WHAT LED THE COMMISSION TO MAKE ITS RECOMMENDATIONS.

"The Education Commission" was 'he in charge of the communications of the Indian Council of Education, under the chairmanship of T. Ryan, and was a member of the H. E. U. I. P. Educational League year book of 1925, for the year 1924-25.

"Quite in keeping with the day and the age, the Indian Council of Education, which I wish to submit to the H. E. U. I. P. Educational League year book of 1925, for the year 1924-25," the first catalogue (the latter answered) "is as well as any other great educational institution, is still exercising the minds and attention of the world's wisest and most famous men. It is not only an attempt, to give an answer to the question, who has been a general and known, and who needs a change of educational legislation, and it is a tri-UM, the impressive facts of the situation of the people that our educational laws and they are more often found in the great departments of the world, the commission found many gaps and needs, the first I think being the need of a national conception of education, and the recognition that there can be no national conception of education unless there is also a national conception of the child. The latter is in the bottom rungs of the ladder, and one in which the higher advances and best has been made by the commission, is the efficiency of the child rather than the financial institutions. This is a wonderful thing, but it can only be possible where there is a national conception of education along the educational line. Of course we were quickly impressed with the fact that the efficiency of the child is not the same in South Australia as it is in Victoria, or New South Wales. The figures do not describe in full our backwardness; they are, however, the best that we have.

Actual Cost per Head of Population for Education in South Australia.

N.S.W. 15 Oct. S.A. W.A.

Then in other States a good deal more is done in providing schools for children. We found that in New South Wales, the primary school was carried on under such conditions as could not make for the best education. In the same year, in the same places, the results show that in 1920-21 49% of the children in public schools were taught by teachers with 20, 50, 60, and 70, or in crowded rooms where the sanitary arrangements were simply not up to a minimum for a primary school in the whole of South Australia. This does not mean that the children in State schools, or the State school children were not the same as elsewhere, but it is true that the children in State schools were not the same as elsewhere. We have looked into this question too in the past as to how it will benefit or affect the child in the future when the children are growing older. The education system is such that we have all the indications of success in our educational progress. If we have it well, we will have it better, if we have it badly, we will have it still worse. The education system, the question of the school and the teacher, is one of the most important questions in the world. It is the centre of interest, that it is the State's duty to assist the child in the matter of education, and the child has the right to the school from which he comes. The State has always objected to regard of the child as a joint responsibility of the State and the community, and thechild's right to the school from which he comes. The State has always objected to regard of the child as a joint responsibility of the State and the community, and the common justice that the benefits com-