

sistency, to the need for "correct sentence construction, grammatical accuracy, and intelligent punctuation." Here we have something definite; but training (instruction) in such things would hardly provide that education for which, I surmise, the examiners pine—the training of the emotions—the development of the pupil's ability to write "naturally and sincerely" in appreciation of works, that may possibly leave him quite cold—the drawing out (an etymologically doubtful meaning of educate, by the way) of emotions and experiences which the pupil has never had.

If the examiner is going to tap the springs of youthful emotions he must be prepared for the gush of crudely expressed feelings and immature judgments. The pupil who gushes in his literary out-pourings is not to be harshly condemned and discouraged. The toning down process is a long one and is not meant to be finished at school. If finished style and mature judgment are to be demanded, the only way to meet the demand is to cram the views of others and reproduce them.

The present state of affairs is intolerable. Teachers rather welcomed the experiment of making English a compulsory subject, partly because they realized that improvement in English would bring about improvement in other subjects. The only result, however, has been that many students, whose English composition has been good enough to satisfy completely examiners in other subjects, literary as well as scientific, have been relentlessly failed in English literature and thus deprived of certificates. It would be preposterous to suppose that all these other examiners, together with a large number of teachers and pupils are in the wrong, while the English literature examiners, whose own style is betrayed in their report, are entirely right. The situation would be Gilbertian were it not so serious. We can only hope that the examiners have not altogether lost their sense of humour, and that, if English must still remain a compulsory subject, they will soon laugh themselves out of their Lord High Executioner attitude.

MESSAGE FROM THE HON. TREASURER.

Fellow Unionists,—

The S.A.P.T.U. has for its aim:

1. The furthering of the interests of Education in South Australia.
2. Organisation for mutual assistance and defence.
3. Acting for teachers in cases where it is deemed necessary.

It is realised by most people that the policy of the Union can only be carried out by constant attention to these three points.

For some time the Union was not making rapid progress—the backwash after the high-tide of the Award year has left us to a degree a de-vitalised body. We must make progress, or give up. For the proper development of Union affairs it is desirable that the office be not burdened with the constant reminders and circulars regarding membership that have been necessary in the past.

In few (if any) similar societies is it necessary to remind members so often of their financial responsibilities, entailing, as it does, so much extra expense. Will members help us to realise our ambition to have all subscriptions paid up before June 30th?

UNION NOTES

As the Editor informs me that it is his intention to send a copy of this Journal to every teacher in the service of the Education Department, I gladly avail myself of this opportunity of urging those teachers who have not already joined the S.A.P.T.U. to link up with us. This is an age of Unions, Federations, Alliances—many are the names given to these Associations formed for the promotion of some cause and for the mutual protection of its members. The objects of our Union are thus set out:

- (1) In every possible way to further the interests of Education in South Australia;
- (2) To organise the public teachers for mutual assistance and defence;
- (3) To take such actions as may be deemed necessary in all matters affecting their interests.

I need scarcely enumerate the many benefits that have been provided for teachers by the Union, and these both Unionists and non-Unionists enjoy. The material benefits gained by our appearance before the Industrial Court are easily called to mind, and many others have been secured by the activities of the Union in bygone days. The local Association, the Journal, and the August Conference are also means of providing guidance, assistance and inspiration. The benefits that have been gained are so many and so important that they place a moral obligation upon every teacher to join the Union.

I desire to extend the invitation especially to the "outback teacher"; who, far from the centre of a local Association, feels at times discouraged in his isolation. While I have been a member of the Executive, I have found that that body is keenly sympathetic with the difficulties and conditions of the rural teacher. I entreat you, therefore, to join not only because of the advantages referred to previously, but also because of the sense of security and encouragement that will come from the feeling of brotherhood with so large a Union.

R. A. WEST, President.

By decision of the President, in consultation with the General Secretary, no meeting was held in Executive April.

Notes The usual monthly meeting was held on May 4th, when, in the absence of the President, Mr. R. A. West, M.A., the Vice-President, Mr. P. Corry, occupied the chair. Apologies for absence were received from Messrs. Bawden, Symons, Cattle and Opie.

A hearty welcome was extended to Misses Roberts and Morgan, and to Mr. Doig, as new delegates.

The report of the President was made by Mr. Corry who said that various associations had been visited—Strathalbyn, Balaklava, and Country and Suburban. New associations had been formed at Hallett, Endianda and Clare.