say that not one of the teachers had ever attempted to run away, after, perhaps, the first week or two, as many had done through the institution ever appeared. It was a great record, and while the Brooklyn Park and other similar institutions, which had raised the brunt of the Government's price on its hands in the ever-suggestive request for a larger appropriation, were demanding a larger and more substantial financial support.

Payment of Women Teachers

One of the blots on the educational system is the failure to properly compensate awarded women teachers. He knew of instances where female teachers had spent their energies in the schools, were now drawing the paltry salary of 250 per week. There was a distinct distinction, however, in the number of teachers in the Education Commission that this sort of thing should continue, and that there should be a concerted effort to raise the salary of women teachers. He had been a source of deep regret to him and to the teachers themselves, and that the remuneration of women teachers was so shockingly inadequate.

Bridging the Gap

Too much has been said about the work of the men who had gone before. It was to the late John Abel McFie that the men owe the fact that that useful class of instructors known as pupils teachers had been established. He had established that fact by establishing the payments of pupil teachers. And Thomas Price carried his case further by establishing high schools stepping stones between the State schools and the Universities. He was one of the few men who can claim that every University student would have joined the football team, as a matter of course, and that every University student would have joined the football team, and that every University student would have joined the football team, and he did so because he had been a source of deep regret to him and to the teachers. He had been a source of deep regret to him and to the teachers. He had been a source of deep regret to him and to the teachers.

Price asked Parliament for £37,000 for the purpose of establishing high schools. He wanted to establish a system of education that was not only efficient but also well-organized. It represented the open door. And so long as the Labor Government continued to stand for an open pathway from the smallest primary school to the great University, and that the student from a primary school in Australia would have the same opportunity as the student from a University in England, it would continue to support the Labor Government.

Remember,

In conclusion, he appealed to the people to look at the difference between the past and the present. To those who had not seen the teaching profession, he said, "If they remembered the past, they would see a change. If they took the present in support of education they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it. If they took the present in support of education, they could not better show their appreciation of it.

Advent.

Feb. 1st '5.
THE EDUCATION SYSTEM.

From Mr. Thomas Ryan:—In the very excellent report on the speech I made yesterday, in which I referred to the reformatory systems of the Commonwealth, I believe that the Magill Reformatory is likely to convey a very erroneous impression of the state of affairs in that institution at the time. The Chief Secretary (Mr. Bice) drew my attention to some statements which were made in that speech, which were not accurate and which were not made by me at any place. I then said that I wished to make it clear that I was not one of the officers of the reformatory; they are not, nor did I direct any of the cases. The men who were to blame, if the rules were bad, were the Chief Secretaries, and I did not see that it existed until the commission discovered it, but these conditions having once been discovered, I was as a member of the commission's recommendations, that the reformatory should be closed and better. I should be glad if you could give the utmost publicity to this correction, and that the present Chief Secretary (Mr. Bice) for that specific case would be doing him and his government great service in carrying out the commission's recommendations, and that the reformatory should be closed and better. I should be glad if you could give the utmost publicity to this correction, and that the present Chief Secretary (Mr. Bice) for that specific case would be doing him and his government great service in carrying out the commission's recommendations, and that the reformatory should be closed and better.

ALLEGED EXAMINATION FRAUD.

Some excitement has been aroused in educational circles in connection with what is alleged to be a proved case of impersonation in the recent junior school candidate examinations. The University authorities (saying the "Age") have not yet arranged for the examination of the candidates, one of impersonation and the other of procuring impersonation. The man was identified by the assistant examiner board, and it has been decided that the 1904 examinations at both the candidates are to be questioned. It is believed that they shall be excluded from all future examinations and lectures of the University; that the other Australian universities and the Education Department shall be informed, and that both names, with the board's decision, shall be posted on the notice board until March 31.

On January 27 the members of the staff of the Mental Hospital, Parkside, conducted a meeting of the resident medical officer, on the eve of his retirement, after 14 years' service. Dr. Downey presented the retiring officer with an address, and in concluding the proceedings, Dr. Downey said that the unfortunate position of the officers of this institution was due to the lack of cooperation between the board and the medical staff. The address was signed by the members of the staff, and Dr. Downey expressed the thanks of the board for the kindness and good wishes of the staff.

Dr. M. H. Downey has been appointed assistant medical officer at the Mental Hospital during the absence of Dr. W. C. C. Cleland and Dr. J. R. L. Clayden, who have been appointed acting superintendent.
NEW MINISTER OF EDUCATION.

Message to the Teachers.

On Thursday morning the President of the South Australian Public Schools' Union waited upon the Minister of Education (Hon. Angus Parson) to express the thanks of the Union and the good wishes of the union upon his appointment. In reply Mr. Parson took the opportunity of sending a message to the principals of schools in South Australia. He said:

"-Unionism— and Unionism.—

I am glad to have the opportunity to rejoin the President of the Teachers' Union. I am not, and never have been opposed to unionism. In one sense I belong to a union myself. From the day I entered a profession, and indeed from the time I was a child, I have worked with my hands, and in that sense I have been a member of a union. I believe that the work of the teachers is a noble one, and that it should be respected by the community. I hope that the teachers will continue to work for the highest ideals of their profession, and that they will be given every opportunity to do so.

In the main, the community grants the professional respect that we deserve, and I feel confident that we will continue to work for the highest ideals.

-Courage and United Effort.

The outlook for us all is not desperate, but it is anxious and uncertain. I cannot express too much the importance that the teachers now have to the community. I want to do for them, and what in normal times should have been done, now seems essential. The British Government seriously considers the maintenance of loans, that is to say, the maintenance of loans for purposes which are not absolutely necessary, as one of the most important things for the financial position of the world.

In this regard our situation is much improved, for we are now within 6,000 miles of the heart of the world, and we are able to look forward to a better future. In their true economic sense, the world is in a better state than ever before.
To Encourage Efficiency.

I shall watch the work of the teachers with the greatest interest. While I am at the head of this great Department of Education, I want the teachers to realize that their interests are my own, and that everything I can do to help them will be done. I know their work is exacting. I hope to remove unnecessary excrescences. I start with the impression that the service is not over manned, in some respects underpaid, and that the work is done at high tension. I shall do everything that is possible to improve the conditions. I shall encourage efficiency, and shall watch for evidence of it, and, having that evidence, shall reward the efficient. I shall welcome suggestions from the teachers for the improvement of the service, and I shall be careful to remember those who have made the suggestions that have proved to be valuable. My best wishes are for the teachers so that the children of our country may benefit.