

ment, we operate in the higher qualities of human nature, and in most cases we shall find that it is most effectual in subduing the baser passions. The law of love is the most powerful that ever emanated from heaven, or anything beneath it, and the closer we approximate to that law the more sublime and subduing will be our influence on society, especially on its juvenile portions; yet there are extreme cases with which we sometimes meet, those whose earliest training has had a tendency to subdue the good, and encourage the vicious dispositions of their nature. Of such there seems indeed but little hope. But I think that in ninety-nine cases out of a hundred, kindness will be found the most effectual means of subjugation. If this will not bear rule, small indeed is the ground for hope in their case.

Now, though I speak of the law of kindness, I do not by any means wish to insinuate that the teacher should not be strict in their discipline, for I am fully aware that strictness is the grand secret to successful government in the school room. Our laws or rules should resemble those of Solon more than those of Draco; but yet, we should be inflexibly firm in the maintaining of our own authority. By our character and daily deportment we can command the respect, as well as the love and esteem of our pupils, and we may go forward fearless of the result.

But a word or two respecting the cause or error to which I referred in the beginning. The youthful mind should be trained to think for itself. We should endeavour to cultivate in them originality of ideas, encouraging them to write on subjects which are familiar to them, and to give free expression to their thoughts; to rouse their mental energies, and excite their ambition, to aspire to become the best writers, as well as the most accomplished in other branches. Let composition writing take a prominent place in the weekly programme of the common school, and we shall yet, and ere long too, find that public teachers can write as well as speak for themselves. And this seems especially necessary, since we find so many entering the teacher's field who have had no higher advantages than those afforded in the Common School.

Respectfully submitting these few thoughts, I subscribe myself with feelings of deep interest in the cause of education, your fellow servant.

C. HARRIS, Mount Brydges, C. W.

III. Papers on the Progress of Education.

1. EDUCATION IN TASMANIA.

In most of our colonies efforts are being made, supported by the various colonial governments, to establish and develop good educational systems, so that emigrants from the mother country will, for the most part, find but little difficulty in giving their children an education similar to that they would have obtained for them at home. It cannot fail to prove interesting to our readers to learn how the great educational problems are solved among their fellow-countrymen at the antipodes; and we accordingly devote the following pages to a slight sketch of what is being done in the thriving colony, originally a convict settlement, and a dependence of New South Wales, but now independent, and an important commercial state, occupying the island of Tasmania, better known as Van Dieman's Land.

It was about 1821 that the character of the colony began to change, and a tide of emigration to it set out from England. With the increase of its trade and population, and the improvements attendant on the extension and independence of the colony, came a desire for education. In October, 1848, there were 65 schools, containing 3,147 children, receiving aid from the public funds, and under the immediate direction or general surveillance of the Government; and at the same time 2,323 other pupils were in attendance at 100 private schools in various parts of the island. This provision of elementary instruction has naturally led to a desire for the means of higher education, and it is to the measures now in operation for securing this that we are about to direct attention.

The colonists, having, as a matter of course, no old-established Universities to carry out middle-class examinations, &c., have done what they could to provide machinery to accomplish results similar to those expected from the operation of these august corporations at home. The "Tasmanian Council of Education," constituted under "The Tasmanian Council of Education and Scholarship Act," grants degrees, scholarships (tenable at our own Universities), and exhibitions to superior schools. The Council meets quarterly, and may hold a special meeting at the call of the president, or on a requisition from four of its members. They appoint annually public examiners to conduct the examinations, two members of the Council being present at every examination; and these examiners report to the Council upon the general proficiency and amount of knowledge displayed by the body of candidates who come before them.

The degree of Associate of Arts is open to persons of any age, but successful candidates above the age of nineteen are not eligible for any scholarships, exhibitions, or prizes under the Act open to the associates who obtain the degree at an earlier age. The examination for this degree is divided into two parts, according to the following regulations:—

Previously to the examination for the degree of Associate of Arts, every candidate will be required to satisfy the examiners in—

1. Reading aloud a passage from some English prose author.
2. Writing from dictation.
3. The analysis and parsing of a passage from some standard English author.
4. The first four rules of arithmetic, simple and compound.
5. Geography. Under this head a competent knowledge will be required of the chief ranges of mountains, the principal rivers, the principal towns, and the coast line of one or more of the countries in the following list:—England, Scotland, Ireland, Europe, Asia, Africa, North America, South America, Australasia.
6. The outlines of English History since the Conquest—that is to say, the succession of sovereigns, the chief events, and some account of the leading men in each reign.

The examination for those students who have satisfactorily passed the preliminary examination will comprise the subjects mentioned in the following ten sections, in four of which at least, Latin or Pure Mathematics being one, the candidate must satisfy the examiners:—

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| 1. English. | 7. The Elements of Chemistry. |
| 2. Latin. | 8. Zoology and Botany. |
| 3. Greek. | 9. Drawing and Architecture. |
| 4. French, German, or Italian. | 10. Geology. |
| 5. Pure Mathematics. | |
| 6. The Elementary principles of Hydrostatics and Mechanics. | |

The standard of scholarship indicated by the degree may be gathered from the "Sketch of the Examination for the Degree of Associate of Arts for the Year 1862:—"

English.—The candidate will be examined in the etymology and grammatical construction of the language; in English history, from the accession of Henry VIII. to the death of Charles II.; and will be required to write a short original composition, or a report founded upon some abstract of facts furnished him. He will also be examined in physical, commercial, and political geography. Books recommended: Trench's English, Past and Present (3s. 6d., Parker); Morell's Grammar and Analysis, with the Exercises (3s. 6d., Constable); Cornwell's School Geography (3s. 6d., Simpkin and Co.); and Hughes's Physical Geography (3s. 6d., Longman).

Latin.—Virgil, *Æneid*, Book II.; Horace, *Odes*, Books III. and IV.; and Livy, Book XXI. Questions will also be given on the parsing, and the historical and geographical allusions. A passage for translation from some other Latin author, and a passage of English for translation into Latin.

Greek.—Xenophon's *Anabasis*, Book IV.; Homer's *Iliad*, Book IV.; and Euripides, *Hecuba*. Questions on the parsing, and the historical and geographical allusions. A passage for translation from some other Greek author.

French.—Passages will be given from Voltaire's *Charles XII.*, and Madame de la Rochejaquelein's *Memoirs of the Vendean War*, for translation into English; with questions on parsing, and the 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.

Italian.—Candidates in this section will be examined in Silvio Pellico, with questions on the parsing and grammatical construction. Also a passage from some other Italian author for translation into English, and from an English author into Italian.

Pure Mathematics.—Questions will be set in Euclid, Books I., II., III., IV., Arithmetic, and Algebra. Candidates for honours will be required to satisfy the examiners in Euclid, Books VI. and XI., as far as Proposition xxi., Plane Trigonometry the use of Logarithms, and Mensuration.

Natural Philosophy.—The candidate must be prepared to answer questions set in Newth's *First Book of Natural Philosophy*.

Chemistry.—The candidate will be examined in Inorganic Chemistry. Book recommended: Wilson's *Chemistry* (3s., Chambers' Educational Course).

Zoology and Botany.—Elementary questions will be set on the description and classification of animals, their habits, and geographical distribution; and on the mercantile and industrial uses of