

professorships would require to be greatly increased, but meanwhile very considerable benefit would result from the establishment of even a few of them.

At present the study of languages is so far provided for, that we might rather look to the physical sciences, as claiming first attention; and it so happens that this accords well with the necessities and the demands of colonial life.

Natural history is the first department which ought to be provided for, and then mathematics, natural philosophy, and chemistry. English language and literature might be taught in alternate years with logic and rhetoric, by the same professor. Modern history and political economy would form a fourth department. And to these would be added, from time to time, the remaining branches, as necessity for them arose, and the means were provided.

The suggestion which was thrown out during the last session of the General Assembly, that lectureships might, in the meanwhile, be established, at a moderate-cost and with very great advantage, seems still to be worthy of consideration, and within our immediate reach. By these means our own Museum would form the nucleus of an important institution, which might gradually develop into a complete college, and constitute no mean branch of a Colonial University.

I have purposely avoided any reference, at present, to the question of professional education, in law, medicine, and civil engineering: but it is apparent that the course now sketched out would be of very material, direct benefit to the students of these departments.

The method of instruction is a wide and quite distinct subject, requiring to be considered with regard to the peculiarities of each branch of knowledge. This may form the subject of a second paper, if leisure and the other engagements of the Institute permit.

ART. XLVII.—*On the GENERAL PRINCIPLES OF AN EDUCATION SCHEME for New Zealand.* By W. S. HAMILTON, Mathematical Master, Wellington College and Grammar School.

[*Author's Abstract of Paper read before the Wellington Philosophical Society, November 13, 1869.*]

THIS paper first reviews the position of the question by examining existing circumstances, and enumerates the difficulties surrounding the subject as follows: "The mixed nature of society,—people of different countries and creeds; of different ideas of the object and character of education, and of different degrees of education and refinement;—the population being scattered;—the difficulty of obtaining trained teachers;—the high price of labour tempting parents to withdraw their children from school at an early age, and the teachers to abandon their professions for more lucrative pursuits;—the absence of a standard for teachers to work up to;—the little interest taken in the teacher's labours, by a heterogeneous and restless population;—the absence of inducements to study on the part of the pupils, and the difficulty of procuring funds in the absence of foundations and endowments."

"These complications deter statesmen from considering the subject till necessity compels; when the educational system of some larger or differently circumstanced community is hastily adopted, without the necessary material on the ground for the construction of the fabric. Disappointment follows, and the result often is, the entire neglect of education for a time." The provinces of Auckland, Wellington, and Southland are cited as examples of this neglect; while on the other hand Nelson is referred to as an example of attempting to impart a higher education than is possible or profitable for a young colony.

The proposed Otago University scheme is referred to the same error. The *kind* of education, as well as the *amount* suitable to the colony, is thus remarked on :—

“The circumstances of a colony of men of many different creeds forbid the introduction of religious teaching in national schools, however advantageous such an element in education might be, while the requirements of a new country demand that its education should be of a thoroughly practical character. When superior schools become necessary, science and modern language will, no doubt, form a far more profitable field of exercise than ancient literature. The few literary and professional men required will, for a considerable time to come, be more advantageously imported from older countries ; in point of fact there is always an over-supply of these ready to hand, while intelligent farmers and miners, and enterprising tradesmen and mechanics, trained to the make-shift necessities of a new country, are more wanted, and must be trained on the spot amidst these conditions. To place these classes in the most favourable position to become thus valuable to the country, should be the aim of the kind of education afforded by Government.”

On the working of any proposed system, the point of primary importance is stated to be the *personel* of the teacher. To obtain trained teachers of character and ability, should be the end aimed at in every provision. The system of licensing teachers, as practised in France, Holland, and other countries, is recommended, in order to prevent inexperienced and incompetent men from entering the profession. On the other hand, in order to obtain a sufficient supply, permanency of appointment, and sufficient inducement, are necessary provisions. To this end grants of land, or school reserves of sufficient size, are recommended, along with a moderate fixed salary from Government. Under the head of affording a standard for schools to work up to, and inducements for young men to study, the following occurs, regarding civil service examinations :—

“In Victoria these examinations do excellent service in stimulating education ; the certificates of the board are received by business houses, as evidence of a certain amount of education, as also of habits of industry and application at school ; and young men take a pride in showing that they are not behind others in these qualities. It is thus not the actual appointments into the civil service which give these certificates a value, but the recognition of them by other interests. A little management on the part of our Government, and a little public spirit on the part of our leading interests, could make our Civil Service Act sub-serve the same useful purpose. * * This would be a simple means of supplying a standard of comparison for schools, and of exciting their emulation. The Government would also by this means have it in its power, by determining the subjects of examination, to prescribe to schools the subjects of study, and to a great extent the amount.”

It is further suggested that the General Government should initiate a scheme, simple at first, by the appointment of a Secretary of Education, whose duty it would be to make provision for education in those provinces, which neglect this duty, and that, at the expense of such provinces ; while the provinces which are doing well in this respect, should be left alone, should they wish it. The General Government would thus make sure that no part of the colony was left uncared for in the matter of education ; and having thus planted a system, it would be growing and perfecting itself, by natural adaptation, to the necessities of the case.
