

(4.) That friction, as between the State and religionists, retards, if it does not prevent, the perfect working of any State educational system.¹

And, if any proof were needed, surely the anti-clerical agitations in Belgium in 1884² show the seriousness of the questions involved in the arbitrary exclusion of religious teaching from public schools.³

I have therefore endeavoured to devise such a system as will satisfy, virtually, all;⁴ being, however, well aware of the risk—in the phrase of the Eastern poet—of finding a tiger while beating the jungle for a deer.

As regards the gravity of the financial question I need only point to the very startling amount of taxation for educational purposes; which we should indeed recognize as startling were it in the form of a separate *direct* education rate. The large cost of—

- (a) Elementary day schools (including scholarships), and normal schools;
- (b) Secondary and university tuition⁵ (including the annual value of the endowments);
- (c) Native schools⁶;
- (d) Sumner deaf-mute institution⁷;
- (e) Industrial and orphan schools; and of
- (f) Public libraries—

would, then, indeed, be keenly *felt*.

Immense reductions in expenditure should, in my opinion, be made, and direct local taxation adopted.

There are four other subjects to which also special attention is invited—

(1.) TEACHERS⁸—because—

- (a) “The teacher is the key to the whole situation—he is the heart as well as the brain of the elementary school system;”⁹
- (b) The backbone of a good system is thorough training of *all* teachers¹⁰—and
- (c) The pupil-teacher system is fraught with injury to the taught and the teacher.¹¹

(2.) INFANT SCHOOLS—because, to quote an opinion given to me by Professor Huxley, “the value of these cannot be overrated.”¹²

(3.) PHYSICAL TRAINING—because circumstances clearly tend to convince—in accordance with what Mr. Matthew Arnold has expressed to me—that it should be a

¹ “No Government ought to press on the people religious instruction, however sound, in such a manner as to excite among them discontents dangerous to the public order,” &c.—Lord Macaulay, *Essays, &c.*, 1885, p. 494, and note, p. 495.

“The great principle that societies and laws exist only for the purpose of increasing the sum of private happiness, is not recognized with sufficient clearness.”—Lord Macaulay, as above, p. 47.

² This seems to supply an exception to the proposition that “mere negation, mere Epicurean infidelity, as Lord Bacon most justly observes, has never disturbed the peace of the world.”—Lord Macaulay, as above, p. 553.

³ See also in respect of Buenos Ayres, “*Times*,” 16 Oct., 1884.

The effects in the Hawaiian Islands should be also noted. Latest official documents herewith.

⁴ “We know of no great revolution which might not have been prevented by compromise, early and graciously given.”—Lord Macaulay, as above, p. 97.

⁵ As an instance of the cost to the Colony of university education, I am informed that at Auckland there was but one pupil—and he an employé of the Education Department—attending one set of the lectures of one of the professors last year; and that the total number of pupils attending the University lectures of that professor then and now, did and does not exceed 8. The cost to the Colony apportionable to that professor's department for last year, for lecture tuition a few hours a week (and that only for seven months in the year), cannot be less, I estimate, than £1,000. See also *Parl. Paper*, 1886, E.—8. Moreover, can it be generally known that the University is a closed book for over five months in the year? In other words, that the University year is less than seven months.

⁶ For training of natives in South Africa, see *Education Manual* for 1886, compiled under direction of the Cape Superintendent of Education. For cost of education of the Hawaiians see official documents as above.

⁷ For cost of a pupil at Sumner see special report.

⁸ See also—

(a) I.E.C., vol. xiv., p. 150 and *seq.*, and p. 287 and *seq.*; and vol. xvi. (including p. 2 and *seq.*, and p. 74 and *seq.*).

(b) Reports of the Royal Commissioners on Technical Instruction (hereafter termed R.C.) vol. iii., “Training Colleges” and “Pupil Teachers” in index.

(c) “National (Primary) Education in Ireland,” by J. Ferguson, President Irish National School Teachers' Association. *Trans. Nat. Soc. Sc. Assoc. Dublin*, 1881, p. 352.

“In Prussia they say, ‘As is the teacher, so is the school.’”—Dr. Philbrick, p. 14.

⁹ Report of the Committee of Council on Education (Eng. and Wales) (hereafter termed G.R.), 1882–83, pp. 257 and 278. And see Mr. M. Arnold's evidence before Education Commission (1886).

¹⁰ “All competent authorities agree in the opinion that a course of special training in the theory and practice of teaching should be insisted on as a prerequisite to the occupation of teacher.”—Dr. Philbrick, p. 46. And note Mr. M. Arnold's (May, 1886) report on Continental Schools, especially pp. 16–21, and Comments, “*Journal of Ed.*,” 1 Sept., 1886, p. 354.

¹¹ The teachers in the Colony seem to be becoming aroused to this fact. See, for instance, report of Auck. Ed. Inst.—“*Auck. Evening Star*,” 18 Oct., 1886.

¹² See also I.E.C., espec. vols. xiii. and xiv.

The following sentences appear peculiarly applicable to New Zealand: “Considering the liberality in providing for education in our country, the general neglect of infant schools is not easy to account for. One reason for it may be found, perhaps, that children of five years of age and upwards have been very generally provided for in the primary schools, and the margin below that age is rather restricted for the Kindergarten.”—Dr. Philbrick, pp. 49, 50.

“The real interests of the world for good or evil must be those who have its first ten years in their hands.” Rev. E. Thring, M.A., “*Journal of Ed.*,” June, 1886.

Financial
feature.

Four other
subjects of
superior
importance.