I have promised to talk to you to-night about post-war Australia. We cannot begin to see a clear picture of what a post-war Australia will be like without making up our minds what the post-war world will be like—or at least what we think it will be like—even if it is not what we hope it will be.

A wise citizen of the United States, John W. Davis, who was for some years the American Ambassador at the Court of St. James, often warned his fellow-citizens in the years following 1918 that they were living in a fool’s paradise in imagining that the United States could be prosperous in a world of adversity.

This fact is more than ever true to-day, and is behind the active belief of the majority of the citizens of the United States that the isolationism of their country in the years following 1918, which struck such a cruel and fatal blow to the prospects of world recovery, cannot be the policy for the future.

The great advances in the material sciences of recent decades have been due to a considerable extent to specialisation. Professional men, artisans, farmers and all other producers have concentrated upon an ever-narrowing sphere of knowledge and work, with a consequent increase of productivity, but also with a consequent narrowing of knowledge of and interest in national and international affairs. I have only to cite to you, as engineers, the complete disappearance of the class of mill-wrights, who, even within my knowledge, were men who could work a lathe, make a pattern, do good fitting work, good carpentry work, pipe-fitting work, and plumbing and brazing.

It is my intention to-night, as I have tried to do many times before in public addresses to scientific and technical and other societies, to talk of the broad issues of national and international life, and not give much time to any particular aspect of the engineering profession.

Just as a man or a woman is unbalanced unless the necessary education is given on the three sides of human nature—the spiritual, the mental, and the physical—so members of a profession are out of balance unless they are educated and educate themselves continuously in all that appertains to their duties as citizens.

Sir Richard Livingstone, of Oxford University, in his book, “Education for a World Adrift,” has said that our post-war task is twofold—first, to build a house for the new world to inhabit, that is, to realise the wonderful material environment made possible by this astonishing age of science and applied science; second, to educate and to fashion a race of men fit to inhabit this new house.

Upon the technical man will fall a good part of the responsibility for “building a house for the new world to inhabit.” This will make great demands upon him, and he will have more than enough opportunity to indulge his scientific knowledge and aptitudes.
POST-WAR AUSTRALIA.

But should the technical man be satisfied with this, or will he want to figure positively in a wider role? I suggest that he must also make an active contribution to the second and more difficult side of the post-war task—that is, of building a race of human beings who will know how to use, and not to abuse, that home.

Leadership in a profession demands contributions towards the solution of the problems continuously affecting our life as a nation. With the annihilation of distance in transport and in communications, the study of national problems becomes inevitably the study of international problems.

Obviously the first job of work facing the citizens of a State or of a Commonwealth is to contribute towards the improvement of that particular aggregation of human beings in which they live, this being an immediate contribution and the most effective towards improvement in world affairs. But, in addition, members of professions must individually and collectively think, ponder and make their views known and their weight felt in all matters of world-wide significance; in the end it must affect the wellbeing of even the smallest section of the smallest community.

One of the peculiar weaknesses of the British is their disinclination to keep their duly-appointed representatives informed of their considered views. They tend to take little or no interest in many important matters, and then, when things go wrong, to adopt the old Chinese habit of taking their joss out into the open and beating him severely instead of helping him to keep on the right lines.

We have only to turn our minds back to the disastrous period from 1918-1939. We made little attempt to encourage and help that comparatively small section of the German nation which, without previous political education, was endeavouring to create a democratic form of government in Germany. Many knew of the dreadful condition of poverty and despair in Germany which was growing into an ominous black cloud on the economic horizon of the world. For example, the profession—if it can be so called—of the abortionists grew in numbers and in practice throughout the whole of Germany because of the despair and degradation of the nation. Inevitably the German nation, still supreme technically and scientifically, but not spiritually, gave its adherence to Hitler and his gang.

One of the tragedies of human nature is the apparent inability of human beings to learn the lessons of history. A thorough analysis of the facts of history, the absorption of those facts into the warp and woof of our mental processes (combined with a sound and balanced education on all sides of human nature), would prevent automatically and almost subconsciously many of the dreadful things which have happened to the world, and which will happen again unless we all wake up and get busy.

Therefore, before we turn to the jobs of work which the people of Australia will have to do as their contribution to world recovery, improvement and security, let us have a look at the grim facts of life which are so rapidly becoming apparent throughout the world.

Nineteen hundred and forty-five saw "V-E" Day and then "V-P" Day. "V-E" Day came somewhat earlier than was anticipated, due to the overwhelming power developed by the United Nations.

"V-P" Day came much earlier than was expected, due mainly, but not entirely, to one new discovery in the extension of the power of the human brain over the forces of nature—to wit, the atomic bomb.
We said to each other and to ourselves for several years before the middle of 1945 that the winning of the peace was going to be just as difficult as—if not more difficult than—the winning of the war, and was likely to be fraught with just as many grave and ominous dangers.

I venture to say that whilst we said this continuously—and meant it—we did not, at least I did not, have any conception that in such a few months the world would show such a grim picture as we see to-day.

Winter is coming fast in the northern hemisphere. Millions of people in Germany and in most other parts of Europe, more millions of people in Japan are threatened with starvation and death by shortage of food, and fuel, and housing. Apparently the economy of many countries is in most serious disorder. Only a few days ago we read of a British Division making an effort to help in a small way by taking German children from their mothers in Berlin and moving them into the British zone of occupation so that they could be fed and saved.

The wonderful people in Britain, from whom most of us have sprung, are getting less to eat to-day than they had during the war.

The relations between Great Britain and the United States, on the one hand, and the other great partner of the United Nations, Russia, on the other hand, have become steadily worse, so much so that the British Foreign Secretary, Mr. Ernest Bevin, felt called upon to appeal openly in the House of Commons for the cards to be placed face up on the table so as to provide the best opportunities for removing suspicion.

Storm and turmoil have shown up in the East Indies, Indo-China, India, Palestine, Greece, and elsewhere.

In the short view, the position is distressing. After six years of war, it is probably inevitable that difficulties of all kinds and magnitudes would face this distracted world. My mind goes back to the time when I was in China in 1931. A wise, philosophical Chinese gentleman, to whom I remarked that things generally were seriously unsettled and bad, said to me, “Yes, but I think they are not so bad as they were several thousands of years ago during the Sung Dynasty.”

Gentlemen, this is the time for courage and for action. This is the time for thought, and prayer, and work, and not for giving way to the reaction of despair.

And now let us look at the general picture for recovery which was painted in the Atlantic Charter and the Mutual Aid Agreement, and which since then has been followed up by international agreements at Bretton Woods, San Francisco, and elsewhere.

There are conferences proceeding in Washington to determine how that little island in the North Sea, the home of our forebears, and still the home of our nearest kin, and which was the greatest purchasing and importing country in the world pre-war, can be restored to economic health. Britain, one of the most important nuclei in the world, must be saved if the world is to enjoy healthier, happier and more prosperous conditions.

The people of that little island in the midst of the war, fighting for its life, hypothecating the savings of centuries, took time off to pass a new Education Act, a very fine Act indeed. This must rank as one of the finest achievements in educational history. The British people realise much more than we do the importance of raising the standard of
education of the human race. This is indeed a most vital consideration, for without better, wider and wiser education, the world cannot recover, and I do not mean education only in scientific and technical subjects. I mean education in the widest sense of the word, which gives the opportunity for everyone to develop all that is in him or her. I pause to draw your attention to the fact that in this new British Education Act, for the first time, spiritual, that is, religious, education is introduced in all schools.

The increasing power of the human mind over natural forces, the increasing mechanisation in all forms of production, the steady improvement in efficiency justify the hope for a higher standard of living in all parts of the world. But there are some simple facts of economics which have to become subconscious in the minds of all before we can hope to see the beginnings of a real stable improvement throughout the world. We have to learn that a higher standard of living, that a state of high employment cannot be brought about without more production. We have to learn that production is the only real form of wealth, that we have to develop the motive of service, that a disregard for law and order, a return to the bad old days of the law of the jungle by the refusal to observe the rules of conciliation and discussion instead of the arbitrament of strikes leads inevitably to less production, less wealth, and a lower standard of living, and a continual increase of sectional hatred, and consequently of dissension and disunity.

The productive capacity of the world as a whole has been disastrously diminished by war. Consequently, the world’s wealth is correspondingly reduced.

In some countries, such as the United States and Australia, the capacity to produce has been considerably increased, but the purchasing power of many, many millions of potential customers is almost nil by reason of the destruction during the war.

Economists talk about “consumption” goods and “capital” goods. It seems to me that the world is faced immediately with the task of increasing the production of “consumption” goods—food, fuel and clothing—all the absolute necessities for a reasonable and decent life, and to do this in places geographically appropriate means a provision to many countries of “capital” goods in the form of plant, machinery, factory buildings, and agricultural equipment, so that people may be housed and saved from starvation and from death by cold.

The brief survey of the conditions in Europe and many portions of Asia, which I gave you earlier in this talk, enables one to picture in one’s mind the significance of these facts.

Production on a sound world-wide basis as is visualised in the Atlantic Charter and the Mutual Aid Agreement, depends upon the interchange of goods between peoples according to the facilities and opportunities for the making of these goods—either “consumption” goods or “capital” goods—which exist in the various countries.

But we must not forget that at the present time, owing to the war destruction, several large parts of the world which were highly productive and which were amongst the world’s great trading nations, are prostrate and impotent, and, until these nations come back into the ambit of world trade, the great interchange of goods, mainly of the “consumption” type, must be seriously hamstrung.
The old saying that “Charity begins at home” is still true, but what is to-day the definition of “home”? Is a country “home,” or is there just one “home,” that is, the world?

Take the productive capacity of the United States—enormous and efficient—and much increased in many directions during the war period.

Either the standard of living of the United States has to be raised to an almost inconceivable level, or the surplus production of the United States, brought about by a high level of employment in that country, must be exported and sold to other countries, and paid for by the importation of goods or by services rendered by other nations, such as goods, gold, or shipping.

Again, take the position of Britain pre-war. Britain balanced its imports and exports by earning from overseas investments and by services overseas some £400,000,000 sterling per annum, and this sum made up the difference between the excess of visible imports over visible exports. Most of Britain’s overseas investments have been sold to enable her to fight the war, and her shipping losses during the war were terrific.

We read that Britain must increase its exports compared with pre-war by 50% to enable it to carry on, and this, with outmoded plant and machinery in some cases, and with much destruction of valuable potential productive assets during the war.

We can therefore quite easily understand that at least for the time being Britain has determined to continue maximum production of foodstuffs from her own soil. During the war she increased her production of main food requirements from 30% to 70%.

I have mentioned these points in order to indicate and bring again to your minds some of the difficult problems we in this world are facing.

And now let us turn to our own country and try to picture what can be done, what should be done, and how we are going to do it. That is, let us look together at our vision of post-war Australia making its best contribution to a solution of its own and the world problems.

The life of any nation is determined by the balanced stability, character and education of its people, by the availability of its raw materials, and by the leadership which is vouchsafed to it.

Super-abundant riches in any country tend to a progressive degradation of the character of the people because ease of living degrades character.

This is exemplified by the outstanding characteristics of the Scotch and the Jews, who were brought up under hard conditions, which demanded brains and energy if security, even on a low scale, were to be provided.

With these thoughts in our minds, let us look at our own country—Australia. Australia is poor and rich. It is rich in that the people now possessing it are capable of magnificent development. It is poor, comparatively speaking, in natural resources, and particularly in the variability of its rainfall over some of its best productive areas. Again, it is rich in that it has, through the possibilities of the character of the people of the Anglo-Saxon race, the opportunities of hardening up the best characteristics of that race through the fight that is necessary in order to use to the best advantage the somewhat sparse raw materials which the continent presents and possesses.
Australia is certainly a country (except in a few favoured areas to a small extent), where people must think, invent, and work hard if they are to live reasonably well.

It is an interesting exercise in imaginative development to look at this great sprawling continent of 3,000,000 square miles (nearly 3000 miles across in one direction and over 1000 miles in the direction at right angles), and visualise what should be done to ensure the maintenance under best conditions of the maximum number of people.

Let us first examine the specification which we would write of the people that can do best in this 3,000,000 square miles, with a huge area in the centre where the rain falls only when a cloud loses its way; with large coastal areas where the rainfall is much heavier, but still somewhat variable; with soils calling for intensive examination to determine the conditions for higher productivity provided rain or irrigation water is sufficiently and properly available.

As engineers, we know that control, and direction, and planned development, based upon forethought, are necessary to achieve maximum results. We know that the best of raw materials can produce a comparatively poor edifice unless thought and planning are applied in an orderly fashion. In other words, it is the man behind the gun, and the man behind the man behind the gun that determines the success of the effort.

Education is the key. Education must embrace everything that contributes towards a sound mind in a sound body.

The basis of a great nation must always be the family. The family is the microcosm of the nation. Without real family life, without the father and the mother both properly educated in their duties and responsibilities as the head of the family and as citizens as well, the really well-balanced nation can never exist and develop. As sure as the stars move in their courses, as sure as the seasons follow each other in regular and controlled succession, disintegration of the nation follows the destruction or diminution of the real family life of the people.

There is an indissoluble link between education within the family circle and the education provided in schools, and colleges, and universities.

An excellent survey, brief and concise, of the principles of education, has recently been issued by Dr. K. S. Cunningham, of the Australian Council for Educational Research, an organisation, by the way, which is strongly subsidised by the Carnegie Institute, of the United States. I saw it reviewed in the Sydney "Sunday Telegraph" of 18th inst.

Dr. Cunningham advocates and recommends an entirely new type of curriculum for all children of from 12 to 14 years of age, an increase in school leaving age to 16 years, and an eventual compulsory day schooling, of say one or even two days a week, for all up to 18 years of age. He says that the one condition is that we must attract suitable teachers in sufficient numbers and train them properly for their work.

Dr. Cunningham said that there must be an improvement of the "fare" offered to children in their daily curriculum, and there must be adaptation of the school to varying needs and capacities of individual children.

Starting from 12 or 13 years of age, we seem to need an entirely new type of school curriculum which will set out to arouse interest, waken enthusiasm, create higher standards of taste and appreciation, and
develop capacity for clear thinking and for the acceptance of responsibility. Dr. Cunningham goes on: "In such a programme we would make extensive use of visual methods, especially of films; we would have school libraries which would teach the fascination of books; we would have a study by the pupils at first hand of the way the community works. We would bring into the school citizens from various walks of life. Study would be made of current affairs. Physical fitness and healthy living would be greatly stressed. School music and art would be raised to new heights—the emphasis throughout would be on the duties and responsibilities of citizenship."

And he concludes: "Monotonous sameness is the present-day curse of Australian education."

In the same edition of the same paper, the "Sunday Telegraph," and on the same page, there was another heading, striking and emphatic. It read: "Cost of learning cheap by comparison with dog-racing standard. Is your child's education worth as much as the upkeep of a greyhound?" This question is asked in a prepared statement issued jointly by the presidents of the Parents' and Teachers' Federations of New South Wales.

It asks is the education of the people of Australia worth the price of a few warships? Is it worth the amount of the liquor bill?

The statement draws attention to buildings that are out-moded, dull, and out of repair; furniture that cramps and imprisons limbs; equipment non-existent and out of date; lavatory accommodation that is barbarous; books that discourage because of their disrepair.

I repeat—major improvements in the educational systems of Australia are essential.

Democracy, of which we talk, is only possible in an educated community.

I quote from a book entitled "Alternative to Death," by the Earl of Portsmouth, published originally in January, 1943. He says: "Democracy can only be real when men are responsible for their actions. It can only be enduring when it can be guided by love like that of the wise parent, with the strength of character and independence to take the long, and sometimes unpopular, view against the clamour of the demagogue."

There is just one aspect of education to which I would like to make special reference—that is the importance of teaching everyone the laws of health, the means whereby the bodies which God has given us can be maintained at the point of highest efficiency. We engineers give close attention to all the laws governing the highest possible efficiency of our steam boilers. We regulate the flow of air and proportion it to the fuel to be burnt. We keep the boiler tubes clean inside and out. We make sure that our prime movers are designed and operated to yield the maximum amount of power with a minimum consumption of steam or internal combustion fuel.

Comparatively, how far are we taught and do we learn the laws which control the most wonderful and most highly efficient internal combustion engine in the world—the human body.

I quote again the Earl of Portsmouth. He says: "When McCarrison discovered that rats, fed on the equivalent diet of many of our city dwellers, grew diseased, nervous, treacherous, quarrelsome and cannibalistic, but that similar rats, fed on the fresher, wholesome simple diet
of some Indian hill tribes, were fertile, gentle and healthy, he thumbed a long nose at the last two centuries of progress. His experiment diagnosed one root cause rather than the symptom of a sick world. Fresh food from well-tilled land is the basis of physical health. For earth is the matrix and the grave of our physical existence. Body, mind and spirit in our span on the earth are one whole; thus, if we neglect the matrix, the grave alone remains the fine and private place."

And again: "The writing is scrawled in erosion across the world. At present, it goes almost unheeded, so we must return to history for proof of our present follies."

In this general connection, I would draw your attention to his Chairman's address to the Melbourne Division of the Institution of Engineers of Australia, entitled "The Faith of an Engineer—A Discussion on the Land Problem," by Mr. L. R. East, Chairman of the State Rivers and Water Supply Commission of Victoria.

The main theme of my talk to you to-night (and, after all, such an address to be of value must not be too diffuse) is that, however the energies of a people are distributed over primary and secondary industries, and over the tertiary service industries, we have always to remember and never forget the reverence we should pay to the land and soil from which we spring, to which we return, so far as our body is concerned, and upon which we depend for our bodily food and for the means whereby we obtain books, which are the basis of the spreading of our education.

I have, owing to limitations of time, and a keen desire to avoid wearying you, to refer you to an address, entitled "Secondary Industry in the Post-war Australia," which I gave in January last in Sydney at the eleventh Summer School of the Australian Institute of Political Science.

In that address I dealt, inter alia, with the broad issues with which this address also must deal—the human factor, the natural growth of industrial development, the war-time effects, the post-war possibilities resulting from post-war developments, the need post-war for a balanced national economy, the decline in the twentieth century of the multi-lateral system of trade, the Atlantic Charter, and the Mutual Aid Agreement, as attempts to restore multi-lateral trade system, international co-operation, specialisation rather than promiscuous development, productivity as the master key to the future, and the necessity for putting greater horsepower behind each individual worker; the development of wages system based upon payment by results; the necessity for greatly extended research, psychological, social and material; a fair return for the risk of capital and the provision of adequate reserves for modernising of plant and of technical methods; State encouragement to industry; the acceptance and practical application of the truth that industry is a partnership in a co-operative effort; the need for efficiency of the service tertiary industries, a review of the irreplaceable raw materials and the replaceable raw materials, the conservation of resources and prevention of waste, the sea as a source of raw materials, the air as a raw material.

I would draw particular attention, based upon my special knowledge that Australia is, for some inexplicable reason, not giving sufficient attention to the sea as a source of foodstuffs and of raw materials.

The work of the Fisheries Investigation Branch of the Council for Scientific and Industrial Research should be studied with a view to development which will provide much wealth and much employment.
Of all the raw materials needed for the maximum sane scientific development of Australia, and for the provision of good stable employment for more and more Australian citizens, fresh water is probably the most important. Whatever steps Australia takes in other directions in the prevention of waste, and the conservation of necessities, it will never be able to go very far towards a larger, well-based economy until it realises, and follows its realisation by action, that it must meet the challenge of the variability of its rainfall, firstly, by conservation of water, and secondly, by the direction of this water towards areas where it can be used continuously for production and development.

It is safe, I believe, to say that the limit of Australia's population and the limit of the standard of living of Australians are conditioned by the available supplies of fresh water. This is apart from the further development of the enormous supplies of underground water for stock, and possibly for domestic and industrial purposes.

We are gradually accumulating knowledge of the conditions controlling the use of Australia's soils for the production of balance food-stuffs for the human race. We know now that to the extent of our present information not every class of soil can be successfully irrigated. Further, we have learnt, through bitter experience, that soluble minerals in irrigation water threaten the successful continuation of irrigation by the progressive increase of the salinity of the soils which are being irrigated.

It is, I believe, not generally known that the annual crop of salt from the shallow lake-like depressions in various parts of South Australia and Victoria come from the salt sea spray blown in from the Southern Ocean. It is washed out of the south-westerly and southerly winds by the accompanying rain, and recovered as dried salt by evaporation during the summer time.

There is an area in the southern portion of Western Australia, south of the railway line between Perth and Kalgoorlie of over 8,000,000 acres, with an average and fairly regular rainfall of between 12 and 14 inches annually, mostly covered by a robust forest of salmon gum. The soil is absorbent. There are seldom any torrential rains. There are few watercourses and no rivers.

When I was Chairman of the Development and Migration Commission, I was primarily much impressed with the possibilities of developing this enormous area in the form of 8,000 farms for growing wheat and sheep, each of 1000 acres, and each providing a satisfactory living for a family.

The first warning I had was from my then Minister, Sir George Pearce, who was an Australian before being a Western Australian. He advised me to investigate the reasons for the fact that in the lower portions of some of the few cleared areas in this enormous district, the salmon gums which had been left at the bottom of the slopes were all dying. The investigations led to these warning facts: Firstly, that the salmon gums had developed a resistance to a certain amount of salt in the water upon which they lived, and secondly, when the country was cleared, the soakage down the gentle slopes accumulated some of the salt out of the soil and killed the trees at the bottom of the slopes.

A further survey by the State expert who had visited North America on problems of salinity led finally to the decision that any interference with the status quo which nature had established would lead to human disasters.
I mention this fact to emphasise the points which I want to make, namely, that whenever man interferes with the established state of affairs which nature over many centuries has created, it is very necessary to beware, in order to correct so far as practicable the errors of omission and commission to which new developments by human beings are always subject.

There are certain interesting parallels between this semi-dessicated continent of ours, Australia, and the much richer, better-watered country of the United States. Australia and the United States have areas of approximately the same magnitude, 3,000,000 square miles. The United States has 800,000 square miles of area with a rainfall of 40 inches or more, whilst Australia has only one-tenth of this area with a rainfall of over 40 inches, i.e., 80,000 square miles.

The water flowing down a number of the great rivers of the United States, which finally discharge into the Pacific Ocean or the Gulf of Mexico, is being dammed for use in the dryer areas of mid-western and central United States. One of the most significant of recent developments is the driving through the central western range of a tunnel thirteen miles long to deliver the impounded water from one of the northern rivers into a fertile area east of the western central mountain range. An even greater scheme is proposed for our Snowy River.

We have heard of late much of the Tennessee Valley Authority, which has tamed and used the waters of this river, which previously caused floods and devastation. In its peculiar way, Australia does not give itself any credit for having done anything of the same sort, and yet the work, for example, of the Victorian State Rivers and Water Supply Commission and of the Irrigation and Water Conservation Commission of New South Wales is of a similar character, and in some ways just as spectacular and just as important.

But much remains of a more daring and a more spectacular character that must be done.

The millions upon millions of tons of water that fall on the eastern coastal areas of Australia and flow through rivers of comparatively short length into the Pacific Ocean, will, in due course, and the sooner the better, be turned as to part—and an important part—inland for regular use for future Australians. Again, the use of the perennial rivers in North Australia must be developed.

An address dealing with such an enormous subject as Post-war Australia can mention only a few of the most important aspects.

Firstly, a better balanced nation through education—spiritual, mental, and physical. I quote the last sentence of Mr. East's presidential address to the Institution of Engineers entitled, "The Faith of an Engineer," to which I have made reference previously: "Until there is correct thought, there cannot be right action. When there is correct thought, right action will follow."

Secondly, a wider and more intense contribution by all thoughtful Australians towards the best solutions of the nation's problems.

Thirdly, and having particular recognition of the paucity of Australia's resources, intense active consideration for the conservation of resources and the elimination of waste, which means the maximum efficiency in utilisation of raw materials.
Fourthly, the more rapid development of the ideal of service, and thereby the elimination of selfishness so that a more considerate atmosphere between all sections of the community will prevail.

And fifthly, the full realisation of the simple laws of economics, such as, that wealth is achieved only by production, and that cessation or reduction of production, either by industrial disputes or by opposition to mechanisation whereby man's labour is more usefully employed, means less for everyone.

I end by quoting two short pieces of magnificent English, brief, but appropriate.

The first is taken from the second Inaugural Address by Abraham Lincoln, 4th March, 1865:—

"With malice toward none; with charity for all; "With firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; "To bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow and his orphan. "To do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

The second is the second verse of Rudyard Kipling's Recessional:—

"The tumult and the shouting dies— The captains and the kings depart— Still stands Thine ancient sacrifice, An humble and a contrite heart. Lord God of Hosts, be with us yet, Lest we forget, lest we forget!"
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