great mining boom, it produced its first graduates at a time when mining and metallurgical industries were demanding technically trained men. The day of the old-time mining captain was over, and a scientific education was considered necessary. Universities and science schools opened the door to the citizens of South Australia, who wanted to be technically trained men.

There was an element of luck in the early beginning of the school, but the president and council of management were expert in the business of mining. The courses in mining, metallurgy, and engineering became of world-wide reputation because graduates established themselves in the mining fields of Australia, and many have become authorities in their respective departments. Of diploma courses others have been added since those early days, viz., electrical engineering and architecture.

Why Wreck the School?

In 25 years a successful institution, turning out some hundreds of graduates, the School of Mines and Industries has been a consistent institution. Industry and commerce have found in the school a reservoir of trained men, and the graduates have found in the school a starting point of opportunity.

It is a question of vital interest to all who have watched the growth of the School of Mines and Industries, and the people of South Australia should demand from their representatives in Parliament that the provisions of the Education Bill be amended to safeguard the School of Mines and Industries. The people of South Australia should demand that the School of Mines and Industries be given the same privileges as other technical schools in the State.