

animal products. Also the description and classification of plants, their uses, and geographical distribution. Plants, and parts of plants, will be given for description. Text Books: Milne Edwards' Zoology (7s. 6d., Renshaw), and Lindley's Elements of Botany (12s., Bradbury).

*Geology.*—The candidate will be examined in Page's Introductory Text Books of Geology (5s., Blackwood).

*Drawing and Architecture.*—Drawing from the flat, from models, from memory, and in perspective; and drawings from plans, sections, and elevations. Design in pen and ink and in colour. A fair degree of skill in free-hand drawing will be required in order that a student may pass in this section.

Prizes are also given by the Council for proficiency in certain subjects; and those who fail to reach the degree, but obtain a certain number of marks, may be recommended by the examiners for the Council's certificate of merit.

The Tasmanian Scholarship is a grant of £200 a year, tenable for four years, in any University of the United Kingdom. It is open to any Associate of Arts, between the ages of 16 and 20, who has been resident in the colony for the period of five years next before the time of his examination. The five subjects embraced, and the standard of proficiency required, may be gathered from the following "Revised Scheme of the Examination for the Tasmanian Scholarships for the year 1862."—

#### I.—CLASSICS (1,500 marks).

*Greek.*—Thucydides, Book I.; Herodotus, Book II.; Homer's Iliad, Book I.; Æschylus, Prometheus Vincetus.

*Latin.*—Virgil, Æneid, Books V. and VI.; Horace, Odes; Livy, XXI. and XXII.; Cicero, Catiline Orations.

Papers will be set for translation from English into Greek and Latin prose, and from English verse into Greek and Latin verse.

*Ancient History.*—Questions will be given on the historical and geographical allusions contained in the above-named Greek and Latin books, and in the philology of the Greek and Latin languages. Candidates will also be examined in Smith's History of Greece and Liddell's History of Rome.

#### II.—MATHEMATICS (with 1,500 marks).

Arithmetic; Algebra, except Theory of Equations; Euclid, Books I. to VI. inclusive, and 11th to 21st Proposition inclusive; Plane Trigonometry, including Logarithms; Conic Sections, treated both geometrically and analytically; and Simple Differentiations.

#### III.—NATURAL PHILOSOPHY.

Elementary Statics, Dynamics, and Hydrostatics, as treated in Goodwin's Course of Mathematics.

#### IV.—MODERN HISTORY (250 marks).

History of Europe from 1688 to 1815 inclusive.

#### V.—MODERN LANGUAGES (500 marks).

The grammatical structure of the English language, and French or German. Candidates may submit themselves for examination in either French or German, at their option.

*French.*—Passages will be given from Voltaire's Charles XII., and Molière's Les Fourberies de Scapin, for translation into English, with questions on the parsing, and historical and geographical allusions; also a passage from some other French author for translation into English, and from some English author into French.

*German.*—Passages will be given from Schiller's Revolt of the Netherlands, or Wallenstein, with questions on the parsing, and the historical and geographical allusions; also a passage from some other German author for translation into English, and from an English author into German.

A successful candidate must gain at least 1,650 marks, including 900 in classics, or 750 in mathematics.

The third branch of the Council's operations is the granting of exhibitions to superior schools. A certain number of exhibitions of £50 each are notified to be open to competition to every boy under fourteen years of age, who has been two years a resident in the colony, and not been a pupil of a Government school within six months of the date of the examination. These exhibitions are tenable at such superior schools as are named by the parent or guardian of the exhibitor, and approved by the Council. The examination comprises these subjects—The English Language, Geography, Grammar, History, Arithmetic, French, Latin, Greek, Algebra, and the first book of Euclid.

From the official documents before us, we gather that in 1861 the Council expended £718 17s. in carrying out this system. This included an expenditure of £175 11s. 3d. for prizes, some of which were awarded the previous year, and some remaining on hand. At the first examination for scholarships (1861), no candidate was successful; but in 1862, two out of the three candidates satisfied the examiners. Of the thirty-five candidates for the degree of A.A. at the three examinations held, seven were rejected at the preliminary

examination, and seventeen passed; of whom six were in the first class, and four in the second. The Council, in their second report to the Governor of the colony, draws his Excellency's attention "to the economic working of a system which is already conferring such important advantages upon the colony, and is likely to prove of such essential benefit to its future highest social and moral interests."

We conclude with an extract from the same report giving a general outline of the working of the Tasmanian system of education, and pointing out its most obvious defect. Speaking of the first examination for Tasmanian scholarships, the Council say:—"This result has pressed upon us, with renewed force, the conviction that, in order to make generally available the advantages so wisely provided by the Scholarship Act, it is most desirable that the system of education, the foundation of which has been so liberally laid in this colony, be extended and completed. That system at present affords the means to every parent desirous of availing himself of it, of providing for his children a good sound primary education. Next, the exhibitions to superior schools open up a road by which boys of distinguished abilities may, without expense to their parents, prosecute their studies during those years of early youth which were formerly, of necessity, devoted to occupations by which the daily wants of life must be supplied. And again, the Tasmanian scholarships provide means for rendering native talent ultimately available to the colony by the higher cultivation to be obtained in Europe. There is, however, a period when the deserving exhibitioner, after having exhausted the aid afforded to him in his school studies, and having attained the degree of Associate of Arts, would enter upon that higher course of learning which would qualify him to compete for a scholarship; but here he is left to his own resources: while on the one hand he may not be in circumstances to admit of his devoting those years to study unaided, on the other he is at a loss for instructors at liberty to confine their labours to this higher course of education, and the practical effect of this want would be to exclude many from the full benefits held out by the Scholarship Act,—a result, in our opinion, opposed to the views of the Legislature in passing this Act. This gap ought to be filled up; some aid ought to be afforded to those who may have proved themselves worthy of it, for supplying the missing link in the chain of their educational course."—*English Journal of Education.*

## 2. INTERNATIONAL SCHOOLS.

A scheme for "International Schools," proposed some time ago by a French manufacturer, M. Barbier, and warmly taken up by some men of influence in this country, among whom are Mr. Cobden, Mr. Panizzi, Mr. Thomas Bazley, and Professor Ansted, is now, it appears, on the way to be carried out practically. The proposal is, that there shall be four establishments,—one in England, one in France, one in Germany, and one in Italy; and that the pupils commencing their education in one of these establishments, shall, year by year, be transferred to one of the others, so as to have circulated through all the four in four years. As the entire curriculum is to consist of eight years, the round would be twice gone through by each pupil; and each would thus have spent two years in each of the four countries. The programme of studies at each of the schools would be the same, and would be "the most perfect that can be devised" for thorough instruction, whether for commercial or professional life; but the belief is, that by residing, during their education, in the different countries, the pupils could be put in possession of the four languages more effectively than by any other plan, and would also be trained in what may be called sound international sentiments. It is intended that the schools shall be entirely independent of the governments of the respective countries, and that they shall be set on foot by funds collected among those who approve of the scheme.—*Reader.*

## 3. TWENTY YEARS PROGRESS.

Have our schools really made progress within the last twenty years? I answer, yes. Visit almost any school of the same age, and you will find vastly better drilling than formerly. Children of twelve and fourteen years of age are usually as well advanced as formerly at eighteen. I doubt, however, whether there is so much real hard study as formerly, but text books are better arranged, and teachers better understand the real wants of their pupils. Children can read with facility at a much earlier age than formerly. The increase of books and papers has done much to produce this result.—Many scholars now go through a series of arithmetics and algebras who would, at that period, have been called prodigies. No efforts on the part of the superintendents, teachers, and friends of education have been lost in the elevating the intellectual condition of the young.