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offers infinitely greater opportunities than a small community of 4,000,000. The "youth with brains" who studies in an American technical college until he is 17 or 18 years old may reasonably expect to draw substantial prizes in the lottery of life early in his career, and to find ample scope for the exercise of his highly trained faculties; but at present there is not the same incentive in Australia to impel boys to undergo such rigorous preparation for commercial pursuits. No doubt the time will come when the advantages of highly specialized commercial education will be as widely appreciated as the value of a School of Mines diploma is now, for in the keen struggle for industrial supremacy knowledge will become more and more the primary source of power.

—Junior Geography.—
The use of the new series of Austral Geographies as text books in this grade has permitted a much freer treatment of the subject than formerly. The newer methods of teaching geography seek to impart realistic and living ideas of the countries concerned, rather than a mere string of names which convey little information. The questions this year, though differing somewhat from the class of question previously set, were, in all instances, taken from the text books, and the results show that the candidates have made good use of these books. That something more than the teaching of mere geographical nomenclature is needed in our schools is seen from such answers as the following:—"Japan was first peopled by the Norse Vikings;" "Cape Colony was discovered by Stanley, and by him was annexed to the British Crown;" "India was discovered by Great Britain when the Mahdi was defeated." A very large proportion stated that "Cape Colony was conquered by England in the late Boer war." The above examples well illustrate the need for improved methods in teaching this subject. It was gratifying to note considerable improvement in map drawing, which was particularly evident in the case of Western Australia papers, the standard of which generally ranked high.

—Junior Greek.—
Some of the candidates did good work and showed signs of careful preparation and teaching. In most cases the sentences were well done, but there is room for greater accuracy in minor details. The translation into English often showed carelessness, and mistakes which might easily have been avoided were frequent. In many instances words were parsed correctly but translated wrongly. In some papers the accentuation was very accurate, while others had evidently been "ornamented" without any regard to even the simplest rules.

—Junior Latin.—
The standard attained was fair and the purely grammatical questions were generally well answered, but question 5, which asked for the principal parts of verbs, elicited the fact that insufficient attention has been paid to an important portion of the elementary grammar prescribed. Neglect of this portion leads later on in many cases to failure in the senior examination, where the translation from English into Latin demands readiness and accuracy in the conjugation of the verb. This accuracy, if not acquired before the candidate presents himself for the junior, is rarely to be found in him when sitting for the more advanced examination. The translation from English into Latin was commonly satisfactory, in a few instances distinctly scholarly. Not so the translation from Latin into English. There was an ignorance of the meaning of common words that was remarkable, but the great defect in the papers was the general inability of candidates to ascertain the grammatical relationship to one another of the words in a sentence.

—Junior Chemistry.—
On the whole the results are better than those of last year, the percentage of passes being greater. Though the sketches given are better than those of former years, there is still room for improvement. The connecting tubes are badly drawn, and one often comes across a thistle funnel which does not dip beneath the surface of a liquid.

—Junior Physiology.—
Though the questions this year were short and simple, and but a repetition in a slightly different form of those that have been frequently set in this examination, yet the examiner regrets that he must report unfavourably of the answers taken as a whole. In fact they were distinctly worse than they have been in any recent year. Though many candidates were able to give more or less irrelevant facts with fair accuracy, yet most of them seemed to have failed to grasp the rudimentary principles which are the outcome of the facts.

—Senior Examination.—
Senior English Literature.—Question 1. There were far more essays on Hamlet's character than on his "estimate of his own character." 2. Few candidates received half the full marks. There was seldom any clear understanding of the first two and of the last two lines in the passage. 3. The mechanical way in which the lines were scanned showed that little attention had been given to the reading of Shakespeare's verse. 4. Well answered, as a rule. 5. This question was very fully treated in the text book, and was in a good many cases well answered. The chief faults shown were a lack of system in setting out the arguments and a tendency to write irrelevantly. 6. Very few dealt with this question in the right way. Many were content to give such watery synonyms as "good," "correct," "beautiful." 7. The question on the sinking fund should have been answered much better, considering its treatment in the notes. Attila afforded a fine opportunity for guesswork. Both examiners were greatly struck by the frequency of bad spelling in the answers.

—Senior History.—
As with the juniors much of the work done in the senior division was marred by poor composition and the use of words imperfectly understood. It is rather surprising in a senior paper to find such sentences as "He addicted himself to the study of Greek;" "In 1588 the Armada broke out;" "After several reigns of English history;" "These men were nomenclated the Oxford reformers;" and "Drake is handed down to posterity as an extender of empire." The question on the revival of learning gave rise to much vague writing and some extraordinary definitions; one candidate said it meant that the study of air pumps had been taken up, whilst another wrote:—"Men spoke of the Renaissance as the Papacy which had been given by God." But the poorest answers were those to question 4, which asked for Cromwell's religious policy during his protectorate. Most candidates contented themselves

with stating his personal religious belief (which varied from "nothing in particular" to a belief in transubstantiation), and hardly any of them seemed to realize the great importance in those days of a definite religious policy. In a few cases, however, the papers showed an intelligent grasp of the subject.

—Senior Trigonometry.—
As a whole the candidates did very well.

—Senior Chemistry.—
The senior results call for no special remarks, except that the Western Australian candidates were nearly all extremely weak. Only three candidates passed, and there were only two or three more who came anywhere near the pass mark. The majority were evidently utterly unfit to enter for the examination.

—Senior Physiology.—
The answers this year were rather above the average. There were, however, some very general omissions and positive errors.

—Senior Physical Geography and Geology.—
The results of the examination in this subject may be regarded, on the whole, as satisfactory. An intelligent knowledge of the subject was shown by most of the candidates, and the general standard of the papers is higher than last year's. There is still, however, much room for improvement in the cultivation of the thinking powers of the candidates. Many questions were answered by rote rather than by intelligent reflection. For example, the greater saltness of some seas was explained by several to be due to "the number of rivers flowing into them, carrying mineral matter in solution," while others gave the reason that "some seas had more rivers running out of them than others, which made them fresher!"

—Higher Examination.—
Higher English Literature.—The examiner has nothing to add to the lengthy note which he made on the examination of last year. Questions 4, especially the final part, was poorly answered, and question 5 again brought out several answers like these:—"His writing often seems to us like a green velvet park, smooth and soft, with here and there the eternal rock jutting out in bold relief. His is the union of softened splendour with unimpaired grandeur, which never fails to fascinate." "He dips his brush into great knowledge, knowledge wrought by years of study, and paints the words with marvellous conceptions of things unseen to us, but he has become acquainted with them."

—Higher History.—
Some good work was sent up in this subject, and most of the papers showed careful study. The two chief faults in this division, as in the junior and senior, were lack of arrangement and lack of dates. The weakest question was No. 4, which asked the candidate to show the British possessions in South Africa and to put in the important towns; there was great vagueness not only as regards the situation of the towns but even of the various colonies.

—Higher French.—
The translation from French into English was fairly well done in the majority of cases. Many, however, have done this part of the paper in a very careless manner, which in some instances caused ludicrous mistakes. The translation from English into French brought out strongly all the weak points of candidates. They seem to vie with one another in displaying their ignorance of the most elementary rules of grammar. Many of the failures this year are due to bad composition. Very few of them had a knowledge of the history of the language. One candidate acknowledged frankly that this subject had not been included in his or her preparation; others made some wild attempts at solving the riddle. The vocabulary is generally very weak. There are evident traces of good materials in the majority of the papers; but the preparation—or perhaps the training—seems to be very defective.

—Higher Chemistry.—
The theoretical papers call for no comment, being on the whole satisfactory. The errors were rather those of omission than of commission. As regards the practical work, the criticisms made in last year's report as regards method of analysis still apply in many cases.

—Higher Physical Geography and Geology.—
The candidates had for the most part memorized their subject fairly well, but showed deficiency in thinking out the main points of the questions. The drawing of geological sections was far below what might fairly be expected from students in the higher public examination, and there is also evidence that the candidates have very limited opportunities of becoming acquainted with our common rocks and minerals.

—Junior Commercial Examination.—Junior Commercial Arithmetic.
Although, as is shown by the results, the majority of the candidates succeeded in answering most of the questions correctly, the papers were to a large extent spoiled by slovenliness. Often no marks could be awarded for method, the working being a mere unintelligible jumble of figures.

—Junior Commercial Geography.—
Most of the points mentioned in last year's report have received attention. Handwriting shows greater legibility, spelling has improved, and the answers have been set out with greater clearness. It is evident, too, that intelligent work is not subordinated to learning by rote, but that an attempt has been made to rationalize the many details of this subject. Little improvement is shown in knowledge of the materials of commerce. Kauri gum is used, according to some of the candidates, for making roads, for the erection of buildings, for firewood, for railways, as an ornamental wood for the covering of pianos, for sticking, and for eating. Cinchona was said to be useful for making sugar, as an essence for flavouring foods, for making rubber articles, as a valuable dye, as a beverage; and a few candidates remembered that tobacco was used for other purposes than smoking. In many cases, too, countries of production and of consumption were apparently put down haphazard. Question 3, asking for an account of the Murray basin from the commercial point of view, received replies of remarkable range in merit, from that of the candidate who said "The Murray River starts in South Australia, runs through Victoria into New South Wales, when it is called the Darling," to the four-page reply of a candidate who had apparently followed the recent newspaper articles and collected data for an essay on the subject. It is true the text book does not say much about the Murray basin; still, the fact that some candidates take so great an interest in such a subject as to make it a hobby is bound to tell against those who are merely content to cram up the text book. The map drawing ranged from very good to decidedly bad; the average was very fair. Candidates are not accustomed to look upon towns as knots in an industrial and commercial network, to ask what are their connections with the surrounding country and the neighbouring towns, and why the converging lines should converge at these particular places. Many candidates stated that Genoa was a port of Italy; of what value is this information compared with that given by the candidate who saw Genoa in close connection with the railway systems of Central Europe and the steamship routes of the Mediterranean? Ports ought to be looked upon as outlets and inlets for hinterlands, not as isolated dots on a map about which uninteresting statements have to be committed to memory. Isolated facts are of no use, educationally speaking. Emphasis ought, therefore, to be laid not on the fact itself, but on the system of facts, and this can best be done by making the subject taught of interest to the learner. The word "Hull" appearing in the daily paper will then no longer be unnoticed, but will be of interest as having behind it a number of interesting ideas, which readily combine with the new fact presented.

—Junior Commercial Bookkeeping.—
The proportion both of passes and credits is encouraging, and the average character of the answers shows a satisfactory standard of technical teaching. The papers included questions of a sufficient variety to test the general knowledge of the students, and I was pleased to note on this occasion a larger number of students than previously competent to prepare correctly statements of profit and loss accounts and balance sheets.

—Junior Commercial Business Correspondence and Precise Writing.—
The papers in business correspondence showed a decided general improvement on previous years in the desirable direction of a more practical business-like style of composition. The marks bring to light a very uniform and fairly good standard of ability in this branch. Precise writing was introduced for the first time in this year's papers, and the majority of the answers were commendable in respect to knowledge of the objects and form of precise work.

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UNIVERSITY EXAMINATIONS.

NOTES BY EXAMINERS.

The Adelaide University has issued a manual of the Public Examinations Board for 1906. This pamphlet includes notes by examiners for the latest examinations, and we make the following extracts:—

—Primary History.—
Of 824 candidates who presented themselves for examination 629 passed. Generally speaking the quality of the work has improved, and the examiner notes with much satisfaction that teachers and pupils have acted upon the suggestions offered in the reports for 1902 and 1903. The most striking defect in the papers consisted in the uncertain apprehension of events concerning which Mr. Gardiner is very explicit.

—Primary Geography.—
Great carelessness was manifested in spelling proper names. The very common mistake of not carefully reading the questions was illustrated by the fact that many confounded exports with imports. The knowledge exhibited of the inland lake system of South Australia was, generally speaking, good, though there was great diversity of opinion as to the explanation of the prevailing physical conditions. An error made by not a few was that of contending the inconsiderable body of water dammed up in the Torrens River, in the vicinity of Adelaide, with one of the most important lakes in the State. The map of Ireland was in many instances very well done indeed; but in perhaps the majority of papers it showed that the candidates had received no instruction whatever in map drawing.

—Primary Greek.—
The successful candidates showed on the whole a fair knowledge of accidence, though there were very few good answers to the sixth and eighth questions. The accents were as a rule placed correctly. In several of the papers the handwriting was by no means good; in Greek careful writing and accurate work are apt to go together, and the examiner noticed that the three best written papers were those of candidates who passed without difficulty.

—Primary Latin.—
Many candidates wasted their time and made the examiner's work harder by writing out the questions as well as the answers. Such candidates have themselves to thank if their answers are overlooked in the crowd of words with which they are surrounded.

—Primary Drawing.—
Evidently the schools entering candidates for the primary examination in drawing are not seized of the value of drawing, or else the primary candidates were unprepared for their examination in that subject. In frehand 63 candidates sat, and 16 of these, 25 per cent., had no acquaintance with the requirements of the subject; of the remaining 47 candidates no less than 19, or 40 per cent., failed because of gross errors in the proportion of their drawing. This defect can only be overcome by the student being exercised in the production of proportionate drawings without any such aids as measuring or the use of copies of which the salient points are given upon the paper on which the student makes his copy. In geometry 63 candidates sat, and 5 candidates, which is about the usual percentage, attempted more than the stipulated number of problems; of the remaining 58 candidates no less than 49 omitted to show the entire work or some part of the work that was necessary for the solution of the problems. It is possible that candidates may have been impressed with the easy methods of arriving at problems in theoretical geometry, where use is made of the figured scales and protractor, but this examination in practical geometry requires that the solutions shall be obtained without any such aids.

—Junior Examination.—
The history papers sent up by the junior candidates this year show an improvement in spelling and generally in composition. In some of the papers, however, it was evident that the candidate had had but slight experience in written work; hence such a sentence as—"Penda army was a subject of the things that William the Conqueror had to weaken the English." Other candidates, again, wrote in a stilted style, using long words which they did not understand, e.g.—"The Montfort was strict in parody;" "Langland was the persecutor of religion, Chaucer the persecutor of literature." Most of the papers showed a careful study of the text book. Questions 1 and 2 were generally well done, although many papers showed a lack of chronological arrangement. It was surprising how many candidates placed Bithred the Unready and Canute before Alfred, even when they showed by dates that they knew that Alfred reigned first. But the examiner was very pleased to find the story of the burning of the cakes in two papers only. It was, however, in question 3 that the want of lower-class arranging answers was most shown. In question 4 Piers Plowman was a stumbling block to many. One candidate hazarded the suggestion—"Very likely he was a man who used to drive a plow;" another wrote an account of St. Francis of Assisi; two or three said that it was one of the names taken by Piers Gaveston; while another candidate took refuge in generalities and said—"Piers was a happy old soul, quite contented with his lot."