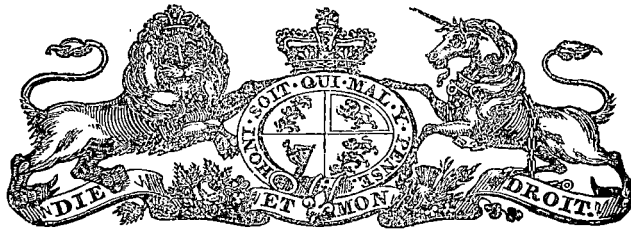


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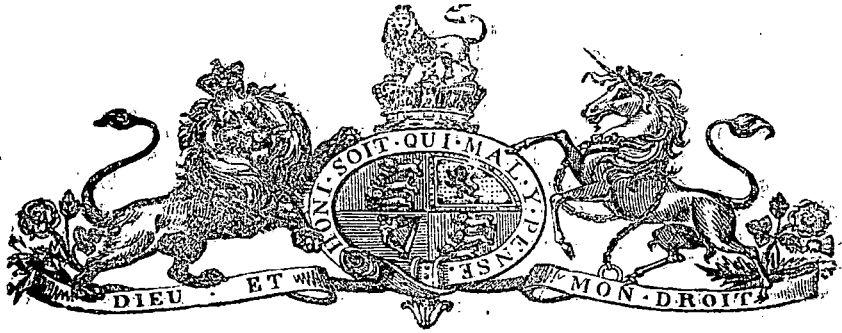
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**ST. LUKE'S RAGGED SCHOOL:**

**INSPECTOR'S REPORT.**

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Laid upon the Table by the Colonial Treasurer, and ordered by the House to be printed, October 11, 1878.



*Hobart Town, 13th September, 1878.*

Sir,

I HAVE the honor to forward herewith my Report on St. Luke's School, for transmission to the Honorable the Colonial Secretary.

I have the honor to be,

Sir,

Your obedient Servant,

*The Chairman Board of Education.*

T. STEPHENS.

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TRANSMITTED to the Hon. the Colonial Secretary.

By Order of the Board,

GEO. RICHARDSON, *Secretary.*  
*Education Office, 17 Sept., 1878.*

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*Hobart Town, 12th September, 1878.*

Sir,

I HAVE the honor to transmit herewith my Report on the St. Luke's Ragged School, which has been somewhat delayed by my unavoidable absence from Town subsequently to the examination.

I have the honor to be,

Sir,

Your obedient Servant,

*The Honorable the Colonial Secretary.*

T. STEPHENS.

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*REPORT of Chief Inspector of Schools on St. Luke's Ragged School, Hobart Town.*

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*Hobart Town, 7th September, 1878.*

ST. LUKE'S School is situated in Anglesea-street, near the upper end of Macquarie-street. The School-room is a substantial brick building, well lighted, and containing ample accommodation for the *maximum* attendance. The position of the fireplace is very inconvenient; but in other respects the room is well adapted for school purposes. There is a small class-room attached, with a gallery much too large for the room, which is not fit to accommodate more than about twenty-five children. The School out-offices consist of one double closet. There are no enclosed yards or playground for recreation, which is felt to be a great disadvantage.

The School was visited for the first time on the 20th August, and examined on the 22nd and 23rd of the same month. Little opportunity having been available for inspecting the School in its ordinary working condition, this Report will be chiefly confined to the results of inquiry into the condition of the secular instruction imparted in it.

## ATTENDANCE.

No. on Rolls..... Boys, 28; girls, 59; total, 87.

Present at examination..... Boys, 12; girls, 40; total, 52.

*Fourth Class.*—Boys, 1; girls, 10; total, 11. Age, 8 years to 15 years; average age, about 11 years.

This class appears to be intended to correspond approximately to the Fourth class in a Public School. The reading book is the Fourth of Nelson's Royal Readers. The reading was tolerably fluent, but careless and inaccurate, with one or two exceptions. Little intelligence was manifested by the children in answering questions, and they require to be made more familiar with the meaning of the words, and the general purport of the sentences in the lessons which they are set to read. The writing was fair on the whole; the spelling from dictation not satisfactory. In arithmetic the class has been working in the compound rules; but all require more thorough grounding in elementary principles before being advanced to this stage. A fair proportion of the class showed some acquaintance with the parts of speech, and some general knowledge of the outlines of geography. The class may be said to be about on a level with Class III. in an ordinary Public School.

*Third Class.*—Boys, 1; girls, 8; total, 9. Age, 8 years to 14 years; average age, about 10 years.

The reading book in this class (the Third of the Irish series) is beyond the children's range; they might make satisfactory progress in easier lessons. Intelligence low. Writing moderate to fair. Arithmetic very rudimentary; none being able to work a simple addition sum dictated to them without errors. About half were fairly acquainted with the multiplication table.

*Second Class.*—Boys, 2; girls, 3; total, 5. Age, 8 years to 10 years; average age, about 9 years.

This class is practically a lower division of the Third class, and the remarks made under that head may be applied to the children's attainments. The reading book in use (the Second of the Royal Readers) is well adapted to the mental capacity and the proficiency of the children.

In the Class-room, under a separate teacher, there were 8 boys and 17 girls, ranging in age from 3 years to 9 years, six of whom were able to read easy lessons in the Primer and First Book of the Royal Readers, and learning to write letters and figures on slates. Oral exercises of a simple character and singing form a part of the routine.

Needlework is regularly taught to the girls attending the school, the materials being provided free of cost to the parents.

The hours of attendance are from 10 A.M. to 3 P.M., with an interval of about an hour at midday. The course of secular instruction is varied by the introduction of religious exercises at stated times, the nature and extent of which were outside the scope of this inspection.

The attendance, so far as could be ascertained, is exceedingly irregular, many of the children being apparently only sent occasionally to school in order to evade the operation of the Compulsory Regulations, as is the case in many others of the Elementary Schools of the Colony. This is felt by the benevolent ladies who conduct St. Luke's School to be the chief difficulty with which they have to contend, and the low educational standard which at present prevails is a natural result, which could be only partially improved by alterations in the method of instruction. An occasional or irregular attendance at a school of this character may be of some advantage to a child from an ethical or religious point of view; but as regards its progress in secular instruction there is not only little benefit to the individual, but a positive injury to the regular attendants, whose education must be retarded by the periodical incursions of casual scholars who require the teacher's individual attention. It will be understood that this question of irregular attendance concerns not St. Luke's School alone, but also the majority of the Elementary Schools of the Colony, especially those in which any gratuitous education is offered, by free certificates or otherwise.

It is right to remark that St. Luke's School is *sui generis*, and cannot be compared fairly with other Elementary Schools. The main object of the institution is something quite distinct from the mere instruction in the routine of secular education. If an examiner is not able to report very favourably of the proficiency attained in the elementary subjects, it is impossible for him not to see that these children must be greatly benefited by coming under the kindly influence and training of the Superintendent and the other ladies who undertake the work as a labour of love, and in fulfilment of conscientious obligation.

T. STEPHENS, *Chief Inspector of Schools.*

*The Honorable the Colonial Secretary.*

The enclosed Report of the Chief Inspector of Schools on St. Luke's Ragged School is forwarded for the information of the Rev. Mr. Dunne, with reference to the last paragraph of his letter of the 13th May last.

Upon Mr. Dunne returning the Report it will be printed for Parliament.

*The Very Rev. W. J. DUNNE.*

WM. MOORE.  
23rd Sept., 1878.

*Archbishop's Residence, St. Patrick's Cathedral,  
Melbourne, 30th September, 1878.*

MY DEAR SIR,

I AM very thankful to you for your kind thoughtfulness in sending me the Chief Inspector's Report on St. Luke's School for any remarks thereon which I might desire to make; and in reference thereto I have only to say, that I am very glad to learn that the Chief Inspector has given so minute and careful a report, and am quite sure that the defects he has pointed out will be duly attended to and remedied so far as it is possible for them to be.

With respect to the "great disadvantage" referred to arising from "a want of play-ground for recreation," I am glad to inform you that it has been recently removed by the purchase of two adjacent allotments of land, which will be used in future for the purpose of recreation for the children.

I am,

My dear Sir,

Yours very sincerely,

B. TRAVERS SOLLY, *Esq.*

WILLIAM J. DUNNE.