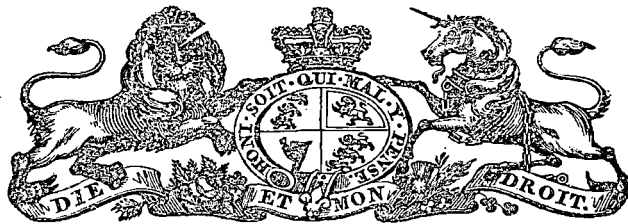


(No. 8.)



1871.

T A S M A N I A.

H O U S E O F A S S E M B L Y.

Q U E E N ' S A S Y L U M.

R E P O R T F O R 1870.

Laid upon the Table by the Colonial Treasurer, and ordered by the House to be printed, November 8, 1871.



Queen's Asylum, New Town, 13th April, 1871.

SIR,

I HAVE the honor to furnish the Report of this Institution for the year 1870.

1st. The Expenditure will be found elaborately set down in appended Tables, and shows a net sum of £6118 0s. 3d.,—being a reduction upon the outlay of the year previous of £395 10s. 8d.

2nd. The numbers of children admitted, apprenticed, discharged, and died are specified, as also their religion, ages, distribution, and the funds upon which they were borne.

3rd. The admissions into the Asylum have continued to be less than the discharges from it, consequently the daily average of inmates was only $371\frac{2}{3}\frac{5}{5}$.

4th. The cost per head was £16 9s. 2½d.,—being 3s. 9d. less than in 1869, although with an average of 20 more during that period.

5th. The Sick Return gives the class and order of the several diseases treated, and affords, at same time, an evidence of the generally healthy condition of the children.

6th. The death of a little girl from "Rickets," however, must be recorded; but, as she was received into the Establishment suffering from the disease, and was sadly deformed thereby, her death may be considered exceptional.

7th. The Reports of the Annual Examinations are attached; and it is, perhaps, not too much to hope that, owing to the remarks contained in them, the Monitorial System of instruction may shortly, and without any increase of expense, be superseded by the employment of Pupil Teachers.

8th. The amount of needlework and washing performed by the girls is detailed, together with the charges for such work if paid for. The total sum of £685 8s. 9½d. therefore, although not shown as a credit, is, nevertheless, discernible in a calculation of the expenditure.

9th. The out-door and domestic work, on the other hand, done by boys and girls, must always be of a nature that presents a difficulty in placing a money value upon it. At the same time it has been of a magnitude to prevent the necessity of employing servants on wages in the Establishment.

10th. The apprenticeships from the Asylum (86) have exceeded in number those for like periods upon any former occasion,—a fact sufficiently significant in itself, but more so, perhaps, when taken in conjunction with the increasing demand for children.

11th. The kindness and consideration of some residents in the neighbourhood, in forwarding fruit for the children, deserves acknowledgment; and Richard Shoobridge, Esq., in particular, for a supply of gooseberries, which, in the form of "gooseberry fool," afforded alike healthy and agreeable meals.

"Fox's Feast" was celebrated on the grounds of the late Hon. T. Y. Lowes, Esq., whose welcome on the occasion was characteristic of his benevolent mind. By his decease the poor have lost a sympathising and good friend.

12th. The ceremony of distributing the Annual Prizes was presided over by His Excellency the Governor, in the presence of His Lordship the Bishop of Tasmania, the Very Rev. the Vicar-General, the several Members of Government, and many ladies and gentlemen.

Lastly, the Visitors' Books have continued to receive satisfactory entries of the condition of the Establishment, and of its inmates.

The Farm—the Account of which, as an addendum, is supplied—requires not a word in explanation. The ordinary number, from 33 to 35, of Cows, have been kept up in order to produce the Milk; and the quantity of artificial food therefore consumed was necessarily great.

About 6 tons of Silesian Beet were grown; but, owing to the means of attempting to extract Sugar therefrom not being to hand, the opportunity of testing the question of the feasibility of Sugar-making is deferred.

The balance to credit of Farm was £561 2s. 8d.,—an item that was formerly always taken into consideration when calculating the cost per head of the children, but which, for the last three years past, has not been so considered by reason of the Farm Accounts being kept altogether separate from those of the Institution.

Referring, however, more particularly to the cost per head, it may not be wholly out of place to observe that, owing to the low price of provisions, and materials for clothing, the actual cost for maintenance of a child during the twelve months was only £8 17s. 6d.

In this amount is included, for milk and vegetables supplied from the Farm, the sum of £1 17s. 6d., so that the real money outlay is reduced to £7 per head.

From these data it will be seen that, had the daily average of children in the Asylum been 500 instead of 371 and a fraction, as was the case, the cost per head in place of showing as £16 9s. 2½d. would have been £14 10s. 2d.

And, following the same calculation, if the amount to credit of Farm, taken at £379 2s. 8d. instead of £561 2s. 8d. could have been allowed, the cost per head would have been further reduced to £13 15s.

Under these circumstances of expenditure, coupled with the large number (86) of apprenticeships during the year, it becomes a nice question whether one of the great problems of the day is not near its solution.

In proof, however, that this particular charity in Tasmania keeps pace with those of a similar nature in the Mother Country, I cannot better close this my Sixth Report than by transcribing the following statement, published in the *Mercury* newspaper of 5th April, 1869, made by Charles R. Ford, Esq., of 24, New-street, Spring Gardens, under date 24th December, 1868, as Secretary to the Industrial and Reformatory Schools in London:—

“As to training, experience has shown that there is nothing like land labour for strong healthy lads. I should suppose this would be especially useful in your part of the world, where I believe boys accustomed to farm work can generally find employment, at least we find it so with those whom we have sent out from here.

Of course, if obliged to establish your school in the town, you will have to introduce the usual industrial occupations—carpentering, shoe-making, and any others the circumstances will admit of, but do not be disappointed if you find the boys you sent out from your school do not keep to the trade you have taught them, for it is so here; a very small proportion earning their living at the handicraft they followed in the school. This is a matter of little moment, if, while learning the trade, they also acquired the more important lesson of diligence, so as to apply them to any vocation they may select or Providence may guide them to.

As to dietary, nothing varies more in the different schools, but I should say meat is seldom given more than four times a week; for breakfast and tea, either coffee or cocoa; soup generally forms a good part of the dinner diet.

You will expect to hear from the above observations that the average cost per head varies even more than the diet. This is owing to the great difference in the cost of living in the various parts of the United Kingdom. I believe the lowest cost is £12, the highest £24. Taking both classes of institutions together, I think we may safely say the average cost, including everything, cannot be less than £17 a year. Thus for this small amount, a child may be rescued from a vagabond life, fed, lodged, clothed, and trained, for twelve months, and after a few years sent out to earn his living honestly, and bring wealth to the state, instead of costing it hundreds of pounds in its workhouses or gaols.”

I have the honor to be,
Sir,

Your most obedient Servant,

J. COVERDALE, M.D., *Principal.*

The Honorable the Colonial Secretary.

No. 1.

Admitted	90
Apprenticed	86
Discharged	24
Died	1
Daily average	371 $\frac{55}{100}$

Cost per head	£	s.	d.
	16	9	2 $\frac{1}{2}$

	£	s.	d.
Salaries and Allowances	2298	17	5
Books and Stationery	24	8	0
Provisions	2326	5	1
Fuel and Light	377	0	2
Stores	99	15	10
Clothing	898	18	9
Bedding	65	0	0
Repairs, &c. to Buildings	14	4	9
Needlework	46	2	4
Incidental	17	1	0
Medicines	3	0	0
Total Expenditure	6170	13	4
Cash Receipts	52	13	1
Net Expenditure	£6118	0	3

No. 2.

SALARIES.

	£	s.	d.	£	s.	d.
Principal and Medical Officer	450	0	0			
Purveyor and Clerk	200	0	0			
Head Schoolmaster	200	0	0			
Assistant Schoolmaster	120	0	0			
Matron, Female School	125	0	0			
Matron, Male School	100	0	0			
Matron, Infant School	120	0	0			
Schoolmistress, Senior	100	0	0			
Schoolmistress, Junior	85	0	0			
Cook and Storeman	60	0	0			
Out-door Inspector, Drill and Band	80	0	0			
Carpenter	90	0	0			
Shoemaker	80	0	0			
Organist	25	0	0			
Beadle	70	0	0			
Nurse, Hospital (1)	36	0	0			
Cooks (2), Laundress (1), General Nurses (2)	150	0	0			
General Servants (2)	50	0	0			
Messenger (1), Monitors (16 $\frac{1}{2}$)	22	4	2			
				2163	4	2

ALLOWANCES.

Rent of House for Principal	70	0	0			
Purveyor in lieu of House and Water	33	12	0			
Head Schoolmaster instructing Monitors	20	0	0			
Senior Schoolmistress instructing Monitresses	10	0	0			
Police Rate	2	1	3			
				135	13	3
Total Salaries and Allowances	£2298	17	5			

No. 3.

COST OF PROVISIONS.

	<i>Children.</i>			<i>Servants.</i>		
	£	s.	d.	£	s.	d.
January	206	13	4	7	3	5
February	184	8	4	6	9	8
March	193	6	1	7	3	5
April	182	5	8	6	15	11
May	185	2	5	7	0	1
June	178	12	2	6	16	0
July	191	0	2	6	19	8
August	186	19	10	6	19	8
September	178	17	3	6	15	2
October	186	2	10	6	19	8
November	181	5	11	6	15	2
December	188	13	7	6	19	8
Total for Children	2243	7	7	£82	17	6
Total for Servants	82	17	6			
Total Cost of Provisions	£2326	5	1			

No. 4.

COST OF FUEL AND LIGHT.

	<i>Fuel.</i>			<i>Light.</i>		
	£	s.	d.	£	s.	d.
January	18	16	0	2	3	5
February	15	7	0	3	19	8
March	19	19	0	4	9	11
April	21	10	0	6	16	6
May	33	0	0	6	9	2
June	34	3	0	6	11	2
July	36	9	0	6	17	5
August	39	18	0	6	12	7
September	33	0	0	6	12	4
October	20	7	0	4	0	9
November	20	4	2	4	1	9
December	20	9	10	4	12	6
	£313	3	0	£63	7	2

RECAPITULATION.

	£	s.	d.	£	s.	d.
Coals, 593,600 lbs., at 23s. per ton.....	304	15	0			
Wood, 47,040 lbs., at 8s. per ton.....	8	8	0			
Oil, Kerosine, 330 galls., at 2s. 3d.; 55 galls., at 2s. 4½d.	..			43	12	0
Candles, Tallow, 9496 lbs., at 4½d. per lb.....	..			18	15	8
Candles, Composition, 18 lbs., at 1s. 1d. per lb.....	..			0	19	6
Total Fuel and Light.....	£313	3	0	£63	7	2

No. 5.

NUMBER OF CHILDREN.

Remaining 1 Jan. 1870.		Admitted 1870.		Apprenticed 1870.		Discharged 1870.		Died 1870.		Remaining 31 Dec. 1870.		Average Number in 1870.	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
217	168	56	34	50	36	9	15	—	1	214	150	208	162
385		90		86		24		1		364		371	

AGES ON DECEMBER 31, 1870; FUNDS; AND RELIGION.

SEX.	AGES.				HOW MAINTAINED.			RELIGION.	
	Under 6.	6 to 8.	8 to 12.	Above 12.	Colonial.	Imperial.	Moiety.	Protestant.	R. Catholic.
Males..	18	23	128	44	195	6	11	127	86
Females	8	14	91	38	121	10	21	68	83
	26	37	219	82	316	16	32	195	169

DISTRIBUTION.

Male Division	172
Female Division	125
Infant Division, Male and Female	67

EXPENSE OF QUEEN'S ASYLUM, AMOUNT OF CASH RECEIPTS,
AND COST OF EACH CHILD'S MAINTENANCE, FOR 1870.

EXPENDITURE.			Cash Receipts.	Net Cost of Institution to Government.	Cost per Head per Annum.
Salaries and Allowances.	Other Expenses.	Total.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2298 17 5	3871 15 11	6170 13 4	52 13 1	6118 0 3	16 9 2½

Proportion of Expenses chargeable to Imperial Government.....	£ s. d. 606 17 3
Ditto ditto to Colonial Government	5511 3 0

No. 6.

NEEDLEWORK PERFORMED BY THE GIRLS DURING 1870.

	Made.	Repaired.
Pinafores	838	—
Petticoat Skirts	286	—
Pillow Cases	274	7
Chemises	110	30
Frocks	20	9
Hoods	105	100
Rollers	44	—
Strings	100	—
Night Gowns	212	140
Sheets	69	69
Petticoats	14	225
Aprons, Boys'	24	—
Frock Skirts	309	—
Ticks altered	48	—
Hats trimmed	130	—
Shirts, partly	217	—
Stockings and Socks darned	—	409
	2800	1059

VALUE OF SAID NEEDLEWORK IF CHARGED AT ORDINARY RATES.

Dozen.	Pieces.	Articles.	Price.	Amount.
46	7	Sheets, Pillow Cases, &c.	3s.	£ 6 19 9
186	9	General Clothing	6s.	56 0 6
88	3	Repairs	1s.	4 8 3
				£67 8 6

No. 7.

WASHING PERFORMED BY WOMEN AND GIRLS DURING 1870.

Pinafores	38,533
Bathing Dresses and Capes	930
Shirts	17,439
Socks, pairs	4515
Cases, Pillow	12,595
Chemises	11,045
Stockings, pairs	7174
Hoods	1935
Gowns, Night	7303
Towels	9915
Jackets, Girls'	1402
Sheets	17,930
Blankets and Rugs	371
Flannels	1450
Frocks	520
Petticoats	364
Jumpers	1053
Trousers, pairs	3155
Waistcoats	1508
Jackets	32

TOTAL..... 139,169

VALUE OF SAID WASHING IF CHARGED AT ORDINARY RATES.

Dozens.	Pieces.	Articles.	Price.	Amount.
1525	1	Sheets, Blankets, and Rugs	1s. 6d. per dozen.	£ 114 8 1½
10,072	—	Ordinary	1s. per dozen.	503 12 2
				£618 0 3½

LIST OF SICK AND WOUNDED AT QUEEN'S ASYLUM FOR 1870.

CLASS I.—ZYMOTIC DISEASES.		Order 3.—DISEASES OF THE RESPIRATORY SYSTEM.	
Order 1.—MIASMATIC DISEASES.		Laryngitis.....	2
Erysipelas.....	1	Total Order 3.....	— 2
Hives.....	1	Order 4.—DISEASES OF THE DIGESTIVE ORGANS.	
Fever, continued.....	21	Febris, ephemeral.....	12
Parotitis.....	1	Gastralgia.....	1
Scarlatina.....	20	Hæpatitis.....	5
Furunculus.....	1	Icterus.....	1
Total Order 1.....	— 45	Total Order 4.....	— 19
Order 2.—ENTHETIC DISEASES.		Order 5.—DISEASES OF THE URINARY ORGANS.	
Paraphymosis.....	3	Eneuresis.....	6
Phymosis.....	1	Total Order 5.....	— 6
Total Order 2.....	— 4	Order 7.—DISEASES OF THE LOCOMOTIVE SYSTEM.	
Order 3.—DIETIC DISEASES.		Morbus Coxarius.....	1
Rachitis.....	1	Synovitis.....	1
Total Order 3.....	— 1	Total Order 7.....	— 2
Order 4.—PARASITIC DISEASES.		Order 8.—DISEASES OF THE INTEGUMENTARY SYSTEM.	
Lumbrici.....	11	Ulcus.....	1
Hydatid of Liver.....	1	Pernio.....	3
Tinea.....	7	Lepra.....	1
Scabies.....	26	Eczema.....	13
Total Order 4.....	— 45	Other Skin Affections.....	12
Total Class 1.....	95	Total Order 8.....	— 30
CLASS II.—CONSTITUTIONAL DISEASES.		Total Class 3.....	79
Order 1.—DIATHETIC DISEASES.		CLASS IV.—DEVELOPMENT DISEASES.	
Anæmia.....	3	Order 1.—DEVELOPMENT DISEASES OF CHILDREN.	
Cancrum Oris.....	5	Club Foot.....	1
Tumores encyst.....	3	Total Order 1.....	— 1
Total Order 1.....	— 11	Total Class 4.....	1
Order 2.—TUBERCULAR DISEASES.		CLASS V.—VIOLENCE.	
Abscessum.....	2	Order 1.—ACCIDENT OR NEGLIGENCE.	
Serofula.....	1	Fracture.....	1
Total Order 2.....	— 3	Contusions.....	6
Total Class 2.....	14	Cuts.....	2
CLASS III.—LOCAL DISEASES.		Burns and Scalds.....	4
Order 1.—DISEASES OF THE NERVOUS SYSTEM.		Concussion.....	1
Paraplegia.....	2	Total Order 1.....	— 14
Hemiplegia.....	1	Total Class 5.....	14
Chorea.....	4	GENERAL TOTAL..... 203	
Ophthalmia.....	3		
Conjunctivitis.....	2		
Blind.....	1		
Epilepsy.....	1		
Odontalgia.....	6		
Total Order 1.....	— 20		

MR. RULE'S REPORT.

Hobart Town, 30th December, 1870.

SIR,

I HAVE the honor to report to you the results of my examination of the children in the Queen's Orphan Asylum as to their secular instruction.

A large proportion of those examined had been admitted to the Asylum during the year; and as most of the new scholars were very ignorant, the numbers in the higher classes are less in proportion than they were last year. The classification is as follows:—

In the infants' school 30 boys and 18 girls in the first class, and six boys and six girls in the second. In the other schools 25 boys and 11 girls are in the first class, 39 boys and 40 girls in the second, 66 boys and 24 girls in the third, 26 boys and 8 girls in the fourth, and 9 boys and 6 girls in the monitor or fifth class; the total number examined being 314. Their average ages are—in the infants' school 7 years for both classes; in the girls' school 10 years for the first class, 10 for the second, 11 for the third, 12 for the fourth, and 13 for the fifth; in the boys' school there are—9 years for the first class, 9 for the second, 11 for the third, 12 for the fourth, and 13 for the fifth.

It may be noticed that, as the average age in the third class is over 11, many must be, according to the regulations, eligible for apprenticeship without having reached a standard of learning higher than the third, and are, therefore, very likely to sink back into a state of hopeless ignorance and inability to use the means of self-culture.

The instruction still shows the defects inseparable from the monitorial system, and these are aggravated by circumstances more or less susceptible of amendment. The continual coming in of children totally untrained, and too old to remain long enough in the Asylum to gain thereby any permanent benefit, the system of relays in the industrial work, and the inconvenient arrangement of the school furniture, are the most noticeable hindrances.

The difference in yearly cost would be trifling to abolish the monitorial system and appoint pupil teachers instead of monitors, care being taken to economise the present amount of skilled labour by bringing the boys and the girls together in the same classes. The relay system of sending the children out of class to industrial work needs full explanation for one to understand its disadvantages. According to this system one-third of every class of boys from the second upwards, except the monitors, is continually absent from secular instruction, and thus each boy has for that instruction two-thirds of four days a week, or 133 days in the school year, deducting nothing for incidental holidays—for Wednesday is wholly devoted to Religious Instruction, and Saturday is a holiday. Now, if a whole class were always present so many days in a year, there would be little to complain of—seeing that the children must learn to use their hands as well as their heads; but that is not the case; no more than two-thirds are ever present at once, and consequently systematic teaching is impossible. The girls have only two hours a day, or eight hours a week, for secular instruction; but then the relay system applies only to their fourth class. Their favourable comparison with the boys shows that the half-time system would be more advantageous for mental culture than the relay system, whatever it might be in other respects.

All things considered it would be very wonderful if the results of the examination were satisfactory. They may be briefly stated as follows:—

In the Monitor Classes the reading is correct and fluent, the girls' more so than the boys'; the writing good; the arithmetic bad; the boys' spelling very fair; the girls' moderate; of grammar they know nothing; but in geography a few have a fair general knowledge of the Map of the World. In the fourth classes the reading for correctness and fluency is fair; the girls' more so than the boys'; the writing good; the arithmetic very moderate; the boys' spelling good; and that of the girls very moderate. In the third classes the reading is fair; the writing good; the spelling very moderate; and the arithmetic very inaccurate. In the second classes the boys' reading is fair; that of the girls moderate; the writing of both fair; and the arithmetic moderate. In the first classes the reading is moderate, and the writing good.

In comparing these results with those of my last examination, I find the same fair ability in recognising and naming words correctly, in writing and in spelling; but also the same want of intelligence in reading, and of accuracy in arithmetic.

The following list of names shows to which boys and girls prizes have been awarded in the different subjects:—

BOYS' PRIZE LIST.

Reading.—John Innis, Jas. Innis, Robert Surples, Thos. Woods, W. P. Keen, John Willett, Edward Burke, Chas. Clarke, John Harford, Robert Berry.

Writing.—Geo. Allen, Patrick Cusack, Charles M'Hue, Thos. M'Donald, A. Appleby, Thos. H. Charles.

Arithmetic.—Edwin Dawson, Robert Surples, Thos. M'Donald, Edwin Cootes.

Dictation.—George Gregory, Edwin Dawson, William Walker, Thos. McDonald, John Grill.

Extra Prize for Geography.—George Currier.

Industrial Prizes, &c.—*Band* (fife), Geo. Allen; (drum), Frank Jennett. *Bakehouse*: G. Leathley. *Dining Hall*: Chas. Carr. *Household Work*: Joseph Smith.

GIRLS' PRIZE LIST.

Reading.—Ann Curtis, Agnes Conway, Elizabeth Boothe, Sarah Conners, Theresa Conway, Phœbe Shaw, Mary Bradley.

Writing.—Mary Allen, Agnes Conway, Catherine Revell, S. Conners, T. Conway.

Arithmetic.—Catherine Smith, Sarah Trenchard, Mary Phillips, Emma Jones.

Dictation.—Mary Hackett, Georgina Moore, Elizabeth Boothe, Catherine M'Loughlin.

Extra Prize for Geography.—Ann Curtis.

Industrial Prizes, &c.—*Laundry*: Ellen Brödie. *Kitchen*: Catherine Smith. *First Dormitory*: Fanny Fardell. *Second Dormitory*: Emma Jones.

The prize for spelling was first awarded to Ann Curtis, who, having been assured of the reading prize, generously gave up that of spelling to Mary Hackett. The arithmetic was so bad in the monitor classes that I thought it best to award no prize for it.

I have the honor to be,

Sir,

Your obedient Servant,

JAMES RULE.

The Hon. the Colonial Secretary.

HIS LORDSHIP THE BISHOP'S REPORT.

Bishop's Court, 29th December, 1870.

MAY IT PLEASE YOUR EXCELLENCY.

ON this occasion, instead of nominating a substitute, according to the annual custom, I have undertaken in my own person to examine the children that are committed to the spiritual charge of the Church of England Chaplain. I have devoted the whole of one day to this important object, and had before me every class and every child in turn. I endeavoured to keep steadily before my mind the question, how far these poor children were carrying out from this institution those defences against moral evil, those motives to right behaviour in after life, which religious principles seek to impart, and in the successful imparting of which the State, looking only to the present life, is deeply concerned. I have borne in mind that the State has assumed the charge not of so much ordinance for the public protection, but *in loco parentis* it has undertaken the preparation of these young children for the business and battle of life. I assume that what the State is bound and is endeavouring to aim at, is to do for its orphan children just that which a good parent would do for his own child. And no child can be regarded as armed for the battle of life, or fitted to take his start in it, unless his knowledge is the knowledge of good and evil; resting upon the belief in their everlasting distinctions, and in the existence, the presence, and the love of God. Upon the mind, therefore, of the Reverend the Chaplain and of all who are engaged in the moral and spiritual well-being of these poor children, I would, not as a formal examiner appointed by authority, but on higher grounds, venture to impress this counsel; let the value of your labours and all your appliances be measured by their tendency to awaken the religious consciousness of these children. I do not undervalue the advantages of catechisms or formularies, but like all compendiums, they should, I think, follow, and never supersede, the use of the Book itself which they attempt to epitomise. The pictorial parables, the beautiful emblems, the simple biographies of Holy Scripture, are God's way of teaching His own truth; catechisms, are the ways of man's wisdom, and have their special purpose,—but the one appeals only to the memory, the other more directly to the conscience of the child. A lesson, in the hands of a skilful teacher, upon such a subject as "Thou, God, seest me," pictured out to the children's mind and illustrated by example and anecdote, enforced by a loving teacher, both in school and play-ground, would be likely to leave an impression for good, more vivid and lasting than pages of a well-conned catechism.

With such general remarks, I proceed to record the results of the examination. What made the greatest impression upon me was the immense difference between the highest and all the inferior divisions, both among the boys and the girls. So great was this difference that, whatever be the cause, I felt that if the children were to leave the Asylum before they attain to the higher class, looked on from a religious point of view, they must leave without any security that they will hold their own in the great conflict with evil in the world. Compared with an English District Pauper School, or even with a good English National School, the knowledge, and what is much more, the religious intelligence of the first divisions both of boys and girls are fully on a par with them; but in the lower classes, while the literal knowledge is as mechanically accurate when tested by answers from their text books, the proceeds of real education, *i. e.*, the awakening of intelligence and thought, were almost *nil*. The conviction left upon my mind was, that whether the intelligence of the more advanced children is due to the special pains bestowed by the chaplain, or to the fact that the minds of this class of children, born to an inheritance of dulness and neglect, require longer time for development, the institution cannot but prove to be a great blessing to the Colony. If I might venture to speculate upon the cause of this phenomenon, my hypothesis would be that the minds of the elder children in secular and religious teaching (for in this respect the one acts necessarily upon the other) are quickened by the living contact with superior minds. The lower classes, where teaching skill is most wanted, because the intellect of this class of children is most dull even for their age, are committed, as English children were until 20 years ago, to the care of raw monitors. In all countries which claim to stand foremost in the education of the people, the monitorial system has been uniformly

discarded. Young boys employed as monitors must of necessity become mere machines. They must, being themselves destitute of experience and skill, lean upon the help of petty manuals of questions and answers. Such manuals only load the memory and disgust the taste, but fail to quicken the intelligence or arouse the interest of children. I find that throughout all the lower classes this recorded remark holds good, "The children had admirably mastered the subject matter of their books. They answered with great exactness, and had been most carefully drilled, but all the answers came out in one stereotyped form, ticketed and ready for use, requiring neither intelligence nor thought." For example, in the second class of boys, to the question, "What do you mean by covenant?" the reply was, "The wish to have that which belongeth to another," "covenant" being evidently mistaken for "covet," and the answer as evidently coming from some minor catechism explaining the tenth commandment. I could not obtain from a large class of girls any use for water, except for drink, which was the more remarkable as they were all beautifully clean, and must many of them be employed in the laundry. In the third class of boys I was informed that by "patriarch" was meant a sheep, meaning, I suppose, the patriarch of the flock; "that Jacob was the son of Abraham," and many other answers which it would be scarcely reverent to repeat, were given. None in this class could supply without prompting any scripture text to show the efficacy of Christ's death and sacrifice. The fifth class of boys, with but few exceptions, could not explain the meaning of Christmas Day, and when I attempted to fix the thought by referring to their own birthdays, the melancholy fact came out that of the 18 boys before me only one knew when his own birthday was—a fact that, when we remember how much is often made of our own children's birthdays, should plead eloquently for our sympathy and our forbearance towards those whose very birth may have been looked on as a misfortune. The sixth class both of boys and girls afforded a still greater difficulty in the task of ascertaining comparative excellence; their rote knowledge was so exact, though monotonous, and their replies, beyond the text book, so destitute of any value.

On the whole, I was much pleased with the evident improvement of the children as compared with the period of my first visit, six years ago. In the highest division there is far more intelligence, and in the lower, far brighter and pleasanter faces. The faults to which I have adverted are inherent in the institution, and are not chargeable upon the zealous chaplain, whose true results are seen in the elder classes. How far the intelligence of the younger children could be awakened and their affections trained by the system now largely adopted in England of farming them out to childless or other homes among the respectable poor, placing them under the surveillance of benevolent ladies, and allowing them to be educated at the public schools with other children, is a question which it would be out of place now to discuss. In many cases one thing at least would be secured: the individual contact of the child with something like parental care and perhaps maternal love, with all those benefits which are inseparable from Nature's model school, a home. It is all the difference between the delicate work of the hand and the work of a gigantic machinery. I must content myself with referring to an interesting paper upon this subject in the September number of the *Cornhill Magazine*. Once more, I recommend that not only the school but the church should be made more subservient to the religious training of these children. If possible, a separate and short service, one in which the children should take their part in canticle and hymn, rendered bright and attractive, in the place of the long morning service, would be an inestimable improvement. I further recommend in school work the use of simple hymns (such as the "narrative hymns" of Mrs. Alexander set to music), as well as of pictures, the want of which subsidiary helps has struck me, as it struck one of the Examiners on a former occasion, as remarkable. I am happy to know that the chaplain and officers have faith in the law of kindness. Severity, the great resource of unskilled educators, as a rule, has no place. When the real wants of these children are borne in mind, suggested by the words "home" and "nature," I am convinced that of all learning dry book-learning is the least adapted to their necessities; and that religion united to weariness is positively hurtful. Whatever leaves the heart dreary, fails of its purpose, and whatever, ignoring their individuality, induces the impression that they are made by machinery. What would our own children be without any to love, or any to love them? Knowing this, our best and holiest aim should be to endeavour to absorb some of these children now if possible, and others when they leave, into homes worthy the name, where, in return for their manual labour, if not for better motives, their comforts and well-being for time and eternity will be conscientiously cared for.

C. H. TASMANIA, *Examiner*.

Prizes for religious knowledge (Protestants):—Thomas Henderson, Oscar Colmstock, John Edwards, W. Innes, W. Walker, R. Charles, Charles Carr, S. Williams, Walter P. Keen, N. Bailey, James Jackson, R. Jennett, Thomas Wilkinson, E. Cootes, B. Grill, Jane Lincoln, Caroline Williams, Anne Smith, Mary Allen, Winnifred Walch, Emma Booth, Sarah Priest, Catherine Harris, Emma Druce, Ellen Burke, Elizabeth Priest, Mary Ann Lamb, Mary Center.

THE VERY REV. THE VICAR-GENERAL'S REPORT.

Macquarie-street, 30th December, 1870.

SIR,

I HAVE the honor to report that I conducted the examination of the Catholic portion of the children of the Queen's Asylum on Friday, the 23rd instant, in their knowledge of religion. Both girls and boys were, as on former occasions, classified severally into five divisions. The children belonging to the highest classes, besides an enlarged "general catechism" of Christian doctrine, had prepared for examination

“a historical catechism” embracing in a compendious form the history of the old and new testament. Those of the lower classes had prepared “an abridgement of the Christian doctrine,” and a portion of Bible history, together with the prayers which they are bound by precept to know.

Generally speaking the girls maintained the character for good answering which they merited to receive last year, the greater number of them not having failed to answer the questions proposed to them; seeming to understand the bearing of divine truths upon human actions, the influence which they exercise over the practices of daily life, and the motives which render their actions either bad in themselves, or meritorious through divine grace. Those placed in the lowest classes were, considering their age, fairly instructed in the principal mysteries of religion and in the prayers which they are under an obligation of knowing, and which religion teaches them to say devoutly every day.

As regards the boys a very marked improvement upon the answering of last year was perceptible in their several classes. With some exceptions, whose lack of religious knowledge is ascribable to natural dulness, their answering was generally of a very satisfactory character, affording undoubted evidence that much care and attention have been expended by the clergyman and lay teachers whose immediate duty it is to impart religious instruction to them, in impressing divine truths fixedly and lastingly upon their minds.

I am happy to feel warranted in stating that the good results of the uniform and exact religious training which the children of the Queen’s Asylum are accustomed to receive have latterly manifested themselves outside the Asylum in a very remarkable degree. The children who have been apprenticed for some time past are reported to be conducting themselves in an orderly and praiseworthy manner. Their services are more highly appreciated by their masters and mistresses, fewer complaints are made concerning them, and they are growing up in our midst useful and virtuous members of society.

Thus, while the State exercises her duty of taking parental charge and care of her forlorn and destitute children, she finds herself richly compensated for the cost in the social advantages which they in grateful return confer upon her.

I have much pleasure in awarding prizes for superior answering in the 1st class of girls to Agnes Conway, Mary Hackett, Johanna Alcock, and Catherine Blake; and in the 2nd class to Sarah Allen, Margaret Philips, Angelina Brown, and Eliza Drake; in the 3rd class to Adelaide Williams, Emma Jones, and Matilda Revell; and in the 4th class to Emily Clarke, Amelia Doyle, and Elizabeth Read. In the first class of boys I award prizes to Henry Donovan, George Gregory, George Courier, and Robert Smith; in the 2nd class to William Cuddy, Henry Revell, and James Atkinson; in the 3rd class to Augustus Slattery, Patrick Smith, William Donovan, and William Gardiner; and in the 4th class to Edward O’Donnell and John Whelan.

I have the honor to be,

Sir,

Your obedient Servant,

WILLIAM J. DUNNE, *Vicar-General.*

To the Hon. the Colonial Secretary.
