the appointment of inspectors. They should not all be taken from the highest men. There should be a fair percentage of the younger men among the inspectors. That would give greater hope and a bigger impetus to all in the service to progress and win promotion. He considered that the Director of Education should be the Secretary to the Minister. At present the Director had to get permission from the Secretary to the Minister to go to see the Minister.

The Premier—No, no.
Mr. Ryan—Yes, yes. Here are Mr. Stanton’s own words on it. (Laughter.)

The Premier—Then it has been altered since he said it. (Laughter.)

Mr. Ryan stated that if that were so it had been altered without legislative authority.

The Premier—There was no legislative authority for it.

Mr. Peake—There has never been a time when the Director or his Secretary has not been able to see the Minister when they so desired.

Mr. Ryan said he was very glad to hear it. Regarding the technical schools, he said it was impossible to have a great system of technical education, to reach through all the State schools unless it were under the direct control of the Minister, and with highly trained officers of the department. The School of Mines was to be under the Minister, but was to have its present council of control. Those men had done good work, but they all had to realize that if certain people had not been in charge of that institution it would not have received so much consideration as had been given to it. He regretted that provision had not been made in the Bill for tutorial education and classes, which could so easily be worked in connection with the University. He hoped there would always be a clear line of demarcation between the various grades of education—high, technical, secondary, and primary schools. He asked the Government whether it would not be better to have sixth classes to schools, do away with small high schools, and have big high schools or colleges in central positions. Would any members take the risk of sending their girls to Adelaide to be trained as teachers on the present low allowance? He looked for the day when there would be residential colleges for them, with suitable matrons in charge. The Bill, the first the Labour Party had presented to the House, should have been the best possible, and not one which in its present form should not be passed. They had been proud of their education system, and should see to it that in further dealing with it there should be only improvement and progress.

Mr. Verran—Hear, hear. The Lloyd George of the Chamber.

Mr. Angus secured the adjournment of the debate until to-day.
THE EDUCATION BILL.

It is to be regretted that in preparing the Education Bill the Government did not take into consideration the wishes of the teachers in favor of a number of important administrative reforms. The Classification Board proposed in the Bill is to consist of the Superintendent of Primary Education, who will act as chairman, an inspector selected by the Minister, and a representative of the teachers. In place of a board the majority of whose members would represent the department the teachers' Union prefers a committee of inspectors. A committee of inspectors consists of the chief inspector, an outside member (at present a barrister) appointed by the Government, and a committee of inspectors. The committee gives general satisfaction, though it is complained that the outsider is not quite free to act independently, as he is subject to removal by the Minister. The principle of having a committee of inspectors instead of a board of appeal, and the whole system works for efficiency, justice, and contentment.

The more serious defects of the Bill now before Parliament is its omission to provide for a Curriculum Board on the lines which have been so successfully followed in Victoria. At present, the Australian primary school course is notoriously overcrowded. Something like 37 different subjects, with numeration, spelling, and writing, are taught too many, but the table is badly arranged, some of the subjects receiving greater amounts of attention than others. The curriculum needs severe pruning, and should also be made more interesting and attractive. Owing to the comparability of the course, and the comparatively brevity of the time required for a course of study, it is only too easy for teachers to be overloaded with work, the curriculum is equally elaborate and difficult.

By its extension of the school age and provision for more regular attendance, the Bill is designed to do away with the overcrowded teachers, but the proposal to leave the revision of the curriculum to departmental regulation is a mere evasion of a vital question. By this means, the curriculum system, which is a branch of the Department of Education, is equally elaborate and difficult.

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To the Editor,

Sir—Any person who has any knowledge of the resignation of Mr. Verann as head of the Education Department, and the subsequent election of Mr. Peake, must be aware of the activities of the Board of Advice, and its members.

Mr. Verann, in his resignation speech, mentioned his desire to continue the work of the Board of Advice, and to continue to work towards the improvement of education in the country districts. He also mentioned that the Board of Advice was responsible for the investigation of irregular attendance, and the investigation of complaints against teachers.

Mr. Peake, in his acceptance of the position of head of the Education Department, has stated that he will continue the work of the Board of Advice, and will continue to work towards the improvement of education in the country districts. He has also stated that he will continue to investigate irregular attendance, and to investigate complaints against teachers.

Mr. Verann's resignation has been accepted, and Mr. Peake has been appointed as head of the Education Department. The Board of Advice will continue to function, and will continue to work towards the improvement of education in the country districts.

Yours sincerely,

Chairman of the Board of Advice.