(No. 93.)





PARLIAMENT OF TASMANIA.

MEMORIAL OF TASMANIAN SCHOLARS,

Inviting the attention of the Council to certain considerations in connection with the Scheme of Examination for the Tasmanian Scholarships for 1883.

Return to an Order of the House of Assembly. (Mr. Reibey.)

Laid upon the Table by the Attorney-General, July 23, 1884, and ordered by the House to be printed.

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Inviting the attention of the Council to certain considerations in connection with the Scheme of Examination for the Tasmanian Scholarships for 1883.

Return to an Order of the House of Assembly. (Mr. Reibey.)

Laid upon the Table by the Attorney-General, July 25, 1884, and ordered by the House to be printed.



Hobart, 4th December, 1882.

To the President of the Council of Education.

Sir,

WE the undersigned, at one time Tasmanian Scholars, beg leave to invite your attention to certain considerations in connection with the Scheme of Examination for the Tasmanian Scholarships for 1883 recently published by the Council of Education, in respect of which it seems to us modifications might be made with advantage; and in asking your attention to these points, we venture to submit a sketch of the Scheme so modified. We are emboldened to do this by assurances that have been given to some of our number that the Council will receive such suggestions from us at least with patience.

2. In drawing up the modified Scheme we have been guided by the consideration, as by a first principle, that the Examination for the Scholarships is not self-sufficient nor final, but is simply preparatory and preliminary to the Examinations awaiting the Scholars immediately upon their arriving in Great Britain.

3. Accompanying the Scheme is a Memorandum in which the grounds of our suggested modifications are given in some detail. Here, however, we will only indicate summarily the points to which we desire to draw your attention, and in respect of which our Scheme differs more or less from the Council's.

They are these :----

- (1.) The general principle of specialising study, so as to avoid superficiality and secure depth.
- (2). The distinction between compulsory and optional subjects.
- (3.) The due adjustment of the standards in Classics and Mathematics so as to equalise as far as may be the work entailed under each.
- (4.) The due adjustment of the marks assigned for the several subjects and under the different standards, so as to reward all work equitably and proportionately.
- (5.) The special aim and object of the Examination of selecting the candidates best equipped and prepared to go up to the Examinations that await them in Great Britain.

We venture further to request that, if it seem fitting to you, you will be pleased to bring the modifications introduced by us into the Scheme in respect of the foregoing points under the notice of the Council for such action as it may think right to take.

We have the honor to be, Sir,

Your obedient Servants,

A. W. GARRETT. WM. KNIGHT. HENRY A. PERKINS. G. F. ARCHER. J. W. H. GEISS. JAMES W. TIBBS. F. LEICESTER BUTLER.

ARTHUR P. CANAWAY. W. H. BUCKLAND. D. E. STEWART. G. A. McMILLAN. HERBERT BARRETT. GEO. WILSON WATERHOUSE.

MEMORANDUM.

In venturing to offer for consideration a Scheme for future Examinations for the Tasmanian Scholarships, it may be well to state clearly and concisely the reasons which seem to justify a departure from the method of scheme already promulgated by the Council for 1883.

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The divergence of the one scheme from the other is not really great; the desirable principle of specialisation appears to have been accepted and definitely laid down by the Council; but, in its wish to firmly embody this principle in the scheme, it may be questioned whether it has not gone a little too far in the way of change, and whether some of the good points of the old kind of scheme may not still with advantage be retained, to the end that the wished for specialisation may be the more adequately effected.

1. In the Council's new scheme the work has been somewhat disproportionately increased. The amount of reading enjoined in Classics (A) goes far beyond the total amount of Classics required under the old order of things. In Mathematics (A) and (B) being taken together, the work has been well nigh doubled; and therefore the mathematical student,—the work in his own special subject being almost twice what it was before,—will be forced to hurry as he can through a considerable amount of uncongenial extra classical reading. His work was very much lighter under the former schemes, and yet his time was occupied to the full. The classical student has been otherwise treated. The reading in Mathematics (A), which he would be forced to do, has been diminished, and the additional reading required of his mathematical competitor in Classics (A) has put it out of the power of the latter to rival him even in Elementary Classics.

2. Supposing a mathematical student had gained a competent knowledge of Classics (A), he would thereby have been placed in a position to attempt much in the papers that fall under Classics (B.) Having read so much Classics, he would have a fair chance of dealing successfully with the papers in Latin and Greek authors not specified; he could not have helped acquiring *pari passu* with his extensive classical reading some knowledge at least of classical criticism. The study of Ancient History is provided for twice under (A) and once again under (B)—the widest and most general study forming part of Classics (A.) If this general study were faithfully pursued, it would enable him undoubtedly to deal with the historical questions which are included in Classics (B.) The only paper, in fact, out of those set in advanced Classics which a mathematical student would not necessarily be able to deal with would be that in Verse composition.

The line seems much more evenly drawn between Mathematics (A) and Mathematics (B).

3. As the marks stand at present, the (A)'s and the (B)'s in both Classics and Mathematics all carrying equal marks, the candidate who reads for the two A's alone would be on a footing with the candidate whose knowledge was good in (A) and (B) of any one subject.

The large amount of work required for the (A)'s being taken into consideration, and also the greater difficulty of gaining marks in Advanced as compared with Elementary work, it is seriously to be apprehended that candidates will confine their close studies to the two (A's), and content themselves with very occasional excursions into either of the higher regions denominated (B).

In the scheme offered herewith for consideration the effort has been made to equalise as far as possible the Classical and Mathematical (A)'s. In the Classical (A) it has been endeavoured to hit off the amount of Classical knowledge necessary to and to be expected of the Mathematical scholar; and similarly in Mathematics (A), to fix what would be needful to the Classical scholar. The most reasonable manner of determining the limits seems to be by a comparison of the A.A. Scheme with the Regulations in force for such examinations as Responsions and Pass Moderations at Oxford, the Previous Examination at Cambridge, and the Matriculation Examination of the London University. It may be mentioned that it is solely because of these examinations in prospect that a certain amount of Classical knowledge is required of a competitor for an Entrance Scholarship in Mathematics at Oxford.

In the scheme for Classics (B) and Mathematics (B) there is set down such a plan of work as would most probably enable a Tasmanian Scholar to compete with success for these same Entrance Scholarships-competitions to which the work of Sixth Form boys in English schools is roughly conformed, and in conducting which College authorities have this aim vividly before their eyes---to bring into relief the kind of knowledge in competitors and the powers which, their experience guiding them, they know to promise distinction in the subsequent University Examinations.

The practice of colleges in these matters justifies the admission of an optional alternative to Verse composition in an English Essay, and the suggestion that the Council should as often as possible prescribe convenient portions of such authors as Aristophenes and Plato, passages from whom are for various reasons most commonly set for translation in the aforesaid examinations.

With regard to the portions of authors to be prescribed by the Council for Classics (A) (of which, as well as for Classics (B), a specimen list is herewith), it may be permitted to suggest that considering they are set more especially for Mathematical Students, who presumably cannot conquer their difficulties without enduring toil, they should be changed according to some fixed and understood rotation, so that the Mathematical Student may know from the beginning of his two years' course of reading what books he will be required to present, care being taken that he should not have the same books or portions of books in the Examination for the A.A. Degree, and in that in Classics (A) for the Tasmanian Scholarship.

The further suggestion may be made to the Council that it should return to its old practice of recom-mending books. It seems unquestionably expedient to recognise definite Text-books in Mathematics and History; the Student has also need of guides in such broad and much-covering mental tracts as English and Classical Philology and Classical Criticism; and the same reasons which cause authors to be set in Latin and Greek seem to apply in the case of the living languages French and German. In French indeed an unvarying fidelity to the Tragedians or even the Comedians of the early Classical School is to be deprecated; resort might occasionally be had to late Prose Authors or to Dramatists of the Romantic School, from whose works a truer idea would be gained of the real France,—of the France of to-day.

Little need be said on the suggested Table of Marks; the apparent difference between the two schemes in the marks allotted to the (A)'s and (B)'s in Classics and Mathematics has its explanation in the different drawing of the lines between Elementary and Advanced work. The suggested Table, by fixing a high Pass standard in the (A)'s, tries to insure a thorough grounding of the student, and by setting a high maximum in the (B)'s, to make it worth his while to aim his studies in his special subject high.

Moreover, the suggestion may be made and the hope expressed that the Council will see its way to t an important change. The admission of Science to a position beside Classics and Mathematics would effect an important change. The admission of add both symmetry and utility to the scheme.

It would in truth be superfluous to enlarge here on the claims of Science to recognition; everywhere, even in the most conservative Universities, it has made its footing good.

It appears a strange anomaly that a youth is encouraged to read Science for and until the A.A. Degree, but that when that stage is passed he has to drop it entirely.

There seem to be two courses open in this matter-

1st. To put in a second (B) of Scientific Studies to the Mathematical (A).

2nd. To cause the endowment of a third Scholarship solely and purely for Science.

Much more may be hoped from the 2nd course than from the 1st. The only question is as to its feasibility.

The establishment of a Scholarship in Science would engender in the minds of youths the desire to study Science, and the active desire to study Science would beyond question have in time the desirable effect of calling forth in the Colony or attracting to it teachers capable of conducting the education of many youths in this important branch of learning.

Lastly, it may be suggested to the Council that it should, in the interests of Tasmanian Scholars, cause to be made public information which they are now much at loss for, viz., on the the best time for going home, and also for Matriculation, on the requirements of different Universities and the nature of studies pursued there, on Entrance Scholarships, and on the Institutions for Technical Education, *e.g.*, Cooper's Hill School of Mines, &c., at which a Scholar may study after he has become a matriculated member of London University.

SUGGESTED SCHEME.

CLASSICS.

(A.)

LATIN.-*Two convenient portions of easy Authors, one prose and one verse.

GREEK .- * Two convenient portions of easy Authors, one prose and one verse.

Questions will be set upon the Historical and Geographical allusions contained in the abovenamed Books, and in the Grammar of the Greek and Latin languages. Passages will be set for translation into Latin prose.

(B.)

LATIN.-*Three convenient portions of harder Authors.

GREEK.- Three convenient portions of harder Authors.

A Paper in Latin and Greek Authors not specified.

A Paper in Critical, Historical, and Philological Questions.+

A Paper in Latin and Greek prose.

A Paper in Latin and Greek Verse; or in place thereof, at the option of the Candidate, an English Essay on some subject taken from the subject matter of any of the prescribed Authors.

MATHEMATICS AND NATURAL PHILOSOPHY.

(A.)

ARITHMETIC.—Algebra, to the end of the chapter on Interest in Todhunter's Larger Algebra. Euclid, (Todhunter), Books I., II., III., IV., VI., XI. to Proposition 21. Trigonometry, up to and including the solution of Triangles.

Elementary Mechanics and Hydrostatics.

* See specimen list.

† Books to be recommended.

(B.)

Higher Algebra and the Theory of Equations, Higher Plane and Spherical Trigonometry, Geometrical and Analytical Conics, Differential and Integral Calculus.

PROBLEM PAPER.

Candidates may have the option of being examined in the extra Glassical or extra Mathematical subjects marked (B), but no Candidate will be allowed to present himself for both.

MODERN HISTORY.

The History of England, with that of foreign nations so far as connected therewith, and a special period for more minute study. Books to be recommended.

Modern Languages.

ENGLISH.—The history and philology of the English language. Books to be recommended. FRENCH OR GERMAN.—One or two authors to be set. Grammar and Composition.

The following values to be affixed to the several Subjects of the Examination :-

		. Maarks.
	Classics	∫(A) 1000
		(B) 2000
	Mathematics and Natural Philosophy	$\int (A) 1000$
	interneties und return i missophy	(B) 2000
~	Modern History	300
	Modern $\int (a)$ English	300 700
	Languages. (b) French or German.	400]

N.B.—The Candidates will be able to attempt subjects valued at 5000 marks. Qualifying Total, 2250, of which 500 shall have been gained in Classics (A), and 500 in Mathematics (A), and either 1700 in Classics (A) and (B), or 1500 in Mathematics (A) and (B).

SPECIMEN LIST of convenient portions of Latin and Greek Authors.

CLASSICS (A).

Livy.—Any one Book taken from Books I to V. or XXI. to XXV.

Virgil.-Any three Books of Æneid or Georgics. Cicero. -Philippics I. and II., or Pro Murenâ, or Pro Roscio Amerino.

Horace.-

Portions to be determined on, &c. Ovid.

Herodotus. -Any one Book.

Homer.—Any two consecutive book of the Odyssey or Iliad. Xenophon.—Memorabilia, I. and II.

Euripedesor

Any one Play. Sophocles.

CLASSICS (B).

Plautus or

Any one Play.

Terence

Selections (to be prescribed) from the Epistles. Cicero.

Juvenal. Any three Satires (except II., VI., IX.)

Tacitus.-Any one of the first four Books of the Annals.

Sophocles or

Any one Play.

Æschylus.

Thucydides .-- Any one Book.

Aristophanes.—Any one of the three Plays, Clouds, Knights, Acharnians. Demosthenes.—De Corona.

Plato.-Phædo or Apology, &c.

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