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T A S M A N I A.

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COLLEGIATE INSTITUTION.

ADDRESS FROM THE COUNCIL OF EDUCATION TO HIS  
EXCELLENCY THE GOVERNOR.

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Laid upon the Table by Command of His Excellency by Mr. Chapman, and  
ordered by the House to be printed, 30 October, 1861.



## COUNCIL OF EDUCATION.

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*To His Excellency SIR HENRY EDWARD FOX YOUNG, Knight, C.B.,  
Captain-General and Governor-in-Chief of the Colony of Tasmania  
and its Dependencies.*

MAY IT PLEASE YOUR EXCELLENCY.

We, Her Majesty's dutiful and loyal Subjects, the Members of the TASMANIAN COUNCIL of EDUCATION, submit to Your Excellency the Report of a Committee appointed to consider of the best means of enabling the Youth of this Colony to avail themselves of the benefits contemplated by "The Tasmanian Scholarship Act,"—to which Report we have agreed. And we pray that Your Excellency will be pleased to direct that measures be taken to give effect to the recommendations which it contains.

VALENTINE FLEMING, *President.*

*EXTRACT from the Minutes of the COUNCIL OF EDUCATION.*

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MONDAY, 21 OCTOBER, 1861.

RESOLVED—

1. That, in order to make the benefits contemplated by *The Tasmanian Scholarship Act* available to the Youth of the Colony, it is necessary that means shall be provided to enable Students to prosecute their studies in the higher branches of learning.

2. That a Sub-Committee be appointed—

- (1.) To consider the scheme for establishing a Collegiate Institution, proposed by the Commissioners on Education, 1860.
- (2.) And also to consider and report whether it might not be practicable to make arrangements with the Council of the High School, for transferring that Institution to the Government, with a view to its being converted into such Collegiate Institution.
- (3.) To consider whether any other better mode can be devised for supplying the want which is so obvious and urgent; and
- (4.) To consider whether, under the 28th Section of *The Tasmanian Scholarship Act*, any temporary measures could be adopted with the same object in view.

Such Committee to consist of—

MR. JUSTICE SMITH,  
MR. BEDFORD,  
REV. J. R. BUCKLAND,  
MR. CHAPMAN,  
REV. R. D. HARRIS, and  
MR. HENSLOWE (*Mover.*)



## REPORT.

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THE Committee appointed to consider what means ought to be provided to enable the Youth of this Colony to avail themselves of the benefits contemplated by "The Tasmanian Scholarship Act" have deliberated upon the several points submitted to them, and, without entering upon the wide field of speculation which the subject of Education and its influence upon the community would open up, they cannot fail to be deeply impressed with the truth of this axiom: That in a small and young Colony, thrown by political changes entirely upon its own resources, it is indispensable that the best intelligences should be brought to bear upon the public weal, and that the State cannot afford to leave neglected and unused such talent and intellect as it may possess within its bosom. While, therefore, your Committee unequivocally recognise the paramount duty of parents to make every sacrifice within their means to educate their children at their individual cost, and are not unmindful that gratuitous services are seldom adequately valued, they, at the same time, deem it incumbent upon the State not to allow the mere pressure and obstacle of want of means to prevent the cultivation and development of intellect wherever it can be found. It is, therefore, with pride and gratification that they contemplate the great and successful efforts which this young Colony has already made in the cause of Education. Your Committee find a system of Primary Schools established upon so liberal a basis that the rudiments of knowledge are brought within the reach of the poorest and the humblest. From these Primary Schools, those pupils who are gifted with talent and perseverance can (by the aid of Public Exhibitions) be drafted into Superior Schools, where they can, without expense, prepare themselves to obtain the Degree of Associate of Arts; and this Degree, let it be remembered, is not a mere empty honor—it is a goal to cheer on both Pupil and Instructor—it is an invaluable test by which, once a year, every Teacher of youth can satisfy himself, and the public for which he labours, whether his labours are carried on with judgment and efficiency; a test which, on the one hand, may encourage him by success, or, on the other, warn him by failure: it thus exerts a most useful influence upon the quality of Education imparted, stimulating to continual improvement; it is a fresh starting point from which both Tutor and Pupil recommence the race with renewed vigour. And then comes the munificent endowment of the Tasmanian Scholarships; an Institution whose full value it will scarcely be possible to estimate until its ultimate results, which may be confidently predicted, bring back to this Colony the wealth of developed intellects; an Institution which has attracted the attention of the British Press and Public, and which has been pronounced by one distinguished Statesman and Author, to be the most significant and important among the many indications of rapid progress exhibited in the Australias. But the significance of this indication does not consist in the mere money value of the Scholarships: that which excites the admiration of our British well-wishers is the fact implied by such an Institution, that this Colony not only possesses the means of training youth up to so high a point, but the discrimination to value superior attainments. It is an Institution which pledges us both for the past and the future: and if we have any regard for our adopted land and her good name, we shall beware how we belie those pledges; and those pledges *would* be miserably belied if the individuals selected as exponents in the British Universities of the State of Tasmanian Education were, on trial, to be found inferior to the holders of similar Exhibitions from English Public Schools.

But, although experience has proved that this Colony possesses ample means to train her sons up to the point of attaining the Degree of Associate of Arts, there then comes a link for which no provision has as yet been made. It is at this point that the real hard mental training ought to commence,—the discipline which is to develop the sinews and muscles of the intellect,—this is the period when the largest demand is made upon the energy and perseverance both of Teacher and pupil, and unless the young men of the Colony can at this point receive the necessary aid, there is great danger that the splendid prize held out by the Act will remain unwon, and the Act itself become a dead letter.

Your Committee is not unmindful of the objections which may be urged against the expenditure of public money for the object contemplated. Some hold that Superior Education is a luxury which must be paid for by those who covet it; others, that to provide Superior Education at the public expense is to favour the privileged classes; and a still larger class of objectors maintain that, in Education, as in other articles, the demand should be left to regulate the supply.

To the first objection, we would reply in the terms of the Report which has been referred to us:—"MAN has gifts which are worthy to be cultivated for their own sake. The State has need of legislators as well as artisans; and, whether legislators or artisans, it needs *men*, fully equipped in head and heart, and ready for whatsoever services they may be called upon to do. Those parents who desire to carry forward as far as possible the education of their children are the TRUE FRIENDS OF THEIR COUNTRY, and the State is bound by every means in its power to encourage and assist them."

To the second objection, the reply is obvious:—The privileged or wealthier classes—those who can afford to educate their children—will do so for their own sake and satisfaction, not for the benefit of the State. It is to those who *cannot* afford to educate their children that the State owes its fostering care, not for the sake of the individual recipients, but for the sake of the Commonwealth, because it cannot afford to waste and neglect its intellectual resources.

The third objection is the most plausible; but to that also the reply depends upon a clear discrimination between that which is a benefit to the *individual* and that which is a want of the mass. Public Instruction, to be thoroughly useful and efficient, must be complete. The Primary Schools afford to those who value Education the means of providing a certain amount of Instruction for their children to fit them for their ordinary avocations. But let the system of Public Instruction be *completed*—let it be seen and understood that the Primary School is merely the first step on the ladder which may lead up, by sure and uninterrupted gradations, to the highest Offices of the State,—and the value of the Primary School is enhanced a hundred fold, increased vitality is infused into its operations, and a new field of ambition opened for those whose prospects are now bounded by the plough or the shop.

Your Committee trust, therefore, that it will be readily admitted, that the State, if only to be consistent with itself, *must* provide the missing link,—that the State, having most munificently laid the foundation, and having also offered a splendid reward for learning, *must* supply the intermediate step, and at least *assist* towards providing the means of attaining that reward, if the reward is not to be a mockery and a delusion. Nor, in speaking of these Scholarships as a reward to the winners, must it be forgotten that, in reference to the State, they are not so much gifts as capital invested to return a large interest in the shape of well-educated men, whose ultimate destiny ought to be to steer the public bark, and recruit the ranks of the learned professions.

How is this want to be supplied? There is no lack within the Colony of talent and erudition to meet it; but those who are capable of imparting the required Instruction are otherwise engaged: nor (even could they be released from their present engagements) is it probable that the Parents of Candidates for the Scholarships would be able to afford such a scale of remuneration as would enable competent Instructors to devote themselves to the work; for it must not be forgotten that, in this speculation, *numbers* cannot be an element. The Tutor can only undertake the Tuition of a few. Not only must a large share of his time be devoted to each individual Pupil, but, however learned he may be, time will always be required for his own study. In England, Private Tutors received four or six Pupils at £150 or £200 a year each; but where are the Colonists in Tasmania who could afford to make such a sacrifice for their sons' education? Besides, the very object of the Scholarship is to bring to light among the mass of the young Colonists those intellects which, unaided, might be left in obscurity, and to cultivate *them* for the public good,—not that these prizes should be reserved for the wealthy. It seems clear then that, having once instituted so valuable a premium, the Government are bound to adopt every legitimate and judicious means for rendering it available and keeping it open to the competition of the best men, whether rich or poor. And it is the duty of your Committee to suggest how this can be done in the most effective manner, and at the smallest cost. The scheme proposed by the Commission of 1860 embraced a wider range than appears to be proposed to this Committee: it contemplates the establishment of a College, at an annual expense of £2700. It is doubtless to be desired that such an Institution may, at no very distant period, be called into existence; but it goes beyond the requirements which are under our immediate notice.

But a most eligible opportunity now presents itself of attaining the object in view at a very inconsiderable cost. Your Committee have, therefore, resolved to lay before the Council the following proposals:—

1. It is believed that the Proprietors of the High School would be disposed to transfer to the Government, on very moderate terms, their title to that property. In that event, it appears to your Committee that two good ends might be attained. First, the means of laying the foundation of such a Collegiate Institution as has been contemplated; and secondly, the diminution of that competition among the Schools now existing which appears to be crippling the energies of Schoolmasters,—for it can scarcely be doubted that one great obstacle to the efficiency of the Schools in prosecuting the higher branches of study is their *number*. Of this fact the Commission of 1860 received ample evidence. One trustworthy witness expressed himself in the following terms:—"The crowning mischief of this Colony, in respect of Superior Schools, is their number. The market is overstocked." Another said,—"I think it a great mistake for Hobart Town to have two Superior Schools; there

should be only one, which should be made as large and comprehensive as possible; and the other should be converted into a Collegiate Institution."

Your Committee, therefore, recommend that an Address be presented to the Governor, praying that His Excellency will be pleased to direct measures to be taken for the purchase of that estate if practicable.

2. In the event of the arrangement thus contemplated being effected, your Committee recommend that the property in question be vested in the Council, to be used as a Collegiate Institution, under such name as may best express its object.

3. That His Excellency should recommend to Parliament, the appropriation of an annual sum of not less than £800 to maintain two Professors, one for Classics and one for Mathematics, in the said Institution.

4. That the said Professors should undertake, at such Institution, the Tuition of Associates of Arts, to be admitted as Matriculated Students, who should pay a moderate Annual Fee.

5. That pupils above the age of 16, not being Associates of Arts, be permitted to attend the Professors, on payment of a higher Annual Fee. Thus, while the Institution in contemplation should be specially directed for the Education of those youths who would have earned a title to special aid by obtaining the A. A. Degree, and who should thus be enabled to prosecute their studies at a very moderate cost until they should be qualified to compete for the Scholarships, the same Institution might open a wider field for general instruction, by admitting other young men who might have the desire, and be able to find the leisure to cultivate their minds, if only the opportunity were afforded them. And the beneficial effects of this element in the recommendations which your Committee submit will doubtless be obvious to the Council, and need no exposition.

6. The Professors should be at liberty to deliver Lectures on History and other subjects.

7. As this Institution would be under the immediate control and constant supervision of the Council, it is needless for your Committee to elaborate its details.

It will at once be seen and admitted, that the plan which your Committee venture to submit is simple and inexpensive; the whole cost probably not exceeding £1000 a year, as may be gathered from the following estimate:—

Purchase of the Estate (say) £2500 at 6 per cent. per annum . . . . .	150
Two Professors . . . . .	800
Incidental expenses . . . . .	50
	£1000
	£1000

In conclusion, your Committee venture to express an earnest hope that the question of cost will not be allowed to stand in the way of a measure which is manifestly indispensable to complete the great work which the Colony has commenced, and commenced so well. In the infancy of the Colony, all that was needed was a system of Primary Schools: and how nobly was the demand responded to! They were planted with no niggard hand: and, as that system expanded, no voice was ever raised to check the liberality with which its growing wants were supplied; but that generous supply has taught the Colony how well able her sons are to advance beyond the limit which that system fixed, and which has now been passed. And we rely, with implicit confidence, on the wisdom of a generous and enlightened people to provide the means for thus crowning the great work so ably commenced.

FR. HARTWELL HENSLOWE, *Chairman.*