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PARLIAMENT OF TASMANIA.

TASMANIAN UNIVERSITY:

CORRESPONDENCE AND MEMORANDA.

Presented to both Houses of Parliament by His Excellency's Command.



CORRESPONDENCE AND MEMORANDA *RE* TASMANIAN UNIVERSITY.

1.

LETTER from REV. J. SCOTT.

Hobart, 16th May, 1889.

DEAR SIR,

UNDERSTANDING that the Government are contemplating some changes with reference to higher education, and the Tasmanian Scholarship in particular, I venture to present for your consideration one or two suggestions.

I presume that it is not the intention of the Government to withdraw from educational purposes any of the money at present devoted thereto. If so, I would respectfully suggest that the funds should be made to flow in the direction of the long talked-of Tasmanian University.

The sum of £1600 now spent annually on the maintenance of eight students at Home Universities would, I think, form an endowment for four chairs, which, with fees, would be, if moderate, yet such an income as would secure four Professors for Classics, Modern Languages and English Literature, Mathematics, and Philosophy and Logic.

The funds, moreover, now devoted to the maintenance of the Government Analyst's department would form the foundation for a chair of Chemistry; and I am assured by those capable of forming a judgment on the matter, that the present Government Analyst is qualified to fill with distinction this position, and that the new work would not prejudice the discharge of the duties in which he is now engaged. So that, without any extra outlay to the State, and with great advantage to the Colony, we might be able to begin a University with a fair nucleus of teaching power, especially if the professorial functions were discharged on Scottish, German, or American lines rather than on those of an English University.

One great difficulty relates to suitable buildings. I understand that the Council of the High School will be free to hand over the premises under their care in a couple of years or thereby. These buildings were originally erected and the land was originally granted on the condition that the High School would merge into a University as soon as the progress of the Colony warranted that step being taken.

If these premises with their grounds were handed over to the State, a few good-sized classrooms in addition to the existing accommodation would suffice for the inauguration of the work.

I would also venture to suggest that if such an arrangement could be given effect to, the Parliament might reasonably be asked to provide, say £300 per annum, as a salary for the Chancellor of the University. If Rev. R. D. Poulett-Harris were appointed to this distinguished office, a becoming honour would be conferred on one who has done the State pre-eminent service, the entire Colony would be gratified, and all would join in the wish that our most distinguished educationist might be spared through long years to fill the position.

I think that, as a matter of course, the Museum and its officials would be an essential adjunct of the University. This would entail no further expenditure on the part of the State, while it would very largely increase the utility of an already useful institution.

In addition to the funds devoted to the Tasmanian Scholarship, the Council of Education has a considerable amount at its disposal. This sum would provide what was necessary for the economical working of the University, for scholarships, &c.

It would be well worth seriously considering whether the Technical School could not be affiliated to the University, and thus utilise to the utmost the class-room accommodation of the University, and turn to the best account the teaching powers of the institution for the advantage of those on whose skilled industry the future prosperity of the Colony so largely depends.

The same remarks apply to the requirements of a school of agriculture. Each would, of course, have its special needs specially cared for in addition, but in such proximity that where the work could be made to dovetail with advantage there might be the minimising of expenditure.

These suggestions imply only a modest beginning, but they carry with them the strong recommendation that, while reasonably meeting the urgent requirements of our higher education, they could be given effect to with the funds already provided.

With the growth of the Colony there will, however, be the need of expansion. This might be provided for, I think, by adopting the plan which has proved so successful in New Zealand. I refer to the reservation of waste lands as a future endowment to furnish funds to meet the growing requirements of the University. Lands, quite useless at present, would with the lapse of time increase in value. A notable illustration of this we have in the case of the University of Otago, where there is a nobly equipped seat of learning, which is maintained from the revenues derived from land reserves, assisted by the fees of students, of whom there are at present 200, drawn from a territory no larger than that of Tasmania, and from a population somewhat similar in number.

To provide for such an institution as I have attempted thus roughly to outline, it will be seen that the University Bill introduced to Parliament by the late Judge Giblin would require to have its scope greatly enlarged. That Bill runs on the lines of the existing Council of Education, and makes no provision for a professorial body. It proposes granting degrees and substituting a Matriculation Examination for the present A.A. Degree one.

If these considerations find favour with you and the Government, along with others who are desirous of seeing a movement made for the establishment of a University, I would make further efforts to put proposals in such a form as would facilitate action being taken during the forthcoming Session of Parliament. In looking over the sentences I have penned some of the language seems to savour a little of presumption; I have not time to re-cast them, however, and hope you will overlook this.

Trusting to hear from you at your early convenience,

I have, &c.

JAMES SCOTT.

The Hon. the Minister of Education.

2.

MEMO. by the DIRECTOR OF EDUCATION.

If there were good grounds for supposing that there would be in Tasmania a sufficient supply of students to keep a staff of Professors fully employed, and that Parliament would provide an adequate endowment, I would cordially join the Rev. James Scott in advocating the establishment of a "teaching" University, as distinguished from one that merely tests the results of education and confers degrees, like the University of London. We must bear in mind that it would be idle to attempt to found an institution on widely different lines from those of the other Colonies, or to aim at the employment of men of third or fourth-rate ability as Professors. The University would not be patronised by students, nor would its degrees be worth having, unless the members of the teaching staff were equal in ability and reputation to the average man in a similar position elsewhere, and twice the amount named by Mr. Scott would not suffice even for the endowment of the principal chairs. The subject has been anxiously considered by the Council of Education for many years. The leading members of that body have always been dissatisfied with its anomalous constitution and its limited power of usefulness, and it was the desire to have the higher education controlled by a public body organised on legitimate lines that resulted in the preparation of the Bill to which Mr. Scott refers, but the scope of which, I think, he quite misunderstands. I can thoroughly agree with the suggestion that technical and higher education should be associated under one management.

T. STEPHENS.

3. 6. 89.

The Hon. B. STAFFORD BIRD.

MEMO. by His Honor SIR LAMBERT DOBSON.

THE Council of Education has done useful work in the past in raising the whole standard of education in the Colony, and in changing the teaching from old and antiquated methods into a more modern style; but its position has always been an anomalous one. Its A.A. Degrees and its Scholarships carry hardly any weight in the educational world, because they do not emanate from a University; few indeed, out of Tasmania know even what they mean.

I have good authority for stating that a student attaining the standard for our Scholarships attains an equivalent to pass a degree of Bachelor of Arts at Oxford, Cambridge, or Melbourne. Five students are this year competing for the Scholarships, two only can attain them, and the others instead of reaping any scholastic distinction, however creditable their work may be, will rather labour under the stigma of defeat. If a University were in the place of the Council, and required as high a standard for the B.A. Degree as the University mentioned, these three defeated students might have secured the Degree of B.A., which would mark success attained instead of being only defeated competitors as at present, and wherever they went their degree would import a recognised stamp of proficiency conferred upon them by a recognised authority.

Again, the A.A. Degree is a meaningless grade; but if instead of it a student had matriculated at the University, the fact of having passed his Matriculation Examination would confer upon him a known measure of proficiency. As far back as 1875 I urged these reasons before the Council for seeking a change in its constitution, with a view to our youth reaping the due rewards of their proficiency.

A University does not require a grand building or a large expenditure—a single room will suffice, as was the case when London University was founded. But what is essential is to have a duly constituted University—a body authorised to hold Examinations and confer degrees. This is the simplest form of University, leaving the students to find the necessary teachers to prepare them for the examinations. The London University is such a body, and, I believe, also the University of New Zealand. The income necessary would be only a few hundred pounds, and the accommodation only a room to examine in. The cost of examinations is for the most part already provided for in the Council's Annual Examinations.

Such a University is clearly within the means of the Colony.

If it is to be made a full teaching University, then the cost would be a heavy one. The Melbourne University cannot secure competent men under £750 a year each, increasing with length of service up to £1200, with a house, and they make an additional £100 a year by Matriculation fees. Melbourne University has an endowment of £16,000 a year, and is in receipt of £13,000 a year from pupils' fees, and yet the income barely suffices to pay the working expenses of the University. Sydney pays at about the same rate as Melbourne for its Professors. It has been found that good men could not be secured under the terms named.

Assuming that the funds now expended on the Scholarships were vested in a University, the most that could be done would be to secure in the first instance the services of two competent men, possibly one for teaching Mathematics and Natural Philosophy, and the other for teaching Natural Science. Afterwards other chairs might be endowed, but it would never do to get inferior men, especially at first starting. The institution must be respected by the Universities of the sister Colonies, and nothing kills so soon as ridicule.

As to site, the old Military Barracks, which are already Government property, would form a far more central position than the High School, and would have the advantage of being able to afford house accommodation as part of the remuneration of the Professors. The number of students would be very small for some years to come, and small rooms would abundantly suffice as classrooms. There are, however, fine buildings and large rooms within the Barracks which might, as the University grew, be utilised. The Professors would reside close together and to their work; and if the University ever became a residential school of learning for students drawn from the distant parts of Tasmania or from the hotter portions of Australia, there would be abundant space for the purpose. For health, scenery, and natural drainage, that site stands unrivalled; and nothing could more fitly crown its height and become the Acropolis of Hobart than the chief seat of education and learning in Tasmania.

With reference to a Chancellorship, I presume that the governing body of the University would elect its own. The office would entail no real work, certainly not more than the President of the Council has, and in all the Australian Universities it is honorary.

The fees of Examiners would be somewhat more than at present. The Professors ought not to act as sole Examiners, and test the efficacy of their own teaching, at any rate for the final Degree, and the services of Examiners would have to be secured from the other Colonies. This course, too, has the great advantage of perfect impartiality.

6

The number of students would at first be very small. At most there have not been more than five candidates for the Scholarships in any year, and seldom so many, and there is a substantial and pecuniary benefit to be derived from these that a mere B.A. Degree would not hold out.

The results attained at first would be so slight in proportion to the money expended that I should fear that impatience at these results would imperil the existence of the Institution, especially in case of any financial depression in the Colony.

At Melbourne the Matriculation during the first six years of the University did not average five a year, and I believe that at Sydney the numbers were still smaller.

I have tried to find some suggestions for increasing the number of our students. If one Scholarship only were abolished one chair only could be endowed, but then the prize of a Scholarship at the Degree Examination would induce competition, especially when students knew that, if they missed the Scholarship, they could still attain the B.A. Degree, which would thereafter stand them in good stead. Again, in Victoria the B.A. Degree must be taken before a student can be admitted to the learned professions. Our Matriculation Examination might be made a *sine quâ non* for admission to the Civil Service.

The Bill I drafted in 1884 was confined to constituting a University to examine and confer Degrees, but a proviso at the end of Section 2, that the Senate might employ any funds, provided by the State or otherwise, in supplying teaching power, would be the only necessary alteration. The University could hardly profess to be a *teaching University* till it was in a position at any rate to teach up to its own Degree of B.A.

The Bill may be objected to as creating the *present Council* into the governing body of the University at the commencement. I believe most of the members would be happy to be relieved of the responsibility; for myself I felt that time was being given up by the 15 members to doing work which would confer infinitely greater benefit on our youth if only the same work was done by that or a similar body having a different constitution and name.

A land endowment would, of course, be very desirable.

W. L. DOBSON.
10th June, 1889.

4.

MEMO. by the Senior Inspector of Schools.

MR. SCOTT'S recommendation of a teaching University, in preference to one established merely for the holding of examinations and the conferring of degrees, has my hearty approval. The object to be kept in view is the widest possible benefit to the community. We need facilities for young persons about to enter, and also for those who have entered, on their life occupations continuing their studies beyond the elementary work to which circumstances limit them at present. It is not only for the occupations commonly distinguished as professions that this is needed, but for all branches of industry. I fear that a University without a teaching staff, however high might be the academic distinction offered to successful competitors, would fail to produce any general good; while a few earnest teachers might do much in arousing a thirst for such knowledge as best serves human wants.

J. RULE.
18. 6. 89.

5.

LETTER from GEORGE A. MACMILLAN, B.A.

Officer College, 18th June, 1889.

SIR,

At this time, when the advisability of effecting some change in our educational system is exercising the minds of the intelligent portion of our community, I venture to lay before you a few facts and suggestions, and to express a hope that, whatever changes are contemplated, none of the money annually voted by Parliament may be taken away from higher education. In this direction, as you are aware, your Government, besides the large sums devoted to the maintenance of State Schools, Technical Schools, &c., expends in round numbers an annual sum of £2250, distributed thus:—

	£
Tasmanian Scholarships	1600
Council's Exhibitions	400
A.A. Degree, Prizes, and Scholarships	150
Examiners' expenses (say)	100

The Exhibitions are restricted to pupils under 14. The following point deserves attention. The ranks of Exhibitioners are largely recruited from the under 12 State School Exhibitioners, and consequently the holders of two Exhibitions concurrently enjoy for two years an income of £36,—almost twice as much as is requisite for school fees; and it must not be forgotten that our Public Schools have scholarships of their own. I know of one boy, at the present moment, who is the holder of Exhibitions and Scholarships representing £56 a year.

Sir Lambert Dobson, in his eloquent address at the Annual Meeting of the Council of Education this year, pointed out the anomalous position of the A.A. Degree; and I need only add that the sum of £250 is devoted to this examination, and that I am of opinion that the money thus expended could be more profitably used.

I shall now, with your permission, deal with the most important, and at the same time the most expensive of our educational prizes—the Tasmanian Scholarship; and far be it from me to depreciate the inestimable advantages of University education, or to undervalue the prize which the Tasmanian Scholar obtains; but I contend that benefit accrues to the individual, and not to the State: that the fortunate few are benefited, and not the deserving many. Again, I most emphatically assert that it is impossible, under the existing system, for a Tasmanian Scholar, be he ever so brilliant, to do more than fairly at the Home Universities; for he finds on entering at those institutions, where in Honour Degrees specialisation is imperative, that he has for competitors those who have devoted eight or nine years entirely to their special subject, while he has given not-undivided attention to his subject for two or, at the most, three years. * * * * * It may be argued that specialisation is ignorance except in one subject; but we must take things as we find them at Oxford and Cambridge if we intend to send our boys thither. These remarks are, of course, merely applicable to those studying for an Arts' Course, and not to those reading for the Bar or for Medicine. For the former profession the sum provided by the Tasmanian Scholarship is barely sufficient to meet expenses incurred during residence at the University, and is wholly inadequate to pay for "eating dinners," &c. at the Inns of Court, and for entrance to the English Bar. * * * * * Medicine involves a much longer course than that of Law; and we must infer that both of these professions are restricted, in the case of Tasmanian Scholars, to those who have private means. I think that experience has taught us that the benefit returned to the Colony by the Tasmanian Scholarship is entirely incommensurate with the outlay. We each year send away two of our ablest boys, and one, at most, returns.

Some years ago the Council of Education decided to admit female students to the A.A. Degree, and the steady advance of our young ladies has proved the wisdom of the Council's concession; and this year Miss Hogg has distanced all her male rivals save one, whose exceptional ability alone prevented the Gold Medal from falling into the hands of a young lady; and it is matter for regret that Miss Hogg's educational career has received a rude check, and that she has no longer an equal inducement with her male rivals to pursue her studies. Is it possible to find a more powerful argument in favour of the foundation of a Tasmanian University?

I am of opinion, after carefully examining the working and expenses of the Universities of Adelaide, New Zealand, and Otago, where great and glorious success has been attained, that, by delaying the foundation of a Tasmanian University we are robbing our Colony of the very essence of prosperity; and I feel certain that, after the first disappointments which necessarily accompany such enterprises at the outset, we shall look back, from our sure success, with regret to the time which has been previously lost. If this change is to be made, let it be a step in advance, and not in retrogression. Let our University, if it is to see the light, be a University in essence, and not merely in name. I should, with many others, rather see the present state of things continue than see a mere examining body formed—a step which all modern educational reform condemns. * * * * *

I have, &c.

GEO. A. MACMILLAN.

The Hon. the Minister of Education.

MEMO. by REV. GEORGE CLARKE.

The alternative of a *Teaching* University has been before the Council of Education as often as it has had occasion to discuss the question of creating an *Examining* University. Hitherto the Council has never wavered in its judgment that we are not in a condition to start a *Teaching* University, and that the attempt to do so would issue in disaster to the cause of higher education. In my opinion the time is less propitious than ever for such an undertaking. In what seems to be the prevailing temper of the hour, I believe that all the interests of higher education are in peril. Though, in proportion to our means, we are paying far less than any of the colonies for higher education, it is the common impression that we are paying too much. I have no doubt that if a *plebiscite* were called to-morrow the great majority would vote for sweeping away all grants for anything in advance of the State Schools. The Tasmanian Scholarships are regarded by many as a waste of money, and there is a cry for their abolition. The new departure is a surprise. There is *no preparation* for the proposed adoption of a *Teaching* University in any ascertained consensus of the more educated public opinion, nor in any manifest current of feeling in its favour, nor in any promise of private benefactions or endowments, nor in any provision by the State to place the University beyond the chance of a precarious yearly vote in Supply; and there is no assurance that Parliament will contribute to such an enterprise even as much as it has hitherto granted to the Council of Education.

In a *Teaching* University we must have men to conduct the course of study who, by their known ability and character, shall command respect and confidence not only here but in the neighbouring colonies; and for such men we must pay the price. To commit the business to inferior men would sink the education of the colony to a lower point than that at which it already stands. It would not fire the ambition, I hope, of our Tasmanian youth, would probably be less efficient than our existing Grammar Schools, and would make our Degrees simply ridiculous in the eyes of the world. In the most favourable circumstances we cannot hope to have a large accession of students to a *Teaching* University *for years*, and I do not think that either Parliament or people would have patience enough to carry on the institution year after year in the face of such large expenditure and such small results. Then, again, the expense of Examinations must still be incurred, for it would never do to let the *Teaching* Staff appraise the results of their own work.

Looking thus at our present circumstances, I think that a *Teaching* University, with our want of steady resources, and on such lines as our friend the Rev. J. Scott has suggested, would do the cause of education more harm than good. We cannot hope for success in such a venture *unless we prepare the ground for it* by some provision less precarious than the chance of a yearly vote; and our way will not be clear until, like the other colonies, we set aside permanent reserves that shall be held in trust for University uses, and also secure a fixed endowment, and make such other grants as may be necessary to set the institution fairly afloat.

Meanwhile, an *Examining* University is possible to us. It would cost little (if anything) more than the present grant to the Council of Education. It would put us in line with the course of higher education in the Colonial Universities, and it would do away with many of the defects and anomalies of our present scheme that are a great disadvantage to the youth of the colony. Our neighbours would understand us, and our Degrees, as they do not now; and if we are careful to keep our standard of requirement as high as it is in the other colonies, I am sure that we shall not fail to secure their recognition, sympathy, and respect, as we should fail to do if we attempted a *Teaching* University without adequate means to carry it on.

GEORGE CLARKE.

22 June, 1889.

THOUGHTS on the University Question, by H. C. KINGSMILL, B.A.

In considering the proposal for a Tasmanian University, it will be well to look back to the origin of universities elsewhere, and to note with what objects they were founded.

We can get some information on this point from Sir Philip Magnus, a member of the late Royal Commission in England on Technical Education. He says, "The universities were originally, or soon after their foundation, specialised or professional schools."

Professor Laurie dwells upon this point in his little book on the Rise and Constitution of Universities; and, after showing how the University of Salerno was at first a school for teaching medicine, and that of Bologna a school of law, he tells us "that not only were the infant universities specialised schools, but their primary purpose—as indeed manifestly follows from their specialisation—was a professional one. They had practical ends; their aim was to administer to the immediate needs of society."

Again, Sir Philip Magnus shows how the English universities to some extent lost their practical view of education, but that they are now coming back to it. He says, "In England there is a growing tendency to associate technical with university education. This is mainly owing to the fact that the colleges which have been recently established to give university education have been poorly endowed, and have found it necessary to attract students by meeting the increasing demand for technical instruction. * * * * In order that they may provide university education in addition to sound technical instruction, it is necessary that they should be placed on a financially satisfactory footing by means of State endowment."

I have made these quotations because they indicate a guiding principle which it will be safe for us to follow. We must adopt the same means for attracting students as the English colleges mentioned above have found necessary, namely, we should associate technical with university education. This will be a sounder method of attracting them than by richly endowed scholarships.

Having chosen this principle to guide us in the selection of subjects of study, we may consider next the method of teaching.

Some suggest a merely examining university, after the model of the London University. I feel convinced that this idea will not carry weight with men of practical experience in education.

The effect of examinations by themselves may be overrated. They are good in conjunction with teaching; otherwise there is a danger of the teacher being degraded into a crammer, and of the students being interested in their subjects of study only as they pay in examination.

The London University was constituted under the most favourable conditions possible for a purely examining body, being surrounded by independent facilities for teaching; yet it has been thought necessary to add to it a teaching department. Much more would the teaching element be necessary to a university in Tasmania, where similar facilities for students do not exist.

I think, therefore, that, while the proposal to establish an examining university is a move in the right direction, we should not stop there. It is argued that the funds available are not sufficient to endow professorships with salaries on the same scale as those at the Universities of Sydney and Melbourne. This view may be correct, but it would be a wrong conclusion to draw from it that because we cannot afford the most expensive professors we are to have no university teaching at all.

I purpose to show that there is a way within our means of supplying the teaching required.

The system which I submit as most suitable to our wants at present is an examining university with teaching provided by colleges affiliated to it, and in some respects under the control of the University Council.

There are so many self-styled and sham colleges that with some the very name has come into disfavour. But it is worth while for these people to remember that there are in existence genuine colleges doing a very important work.

At the old English universities the professorial system has never taken root; the college system prevails. There are professors—distinguished men; but the bulk of the teaching is done by the colleges whose lecturers for the most part are men less distinguished, and less highly paid than the professors. It is important to note that the college lectures are made more effective by a mutual arrangement between the colleges for a division of labour. If one college has special advantages for teaching some particular subject, the students of other colleges are permitted to attend the lectures of that college in its special subject.

In the Australian Universities there is a mixture of the professorial system and the college system. The Act under which the Melbourne University was incorporated provided for the establishment of colleges to be affiliated to the University. Sites were given for a Church of England College (Trinity College), a Presbyterian College (Ormond College), and a Wesleyan College. These denominational colleges are wholly under the control of their trustees, but their students must matriculate in the University. Board and lodging are provided on reasonable terms, and there are college lectures to assist the students in their university work.

In New South Wales an Act was passed in 1854 declaring in its preamble the expediency of encouraging and assisting the establishment of colleges within the University of Sydney, in which colleges systematic religious instruction and domestic supervision, with efficient assistance in preparing for the University lectures and examinations, shall be provided for the students of the University; and it was enacted that on the fulfilment of certain reasonable conditions, the founders of any such college should receive out of the general revenue of the colony grants toward the building fund. The grants must not exceed the amounts actually expended on the building from time to time. The Church of England, the Presbyterian Church, and the Roman Catholic Church have availed themselves of the provisions of the Act, and have erected colleges on sites granted by the Crown.

From the foregoing it will appear that the college system is well adapted to give each denomination control over the religious instruction of their own members, while the students have the advantage of meeting and competing on a common ground in the secular studies of the University.

The University problem in Tasmania cannot be adequately discussed without taking into account all the factors, and a very important factor is Christ's College on account of its endowment, the site which it occupies at present, and the intentions of its founders. The intentions of the founders may be inferred from the following extracts taken from the College documents:—

"(1.) A college has always been found more attractive to man of learning, and more conducive to the progress of the student, than a school.

"(2.) The colleges of England have always kept the lead in matters of learning, and have given to society a large proportion of its most able and experienced members. Hence a college in Tasmania will

add a considerable inducement to men of learning in time to come to make our Colony the scene of their labours, and to give our children the benefit of their knowledge. Nor will it only tend to bring benefits of this kind into the country, but it will have the salutary effect of retaining many of our children among us who would otherwise go abroad for their education.

"(3.) The rules being adapted to the principles of the Church of England in all matters of religious discipline. [The college was to prepare candidates for ordination in the English Church.]

"(4.) We may, by God's blessing, look forward to the time when it may expand into a form more akin to that of our English Universities; when we may cease to depend entirely (as we do now) for the supply of our spiritual labourers upon the Mother Country—when we may be gladdened by a succession of zealous and well educated ministers trained up amongst ourselves, and sent forth from our own colleges to do the Lord's work in our own land.

"(5.) The system now practised in the great colleges of the Church of England will be sedulously adhered to throughout as far as may be applicable to our own wants and circumstances."

From these extracts it may be inferred that the intention of the founders was to make it a college after the pattern of the colleges at Oxford and Cambridge, and that the goal to which they looked forward was a charter in connection with university work such as those colleges enjoy.

On the College being re-opened in Hobart, in 1878, a "provisional" form of government was adopted, to continue until the College could be incorporated. The nature of this "provisional" government is set forth in the following extracts taken from the "Scheme for the re-establishment and re-opening of Christ's College":—

"(5.) Whereas it was a part of the intention of the original founders of the College that it should be incorporated; the provisional or interim mode of government, until the College is incorporated, shall be in accordance with this scheme, namely, Christ's College shall consist of a Warden and Council."

"(19.) The Warden shall be responsible to the Council for the enforcement of the College rules, for the efficiency of the general teaching and the due maintenance of discipline, and for the teaching of all candidates for Holy Orders so far as their theological studies are concerned, unless a Professor of Divinity shall be hereafter appointed for that purpose."

The present Council is not in a position either to carry out this scheme, or to realise the intentions of the founders.

But it seems possible that if the College were affiliated to the University, as Trinity College is in Melbourne, and Moore College in Sydney, an exchange of benefits might take place between them: the College would be enabled to realise the intentions of the founders, and the University would be benefited by an accession of teaching power.

On condition of being thus affiliated, the College might continue to lease the building it now occupies at the same rent, viz., £300 per annum, the rent being paid to the University Council.

It might also have the entire control over the discipline and religious instruction of its own members, and prepare students for ordination in the English Church. On the other hand, none but matriculated students of the University should be admitted, and the secular studies should, for reasons to be explained hereafter, be under the control of the University Council.

The endowment of Christ's College is not sufficient for it to take up University work single-handed—it would require the co-operation of another College. Now, the curriculum of the Working Men's College, Melbourne, suggests that if that of the Technical School here were assimilated thereto, the latter might be affiliated to the University as the auxiliary College desiderated. Were this done, the contemplated outlay on the new buildings for the Technical School might be utilised to the greatest advantage by being made to do double duty.

The Chemical Laboratory, the Physical Science Laboratory, and the Lecture rooms would be available at different hours for different classes of students.

The same remark applies to some extent to the services of the teaching staff.

The arrangement would be found economical both of building space and teaching power. At the same time, it must not be forgotten that, with increased work, a considerable addition to the latter is required. The public have very little idea of the time and labour which high-class teaching involves, even for competent men; and while I have suggested collegiate teaching as being a less expensive way of supplying university teaching than by professors with the highest salaries, the danger must be avoided of running to the other extreme, which would be a fatal mistake.

The University body might regulate the teaching of the colleges, and allot to each college the work for which it might be found the best fitted.

Such control would be necessary to prevent overlapping of work or competition between institutions which ought to act in concert for the common end in view, one means being a system of inter-collegiate lectures under the mutual arrangement already described.

The control of the University Council should also be exercised to prevent these endowed institutions from competing with the schools.

If an inter-collegiate system of instruction could be effected on the lines suggested above, a university student should receive as much help in his studies as could be expected from one college of double the endowment.

There is a very important point in connection with the practical working of the scheme, one which, I think, is essential to its success.

If two colleges are to work together they should be so near each other as to enable students to pass from one lecture room to another without loss of time on the road. It would be possible to effect this object by erecting the buildings required for the Technical School in such a style and in

such a position with regard to the High School buildings as to form with them a harmonious whole worthy of a University. In Launceston the sphere of work of the Technical School might be extended so as to qualify it, as well as the one at Hobart, for affiliation to the University.

Thus the Tasmanian University would consist of an examining body and three affiliated colleges. Professorships might be added in the future.

The retention of the Tasmanian Scholarships in their present form does not seem compatible with the advocacy of any University scheme for Tasmania. Still, something might be done for the students who cannot find all they want in a Tasmanian University—medical students, for instance.

It is no disparagement to the proposed local University, or to any existing one of any Colony, to say that it cannot, for many a long day at any rate, hope to hold out to aspirants of this class the advantages which attract to the long-established and world-renowned institutions of the United Kingdom students from all parts of the Empire.

It might be possible to arrange with the Trustees of the Gilchrist Trust to add an equal amount to the Scholarship they offer, thereby increasing its value up to that of a Tasmanian Scholarship. The Trustees of the Gilchrist Trust have been so greatly disappointed by the small competition for their Scholarship, that they have either threatened or decided to withdraw it altogether. An offer of this kind might induce them to reconsider the question, while the increased value of the Scholarship, and the fact that it was the only one capable of being held at an English University, would probably lead to increased competition.

In the matter of scholarships something may be expected from private liberality. This has generally been the case where a University has been established. Most of the Scholarships in England have been founded by private benefactors. In the Universities also of Sydney and Melbourne there are Scholarships and prizes founded by subscriptions or private beneficence. These are helps; but the success of a University here must mainly depend on the adaptation of its studies to the practical needs of life.

To recapitulate, the ideas suggested and advocated in the foregoing are:—

- (a.) The founding of a University providing collegiate teaching for matriculated and professional students rather than the minor project of establishing an examining body only.
- (b.) The emulation by the University in such collegiate teaching of the English Universities in the practical view of education which has now begun to be taken by them, namely, in the association of Technical with University education.
- (c.) The adaptation and utilisation of existing teaching institutions and endowments for the economical attainment of the objects advocated.

H. C. KINGSMILL.

New Town, June 28th, 1889.

8.

MEMO. by G. W. WATERHOUSE, B.A.

IN the interests of "Higher Education" in Tasmania, I think that some alteration in our present scheme is highly desirable.

* * * * *

One method is to found a Tasmanian University, and endow it with power to confer degrees upon students who passed an examination which would, under the present circumstances, qualify him for a Scholarship.

Assuming that a Tasmanian University was founded, I think that, regarding the finances of the Colony, such a University, being of necessity a State-endowed one wholly, for some years to come at any rate, could only be founded for the purposes sketched out in the second section of the draft Bill of 1884, and that it could not adopt any teaching functions. The expenses of establishing and keeping up anything like an adequate teaching staff, even of very modest dimensions, would, in my opinion, be far in excess of any probable vote of Parliament for that purpose.

It is this consideration, that a proposed University could not adopt the teaching function, that makes me doubtful whether it is expedient to found a University at present. My doubt rests solely on the probable estimate of such a University by people outside Tasmania, and not upon any fear that our present schools and colleges are unable to educate up to a very sound degree standard; for if they can train boys to take the Tasmanian Scholarship, they could, of course, educate up to the proposed standard.

* * * * *

The circumstances in Tasmania are, however, entirely different; for our teaching institutions are, notwithstanding the fact that they train a few boys annually up to a very fair degree standard, grammar schools, and grammar schools only.

I must also draw attention to the fact that in the Colonies, where there is a similar lack of outside teaching above the grammar-school standard, Universities have not been founded until there were sufficient funds to endow a teaching staff.

G. W. WATERHOUSE.

7th August, 1889.

MEMO by the Ven. ARCHDEACON HALES.

THE question of a Tasmanian University is one that I have at various times very seriously considered, so that any opinions I may express, whatever be their value, are not the result of hasty consideration.

I may refer to the origin of the present Council of Education and the scheme adopted by Parliament at the time, as the first proposal for a University was then made by Mr. Maxwell Miller, a member of the Government. During the recess of 1857 he drew up an elaborate University scheme, and, being in Launceston, he showed it to me. We had various conversations upon it, but not being favourable to it, and having the copy of the regulations of the Grammar Schools Examinations just published from the University of Oxford, I showed it to Mr. Miller, and he embodied it in his proposals. When Parliament met, Mr. Miller brought them forward, and, unexpectedly to him, Mr., now Sir Francis Smith, produced a Scholarship scheme which he had prepared during the recess. Parliament adopted the Grammar School examination part of Mr. Miller's proposals, with, I think, a few alterations; and this is the present A.A. scheme; and also Mr. Smith's Scholarship's scheme, I think, without alteration. They rejected the proposal for a University as beyond the necessities and powers of the population.

Has the condition of things changed in any great degree since that time? The population now is barely 150,000—not more than that of scores of towns at home—and the economic condition is changed in a very small degree.

The proportion of young men able to devote time and money to pass through a University must of necessity be small, and, judging by the results in Melbourne and Sydney, that number in Tasmania would neither confer respectability upon the institution nor justify an outlay by Parliament from the scanty resources of Tasmanian finance.

It may be said this proposed University would be the valuable seed which would grow in the future; but it is not wise to sow till the time of germination is near. Let the future years provide for their own necessities. The true requirements of the age are the safest seed for the future. Imagined requirements are simply causes of difficulty, mistake, and expense.

We are told that the requirements suggested are not imaginary, and much has been said of unsuccessful candidates for Scholarships who receive no recognition of their merits. It has been asserted that they are often equal to many graduates of Oxford and Cambridge. This may be possibly true, but needs proof. Take the average unclassed passman; consider the books he has read, the time he has spent, and the mental influences he has received during his University course, and compare them item by item with those of the successful Tasmanian scholar. I believe the average man would be found to be much superior on the whole. But putting that on one side, and on the supposition that a Tasmanian University, with power to confer degrees, has been established, it may be asked, "What will be the value of the degree?" The value of the degree is the estimate in which it is held by the educated public, and their estimate will be based upon the reputation of the University; that reputation will be built up on history, and, in the case of one newly established, upon the reputation for learning and ability of the professors and examiners. Now, these gentlemen can be induced to accept such positions by three principal reasons—the emoluments of office, the position gained in the present, and the prospects likely in the future, together with other motives subordinate to these.

In the first place, is the Parliament of Tasmania, with its limited resources, likely to vote sufficient to tempt men of ability and learning to accept a position in a University which, by the necessities of the case, must be restricted in its operation, and which cannot offer promise of increase within reasonable time.

Again, out of the 3,000,000 of inhabitants of the Australian colonies Tasmania claims 150,000, or less actually than one-twentieth. What chances has it in contending with such odds when two strong Universities exist in our neighbourhood possessed of large and beautiful buildings, extensive grounds, and many valuable Scholarships—the gifts of men of great wealth—whose matriculated scholars are numbered by thousands and their graduates by hundreds; which are distinguished by admirable schools in various departments of arts and sciences—such as law, medicine, and civil engineering?

A Tasmanian University would have no field in the Colony, and a hopeless rivalry with others outside. It is surely not desirable to emulate the "log degrees" of the numerous unknown institutions of America, which only awaken contempt, and of which the possessor would be more ashamed than proud.

Well, if a Tasmanian University be at present impossible, are we to leave our Tasmanian youth without the assistance such an institution could give? In answer to this it may be pointed out that they are in no worse a position than other young men who live at a distance from Melbourne or Sydney. A distinction is made between the teaching and examining functions of a University, and it is pointed out that it would be sufficient to confine ourselves to the latter object. It is also proposed to obtain examiners from other colonies, which means, in reality, from the officers of the two Universities of Melbourne and Sydney, or from the masters of the few great schools in those two cities. The degrees conferred would be the result of examinations really from those Universities, and, instead of bearing the public impress of their high character, we should deprive our students of that advantage in order to reward them with a degree of a far less honourable kind. The institution would be unknown and undistinguished; the examiners might or might not be well selected; the candidates would be few. Could not all that is really required be obtained in a less expensive and more certain way?

A college is called "the mother of a University." A college collects students, organises them, teaches them, and introduces them to University lectures and examinations. It may be small, and yet do good work and win an honourable name. Residence, though desirable, is not essential. It may do its work in small buildings, to be added to from time to time. It can suit itself to its surroundings, and select its subjects. And the degrees its scholars may win derive value from the University with which it is connected. It need not adjoin the University buildings, nor be even in the same town, and yet it may have a useful and honourable career. A Hobart college, affiliated to the University of either Melbourne or Sydney, would be practical and useful, but a Hobart University would be, for the reasons given, neither one nor the other.

I do not propose to draw up any scheme; for though I should not object to see the Council of Education substituted by a College board, I am rather in favour of letting well alone.

No one who knows the state of education in Tasmania before the existence of the Council of Education can deny that it has wrought an enormous improvement. Every school in the island, public and private, has been affected, and the standard wonderfully raised. The money expended has been repaid a hundredfold, and every class of the community greatly benefited. The inequalities of reward are no greater than occur everywhere, and to attempt a hopeless adjustment for the sake of a very few, in a very small matter, is not worth the exchange of tried usefulness for what must be ambitious failure at much greater expense.

The Scholarships, which are not necessary to the present scheme, have had a most valuable result. Of thirty scholars down to 1882, twelve are resident in Tasmania, five are dead, six in England, two in New Zealand, two in Victoria, two in New South Wales, and one who did not complete his studies. Thus, one-fifth only have gone to other colonies, and of the six in England some may possibly still come out. These twelve cultivated University men represent in England and the other colonies the intellect and ability of their native land; and the twelve who are amongst us, trained in the most renowned universities of the world, must have a very useful influence in the small society of Tasmania.

I prefer to see the Council of Education continuing its useful work, sending its scholars home to compete with the finest intellects of the Empire, and welcoming them back enlarged in ideas, and graced with a noble education; or, if those who love change are able to persuade the Parliament of its utility, then I hope that ambition may be restrained by what is reasonable, and that a college, affiliated to either Melbourne or Sydney, may be chosen, which may in future years, when the country shall have increased in population and wealth, and the altered necessities of the times require it, be the mother of the future University, for which has thus been provided the means to render it successful, respectable, and useful.

FRANCIS HALES.

10.

REMARKS on the proposed Tasmanian University.

The official memoranda of the Council itself, and the observations of the President and of the Rev. Geo. Clarke, contain cogent and ample reasons in favour of the substitution of an *Examining University* for the present Council of Education. The cost would be no greater than that of the existing examinations; the benefits secured would be much wider.

(It may be here remarked that the name of the University should undoubtedly be "The University of Hobart," and not "The University of Tasmania," for according to all precedent a University should take the name of the city of its location, not that of the country).

To the scheme of a *Teaching University*, with staff of professors, &c., which has been suggested, there seem, however, to be serious objections.

If Parliament could be persuaded to appropriate a liberal endowment in money and lands for the foundation of a complete teaching University, and a sufficient annual income for its support, the advantages to the community would doubtless be great, and the investment would in the long run pay good interest in the intellectual culture of future generations of Tasmanians. But even in this case more patience would be required than can be looked for from a community that demands speedy and tangible results for its outlay. Parliament and the public would soon grow weary of paying large annual sums for a staff of professors teaching a mere handful of pupils, and the scheme would probably be abandoned in two or three years, to the great discouragement of future efforts in the cause of higher education.

It is, however, quite certain that in the present state of the finances, Parliament would not grant any adequate first endowment. (How large the State endowment would need to be both in money and lands, and what a large amount of private liberality would be required to supplement it, the experience of other colonies will show). Nor, if this initial difficulty were got over, would Parliament make an annual grant at all adequate to maintain a professorial staff for a teaching University. Such a provision, even on the most modest scale, could not in the first place be less than £5000 a year—see the examples of South Australia and Queensland—and must needs grow rapidly year by year.

To establish a teaching University with no first endowment, and with no larger income than the amount at present expended on the Tasmanian Scholarships, would be to court a mortifying failure. Three or four chairs, filled by distinctly inferior men, would be the utmost that could be got for the money. It would be unwise in the extreme to form such a petty establishment and bestow on it the pretentious name of "The University of Tasmania." Its teaching would be limited to an exceedingly narrow range of subjects, and even in those subjects it could scarcely attain a high standard. It would not command respect, and could only end in disappointment.

It is, however, undeniable that there is an urgent need in the Colony of teaching power to carry education to a higher level than is now attainable by local students. The establishment of an examining University would tend to bring this want into prominence, and force it upon the attention of the Legislature and the educated public. The difficulty is in supplying this want sufficiently for our present slender needs, in a practical and efficient way, at a cost which public opinion would approve, and which Parliament would feel justified in granting.

It is worth consideration whether the easiest and most practical solution of this difficulty may not be found in the encouragement of colleges to be affiliated to the examining Tasmanian University. This plan has been followed with success in Victoria and New South Wales. The Universities of Melbourne and Sydney have such colleges affiliated to them, receiving a certain amount of aid from the State, but depending for their support chiefly on private liberality. Such are Ormond and Trinity Colleges, Melbourne; and St. Paul's College, Sydney.

In Tasmania there is already one institution, possessing a considerable endowment, which, with the assistance of a moderate annual grant-in-aid, could be developed into a college competent to teach up to the standard of the B.A. Degree of a Tasmanian University. It is not improbable that the authorities of Christ's College, if some such encouragement were offered, would gladly seize the opportunity to abandon their barren competition with the existing excellent and competent Grammar Schools, and take up a line more in harmony with the original intention of the founders of the institution, by converting it into a real college for the education of advanced students. The liberality which other denominations have shown in making provision for education encourages the hope that they would not be behind-hand if stimulated to exertion by the offer of State encouragement. However that might be, we have at the present moment in Christ's College an existing institution ready to be utilised for the object in view, and that at a minimum of cost to the State. If the idea should on consideration be thought to be feasible, a short Act would give necessary powers and lay down proper conditions. Probably it is in the direction of colleges partially supported by a Parliamentary grant that the cheapest and most practical solution of the difficulty of providing higher teaching may be found, at any rate for some years to come.

But, while something like this may suffice for the present, a beginning should at once be made in providing substantial funds for wider schemes for the future. If Parliament can be induced to adopt the suggestion so often made, and follow the wise example of other Colonies by appropriating waste lands as a reserve for educational purposes, a good endowment may be secured for the ultimate establishment of a competent teaching University. New Zealand has shown a wise foresight in this respect, and will in the not distant future have a magnificent endowment ready to her hand from the waste lands reserved for educational purposes. Quite recently, the South Australian Parliament has set apart 55,000 acres as an endowment for the Adelaide University. Tasmania has been culpably negligent hitherto in this matter, but it is not too late to repair the error. There are in

Tasmania, especially on the West Coast, thousands of acres of Crown land, which, though at present useless, will in the course of years be of great and always increasing value. If sections of these lands were now set apart for the purpose, they would, with no appreciable loss to the taxpayers, form a splendid endowment for the Tasmanian University of the future. The statesmen who should inaugurate such a policy would be secure of a place in the grateful memory of future generations.

JAMES B. WALKER.

26th August, 1889.

11.

EVIDENCE given to Royal Commission on Education, 1883, in answer to Question, "Do you think the time has arrived for the establishment of a University in Tasmania?"

(1.) REV. J. C. WHALL, M.A.

Yes, I do. I have no sympathy with the arguments brought to bear in order to prevent the passing of the University Bill during the last session of Parliament. The main argument was this, "that our Degrees would be the laughing-stock of the world at large." That, I submit, is not the important question. The question should rather be, "Would the establishment of a University be beneficial to ourselves, and help the cause of education in the Colony?" And the answer, I believe, to be decidedly affirmative. As an argument in favour of such a supposition, I may state that when I lately advertised some courses of lectures in history, classics, &c., there was a disinclination on the part of the young men to attend because *they did not lead to anything*. It is to my mind a matter of very great regret that there should be such an utter indifference on the part of the young men of the Colony as regards their mental improvement. At present, education ends at 16 or 17, except in the case of the four or five students who become candidates for the Tasmanian scholarship, and as long as this is the case it is impossible to expect Tasmania to turn out many men of high education and intelligence. Our present system of education is good enough *as far as it goes*, but it does not go far enough. Boys leave school just when their powers of comprehension and assimilation are beginning to develop themselves; their education receives a sudden check; and having no one to help them further on their way, they become either disheartened or indifferent, spend their spare time in loafing or other questionable amusement, and grow up void of all knowledge save such as may be just sufficient to enable them to enter the bank or the office, and have, consequently, neither the ability nor the desire to assist in the development of their native land. A University, with the power of granting Degrees, would do much to remedy this by encouraging and assisting our young men to further efforts, holding out to them, at the same time, a something towards which to direct those efforts. The value of our Degrees in the eyes of the world is a matter of secondary importance. We could not at first set a very high standard, but as time went on and the effects of University training began to be felt, this would become possible, and the world would gradually be taught to recognise Degrees which carried with them the assurance of high attainments. Everything must have a beginning; and I feel sure that by establishing a Tasmanian University the Parliament would be taking a very wise and useful course, such as would be to the great advantage of our young men, and conduce to the future credit and development of the country. There was, I believe, an almost entire consensus of opinion on the subject last year among those directly concerned in the work of education, and this is a fact which ought to carry with it great weight; and I sincerely hope that a further consideration will induce the Parliament to reverse their decision of last session and pass the project into law.

(2.) REV. G. CLARKE.

I do, so far as the University shall be, what the Council is in part at present, an examining body with power to confer Degrees and Honors. The limitation of the University to such a body, and the exclusion of a teaching staff of Professors, is on the ground of economy. If Parliament thought that the general revenue would allow it, I would have a State College, and let any other high educational institution be affiliated to the University, as many Colleges are to the University of London. It is not necessary to have a staff of Professors in connection with a University, though it is very desirable. One reason for having a University is that our A.A. Degree is anomalous, and cannot be graded with any of the regular stages in a University curriculum. The A.A. is, in fact, far in advance of the ordinary matriculation, but our youth get no credit for it, and they are, consequently, at great disadvantage.

(3.) REV. G. F. ARCHER, B.A.

If one may judge from the small success of Christ's College, there is not any urgent call for a University at present. And yet, if the Council of Education is to be enlarged or reconstituted, it might be well so to recast it as to form the nucleus of a University.

(4.) REV. R. D. POULLETT-HARRIS, M.A.

I was favourable to the University Bill of last session, as inaugurating what in course of time might develop into a University worthy of recognition as such; but our University would have been a mere examining board, and I should like to see something more than that if we have one at all.

(5.) J. W. TIBBS, B.A.

I object *in toto* to the notion that has got about that a University is an *examining body merely*, for the sake of conferring Degrees. A University ought to have Professors of its own (whose function it is,

not only to examine, but to teach), or else have affiliated to it a number of educational institutions that possess a competent and universal staff of teachers. For such a University as this Tasmania is not yet ripe.

(6.) BISHOP MURPHY, D.D.

I think the time is come for the establishment of a University in Tasmania.

(7.) ARCHDEACON HOGAN.

It appears to me the time has come for the establishment of a University in Tasmania.

(8.) CLAUDE H. W. JOHNS, B.A.

No ; but there is need of some central institution where the candidates for the scholarship could be trained together. The training for the scholarship entails on the superior school much time and expense which might easily be economised : *e.g.*, suppose, as often must happen, three or four mathematical candidates training each at his own school for the scholarship, each requires a lot of time and trouble at each place. How much better if under one teacher ! If at one central institution boys going on for the scholarship were trained together, it would be a great advantage to all of them, a valuable relief to schools, and the masters so appointed in classics, mathematics, and science would form a nucleus of a future University, which could grow up as circumstances fostered it. The charges for the students might be made through the schools to the parents, and each school having a candidate at the institution should make a contribution to the expenses. The staff of Professors could conduct examinations in the superior schools and any other public examinations which it might be necessary to impose after a time. This institution could open its classes to the general public, giving lectures on subjects relating to higher intellectual culture.

12.

*FURTHER Notes on the University Question. Suggested Additions to the Draft Bill, of 1884 :
By H. C. KINGSMILL, B.A.*

- (1.) That the University Council examine and control all affiliated institutions.
- (2.) That the site and buildings occupied by the High School Council be vested in the University Council.
- (3.) That the new buildings contemplated for the Hobart Technical School be erected on the High School enclosure, in such a position as may be convenient for future university work in conjunction with Christ's College.
- (4.) That the Christ's College Authorities, on condition of joining in university work, be offered a portion of the High School enclosure as a site on which they may erect their own college out of their own funds. That in the meantime they may continue to lease the building they now occupy from the University Council instead of the High School Council.
- (5.) That the Technical School at Launceston be affiliated to the University.
- (6.) That the University Council appoint examiners for all affiliated institutions, and that the Board of each such institution submit a programme of study for the approval of the University Council.
- (7.) That the University Council, besides giving Degrees in Arts, should issue certificates of competency to those who have passed examinations in special professional and technical subjects, such as the theory and practice of Surveying, Assaying, Mineralogy, Engineering, &c.
- (8.) That an Agricultural College be formed under a separate Board, and affiliated to the University.

Remarks.—The University form of government is the best adapted for concentrating the various educational efforts now not acting in concert, and turning to the best account existing endowments. The objections made that existing funds are not sufficient will not bear investigation. It can be shown that the salaries required by competent University teachers have been overrated. The scheme Technical Instruction comprises teaching with experiments and laboratory work in branches of science which cannot fail to be of use to University students. The New Zealand University consists of an examining body and four affiliated colleges. The Calcutta University consists of an examining body and forty-eight affiliated colleges.

H. C. KINGSMILL.

16th August, 1889.

Hobart, 25th June, 1884.

REPORT of Committee appointed to draft Bill for the establishment of a University of Tasmania.

YOUR Committee have prepared, and now submit herewith to the Council, a Draft Bill to create a University for Tasmania, and would suggest that, before the Bill comes on for discussion in Parliament, it might be well to bring again under the notice of Members the very grave reasons for amending our present system that were given in a Memorandum from the Council on the subject, which was forwarded to the Government in 1882, and, having been laid upon the Table of the House of Assembly on 3rd August, 1882, was ordered by the House to be printed, and now forms Paper No. 78, H.A. Journals, for that year. It is there shown with what disadvantage to the youth of Tasmania persistence in our present course will be attended, though it is admitted that, "as a *provisional* arrangement to foster learning in the youth of the colony, the scheme of the Council has been admirably suited to our past conditions, and has achieved most gratifying results in the high standard of its examinations, in the benefits which it has thrown open to every class in the community, and in the number of students it has incited to compete for its honors." Nevertheless there is great need for improvement. One radical failing is that our system is not on the normal lines of academic training. "We cannot grade our scheme with the ordinary curriculum. Outside of the colony the worth of our A.A. as a test of proficiency is hardly known,"—and thus our students do not get the credit that is really their due.

Then as to the Scholarship. "Unlike the A.A., the Scholarship holds out no inducement to go up to its examination for the sake of obtaining a mark of proficiency. Hence many promising boys decline it if they know that two cleverer boys mean to contend for the prize," and others who actually attain the standard required for the Scholarship in one year, but do not stand first or second among the candidates, are debarred by age from competing in future years; and although these young men have attained a standard of proficiency which (as both Professor Irving and Dr. Bromby affirmed last year) is higher than that required for a Pass Degree at Oxford or Cambridge, they receive no recognition whatever. "The examination is not valued for its own sake and as a test of education: it is reduced to a mere struggle among a few for a grand monetary boon; and as even with them the alternative to getting the coveted prize is—nothing, the unsuccessful competitor loses heart and does not care to prosecute his studies any further. It may also happen that the boy who gains the Scholarship in one year does so though he may possibly be of inferior merit to the lowest of his unlucky predecessors of the year before." The Scholarship is only awarded to *relative* excellence, and takes no account of the positive attainments of those who fall short of the largest number of marks; the whole result being as much against the intention of Parliament as it is hurtful to the general interests of higher education. Apart from the prize, the Scholarship examination offers no inducement to our youth to carry their studies beyond the requirements of the A.A.

These are grave defects that must be set against the undoubted benefits of our present scheme of higher education. What is desirable is to effect such a change as shall keep the benefits and remove the defects; and for years past it has seemed to the Council that the only way of meeting the case is to constitute a Tasmanian University with power to confer degrees and adjust the steps of learning to the ordinary curriculum.

It may be objected to such a project that to be worth anything it must involve the country in large expense. But as long ago as in the Council's Report of 1875,* it was shown that "a University need not be a building for teaching, nor a body of teachers and scholars, but a body of persons empowered to examine candidates and confer degrees. The whole income of the University of Cambridge is less than £2000 a year. That of Oxford is not much more. The establishment of a Tasmanian University would involve no necessary expense beyond that of paying examiners, printing examination papers, and other small incidental charges."

Perhaps, however, the commonest objection to the passing of such a Bill as it is proposed to lay before Parliament is the one familiar to all Universities in their beginning, namely, that degrees conferred by an unchartered University, in a small community will carry no weight beyond the community, and may be regarded by our neighbours as standing for little better than what are called "bogus" degrees. Such an objection, if sound, would indeed be fatal. But there ought not to be the least difficulty in guarding against the degradation that is feared. It is true that any degrees we could confer cannot rank as high in estimation as those of a chartered University, and yet they may secure a very respectful recognition. If care be taken to get such examiners of repute as those who set the questions and appraise the answers for degrees elsewhere—say in the Universities of Sydney or Melbourne—there will be no reason to fear that even Tasmanian honors will be despised. The only way of ultimately getting a chartered University whose degrees shall run in any part of the British Empire is to begin, on however small a scale, with a University of our own.

* Report of Council of Education on the University question will be found in House of Assembly Paper, No 78, 1882.

It appears, moreover, to your Committee that if such a University is once established it will draw to itself the attention of those amongst us who take a special interest in the encouragement of learning, and would encourage wealthy colonists to emulate the good examples set in Victoria, South Australia, and New South Wales, by endowing the University with funds for the erection of buildings and the establishment of Professorial Chairs, which would justify it hereafter in asking Parliament for larger functions than those contemplated by the present Bill.

16.

INFORMATION *RE* COLONIAL UNIVERSITIES.

MELBOURNE UNIVERSITY.

The University of Melbourne was established by Act of Parliament in 1853, with an endowment from the State of £9000 per annum; it was formally opened on the 13th April, 1855.

The following Professors were appointed:—

1. Professor of Greek and Latin Classics.
2. Professor of Mathematics.
3. Professor of Natural Science.
4. Professor of Modern History, Literature, Political Economy, and Logic.

The first Matriculation Examination was held in February, 1856, when seven candidates presented themselves. During the last academic year the number reached 1126.

On the foundation of the University 100 acres of land were reserved for the University and for Colleges to be affiliated to it.

When the teaching staff was small a portion of the annual endowment was expended in buildings; but for many years past the Parliament has voted sums for erection of the various buildings. The Wilson Hall was erected out of Sir Samuel Wilson's gift of £30,000 and the accumulated interest thereon.

The endowment of £9000 per annum has been supplemented by annual votes by Parliament, and last year £7500 was granted.

The income from fees for the year ended 31st January, 1888, is given as £12,817. The revenue for that period is set down at £48,380, including the fees; and the expenditure at £40,104 0s. 8d.

SYDNEY UNIVERSITY.

This University was established in 1850, with an endowment from the State of £5000 per annum. A sum of £50,000 was also voted towards a building fund.

About £44,000 has been given by private persons for scholarships, exhibitions, &c., exclusive of the Challis bequest of property to the value of £250,000.

In 1852 three Professors appointed; viz.—(1) Classics, (2) Mathematics, and (3) Chemistry and Experimental Physics. 24 students matriculated in that year, in the subsequent year 14, and in 1854 only 10.

At the present time there are eight Professors.

For the year ended December, 1888, the expenditure (exclusive of Scholarships, Exhibitions, &c.) amounted to £23,500 18s. 8d.

ADELAIDE UNIVERSITY.

This University was established in 1874, and endowed with 50,000 acres of land and a site for University buildings in Adelaide. £20,000 was contributed by Mr. Hughes, and £20,000 was also given by Sir Thomas Elder.

The Government subsidise out of the General Revenue annually a sum equal to 5 per cent. on these sums.

The expenditure for the year 1878 is shown as £7492 1s. 10d. The expenditure for 1888 in round figures appears to be £14,500.

Regulations of the University require that there shall be a Professor for each of the following groups :—(1) Classics, (2) English, (3) Mathematics, and (4) Natural Science.

In 1878, 11 students matriculated; 3 completed the first year, and 4 the second year of their studies.

The number of undergraduates in 1888 in the various courses is 109.

NEW ZEALAND.

The University of New Zealand was established in 1871, and was largely endowed with Crown lands. In addition a sum of £3000 per annum was provided by law to be used towards the maintenance of the University.

The Senate meets annually, and such meetings are held usually at different centres.

The following institutions are affiliated with the University :—

Auckland University College;
Canterbury College;
University of Otago;

each employing Professors.

From Report of 1885 it is shown that the capital value of endowed land is estimated at £292,410, and the annual value at £14,997.

The receipts of the following institutions for the same year are given as follows :—

	£	s.	d.
Otago University.....	13,986	15	0
Auckland University College.....	6754	2	9
Canterbury College.....	31,159	9	6
	<u>£64,900</u>	<u>7</u>	<u>3</u>

In the Otago University there appears to be a staff of eight Professors, with salaries ranging from £500 to £700 and fees.

IN submitting the foregoing collection of opinions to the Council of Education, I desire to express my pleasure on finding that there is almost entire unanimity expressed therein that the time has come for the establishment of a University in Tasmania; the chief, indeed the only important, divergence of opinion being as to the question whether the University should be a teaching body or an examining body only. Some of those who hold strongly that it should be merely an examining body appear to be restrained from advocating the establishment of a teaching body, (1) on the ground that the additional expense involved therein would be beyond our means, or (2) on the ground that such teaching power as we might secure with the limited means at our command would not be likely to be such as would procure that respect for the Degrees to be conferred which we desire to obtain.

As to the first of these objections, it does not appear clear that the cost of a teaching University is beyond our means, *i.e.*, if the sums now devoted to the Tasmanian Scholarships and other expenditure under the Council of Education, supplemented by the annual votes for Technical Education and the Government Analyst's Department, are all made contributory to the general University Education scheme; and more particularly so if, as is alleged, it is practicable to obtain eventually the High School buildings for University purposes, whereby large sums that otherwise would be required for buildings will not be needed. The vote for the Council of Education is about £2500; the vote for Technical Education, £1500; the salary of the Government Analyst, whose services, at probably a small additional sum, could be utilised as Professor of Chemistry, is £400; some of the teaching power required could be found already employed in our Technical Schools: so that it would appear practicable to make the University a teaching institution without much, if at all, exceeding the present expenditure on higher education. The beginning might be small as compared with the present condition and status of the surrounding Colonial Universities, but yet not out of proportion to what some of these Universities were in their beginnings.

As to the second objection, that the Degrees of our University would not be highly esteemed if it were a teaching institution with no higher teaching power than we could obtain, it appears to me that this objection has little weight. For if, as an Examining Body, its Degrees would be respected while the students would be dependent on such private training as the Colony at present supplies in its higher schools, surely with such additional and specially selected teaching power as the Professors and Lecturers of the University would afford, the Degrees obtained could not be of less value.

The advantages which our climate offers as a place of residence for students would no doubt attract a number of youths from the more northern Colonies to pursue a University course here, and so the number of students might be far in excess of the present expectations of many, thereby, by means of the fees paid, rendering the Professors' positions the more lucrative. And if the course were thrown open to all, irrespective of sex, I think it very probable that before many years have passed the Tasmanian University would be one of the most popular in the Australasian Colonies, and securely fixed in a career of prosperity.

B. STAFFORD BIRD.

September 12, 1889.