AUSTRALIA IN GENERAL.

"A Short History of Australia," by Prof. F. C. B. Cook, is a work in which the author has attempted to give an account of the early history of Australia. It is a book that will be of interest to all who are interested in the history of Australia, and it is a book that will be of value to all who are interested in the history of the world.

The author has been able to present a clear and concise account of the early history of Australia, and he has done so in a manner that is both readable and informative. The book is well-written, and it is easy to read.

The author has avoided the use of technical terms and has presented his material in a straightforward manner. He has also been careful to avoid the use of any political or religious terminology.

The book is well-organized, and it is easy to follow. The author has divided the book into several sections, each of which deals with a different aspect of the history of Australia.

The first section deals with the early history of Australia, and it covers the period from the discovery of Australia by the Dutch explorers in 1606 to the founding of the colony of New South Wales in 1788. The second section deals with the history of the colony of New South Wales, and it covers the period from the founding of the colony in 1788 to the present day. The third section deals with the history of the Commonwealth of Australia, and it covers the period from the establishment of the Commonwealth in 1901 to the present day.

The author has been careful to present a balanced view of the history of Australia, and he has avoided the use of any one-sided or biased information. He has also been careful to present a fair and accurate picture of the various events and developments that have taken place in Australia.

The book is well-illustrated, and it contains a number of maps and diagrams that help to clarify the author's points. It is a book that will be of interest to all who are interested in the history of Australia, and it is a book that will be of value to all who are interested in the history of the world.

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since copied all about the world. Of a later statesman—
A man of haughty temper, notwithstanding his
strong democratic leanings, Kingston was at his
best intellectually as a draftsman of Parlia-
mentary Bills. He spoke in a series of emphatic
slices heaved forth with a voice of thunder; but
when he took pen in hand to prepare an Act of
Parliament he had command of a crisp
precision of phrase, and a sure sense of the value of words
that could express a meaning in the shortest and
untamablest terms. Instead of saying that any
person charged with an offence against the said
section in the manner aforesaid and being with-
out reasonable cause of excuse should on
conviction before a Court of summary jurisdiction
be liable to a fine not exceeding £20, Kingston
would write at the end of a tersely worded section,
"Penalty, £20"—and, oddly enough, neither
Courts nor persons affected ever had the least
doubt as to what was meant.

It is candidly admitted that the bewilder-
ing changes in Federal Ministries about
10 years ago, when "a citizen of the Com-
monwealth might any morning have
awakened wondering what Government
was in office now" seems to the cynical
observer a mere "scuffling of kites and
crows." But one is to consider rather
that the rival leaders were not self-seeking,
but "sincere and serious leaders of
opinion, who were contending for different
sets of principles. The rapid rise of
a new party—that is, of a new force—neces-
sarily entailed a fresh adjustment of politi-
cal relations." The first, or trial Ministry,
in 1901, being made up chiefly of State
Premiers, was "an army of generals, an
orchestra of conductors," and that Barton
was able to induce them to play the same
music during nearly two sessions is
accounted to him as a fine piece of leadership.
There are, of course, in a long book like
this, points with which one may disagree.
Melbourne University, instead of Adelaide,
is unaccountably credited with having been
the first to give degrees to women. The
otherwise full account of the rise of Demo-
cracy might have found room for the com-
ing of the Eight Hour Day. "Banjo" Pat-
terson's "Man From Snowy River" is
surely not the "most popular poem ever
written in Australia," or even the most
popular of his own. (Incidentally, Kip-
ing, precocious as he was, was not writing
Imperial verse in 1883.) But these are
small points. The main is that this is a history which will keep one out of bed
at night to finish it.
arrived at in cases to reach the mark as a body which they could be credited in presenting their answers in the spirit and tenor of the public examinations, more than exceeded the requirements of the examination in primary geography and land economics. The former founds in the work-provoking character of the subjects many recurring errors under the present method of teaching the subject. The examiner in marking the same makes a more or less complete list of "flying" facts, "flying" phrases of all the lapses detected, the teachers are responsible for the accuracy which is necessarily found.

We can see that much of the biology, zoology, economic, and geology sections of the examination are, as a rule, limited to a few facts and figures. Textbook writers emphasize the importance of summarizing these facts in an easily digestible manner. However, in the examination hall the student is called upon to recall, in the form of facts and figures, what he has studied in the course of the year. The examiner is charged with making a list of all the lapses detected, the students are responsible for the accuracy which is necessarily found.
UNIVERSITY EXAMINATIONS AND HOWLERS.

From G. G. Newman—Whoever the pedagogue is who has vested his person with the dignity of the two simple words "A Teacher," a credit to his profession. His well-worded letter proves his intimate knowledge of the subject. It is a fact that the highest examiners candidly admit their pupils' merit and value, even when they have advocated for some years past. What I suggested was that in their place, he might write the best essay in the world; he might write the best answer given by the Tennyson's "Melanthia." Instead of continually explaining and criticizing their work, better results, if candidates and their teachers could all get some idea of what is required, would be obtained. The professor answer at the questions himself. In mathematics, let them print in full the most difficult problem, the most problems, the most or difficult problems. Let the candidate who secured the top place in honour. This would act as an incentive for the other students.

And when the professor sends his list of questions, let him also supply them with a list of university examinations. It is very much like to call attention to a flaw in the scheme of selecting textbooks. Why not let the students have the books for three years? This year, for example, leading bookstores have sold copies of the "Ovid" at all. What about the poor unfortunate students who are thus thwarted? The books sold for three years, and then there might be a saving of money. There are a few second-hand books, but they have been sold at Sydney and Melbourne, and copies are rare. Some text books have been set for the same year, but I should say they are published at the very last 12 years. There is difficulty in obtaining these text books, and I think the original text books are the same. And, or, I request, three years? This would be enough to satisfy the craving for variety.
STANDARDS OF EDUCATION

The recent publication of "examination bowlers" and the protest of correspondents that these are not necessarily confined to students, again draws attention to the inadequacy of public examinations as a test of educational ability. They have been as wholeheartedly condemned by prominent educators as they have been regretted by students who have failed. Ill-set questions and simple answers are minor aspects of a greater problem. More important is the question whether our modern systems of education are not themselves largely responsible for the creation of examination bowlers. There is much inclined to build on tradition rather than on common sense. Too often a pass, or even a credit, for an examination in any particular subject, denotes rather a capacity for cramming than for the assimilation of knowledge, and even more frequently a fit of memory. At least it indoctrinates a candidate through an examination has as little definite meaning for him as the questions here for the examination bowlers. Might it not be even claimed that the mere fact of giving such an examination on the part of the student to draw from his own experience the explanation that is expected. The extraordinary views often expressed by children prove the existence of the undeveloped mind of ideas that are startlingly original, and even the worst "bowlers" may have a basis of common sense if open to the text book is not so much a sign of intelligence as the possession of a retentive memory. But a departure from the text book is a breach of examination etiquette from which many doubtless have gained such redoubled experience in youth that they adhered rigidly to rules after one or two failures.

In a recent number of "Harper's" a writer, in opening up another aspect of the subject of grammar in elementary schools, "What shall we do with this thing called grammar?" he asks. It is an abstract science, highly technical, but it may be tempered for force into the minds of young people and it is suffused with a terminology as obscure and meaningless to the young as would be that in the pharmacopoeia. Of course there is mental discipline to be gained from close application of the rules and laws of grammar, but it is not often used. The technical terms of grammar are, in fact, a source of embarrassment and often a source of delight. But Tyndall's was essentially an analytical mind, and each of the rules would be found in the mental discipline obtained, or in the study of grammar would be of immense help in the understanding of the English language.
Some of the finest writers of English poetry and prose are totally ignorant of the rules of grammar. They are concerned neither with subjectives nor predicates, nor whether a clause is a principal or a subordinate one. But their technical ignorance does not prevent them from exercising a power of self-expression in purest English that would be impossible in a professor with every detail of technical grammatical knowledge at his finger tips. It is a common experience of teachers in elementary schools that a pupil who correctly parse or analyze a sentence, conjugate a verb, and correct grammatical errors in the written language, and immediately reply to a question, "I never did it," pupils will learn by rote with perfection that "sea ware" is the phase of "I am." But that does not prevent their persistence in the private use of "we was." The great necessity of the developing mind, says the writer already quoted, is a plentiful vocabulary relating to ordinary life. Just as a baby learns to speak French, and an English one English, so the ear of the growing child adapts itself to the language with which it is surrounded for the greater part of its life. The "plentiful vocabulary" and ear trained to the use of correct speaking, the power of self-expression is at once set free. School curricula are so overcrowded that every possible elimination should be considered, and it, as Hays said in 1896, "the extended study of technical grammar does not enable one to use better English either in talking or writing," in the interests of teachers and children alike the question is ripe for discussion.

THE "SHOP" AND THE TECHNICAL SCHOOL

CLOSED COMMISSION BETWEEN THE TWO

In the journal of the School of Mines and Industries of England, there is a section occupied by letters from various societies and organizations proposing an end to the "closed commission" system, which many see as stifling innovation and progress. The letter, addressed to the editor, argues that the current system of commissioning is outdated and no longer serves the needs of the industrial world. It suggests that the traditional methods of commissioning experts and advisors are no longer relevant in the modern era of technological advancement.

The author concludes by calling for a new approach to expert consultation, one that is more open and flexible, allowing for the best minds regardless of professional affiliation.