

~~Select Committee  
of Education~~

Monday 15<sup>th</sup> July 1808

Present

W. D. Weston in the chair  
Colonial Secretary J. H. Robinson Esq.  
J. Cooper Esq. M. B. & S. W. B. &  
H. Stirling Esq. A. Hunter Esq.

The night before he & Mr. Broughton Esq.  
Chairman of the Board of Education came to

1. Question What is your despatch of  
one of the state of education  
among the native classes in  
the colony? It came to me  
to perhaps not altogether  
satisfactory, but yet I think  
considering all circumstances  
it is quite as accurate as  
could be expected at the  
time it was made & of great  
importance.

2. The word "education" in the  
native language does not  
literally mean knowledge but  
merely reading writing &  
arithmetick. I think the  
language spoken generally by the

education as including five branches;  
and also religious instruction.

for the effective management of schools and no  
to insure that it would,

in many cases,

I think it would be difficult if  
not impossible for all to do  
and all the difficulties that  
have existed in the colony  
especially in a bad state.

I do not expect to receive  
the kind of reward which  
a good physician will  
make, and I do not expect  
from the difficulties that have  
had to contend with me one  
thing more than another, but  
as we have been educated  
to a considerable degree by people  
of good character and  
study for the salvation  
and the difficulty now lies in  
the want of well informed  
men or of those who are not  
concerned with the art of  
medicine. It is natural for  
those that are concerned  
with medicine to think that  
the great effort is that they  
have made the art of  
medicine known to the human  
race. It has been suggested in his  
life as other persons of worth  
so often say, that a physician  
is not a man who is educated

that cannot say that either  
the amount of gold and bar  
not been sufficient to sustain  
or all or even a part of the  
value of the circulation. So  
equally of the other theories  
who have necessarily adopted  
the <sup>law</sup> of the bank which either  
has not been applied

I suppose what will be said  
is that such a sufficient  
amount to keep a money  
fully inflated is an ex-  
ception of itself. And it  
is very difficult to say just  
what would be the amount  
that would suffice to keep  
1000£ worth of gold safe &  
as well as make it a good  
medium of exchange. I  
would not care to go much  
beyond that for I do not think  
in saying the circulation  
very independent of the value  
of a small sum. If on the  
other hand a reasonable circu-  
lation of currency is often  
followed from the evident

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that will be called by  
you

6. The new office of the presi-  
dency of the <sup>common</sup> ~~country~~ shall not ~~have~~ be  
an office of consequence  
but such as to allow of a  
peculiar gravity speaking  
of itself sufficient to give  
~~the nation~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~  
the following it will have been  
impracticable to obtain from  
but only a sufficient  
support and it ~~will~~ ~~will~~ ~~will~~ ~~will~~ ~~will~~  
not speak of the power so  
I do not object to it but do  
not like the ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~  
that kind of support

7. I am now under your  
obligation to tell the situation  
we have been induced to  
make of our relations with  
most of our neighbors than  
in the present friendly  
and amiable but such  
as you to be at the kind  
of a ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~ ~~the~~  
and friend of every  
other to have no  
other but the best to  
our neighbors

in part of parents many years ago



- TH
- should be done by  
the adoption of a system  
of the kind stated  
the whole of course under  
the direction of the Board of  
Trade and of the Bank of England  
to be put into operation  
as soon as the day you  
will be ready to receive it  
<sup>Believe</sup> I also hope to propose a  
new and better method  
of the return to the  
Bank.
10. Consider it would be well  
to see that the system of  
any bank to which it may be  
committed is practicable  
of the number of colonies  
and of ports and safe  
for the rest of the year  
which will be necessary to secure  
the only reason for having  
is that the bank offering  
protection does not cover  
all the ports and could not  
be expected to do so.
11. I hope too that no good purpose  
can be made of the measure which  
the friends of England think  
it would be in the long  
run to establish the colonies  
by giving them a charter  
and putting them under the  
control of the Bank of England.

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and other parts of the Colony  
will be sent to the Colonies and  
the Colony generally.  
~~they~~ great importance  
has been placed on the  
of small colonies &  
have been made to be scattered  
out.

Do you think if you had  
the means of sending the  
colonies additional schools  
would be established in  
every town the whole length  
of the coast so small of was  
and more schools to common  
people we could very easily  
increase the number of schools  
to a full extent and  
as it has been proposed  
so I think to take advantage  
of that circumstance that  
we may not have sufficient  
for all the people scattered  
throughout every country  
of the land.

Do you not also think that  
in other countries where  
schools used to be built at  
a distance from the sea  
that schools would be  
there and have not  
been built on account of the

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and I think it would be particularly  
to advantage to have a  
local class or sub-society  
as the people of this colony  
tend to their own little  
set groups & are inclined to  
solitude & as they do not  
have much time.

14. Regarding the local societies  
as a popular branch of  
the Union of Societies and  
the local groups called  
by them Schools etc.  
I think the schools can  
best be controlled  
in a local society  
with the same organization  
as the Union of Societies  
and should be controlled  
therefore in your  
local as they can be best  
properly managed by the  
people. In 1853 I suggested  
that the name of a  
new society should be  
taken and completed of  
the first letter of 1850. I  
will send a letter written  
by Dr. West to you for date.

15. April 1854 - In a local  
society I would beg leave most  
respectfully to remind you of the very inadequate  
quart accommodation hitherto afforded to  
Instruction of the children - there are only two  
adjacent to Church St. which have not been  
intended to accommodate the School and Preparatory  
to over about 100 - 120 and for more than twenty years past  
are generally over present from 210 to 230 numbers.

I should add that the old school rooms  
adjoining the church are still occupied by  
nearly as large a number as before.

- 15 Has anything been done since  
to remedy that want of accom-  
modation? Cos, I'm not  
well recently. We have built  
a post school house  
containing two large rooms and a kitchen for  
English Street & the teachers' lodgings  
by poor children taking the  
average of last winter.
- 16 What was the total cost of  
that building? The total cost  
was \$2400, of which £1000  
we have paid \$377 0.3  
from the American \$445 0.0  
the Church Society in England  
through my hands have sent  
£500 making £1000 0.0 4.  
The balance, about \$1400, for  
have paid by the old church  
that has of course obtained  
a title if it is good  
for me to send you  
any thing under the present  
circumstances of the colony.

because the satisfactory state of the world  
in one particular place does not make  
compensation to other places where there  
are no schools, or not so good.

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the state of education in no  
way can be said to be good. It  
is difficult to say exactly  
what is the result of the  
present state of the country.  
At the time of the census in 1850  
the following was found to be  
the present state of education in  
the state that education was  
not well managed and  
extremely difficult to  
carry on.

It appears from the state  
that there were about  
63000 children in the state  
and about 700000 young  
adolescents it is hard to compute  
how many that are fit for school.  
I think it would be approxi-  
mately that the <sup>inhabitants</sup> of the  
state are not fit for school  
but those that are fit for school  
are not receiving education in  
ways that <sup>considerable</sup> affect life  
the following figures are  
obtained from persons residing  
in the several towns the  
total number of children  
in each town becoming  
the total number of those per-

This is intended to show the number  
and ages of children; how many can  
read, and how many are learning.

for their own children

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when the Government says  
of the same party other of the  
members according to what we  
understand of Government's  
that will be difficult, but  
as impossible ~~as before~~  
~~to those who have~~ <sup>and at this time</sup>  
as likely to be left out  
beyond the boundaries  
of government <sup>now</sup> than to  
fix upon a boundary  
which will not be fit  
for a long time to the  
Government & those who are  
beyond the boundaries  
know what will be decided  
on to determine beyond the  
boundary of the Government  
of children there is not any  
point.

In the year one thousand eight hundred  
and forty children beyond the  
boundary of the Government that  
are in teaching but I think  
not many children former  
and the name of a master  
to begin to settle a man at  
board and lodging.

21. Is the same Government says  
beyond the boundaries? No, there  
is a great many individual  
incomes of teachers taught

The same in many places round Sydney; as

- 10  
10
- the Committee of the paper  
are to have a very good  
advantage.
- 22 We now come to that of about  
60 children in the neighborhood  
of Chippingdale only two are  
receiving education & it is seen  
that there is a great deficiency  
of the means of education.  
The children have no means  
to meet in a school room  
so that it is not pos-  
sible where there are so few  
young children to keep up  
also there is a large number  
of children but having a  
school there is doubtless  
a very competent teacher  
kept with proper appliances.  
In the County of Norfolk  
a great deficiency of the means  
of education to towns of a large population  
is noticed but I am aware
- 23 It appears that the proportion  
received in public schools  
and about the same number  
of poor children are much  
less than in the County of Norfolk  
very high rate compared  
with that of in England  
by the last system there  
were 200 children in the schools

return an estimate of the cost of the  
education of a person who remains  
between a population and the  
population country like ours &  
all the country has been  
done that the expense of education  
has been great.

35. Now how any one of the ex-  
penses in your Colonies can  
depend on the botanical system?  
I have heard <sup>introducing of all kinds</sup> of  
of it think about it &  
will find that it is much  
higher in country where the  
in larger towns.

36. What you say does not affect the  
expenses in your Colonies  
calculated in Sydney. The main  
expenses of education are not  
so because the cost of sending  
children here is not so high as  
the cost of education in Boston  
or where no school board  
of course as the money  
is higher.

37. As to the amount of labor, I do  
not know in what way these  
expenses in Boston are less  
than those in the Colonies. At  
the same time we are not  
the same labor force as in Boston.

I was never myself in charge of a parish  
in England in which there was any public  
provision towards the support of a school.

for the expense of poor & <sup>the</sup>  
poor on the average 15,000  
will not go far & the sum  
will easily cover 1000 & add  
~~only~~ half again as before  
the expense of education &  
teaching of 3000 children.

18. It would be a great advantage  
to have a private subscription  
in every parish school, but  
other opportunities will suffice  
when we have opened schools  
in the church for the same  
purpose of collecting funds  
the expenses of schools before  
schools say without assistance  
from England <sup>will</sup> ~~will~~ <sup>soon</sup> ~~soon~~  
become <sup>so many</sup> ~~so many~~ <sup>very</sup> ~~very~~  
expensive for want of  
school funds.

19. How many children would be  
admitted in Swindon school  
admitted I think it  
will afford 300 presently  
the house is built at a  
low rate & the labour  
was much more expensive  
than at present.

20. It will be hard enough to  
inform the poor the school  
system the public school  
education in England has  
been ~~done~~ to a thousand

supported by books were held well  
full of a volume printed, it  
was the time of the first sub-  
scribing that some of the children put  
in place of the children put  
at school

- 31 Are you a master at the often  
schools? There will remain  
with ~~the~~ <sup>you</sup> the year 1834 if it  
lets the day of separation  
from the time of my coming ~~they~~  
into the colony till then ~~they~~ <sup>I</sup>  
will have taken out of my charge  
and I have no more connection  
with them.
- 32 I understand you to say in a  
former part of your evidence  
that you were suffering from  
want of land in lottery lots  
for sites of school houses  
he has made an application  
to the Government for leases  
belonging to the Crown and Trustee
- 33 There is vacant land there lies  
between the second passenger  
house and the Augustinian
- 34 How long is it since your  
application was made? It  
has been more a considerable  
time so you will require a sum  
of immediate funds and therefore  
you the Government do not  
give you a certificate of account

they gave you and know why  
that when we have funds or  
else start little gardens we have  
no idea that we have  
funds and have no idea where  
for funds except buying the  
school so that we are only  
wondering for funds <sup>In P. B. & F. P. I.</sup> for application.

36. Have you turned your attention  
to the educational or general  
but school? In my  
visiting districts the State  
opinion school I found that  
system in partial operation  
it had been established by  
my predecessor Archibald  
Scott but it was not very  
successful. It gave occupa-  
tion to the boys some worked  
in the gardens, some were  
engaged as shepherds and  
others as tailors.

37. So that still continued I  
do not know it was carried  
on also I took great interest  
in it for many years the  
~~Never all the money from~~  
~~but land to man that could~~  
be used continually

37. Have you ever turned your  
attention to the want of

I wish to add a hint when I do sat. for both  
that it was not in my power, to trace, either  
in Returns, or from my own observation and  
enquiry, that the convicts here were in more  
than an average degree uneducated. Many  
so could read and write perfectly well  
and even twice or thrice convicted and  
of enormous crimes.

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education among all men - So  
I have said it is now up to us  
to form our decided opinion  
as to the effect of education  
upon society. Well as I have  
said I try to form my opinion  
theory. But in this state I  
cannot doubt that education  
men are less likely to be led  
into gross and barbarous crimes  
than uneducated. I think it  
diminishes their <sup>own</sup> ~~own~~ <sup>natural</sup> ~~natural~~  
~~propensity~~ ~~to do~~ <sup>to do</sup> ~~bad~~ ~~bad~~  
to good <sup>principles</sup> ~~principles~~ ~~principles~~  
actions.

- 30 If we are to judge from our  
real education from <sup>the</sup> effects  
of men who are guilty of offenses  
are uneducated. Yes without  
education to some extent  
officers are uneducated. I think  
when the degree of education  
is low down <sup>opened</sup> I think it  
has been ~~to do~~ <sup>to do</sup> ~~to do~~ ~~to do~~  
that the want of education  
is the cause of the <sup>the</sup> ~~the~~ <sup>the</sup>  
~~the~~ <sup>the</sup> ~~the~~ <sup>the</sup> ~~the~~ <sup>the</sup> ~~the~~  
to say that education has  
an effect in diminishing crime  
Are you aware of the state  
of education in England if

which is sometimes appealed to.

the number that cannot be  
seen in a city & town & by  
that to estimate the  
total of persons in the  
city there is no regular  
method of population &  
therefore it is not  
possible to get an exact  
knowledge of the number  
of persons who could vote  
in the state but who do not  
do so because they can't  
and won't vote. See therefore  
your <sup>opportunity</sup> to educate  
yourself in the number, &  
you will.

40. What are any returns of the  
state of education in the United  
States? I have seen them ex-  
clusive books in the bulletins  
the proportion who cannot  
read and write is not like-  
wise equal throughout our knowledge of them.

41. Consider about 10 per cent  
and more who can't read  
or speak any of the different parts  
of a good education below.

42. What are any returns of  
population in Buffalo &  
elsewhere in New York State  
and especially in the <sup>transferring</sup>  
and especially in the  
very different districts  
of your state giving instances  
which are <sup>firstly</sup> general returns  
and <sup>secondly</sup> returns of  
poor and rich.

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at St. Louis that will be given  
as a fine opportunity to practice  
education and I hope to  
see the experiment will prove  
most successful. The first \$50  
of St. Jo is quite enough but the  
rest probably won't take. The  
management of schools in St. Jo  
had a few expectations last year  
and I am afraid they will be disappointed  
in the number of students who  
will attend.

It would appear from our  
letter to Mr. Thompson that St. Jo  
and St. Louis always been rather  
advantaged. It is no difficult  
matter for many of their friends to  
have taught there and to be  
present members of the session  
in this city. It was never  
easy to induce people to  
send their children by the  
steamship, their greatest objection  
being that St. Jo was always thought  
it inconvenient to leave  
the city and change  
the route and that in the  
long run they would be  
more than they will be gain-  
ed by such a course.

What schoolmen consider a

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considerable amount of value  
for the border. It was  
to say I have very much  
of the past used to consider  
that education for nearly the  
education of people of color  
in that class would be  
done almost at a loss  
and therefore I think  
they might do about the same  
for a country <sup>now</sup> ~~now~~ as for the  
education of those who can  
make money by their  
and when they could not do  
so easily by themselves  
might be found in the border  
country for the  
bit of money <sup>now</sup> ~~now~~ ~~now~~  
and so they will stay  
at home to earn that  
in addition to the little <sup>now</sup> ~~now~~  
a year now a lot more  
than a house for the colored  
I think it does  
indirectly consideration for his own advantage  
in that the colored man  
should live at the colored town  
and he might be made up  
the spot the colored man a  
place equality  
of the colored men should not be  
poor & the colored men to  
make some money to support



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- be & that is a main point in my system.
- 10<sup>th</sup> Colonial Committee of Govt. etc. etc.  
limits fixed by authority.
- 11<sup>th</sup> The same. The schoolmaster etc.  
not to receive a bill of lading to  
take children & relatives of the  
workhouse to the open land &  
do not think there can be  
<sup>in most places</sup> any difficulty to get children  
to ride free for those who are  
above parents & accordingly  
to pay for their education.
- 12<sup>th</sup> Mr. Foster. You will not wish  
the schoolmaster to certify  
to the inability of the parents  
to pay I certainly not.
- 13<sup>th</sup> You will permit to have three  
children at one parents charge  
for for their education to  
travel about "Please that  
certain workhouse children  
there are to be no other where there  
are not three or more children  
afford to pay for them".  
You have better know what the  
new Poor Law of England is  
from which it appears that  
with all the best efforts to  
assist support the school  
master the present system is  
not to under non a just & consistent system.

¶ God... is as a kneph, and has a master.  
evidenc annoal

¶ God also is a kneph.

82 Are there any schools of other denominations besides the Free of Baptists there? I have not enquired. I have gone to great expense in building schools as they do not cost me anything & am allowed to receive 5/- per week.

83 How much do you contribute to the Committee the whole amount expended in building schools received from the ~~£1000~~<sup>2000</sup> at home? about £~~400~~<sup>400</sup>.

This is the list available to the present time.

Harrower Town	80	Edinburgh	40
London	10	Aberdeen	25
Sheerness	5	Wellingborough	130
Stockdale - Amble	189	and for Titchfield	50
in fields	21		
Durham	22.0	In London	42.0
Carsington	20.4.3	Suffolk Forest	40
Pemberton	20	Merton	
Lynden Brook	50	2. Lichfield	
Lakeville Heath	20.7.3		
	42.14.8		
+ £6			199.2
Robert's Britain	243.7.2		
St Albans	50		
Newcastle	47.6.5		
Foxford	50--		
Concussion	262.19.4		
	1645.9.1		

84 Have you not paid anything for the salaries of the ministers or given allowance from the funds collected by the Society for Slave from time to time? I have a good deal but have no accurate account of the

annual - In fact, the school  
could not have been carried  
on but for the assistance  
afforded by the Committee

as I understand from Mr. de la P. St. John  
that you have given £50 for  
land at Hollingay, would  
the Government always willing  
to give land as a site for a  
school? At Hollingay the  
Government has no land of  
their own, we were therefore  
compelled to beg of the South

Colonial Secretary to issue where  
parents would not pay how  
would you propose that that  
Schoolmaster should be re-  
munerated? There are hope-  
less cases which we are bound  
to do our best in other large  
towns I think the public should  
contribute to the education of  
these children whose parents  
are unable to pay for them  
and there we doubt not  
the good fellow that comes in  
the towns will come forward  
and help in that respect but  
as the country people have

case for instance as that  
which I have alluded to  
at Bushy Park would  
be more difficult as there  
are not a sufficient number  
of persons with the means of  
assisting.

37. Here it will be absolutely  
necessary in those cases to  
provide the means of <sup>prolonging</sup> gradu-  
ate education. <sup>I think</sup> there are cases where nothing  
but graduate education will  
be available.

38. How would you propose to  
ascertain the ability of  
parents to pay for their children?  
~~having different parents to ascertain it.~~  
I am often induced to think  
they can pay when they will  
not. Since mention was made  
of a school near  
East Boston to look for you  
\$500 in part contributed  
the wholsome sum for building  
~~it~~ <sup>not time</sup> soon after the job  
was done and as they  
could not pay for the  
year a school were necessary  
I think it very reasonable

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that they should receive of  
the said fund shall be used  
of building, to repair old  
and decayed, or that  
supplies the want <sup>the power necessary to tax</sup>,  
they can do, either what  
whether they ever do have  
for the said buildings, before  
the time of their being built  
to do, & complete, and con-  
nive them to be able to repair  
them when & how I please.  
This labor <sup>or</sup> will therefore be brought  
out the Colony the people  
waste their money on un-  
proper objects, the schoolmaster  
is not remunerated nor the  
children educated. The peo-  
ple here do not properly  
appreciate the advantages of  
education, indeed it has been  
said to me <sup>wis.</sup> by Sydney "you  
ought to be much obliged to  
us for sending our children  
to your schools"

But I have not yet  
tained from your Lordship  
by what means you propose

He may be supposed to have some bias.  
Indeed there are in many places hardly any  
but even not a personal feeling; so that

to arrive at the ability or  
inability of parents to pay  
for the education of their  
children? We have no means  
except the judgment of cer-  
tain individuals ~~who might be  
quite impartially~~

60 You have an objection to the  
schoolmaster certifying to  
that? Sir, I hardly know  
any means on which we  
can rely. ~~many persons~~  
~~say they are entitled to~~  
~~allow if they did honestly~~  
~~want pay.~~ In England in  
the middle class of life who  
denied themselves almost  
everything in order to send  
their children to school and  
to give them a good education  
the case is widely different  
here in too many instances.

61 Chairman In the case where  
a parent could pay ~~and~~ could  
not, but would send his  
child if a gratuitous educa-  
tion were afforded what  
would your Lordship recommend?  
I have always rather insisted  
yielding to that disposition  
where a parent was indifferent

I do not think there is any  
resource but to leave the  
child and to suffer from the parents want of property.

- 12 Dr. Robinson Have you ever known any instance of a mother who had been educated herself refusing to send her children to school if she had the means? I can say that we have had many instances of mothers refusing to send their children but when they have been applied to and urged to send them. I cannot speak to the education of the mothers in all such instances myself but I think I might venture to say there are instances of the kind, although perhaps not many.

- 13 D<sup>r</sup> Nicholson What does your Lordship think in the country districts of the parents paying the schoolmaster in kind? I think if the schoolmaster is satisfied to make such an arrangement with the parents there would not be the slightest objection to it on the part of the

755

64 Supposing the schoolmaster were to be furnished with a dwelling as well as a school house might not the parents agree to give as many bushels of wheat or as many pounds of meat? There would be difficulties in such an arrangement because the parties giving and the parties receiving would disagree about the quality, the time of delivery and so forth. Payments in kind are attended with great difficulties I endeavoured to apply <sup>that method</sup> to the building of churches but did not find it succeed

65 Chairman Do you recommend a general system of education or one carried on by each religious denomination separately, or do you think that these two systems could be advantageously combined? I hardly know what is meant by a general system one applying to all denominations in which the religious

there is a case not included. But  
using the gunpowder as it is prepared,

Powell  
pp. prejudices of none are inter-  
ested with? Then I should  
say that it would be no  
religious prejudice?

88 By a general system we may  
have generally understood  
such systems as the British  
and Foreign School, the Irish  
the German and Dutch.  
I should most decidedly  
object to either of those  
The Committee merely wish  
to know from this question  
what system should be  
adopted? This question  
does not touch my own  
opinion at all. If I am to  
understand by a general  
system the system of the  
British and Foreign School  
Society the Irish or any  
other that prohibits full  
instruction in religion I  
should most decidedly  
object to it.

89 Do you then prefer the system  
carried on by each denomina-  
tion separately, assistance  
from the Government being

given in proportion to the  
number speakin<sup>g</sup> English <sup>or French</sup> ~~French~~  
I wish to say that I speak  
only comparatively, but I do  
not fear that greatly to the  
<sup>former suggestion of supporting schools in such</sup>  
<sup>religious instruction will be fully given</sup>

70 To Dr. Richardson How would your  
Lordship meet the difficulty  
of a thinly peopled country  
with only a dozen or twenty  
children in the district and  
only four or five of one  
persuasion? I should not  
begin with that, I would first  
provide for places where  
that <sup>difficulty</sup> does not exist and it  
is my opinion that it does  
not exist to <sup>a great extent</sup> ~~as many suppose.~~  
in this country. I think  
you might <sup>in many places</sup> easily collect  
20 children, of various opinions  
but I think they would be  
willing to come in one  
system ~~of religious instruction~~  
~~theologique~~ ~~not be very willing to pay~~

71 Assuming that there is no  
intention to interfere with  
the denominational school  
already established the

+ encouraging combination by pro-  
hibiting all reference to points of belief.

76

difficultly would be to deal  
with such cases as that  
supposed? Speaking of myself  
there would be no difficulty  
because I would not begin  
any school in which I was  
not as much at liberty to  
~~teach~~<sup>communicate with</sup> the whole doctrine of  
the gospel as if I were in  
the pulpit and whatever  
might be the <sup>admission to combine</sup> want of ~~combination~~ they  
would not be worth thinking  
of as compared with those  
which would arise from a Dissenting  
Methodist <sup>\*</sup> Society. Would not this render  
denominational schools the  
only schools your Lordship  
could sanction? Certainly  
it would prevent my taking  
part in any school in  
which the full and entire  
doctrine of the Church of  
England were not at all  
<sup>taught</sup> or ~~liberty~~ to be taught  
77. Would not  
be difficultly arising from  
the power of number would  
sanction a departure from  
that principle? Certainly not.

in consideration that there are not always  
good other schools to which the children of  
those who object to our Association could be sent.

because it is a conscientious principle

74 Colonial Society by what safeguards would you propose to ensure the teaching of the tenets of the Church of England in the schools? Should place them under the superintendance of the clergy of the parish, subject to my own control over the whole.

75 Do you think it necessary that the Church establishment should be taught? I do not myself know why it should not; and if <sup>other informed denominations</sup> these schools were universally established

*page 55*

I think it should be used in our own because if persons objected to the use of it for their children there would then be other schools to which they could go. We have however always made a concession on that point; that is every long standing <sup>\*</sup> Slave <sup>own</sup> Master from his deacon Scott will reference to the establishment of a school in Boston Bay

76

as which he says "that the  
Master (Mr. McRoberts who is now in  
St. Philip's School) that if Roman catholics  
or other parents object to their children  
learning our doctrine, it shall not  
be enforced." This was written in  
1826. I have not altered this  
Regulation which was in force on  
my arrival in the Colony: and  
it was introduced into the Plan  
proposed for the establishment  
of St. Philip's School at Parramatta.

I have also a resolution of  
the Diocesan Committee  
passed at a meeting held at  
St. James' Vestry on the 28<sup>th</sup>  
October 1836 "Resolved that  
if any parent or guardian  
or placing a child in any  
school in connexion with  
this Committee shall certify  
to the minister of the parish  
under whose superintendence  
it is placed his or her desire  
that such child shall be  
exempted from the ordinary  
course of instruction so far  
as relates to learning a language

+ I wish however to add that a child  
cannot more easily attend our schools  
without learning the substance of what is  
contained in the Declaration, even though  
the actual words of it may not be taught.

74

examined in the celebration  
of the church of England the  
minutes shall give direction  
that the attendance of such  
scholar be not required  
at the hours appointed for  
giving instruction in the  
celebration.<sup>74</sup>

- 76 Is the Bille in the authorized  
version one of the regular  
school books? Certainly
- 77 Is there any such exception  
made in favour of Roman  
Catholics with reference to  
the Bille? As it is always  
used in church of England  
schools.
- 78 Does your Lordship propose  
<sup>that</sup> any such exception  
should be made? As I think  
it would be much better  
if Roman Catholics do ob-  
ject to using the church  
of England version that they  
should attend schools of their  
own but I know that some  
Roman Catholics do not  
object to it and Siray states  
that the application to the

74

reunited from learning the  
catechism has ~~very~~ <sup>hardly</sup> ever  
made. The part of the catech.  
generally taught in the school  
Roman catholics would not  
object to: and it is not usual  
to go on to the second part  
with very young children.

77 Dr. Dickenson the second part I  
presume would form a ground  
of objection much as it  
refers to the sacraments? No  
doubt as to the number of  
sacraments, but that ~~would~~ <sup>might</sup>  
not create ~~a~~ <sup>an</sup> insuperable  
difficulty. ~~think~~ of a person  
~~did~~ not make his children  
to be taught the catechism  
~~we would not consider them~~  
I would mention that in  
our school at St. James  
Parochial Schools at our time  
one fourth were the children  
of dissenters who all learned  
the church catechism. And  
~~after the best scholars there is~~  
~~the case of a Presbyterian~~  
~~a constant communication~~  
~~notwithstanding~~

78 Dr. Coker How many children

have you attending there?  
I think the number is 94.

81 Will your Lordship state  
the course of education  
 pursued there? The children  
are expected to be able to  
read and write when they  
come there although they  
are not always able to do  
~~so perfectly~~<sup>so</sup>. They are taught a general  
course of education besting  
geography, Latin, Greek, mathe-  
matics - in fact all that  
is generally taught in gram-  
mar schools at home.

82 Mr Warden As I understand  
your Lordship to say that  
you would have the clergy-  
man of the parish super-  
vise the school am I to  
understand that you would  
have no school established  
except where there were clergymen  
to supervise? I would  
not go to that extent, because  
I should endeavour to place  
some one in the position  
to undertake that duty.  
83 You would have occasional

73

inspection? Tax of £1000  
confined to those that  
they would allow of no  
deviations from the course  
of instruction laid down

- 84 The difficulty the Committee  
have felt has always been  
with that class of cases to  
which your Lordship has  
not appeared to advert - the  
is very little difficulty in  
the providing for children  
in towns but in thirty people  
districts where unfortunately  
there are no clergymen of  
any denomination and where  
the children are of mixed  
communions would you  
rather that these children  
should be without education  
at all or that they should  
have some system in which  
the parents of all could  
concur? I do not think a  
system could be devised in  
which all could concur
- 85 Do you not think the present  
S. & S. system is an instance

+ without note or comment.

775

of that? I should not concur  
myself in that. I think the  
very principle, the mode of  
instructing the children by  
taking the scriptures only  
and explaining them grammatically,<sup>ways is</sup> to adverse to the  
principles of the scripture it-  
self that never could  
enter into it.

- 86 You are aware that the  
Archbishop of Dublin approves  
of the system? I have found  
<sup>the</sup> ~~recapituled~~ opinion, after thirty years  
serious consideration, and I  
am quite sure that the  
principle of taking the scrip-  
tures only & parts of the  
scriptures as is done in the  
Sister system, and explaining  
them in a grammatical sense  
is not the way to make  
Christians of the children. It  
is entirely adverse to the prin-  
ciple of the Church of England  
which never attempts to teach  
Christianity without a Catechism.  
87 And we come to the same  
question, is not this system

\* always acknowledged by the church.

TH

sustained by one of the  
heads of the established church  
I should say not, and even  
my saying so, I should not  
be guided by the authority  
of any man if all men  
forsook what I conceived  
to be the rule of faith. I  
should still be bound to  
adhere to it. It is not for  
anyone I hope that I  
thus speak, but from con-  
viction that I am not at  
liberty to adopt such a  
system. I must in teach it's  
Christianity teach that which  
was taught from the begin-  
ning and although every for  
those who would not come  
to be taught I should do what  
I could for those who would  
come

68 Suppose none would come  
who taught in your fashion  
would you therefore say that  
you would not teach at all?  
I would indeed.

69 I have a full & accurate  
account whom I teach to read and  
write as it were for me to

If it were made the express condition of my  
teaching him to read and write. I should  
not attempt to teach others the truths of the gospel  
because this individual took a different view.  
I certainly would not undertake to teach him to read and write.

~~Do not you see~~  
~~it is better to teach~~

teach him in those arts without also instilling him in religion? I should think it wrong to teach a poor child and water-plastered ~~as some are instructed~~<sup>with</sup> what I concerned becomes education defective.

go Then you think an individual teaching another only that which he was willing to learn would do wrong? I <sup>wish to</sup> do not judge others. ~~especially~~

gl If it is not wrong for an individual to do so it is not wrong for the State. I think it is wrong for the State to exclude religion from General Education.

g2 Will you be kind enough to say what number of children of any denomination would entitle parents to expect assistance from the State in the way of affording a salary to the schoolmaster? That would vary with circumstances. I would give a salary to a schoolmaster over a much smaller number as thirty specified districts.

But my wish is to make schools of a  
proper character as general as possible;

74

that is a town like Sydney  
93 In thirty parishes districts  
what would you fix as the  
minimum? It is difficult to  
say what minimum there  
must be a certain number  
to occupy a man time at  
all, or to make it reasonable  
that he should have a salary  
& therefore I do not wish to  
~~fix that number too high~~  
~~being not over 6000.~~ I should  
say 20 was the lowest that  
a man should have a  
salary for. I <sup>adopt</sup> resolution 20  
because that is the number  
mentioned in the correspondence  
relative to the Brisbane Water Schools

94 But we must evidently come  
to one district, as we go to  
the outer parts of the circle  
where there will be 20 districts  
children of different roads  
are all those parts to be  
provided for? I could  
take no part in teaching  
upon the terms now proposed;  
thus, but I cannot say what  
the State might do  
95 Will your Lordship be kind  
enough to say what the

State could do in this class of cases? The State may do anything in a pecuniary point of view, all I mean is that it would be impossible for me, holding the opinion I do, to approve of a general system which excludes religion.

96 What is it your Lordship thinks the State could do, in order to ensure these children receiving some education? I would leave the State to be the judge of that. I do not propose to take any part in the judgment except as to what is essential in making of Christians.

97 Your Lordship will observe that the object of this enquiry is to find out what the different denominations would be content with, what would be the best course to take under existing circumstances,  
 with a view of satisfying others. I could not, & I surrendered any thing the Church of England teaches - the Catechism was drawn up with the design, and I must say it appears most nearly to the accomplishment

There may be cases, as I have said, in  
which we,

of the design, of satisfying all  
 I could not consent that the  
 children should be precluded  
 from bearing all that cate-  
 chism contains; <sup>the</sup> for we  
 give up the words of that  
 catechism, <sup>but still feel very</sup>  
 assured that the children will  
 be taught its substance, the  
 great truths of Christianity.  
 The whole that is contained  
 in the creed is as much a  
 matter of duty for me to teach  
 as it is for me to say my prayer.  
 This is not a question of po-  
 licy but of positive duty,  
 and I think it is the duty of  
 a clergyman wherever he  
 goes to teach the whole truth

98 Every Clergyman! I speak  
 of the Clergymen of the Church  
 of England

99 What is the duty of the State  
 where the people are not all  
 of one religious persuasion?  
 I can only say that division  
 in religion is so serious an  
 evil that I think the State  
 must suffer from it. If  
 I were in Rome or in ~~any~~  
<sup>it does not</sup> Sodden

+ encouraging a persuasion that all  
forms of belief are equally entitled to support,  
there is danger that

+ children that their civil and Christian  
duties are separate; or that the one  
obligation is, and the other is not.

117

I would rather take my position  
as a Dissenter than have <sup>the State going back</sup>  
against system, and I think  
the bulk would have a  
better chance - I speak <sup>most</sup> con-  
siderably when I say that  
I would rather be put in  
the position of a Dissenter  
and denied assistance from  
the State, for I think by the  
system of accommodating the  
one <sup>&</sup> bulk will ultimately be  
~~put to~~ <sup>almost</sup> driven out of  
the world

100 But does not your Lordship  
conceive that citizens have  
many duties to be taught to-  
wards the State as well as  
their duties as Christians and  
that the State may under-  
take to put them in the  
way of learning? I should  
not like to take part in teach-  
~~ing them~~ <sup>to</sup> ~~to~~ <sup>it</sup> ~~them~~  
provided upon leaving them  
is the bulk of revealed  
religion - I do not say that  
the State could not do it  
but I could not take part  
in it

101 Your ever Lordship's son etc.

that a difficulty would generally among members of the established church, that parents would not send their children to school except where the catechism was taught? I think it does, now particularly among those who have thought ~~on~~ on the subject. It is very evident that in England it is the case with an overwhelming majority where the members of the church of England agree the teaching of the whole of its doctrine; and have in every possible way testified their conviction that a generalised system of teaching religion is not to teach religion at all.

102 Since the State cannot agree upon the religion that should be taught to close 20 children of the State is it not to agree in teaching them anything at all? That is my conclusion, <sup>only for my private guidance</sup> the State can act according to its own views.

103 You would rather that the State should do nothing and leave these children uneducated?

I do not lay down a rule  
what the State is to do, I  
only say what I could not  
do and what I think the  
Church of England could not  
do.

104 Your Lordship is aware, I presume that the Roman catholic body has a similar objection to our mode of teaching that we have to do; but precisely, I think the difference between the Church of England and the Church of Rome is not whether ~~they~~<sup>it is wrong</sup> shall exclude ~~any~~<sup>the</sup> particular doctrines of religion, but only as to what those doctrines are. I see no evidence to show that the Roman catholics are less fixed in their opinion, than we are - our dispute is as to the Church, and what the Church teaches we each <sup>propose to</sup> teach. However I should observe that the Roman catholic system is much more likely to exclude them. I do not wish to pretend that the question on either side is of precisely equal weight.

✓ & then not having a clergyman  
over them

✓ & with that does not do away with  
the necessity for a clergyman's services.

78

105. I can think it possible to  
establish agricultural schools  
Geo. Steiner said in a previous  
part of my evidence that  
when I had the management  
of the Orphan School it was  
on a system of that kind we  
carried on to a certain extent

106. In schools of that description  
where parties acquired a know-  
ledge of the art by which  
they were afterwards to live  
dorow not think they will  
be caught without having a  
clergymen over them? I think  
the effect would be bad that  
it would be injurious on a  
religious principle.

107. It would not be safe to leave  
the leading of religious prin-  
ciples to the parents or to  
the personal recitations of  
the clergy at their houses. I  
think if parents hold correct  
religious opinions they are  
the best teachers. I do not  
know that these being agri-  
cultural schools would make  
any difference and I make  
it a rule in all schools with  
which I am connected to set

To be earnestly be said. I should not  
feel it any of our Church attended;

that the children shall be  
properly instructed in their  
religious duties.

108 But the State might establish  
such a school without any  
objection from you altho' it  
might not have your con-  
currence? No, because I think  
that any school where religion  
is not taught expressly <sup>that</sup>  
is by creeds and catechisms  
<sup>which is likely to make them</sup>  
is not sufficient <sup>that they ought to</sup>

109 But the children might acquire  
agricultural knowledge? I  
think if they acquire a know-  
ledge of agriculture at the  
expense of religion they will  
gain little <sup>who in</sup> in comparison with the qual-  
ity that they ~~want~~ lose.

110 But could not the parents give  
them religious instruction? In  
many cases in this country the  
parents are not able to give  
their children religious in-  
struction. Lay down a  
certain principle of course  
like every other principle  
in the world; in working it  
out there must be found  
cases in which there are  
inclemencies &c &c

I voted to a Church and under a  
charge of the clergyman.

inconveniences, but still the  
adherence to principle is so  
necessary, particularly in te-  
lejones points, that these objections  
are not sufficient to remove  
me from the ground I have taken.

III Mr. Robinson. Boys, I think it is  
possible to expect practical  
religion from any man not  
in a position to read his Bible.

Yes, I should say that some  
of the best men I have ever  
known, as far as practical religion and pure  
knowledge among the old  
peasantry of England, who  
had read their Bible.

112. Did they reside in the vicarage or  
of a church? Yes, & speak  
of some whom I knew when  
Christ went into His Orders  
of whom I have a vivid &  
affectionate remembrance.

113. Supposing a man to be 200  
miles from a church? Then  
thinking as I do that the teaching  
of the Church is necessary, he  
must be in a very embarrassing  
situation to say the least.

+ if it had no other source of instruction

I altogether object to it: and will  
endeavour to do away with any supposed  
necessity for it.

114

Do you not think it would  
be an advantage to such  
person to be able to read.<sup>777</sup>  
You still I do not think purely  
reading the bible would teach  
him Religion in expense  
of the word. I fully hold that  
a man does not learn religion  
from reading the bible only.  
I am quite sure that is not  
the fault of the Church of England.

115. Do you not think a higher power  
would assist him? That power  
would assist <sup>him only if he</sup> by every of the  
means proper means.

116. Then I presume you would  
object to a purely Secular  
System of Education? ~~that~~  
~~Person~~ ~~throughout~~ ~~my thoughts~~  
~~certainly~~ ~~I have at times con-~~  
~~sidered~~ the possibility of union  
between the various bodies of  
Christians but I cannot say that  
I have ever come to any <sup>intelligently</sup> con-  
clusion upon the subject.

117. Say three or four days in the week  
when devoted to purely secular

even when the greatest pains are  
toured,

instructions <sup>T.101</sup> referest to  
religious?

Knowing what objections there are  
to those schools of the truth, I  
should not like to repeat the offer made  
to that Regd with the teaching of re-  
ligion should be perpetual  
that I think is the benefit of  
such schools as we have. What-  
ever arises we can turn to  
religious purpose missionary.

108. Mr. May. Does not your Lordship  
consider that for the purpose  
of promoting charitable feeling  
as neighbours it is desirable  
that children of different den-  
omination should be  
educated together? To, Es.  
<sup>from his American father that</sup>  
~~but~~ there is any want of  
friendly feeling when they  
are not educated together. I think  
educating them together is con-  
-sistent with my objections without  
meaning any offence. I should  
object strongly to putting a  
child belonging to the church

of the opposite communions,

T. 103

of England into a Roman Catholic  
School

119. You think it would produce  
a different result from that  
which I have suggested? I think  
it might produce controversy  
~~not to mention other objections.~~  
At present there is no dis-  
agreement between ~~the~~ masters  
or scholars, so far as I know or have seen.
120. Do you think more danger than  
benefit would arise? I do
121. Suppose the schools were conducted  
according to the Irish system? I  
should have other objections to  
children going to those schools  
beside what would arise  
from the mixture of children  
of different creeds.
122. Is not your Lordship aware that  
all parties bear testimony  
that the Irish system has  
produced harmonious re-  
sults in Ireland—that it has  
had the effect of uniting the  
children? I am not aware  
of that, but I am quite aware  
that harmony might arise  
from a ~~cause~~ <sup>cause</sup> which I should

- TMS
123. ~~Very~~ <sup>many</sup> towns in eastern  
and <sup>south</sup> ~~western~~ <sup>part</sup> indifferent.
124. Might not the principle be adopted,  
in those districts where the number  
of children was too few, ~~to~~ <sup>for</sup>  
~~of~~ any denomination of Christians  
~~or~~ persons approved of the minister  
visiting the school at stated  
times to impart religious in-  
struction? I cannot conceive  
that any good can arise from  
such a system in a religious  
point of view.<sup>2</sup>
124. Supposing a minister of one  
denomination ~~were~~ to visit  
a school on a Monday, the  
minister of another religion  
persuasion or another <sup>city, state, &c.</sup> ~~to~~  
impart ~~religious~~ <sup>theological</sup> instruc-  
tion in their peculiar doctrine?<sup>3</sup>  
And at all ~~times~~ other times reli-  
gion to be excluded.<sup>2</sup>
125. The remainder of the time to be  
given to the schoolmaster for  
secular instruction? I can-  
not conceive that this would  
be a likely means to make good  
Christians.

I think there should never be a time when Christian teaching should be prohibited.

126. You do not think such a system would be beneficial in any way? It is not.
127. In saying your Lordship would prefer to teach nothing rather than not teach the doctrines of the Church of England - would you extend that to not teaching that ten commandments which all Christians concur in <sup>to be</sup> believing of divine authority?
- Unless I am allowed to explain the scope of the commandments according to the view contained in the New Testament, and to show upon what grounds the duty of keeping them rests, my opinion is that I should do no good whatever by teaching the bare letter of them.
128. You would rather have nothing? I should use every effort to teach the greatest number possible according to my own views; nor would I teach <sup>any</sup> other views.
129. Do you think it better that nothing should be taught to those children whose parents do not approve of your system? Only wish to be understood, that I could not myself take part in teaching, where my full exposition of Christianity could not be taught.

709

130. What you could do in your own  
instance you would wish to  
done by those over whom you have  
influence? <sup>that</sup> I have no doubt the  
Clergymen of the Church of England  
would concur in that view & are  
not averse of any exception when  
they would leave other people  
to do as they pleased.

131. They could not co-operate with  
them? They could not consecrate &  
take part in schools & such as were  
not Roman Catholic?

132. In what way do you think the  
Roman Catholic system is more  
calculated to exclude protestants  
from the schools than the protestant  
system is to exclude Roman Catholics?  
In this way as far as the teaching of  
the Church of England goes, except  
in the second part of the catechism  
Roman Catholics have no objection to it.  
The first part of the catechism  
no Roman Catholics could dissent  
from. In the Roman Catholic  
catechism on the contrary I  
find that the particular doctrine  
of the Church of Rome are <sup>so tied</sup> enti-  
tled, from beginning to end  
that it will <sup>be</sup> impossible

+ a short Roman Catholic Catechism  
published originally here

+ even though relating to moral  
questions, there is constant allusion to

for any member of the Church  
of England to write & teach them &  
say that in our catechism  
~~there can be no appeal in this particular~~  
~~as it is written in the New Testament~~  
~~It would give us off our Lord~~  
~~Christ is still with us, & they ought to say~~  
~~we are to meet them & comfort them.~~

133. In reply Sir, You state that the  
catechism is taught to Roman or  
Catholic children - are you  
aware whether the Roman Catholic clergy  
have & functions that I think not,  
but that would proceed from a  
different ground of objection  
I have often had it in contemplation  
whether out of the two catechisms we  
might not be formed which would  
meet the views of both parties but  
I find even in the 7<sup>th</sup>, 8<sup>th</sup> & 9<sup>th</sup> Chap.  
Roman Catholic principles which  
I could not introduce into any  
catechism to be used in our schools.

134. You state that Roman Catholic  
children attend your schools  
Mr. M. Roberts stated that there were  
but two or three - and you award  
if there are any large numbers? What  
I find cannot tell there were  
~~many~~ <sup>many</sup> because there was only  
one Roman Catholic clergymen

TR

W. W. being frequently asked  
Respect to Catholic Schools  
then I think the number has de-  
minished very much.

135. Ques. Are you not aware that  
in the United States the Clergy  
of the Episcopalian Church have  
consented to forego the use of the  
Church Catechism in schools?  
I have heard it is ~~the case in some~~  
~~several of the United States~~, but  
that is not the act of the Church  
itself, nor even of the majority.

136. You are aware that the plan on  
which the general System is con-  
ducted in those States is - to have  
the authorized version used without  
Note or Comment? I am aware  
that many of the Bishops & Clergy  
of the United States are averse  
to that system - there may be  
others that concur in it.

137. You are aware also that the Pres-  
byterians & Dissenters make the  
same objection to the Church of  
England Catechism that members  
of the Church of England would to the  
Catechism of the Church of Rome.

Indeed no infant could except in a  
few emergency be baptized without one

I can hardly think the late T<sup>115</sup>  
 the case. I am not aware of  
 it as a fact, nor can I see the ground of it.  
 For instance in commencing  
 the catechism the children are re-  
 quired to state who gave them the  
 names they bear. They are required  
 to answer their godfathers & god-  
 mothers. That is a mere verbal dif-  
 ficulty, we call them ~~godfathers~~<sup>shepisted</sup>,  
 instead of sponsors as it is in Latin;  
 but the presbyterian child has a  
 sponsor. I have never had any  
 difficulty in confirming children  
 baptised in the presbyterian church  
 as I have always explained that —  
~~I. they in fact had~~<sup>sponsors.</sup>  
child could be baptised without  
sponsors. In the Directory  
 of the Church of Scotland the parent  
 stands in the place of the sponsor  
 makes the same promise that  
 the Godfather does in the church  
 of England. The difference  
 I apprehend is this. The church  
 of England considers that the parent  
 is bound ~~as far as~~<sup>as being a Christian</sup> to bring up  
 his own child in the Christian faith.

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Therefore to require a pledge  
from him is superfluous. His  
Godfather is to stand in the place  
of his parent: in ~~the event~~ to  
supply his place in case of his  
failure or neglect.

139. Godfathers and Godmothers signify some  
persons other than the natural pa-  
rents? I think something else is  
required - nothing can strengthen the  
~~obligation~~ of the parent - he is bound as  
strongly as he can be therefore  
a pledge is required from him but  
the Church provides a substitute  
in case of neglect or failure.

140. But in case of this communion  
who require no other than the natural  
parents - will not that be ob-  
jectionable? I think not, because  
in the case of orphans they do allow  
~~another~~ and surely do not let it be a strong principle

141. The Colonial Secretary. What portion of the  
time is employed in the present  
charter of England schools in re-  
ligious instruction? No exactly  
defined time but the instruction  
of a religious nature is partly  
every day's work in the schools

*in such examinations.*

- T19
- by hours & as old people in others  
less perhaps two hours in each  
day.
142. W. Somers - Religious instruction com-  
part of the whole? It is interwoven  
with the whole
143. Colonial Secretary. Are the children ex-  
amined in their proficiency by  
the Church of England Clergymen  
periodically? Yes. There are two little  
books ~~hand~~ which are used in the  
schools. The chief truths of the  
religion <sup>and</sup> also the Faith & Duty of a Christian  
These are ~~by~~ composed of quo-  
tations from scripture.
144. Are the children generally suf-  
ficient & I think in Sydney they  
are generally well acquainted  
with religious truths. In the country  
in proportion as you recollect  
from Forms their knowledge  
is less perfect for their attendance  
at school is less constant than  
here not Churches in which their  
knowledge is imparted or taught.
145. [Are there] Sunday schools in  
connection with all the Evangelical  
Societies connected with my name?

- T21
146. - At what the children who belong to the day schools are entitled to attend? At which they do attend, there are some dissenters who attend the Sunday schools.
147. - Is that a gratuitous school? Quite gratuitous.
148. - Are the day schools opened with prayer? They are.
149. - Is it compulsory on all children attending prayers? Yes, when I say compulsory it is expected that they should attend, but I am sorry to say that <sup>very often</sup> many do not come still after prayers.
150. - Have you any returns showing the number of schools in connexion with the church of England distinguishing those partly wholly supported by public contributions? I have this document from the Auditor General it is not a perfect one however, there are some schools omitted, putting aside the Orphan schools & <sup>there</sup> are about ~~the~~ <sup>the</sup> fifty schools.

- T23
151. What number of children are taught in those schools? I cannot tell the number and accised on the Church of England principles but bee aware the returns have only referenced to those paid for by Government those that pay for themselves are not included. the number paid for by Government <sup>is about</sup> 2,200.
152. Does that include the District of St. Phillip? It does not.
153. What number of schools are there at St. Phillip? Three only.
154. How many children are taught there at the public expense? The number has increased since this return was made, I should think about 200.
155. Do you think the number of children taught here in the Church of England Schools as compared ~~to~~ <sup>to</sup> England with the proportion of the population who are members of that church is equal to the number taught in England? Yes I think it must be. You consider there are 80,000 members of the Church of England

is the authority of this Return, which  
I receive as incorrect in some particulars,  
and for the general accuracy of which I  
will not answer.

To education only as many males  
adults as there are female, the proportion  
of children receiving education is nearer  
to what it ought to be.

T125

in this Colony<sup>to do</sup>, the number of  
children taught in those schools  
here taking those who pay for  
them into account, those for whom the  
Government pay is upwards  
of £3000. But I speak only according

156. Taking into consideration the  
large number of male adults  
that would make the compensation more  
favorable for this Colony.<sup>2</sup> Yes.

157. Mr Cooper. In the event of a school  
being established in a District  
where there was no clergyman  
would it not be more essential  
that the Schoolmaster should teach  
Religion than where it was under  
a clergyman? Yes. He would be  
the only teacher.

158. Mr Robinson. I understand you that  
there are 80,000 members of the  
Church of England is not £3000  
a small portion to be educated  
of that number? It is small  
but the nature of our population partly accounts for it.

159. Mr Cooper. That is only the number  
educated at the public ~~Establishments~~  
That is the number educated at  
the public schools. I may say  
that there are 100 private schools  
scattered over the country

but my own persuasion is that the  
number is above 3000.

The number under instruction at any  
instant is necessarily limited; and

which are conducted on the  
basis of English principles. T127

T123

160. McHenry. Would you take that  
at another three thousand? ~~it~~  
It is impossible to say & I would  
mention that children have  
schools at so early an age that  
it is impossible that they can  
acquire a proper degree of  
education. Many are considered  
educated in a colonial sense  
at two years old.

161. M. Robinson. Do you not think too  
much too early? It is too early but  
the value of labour is so great that  
the parents remove their children  
from school the moment they  
are able to do anything, that is one  
great cause of the deficiency of  
education among the children  
of this Colony.

162. Would you advocate the idea of  
leaving schools before they are sixteen  
years of age? Certainly not if it did  
the power of retaining them.

163. Dimon. To what branches of Education do  
you think the system adopted will  
extend? As it is practiced in this  
Country education goes as far as

+ to be used as a mere school-book.

for the confirmation of what we teach  
them.

is necessary to salvation,

necessary for ordinary purposes

164. I would wish to ask the opinion of your Lordship as to whether the Bible is a good school book. I do not mean in reference to Religious instructions. Certainly not, the children should read the Bible, ~~we have no other view~~ <sup>of</sup> but to gain a knowledge of religion in fact it is not ~~to be~~ used in the general system as a mere school book.

165. Sir, Does your Lordship think that the children should have access to the whole Bible at all times? I do.

166. Is not that in effect making it a school book? No all who fit disposed to read it should have access to it. I would lay no restriction on any persons reading it as according to our principles we <sup>are</sup> not bound to believe anything <sup>but</sup> religious which we do not find there.

167. Should you give access to the whole Bible.

168. Who - does your Lordship give an answer to the question by the Committee that you did not approve of it as a

- T 31
- school, book &c. Thereby it  
would not be it  
to teach reading out of
169. Chairman. Ought the education of  
children to be optional with the par-  
ents? Yes. I think it must be  
left so according to the spirit  
of the British Constitution
170. You think perhaps that com-  
pulsory measures would give  
a spirit against education?  
I think they would.
171. Colonial Society. Do you find great  
indifference on the part of parents  
in this country to the education  
of their children? To much so  
but I trust that is passing way
172. To what do you attribute that in-  
difference? In some cases  
to the parents own want of inform-  
ation. ~~less~~ sometimes to their  
vicious habits & general defects  
moral character very often to  
their not seeing any immediate  
advantage that the child would  
derive & sometimes to a spirit  
of opposition.
173. Was it arises in former years  
when labour was scarce & dear.

from the value of the services  
of the children to their parents.  
I think some parents balance  
the advantages of keeping their children  
at home & of sending them to school  
but what I speak of is more a kind  
of recklessness carelessness as to whether  
their children are taught or not.

174. Do you think any means other  
than Compulsory, could be  
used that would induce  
parents to send their children  
to school? No, I think it  
must be gradual dissemination  
of better principles that are  
improvement <sup>is to</sup> may be expected
175. Now think there is a growing im-  
provement among the popu-  
lation of the Colony? I think there  
is. The immigrants who have  
come out generally have had  
a better feeling. Correct their  
connections are not generally going  
well disposed towards education.
176. You would be disposed to leave  
the advancement of education  
to the operation of the circumstances

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you have mentioned. I don't  
think compulsion difficult if  
not impracticable.

177. W. Cooper. Have you not recently opened  
an additional school in the  
South end of Sydney? Yes in the  
parish of the Holy Trinity

178. Was that rapidly filled immediately  
~~it was opened~~  
by the Diocesan Committee.  
on the first of April 1844. The  
average attendance now is 130.  
Isay there are two Roman  
Catholics & one Dissenter in  
that school

179. The expence of that is borne by  
the Diocesan Committee. The  
Government of course pay under  
the ordinary regulations the allowance  
in proportion to what is raised  
by the school, but the rent of the  
school amounting to £10  
a year is paid by the Protestant  
Committee, without that the school  
could not be kept open.

180. A great number of the children  
who went to that school when it  
was opened had never attended

1137

school before? <sup>the</sup> say 100 out of  
the 130.

181 Mr Whately. Does your Lordship think it attendt  
Compulsion ought not to be used & that  
inducements might not be held  
out - such as offering confirming  
political qualification by means  
of education or detaining those  
who had not a certain amount  
of education from political  
qualification. the amount of  
education to be determined  
by public examination?  
I should say taking the general  
feeling of parents that would  
be an inducement.

182. Or anything else that would  
tend to make ignorance & pell-mell  
disgraceful? Yes, but we must  
take care not to apply too forcing  
a system not to drive masters  
too hastily on, we must put up  
with an amount of ignorance  
twice for a time & look forward  
to the gradual cure of it. I am  
inclined myself to be rather pa-  
tient of present evils & troubles

183.

take power means for their removals or good principles established more firmly.  
 Your lordship will observe that at home education so far speak religious education is directly represented in the houses of commons by means of members for the different universities  
~~for~~ we have no such bodies here nor are likely to have for a long time - might we not then expect for education by qualifying persons to vote politically who possessed a certain amount of education quite independent of property that is to say that if a man is "able" to have recourse to an ancient phrase, he should be qualified to vote? I have been so accustomed to attach the right of suffrage to property that I am hardly able to give an opinion. There is no objection to it except its novelty but I should not like to give ~~a~~ hasty opinion I can only say abstractedly I would give every man a segment to education but can only give

184. Sir instead does not your Lord-

183.

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ship think that independently of  
property every educated school-  
master is as well qualified to vote  
as an ignorant publican.<sup>et</sup> But  
would be so great a deviation  
from what we have always held  
<sup>before</sup> ~~to~~ the right of voting that I  
can scarcely dare to give my  
Concurrence. I think the  
vote for the Universities is a mere  
exception to the general rule.  
Is it not possible to trace the  
fixing upon property in the  
early period of English history  
merely to the necessity of having  
some standard of intelligence? It  
that property was considered as  
the most tangible? I should infer  
that some of the possessors of prop-  
erty when Parliament was  
first constituted were not dis-  
tinguished for their intelligence.  
I should suppose learning was  
very much confined to the clergy  
in those days. "Legit ut clericus"  
was a common saying. But with  
respect <sup>to</sup> the question I have no  
objection in the abstract to the  
principle but could not tell

on a political subject to say whether it would be right or wrong to give that privilege to a man for his learning.

184. W. Robinson. Do you not consider that it is a duty that the parent owes to the state to educate his child? I do, but looking at it in a moral point of view I take a higher ground it is the duty which he owes to his family, as he is accountable for his care of them.

185. Is it not a duty which he owes to his fellow-men to educate his child? Yes, no doubt for true self-love & social are the same. I would put it on his own responsibility.

186. If he neglects to educate his child, should not the state fine him for that neglect? I do not know how that can be done, he owes charity <sup>in like manner</sup> to all men but if he neglects that duty I do not see that the state can enforce it. there are moral duties which must be left to the moral sense, & to the religious obligations which enforce them.

187. Do you not think persuasion would be better than to inflict

... to make it to raise of education;  
but I do not perceive that it is more  
proper to compel people by penalties to  
attend meetings of it than it was to fine  
them for not attending Church.

115

I think to make use of an opportunity  
of sacred writ that is the law  
which must leaven the whole  
lump. This world is in a very  
imperfect state & there is only  
one evergoy one principle  
which can effect its improvement  
to that I think we must have it  
we cannot do much more than  
encourage that which is right

188. W. Henry ~~He~~ <sup>do</sup> ~~consider~~ <sup>think</sup> ~~not~~  
~~it~~ <sup>is</sup> ~~you~~ <sup>not</sup> ~~think~~ it is  
the duty of the state ~~do you not think~~  
~~it is the duty of the community to~~  
~~educate the children?~~ I think it is.  
We know the state is not a responsible  
body <sup>in the same way that individuals are</sup>  
~~at least we cannot say~~  
~~whom it is responsible~~ but  
looking to what a christian com-  
munity ought to be, there ought  
to be facilities afforded for the ed-  
ucation of children.

189. If you admit it to be the duty of  
the state to educate <sup>it</sup> ought not  
to adopt means to enforce means  
to establish it? I think it is the  
duty of the state to establish reli-  
gion, <sup>but</sup> I do not think it is  
right to do it by having people  
obliged to church.

7147

190. *Worrell* Are you aware that the compulsion system has been brought into successful operations in Prussia & other parts of the continent of Europe? I have heard a good deal of the prussian system but it has always seemed to me to partake too much of the military spirit & I don't think as an Englishman I could approve of it.

191. You think it is not congenial to the spirit of our institutions. No I must acknowledge I do not think compulsion would be beneficial.

192. *Chairman*. Can you suggest any means by which the children of shepherds & farm servants dispersed over the interior may be brought under instruction? I can only mention that I have drawn up & circulated a form with a view of obtaining information as to the numbers & such ab I deem but I am not at present prepared to say in what precise form I shall provide for the work which I dare say will be found to exist.

193. The remedies have been suggested

1907

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to be commended at present  
is the distribution of books into  
the interior. The second is the  
employment of itinerating  
school masters & the third  
the establishment of economical  
boarding schools on the indus-  
trial plan, what is your lordship's  
~~What is your~~ <sup>the</sup> opinion of those  
suggestions? The diffusion  
of books I quite approve of  
if they be books of a good & be-  
coming character. I may men-  
tion that there had a small  
form of prayer circulated  
very extensively into the interior  
in the hope of keeping up at least  
~~the~~ some observance of religion.  
With respect to cheap boarding  
schools the uncertainty of the  
support of the people is a great  
obstacle, it has been tried  
within the boundaries but the  
population of this country has  
so great a readiness to say  
they will support a school &  
then when they have it brought to  
them they fail in doing so, this  
has caused the failure of their attempt  
to which I have alluded.

To a great extent I am having  
and frequent opportunities of  
making personal observation.

alternating schools and so on, & he  
would not be very efficient. They  
may be better than nothing but  
it is a difficult position for a  
man to be placed in & let the  
Continual change of residence  
makes him rather appear to those  
whom he visits as a guest  
than as a schoolmaster. Be-  
sides the interval ~~between~~<sup>of</sup> his  
visits would prevent the children  
from profiting much. We  
have a schoolmaster of that kind  
on the Hawkesbury who goes from  
one place to another ~~with books~~<sup>in</sup>  
in a boat but I cannot say that  
the effect produced has been very  
striking.

194. M. Windham. - Your Lordship is not perhaps ~~not~~ aware of the extent to which the  
want of education prevails be-  
yond the boundaries. We have  
four Clergymen beyond the board-  
aries to whom I have sent copies  
to which I have referred, with a view  
to ascertain that the want <sup>really</sup> ex-  
ists. Will you state where these <sup>clergymen</sup>  
are situated? There is one at Port  
Moresby and at the Harbour  
River & one at Moreton Bay.

195.

The Indians at Portland, and one  
at Grinnell; but they make peri-  
odical circuits through the pastoral  
districts. In Maness and Larne-  
lure there are no towns.

173

one was ~~supposed~~ <sup>the late</sup> in the ~~and~~ <sup>1st</sup> district at Metheringham but he is now within the boundaries.

196. Does your Lordship mean that they reside within the Town & the ~~residence~~ <sup>1st</sup> ~~are~~ within the Townships they make ~~periodical~~ <sup>annual</sup> visits to the second & pastoral districts?
197. The Chairman - In whose hands ought the management & superintendence of education to be placed? The Clergy should have the superintendence of the schools.
198. Would you recommend the system of mutual education or what is called the Bell & Lancaster system or would you recommend in preference any other system. I always encouraged the system of mutual education, under caution; but it is to say that the master ought to derive very great assistance from the mutual instruction which the scholars give to each other but in proportion as the children leave school at an early age it is more difficult to turn away that into some other <sup>use</sup> than ought to be wanted kept on till master

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that he does not bring his wife's  
management into the hands of society.  
I have considered it while this man  
has seemed to be a gentleman at  
large & has left the school to be re-  
tended to by boys at few years of  
age. But properly managed the system of Dr. Bell is such

199. Chairman - Ought the funds expended by  
Government for the purposes of  
education to be advanced in pro-  
portion to local contribution to  
population or on what other prin-  
ciple? Local contributions certainly  
does not answer that purpose  
because in the districts where  
the greatest difficulty exists in  
providing education on account  
of the poverty of the people the  
fewest contributions are to be ex-  
pected I do not therefore think there  
can be any fairer criterion than  
population.

200. Colonial Secretary - Do you mean popu-  
lation generally, my lords, or the  
~~poor~~ portion of the population  
which is unable to provide for the  
education of their own children?  
I think Government could not do any  
harm in setting up schools  
where there ~~are~~ <sup>is</sup> large population  
but cannot afford to pay for it.

and if he have not a fair income  
he will not continue in his situation

79

201. Mr Cooper - With reference to advancing  
according to your resolution <sup>to</sup> a sum  
that bear in the case of Rushmore  
Master to which your Lordship has  
referred. It would be better  
than the present system be-  
cause then when we had Twenty  
children in a school. Government  
would give something to its sup-  
port where as now nothing is con-  
tributed; and this would make money.

202. Would you not prefer that the  
schoolmaster should have a fixed  
salary even though it were a very  
small amount <sup>enough</sup> in such cases?  
You must allow the master to live  
~~and my opinion is he should have a salary~~  
but I do not think such a salary  
would be desirable as would  
~~allow~~ enable him to live without much  
exertion. but then there is this diffi-  
culty if he has not a fair salary  
~~he will not continue in his situation~~  
a man who is fit for a schoolmaster  
is fit for ~~something else~~ <sup>other employment</sup>. I have  
experienced this inconvenience  
myself although not so much lately  
because other occupation has been  
more difficult to obtain

203. M W Hildyard - Suppose to be divided into 300000

expect arriving at any less objectionable

TMS

in any other form at the disposal  
of the Government for the pur-  
pose of education in what way would  
you wish that distributed? You are  
aware that I do not wish to give any  
opinion except as to Church of England  
Schools.

204. Withersope - I quite perceive that  
yet we have others to deal with, we  
know we cannot satisfy all but if it  
be ascertaining the opinions of all  
we may see whom we shall be most  
able to satisfy - supposing  
the sum of £50,000 were to be set  
aside for the purpose of education  
in what way would you naturally  
advise it should be disposed of? I  
would recommend the continuance  
of the present mode, because I don't  
know much about it.

205. I could  
support a school wherever there was  
a population that would really  
justify the outlay of public money  
for such a purpose. But there are  
objections to every mode of applying  
that money. I think there should be  
a small stipend to each school-  
master & teacher; it is fair and  
should have something certain  
but then how to appropriate the sum  
number is very difficult.

because as we have seen in the  
course of this correspondence <sup>to fit is important</sup> persons  
who are not entitled ~~to fit~~ to receive gratuitous  
education it is difficult to guard  
against that. I would give the  
Schoolmaster a small salary &  
fix a rate of payment beyond  
which the master should not be  
allowed to charge the parents. but  
the question of who should & who  
should not receive <sup>public</sup> assistance  
is a very difficult one practically  
to resolve.

206. That answer involves part of the matter  
in my question but I was particular  
looking to the immediate distribu-  
tion from the hands of the Government  
of the £50,000. I rather gather from your  
previous answer that you would  
have it distributed ~~as at present~~  
in the earliest way that as money were  
present given towards the building  
of churches under the Church Act?  
Yes I think if persons are willing to  
send their children to a certain  
school it <sup>may be</sup> a fair case for the  
Government to say they shall have  
a school. I cannot now speak of the kind of  
churches that are to be given in such cases.  
Do you think that Government ought  
to build the school - Yours S.

- 763
208. They must be assessed on school houses  
would not generally be built.
208. In most neighbourhoods might not  
charitable persons be found who  
would be willing to build schools.  
However No. in the Country I think  
not the assistance rendered by  
Government is very small a  
debtors compare with that.  
~~As an example as may take~~  
~~Second from other documents~~ it  
King cumber. I find that the sum  
of £ 262. 13. 4 was contributed  
from ~~private~~ subscriptions in England  
the Government grant was £ 36.  
the private contributions very inconsev.  
What was the population there?  
It was considerable. At Aguston  
between Richmond & Castlegate I  
have a piece of land given me  
to build a school on but I can  
raise scarcely anything.
209. Is there no gentleman in that neigh-  
bourhood who could take such  
a thing on himself? There is not  
at Augst Bank.
210. Then does your Lordship think this is  
the system - we must come to  
that we must take the £ 60,000 & ap-  
portion it among the various de-  
moninations according to their infant  
population leaving them to fit out

+ and if there must be several such,  
it is likely would be reviewed or multiplied.

- TMS
- the best localities for establishing schools? Yes. I do not object on the part of the Church, if we are allowed to conduct the religious education in such schools according to our own views.
212. Would not that necessarily involve instead of one several boards of Education? <sup>I hope not.</sup> A board of Education is a very difficult machine to construct & still more difficult to work.
213. Do you think there might be one board of Education for the distribution of the funds? Yes. I think Government might put the distribution of funds for schools under the management of a board as well as the funds for any other purpose.
214. Does your Lordship think that the present Executive Council would be a good board for this purpose or would it be desirable to have a separate board? Personally, I do not think it would be desirable, that the Executive Council should be constituted an educational board. ~~but I think~~ I am carrying out the Church act they have voted with the greatest impartiality. I am at aware that any complaints have been made. H. L. as

in the present Regulations this  
gives rise to an extraordinary anomaly.  
The government will grant no aid  
beyond the amount to which local  
contributions or subscriptions may be  
raised; and therefore where the people  
are too poor to contribute, the govern-  
ment will not contribute; though it  
is plain that this is exactly the case  
in which its assistance is most needed.

T167

impracticable, & went they might & should  
be effect upon, but on other grounds  
it might not be desirable.

218.

Would you make local contribution  
an ingredient at all in the question of  
the money to be advanced? Yes.  
Speaking of what I think right I  
certainly would but looking to what  
is practicable here I am not so  
well prepared to say it is expedient  
because I know of three or four places  
in which education is most  
urgently required in which it is  
impossible to raise local con-  
tributions. ~~This produces~~ <sup>amongst</sup> very extraordinary pecuniary manual  
exertion the present regulations,  
Government will not pay for  
education of those who are not  
able to pay for themselves. Still  
not advanced more than is paid &  
less is advanced from ~~exclusion~~  
~~dependent~~ of government in the  
district.

At Balmain for example, there is a  
very poor population. Very little can  
be raised. So little that our school  
must be very badly supported if it  
can be kept up at all. And yet  
there is scarcely any place where  
aid is more needed, or where the aid  
of government would be more welcome.

to give the people an able to gain it

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216. But upon any other principles than  
who are able but not willing to pay  
would throw off the whole burden on  
those who were willing to pay their  
portion? Certainly local com-  
tribution is fair in principle, but  
it does not operate to produce  
equal equity in practice.

217. Colonial Secretary. — Should you be disposed  
myself to place schools upon the  
same principle as churches are  
placed under the Church act, namely,  
as to the advancing of the funds,  
should it be according to the amount  
contributed by private subscription?  
It would not certainly be safe  
for the state to promise to assist  
in building as many schools as  
the people chose to apply for, because  
there would be no limit to them. £10,000  
would not be sufficient for  
the purpose. But the plan still would do very little  
to the places which really require it most.

218. Mr. Cherry. — Supposing certain principles  
were laid down, do you think there would  
be difficulty in such a board as you  
have alluded to working? There  
ought to be difficulty, but not on the  
question as to how the money shall  
be laid out. That would be decided by the law.

219. Such difficulties could not arise

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out of the denominational system.  
No. supposing the board were to  
build schools for various bodies  
of christians there might be dif-  
ficulty there might be suspicion  
of party alliay but if it did its duty  
properly those suspicions would  
soon be removed

[220]

Do you consider such a board  
should consist of laymen or Clgy-  
men? I should rather say laymen  
I am not at all anxious that Clgymen  
should be engaged in the management  
of temporal matters, it has ~~been~~ <sup>been</sup>  
done forced on one more than others.  
Besides Clgymen are not generally  
good men of business. I would  
therefore rather have the board for the  
management of pecuniary matters com-  
posed of laymen

221

Would you consider for the public  
satisfaction & confidence that  
it would be necessary that  
the board should consist of mem-  
bers of different denominations.  
I think that might be left alone  
going to say to change or otherwise  
they would not have to decide on  
religious questions but merely as to  
the distribution of the funds.

222. Are you aware that the adoption  
of such a plan as I have just suggested  
to your leadership has contributed in  
a great degree to whatever success  
the Free System has had? I think  
it has told both ways. There have been  
two opposite states of feeling  
with respect to the constitution of  
the Board & what has pleased one  
party has displeased another.

223 Mr. Wilson - With respect to the financial  
arrangements do you not think the board  
should have some discretionary  
power? It must be very limited.

224. Would not <sup>in</sup> instances as that you  
have cited of Palmyra where there is  
a difficulty in getting local  
contributions be desirable that the  
Board should have a discretion?  
It ought perhaps theoretically speaking  
but I am sure the exercise of that  
would be very likely to produce un-  
satisfaction.

225. Dr. Lang - In speaking of the Government ad-  
vancing funds for education in pro-  
portion to population do you con-  
template a general population or  
the number of children under a  
certain age? I think it might  
be confined to children because

by and the factors certainly who  
would derive the benefit.

226.

You are aware that under the present  
act of Parliament with reference  
to District Councils it is con-  
templated that local contribution  
should be made in the different  
districts of the Colony by way of  
assessment. Do you think that is  
a right mode of supporting edu-  
cation by Government? I think it will  
not be found a sufficient mode.  
If education is to be dependent offi-  
cially on that I fear it will languish. We  
might use a stronger expression. My  
reason for saying so is that as far as  
I can judge from what I have heard  
it seems that assessment is even for matter  
of direct temporal benefit will be  
raised with a good deal of difficulty  
when they come to take into consideration  
the subject which does not so much  
move mens feelings of temporal  
benefit they would be disposed  
to shrink from bearing the burden.  
Do you not think that if half the whole  
amount were to be supplied by the  
General Government & the other by  
the Districts that we might be  
thorough? I think that would be  
preferable to raising the whole with

227.

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districts so as to be an introduction of still greater proportion  
as if they were able to bear it

228 M Robinson. Have you any experience with  
reference to the education of the children  
of aborigines? Not to a very great  
extent I have at this moment one  
under my own immediate direction  
who has been brought up at a school  
near Campbelltown but I have seen  
from time to time instances of  
their education by Clergymen of  
the Church of England.

229. 31 Would you propose any means for  
their education? It is one of the  
most perplexing questions that  
could be proposed. it is an end  
which I have always desired to see  
accomplished believing it to be practicable  
yet the baffling circumstances that have  
attended the attempts that have been  
made are such as almost to dis-  
courage the idea that it can be ac-  
complished Yet I do not altogether de-  
spair. There is a Clergyman tho'  
Rev: Mr Watson who has a number  
of children under his charge near  
Wellington Valley & he has enabled  
them to read today their prayers &  
to exhibit various degrees of improve-  
ment

- 258 Does he combine agricultural education with ordinary school education? He may employ them in cultivating a small portion of ground which he has for the support of his own family, ~~not far from~~ & the church Missionary Station at Wellington Valley.

238. On the whole do you consider the attempts which have been made successful? To a certain point they are successful but when the children attain a particular age, that is an age when the tribe thinks it right they should go into the bush & take part in their natural pursuits we cannot retain them.

252. Do you know any instances where their wandering disposition has been overcome? I can hardly say I know any instance where their nature has been entirely overcome. There is no deficiency in ability to learn but when they fall in with their own countrymen they invariably join them in their wanderings. The same <sup>habit</sup> was observed by Mr Cartwright many years ago for I never heard children read sacred subjects so willingly or so much in a place out of school as when exposed to the company of them, generally poor.

+ even that is not an spiritual bar.

233

T18

Do you think of the children being taken to a distant part of the Colony from that to which they belonged, where there would this disposition might be overcome? That has been attempted at Wellington Valley but their fixed propensity for going into the bush has not been eradicated.

234.

Even where there are not other blacks of their own tribe? There is a certain sort of hostility among certain tribes which does not make it safe to intermingle with them great difficulty. Behind is to impress upon them religious principles, it does not apparently change their nature as it does other instances. There is a want of ability to fix their attention, they are perfectly satisfied if the present moment is enough & do not think of what may happen tomorrow.

235.

Chairman - What measures would you recommend for obtaining the services of competent school masters? For our own schools I should certainly wish to obtain those who have been brought up in the Dissenting training schools in England. There was opposition

that it is to turn out well gratified,

England & Canada would be best to obtain Teachers from thence<sup>113</sup> beneficial as I thought probably it was a good institution to supply them but the encouragement which I could offer there was not enough to induce them to come to this Colony.

236. Do you think it would be judicious to set up a training establishment in this Colony? To think not we have hardly population enough to do it & could obtain Teachers more satisfactorily from England at less expense as we could have them by merely paying their passage.

237. Suppose young men were placed with experienced schoolmasters could they not thus acquire that of teaching? They might, but if you only placed a small number under them as you could only expect <sup>but a few</sup> of a portion of these to succeed you would run the risk of having an insufficient supply of good schoolmasters to meet the demand.

238. You would recommend therefore should import Schoolmasters? I should prefer obtaining them <sup>importation</sup> from England which are now in very great numbers.

- 1185
234. Mr. Cooper - Have you any difficulty at present in getting persons com-  
-petent to teach? I have, it is  
a serious inconvenience at times.
235. Does that difficulty arise from  
the want of persons of sufficient  
education or from the want of  
persons who are not conversant  
~~with~~ the art of teaching? This is  
not a general failing for the office  
of schoolmaster it is ~~sarcasm~~  
to people in general. There is too  
great a disposition when ~~a person~~  
has failed in every thing else  
to think that he will succeed as  
a schoolmaster that is a spirit  
~~that~~ I have very much to contend  
against. Speaking generally  
persons applying for that office  
are not such as I would wish  
to have. I select the best I can and  
say that ~~most~~ of them are very  
well qualified.
236. How do you propose to meet the  
expense of importing these teachers  
that must be done by Government  
religiously.
237. Would you allow each ~~class~~ organization  
to make an application ~~for~~ a  
certain number? I think that  
two systems must be continued

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efficiency and great expense  
building schools &c, and states  
supply means for procuring  
schoolmasters. But there must  
be a limit. I would not allow my  
persons to ~~introduce~~ admit them ~~ad libitum~~  
~~ad libitum~~ The price of their  
pass and would not be very good.

243. You would require for the service  
of the Church of England to import  
them very extensively? I think  
not. I can hardly tell what number  
because of course that would entirely  
depend upon the number of  
schools that might be established.  
In the district of Port Phillip there  
should be a considerable number.

244. McHenry. - Have you not frequently been  
disappointed in the certificates  
of character that have been brought  
to you by schoolmasters? Very  
often but it is not confined to  
schoolmasters.

245. Suppose you import the school-  
master from England how could  
you guard against that? If we  
bring them from the Dissenters  
schools we have the fullest con-  
fidence that we can have in  
the persons giving them testimonials  
and in a situation that would under-

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be carried out without any  
instruction with any real  
benefit ~~for those under his~~  
~~instruction tuition~~

249. Do you not think then that direct  
instruction should be given to  
persons desirous of becoming  
schoolmasters in the business  
of teaching? I do. That is the  
object of the Diocesan training  
schools from whence I shall  
be glad to obtain teachers.

250. Does it come under your knowledge  
whether the business of teaching is  
acquired in teaching others or in  
acting as monitors? Yes it is  
partly acquired by being placed  
as teachers of others & partly  
direct instruction from those who have  
the superintendance of the institution.

251. Do you think it desirable that  
Schoolmasters themselves should  
have a higher amount of education  
to fit them for their office than  
can be acquired in the common  
schools in the colony? This will  
be desirable because improvement  
can hardly be carried out unless  
the schoolmaster is well educated.

252.

T11

as little above the common level  
than may be necessary for the purpose.  
Supposing there would be an institution  
in which persons could be educated  
for learned professions generally  
do you think it would be desirable  
that schoolmasters should be required  
to qualify themselves to a certain  
amount at that institution?  
Yes. I think <sup>to somewhat</sup> it is very desirable how  
far it would be right to require  
schoolmasters to give proof of their  
proficiency in classical learning  
when they had merely to teach boys  
reading, writing & arithmetic I  
cannot say. But of course if they  
teach the higher branches they must  
be pretty good scholars themselves.

253.

I think some time ago you re-  
presented it as desirable that there  
should be an institution in this  
colony at which preliminary ed-  
ucation should be given to  
young men intended for the mi-  
nistry in your own communion  
supposing such an institution  
were established do you think  
schoolmasters should be required  
to go through a certain course of  
instruction there? Yes I think  
if we had an institution

TMS

of this kind it would be desirable  
to associate schoolmasters in an  
inferior degree with the classical  
students but I must acknowledge  
that at present I do not see a suf-  
ficiently advanced class of pupils to  
form such an institution.

254.

There is a system in operation  
in some parts of the United States of  
America agreeably to which the  
Government gives a bonus for  
the establishment of such an  
institution under whatever  
body it may originate. do you  
think such a system would  
be practicable or desirable in  
the peculiar state of things in  
this country? I think we have not  
the necessary amount of  
scholars sufficiently qualified.

I have looked carefully through  
the lists of <sup>legion</sup> magistrates & officers  
connected with public bodies  
those lists containing what may  
be considered the superior class.  
From my knowledge of these families  
I do not think there would be found  
a supply of qualified youths for  
such an institution. In fact  
I clearly see we are in advance

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as regards schools in the present  
circumstances of the Colony will  
admit of. I do not know whether  
I could look for half a dozen youths  
who could <sup>advantageously</sup> properly enter ~~into~~ upon  
a university course properly so called.

255. Mr. Henry - Would not the want of means  
on the part of parents prevent  
them sending their children to such  
an institution? I think parents  
do not like to incur the expense  
of retaining them under education  
so many years when the probable  
~~revervocation~~ <sup>so distant and</sup> ~~revervocation~~ is so uncertain.  
For instance if a young man  
were brought up to the church he  
must be unproductive till he  
arrives at the age of 23.

256. Do you not think if means were pro-  
vided for education of a higher  
character that would create a de-  
mand on the part of the public  
generally for such education?  
I scarcely see that any advantage  
would arise because I do not see  
how to employ those youths after  
they had received that education  
<sup>such as might be a fit introduction</sup>  
<sup>to Holy Orders, but might not</sup>  
therefore <sup>be fit to go into the service</sup> be called  
to the War without being unemba

1099

of one of the Inns of Court in  
England. Those who are brought  
up to the medical profession would  
be pretty nearly in the same position  
because they could not practice  
until they had been examined  
before the College of Surgeons. I  
am quite prepared of leave an open-  
ing to go further but I do not see  
any way clear at present.

257. Chairman - Is not your Lordship's opinion  
rather that it would be taking a jump to  
establish these higher schools  
when the intermediate steps were  
not filled up? I am persuaded from

258. Is your Lordship's opinion that  
anything could be established at  
the secondary schools to fill  
up the deficiency in education?

I am not perfectly sure that I know  
what is meant by secondary schools.  
We have in Sydney a grammar school  
in which an extremely good education  
in the classics and mathematics may be  
obtained if the boys are allowed to remain  
in the school to a suitable age - 16 or 17. Such  
schools may be extended to other places as  
the requisite number of scholars may be  
found; but this is all that can be done for  
at present.

X

Sited Committee  
on  
Education.

Wednesday 17 July 1844

Present

R. Lowe Esq. in the Chair  
Colonial Secretary Attorney General  
Rev. Dr Lang A.B. Cheltenham M.A.

The Recorder

The John Gardner Baptist minister  
examined

- 1 Chairman what is your opinion of the state of education among the humbler classes in this colony? It was good as it was in England 50 years ago
- 2 What is your estimate of the state of education in Scotland 50 years ago? It was very defective
- 3 In what respects do you consider education defective now? In the want of it and in the quality of the instruction given of course
- 4

~~Concord~~

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that it does not make much  
difference between prop-  
rietary and public schools I  
think there are many inferior  
teachers in proprietary schools  
and that the teachers in pub-  
lic schools have generally  
been unfit for the office.

5 Do you mean unfit as against  
their information or as to  
the want of last interhipp  
in both respects?

6 Are you of opinion that  
education has been very  
expensive in proportion to  
its results? It has been  
very expensive.

7 Have you passed any reso-  
lution which made her  
basis

8 Attorney General, Are you satis-  
factorily acquainted with the  
system of schools here? I  
should say generally through  
the County of Cumberland as  
I would confine myself to  
that.

9 Is education of all den-  
ominations? As I don't  
say as far as my obser-  
vation goes, shall I assume

you do you think there are  
any shades of difference? I  
should not like to make  
any numerous distinctions  
because when you find a  
shade in favor of one  
party in one place another  
place will find it unfair  
of another party.

- 11 Your observations apply  
generally to all? Our teachers  
say with few exceptions there  
are two or three good teachers  
and only two or three  
12 Do you think the inefficient  
state of education is owing  
to the want of good teachers  
or to the want of a proper  
system amongst them? Partly  
to both. First the inefficiency  
of teachers and next the  
want of cooperation. The  
schools are pulled away  
into nothing by the various  
races divisions that take  
place.

- 13 Chairman Do you recommend  
a general system of education  
of one carried on by each  
religious denomination separately?

or do you think that these  
two systems could be in  
any way advantageously com-  
bined? I recommend a  
general system, and I do not  
see how the two systems  
could in the present state  
of the publick <sup>w<sup>th</sup> be advantageously  
combined.</sup>

13 Will you state briefly  
without what the nature of  
the general system you  
would recommend would  
be? The one I should prefer  
would be the British and  
Foreign School System, but  
considering that the State  
offers to educate and that  
there are many parties who  
might not be favourable  
to that system, I should  
recommend what is termed  
the Irish system.

14 Then the reason why you  
prefer the Irish system to  
the British and Foreign School  
system would be I do not  
<sup>say</sup> the objections of ~~to~~  
parties to the one most  
closely to the present state

- of things
- 13 Can you tell where the said  
two articles? It should be  
left to the Board to give  
what complete extracts they  
pleased or whether they  
<sup>and</sup> should give the whole article  
or a complete extract.
- 14 Have you seen the working  
of the trust system? I have  
not. Have only become  
acquainted with it through  
the medium of the press.
- 15 Is it your opinion that  
the system would be anti-  
religious? Considered it  
<sup>cannot</sup> anti-religious. ~~as~~  
~~allows the use of profane~~  
~~language to the people~~
- 16 As far as it goes we think  
it would have a religious  
tendency? Certainly; no ob-  
jection would be that it  
does not give the great book  
that contains the moral  
principles enunciated.
- 17 Dr. Hubbard, in addressing this  
opinion do you mean of  
the abolitionists that exists in  
the introduction of the book

- 724
- system will be of benefit pro-  
moted to be the basis of  
the Roman Catholic establish-  
ment in the Colony. Such  
<sup>Ridging Education</sup>  
~~letter~~ as a matter suggested  
by the legislative council also  
as extending the benefit of  
an blank ~~the~~ opposition not  
to be taken into account  
 20 Subscribing the basis of those  
two classes of religious denomina-  
tions have such unavoidable  
objection to this system that  
they would rather the children  
of their communions should  
have no education at all  
than be educated under it.  
I would put them to their  
option, that is, I would put  
such a system before them  
as appears best fitted for  
the people and if they vote  
be otherwise they must pay  
for & their admissions  
 21 Should it not be agreed and  
put into law that children  
not educated? I do not think  
that would never follow  
 22 But supposing they did let  
the children from attending

- was not proceeded with publickly by the Legislature but it was advanced by a party and subjected to the influence that party would obtain.
- 27 It was not in reference to the system itself but to the circumstances under which it was brought forward that induced you to oppose it at that period? Yes, because there became <sup>also</sup> better informed ~~concerning the infirmities~~  
of the ~~system~~ <sup>system</sup> and my opinion has somewhat changed.
- 28 Are you aware how the system has operated in Ireland lately? If you can depend upon the reports which have been published I should say very favorably.
- 29 Are you aware that under that system instruction has been chiefly confined to Roman Catholics the Protestants have objected to send their children to those schools? I believe that the children have generally been taken up by

the schools other and my  
sons at the part of their own  
character, and as far as I  
can judge at the time of  
common sense.

23. How you would enforce the  
attendance of the children with  
reference to these parties? <sup>only so</sup> far as the grant of public  
money may influence them.  
more to good schools do so,  
but I would not enforce  
the attendance of any
24. Have you seen the books  
used in the book system?  
I have seen them at different  
times but not lately. I was  
familiar with the system  
some ten or twelve years  
ago when it was passing  
through great opposition.
25. What opinion had you as  
to the merits of the system?  
I considered it the best for  
education.
26. Might I ask what part you  
took in the matter when  
this system was introduced  
to the interior parts of the  
country some years ago? were  
you not in the opposition to  
it, and for this reason it

- then but then we must  
remember that in Ireland  
the greater proportion of the  
population are Catholics.
- 30 But are we conscious of  
the fact that Protestants to  
a considerable extent in  
Ireland have objected to  
the system? I am aware  
that it has been made a  
party question but I think  
Protestants make themselves  
of it no more instances
- 31 Are you aware that the  
system is growing in favour  
even with those who were  
formerly opposed to it? Ulti-  
mate reports seem to show  
that the statement of its  
advocates when the system  
first came into operation  
was that <sup>that</sup> would be the  
consequence, and it seems  
to be the result.
- 32 Are you aware of the mass  
of religious instruction com-  
municated under that system?  
It chiefly refers to works
- 33 Are not the children already  
very exposed? They seem  
of a voluptuary kind.

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34 Do you think they are educated  
fully? Slave has had an  
opportunity lately offering  
through them. My impression  
was at the time <sup>surrounding them was</sup> that they  
were fair enough

35 Then you are of opinion that  
the State would be justified  
in withholding assistance  
from denominational schools,  
that it should be limited  
to schools on a general system  
and that the best system  
which can be devised for  
the colony is the Free  
System? See

36 Dr Day's supporting the Govern-  
ment were to establish a  
system upon a liberal  
basis for the general wel-  
fare of the Colony do you  
think the population of  
all communions will avail  
themselves extensively of it  
even though not popular  
among the clergy of their  
respective communions? In  
this, but heretical  
influence is always strong  
From your knowledge of the  
feelings of the white citizens

the Colonies generally do & do  
not think that a protestant  
would be disturbed in the  
very first instance to take  
advantage of that system  
and to run the risk of the  
opinions of others on such a  
great number would

30 Be you aware what was  
the particular ground of  
objection, on the part of  
Protestants generally, that  
was taken before the Legislature  
in 1836 when it was  
the subject of discussion  
in the colony? The exclusion  
of the Bible was the chief  
point

37 Was it not expected at this  
period on the part of Protestants  
generally, that all Protestants  
would concur in any sys-  
tem which would leave for  
its basis the use of the  
authorised version of the  
Scriptures? It was  
expected that all Protestants  
would

38 [40] That was the general expecta-  
tion of the people. It was

- 41 Are you aware that when  
 it was found that a large  
 portion of the Protestant com-  
 munity generally would not  
 concur with such a scheme  
 that there was much dis-  
 appointment felt on the  
 part of the rest of the Pro-  
 testant communion? Now then  
 that, when it was found that the  
 Bishop who had lately arrived,  
 had influenced the minds of  
 his clergy contrary to our  
 views there was great dis-  
 appointment felt even by  
 many of his own denomination  
 and by the members generally  
 of all the other Protestant  
 communions? I should say  
 certainly so far as I was  
 acquainted for there were  
 Wesleyan, Presbyterians and  
 Independent numbers in the  
 community besides several  
 liberal numbers of the Church  
 of England who were much  
 disappointed.
- 42 Did you not understand  
 that the reason of the strong  
 opposition that was shown  
 by the Protestant community

of the College at that period  
to the Irish system another  
hope of another and better  
system in which all Bishopst.  
and clerics coincide? for there  
was a general opinion that  
we should succeed in having  
a general system that is  
<sup>modified British system</sup>  
~~parochial school system of~~  
~~England those who~~<sup>objected to</sup>  
~~from the use of the script~~  
~~ures to be about derived~~<sup>Scripture by</sup>  
~~the reading of the other~~<sup>Bible</sup>  
~~This plan it was thought~~  
~~would not injure their~~  
~~conscience or the concurrence~~  
~~of their friends.~~

414 You find now however that  
there would be almost as  
much opposition to the Bri-  
tish and Foreign School  
system as there was formerly  
to the Irish system on the  
part of the Bishops? I am not  
so far from them that as  
a distinct fact but I have  
but something to day  
which pronounces an  
opinion.

42 Pilley General does not  
the history of the late French  
prove it? There is doubt  
as to the Bishop's opinion

on the subject but I think  
some <sup>many of the best</sup> of the clergy <sup>of the city</sup>  
a different opinion.

46 Sir may I trouble you to tell me  
what you consider the best system  
as the best but as the  
best that is practicable for  
the colony? certainly I  
should prefer the British  
and Foreign schools to all  
other systems but considering  
that the State is now about  
to take education under  
its immediate charge and  
that it has to provide for  
all classes and knowing  
the objection usually felt  
among Roman Catholics on  
the subject, I think the  
State system is the best  
under all circumstances  
but in such circumstances  
down the State will

be justified in running the  
risk of any clerical opposi-  
tion that might be made  
to the establishment of such  
a system in the outset?

I am

47 Attorney General Sir as I see  
that the best system when  
suggested by the State is

Records are carried by a  
majority in the Committee. But  
the shallower impression was  
that the Governor had been  
biased in his views by the  
~~party~~ associations. ~~to his party~~  
~~with the anti-slavery party~~

49 Even the opposition in Ireland  
would meet with all that  
time was owing to that in  
possession? Has it a recognized  
form of procedure, not so much  
from objection to the system

50 Do we think the great body  
of Protestants who opposed  
the Irish system at that  
time was acquainted with  
that system? No large  
bodies are acquainted with  
the opinions their opponents  
we may take that as a  
matter of fact - I should  
say the leading ones.

51 Plumbe free from statement  
objection to the denominational  
system? One is on the  
score of expense, and the  
second other that it would  
tend to keep slaves <sup>un</sup>free  
and to give them

52 It will appear that a

- 23
- general system would tend to  
dismantle prejudice and dignify  
black & white
- 83 How will you propose we  
general system of education  
be provided for the religious  
instruction of people who  
are members and they be  
taught the way of salvation  
salvage in the schools?  
I do not think the State  
need provide religious in-  
struction.
- 84 Would you have certain  
time set apart wherein you  
would allow ministers to  
visit the schools to instruct  
the public belonging to their  
own communions? I would  
make one remark with reference  
to this question that it  
would be a great economical  
as well as religious adan-  
tage of the general school  
were only two free days  
in the week.
- 85 What is the economical  
advantage? That it affords  
the children time to attend  
these parishes and gives them  
an opportunity for learning

The only great advantage is  
that there are two days out  
of the week that can be used  
for religious purposes of their  
own denomination has suf-  
ficient quiet to teach them.

56. Would you propose that they  
should receive religious in-  
struction at all in the  
school house? Some have  
suggested that the different  
communities should be allowed  
into the corners of the  
school room while they  
receive religious instruction.  
Schools say that ~~is~~ <sup>is</sup> a very  
bad plan. Somewhat like the  
school quite distinct from  
denominational teaching.

57. Would you leave it to the  
clergy of the different den-  
ominations to find time  
and place to teach? Would  
leave it to religious geal

58. You think by such a sys-  
tem backed by a jealous  
clergy proper religious in-  
struction would be given  
you would have a place of  
worship growing up the

57 Attorney General do you not think instruction ought to commence older respecting that religion in which we all agree in the books selected for teaching the children? Yes, I have spoken of the English system, the books used under that contain a great deal of religion. So also under the British & Foreign School system, <sup>although</sup> theology is not taught. I distinguish between ~~several~~<sup>systematic</sup> theology and religion generally, but in the books published by <sup>the Free</sup> ~~that~~<sup>the</sup> Society there is a full <sup>with</sup> account of religion.

60 Then the religion which you would not teach in the schools is the difference between each denomination. Standard and sectarian theology.

61 & Long do you consider that the great fundamental truth of Christianity in which <sup>mostly</sup> every denomination agrees may be taught in the public schools on such a

11. When we are recommended without troubling on the ground peculiar to any religious denomination? I do
12. Do you not conceive that a large amount of valuable religious instruction would be thereby communicated?
13. Do you not think all that forms the ground work of Christian knowledge could safely be taught in those schools? I do
14. You do not consider then that it would be necessary where the visits of the clipp will a view to give the children religious instruction, particularly not in the School.
15. There now To what branches of education do you think the system adopted should extend? I would say, generally reading, writing, and arithmetic as far as practice or the Rule of Three, and that in towns where there are large schools and good teachers they might be carried on to geographiy and the like.

of the globe, and even to geometry and trigonometry. Since the elementary part.

66 Power thinks it desirable to teach the English Grammar. It is generally taught in the British and Foreign schools without being a burden to the child. It is taught with such simplicity that it forms part of the result of reading.

67 It is taught on an analytical plan not by committing a number of rules to memory. It is taught as most persons learn grammar by use. I consider the ordinary method of teaching grammar by means of arbitrary <sup>10chidgen</sup> classes <sup>arbitrary</sup> learning rules under a very inefficient

68 Attorney General In the books of the British and Foreign School Society are the questions put down for the master to ask the pupils as they go along! In some, but the whole system is one of analysis.

69 No man perfectable in

T24

written set of questions? It  
because it is a good ex-  
ercise both to the master and  
to the pupil. The great dis-  
advantage of prepared que-  
stions is that the boys  
learn by rote they never  
exercise their minds and  
do not gain a full knowledge  
of the subject, whereas by  
having spontaneous questions  
you not only must have  
a good master but the  
pupils have very good schools.

- 70 Q Should the education  
of children be optional with  
their parents? A Yes
- 71 You would object to anything  
like a compulsory system  
entirely? A Yes
- 72 Will you give your reason?  
I think it is an infringe-  
ment upon the liberty and  
rights of parents  
<sup>which it will be</sup> Least likely to attain the  
end desired, might it not  
raise a spirit against edu-  
cation? It might tend to  
paralyze the intention of  
the legislature.

14 During so soon think it will  
be desirable to combine  
an educational qualification  
with the exercise of the  
pastorate? I have not con-  
sidered that question. I  
may as a matter of history  
say that in Norway it is  
required that a person  
should be able to read before  
he or she is married and  
that is found of great ad-  
vantage as the people  
there are well instructed  
in the elements of learning.  
The same holds also to a  
certain extent in Iceland.

15 Concerning far you suggest any  
means by which the children  
of shepherds and farm  
servants, dispersed over the  
interior, may be brought  
under instruction? This  
question divides itself into  
two parts, agricultural and  
pastoral. Confining myself  
to the pastoral portion of  
the community I can only  
look to diocesan school  
masters or to the established

of educational schools conducted on a similar plan  
to the school at ~~Hanover~~<sup>High</sup>  
I would also suggest that an  
Educational Magazine should  
be circulated free of postage  
each magazine to contain  
not only treat ordinary less-  
sons and other labours to  
stimulate the people to  
educate their children but  
to give distinct reading  
lessons and other helps  
bearing in each of its  
numbers.

16. How's your climate there  
particularly? I do not think  
there would be occasion  
for that. Our ~~Imperial~~  
Magazine was eagerly sought  
by the people who were  
eager to pay for it and  
if they would take a maga-  
zine of that character I  
feel confident they would  
be more eager for a maga-  
zine of a more diversified  
nature and one bearing  
so much on their own

interests, and one which  
would not conflict with  
any of their prejudices.

77 Should this magazine con-  
tain religious instruction  
of any kind? Not more  
than the general religious  
instruction which is com-  
mended by all moral writers.  
I mean it to be an educa-  
tional as distinct from  
a religious magazine.

78 Attorney General under whose  
superintendence should this  
magazine be published? It  
ought to be under the superin-  
tendence of the Board.

79 Chairman or whose hands ought  
the management and super-  
intendence of education to  
be placed? In a Board  
selected from all denominations.

80 Clerical or lay? I should  
prefer a lay Board.

81 What powers would you  
confer on this Board? These  
powers would be to  
distribute the funds committed  
to their charge, to examine

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and licensed schoolmasters  
to superintend schools by  
suitable agents and to  
conduct, by means of an  
editor, the magazine I have  
referred to.

Q2 Do you think a system  
of inspection should be  
instituted in these schools?  
Certainly

Q3 Would you have laymen  
to inspect the schools?  
I would leave the appoint-  
ment of inspectors to the  
Board without reference to  
them being lay or clerical  
they ought to be fit men  
whoever they are

Q4 Attorney General Should not the  
books to be used in the  
schools be selected by the  
Board? I comprehend that  
under the general superin-  
tendance. When speaking  
of the Irish system I took  
that only as the general plan  
of operation leaving all the  
books and details to the  
Board

Q5 Chairman Who should appoint

- 725
- that Board? The Committee  
not meets
- 86 You will prefer that a  
leaving it in the hands of  
the Executive Government?  
It is as difficult a matter  
that I should not like to  
mention a preference for the  
former. Do you not think it would  
be desirable to have the  
convenience of the Executive?  
for that would secure  
greater impartiality
- 88 You must not forget that  
in the council a large pro-  
portion are members of one  
denomination? Yes speaking  
of the Legislative council  
but they are liberal men  
and are responsible to pub-  
lic opinion
- 89 Attorney General You are aware  
that the Irish Board are  
appointed by the Executive  
Government? Yes
- 90 And that its good working  
depends upon the mixture  
of different opinions? Certainly
- 91 So you not think that would  
be much better secured by

leaving this appointment  
as it is in Scotland, in the  
hands of the Executive? It  
is a ~~new~~ balance of ad-  
vantages between the Ex-  
ecutive and Legislative bodies,  
and I am here of opinion  
either way.

*July 2* 92 Which would be most likely  
to secure the great object  
of unanimity or agreement  
in the Board, its appointment  
by the Executive or Legislative  
Council? Suppose each to  
do their duty and we then  
come to the same result.

93 Do you not think private  
feeling, and natural bias  
are more likely to guide  
the Council than the Executive?  
For instance there is only one  
Roman Catholic member in  
the Council elected by the  
people and another, which  
is a matter of accident, as  
a Crown officer? And as  
I am not of the prevalent  
denomination and placing  
myself in the position of  
a Roman Catholic, in fact

feeling against them in the  
matter, I do not fear  
the success of a just appoin-  
ment by the Legislature  
found. I think there  
full confidence in the  
Executive and full confidence  
in the Legislature found.

94 But would you not fear  
an unwise appointment  
from one more than from  
the other? In my own mind  
there is as complete belief  
that I could not distinguish  
between them.

95 May I now think the  
public generally would have  
confidence in the Executive  
Government if it were to con-  
stitute such a Board - do  
you think the Executive  
Government as at present  
constituted a fair represen-  
tation of the different re-  
ligious denominations of  
the community? I could  
not answer that question  
so well not previously de-  
termining what would be  
the general impression.

96 Do you not think if the  
appointment were in the  
hands of the Legislative  
Council to be approved by  
the Executive Government  
both objects might be more  
securely attained? Considering  
how great a corrective influence  
~~it~~<sup>the</sup> might be upon religious  
writing further.

97 Considering the con-  
ditions were to adopt the  
Irish system would you  
recommend that Government  
aid should be at once  
withdrew from the existing  
denominational schools or  
that it should be done  
gradually? At once, because  
the difficulties which might  
arise from it would be  
easily rectified; the efficient  
masters could be retained.

98 Sir Langton do you not think in  
such localities as Bedfay  
where a good deal of deno-  
minational school teaching  
has been called into question  
that it would be hard to  
recommend that teaching

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at once and entirely & he  
do not annihilate the in-  
ability you only give  
your assistance where  
you think a better system  
can be created or

99 Attorney General what do you  
think of having a before  
instance a model school  
in Boston for the general  
system in order that those  
who may have honest pre-  
judices against the system  
might see it in operation  
and judge for themselves  
do you not think that would  
be reasonable? That is try-  
ing the main principle upon  
<sup>one</sup> small ~~extent~~ I do not  
think it necessary

100 Do you not think it would  
tend to dispel many pre-  
judices that now exist through  
ignorance of the system? It  
would either do that or pro-  
mote time to undermine  
your operations

101 ~~then~~ am I to say not think  
it would be rather unfa-  
tible such system to him

Put it at once into effect  
and taking it to a comparison  
with those denominational  
schools which have been  
for a considerable time in  
operation? It would not  
fail it even under those  
disadvantages, as I believe  
it to be so superior in its  
character to them that it  
would very soon display  
its efficiency.

102 Attorney General Do you not think  
at all events that it would  
show that those great ob-  
jections which make persons  
so hostile to it, do not  
exist? It would have that  
advantage. At the same time  
as we do not by that put  
men to their option and  
make them try it or lose  
its advantage, many would  
cling to the <sup>old</sup> ~~new~~ system.  
In fact while you <sup>may</sup> find  
them they will stick to the  
old system.

103 Chairman I suppose you con-  
sider that all the State

funds devoted to the old system, if a general system were decided on would be so much money spent in strengthening the hands of its enemies? Ente so

- 104 Would you recommend the system of mutual education on what is ~~called~~<sup>termed</sup> the Bell and Lancaster system, or would you recommend in preference any other system? I approve of the monitonal system

- 105- ought the funds expended by Government for purposes of education to be advanced in proportion to local contribution, to population, or on what other principle? I am not competent to give an opinion upon that question.

- 106 What measures would you recommend for obtaining the services of competent school masters? Examination and trial - A normal school and apprenticeship in it have been great advantages in taking boys and girls who

have been good monitors  
and giving them lengthened  
instruction to fit them  
for teachers. They afterwards  
make most efficient teachers.  
By the word "trial" I mean  
actual exercise in a school  
school.

- 107 Because of what kind teach-  
ing in the normal school  
in order to discover their  
capabilities as instructors  
108 And "examination" does this  
allude to the knowledge pos-  
sessed? To the knowledge  
possessed and "trial" to the  
capability of imparting know-  
ledge?
- 109 Would children be instructed  
in the normal school? cer-  
tainly; a normal school is  
a school being one of the  
best teachers who has not  
only to conduct the instruction  
of the children but also to  
guide the minds of those who  
are candidates for the office  
of teacher.
- 110 And they would teach under  
the immediate direction

- 11 And also would be members  
of his method of teaching?  
Sir
- 12 Then I understand that you  
do not rely much on mere  
abstract lectures on education.  
They are almost useless.
- 13 What in your opinion will  
be a sufficient remuneration  
for schoolmasters? I would  
pay them well.
- 14 Do you approve of the present  
system of head money? That  
comes under the 10<sup>th</sup> question.  
The master should be more  
paid.
- 15 Would you pay them in pro-  
portion to the number of  
children taught by them or  
would you give them fixed  
salaries? There are many  
difficulties as to the mode  
of payment and as to the  
amount that children should  
pay. Blues will meet un-  
der each system.
- 16 There are two principles, one  
of paying according to the qua-  
lity of work performed & the  
other that adopted in

the Army and having to pay a  
full salary and stipend to  
overlook by permission? I  
do not think in this country  
you can have one rule applicable to  
all schools.

117 Should the best teachers  
be required for the younger  
children? Monitors are quite  
sufficient for the younger  
children, but it is necessary  
that the schoolmaster should  
be a man of discipline -  
hence one of the best school-  
masters in this Colony was  
formerly a sergeant in the  
~~British~~ <sup>Intelligent</sup> sergeant  
~~make good~~  
~~see the best~~ schoolmaster

118 Ought so we think the edu-  
cation of the children of  
the humbler classes should  
be gratuitous? No not in  
this Colony except in very  
rare cases

119 What do you think the sum  
in the industrial classes of  
the Colony could afford for  
the education of their children  
in ordinary times - but in  
the present time of depression

before a week - I expected  
to get an educated  
man committed the parents  
could afford £

- 120 Do you think it would be  
conducive to bring out school  
masters from home in the  
event of a general system  
being established on the  
basis you recommended? No
- 121 Is there enough educational  
talent in the Colony at present  
so if you fix for it
- 122 Whether do you think it is  
the knowledge requisite for  
the due discharge of the office  
of teacher, or the fitness  
for the office to be acquired  
by apprenticeship that is  
most wanting in the Colony?
- There is a lack of  
knowledge and even the best  
system for this would  
be useless of talent properly  
answering to it because  
in distinct cases one may  
be deficient in knowledge  
a second in tact, and a  
third in moral &c.
- 123 You do not consider the  
possession of the amount of  
knowledge requisite a sufficient  
qualification for the  
office of teacher? No

- 124 Do you think there ought to be apprenticeship to the office in every instance? There should be examination to ascertain the qualifications of the candidates, and to obtain apprenticeship to ensure efficiency for the future.
- 125 Do you not think teachers generally would require a higher amount of education for the due discharge of their office than is to be obtained in the ordinary schools of the Colony? I think it would be very advantageous for a schoolmaster to have a distinct professional education.
- 126 Do you think that amount of education can be acquired properly in the place where they are taught the business of teaching? As I think they should be either left ~~to~~<sup>the</sup> own resources or that they should be a distinct educational class for themselves.
- 127 Supposing there were institutions in the Colony for affording a liberal education for all professions, & similarly

do you think it would be  
desirable to require future  
teachers to attend a course  
of instruction in such institutions.  
The Board ought to be as-  
sured of their efficiency and  
knowledge as well as ability,  
and they cannot have that  
degree of knowledge unless  
by self cultivation or by  
attendance on those insti-

- 128 Mariners. What should you say  
would be a proper <sup>salary</sup> payment  
for a schoolmaster? I think  
in towns where there were no  
large schools no schoolmaster  
ought to have less than £200  
a year clear of house rent  
and that a good schoolmaster  
ought to fairly entitle to  
£250 a year.

- 129 The latter sum would be fair  
for a married schoolmaster?  
Yes. I have very little doubt  
that a married school master  
for itself of efficiency, worth  
130 Would you require any  
particular periods of apprenticeship  
from schoolmasters  
if they were laboring at winter  
they could be admitted

in the school till they are  
upwards of 10 years of age.  
Should say see they were  
it there are some children  
to capable at 10 years of  
studying.

131 Have you formed any estimate  
of the number of children that  
might be caught in one  
~~school~~<sup>district</sup> ~~so far from your station~~  
100 miles with the greatest  
ease.

132 You think it would be  
efficiently done? I would have  
no hesitation to take 500  
and in three months would  
~~have~~<sup>such</sup> ~~large~~<sup>as would satisfy reasonable expectation</sup>  
~~as~~<sup>before</sup>

133 You think it would not be  
merely mechanical instruction  
but intellectual training?  
It must be intellectual train-  
ing.

134 You would not dignify it  
with the name of instruction  
if it were merely the exercise  
of the memory? It would  
not exceed if it were merely  
the exercise of the memory.  
I have seen children taken  
from the streets and in

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few low days they have been  
brought to a respectable  
degree of competency in  
reading and answering ques-  
tions - those children did  
not know a letter when they  
were taken into the school  
indeed so ~~most~~ ignorant  
were they that did not know  
there was a God

135 Suppose you would not be  
convinced in general that one  
master should have so large  
a number? Yes I think it  
could be done advantageously  
to the child and to the school  
that he from 200 to 500

136 During the minimum should  
be 200? Yes in towns.

137 During do you not think if  
the schoolmaster were al-  
lowed to charge small fees  
upon the pupils generally  
two would be sufficient as  
a maximum salary from  
the Government? A large  
school ought to pay itself

138 Colonial Secretary Suppose  
the scholars to pay of a  
master that would give  
\$500 a year? Yes, out of

which sum the master  
would have to pay would  
purchase books etc. It is  
expected that the Native  
and Foreign Slave would  
have paid itself and we  
doubt it would if it had  
~~had fair play.~~  
~~been fairly considered~~

139 Dr Lang Do you not think it  
desirable in every instance  
that a teacher should obtain  
the stimulus of pecuniary  
advantage to incite him  
to successful labour? I  
candidly and I think that  
would be most effectually  
given by securing to him a  
certain salary and allowing  
him to have the fees or a  
proportion of the fees transac-  
ted by the scholars

140 Attorney General How would you  
arrange the rank and respect-  
ability of schoolmasters?  
You may be requiring a  
high qualification & a good  
character

141 Do you not think some  
means should be taken to  
ensure their responsibility in  
society? I know of one other

143 Dr Lang Do you not think  
one great cause of the dis-  
repute into which the  
profession of teacher is  
fallen generally is owing  
the prevalent idea that the  
office of teacher is a refuge  
for the destitute of all other  
professions? It is an idea  
founded on the fact that  
it has been so

143 Do you think it would be  
desirable for the elevation  
the office of teacher in this  
colony, that the Legislature  
should interfere to prevent  
uncompetent persons exercising  
the office in future? [That  
is against the people's  
principle and moreover it  
requires laws to be elevated  
by bounty instead of by  
character. It would have  
an influence certainly but  
I think that the evil in  
destroying competition among  
proprietory schools would  
be as great or greater than  
that single little trouble.

144 Do you not think it is  
necessary that a person

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know the education of the  
young slave committed to  
him should be <sup>legally appointed</sup>  
that a medical practitioner  
should be duly <sup>licensed</sup> appointed  
to his office? because you  
are often compelled to employ  
a medical man competent  
or incompetent but you are  
never compelled to employ  
a schoolmaster.

145 Supposing such license were  
required do you not think  
any competent person could  
easily obtain it? That is  
self-evident.

146 Chairman do you not think the  
general system has a ten-  
dency to elevate the class  
of the schoolmaster by remov-  
ing from the superintendence  
of the clergymen to which he  
is subject under the denom-  
inational system? I do  
not think the clergy have  
any influence that way &  
as far as I am acquainted  
with schoolmasters they are  
not degraded by the influence  
of clergymen.

47. This specimen is looked on  
as subgeneric to that of the  
cognate? (Gmelin)

To Geo<sup>r</sup> Robert Rose M<sup>r</sup> D<sup>r</sup> Committee  
 1 Chairman What is your opinion  
 of the state of education among  
 the humble classes in the  
 colony? I have not seen any  
 statistics about the state  
 of education of the children  
 of this Colony. Therefore it  
 is impossible for me to say.  
 I suggested this Secretary of  
 the Sunday School connected  
 with my church to give me

as correct, a statement of the state  
 attained by the children entering the Schools  
 educated and the number  
 and from that statement I find this to be  
 of children admitted within  
 the last few months. As given  
 in the following form.

5 Nov. 1843 to 30 June 1844  
 106 children were admitted  
 54 boys and 52 girls, of these  
 28 could read well, 20 could  
 read fairly, 39 could spell  
 easy words or knew the  
 alphabet, and 49 were totally  
 uneducated. That is the only  
 statement in figures that I  
~~ever~~ have yet.

2 Have you more than one  
 school? There are three, &  
 this is the only from

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one of their  
school - my general im-  
pressions as to the state of  
education in Sydney and  
the neighbourhood is that  
it is not at all worse  
than in England generally,  
and that it is better than  
it is in <sup>many districts</sup> several parts of  
England.

- 3 Do you recommend a general  
system of education, or one  
carried on by each religious  
denomination separately, or do  
you think that these two  
systems could be in any way  
advantageously combined?  
I should recommend a general  
system of education, and am  
decidedly opposed to one car-  
ried on by each religious  
denomination, at the same  
time I think <sup>not</sup> the two, the  
general and particular sys-  
tem, could be combined
- 4 Will you state your objec-  
tion to ~~the~~ a denominational  
system? A denominational  
system, <sup>supported by Government</sup> provides  
for the instruction  
of the children of the Colonies

in the peculiarities in which  
each state differs from the others & we are a  
denominational system sup-  
ported by Government. it  
is furnish'd <sup>with</sup> a home to  
preach & <sup>fulfill party zeal</sup> ~~to propagate~~ <sup>in</sup>  
~~to propagate~~ it encom-  
maged from the very begin-  
ning of life a party spirit  
~~it is~~ <sup>of Religion</sup> ~~intended to form~~ <sup>to form</sup> ~~it is~~ <sup>intended</sup> to be depreciated  
here and every where. it  
would be <sup>exceedingly</sup> ~~dangerous~~ <sup>unprofitable</sup>  
and ~~would~~ <sup>would</sup> be inefficient  
~~such a system I do not minish~~  
~~it is not at all necessary~~  
~~in my view~~ for the purpose  
of instructing <sup>the</sup> youth of the  
colony in the great fun-  
damentals of <sup>the</sup> Christian faith.  
it is not necessary to con-  
stitute them good citizens  
whilst the state has alone  
a right to look. I object to  
a denominational system &  
because of you institute  
and patronise it we shall  
never obtain a general  
system. a denominational  
system <sup>moreover</sup> is unjust, and if it  
would be unjust to all

who upon principles refuse  
to receive the assistance  
of Government for the pur-  
pose of teaching religion,  
that is to say for the pur-  
pose of teaching their per-  
sonal views of religion.  
The object of an enlightened  
Legislature ought to be by  
education to harmonise  
the community to destroy  
the prejudice which is the  
base of its peace, & de-  
nominational system en-  
courages those prejudices  
and while ~~particular~~  
~~a denominational system~~  
~~is~~ efficient in teaching the  
children the important  
branches of a good educa-  
tion ~~but~~ <sup>far more</sup> it is far more  
efficient in teaching what  
ought to be put down bigotry  
and religious <sup>partizanship.</sup> prejudice

5 - What religious bodies of  
Christians object to receive  
funds from the State for  
<sup>the support of</sup> ~~religion~~ education? The Independents,  
the Baptists, the Presbyterians  
of Scotland, &c &c & ~~as~~ say the

6  
Hetherill  
Leader, who exerted long  
before the revolution there  
against supports for the Establishment that  
the best general system would  
you recommend? the adoption  
of this system is operations in  
Ireland generally known by  
the name of the Irish system  
introduced in 1831 by Lord  
Stanley

7  
So that in your opinion the  
best system or the one  
best adapted to this colony?  
The best system for the pur-  
pose of leading the chur-  
ches of Roman Catholics  
and Protestants together

8  
You would of course think  
that any <sup>Government</sup> system for this  
colony should embrace both?  
Secondly it should be for  
the whole population

9  
Colonial do you think of Gov-  
ernment ~~and~~ establishes a sys-  
tem on that basis the peo-  
ple will avail themselves  
of it notwithstanding the  
opposition of the clergy? It  
is so important that I want  
to get it right

duty of the Government if  
it is their duty to provide  
education at all periods  
it for all the people, and  
if any Body<sup>of</sup> refuse to avail  
themselves of the advantages  
of the system let them  
spare their own resources  
carry on a <sup>their own</sup> denominational  
system, but I most certainly  
object to the State giving  
a farthing to any system  
of denominational education.

- 10 Even in those cases where  
considerable denominational  
school machinery has been  
in operation and is still  
in existence? I have not  
thought of that since you  
asked me what might be done with the old machinery.  
The public question fundamental to which  
is the best plan to be adopted for the control  
of the property.

- 11 Do you think the denominational  
systems can ever  
be sufficient for the edu-  
cation of the thinly populated  
parts of the territory? I  
think less a defective, ineffi-  
cient and expensive mode

a made calculations to encourage religious feelings which ought to be cultivated.

12 Do you think the grand fundamental doctrines of religion can be taught under such a system as the Unitarian? See that it is necessary to form the basis <sup>that religious instruction is to be of general morality</sup> compri-  
spective, from other quarters.

13 Do you think it would be necessary under such a system that schools should be visited periodically by the clergy of the different sects to which they belong? I should leave all these details to the management of a Board.

14 Do you think it would be necessary for the clergy to superintend the religious instruction in that way? I would not make that part of the system. I would leave it to the different bodies to act as they chose.

15 Do you not think any difficulty there might be in

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the religious instruction  
might be sufficiently supple-  
mented by Sunday schools.  
That is rather anticipating  
one of the questions. In re-  
ference to the Irish system  
there are one or two parti-  
cularly important topics <sup>best</sup>  
<sub>in view</sub> ~~remembered~~. I remember very  
well when that system was  
first proposed there was  
an immense outcry against  
it in England and in dif-  
ferent parts of Ireland.  
I considered that the whole  
was a mere bug-bear raised  
for the purpose of promoting  
the political <sup>view</sup> influence of  
a party - Instead therefore  
of joining in the outcry  
I waited until several in-  
fluential persons to in-  
drawing up and presenting  
an address to <sup>the</sup> minister  
approving of the measure  
<sup>encouraging them to proceed with it</sup>  
and requesting they would  
give no heed to the outcry  
<sup>opinion</sup> my views have been con-  
firmed, surely, for since

16

the political point has been  
settled quietness the outcry  
has ceased and the men  
who made the most noise  
against the system are  
now as quiet as mice - I  
have been since further  
confirmed in my opinion on  
from this fact that in the  
late discussion which took  
place on Lord John Russell's  
Motion on the state of Ire-  
land the premier in his  
speech announced <sup>as</sup> one of  
the measures about to be ad-  
opted for benefitting Ire-  
land <sup>were</sup> an additional grant  
to this very educational  
system. Therefore I conclude  
that this system works.  
It has been in operation now  
2 or 3 years the number of  
schools is increasing greatly  
and the children are all <sup>well</sup> employed  
and has gained the approba-  
tion of both parties in  
politics. It is a tried system  
and likely to continue.  
You would not be afraid

of any danger arising to the  
 religion or morals of the  
 community under such a  
 system? Not at all with  
 regard to religious instruction  
 in religion I should like  
 to know what is meant  
 in such connection. A  
 great deal of controversy  
 arises from not defining  
 what religion is. I do not  
 think Episcopacy is religion.  
 I do not think Presbyterian-  
 ism is religion. I do not  
 think Roman Catholicism  
 is religion. I do not think  
 Wesleyanism is religion -  
<sup>I do not think Congregationalism is religion</sup>  
 What is it? I conceive that  
 those peculiarities in so far  
 as they distinguish one  
 part of the community from  
 another, <sup>are</sup> merely the vehicles.  
 Religion is truths, sentiments  
 received into the mind,  
 operating on the conscience  
 and affections. A man may  
 belong to either party yet  
 not be religious. A man may  
 carry wheat to those who

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are at various <sup>times</sup> either in a  
cart, carriag<sup>s</sup>, wheelbarrow  
or on a donkey's back, but  
these are merely the vehicles  
carrying that which is neces-  
sary for their sustenance.  
<sup>and that which</sup> So these different forms I  
conceive to be the vehicles  
of religious truths and the  
religious truths, the truths  
of which these are the ve-  
hicles, may be conveyed  
without adopting any one  
of these systems. There  
another point of view in  
which this matter has  
struck me that since the  
discussion about educa-  
tion <sup>concerned</sup> organized for political  
purposes —

The idea has gone abroad  
that there must be <sup>the schools</sup> <sup>no money</sup>  
logical examinations for all  
children - that they must  
be made young doctors of  
before they are 8, 9 or 10  
years of age - it is perfectly  
absurd. I was myself edu-  
cated in Scotland, but

78

I am sure they did not make  
any ~~lesson~~ <sup>lesson</sup> ~~useful~~ <sup>useful</sup> ~~useless~~ <sup>useless</sup> use of me in school.  
The object is to give children  
such <sup>knowledge</sup> ~~notions~~ as that the  
~~proper religion~~ <sup>proper religion</sup> teacher may call to the  
teacher's own <sup>uprightness</sup> ~~own~~ graft proper  
religion's knowledge upon it.  
I have no notion of making  
all schools little theological  
seminaries. The religion of  
Jesus Christ and of the Bible  
is preeminently a religion of  
<sup>its parts are all true & fit to be known</sup> facts, and in all the facts  
of the Christian religion  
all parties agree that  
receive the Bible. Now it  
strikes me that if you com-  
municate to children the  
leading <sup>but</sup> historical facts of  
the Bible you communicate  
an immense amount of  
religious <sup>but</sup> knowledge which the  
superstructure of Dr. Lang  
or Dr. Beaufort or <sup>his</sup> religious  
teachers may rest.

17. Do you think that the system  
which avowedly teaches the  
fundamental principles of  
religion and morals in  
which all Christians unite  
can with propriety be

styled infidel or irreligious?  
I do not think any person  
would call it such unless  
under the influence of a party  
or sectarian feeling.

- 18 You would consider such a  
designation as applied to  
the Jews as an unpro-  
per one? Quite so. I should  
state as another reason  
why I prefer a general  
system, because it is just  
<sup>and I think also the only</sup>  
<sup>that would be just</sup>  
and <sup>satisfactory</sup> to all different  
classes of the community.
- 19 Chairman You have given no  
opinion as to whether cler-  
gymnas should go into the  
schools to instruct the  
children in religion? If it  
were proposed that certain  
hours should be set apart  
for instructing the children  
of their own denomination  
I would not object to it.
- 20 Dr Lang Do you think such an  
arrangement necessary? cer-  
tainly not, I think there  
are other ways by which  
children may receive religious

influence

26 Do you not think it would give schools something of a denominational character?

The thing seems true alto.

27 ~~there are hundreds of~~  
There are hundreds of  
schools of the same religious denomination, where no  
one clergyman goes to a school  
and thinks himself necessary that they should have a private teacher,  
where a private teacher is kept  
of different denominations so that the children are religiously  
~~good~~ ~~clergymen~~ ~~are~~ ~~not~~ ~~teaching~~  
inhibited and yet they did it just as well as the others  
to other clergymen, and in many  
cases quite, ~~now~~ not always, the most religious  
~~clergymen~~ ~~they~~ ~~get~~ ~~very~~ ~~little~~  
~~education~~ ~~in~~ ~~religious~~

28 Attorney General Do you not  
think it could be safely  
entrusted to the Board to  
superintend the school? I  
would leave it to a Board  
of course consisting of dif.  
ferent denominations appointed  
by the Legislative Commrce  
But as general visitors at  
the school would you put  
clergymen on the same footing  
as others? Yes

29 Chairman Supposing this system  
should be found distasteful  
to the clergymen of the Church  
of England would that be a  
good reason for abandoning  
it? Certainly not

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25 Do you not think the opposition would be soon overcome? no doubt if you with draw the views of war, & leave the public to the ~~views of war~~ <sup>views of peace</sup>.

26 Chairman To what branches of education do you think the system adopted should extend? I think reading, writing, arithmetic, geography under, if practicable, grammar limited to reading these at least.

27 ought the education of children to be optional with their parents? decidedly

28 You would disapprove of anything like compulsion? decidedly - hold out as many inducements as possible

29 It has been suggested that we should give the franchise to persons who could read and write in addition to those who are already qualified? I should not like to give an opinion upon that. If any inducement could be devised I think it should be held out but I would have no compulsion

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Can you suggest any means  
by which the children of sheep  
herds, and farm servants de-  
spersed over the interior, may  
be brought under instruction?  
That is a difficult point.  
I do not think you will  
ever be able to give an ef-  
ficient system at the same  
time to the pastoral districts  
in the agricultural districts  
~~a very efficient system in the~~  
however be established - A  
schools might be fixed in  
the centre of a circle with  
a radius of three or four  
miles in many districts of  
the country - I was surprised  
a short time since to see  
on the road side between  
Bulli and Hollongay a back  
but which I now know was  
a school house and although  
there were only two or three  
cottages in sight there were  
between 30 and 40 children  
attending the school.

How far from Hollongay was  
that? About three miles.  
The children came from different

- 7.12.
- colleges most of them out of  
sight of the school
- 32 Attorney General has that a Gov.  
-ernment school? he it  
was taught by a person who  
derived from teaching the  
means of livelihood. With  
regard to itinerant stations I  
do not see that anything can  
be done but by itinerating  
to you think distributing  
books would have a good  
effect? Along with teaching  
not without it? I should think  
not. In some parts of country  
it is common to invite men  
who are capable of teaching  
and willing to spend two or  
three months up in the  
~~hills~~<sup>of the prairie deserts</sup> to teach  
thus insuring the parties  
receive board and lodgings  
but no pay
- 33
- 34
- 35- Drawing schools have been  
suggested to the Committee?  
like Mr. Ellerberg's
- 36 Yes? If you could carry  
these out effect they would

- 1810
- be beneficial but the children  
will first be caused to  
work which you think
- 37 Attorney General do you not think  
it is inconsistent on employers  
in the interior to assist in  
encouraging anti-slavery school  
masters? morally they are  
bound to do so but I hardly  
think laws could be made  
to bind them
- 38 Dr Lang do you not think if  
Government were making ade-  
quate provision for education  
within the boundaries public  
opinion would force it upon  
the people beyond? In those  
<sup>districts</sup> public opinion has very  
little influence - I think if  
general education were  
started it would give an  
impulse to all minds
- 39 Chairman In whose hands ought  
the management and super-  
intendence of education to be  
placed? I should propose that  
the Board should be appointed  
by the Legislative Council  
consisting of members of the  
several religious denominations  
Would you have the Board

lay or clerical? I do not care which. Should leave that in the hands of the Legislative Council.

41 Do you think it would be better to leave it to the Legislative Council than to the Executive? I have not a very strong feeling either way - I would rather leave it to the Legislative Council, they are all one side in the Executive Council.

42 But one denomination has a great predominance in the Legislative Council? I trust the members of the Legislative Council would be guided by a sense of justice and not by party feelings - ~~but they will be guided by party feelings~~.

43 Do you think as the duties would be very onerous a competent Board for this purpose could be found in this community? I think it might with one or two paid officers.

44 What officers do you think ought to be paid? One to carry out the working men ought to be paid, and one or two instructors for the schools.

- would require 500 per cent  
 45 - What duties would you devolve  
 upon this Board? The selection,  
 examination, licensing and  
 appointing of teachers, the  
 preparation, and selection  
 of books, the appointment  
 of inspectors, <sup>into the general</sup> the examination  
<sup>of inspectorates, &c.</sup> ~~and~~ <sup>the</sup> ~~selection~~  
 of all inspectors of all schools,  
 to see that the system was  
 properly carried on.
- 46 - Would you place the funds  
 at their disposal? I would  
 to a certain extent - but regard  
 to the whole of the funds the  
 Council ought to make some  
 arrangement.
- 47 - Specifying much of the details,  
 you would leave to the  
 Board? For I would give  
 them a very ample discretion.
- 48 - ~~Delegating~~ Do you not think if  
 the machinery of District  
 Councils were to be put into  
 operation they might afford  
 very material assistance to  
 the members of the Board?  
 They might  
 merely to carry out the details.  
 For

so planned that you recommend the system of mutual education which it calls the Free and the master system or would you recommend its preference any other system? I suppose if the mountain school

is the objection to it is that it is too mechanical & that all depends on the teacher. I have seen it carried on by a man who knew no English & it was taught纯ly mechanically, but I have seen it carried on by a man who made it the means of working the minds of the children in a most extraordinary manner. The most efficient school is that called the Edinburgh Secondary School the which the Sheriff has given nearly all his time.

Q2 You think that a good school law but very few men can carry it into effectual force.

Q3 But the funds obtained by Government for purposes of education to be returned in proportion to local contributions

to population or on a ~~what~~ other  
principle? I feel disposed to  
suggest that the Government  
should out of the general  
revenue provide, whenever the  
Board [decide that it is ne-  
cessary, a school room at  
home for the master, and  
in the country, land for a  
garden, that this should be  
appropriated for ever to the  
purposes of education. I shall  
suggest that each schoolmaster  
should have a fixed salary,  
a certain amount to be the  
minimum, and that the salary  
should be raised in the dis-  
trict where the school is.  
that the amount necessary  
to furnish the schoolmaster  
with a fixed minimum salary  
should be raised by taxation  
upon the district - they may  
raise above the minimum  
if they like, but there should  
be a sum fixed as a salary  
for the schoolmaster. I  
should recommend as a  
stimulus to the master that  
he should receive the pay

of the children to increase  
his salary - If there are any  
poor children whose parents  
cannot afford to pay for  
their education - these should  
be taught gratis on the  
recommendation of the District  
Council. In that way the Dis-  
trict Council would be brought  
into operation. There would  
thus be three elements work-  
ing together the Government  
revenue, the District Council,  
and the parents pay - I would  
not give the children gra-  
tuitous education where  
it was possible to avoid it.  
I think it is always injurious

56 Attorney General would you limit  
the payment which the master  
should receive from the children?  
That would depend upon the  
circumstances of the district.  
It might be fixed by the  
Board upon the recommenda-  
tion of the District Council.  
Suppose the parents were  
not willing to pay anything?  
I have no doubt that in  
the course of time such parents

would be worked upon but  
if we began by giving qualifi-  
cation education we shall have  
nothing but poor children  
and doctors that spirit of  
independence which it is so  
desirable to cultivate  
28 Should you allow the parents  
to pay the schoolmaster or in  
kind? That would introduce  
another kind of malignancy.  
I would leave that to the master  
Should you leave it to the master  
to limit his fees if he chose,  
~~He~~ would not generate any  
opposition to his own inter-  
est. I would not legislate  
on that point.

29 Dr Lang do you not think it  
would be desirable, that what-  
ever educational funds the  
Government might have to dis-  
pose of should be distributed  
over the Colony according  
to the population of each dis-  
trict? but of the Government  
fund Suppose that a house  
should be built and land  
should be provided for the  
master

30 You think the whole amount  
of the master's fees carry

should be derived from the  
district? £500

~~it~~ Do you think the Colony would  
be able to bear that? I don't  
think it would be much if  
the teacher received £500 a  
~~£500 a year~~ <sup>minimum salary</sup> what would  
that be to a district?

What would you recommend  
as a fixed salary for the  
teacher? I should give him  
more in the towns than in  
the country & I don't think  
it is necessary to fix on a  
sum as that would require  
some investigation.

~~to~~ What do you think the fees  
to be paid to the schoolmaster  
should be? In connection with  
my church at Kidderminster  
in Worcestershire had a  
school in which were edu-  
cated about 200 children  
boy and girl - he had a  
smaller aid master and I  
think to the former we allowed  
a fixed salary of £200 per  
and to the latter £250.

~~be~~ <sup>not to be paid to either but</sup> Do you know that there  
is a strong opposition  
to anything on a general system

of education and that the  
denominational system in  
operation there at present  
would you inform the Committee  
what is the reason of the  
state of things in England?  
The reason why the general  
system was opposed by the  
whole body of Dissenters was  
that ~~it~~ according to Mr. James  
Brabazon's Bill the entire  
management and control of  
education was put into the  
hands of the Church of England.  
That was the great objection.

Another objection was, he made  
~~despairing the expense of~~  
~~of education,~~ ~~The tax for sup-~~  
~~porting education being laid~~

on by an irreconcileable body  
It was not the preference of  
a denominational system that  
induced the Independents or  
Presbyterians to oppose the  
general system? Not  
at all; it was the impulsion  
of demanding that all our  
children should be educated  
under a system, the whole  
contents of which, the teacher,  
of which, and the books to  
be used in what, were entirely