

- (7.) With all due respect to the genius of Mr. C. J. Dennis, is not the publication of books in the so-called Australian slang in some measure harmful to the correct use of the mother tongue? Teachers themselves are not always free from the use of slang and careless expressions.
- (8.) Though English is now a compulsory subject for all pupils in all schools, does it always obtain the attention it deserves? If French or Latin are allotted six or even eight periods per week, why should English be limited to five or sometimes four? As the fundamental subject in the whole school curriculum, English demands a maximum amount of time.
- (9.) Is there any definite relationship existing between
- (a) The Primary and the High School courses in English?
 - (b) The High School and University courses in the same subject?
- (10.) Is any provision made in New South Wales for advanced study in English? In past years the university has certainly provided Honour courses for aspiring students, but these require proficiency almost entirely in Middle English and Anglo-Saxon. Would not the establishment of a B.Litt. degree encourage enthusiastic students to undertake advanced work in English? I commend the idea to the consideration of the two new professors of English.
- (11.) Would it not be possible in the fourth year of High School work, by reducing the number of compulsory subjects, to permit promising students to specialise in one or more subjects? This might entail some slight changes in the requirements for matriculation, but would, I believe, be more than compensated by the superiority of the work done. This, however, is not the place to enter into a discussion concerning the stage at which specialisation should begin.
- (12.) To bring the best of English literature within the reach of every school pupil and every student, and to eliminate the excessive charges of the booksellers. Could not the State establish an Educational Press?

THE JOY OF TEACHING.

TEACHING ought to be a pleasure both to the child and the teacher, but it is not very often. There is something wrong with the subject or the teacher that cannot interest the child. A system of short note-taking, with good black-board work, might help, but if a child is not interested in a subject then investigation ought to be made, because all learning ought to be a joy and a pleasure.—*The Teachers' World.*

THE ART OF SPEECH.

IN our schools the importance of training for the eye, ear, and hand is recognised, while, as a rule, the lips are left severely alone, with the result that speech, the most important medium in our social and business intercourse,

becomes ill-shaped and slovenly. If individuals were trained to articulate clearly and distinctly time wasted in repetitions would be saved; wrong numbers and garbled messages on the telephone become a thing of the past, and the whole standard of language would be raised. A carelessly spoken drama would be an impossibility before an audience of trained speakers; and the beauty and meaning of words, as words, would gradually appear. Children should be taught to understand their sacred charge as custodians of the life and purity of our language—"a temple in which the souls of those who speak it are enshrined."—*The Times Educational Supplement.*

THE AIM OF EDUCATION.

FROM time immemorial people have been asking and answering the question, "What is the aim of education?" One says it is to form character; another, to prepare for complete living; a third, to produce a sound mind in a sound body. All of them seem satisfactory until, pursuing the matter further, we ask what kind of character it is desirable to "form", what activities "complete living" includes, or what are the marks of a healthy mind. The success of these attempts to state a universal aim for education is largely illusory, being due chiefly to the happy fact that everyone may, with wide limits, interpret them exactly as he pleases. For A's idea of a fine character turns out to be either ridiculous, or rankly offensive to B; what C regards as complete living would be spiritual death for D; while the *mens sana in corpore sano* that E reveres, F loathes as the soul of a prig housed in the body of a barbarian.

The root of the trouble doubtless lies in the complexity of human nature. Fortunately, educationists, and indeed the public in general, are beginning to realise that a profound truth is embodied in the old proverb, "It takes all sorts to make a world."—*The Spectator.*

LEARNING TO READ.

DURING the last twenty years the process of learning to read has been greatly accelerated in the infant schools. It is no uncommon thing to find infants just promoted to a senior department able to tackle successfully and intelligently reading books used in the middle classes. Continued progress may be assisted if the teacher in the senior department who takes over the infants makes himself acquainted in advance with the methods followed in the department below, so that the effects of the inevitable "break" may be minimised. It is desirable, too, that the books used in the senior department should correspond with those already used, or at any rate that there should be no great divergence in type. Continuation and conservation of the work already achieved would be the natural desire of the teacher who takes charge of the newly-promoted infants. Even in junior classes silent reading may be practised with advantage. In classes consisting of heterogeneous elements silent reading lessons may be a double benefit; the forward child "gets his head" and escapes the retardation inflicted upon him by his backward class-mates, while the latter, by having attention concentrated upon a reduced number, may progress more rapidly.—*The Times Educational Supplement.*