

'The Register' 27th Nov. 1897.

The results of the practical examinations in music of the Adelaide University as published at that institution last week show that out of forty-four students who entered for the Senior thirty-two have passed, eleven in the first class and twenty-one in the second. It would be seen from these figures that the failures amount to about one in four. This is a much better average than last year, when exactly one-half the seniors failed. In 1895 forty-four candidates passed out of fifty-nine entries, giving much the same percentage of successes as this year. Of the students who passed this year twenty-seven were in piano-playing, two for singing, and one each for violin, 'cello, and organ. In the Junior division we have 103 passes out of 171 entries, only sixteen being first-class, and eighty-seven in the second. The failures thus amount to about *two in five*, much the same average as last year. Junior passes comprise ninety-six in piano-playing, four for singing, and three for violin. Hardwicke College heads the list of successes with eleven passes, then comes the Adelaide College of Music with nine passes; Mr. E. E. Mitchell has secured seven, the Convent of Mercy, Broken Hill, and Unley Park School have six each. The Dominican Convent, Cabra, passed five, and Miss Stenhouse and Mrs. E. M. Price have each four to their credit. Six different teachers have succeeded with three pupils, sixteen have passed two, and thirty instructors bring up the rear with one apiece.

The "Amy Louise" violin, specially made by Mr. H. J. Shrosbree for Mr. A. W. Marshall,

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In the competition for the Elder Musical Scholarship the candidates were reduced to three, two being those mentioned in our paragraph on Saturday, namely, Miss Corvan and Master Harris, and the third Miss Margueretta King, a daughter of the late Hon. Thomas King, and the youngest of the three. Miss King, who plays the piano and was trained by her mother, passed the University junior examination in music when she was 10 years of age. Signor de Beaupuis, who heard her play, predicted for her a brilliant future.

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EXAMINATIONS AND EDUCATION.

THERE are certain truths which require periodical restatement. It is now some years since, in connection with the senior and junior examinations, we discussed the question of Education versus Examination. Everyone who has studied what has been written on the subject by Continental as well as by English authorities, and the addresses given from time to time on public school speech days in England, knows well that while examinations are held to be necessary supplements to education, it is also held that what ought to be regarded as a means to an end has in too many instances been transmuted into the end itself. Public opinion has as usual much to answer for, and public opinion is not always the best instructed in questions of this sort. So far as regards schools parents are responsible for a great deal. They are apt to estimate schools by their published successes at outside examinations. The present week is one which has special interest for schoolmasters, boys and girls, and parents. The University has been holding the usual annual examinations, the senior and junior, as commonly designated. Now it may be freely admitted that examination by one set of men in work done and books read under another set is a decided advantage. It is an examination conducted with a double object, viz., to ascertain what a candidate really knows and whether he has been well taught. It enables a discrimination to be made between knowledge and information, or, to put it in other words, between scholarship and cram. It used to be said that it was impossible to cram a schoolboy for a Balliol Scholarship. But it was because a candidate for that blue riband of undergraduate life was examined in classical language, literature, and scholarship, not in set text-books. When it is known for the best part of the twelve months preceding in what authors, or books, a candidate is to be examined, the examiner's opportunity begins. No doubt the specifying of text-books saves an examiner an infinity of trouble. But, for that matter, so does setting an unusually

stiff paper, as most of the answers can have a mark at once set against them, without that painful and wearisome process which is involved when the questions are within the powers of the examiners.

But neither the University nor the examiners exist for the sake of saving trouble. While it is probable that in science text-books must be specified, there is no such occasion when we come to deal with languages. Still retaining the two grand divisions of senior and junior, a competent examiner would have no difficulty in setting for each division examination papers which those who enter should be able to answer, no matter in what schools they have been taught, under what masters they have studied, what authors they have read. The advantages of such a system are obvious. In the first place it gives a schoolmaster the power to select authors most suitable to those he is teaching. In the next place, it compels him to regard real scholarship and knowledge as the only way by which examinations can be met. It prevents the work of the school being practically dictated by men who in all probability have never been schoolmasters, have never taught in schools, and certainly are inexperienced in the standard of scholarship in colonial schools. It takes away from the examiner the temptation to set the authors he himself is best up in, whether they are suitable for boys or not. It takes away from the schoolmaster the temptation to sanction the use of "cribs," to furnish his pupils with "tips," and to coach them rather with a view to be able to answer the questions likely to be put than to master the language and the matter of the author. Where languages other than English, ancient or modern, or both, are concerned it may be confidently stated that when the examination therein is by outside examiners, in such as the senior and junior examinations, there should be no text-books set. With science, as we have already said, the case is different, and probably there is much in favor of prescribing authors for examination in English literature. With regard to history, while there is no occasion whatever for text-books, we are fully alive to the advisability of indicating and recommending the best on a given period. But this should be with the distinct understanding that the questions are not to be looked upon as questions on the text-book but on the period prescribed.

Reverting once more to the general question of education and examination, a recent address at Mason College, Birmingham, by the brilliant professor of ancient history in the University of Dublin may be recommended for thought-