

mer being specially designed and filled with accessories for instructional purposes; also a suction gas plant, gas engine, air compressor, &c. The fitting and turning department was equipped with about 30 lathes and other machine tools, and that section was so popular that it would soon be necessary to extend the workshops. Plumbing 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 plumbers frequently had borne testimony to the value of the instruction imparted at the School of Mines. The same thing might be said in regard to other trades; indeed, many employers paid the fees for apprentices to encourage them to attend the classes. Woolclassing was another 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 thought Mr. Green, after the inspection he had made, would admit that the machinery at the School of Mines was thoroughly up-to-date.

Mr. Green agreed that it was.

Mr. Miller said the council had always been prepared to meet any demand in regard to equipment if the advance was provided. There was no gentleman in South Australia who had worked so hard as the president of the council to make the institution a success. Anyone who took the trouble to enquire into the work, equipment, and management of the School of Mines would find that no institution in Australia was doing such good work. In the present financial state of the country more particularly they ought to leave it alone, with the certainty that it would continue the splendid work it had done in the past.

The Premier said they were not legislating for a day. The Bill was supposed to mark out a policy for the future. They could not hang up a system because one particular individual happen to have done good work.

The Hon. L. 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 desire to belittle in any way the work that had been done. If the hon. member 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 usefulness, and put a serious disability on the whole of 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 personnel of the council intact and had been blamed for that. Now they were being blamed for having touched it at all. It was a public institution supported by public money, and the Government wanted 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 progressive.

The Hon. L. O'Loughlin said his amendment would not be detrimental to the country schools. His fear was that if the Education Department was allowed to interfere with the School of Mines in Adelaide its work would not be done so 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.

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## Future Peace or Savagery?

Professor Jethro Brown delivered a forceful and instructive address to members of the Peace Alliance at the A.W.U. Buildings, Flinders street, on Thursday evening. Mr. H. P. Barringer presided over a large attendance.

The speaker said he had heard they were members of a society which believed there was one end to existence, and that peace should be sought at any price. He had heard it said it was part of their platform that national honour and treaty obligations could "go hang" so long as they did not have to fight here and now. It had been said:—"I love my family more than myself; my nation more than my family, and mankind more than my nation." He, however, had no faith in a patriotism which did not include a love of one's family, and he had no faith in a cosmopolitanism which did not include a legitimate place for attachment to a country in which one had been born and nurtured. He wanted to make a few preliminary points clear. First of all the nobility of their object imposed a grave responsibility on them. They must not sully the banner they bore by those mistakes of the head, which so often brought discredit to a noble cause. If mistakes were to be avoided they had to recognise some stubborn facts. Among those were certain conditions. In order to have successful international arbitration, they must have at least three conditions—a desire for peace among the nations, a spirit of legality (he did not necessarily mean a loyalty to the law of the State to which they belonged, but a willingness to stand by achievements which had taken the form of rules and laws as between nations). There must be a feeling that law bound nations just as much as the moral law bound the individual. They must also have a loyalty to word. Contracts must be kept, and until they could have among the nations a conscience that the word of the nations must be kept, all schemes of international arbitration were doomed. Was there a desire for peace among the nations? There was not. There were people in every nation who desired peace, but he did not believe there was a nation where either in the Government or in the people they would find a sincere desire for peace. They had not yet reached a stage when there was a real dominant desire for peace in the national life of any people. He felt sure that the age had not arrived in the history of the world when the cause of freedom and justice would triumph by reason, and not by force of arms. If this war were to end in a triumph for militancy, then the cause of peace would be indefinitely deferred, but if it crushed militancy then there was hope of peace. The speaker then reviewed the various treaties made by the nations with Belgium in 1831, 1839, 1870, and 1907. Although, he said, the treaty was ratified by Germany in 1909, the ink of the document was scarcely dry when strange things were happening on the Belgian border. Railways were being constructed on a scale quite out of all proportion to the economic needs of the country. It must have been obvious to statesmen that the German autocracy was slowly maturing its plan of aggression, the object of which was to secure for Germany a dominant position in the European world. What would they do if they saw a burglar invading their neighbour's house, stealing his goods, slaughtering his children, and committing worse crimes? Supposing also they had formally promised to defend their neighbour against such an attack, would they take it lying down, and ask their neighbour to be patient, looking on while he was being done to death? They would not aid the cause of peace by adopting such an attitude. Professor Brown dealt with the grave position of the various frontiers. What was involved unless German militarism was crushed? They might assume that Germany could not have an out-and-out win. The populations of the Allies and their resources throughout the world were such that he did not think it possible for Germany to have an out-and-out win. She might make a stalemate, and succeed at least in partial triumph. If she did, then they must look forward to a new age of militancy—conscription on a universal scale. That was

not a pleasant prospect, but it was one they had to face. They had entered upon a struggle, and they had to see it through. That was the situation, and there was reason for emphasizing it, because it meant that they had arrived at a great crisis in which, if they were to come out on top, they must be willing to face ugly facts, and to devote their whole energies to the repression of the great crime which threatened to fling back civilization into the savagery of the Dark Ages.

After the lecture, Professor Brown answered many questions put to him by members of the Peace Alliance, and at the conclusion a vote of thanks was tendered to him.

*Admitted 9.11.15.*

## THE SCHOOL OF MINES.

### PROPOSED ABSORPTION BY EDUCATION DEPARTMENT.

We have received the following statement regarding the provisions of the Education Bill in respect to the School of Mines and Industries from Mr. L. Laybourne Smith, who was for eight years registrar of the school:—

It is 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 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 just before 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 to become the essential forerunner of practical experience. There was an element of luck in this early beginning of the school, but the president and council of management were not slow to turn it to good account. The courses in mining, metallurgy, and engineering became of world-wide reputation, because graduates established themselves in the mining fields of Australasia, 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, forms associations dear to many; its older men look forward to its product to recruit their junior staffs; its traditions and good name grow in value, and its diplomas and records acquire an ever-increasing dignity. Why should this continuity be disturbed? What object can our legislators have in breaking down so valuable an institution? And what of the School of Industries in its less ambitious, if no less important, work of assisting the training of the artisan? It is a record quite as remarkable, if not so easy of proof. Go where you will into workshop and factory, and you will find men who can testify to the efficiency of the school's work. The scores of plumbers who have attended Mr. Morton's classes could speak. In fitting and turning there are hundreds who could praise the work of Mr. Walters and his