

wool-classing students have been instructed at the school and at 28 country wool sheds. In receiving the practical training the system provides, they have handled the wool of 550,000 sheep, equal to about 11,000 bales, and worth some £130,000. No wonder that the South Australian School of Mines wool-classing certificate is the coveted hall-mark in the industry. A man could hardly complete such a course without becoming an expert. The instructor, Mr. Henshaw Jackson, has in addition to supervising the practical work, given lectures throughout the State. Mr. E. C. Weller has been awarded the final certificate of competency in wool-classing.

Even in this very hurried summary I am sure the members of the council would feel I had failed in my duty if I did not refer to the preparatory school, the position of which is not at all satisfactory. For that position the council are not in the least degree to blame. As I explained in evidence given before the Royal Commission on Education, the preparatory school was established because it was found that it was an absolute necessity. Pupils leaving the State schools and the secondary schools were not in a position to become associate students, and so the preparatory school had to be opened in order that the needed instruction might be given. The school was a great success, and for six years pupils attending it won all the scholarships offered by the Roseworthy College. But latterly the attendance has gone down from over 90 to about 20. The explanation is to be found in the establishment by the Government of high schools, which, to a large extent, do the work of the preparatory school, and, what is even more important from the standpoint of the School of Mines, charge no fees, whilst substantial fees are charged for attendance at the preparatory school. In this matter the council have sought the advice and assistance of Ministers, as expenditure being involved, without them they are unable to act, but so far nothing has resulted. The consequence is that the expenses of the school continue without there being an adequate return. The school has not been closed because the council think that course highly undesirable. In their opinion its character should be changed, and, started on a fresh basis, they are satisfied that it would have a future of great usefulness. It should be a technical, rather than an academic, school, although everything necessary in the way of instruction must be given so as to make the education imparted as complete as possible. In this connection it is foolish to talk about overlapping. Everything required in a technical school should be taught there, even if some of the subjects are dealt with in the high schools. Such a technical school as I have in my mind would be of great advantage to the general work of the School of Mines and of the highest value to the youth of the community. It should be free—that is the first essential, and satisfactory work should lessen the length of the subsequent associateship courses, as well as make the whole of those courses free. Such an arrangement would be a great inducement to enrol, and would be certain materially to add to the number of our associate students. (Cheers.)

References have been made to the Royal Commission on Education now making investigations. The members have visited most, if not all, of the other States, and they make no secret of their opinion that the South Australian School of Mines and Industries does not suffer by comparison with similar institutions elsewhere in the Commonwealth. (Cheers.)

Council's Work Appreciated.

The Premier, on rising to present the diplomas, was received with cheers. He said he was honored by the invitation of the council, and very glad of the opportunity it gave him to express his appreciation of that body's work. He had been particularly interested in the classes for railway apprentices, because he had had something to do with starting them. The Railways Commissioner was well pleased with the work done at the classes, and he had reported to him that although attendance was not compulsory 72 out of 80 apprentices at Islington took advantage of the opportunity offered to improve their educational status. It was intended to continue the arrangement, and he anticipated it would ultimately prove a decided advantage not only to the apprentices, but also to the State. (Cheers.) The president, in his report, had made reference to the preparatory school, and although he did not desire to anticipate the report of the Education Commission, he could inform from the council that the Commission had endeavored to obtain the fullest information on the matter, and they would deal with it most carefully in connection with their report, and if the Commission recommended any action as desirable, he, as Minister, would be pleased to carry it out. (Cheers.) Parliament had agreed to extend the authority of the University by empowering that institution to confer the degrees of master and bachelor of engi-

neering. That step was of deep interest to the council of the School of Mines. The sympathy between the two great universities of the State—for the School of Mines was a university of industry—(cheers)—should be of the strongest and most cordial character. The Government were at present considering the regulations concerning the conferring of the degrees by the faculty of engineering, and he was hopeful that in the regulations that would be framed full recognition would be given the excellent work that had been done by the School of Mines. (Cheers.) As a member of the Education Commission, he had had an opportunity of making comparisons between the Adelaide School of Mines and similar institutions in Victoria, New South Wales, and Queensland, and he was able thoroughly to endorse the statement that the Adelaide School of Mines would compare most favorably with anything in the other States. (Cheers.)

The diplomas and prizes presented were as follow:—

Associate Diplomas.—Each of the following students having completed examinations for associateship in year indicated, and having complied with the regulations as to practical work, is granted the diploma:—Department of Mining—Craigie, Alan Keith (1910); Hooper, Francis Henry (1909); Thomas, Frank Norman (1910). Department of mechanical and electrical engineering—Maughan, Frederick Milton (1912); Mears, Arthur Cyril (1912); and Stephen, Keith Alexander (1912). Each of the following students has passed all the necessary examinations for associateship, but is required to supply evidence of practical work satisfactory to the council:—Department of metallurgy—Abbott, Clifford Arthur (1912); Berriman, Ralph Vaughan (1912); Poole, William Robert (1912); and Tucker, William Lashbrooke (1912).

Fellowship Diplomas.—Each of the following students having completed examinations for fellowship in year indicated, and having complied with the regulations as to practical work, is granted the diploma:—Department of electrical engineering—Gray, William Watt Erskine (1909); Scott, Ronald Melville (1910). Department of mining—Chapman, Robert Hall (1912). Department of metallurgy—Basedow, Fritz Johannes (1912). Each of the following students has passed all the necessary examinations for fellowship, which carries with it the diploma of applied science of the University of Adelaide, but is required to supply evidence and practical work satisfactory to the council:—Department of electrical engineering—Potts, William Andrew (1912).

Wool-classing.—Final Certificate for Competency—Weller, Edgar Clifton.

Scholarships and Prizes.—Preparatory school student-ship, day, Ellis, Hartley Edwin; preparatory school student-ship, evening, Bastard, Frederick John; first year student-ship, day, McCloughry, Edgar James; second year student-ship, day, Kelly, Alan Harcourt; third year student-ship, day, Parsons, Rex Whaddon; evening student-ship, Goddard, Eric Leslie Parkin, Thiele, Max Eric, and Walker, Eric Cecil; evening preparatory school student-ship, Peters, Clifford James.

The Country Student-ship.—The country student-ship provides four years' free instruction at the school, with a subsistence grant of £30 per annum—Jenkins, Evan (Solomontown High School).

Prizes for Railway Apprentices.—First Year's Course—Sloman, Leonard George; Lucas, Frederick William. Second Year's Course—Martin, Clifford Alfred; Pryce, Arthur Andrews.

Institute of Architects' Prize.—For architectural students making greatest progress at the school during the year—Goddard, Eric Leslie Parkin.

Prizes for Plumbing.—Gold medal for best student in advanced class, Dixon, Charles Herbert; prize for best student in second year, Knuckey, William Gough; prize for best student in preliminary class, Murray, James Alan; prize for home work, Ablett, Robert James.

Dux of the Day Preparatory School.—Ellis, Hartley Edwin.

Mr. Coneybeer, in proposing a vote of thanks to the Premier, said he hoped that, successful as had been the work of the School of Mines in the past, even greater success would attend it in the future. (Cheers.) When 2,453 students were instructed during 12 months, as was the case this year, the council had a right to be proud of its achievements. (Cheers.) The Education Commission, anxious to get the fullest information on all phases of technical education in order that they might do the very best for the boys and girls who were later on to be the men and women of the community, had visited the other States and conferred with educationists and other public men. Everywhere they had gone they had heard nothing but the highest praise of the work done at the Adelaide School of Mines, and when they returned it was with the knowledge that the diploma of that institution was the best passport to a high position in Australia any young man could possess. (Cheers.) The earnestness and enthusiasm, not only of the teaching staff, but of the council as

well, had been the big factor in the success of the institution. The School of Mines was everything to Sir Langdon Bonython. They all knew he was a very busy man, but he always had a few minutes for matters connected with the School of Mines, even if the great importance he controlled had to wait. (Cheers.) When they had such men as that at the head of affairs was it any wonder that the school was a success? (Cheers.) He congratulated Sir Langdon and the council upon the work done in the past. That, however, was but the beginning. The future lay ahead, and he was sure it would be such as would form an imperishable monument to the work of those gentlemen. (Cheers.)

Mr. Ryan seconded the motion, and the vote of thanks was carried with acclamation.

FURTHER EXAMINATION RESULTS.

The following list gives the names of students who passed examinations in 1912. The names in the first and second classes are in order of merit, and in the third class in alphabetical order. (P.P.) denotes Port Pirie School; (K) Edpunda School; (G) Gawler School; and (M) Mounta School:—

Typewriting.

First Class—Blencowe, Wilton (K); Osborne, Doris (P.P.); Small, Dorothy May; Bradshaw, Edward Mortimer (M); Loftus, Leslie Ernest (P.P.); Leslie, William (K); Gallagher, Adelaide Louise (P.P.), equal.

Second Class—Simpson, Ida Clarice, Daw, Kathleen (K); Leane, Dorothy Agnes; Day, Ethel (K); Cox, Vera Wjulfred; Byrnes, Ellie Veronica (P.P.); Paterson, Ida (K); Taylor, John, equal.

Third Class—Gregory, Florence Mary; Olive, Aurora; Zevon, Vida Patricia (P.P.).

Woodwork (Associateship and Fellowship).

First Class—Stobie, James Cyril; Traeger, Alfred Herman; Boxall, Arthur D'Auvergne; Corry, Thomas Edison Spurgeon; Koster, Alfred Harry.

Second Class—Hopkins, Alfred John, McCloughry, Edgar James, equal; Theel, Percy Elliott; Robertson, Frederick Arnold; Murrice, James Esdale Parr; Denton, Esmond Knill.

Third Class—Gray, Leslie John; Hughes, Eric William; Moyle, Joseph James (P.P.).

Supplementary Pass Only—Wood, Frederick Edgar.

Wool-Classing (First Year).

Elementary.

First Class—Doman, Herbert James; Moore, Arthur Charles; Annells, Horace George; Shearing, Earle Ackermann; Martin, Kenneth Thomas; King, Stuart Gawler; McBride, Reginald Hilary; Chalk, Herbert Clarence; Anson, Ross Rosebery; Burton, Reginald Edward, equal; Richards, William; Clampett, Harold Robert, Sumner, Ernest Alfred, equal; Shephard, Claude Arthur; Wamsley, Reginald.

Second Class—Hanson, Arthur Francis; Hitchin, Archibald; Brindall, William Maurice; Cash, Martin; Moore, Eric James; Blackett, Samuel Bertram; Part, John Outhbert; Thomas, Cecil Blakeby; Leeder, Claude Ernest.

Third Class—Bennett, Roy Augustus.

Wool-Classing (Second Year).

Elementary.

First Class—Moore, Arthur Charles; Chalk, Herbert Clarence; Hill, William Leo George; Wamsley, Reginald Allanby, Forrest, Thomas Bruce, equal.

Second Class—Bennett, Roy Augustus.

Advanced.

First Class—Holloway, John Franklin; Hanley, John Richard; Matthews, Clarence Hudley, equal; Cox, Eric Robertson; Ellard, George William; Wilson, Oscar William, equal; Jones, John Leslie; Smith, Ross Oliver, equal; Giles, Phillip Henry; Martin, Andrew Ivan Joseph, Uvvar, Louis, equal.

Second Class—Barton, Archibald Charles; Forrest, Allen George; Lindsay, Douglas; Alexander, George Albert.

Fitting and Turning.

First Class—Thomas, Victor Loker; Berriman, Robert Harold; Bectin, Heinrich Herman, Bishop, Drew, Bleckly, Vernon Frank, Bowditch, Sidney Herbert, equal.

Second Class—Matheson, Stanley Daniel; Pile, Harold, Traeger, Alfred Herman, equal; Flaherty, Leo Joseph, Goodman Cyril William, equal; Hawker, George Stanley; Falg, Charles William; Yates, Donald, Somerville, Hugh Norman, equal; Dridan, Josiah John; Shearing, Ronald; Owen, Albert William James, Purvis, George Taylor; Poulsen, Hans Mathias, Wegener, Albert, equal; Brownsea, John Stephen James; Both, Howard; Koster, Alfred Harry; Robertson, Frederick Arnold; Jose, Hurtle Edgar; Raupach, Herman, Perry, Edward Thomas, equal.

Third Class—Bigg, Alan Stuart; Conrad, Theodor Carl; Cooper, Hector Charles; Church, Osmond Wilfred; Cole, Edward; Nitton, Frederick; Grimmel, Robert; Hurford, Maurice Robert; Mackay, Gordon George; McCloughry, Edgar James; Shepley, Frank Newland; Stobie, James Cyril; Stanford, Harold Spencer; Theel, Percy Elliott; Turner, Albert Cecil; White, Eric Bernard.

Fitting and Turning, II. (Associateship and Fellowship).

First Class—Kachne, Ferdinand Carl; Wilson, Norman; Rendell, Leonard Morey; Frankham, Lancelot.

Second Class—Corry, Thomas Edison Spurgeon, May, Hedley Laurence, Tibbrook, Hubert John, equal; Lawrence, Frank Edward; Avery, Louis Wilyama; Heath, Bertram; Wishart, John Webster; Bleckly, Vernon Frank, Drinkwater, Thomas William John, equal; Glover, Percy Douglas; Harvey, John Christopher.

Third Class—Denton, Esmond Knill; Horsbrook, Harold Newton; Porter, Ernest Eversley