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PARLIAMENT OF TASMANIA.

EDUCATION DEPARTMENT:

REPORT FOR 1888.

Presented to both Houses of Parliament by His Excellency's Command.



REPORT of the MINISTER OF EDUCATION for the Year 1888.

*To His Excellency SIR ROBERT GEORGE CROOKSHANK HAMILTON, Knight
Commander of the Most Honorable Order of the Bath, Governor and
Commander-in-Chief of the Colony of Tasmania and its Dependencies.*

MAY IT PLEASE YOUR EXCELLENCY :

I HAVE the honor to submit the following Report of the Education Department for the year 1888.

Schools.

The number of State schools opened during the year was 220, as against 215 for 1887, showing an increase of five. Two provisional schools were closed at the end of the year, the teachers having been transferred to the charge of other schools in consequence of the paucity of attendance, and the prospects for the future have not yet warranted their re-establishment. Several other schools are being maintained at a greater expense than the attendance of scholars justifies, and some of these, if showing no improvement, will have to be reduced to the half-time system or closed. Schools were re-opened or new schools established during the year at Chitty's Road, Cornwall Colliery, Gardner's Creek, Glen Fern, Jacobs' Boat Harbour, Koonya, Lachlan, Mountain River, Ridgeway, and West Scottsdale.

Attendance.

The number of scholars on the rolls at any time during the year increased from 16,527 in 1887, to 17,125 in 1888; the average number on the rolls month by month, from 11,383 to 12,002; and the average daily attendance, from 8182 to 8730.

The subjoined table gives a general outline of the progress of elementary education during the past ten years :—

<i>Year.</i>	<i>No. of Schools.</i>	<i>No. of Scholars on Rolls during the year.</i>	<i>Average No. of Scholars on Rolls from month to month.</i>	<i>Average Atten- dance.</i>
1878	164	12,453	8297	6032
1879	171	12,652	8520	6203
1880	171	12,286	8352	6002
1881	175	13,644	9258	6701
1882	181	13,775	9302	6711
1883	183	14,241	9708	7040
1884	191	14,846	10,144	7297
1885	204	15,418	10,531	7465
1886	209	16,014	11,199	7856
1887	215	16,527	11,383	8182
1888	220	17,125	12,002	8730

The enforcement of the compulsory clauses of the Act rests now with the Boards of Advice, it having been deemed expedient last year to discontinue the employment of Truant Officers, and the Department has not at present any means of supplementing the action which is being taken by the local authorities, or of ascertaining exactly the extent to which it has been successful.

Age and Classification of Scholars.

The following table, compiled from the Teachers' Returns, gives the age and classification under the standard of instruction of 11,888 scholars on the rolls of State Schools at the end of the year :—

	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	TOTAL.
Under four years	71	...	...	...	...	...	71
Four years.....	210	...	...	...	...	...	210
Five years.....	500	9	...	...	...	...	509
Six years.....	797	80	3	...	...	...	880
Seven years	1088	290	44	5	...	...	1427
Eight years.....	878	517	164	25	...	...	1584
Nine years.....	499	621	391	85	11	...	1607
Ten years	289	512	528	222	63	6	1620
Eleven years	108	303	450	349	138	26	1374
Twelve years	68	168	327	363	222	63	1211
Thirteen years	21	76	169	261	162	63	752
Fourteen years and over	21	46	97	174	176	129	643
TOTAL	4550	2622	2173	1484	772	287	11,888
Percentage of Scholars.....	38·27	22·06	18·29	12·48	6·49	2·41	100·00

The Reports of the Inspectors of Schools give the results of the examination of 10,047 scholars—the examination being intended, not only to test the attainments of the children and the quality of the teaching, but also to determine how far the directions of the Standard have been attended to by the teachers in organising the school classes. The following table represents approximately the educational condition of the children in ordinary attendance :—

	Class I.		Class II.	Class III.	Class IV.	Class V.	Class VI.	TOTAL.
	Div. 1.	Div. 2.						
Number examined	2712	1619	2212	1867	1060	440	137	10,047
Percentage on total number examined...	26·99	16·11	22·02	18·58	10·56	4·38	1·36	

Half-time Schools.

The half-time system, so far as it has been applied, appears to be working satisfactorily. The employment of itinerating teachers has not yet been found practicable, the exceptionally difficult conditions under which the instruction would have to be given preventing the Department from securing the services of persons qualified for the work. An attempt will, however, be made to secure the periodical visitation of some of the isolated families in the Lake country during the Summer months. Night Schools are not much in request, but a considerable amount of instruction is given by State School Teachers to evening classes where local circumstances are not favourable to the establishment of schools under the Regulations of the Department.

Training.

The Model School established under the Act—which is also the Battery Point State School—continues to progress satisfactorily. Two students, who had been employed as assistants during the year, have been placed in charge of country schools for a further period of probation, and nine teachers have had the advantage of attending for instruction in method and in the ordinary subjects of instruction, besides several approved candidates for employment who required some preparation to qualify them for the charge of country schools. The special classes for instruction in Drawing and Singing have been regularly attended by the students, the pupil teachers, and some of the assistants of the Hobart schools. The Regulations for the employment of Pupil Teachers, Paid Monitors, and Junior Assistants have been thoroughly revised, and will come into immediate operation.

Inspection and Local Visitation.

The total number of official visits made by the Inspectors of Schools during the year for the purpose of inspection and examination was 554; in addition to these there were 732 visits made by Members of Boards of Advice, and 1496 by persons not officially connected with the schools, besides 1330 visits of Ministers of Religion for the purpose of giving religious instruction under the provisions of the Act.

Boards of Advice.

Valuable service has been rendered to the Department by the Boards of Advice in the exercise of functions entrusted to them by the Education Act. For the internal management of State

schools the teachers are responsible to the Minister alone as represented by the professional officers acting under his direction; but there are many matters in which it is necessary to have a competent local authority to protect alike the interests of the teachers and of the general public, and the knowledge of the existence of such an authority often obviates the necessity for its interference.

In the School Districts of Selby, East and West Ringarooma, New Norfolk, North Franklin, and Oatlands the Boards of Advice have exercised the power conferred upon them by the 24th Section of the Act in extending the radius of compulsory attendance, the distance being increased in some cases to two and a half, and in others to three miles. The need for the extension of the limit within which neglected children can be reached has been often demonstrated, and experience has shown that full consideration is given to conditions necessitating a relaxation of the rule, and that the local authorities are by no means apt to err in the direction of severity.

Some misconception appears to have prevailed in regard to the expenditure of the allowances voted by Parliament for the local purposes of schools, the conditions under which exemption from payment of school fees can be legally claimed, and the necessity for the enforcement of attendance; but there are few instances in which a desire to faithfully discharge the responsible functions devolving upon the Board of Advice has not been manifested.

The obstacles which interfere with the satisfactory operation of the compulsory clauses of the Education Act would be removed to a great extent if the control of the whole Police system were vested in one central authority, and the transaction of Police business conducted on a uniform principle of management.

School Fees.

The school fees paid by parents in aid of teachers' salaries during the year amounted to £8980 7s., or £568 1s. 6d. more than in 1887, which represents an average payment at the rate of £1 0s. 7d. per scholar, calculated upon the average daily attendance for the year.

Free Scholars.

A return of the number of children admitted to country schools during the year under free certificates is appended. The sum of £343 10s. 6d. was paid by the Department for their instruction, the average number of free scholars, estimated from the quarterly returns of the teachers, being 785.

Income of Teachers.

The subjoined Table gives a summary of the incomes of Head Teachers of State Schools compiled from official returns, and subdivided as follows:—(A) Teachers of schools in Hobart and Launceston; (B) other Teachers holding certificates of competency; and (C) Uncertificated Teachers.

The official income alone is taken into account in this return, and the value of the teacher's residence or house allowance is not included.

	MALE TEACHERS.				FEMALE TEACHERS.			
	Number of Teachers.	Maximum Income.	Minimum Income.	Average Income.	Number of Teachers.	Maximum Income.	Minimum Income.	Average Income.
		£ s. d.	£ s. d.	£ s. d.		£ s. d.	£ s. d.	£ s. d.
A	7	755 17 11	244 13 4	432 0 0	1	203 1 6	203 1 6	203 1 6
B	80	365 10 6	86 15 9	159 1 1	4	134 11 1	103 0 6	111 18 7
C	44	203 10 7	62 13 8	103 18 8	66	126 13 0	45 13 0	69 8 9

State School Exhibitions.

An examination in connection with the Exhibitions annually awarded to boys and girls under the age of 12 years was held in the month of June. The following is a list of the successful candidates:—

No.	Name.	Date of Birth.	School.
BOYS.			
1	Turner, Ernest W.....	15 July, 1876	Battery Point
2	Hodgman, William M.....	7 July, 1876	George's Bay
3	Burgess, George W.....	18 August, 1876	Stanley
4	Lavers, Henry.....	15 April, 1877	Sheffield
5	Jones, Arthur J.....	19 January, 1878	Lefroy
6	Heritage, Francis B.....	21 September, 1877	Longford
GIRLS.			
1	McGough, Hannah C. W.....	25 September, 1876	Goulburn-street
2	Barnett, Hilda B.	5 March, 1877	Franklin
3	Iles, Elizabeth Stella	12 January, 1877	George's Bay
4	O'Brien, Eliza	28 November, 1877	Longford

General Expenditure.

The chief heads of Expenditure under the Annual Vote in aid of Primary Education may be summarised thus :—

	£	s.	d.
1. Salaries and allowances of Teachers, Assistant Teachers, Pupil Teachers, and Paid Monitors - - - - -	21,193	0	3
2. Model School - - - - -	774	10	0
3. Repairs to State School buildings - - - - -	1756	15	8
4. Rent of School buildings - - - - -	266	15	8
5. Repairs and improvement to School buildings occupied by the Department - - - - -	259	18	2
6. Preparation of plans and supervision of works - - - - -	569	9	1
7. School furniture and fittings - - - - -	274	8	5
8. School requisites (books, maps, &c.) - - - - -	395	14	9
9. Salaries and allowances of Truant Officers - - - - -	118	17	6
10. Miscellaneous expenses - - - - -	469	10	3
11. Allowances to Boards of Advice - - - - -	2437	7	6
12. Exhibitions from State Schools - - - - -	1112	0	9
	29,628	8	0
13. Administration and Inspection - - - - -	3019	19	3
	<u>£32,648</u>	<u>7</u>	<u>3</u>

Erection of Schoolhouses.

The sum of £5565 14s. 1d. was appropriated during the year, under the provisions of the Education Act, 1885, to the purchase of sites and the erection and improvement of State School buildings, as is shown in the following schedule :—

	£	s.	d.
Alberton, additions	50	0	0
Avoca, schoolroom	254	4	6
Bangor, purchase of building	10	0	0
Black River, additions	59	19	6
Broadmarsh, additions	78	0	0
Campania, additions	148	19	6
Dromedary, schoolroom	150	5	6
Ellendale, purchase of site	19	17	2
Evandale, schoolroom	918	0	0
Frankford, additions	46	0	0
Kangaroo Valley, school and residence	285	13	2
Kingsdon, purchase of site.....	36	5	6
Kingston, purchase of site.....	31	6	5
Koonya, extras on contract for premises.....	9	5	0
Lachlan, school and residence	360	6	6
Mole Creek, purchase of site	10	3	1
Mountain River, purchase of site.....	19	18	8
Murray-street, alterations to school.....	175	14	0
New Town, additions	178	18	6
Nubeena, school and residence.....	263	17	6
Parkham, additions	65	12	0
Pyengana, school and residence	319	0	0
Romaine, site	9	0	0
Rubicon Bridge, school and residence.....	335	0	0
Sandy Bay, extras.....	20	0	0
Sorell, school and classroom.....	350	0	0
St. Helen's, alterations to school	55	0	0
Stoodley, school and residence.....	223	3	0
Tunnack, school and residence.....	371	6	0
Turner's Marsh, schoolroom.....	238	10	0
Young Town, school and residence.....	472	8	7
	<u>£5565</u>	<u>14</u>	<u>1</u>

The General Report of the Director of Education, and the Reports of the Inspectors of Schools, together with detailed statements of the year's expenditure, and other statistical tables, are appended.

B. STAFFORD BIRD.

30th May, 1889.

APPENDIX A.

GENERAL REPORT for 1888, by T. STEPHENS, M.A., Director of Education.

Hobart, 21st May, 1889.

SIR,

THE history of the past year has not been eventful, but I am able to report that the regular business of the department has been kept from getting into arrear, though, the work in all branches of the service increasing more rapidly than the provision for disposing of it, this has not been accomplished without difficulty. The extension of the means of education; the selection of candidates for employment, and their preparation for the work of teaching; the appointment and transfer of teachers; the business connected with the acquisition of school sites, and the erection, repair, and improvement of school-houses; the letters from Boards of Advice and teachers; the general correspondence; and the other miscellaneous duties belonging to the professional supervision of the educational system, have required unremitting attention, and have prevented much progress from being made with the work of re-organisation towards which the way was opened three years ago by the passing of the Education Act. A few modifications of old rules which received official sanction early in the year have proved useful, and it is probable that considerable progress will be made in the general revision of Regulations before the next Annual Report is published.

Training of Teachers.

The new code of Regulations for the appointment and training of Pupil Teachers and Paid Monitors, which has now received your sanction, has been long under consideration, great care being required in re-organising a system which was in operation for some twenty-five years without any useful revision. The principle of the employment of pupil teachers is not very cordially supported by competent authorities, but it is and must remain a prominent feature in the system until some satisfactory substitute has been found for it which is suited to the existing conditions of primary education. The new Rules, if faithfully carried into effect, will, it is hoped, render the schools more efficient, will improve the condition of the pupil teachers themselves, and will help to prevent the State from being permanently hampered by the inefficiency of teachers destitute of any special qualification for their office. The provision which has been made for a term of probation in every instance was strongly advocated by teachers of large experience, who know only too well how difficult it is to determine the question of fitness until the test of actual work in school has been applied under their direction and under the supervision of the Inspector. It has been thought by some that the entrance standard of attainments has been fixed too low considering the substantial increase in the scale of salaries; but the intention was to limit the requirements under this head to a range within which a thorough and intelligent knowledge of the subjects might be fairly insisted on, and thus prevent the undue strain in working for higher standards which generally follows defective grounding. The performance of the full work of a pupil teacher is not at all incompatible with the enjoyment of perfect health, premising that in this, as in every other kind of employment in which young subordinates are engaged, a careful and vigilant oversight is indispensable. The few cases of break-down which I have met with in an experience extending over many years have been directly traceable to the admission of a candidate constitutionally delicate, the want of judicious direction of the daily work, or the folly of parents in allowing studies to be carried on up to a late hour at night, and none of these causes ought to exist under proper supervision.

One weak point in the plan of devoting to the profession young persons who have not emerged from childhood is that most of them have to pass suddenly from a course of training in which they were always under direction, and had little opportunity of acquiring habits of self-reliance or knowledge of life away from their work, to the responsible charge of the little world of a school, in which the mere imparting of elementary instruction is only one, and not the most important of their duties. The head of a small bush school occupies in many respects a more responsible position than the chief assistant in the largest town school, and it is not until this stage in the career of the ex-pupil teacher is reached that the real work of probation begins. Many of the most useful of our teachers have entered the profession without special training, but with a practical experience and knowledge of the world gained in fighting the battle of life on their own account, which is no small advantage, and there is a fair supply of candidates of this class, including among those whose educational attainments are of a very humble order some who have taken University degrees, or have obtained certificates which exempt them from the usual test at entrance into the service. The Model School, though still in the experimental stage of its existence, has already done good work in preparing young persons for the profession of teaching; but its chief object, so far as training is concerned, is to show to those who have already had some experience the advantages of improved methods, and the preliminary preparation of candidates will often be best given in an ordinary school. The exhibitions or bursaries founded by the munificence of the late Philip Smith, formerly of Syndal, which are expressly limited by the terms of the bequest to country teachers reported as deserving of encouragement, have already done good service, and their usefulness is only restricted by the difficulty of finding a satisfactory *locum tenens* for the successful candidate while in attendance at the Model School.

Standard of Instruction.

If our knowledge of the progress made in the condition of elementary education were derivable from statistics alone the outlook for the future would not be encouraging, and it is satisfactory to be able to compare present and past times through an exceptionally long personal experience in all parts of the Colony. Of the types of schools in existence thirty years ago, which might be classed as good, indifferent, and bad, the last has entirely disappeared, while the first and second have improved in every respect. Still, the general standard of proficiency is by no means satisfactory. A child who leaves school without having fairly mastered the standard of knowledge which is represented by the subjects prescribed for the Fourth Class in a State School is not properly equipped for even the humblest calling. A reference to the table of age and classification will show that out of all the scholars on the rolls at the end of the year, the number returned by the teachers in classes above the Fourth was between 8 and 9 per cent; but that even this was too favourable a view is shown by the general results of the Inspectors' examinations, which reduce the number to less than six per cent. If, again, the ages of scholars are considered, it will be seen that, while some children of tender years have been classed higher than the standard of instruction rightly interpreted allows, or than is desirable if regard be paid to the mischievous effects of stimulating juvenile precocity, there are in the three lowest classes a number of children over 12 years of age constituting 7·57 per cent. of the total number. Unskilled teaching is partly chargeable with this grave defect, but laxity in the administration of the compulsory clauses of the Act in past years is mainly responsible for it. I have always urged that the province of the primary school is to give a thorough and intelligent grasp of the essentials of instruction, and until a more satisfactory general standard of proficiency can be exhibited I should deprecate making any addition to the book-work already prescribed for the State Schools.

First among the other practical branches of education stands the training of the eye and hand by instruction in freehand drawing, including drawing from the round; and this is systematically taught in the Model School, and elsewhere to some extent, with fair results. Skill in teaching this subject has always been held to be an important factor in the qualification for the office of teacher, and deserves more substantial recognition than it has hitherto received. Drawing, and the collective lessons on industrial arts and elementary science—the latter of which should always be illustrated by simple experiments—constitute the instruction in “the principles of technical education” for which alone provision is made in the Act, the secondary instruction given under the name of technical education being outside the province of the State Schools as at present constituted.

A gradual improvement is noticeable in the average income of teachers, and this would be higher than is shown in the comparative statement were it not for the small emoluments earned by some who have been classed as competent teachers without sufficient consideration, and by a somewhat large number of others who have not yet established their claim to a position above the lowest class. The indiscriminate issue of free certificates in past years has done much harm in some districts by reducing the income which the teacher has a right to expect from school fees, and the firm stand which has been made by some of the Boards of Advice against this abuse is deserving of general imitation.

Observance of Regulations, &c.

One of the most important duties of a chief officer is to keep himself, as it were, in touch with every teacher and every school under the Department, in order that the Minister may be fully informed upon the numerous questions which are continually arising in connexion with distant schools, many of which call for instant action. The correspondence with teachers in reference to their official Returns, or points noted by the Inspectors, has disclosed the existence of many irregularities, due either to ignorance of fundamental principles of the State School system, or to a want of attention to rules and instructions, and some of these have called for special notice on the part of the Minister. There have been several instances, chiefly in the case of subordinates, of absence from duty without leave, or without notification of the fact in the manner prescribed, and through the proper channel. A practice of living away from the school without permission, and leaving the school residence unoccupied and unprotected, appears to have escaped notice until within the last two or three years. In a few isolated instances teachers have endeavoured to secure the Minister's favourable consideration of irregular claims through the agency of private friends or patrons. All these, however, are exceptional cases, and for honesty of purpose, and faithful discharge of duty to the best of their several abilities, the great body of teachers continue to maintain the high reputation which they have enjoyed for many years past.

Boards of Advice.

Of the working of the new system of local supervision of the non-professional business of State Schools I am able to speak hopefully. In the initial stage of every new experiment of the kind there must inevitably be occasional misunderstandings as to the duties and powers of different authorities, and as to the real intention of numerous provisions of the system of education. I cannot speak too gratefully of the cordial co-operation and help which I have received in the prosecution of inquiries in remote districts when the Inspectors of Schools were engaged elsewhere, and of the satisfactory mode in which many questions requiring intimate local knowledge for their solution

have been disposed of. The intention of the Act as to the mode of appropriating some of the allowances appears to have been partly misunderstood, and the inadequate provision for clerical assistance has been an obstacle to the proper discharge of some important duties; but these are only temporary difficulties, which will, I hope, be soon removed. Occasional opportunities of conference with Members of Boards of Advice in country districts have proved very useful in clearing up points on which some diversity of opinion prevailed, and will be made use of whenever time can be spared from the urgent duties of general management.

Erection of Schoolhouses, &c.

The large expenditure on State School buildings erected shortly before the beginning of 1886, when the present system of management was inaugurated, left no provision for that year, and it became evident that the disbursement of future building grants would need the utmost economy to enable the Education Department to satisfy the numerous demands upon its funds, and at the same time provide for improvements in essential points as distinguished from mere outside-appearance. Up to that time several schoolhouses had been built on wooden blocks, and, it being seldom possible to secure close-jointed flooring, the discomfort experienced by the unfortunate teachers and children was very great. The plan of the buildings, and some of the structural details, were often unsuited to school purposes, and future extension made almost impracticable. The specification of imported timber for linings, &c., while adding to the cost of bush schools, gave no real advantage over that which was generally obtainable close at hand. Substantial stone foundations are now invariably provided, and the planning of the buildings has been made more convenient for their special purposes, and yet I may claim to have effected during the past two years a very substantial saving in the general outlay without the sacrifice of any advantage.

Special thanks are due to the professional staff of the Public Works Department for the personal interest which they have taken in the numerous works which have been executed under their supervision; and if there has been occasional misunderstanding in regard to the requirements of this Department, it is only such as must occur under a dual system of control, which in this case is unavoidable. It would be well to regard every new school building as, to some extent, an experiment. Plans and specifications, though improved, are by no means perfect, and it is very desirable that every defect, and want of adaptation to local conditions or school wants, should be reported by the Inspectors of Schools, or Teachers, as soon as observed, in order that they may receive due consideration before the next proposals for the erection of a school are submitted for the approval of the Minister.

Inspection.

I regret very much the reduction in the staff of Inspectors of Schools. The regular work of inspecting and examining schools, supplying detailed reports on their management and on the results of instruction, and discharging other routine duties, has furnished full employment for three Inspectors, and left scant time for special visits of inquiry, and miscellaneous business which is steadily increasing. The Director may be able to find more time for periodical visits to the country districts when the work of re-organising the Department is completed; but his special duties are too important to be neglected, and the work of inspection requires constant and undivided attention. Every endeavour will be made to economise time, and leave no urgent business undone; but the outlying schools, which require the most attention, must suffer, and general progress be seriously retarded, if a more adequate provision be not soon made for this important branch of the Service.

I have, &c.

T. STEPHENS, *Director of Education.*

The Hon. the Minister of Education.

APPENDIX B.

REPORT for 1888, by JAMES RULE, Senior Inspector of Schools.

Hobart, 30th April, 1889.

SIR,

I HAVE the honor to submit to you my general Report for the year 1888.

1. At the end of May the area of my district was lessened by the transfer of the schools (five) in the Clarence Municipality to Mr. Masters' supervision; while, in addition to the four free schools in Hobart subsidised but not directly controlled by Government, five others, industrial and reformatory, in a similar position, were placed under mine. In the course of inspection and examination I paid 283 visits to 81 schools, and examined 4344 children; viz. :—3751 in 67 State schools, 446 in St. Luke's Free School and those managed by the Ragged School Association, and 147 in the Industrial Schools and Reformatories. With this work, the travelling incidental to it, and the necessary reporting, official correspondence, and the several examinations that devolve on the Inspectors, my time throughout the year was fully occupied.

2. The results of my State School examinations are thus summarised :—

A.
TEACHERS' CLASSIFICATION.

	Class I.		Class II.	Class III.	Class IV.	Class V.	Class VI.	TOTAL.
	Div. 1.	Div. 2.						
Present for Examination.....	956	530	743	687	477	236	122	3751
Passed in three subjects } Number.....	...	511	735	610	395	171	85	...
} Per-centage..	...	96	99	89	83	72	70	...

B.
REVISED CLASSIFICATION.
(According to attainments ascertained by examination.)

	Class I.		Class II.	Class III.	Class IV.	Class V.	Class VI.	TOTAL.
	Div. 1.	Div. 2.						
Qualified in all three subjects for position in the Class	859	410	792	766	555	264	105	3751
Per-centage on total number	23	11	21	20	15	7	3	100

C.
STANDARDS REACHED.

	Reading.	Writing.	Arithmetic.	All three Subjects.	
				Number.	Per-centage on Total.
Below the full standard of Division 1, Class I.....	825	761	754	859	22.90
Up to the full standard of Division 1, Class I	303	391	484	410	10.93
Ditto, Division 2, Class I.....	670	690	769	792	21.11
Ditto, Class II.	736	770	779	766	20.42
Ditto, Class III.	550	564	579	555	14.80
Ditto, Class IV.	365	337	276	264	7.04
Ditto, Class V.	201	174	102	97	2.59
Ditto, Class VI.	101	64	8	8	0.21
TOTALS	3751	3751	3751	3751	100.00

D.
PROGRESS OF CHILDREN INDIVIDUALLY.

Good.	Fair.	Moderate.	Slow.	Nothing appreciable.	Total Number traceable.
892	524	426	335	3	2180

* These 338 averaged 53 per cent. of full attendance in the Quarters preceding their examination.

3. These figures compared with those for previous years show that the average standard of proficiency in the schools as a whole has been improving; but they do not show the wide difference between the best and the worst; which can be ascertained by reference to the separate reports of examinations. A much more satisfactory average may be expected when the Regulations are so altered as to require a standard of qualifications for teachers entering the service considerably higher than that now prescribed; which, for probationary teachers, is only level with that of a fifth-class pupil. It is vain to expect that teachers with attainments so limited can teach a sixth class at all, or even a fifth satisfactorily. But children attending their schools require instruction as much as others; and when they do not receive it in due course, the discontent expressed by parents is only reasonable.

4. In recommending alteration of the standards I would deprecate patchwork. To make the whole scheme of our State school education consistent, the qualifications of teachers should begin from the standard for the highest class of scholars; which should be that required for a young person entering the service as a pupil teacher; while the pupil teachers' final examination should be the standard for employment as a probationary teacher in charge of a school; and those for the different grades of certificated teachers should be progressively higher. It is anomalous that pupil teachers, having passed an examination higher than that prescribed for teachers seeking a third-class certificate, and students from the Model School, should be eligible for nothing better than the rank of probationary teacher; for which candidates outside the Department are required to reach only the low standard already mentioned—that of a fifth-class pupil.

5. If the standards were raised, as is here recommended, it is probable that a sufficient number of candidates would still be available, provided that the prospects of teachers in the smallest schools making a fair living were improved. The lowest income of a probationary teacher should not be less than £100 a year. Accepting, as at present insurmountable, the fiscal difficulty that stops the question of making all the schools free, I would again urge the advisability of enacting that the school fees be received for the Treasurer by the Boards of Advice, and that the teachers in lieu thereof shall receive increased salaries. It might be found convenient for the teacher to collect the fees; but, if so, the parents should be made to understand clearly that they are not his, and that all due but not paid within a reasonable time will be recovered by the Board, the teacher having no power, as he has at present, to write off any amount as a bad debt. The knowledge that the fees are the teacher's property encourages many to impose on his leniency. There is no room for doubting that a strict system of collection would greatly increase the gross amount received, and fully reimburse the Treasurer for the extra payment to teachers in the form of salary. A few, whose incomes have been very large, would suffer by such a change; and in their case fair compensation or permission to retire on a pension should be granted.

6. It is many years since I first brought under the notice of the Board of Education the undue strain upon pupil teachers that results from the necessity of preparing for their yearly examinations, while they are kept the whole of every school day at the exhausting work of class-teaching and management. The subject, as far as I am aware, received no attention; and hitherto no one in authority here seems to have recognised its importance. It is pleasing, however, to find that I am not quite alone in my view of the subject, for one of the Victorian Inspectors of Schools, Mr. Henry F. Rix, *B.A.*, in his report for the year 1887-8, alludes to it in these terms:—"Pupil teachers, until they are sixteen, or perhaps seventeen, years of age, should not be allowed to teach more than three hours each day. It is injurious to their mental and physical health to teach the whole day, and then with jaded minds to spend an hour at study after school." In Tasmania, instead of one hour only for study, pupil teachers are generally required to spend two and a half hours daily; viz.:—one hour receiving instruction from the head teacher, while preparation of lessons at home occupies at least one hour and a half. I again recommend that when the present system of employing pupil-teachers comes to be revised, provision will be made for their proper advancement in learning without excessive strain on their nervous energy.

7. The Model School has now had time for giving indication as to its prospects of success in producing a gradual improvement in methods of teaching and management in the State schools generally. Though the time has been too short for results sufficient to affect appreciably the average standard of proficiency throughout the country, a few teachers who have passed the regular periods as students or exhibitioners are showing satisfactory ability. But the number so benefited is yet small in proportion to the number of schools in which the quality of the work is below a fair average standard. In addition to the present system of studentships and exhibitions, it would be well to provide that no inexperienced candidate for employment as a probationary teacher shall be appointed to the charge of a school before having practised a few months in the Model School. The first few weeks there should be a period of probation; and if during that the candidate shows no satisfactory promise of ability, his services as a teacher should be declined. An inexperienced teacher, sent to a remote school without any such probation, may do much harm before the Inspector can report definitely on his unfitness for the work.

8. It seems to be now considered unnecessary to refer proposed plans of school buildings to the Inspectors of Schools. The relief from responsibility is a consideration: still I think it advisable that the former practice of referring such matters to the Inspector for his remarks should be resumed.

9. It is unnecessary to enter at length in this Report, as in that for the previous year, upon the various matters that need consideration with regard to the ordinary working of the schools, and the comfort and health of the children and teachers; as I have confidence that imperfections remediable by administration will be considered by the Minister without ceaseless repetition, and remedied as far as the means at his disposal will permit; and likewise, that the majority of teachers are inspired with a high sense of duty, and are endeavouring to improve their work to the best of their ability.

I have, &c.

JAMES RULE, *Senior Inspector of Schools.*

The Hon. the Minister of Education.

APPENDIX C.

REPORT for 1888, by GERARD BOURDILLON, M.A., Inspector of Schools.

Launceston, 14th May, 1889.

SIR,

I HAVE the honour to submit my General Report for the year ending 31st December, 1888.

My district remained the same as in the previous year. Seventy-eight schools were open for the whole or part of the year. Two or more visits were paid to each of these schools, with the exception of two, which were visited once only. These were (1) the school at Jacob's Boat Harbour, which was not established till after the middle of the year, and (2) that at Rocky Cape, which was temporarily closed

through change of management at the time when I was examining schools in that part of my district. Thus 77 schools were visited for inspection in the former half of the year, and the same number were examined in the latter half. I received instructions also to visit the Girls' Industrial School at Launceston, but no special examination was held there, as the inmates of school age were in attendance at the Charles Street State School. The only new school actually established in the course of the year was that at Jacobs' Boat Harbour, but the school at Invermay was ready for occupation by the end of the year, and several new schools in other parts of the district were then in course of erection. In addition to the inspection and examination of schools and the usual reports and other office work, I took part in the regular examinations of Teachers, candidates for appointment, candidates for the State School Exhibitions and Pupil Teachers, and also examined Paid Monitors and others individually when instructed to do so. I also made numerous special enquiries into applications for the establishment of schools or questions affecting the selection or change of sites in various parts of the district.

Supply of Schools.

In spite of the large number of new schools established and of schoolhouses erected in recent years, it cannot be said that the educational wants of the district are as yet fully provided for.

1. In some cases the erection of buildings has been authorised, but obstacles have arisen subsequently which have delayed the establishment of the schools. The commonest cause of such delays has been the difficulty of procuring a suitable site, or of obtaining actual possession of a site already selected. In other cases the delay has been equally unavoidable.

2. But outside these cases, in which the establishment of a school is merely a matter of time, there are other localities in which applications for schools have been made but it has not been found practicable to accede to the request of the inhabitants. It not unfrequently happens that the number of children in such a locality is sufficient to maintain a small provisional school, but no more. Where this is the case—that is, where the average daily attendance at best will be below 20, while it may be further reduced by the removal of families—there is not sufficient ground to warrant the expenditure of public money on buildings, although there may be children enough to justify the Minister in sending a teacher and furniture if accommodation be provided. Some of these cases have been met by the occupation of a chapel or other building already existing, or by the erection of a room by one or more of the residents; but in other cases no suitable building is available, no local effort is made, and the children have to go without a school.

Outside these cases, again, are others where the population is more scattered, and where not more than from five to ten children could attend at any one place. In the Education Act, 1885, provision is made for meeting these cases by the appointment of itinerant teachers, but no regulations have as yet been made on the subject. Some time ago I expressed an opinion that the results in half-time schools were not good enough to warrant any further subdivision of a teacher's time; but further insight into the wants of country districts has led me to modify my views. Even such instruction as might be given by an itinerant teacher would be better than none at all. There are, it is true, great practical difficulties in the way in the selection of suitable rooms and of suitable teachers, and also in the provision for efficient inspection, but it is thought that in some cases these difficulties might be overcome. From such reports as I have had access to, I believe the system of House Schools works well in New South Wales. The regular course of instruction in such schools could not well extend beyond reading, writing, and arithmetic, but some attention might be given to other subjects, chiefly as home lessons.

Sometimes it is difficult to find teachers for small provisional schools, and occasionally a candidate who is personally quite eligible fails to pass the prescribed examination. It is thought that it might perhaps be expedient to introduce the system of appointing unclassified teachers with lower qualifications than those at present required. The age might be reduced in the case of male candidates to 18 years, and in that of females to 17 years. Candidates should be required to pass an examination in reading, writing, and arithmetic only. Their employment would be provisional, subject to three months' notice. They would be appointed to particular schools only, and not be on the regular staff of teachers. Some such system has been recently introduced in the Colony of Victoria.

The practical difficulties in the way of extending State Education to the more sparsely populated districts have been found to be great, and are often not understood by the outside public. But it is a matter of great regret that so many children should be growing up without education, and extension in this direction is an object worthy of strenuous efforts.

Premises.

Of the 78 schools in operation in the district, in 60 cases the buildings are vested in the Minister. The majority of the schoolhouses are in a fair state of repair. But in the case of a few of the older buildings the original structure is not worth the expenditure required to put it into thoroughly good order. The wooden buildings generally would be the better for more frequent painting, and a more liberal expenditure in this direction would, in the end, prove economical.

With regard to smaller matters, a great improvement has been effected by the power conferred on the District Boards to effect petty repairs, and the fact that the allowance for repairs has not been frittered away, but only spent after due enquiry into each demand, manifests a conscientious discharge of duty.

Leaking tanks and spouting are a source of frequent complaint. The defects in spouting are generally due to the inferior quality of the article supplied, or the imperfect way in which it is secured. The leakage of tanks, where it is not due to the inferior quality of the tanks themselves, or to fair wear and tear, may be traced, in some instances, to imperfect stands, or to the fact that the tank is shifted from its position when empty, and not replaced properly on the stand before it is again filled. Some teachers do not realise the pressure that there is on the bottom of a full tank, and the necessity of its being supported in every part. The stands, in some few cases, are composed of rough material, such as split wood, or are too small. An adequate supply of water is of great importance, not only for purposes of drinking and washing, but also in case of fire. In two instances last year schools narrowly escaped catching fire from neighbouring bush fires during the dry weather. In each case some damage was done to the fencing.

Out-Offices.

The introduction of pans in many cases has not brought about a more healthy condition of things than exists where pits are used. In some cases it has been found extremely difficult to provide for even the occasional emptying of pans, and in comparatively few cases are all the conditions fulfilled that are necessary to ensure freedom from danger. Where pans are emptied only at considerable intervals of time,—where there is insufficient use, if any, of dry earth,—where no disinfectant is employed,—and where there is no ventilating tube carried up from beneath the seat outside the building, it is difficult to see wherein pans are better than pits, provided that the pits are properly placed, constructed, and ventilated.

Urinals, of whatever construction, are in almost all cases more or less offensive. Apart from objectionable designs, faulty construction, and accidental stoppages, they cannot be kept sweet where there is no constant water supply, and where even a bucket of water cannot be spared for daily flushing in the summer months.

Ventilation.

In some schools ventilation is a difficulty, and it is not likely that any one plan will be hit upon which will meet all cases, differing as the schools do in size, shape, construction, aspect, and general surroundings. Generally speaking the schools are not ill ventilated, though there are exceptions in which either there are perpetual draughts on the one hand, or, on the other, the room always feels close. In several instances the fault has been found to rest mainly with the teacher, who has not made use of the means at his command. A teacher working on without leaving the room is frequently unaware how close the atmosphere is becoming until it is pointed out by one entering from the fresh air outside, and often the opening of a window or two is all that is wanted.

Discipline.

In the majority of schools the general order is satisfactory. As a rule, the appearance of the children is neat and clean, and the tone quiet and respectful, while diligence and attention to work are fairly well maintained. There are some few exceptions, but it is encouraging to note that in several schools an improvement has been effected, and far better order is now secured than was observable two or three years ago. The appearance of the schoolroom itself, however, is not in every case what it should be. It is impossible, especially in wet weather, to keep the floor always perfectly clean, but several days' accumulation of dirt and litter is not only unsightly in itself, but also exercises a bad influence on the children by failing to give them an example of tidiness and cleanliness. Some teachers have adopted the plan of keeping a box in the corner of the room as a receptacle for scraps of paper and other rubbish. There are several schools, chiefly among those under the charge of female teachers, that excite the admiration of visitors by their invariably clean and cheerful appearance.

In a few cases the manner of the teacher is unnecessarily stern, and the tone wanting in sympathy and encouragement, and in some instances a frequent recourse to the cane, not for severe punishment but for one or two light cuts, or to other modes of punishment, betrays a weakness. In the best schools good behaviour has been established *as the rule*, and the power that maintains discipline, though always present, is not paraded before the children. Frequently the teacher's authority is effective in inverse ratio to its visible exercise.

One point deserves more general attention than it receives. It is too common a sight to see teachers pushing and pulling children about instead of simply telling them what to do. It is principally in the case of paid monitors, assistants, and pupil teachers that this has been observed, but head teachers are not entirely free from the fault, and the head teacher is responsible for his subordinates. It is just as easy to tell a boy to move to the right or the left, or to stand upright, or to step backward or forward to the line on the floor, or to take a proper attitude at the desk, as it is to push or pull him into the desired position. While in most schools manual exercises and simple extension movements are satisfactorily performed, there is a want of exercise in the equally important point of accustoming children readily to move at a word of command. Head teachers should not rest satisfied until both they and their assistants can govern the movements of the children entirely by the voice without the use of the hand.

Registers.

The most important entries in the Registers almost invariably receive due attention, and fewer blemishes have been observed than in former years, but there is still a want of perfect completeness in some schools, where the teachers appear to forget that they are required to fill up every space, whether they think it of importance or not. Several instances have come under the Inspector's observation that show that in one point of importance due care is not always taken to ensure the correctness of the entries made. The

attendance should invariably be checked at the time of roll call, the number of dots denoting presence being checked by a count of heads, and *vice versa*. In none of the cases noted has the number entered exceeded the number actually present, so that there has been no suspicion of fraud. In one instance the teacher was asked if he never checked the entries by counting heads. He replied that in so small a school it was unnecessary, and was surprised when it was pointed out to him that on that very morning he had recorded the number of boys present as eight when nine were actually in the room. In another larger school very great discrepancies were noticed between the number of dots and the numbers recorded as present at the foot of the Register. Scarcely a day was found on which the two agreed. Fortunately in this case the attendances were recorded from a count of heads, not of dots, and the weekly averages were therefore correct. As a rule entries are checked, but the instances noted show the importance of its being done in every case.

Instruction.

In the 77 schools examined, 4024 children were present at the examinations. As a rule, instruction is given in the regular subjects prescribed for each class in the Standard of Instruction. All the schools, with the exception of 7, extend to the 4th Class; 49 extend to the 5th Class; 19 reach the 6th Class. The teachers, as a rule, are diligent and painstaking, but in some cases their success is not commensurate with the pains bestowed. This is generally traceable to want of natural aptitude or to want of training. It is feared also that the preparation of lessons is not as highly valued by some as it should be. The best teachers and all other educational authorities agree on the great importance of the preparation of even the simplest lessons. In country districts the school-work for the day is generally over by 3 p.m., and ample time is left, without trenching on the time necessary for recreation or private duties, for making some preparation for the next day. Were but an hour devoted daily to this work, it would produce its results. Few men or women have the gift of extemporising an orderly and suitable lesson, and even five or ten minutes given to thinking what to say and what not to say, and in what order to dwell on various points, would make a great difference. Too often remarks are made just as they are suggested to the teacher's mind at the moment, without system or sequence, and without due reflection as to the capacity of the children to receive them. In these cases the children can be expected to retain but little of what they hear. It has also been noticed in some instances that teachers are too hurried, and pass on from one point to another without giving the children time to take in what they are teaching. A little preparation would obviate this. While it is feared that these remarks apply to a considerable number of teachers, there are others to whom great credit is due for the time and pains they devote to their work out of school hours.

The subjoined tables show the results of examination in the subjects of Reading, Writing, and Arithmetic. —

Table A., showing the classification made by the teachers, and the percentage passing in all three subjects in each class :—

	CLASS.							TOTAL.
	I.		II.	III.	IV.	V.	VI.	
	Division 1.	Division 2.						
	y. m.	y. m.						
Average age	6 9.	8 5.	y. m. 9 6	y. m. 10 8	y. m. 11 9	y. m. 12 7	y. m. 13 4	4024
Number examined	952	671	881	698	489	249	84	
Percentage on total (approximate)	24	17	22	17	12	6	2	
Passed in all three subjects.....	*	475	723	499	215	97	38	2047*
Percentage on number examined..	—	71	82	71	44	39	45	67

* The results in Division 1 of Class I. are not recorded, as this division has no minimum standard to determine "passes."

Table B., showing the number of children up to the work of each class. This table is compiled from the results of the Inspector's examination alone, and is independent of the classification made by the Teachers.

	Reading.	Writing.	Arithmetic.	All three subjects.	
				Number.	Percentage on Total.
Not beyond the work of Class I., Division 1 ...	998	997	1116	1148	28·53
Up to the work of Class I., Division 2	643	671	640	633	15·73
Up to the work of Class II.	896	900	910	922	22·91
Up to the work of Class III.	680	673	798	773	19·21
Up to the work of Class IV.	480	464	373	367	9·12
Up to the work of Class V.	246	239	148	143	3·55
Up to the work of Class VI.....	81	80	39	38	·95
	4024	4024	4024	4024	100·00

It will be observed that the failures in Arithmetic in the classes above the Third are very numerous. Considerable allowance may be made for this, as has been pointed out previously. But when all allowance has been made, it yet remains a fact that instruction in arithmetic, especially in the higher classes, is not what it should be. It is impossible to enumerate fully all the causes that lead to this result. In some cases failure was due simply to a want of knowledge of processes, or to imperfect acquaintance with tables; in others to carelessness in work, or a want of common sense. The strain of examination, too, sometimes prevents children from doing themselves and their teachers justice, although children are as a rule more free from nervousness than adults. Another cause of failure lies in the fact that the teachers are not thoroughly *at home* in the more advanced rules, and their instruction is too mechanical. Thus they get into a groove and into particular ways of stating sums. Children have been found working sums in present worth, for instance, without having the slightest idea why the supposed case of £100 was taken, and without understanding that it represented the present worth of £100 + the rate of discount for the given time, and that the present worth of the sum given must be in exactly the same proportion. By dint of working example after example they learn what to do mechanically, but if a sum involving the same process is put on the Inspector's card in a form to which they have not been accustomed, they are nonplussed. Teachers should accustom themselves to handle rules freely and take them to pieces, and understand the why and the wherefore. Instruction in mental arithmetic is more common than it used to be; but in this, too, there is often a want of freedom and variety. Some teachers, too, are content if the brightest boys in the class do the work. In some schools excellent lessons are given in arithmetic with the help of the blackboard, and excellent results obtained in examination.

Scarcely any instance of the use of short stumps of pencils has been observed since my last Report.

The vertical style of writing has been introduced into some schools, but copy-books of this style have not been in use long enough to afford an adequate practical test of their merits. So far as it has been observed the system appears to be good. But where a good style of writing is already established throughout a school the desirability of making so great a change as the introduction of a new system is very questionable. If the vertical style of penmanship is adopted in a school it should be used exclusively. It is of no use to supply these copy-books to part of a class only, and then to allow those who have them to slope their letters as before.

The teaching of Drawing is slowly, but, I think, surely, gaining ground; elementary instruction on a sound basis has been more frequently observed; but while teachers are thrown so much on their own resources, the extent of instruction in this subject must necessarily be limited.

The cultivation of general intelligence and information forms a side of school work that cannot be measured to any great extent by formal Returns, and yet has a very important bearing on the education given in our schools. The extent to which this cultivation can be carried must vary greatly in different localities. Bush children, who see nothing beyond their immediate surroundings, have very limited ideas and crude notions, and the names of many common objects convey no ideas to them. This fact is not always fully recognised by those who teach them, and explanations are not given of some of the simpler things which they do not really understand, and the explanation of harder things is not given in a simple enough form and does not appeal to any ideas already possessed by the children. But while much remains to be done, it is satisfactory to note that a progressive improvement is taking place generally, and many teachers deserve great credit for the pains they bestow in this direction. In some schools the general intelligence shown at the annual examination was highly satisfactory. Our freedom from the system of Payment by Results relieves our teachers to a considerable extent of the continual pressure of the questions—"Is this *required* by the Department?" and, "Will this *pay*?"—and leaves it open to them to give a more liberal attention to the training of the mind and to that real education which turns children into good and useful men and women.

Teachers frequently complain of the difficulty of obtaining satisfactory books of Object Lessons, and some lean too much on books for the actual form as well as the substance of each lesson. No book can perform the functions of book and teacher too, for the book cannot gauge the capacities of particular children, nor can it observe, as the lesson proceeds, whether the instruction is fully understood or not. An excellent book from which to obtain information in a simple form is the "First Year of Scientific Knowledge," by Paul Bert, an English translation of which has been published at a price that puts it within the reach of all teachers. The teacher should thoroughly master for himself in the first place the substance of the lesson, and then impart it to the children in the form that he thinks most suitable. It is not necessary to teach everything that is contained in the book on any subject, nor can a teacher expect to make plain to children things which he does not clearly comprehend himself.

G. BOURDILLON, *Inspector of Schools.*

The Hon. the Minister of Education.

APPENDIX D.

REPORT for 1888, by JOSEPH MASTERS, M.A., Inspector of Schools.

Hobart, 25th April, 1889.

SIR,

I HAVE the honor to present my Report for the year 1888.

My district comprised, with the exception of the Richmond District, the whole of the Island lying east of the Tamar, of the Main Line Railway, and of the Derwent, including the schools along the railway line, and a few to the west of it. This district, extending from Low Head, in the North, to Port Arthur,

in the South, contains many schools separated by long distances and remote from any line of railway, and necessarily involves a considerable amount of travelling, and a corresponding expenditure of time in getting from school to school. All the schools, 74 in number, were duly visited at least twice during the year, once for inspection and once for the annual examination. During the year new schools have been established at West Scottsdale, the Cornwall Colliery, and Alberton; and new and comfortable school buildings have been opened at Sorell, Ringarooma, Avoca, Patersonia, and Koonya.

It has been my uniform practice, when visiting for inspection, to be present (when practicable) before the opening of the school to see the children arrive, and to remain to the close, thus observing, as far as possible, the whole method and work of the school. In addition to the regular annual examinations, it has also been my practice, during visits of inspection, to test the work of the teacher where it appeared desirable to do so, as a means both of fully informing myself, and also of directing the special attention of the teacher to the weak places in his work.

With few exceptions, which have been duly and separately reported, I have found the work in my district done with fair, and, in some cases, with marked efficiency.

It gives me pleasure to acknowledge the uniform courtesy shown by the teachers, their readiness to give required information, and to facilitate the work of examination. Taken as a body, the teachers obviously and deservedly enjoy the confidence of the people amongst whom they live, and, in not a few cases, are highly valued, as exerting an important and salutary influence upon their respective communities.

The following tables exhibit the results of the annual examinations.

Table A., showing the classification made by the Teachers, and the numbers passing in each class in the three essential subjects of Reading, Writing, and Arithmetic :—

	CLASS.						TOTAL.	
	I.		II.	III.	IV.	V.		VI.
	Division 1.	Division 2.						
Numbers examined	558	429	518	403	240	100	24	2272
Passed in three subjects	—	398	449	374	212	79	14	1526

Table B. showing (as the result of examination) the number of children qualified to be in each class in the three essential subjects :—

	Reading.	Writing.	Arithmetic.	All three subjects.	
				Number.	Percentage on Total.
Qualified to be in Class I., Division 1.....	570	581	578	589	25.9
Ditto Class I., Division 2.....	426	423	477	467	20.6
Ditto, Class II.	516	501	475	478	21.0
Ditto, Class III.....	400	413	408	402	17.7
Ditto, Class IV.	237	239	226	233	10.3
Ditto, Class V.	99	100	89	89	3.9
Ditto, Class VI.....	24	15	19	14	0.6
	2272	2272	2272	2272	100.0

The Reading, as far as regards what may be called the mechanical part of it, was, as the tables show, fairly satisfactory. In exceptional cases only have I found the enunciation conspicuously faulty. I have been obliged more frequently to call the attention of the teacher to a habit of reading in an undertone, and with a consequent tendency to indistinctness, a fault observed chiefly in small schools, in which the teacher and the children are necessarily close together, but noted also in some larger schools in which it has been the practice of the teacher to stand too close to the class, and to be content with barely hearing what was read. It must be observed, moreover, that some of the teachers evidently fail to realize the full value of the reading lesson, and the extent of ground which it should be made to cover. There is no exercise which affords the teacher such opportunities of coming vitally into contact with the minds of the children. The reading-books in use, although not by any means all that could be desired, notwithstanding contain or suggest a large amount of useful information upon a variety of subjects. In the reading lesson the children should be rigorously trained to concentrate their attention upon the subject-matter, to make that effort to grasp new ideas which will expand the mind, to realize the meaning and force of words, and to express their own ideas with accuracy and confidence. The habit of reading without thinking, which not a few grown-up people have to confess and deplore, is a habit which is easily formed, but by no means easily altered. The judicious teacher will do his utmost to prevent the formation of such a habit, and has it in his power, on the contrary, to develop in the children that habit of reading with the whole mind, which once formed, becomes an invaluable acquisition for life.

Having in my previous examinations laid some stress upon the subject of Spelling, I have been gratified by observing a considerable improvement in this subject in not a few instances. That improvement would be still more general if it were made a uniform practice to teach spelling in connection with the reading lesson, when the context gives the words an interest and significance which a bare list of isolated words can never have.

In some instances I have had the satisfaction of reporting the Writing as good throughout, but there are few schools in which some weakness was not observed in one or more of the classes. Many of the most common faults observed would be prevented if the children in the lowest classes were carefully trained to make the single letters in a bold hand, and *with strict attention to proper form*. Children who are put into the higher classes without such training are under a great disadvantage when they come to write small-hand. In some instances I have observed children writing from copies obviously far too advanced, and on more than one occasion endeavouring to copy from a blackboard writing which was too small to be easily and distinctly seen. Results show that the writing in the sixth class was less satisfactory relatively than that in the lower classes. This is partly to be accounted for, no doubt, by the greater variety and extent of the subjects to be dealt with in the higher class, in consequence of which the more mechanical exercise of writing is allowed to fall into the back ground; but it is of importance for teachers to endeavour to secure a degree of improvement in writing corresponding to some extent, at least, with the advance made in other subjects, and it should not be supposed that after a pupil has reached the full standard of the fifth class his writing may be left to take care of itself.

In Arithmetic the results indicate upon the whole some improvement. The average standard attained is by no means high, but the results are more uniformly distributed. Mental arithmetic does not appear as a rule to have received the attention it deserves.

In Grammar I have found the parsing and analysis as a whole fairly satisfactory. Some of the teachers have given careful attention to the derivation of words as prescribed in the Programme of Instruction, but it is surprising that attention is not more generally given to a subject which adds immensely to the interest of grammar, which is an invaluable aid to correct spelling, and which furnishes, for advanced classes, a fine mental exercise.

Excellent results have been obtained in some instances in both Geography and History, but I have found, with regret, that in many cases these subjects receive an amount of attention only barely sufficient to satisfy the requirements of the Programme, although both subjects are intrinsically interesting to the majority of children, and both are pre-eminently fitted to expand the mind. Sacred History receives more uniform attention, though in this subject the knowledge of the children is limited, as a rule, to very general outlines.

In regard to Drawing, I have again to express my regret that this subject is, in the great majority of my schools, conspicuous only by its absence.

Drill would, I think, receive more attention from teachers if it were more generally understood that it is designed to have an important bearing upon the ordinary routine work of the school, and is not something extraneous, and almost optional. Drill is very properly made a part of the Programme, and its spirit should be carried into all the work of the school, where it should show itself in correct posture, easy simultaneous movement, and a very desirable diminution of the noise and disorder sometimes observable when classes are moved, or a general change is made in the work of the school.

The out-offices have been found, with rare exceptions, to have received due attention, and the exceptional cases have been promptly reported and dealt with. Teachers and Boards of Advice cannot pay too frequent attention to a matter of such grave importance. Where pits are in use, it is very desirable that they should be periodically and thoroughly disinfected.

I have, &c.

J. MASTERS, *Inspector*.

The Hon. the Minister of Education.

PARLIAMENTARY VOTE, &c.			DISBURSEMENTS.		
	£	s. d.		£	s. d.
Vote in aid of State Schools under the Education Department	23,050	0 0	Salaries and Allowances of Teachers; viz.—		
To sale of School Books and Material from the Book Depôt	378	17 7	Teachers' and Assistant Teachers' Salaries	19,028	17 1
Balance	390	18 10	Teachers' Allowances for instruction of Free Scholars	343	10 6
			Travelling Allowances to Teachers of Half-time Schools	91	8 0
			Pupil Teachers' Salaries	1028	8 7
			Paid Monitors' Salaries	486	5 8
			Allowances for instruction of Pupil Teachers	209	18 0
			Payments to Teachers of Night Schools	4	12 5
				21,193	0 3
			Rent of School Buildings	266 15 8
			Repairs of Buildings not the property of the Department	259 18 2
			School Furniture and Fittings	274 8 5
			Purchase of School Books and Requisites	785 13 7
			Miscellaneous—Charged directly against Schools; viz.—		
			Cleansing Closets'	103	16 10
			Cleaning School-rooms	78	10 2
			Survey Fees	41	16 6
			Teachers' Travelling Expenses	14	6 6
			Gas	8	4 10
			Needlework Material for Free School	3	10 0
			Water Rate, St. Leonard's School	1	5 0
				251	9 10
			Indirect Charges:—		
			Supervision of Works and preparation of Plans, &c.	569	9 1
			Transport of School Materials	84	13 8
			Advertising	49	4 10
			School Registers	20	0 0
			Survey Fees	14	1 11
			Travelling Expenses to Teachers and Pupil Teachers attending Annual Examination	18	3 10
			Office Furniture	7	16 6
			Sign-plates for Schools	6	4 4
			Store Labour	17	0 0
			Attendant at Teachers' Examinations	1	16 4
				788	10 6
				£23,819	16 5

APPENDIX F.

STATEMENT of EXPENDITURE on account of Administration and Inspection of Schools, for the Year ended 31st December, 1888.

	£	s.	d.		£	s.	d.
Parliamentary Vote—Salaries.....	2470	0	0	Disbursements—			
Stationery & Stores.....	50	0	0	Salaries.....	2470	0	0
Travelling Expenses of Inspectors of Schools.....	600	0	0	Stationery and Stores.....	72	3	6
				Travelling Expenses of Inspectors of Schools.....	472	9	9
				Balance	5	6	9
	<u>£2920</u>	<u>0</u>	<u>0</u>		<u>£2920</u>	<u>0</u>	<u>0</u>

APPENDIX G.

STATEMENT of EXPENDITURE on account of Truant Officers, for Year ended 31st December, 1888.

	£	s.	d.		£	s.	d.
Parliamentary Vote—				Disbursements—			
Salaries	300	0	0	Salaries	112	10	0
Travelling and Forage Allowances	100	0	0	Travelling and Forage Allowances	6	7	6
				Balance	283	2	6
	<u>£400</u>	<u>0</u>	<u>0</u>		<u>£400</u>	<u>0</u>	<u>0</u>

APPENDIX H.

STATEMENT of EXPENDITURE on account of "Repairs to State Schools," the Property of the Government, for the Year ended 31st December, 1888.

	£	s.	d.		£	s.	d.
Parliamentary Vote	1000	0	0	Repairs and improvements to School Buildings and Grounds	1756	15	8
Balance	756	15	8				
	<u>£1756</u>	<u>15</u>	<u>8</u>		<u>£1756</u>	<u>15</u>	<u>8</u>

APPENDIX I.

STATEMENT of EXPENDITURE on account of Exhibitions, for the Year ended 31st December, 1888.

PARLIAMENTARY VOTE.				DISBURSEMENTS.			
	£	s.	d.		£	s.	d.
Exhibitions for Boys	400	0	0	Exhibitions for Boys	377	0	9
Exhibitions for Girls	266	13	4	Exhibitions for Girls	250	0	0
Boarding Allowances to Country Exhibitioners	520	0	0	Boarding Allowances to Country Exhibitioners	485	0	0
				Balance	74	12	7
Total.....	<u>£1186</u>	<u>13</u>	<u>4</u>	Total.....	<u>£1186</u>	<u>13</u>	<u>4</u>

APPENDIX I.—continued.

RETURN showing the Schools from which Candidates for Exhibitions have been sent up, since the establishment of the System, 1860—1888 (inclusive.)

SCHOOL.	No. of Candidates presented.	No. who obtained sufficient Marks to qualify them for Exhibitions.	No. of Exhibitions awarded.	SCHOOL.	No. of Candidates presented.	No. who obtained sufficient Marks to qualify them for Exhibitions.	No. of Exhibitions awarded.
Bathurst-street, Hobart.....	71	26	15	South Bridgewater	2	—	—
Battery Point, ditto	84	54	32	Constitution Hill	2	1	1
Goulburn-street, ditto	63	40	24	Green Ponds	8	7	5
Harrington-street, ditto	11	—	—	Hamilton	1	—	—
Macquarie-street, ditto.....	20	8	4	Kingston	2	—	—
Trinity Hill, ditto.....	79	15	10	Longford	13	9	8
Charles-street, Launceston ...	35	23	15	Perth.....	5	5	2
Margaret-street, ditto	11	3	—	Macquarie Plains	2	—	—
New Town	68	24	11	New Norfolk	10	8	4
Sandy Bay.....	15	6	4	Oatlands	1	—	—
Beaconsfield	6	1	1	St. Helen's	3	2	2
Pontville.....	1	1	—	Jerusalem	1	—	—
Campbell Town.....	7	3	—	Gladstone.....	1	—	—
Bellerive.....	5	2	2	Jetsonville	1	—	—
Dunorlan	6	3	3	Ross	6	4	1
Sheffield	3	3	3	Stanley	2	2	2
Torquay	2	2	1	Breadalbane.....	1	—	—
Don	3	3	3	St. Leonard's.....	4	2	1
Burnie	3	1	1	Turner's Marsh	5	5	3
Deddington	1	1	—	Kellevie	2	—	—
Evandale	18	17	14	Sorell.....	6	4	2
White Hills	1	—	—	Carrick.....	1	1	—
Mangana	1	1	—	Glengarry	1	1	1
Castle Forbes Bay	1	—	—	Hagley	13	11	6
Franklin	8	6	6	Quamby Bend.....	1	—	—
Geeveston	3	3	1	Queenstown.....	14	12	9
Dover	3	2	1	Westbury	4	—	—
Hastings	4	4	—	Whitemore	1	1	1
Lefroy	3	3	1	Winkleigh	1	—	—
Swansea	1	1	—				
Glenorchy	14	5	4	TOTAL.....	665	336	204

EXHIBITIONS.

RETURN of the Number of Candidates sent up for Examination since the establishment of the System, with particulars as to Marks gained, &c. (1860—1888 inclusive.)

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.†	1875.	1876.§		1877.		1878.	
																	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
No. of Candidates pre- sented	31	30	14	16	16	15	37	37	33	20	15	18	22	13	12	8	9	2	15	2	17	4
No. to whom Exhibi- tions were awarded ...	3	4	4	6	4	6	4	6	6	6	6	6	6	6	6	5	6	1	6	1	6	3
No. qualified for award*	3	5	4	7	5	6	4	15	17	13	11	12	18	10	9	5	6	1	11	1	15	3
No. qualified for place in "Table of Marks"†...	—	—	—	—	—	—	10	25	22	19	14	18	22	13	11	8	8	1	14	2	17	4
No. of marks obtained by Senior Exhibitioner...	634	696	679	685	784	720	923	904	1017	947	992	973	1055	942	1031	934	1008	613	1012	1016	1105	969
Average No. of marks obtained by Candidates awarded Exhibitions...	576	641	602	646	690	510	814	817	933	871	901	876	1002	852	923	742	892	613	877	1016	976	813

APPENDIX I.—continued.

	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	TOTAL.
	Boys. Girls.	Boys. Girls.	Boys. Girls.	Boys. Girls.	Boys. Girls.	Boys. Girls.	Boys. Girls.	Boys. Girls.	Boys. Girls.	Boys. Girls.	Total.
No. of Candidates presented	24 10	24 7	24 7	20 12	14 7	22 11	21 12	23 4	12 8	10 7	572 93 665
No. to whom Exhibitions were awarded ...	6 5	6 4	6 3	6 3	6 2	6 4	6 6	6 1	6 5	6 4	162 42 204
No. qualified for award*	20 5	14 4	14 3	15 3	8 2	12 4	9 6	12 1	6 5	7 4	294 42 336
No. qualified for place in "Table of Marks"†...	23 9	22 6	23 7	19 10	13 6	18 10	18 10	23 4	12 8	10 7	— — —
No. of marks obtained by Senior Exhibitioner ...	1031 828	952 763	833 656	935 857	823 710	741 681	862 826	900 656	817 747	880 634	— — —
Average No. of marks obtained by Candidates awarded Exhibitions...	931 681	885 683	783 637	829 739	749 688	738 658	803 714	817 656	760 699	763 616	— — —

* In 1866 the standard required to qualify for an Exhibition was fixed at 600 marks.

† Prior to 1866 the standard required to entitle to a place in the published Table of Marks (viz., 400) was not fixed, and in 1866 all Candidates' names were published.

‡ Prior to 1874 the Exhibitions were open to Candidates up to the age of 13.

§ Prior to 1876 the Exhibitions were open to boys only.

APPENDIX J.

STATEMENT of Expenditure on account of Model School, for the Year ended 31st December, 1888.

Parliamentary Vote	£ 900 0 0	Disbursements—	£ s. d.
		* Training Staff	500 0 0
		Boarding Allowances to Students	274 10 0
		Balance	125 10 0
	£900 0 0		£900 0 0

* The Teachers included in this item are also on the Regular Staff of the Battery Point State School.

APPENDIX K.

STATEMENT of Expenditure on account of Allowances to Boards of Advice, for the Year ended 31st December, 1888.

Parliamentary Vote	£ 2500 0 0	Disbursements	£ 2437 7 6
		Balance	62 12 6
	£2500 0 0		£2500 0 0

APPENDIX L.

STATEMENT of Expenditure on account of Vote "In aid of Technical Education" for the Year ended 31st December, 1888.

Parliamentary Vote	£ 1000 0 0	Hobart Technical Committee	£ 679 12 8
		Launceston Technical Committee.....	196 5 10
		Balance	124 1 6
	£1000 0 0		£1000 0 0

APPENDIX M.

NIGHT SCHOOLS FOR MALES.

RETURN of Number of Scholars under Instruction in the Night Schools, showing amount of Fees paid by them, and the Payments made by the Education Department on account of their Instruction, between the 1st January and 31st December, 1888.

No.	Situation of School.	Amount paid by Department.	Amount paid by Scholars.	Number of Scholars under Instruction.			
				1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.
1	Jetsonville.....	£ s. d. 2 1 6	£ s. d. 6 0 0	14	12	—	—

APPEND

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers		Pupil Teachers and Paid Monitors	
				Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	M.	F.	M.	F.
1	HOBART	Bathurst-street	227	388	260	648	261	173	434	202	128	330	1	3	4	3
2		Battery Point	228½	338	235	573	238	149	387	195	114	309	1	2	4	3
3		Goulburn-street	228	189	186	375	180	127	257	105	96	201	1	3	1	1
4		Macquarie-street	229	136	105	241	94	66	160	68	48	116	1	1	1	2
5		Murray-st.	229½	190	158	348	121	104	225	79	63	142	1	4	-	-
6		Trinity Hill	229	224	187	411	133	106	239	92	73	165	1	3	2	1
		TOTAL		1465	1131	2596	977	725	1702	741	522	1263	6	16	12	10
7	LAUNCESTON .	Charles-street	235	479	304	783	328	184	512	247	125	372	1	3	2	5
8		Frederick-street	236½	171	121	292	96	76	172	64	51	115	-	3	-	1
		TOTAL		650	425	1075	424	260	684	311	176	487	1	6	2	6
9	BEACONSFIELD .	Beaconsfield	228½	234	177	411	164	130	294	123	93	216	2	2	2	2
10	BOTHWELL	Bothwell	231	46	64	110	52	33	85	39	25	64	1	1	-	1
11	BRIGHTON ...	Bagdad	225	26	33	59	19	28	47	14	22	36	1	1	-	-
12		Black Brush	202½	12	14	26	9	11	20	5	8	13	1	-	-	-
13		Broad Marsh	233½	35	18	53	24	12	36	17	9	26	1	1	-	-
14		*Bluff ^a	72	39	34	73	7	7	14	5	5	10	1	-	-	-
15		*Elderslie ^a	74½	15	13	28	12	11	23	8	9	17	-	2	-	-
16		North Bridgewater	229½	39	34	73	29	27	56	21	22	43	-	1	-	-
17		Old Beach ^b	197½	18	20	38	10	10	20	7	8	15	-	1	-	-
18		Pontville	240½	39	30	69	31	25	56	23	20	43	1	1	-	-
		TOTAL		223	196	419	141	131	272	100	103	203	5	6	-	-
19	BUCKINGHAM {	New Town	228	171	113	284	114	77	191	91	62	153	1	1	2	2
20		Ridgeway ^c	194½	16	15	31	10	12	22	6	8	14	1	-	-	-
21		Sandy Bay	231	26	14	40	18	9	27	13	7	20	-	1	-	1
		TOTAL		213	142	355	142	98	240	110	77	187	2	2	2	3
22	CAMPBELL TOWN.....	Campbell Town	232	69	54	123	50	41	91	41	29	70	1	2	-	-
23		*Cleveland	116	25	20	45	19	16	35	15	13	28	1	-	-	-
24		*Epping	117	15	12	27	10	9	19	7	6	13	1	-	-	-
		TOTAL		109	86	195	79	66	145	63	48	101	2	2	-	-
25	CARNARVON..	Carnarvon	225½	10	12	22	7	7	14	6	7	13	-	1	-	-
26		*Cascades ^d	41	14	20	34	11	16	27	9	13	22	1	-	-	-
27		*Impression Bay ^d	38	16	16	32	13	13	26	10	11	21	1	-	-	-
28		Koonya	145½	21	29	50	18	23	41	13	19	32	1	1	-	-
		TOTAL		61	77	138	49	59	108	38	50	88	2	2	-	-
29	CLARENCE ...	Bellerive	230½	36	34	70	26	24	50	19	16	35	1	1	-	-
30		Cambridge	231½	28	20	48	24	15	39	16	11	27	1	1	-	-
31		Rokeby	229½	26	23	49	19	15	34	14	11	25	-	1	-	-
32		Sandford	228½	18	12	30	16	12	28	13	9	22	-	1	-	-
33		South Arm	227½	12	11	23	10	8	18	7	6	13	-	1	-	-
		TOTAL		120	100	220	95	74	169	69	53	122	2	5	-	-
34	DELORAINÉ ..	Brookhead	233½	26	39	65	19	26	45	14	20	34	1	1	-	-
35		Brookside ^e	130	15	16	31	14	12	26	11	8	19	-	1	-	-
36		Chudleigh	223½	39	36	75	28	25	53	19	16	35	1	1	-	-
37		Deloraine	225½	67	49	116	44	30	74	32	24	56	1	2	-	1
38		Dunorlan	232½	71	55	126	53	39	92	35	24	59	1	2	-	-
39		Golden Valley	228	31	35	66	26	21	47	16	11	27	1	1	-	-
40		Mole Creek	228	17	21	38	15	16	31	11	12	23	1	1	-	-
41		Parkham	208	23	15	38	16	12	28	12	7	19	1	-	-	-
42		Red Hills	238½	40	37	77	25	23	48	16	13	29	-	1	-	-
43		Tongataboo	230	21	13	34	12	7	19	10	6	16	1	1	-	-
		TOTAL		350	316	666	252	211	463	176	141	317	8	11	-	1

* Half-time Schools.

^a Temporarily closed 31st August.^b Closed 8 weeks through change in management.^c Established 21st March.^d Cascades and Impression Bay, half-time Schools, closed 11th May, and Koonya established instead.^e Re-opened 4th June.

D I X N.

between the 1st January and 31st December, 1888.

Aid granted during the Year ended 31st December, 1888.								School Fees.	Average amount of Government aid per annum for each scholar in daily attendance.	No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings the property of the Government.	Repairs to School Buildings not the property of the Government.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
573 0 0	—	70 11 9	—	2 8 0	8 3 6	0 14 11	654 18 2	430 13 8	1 19 8	1.
372 7 9	—	1 14 4	—	6 11 0	11 3 7	62 13 1	454 9 9	354 19 9	1 9 5	2.
366 14 1	—	11 19 3	—	—	4 14 9	32 2 1	415 10 2	237 17 11	2 1 4	3.
221 9 6	—	1 16 4	—	1 19 0	2 14 4	15 15 7	243 14 9	132 12 6	2 2 0	4.
401 3 4	—	—	—	—	8 10 1	33 1 0	442 14 5	—	3 2 4	5.
315 0 0	—	51 0 6	—	—	4 6 0	48 18 8	419 5 2	154 18 2	2 10 10	6.
2249 14 8	—	137 2 2	—	10 18 0	39 12 3	193 5 4	2630 12 5	1311 2 0	2 1 8	
564 3 6	—	—	—	3 0 0	1 10 7	—	568 14 1	564 16 11	1 10 7	7.
146 11 3	—	—	1 7 0	—	1 9 1	—	149 7 4	128 10 3	1 6 0	8.
710 14 9	—	—	1 7 0	3 0 0	2 19 8	—	718 1 5	693 7 2	1 9 6	
326 11 7	—	4 0 0	—	5 8 0	5 1 8	—	341 1 3	226 0 6	1 11 7	9.
149 15 3	—	—	—	0 12 0	1 9 2	—	151 16 5	69 6 10	2 7 5	10.
109 13 0	—	47 0 0	—	3 4 6	1 3 6	—	161 1 0	42 9 4	4 9 6	11.
53 17 5	—	22 10 0	—	0 4 6	0 14 6	—	77 6 5	16 8 5	5 8 11	12.
66 0 0	—	—	—	5 4 6	0 15 10	—	72 0 4	15 9 2	2 15 5	13.
54 0 0	—	—	—	—	0 17 0	—	54 17 0	3 12 0	—	14.
54 16 0	12 10 0	—	—	—	0 6 9	—	67 12 9	3 16 3	—	15.
80 9 9	—	5 9 0	—	0 8 6	1 18 7	—	88 5 10	64 5 3	2 0 7	16.
36 13 4	—	—	—	—	0 6 11	—	37 0 3	15 10 10	2 9 4	17.
140 17 3	—	—	—	1 4 0	1 1 7	—	143 2 10	39 12 6	3 6 7	18.
596 6 9	12 10 0	74 19 0	—	10 6 0	7 4 8	—	701 6 5	201 3 9	3 9 1	
243 18 5	—	17 1 7	—	11 17 0	4 18 9	—	277 15 9	183 17 4	1 16 4	19.
60 0 0	—	—	—	13 17 6	3 16 8	6 5 0	83 19 2	1 2 6	—	20.
77 0 0	—	—	—	0 8 6	1 8 11	—	78 17 5	18 14 0	3 18 10	21.
380 18 5	—	17 1 7	—	26 3 0	10 4 4	6 5 0	440 12 4	203 13 10	2 7 1	
173 4 6	—	10 16 0	—	—	1 7 6	—	185 8 0	78 1 6	2 13 0	22.
36 7 6	—	4 2 0	—	0 12 0	1 12 8	—	42 14 2	20 6 4	—	23.
36 7 6	—	5 10 0	—	—	0 2 10	—	42 0 4	10 9 7	2 1 4	24.
245 19 6	—	20 8 0	—	0 12 0	3 3 0	—	270 2 6	106 17 5	2 13 6	
50 0 0	—	—	—	0 4 6	0 8 1	—	50 12 7	8 15 6	3 17 11	25.
20 15 7	13 10 0	—	—	—	0 16 6	—	35 2 1	4 14 1	—	26.
66 6 3	—	12 6 0	—	—	—	—	78 12 3	6 8 4	—	27.
137 1 10	13 10 0	12 6 0	—	0 4 6	1 4 7	—	164 6 11	43 6 3	—	28.
146 1 3	—	4 15 1	—	—	3 9 0	0 2 4	154 7 8	34 13 5	4 8 3	29.
96 0 0	—	—	—	—	1 4 6	—	97 4 6	32 9 0	3 12 0	30.
64 1 0	—	—	—	1 4 0	0 12 7	0 2 4	65 19 11	22 4 3	2 12 10	31.
54 13 9	—	7 7 0	—	—	0 9 5	—	62 10 2	7 4 0	2 16 10	32.
40 0 0	—	40 10 0	—	—	0 7 0	—	80 17 0	15 1 0	6 4 5	33.
400 16 0	—	52 12 1	—	1 4 0	6 2 6	0 4 8	460 19 3	111 11 8	3 15 7	
112 17 6	—	5 10 0	—	—	0 15 1	—	119 2 7	34 7 6	3 10 1	34.
37 10 0	—	—	24 11 10	—	0 11 9	—	62 13 7	12 2 3	—	35.
110 6 9	—	4 0 0	—	—	0 17 0	—	115 3 9	38 12 4	3 5 10	36.
146 14 2	—	—	—	—	1 11 2	—	148 5 4	44 17 4	2 8 8	37.
135 18 3	—	—	—	—	1 10 9	—	137 9 0	69 0 7	2 6 9	38.
125 16 3	—	5 10 0	—	—	0 17 11	—	132 4 2	3 18 6	4 17 11	39.
84 0 0	—	—	21 17 4	—	0 7 4	—	106 4 8	35 17 5	4 12 5	40.
77 7 3	—	—	—	—	0 11 6	—	77 18 9	20 2 6	4 2 0	41.
51 16 8	—	—	3 5 0	3 0 6	1 15 2	—	59 17 4	24 10 0	2 1 3	42.
115 13 0	—	—	—	—	0 9 0	—	116 2 0	4 15 3	7 5 1	43.
997 19 10	—	15 0 0	49 14 2	3 0 6	9 6 8	—	1075 1 2	288 3 8	3 7 10	

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers		Pupil Teachers and Paid Monitors	
				Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	M.	F.	M.	F.
44	DEVON, EAST.	Barrington	234	54	33	87	37	23	60	28	16	44	1	1	-	-
45		Barrington Junction	229	18	20	38	15	13	28	9	8	17	-	1	-	-
46		Formby	227	86	66	152	49	38	87	34	24	58	1	1	1	-
47		Green's Creek	228½	22	17	39	16	13	29	11	9	20	-	1	-	-
48		Latrobe	229	94	60	154	61	37	98	43	23	66	1	1	1	1
49		Melrose	226½	20	15	35	13	10	23	9	8	17	1	-	-	-
50		New Ground ^f	182	8	9	17	6	8	14	4	5	9	-	1	-	-
51		Nook	230½	24	33	57	20	26	46	16	21	37	-	2	-	-
52		Northdown	223½	20	29	49	19	20	39	14	14	28	1	1	-	-
53		Railton	220	47	41	88	27	24	51	18	17	35	-	1	-	1
54		Sassafras	232½	46	37	83	33	24	57	25	17	42	1	1	-	-
55		Sheffield	232	111	78	189	77	56	133	57	41	98	1	1	1	1
56		Torquay	230½	45	36	81	30	23	53	23	17	40	1	1	-	-
57		West Kentish	230½	23	28	51	19	21	40	13	14	27	1	1	-	-
TOTAL				627	502	1129	422	336	758	304	234	538	9	14	3	3
58	DEVON, WEST.	Abbotsham	231½	31	33	64	23	28	51	19	23	42	1	1	-	-
59		Castra Road	231	22	34	56	15	26	41	10	18	28	1	1	-	-
60		Don	229½	38	48	86	26	33	59	19	23	42	1	1	-	-
61		Forth	230½	83	53	136	54	44	98	34	30	64	1	1	-	1
62		Kindred	232½	32	30	62	24	23	47	14	14	28	1	1	-	-
63		North Motton	212	29	17	46	21	11	32	12	7	19	-	1	-	-
64		Penguin	231½	90	76	166	62	52	114	41	33	74	1	2	-	-
65		Ulverstone	232½	74	46	120	47	32	79	33	22	55	1	1	-	1
TOTAL				399	337	736	272	240	521	182	170	352	7	9	-	2
66	EMU BAY....	Burnie	225	91	66	157	56	43	99	39	30	69	1	2	-	-
67		Cam Road	234	26	23	49	16	14	30	11	11	22	-	1	-	-
68		Flowerdale	234	12	13	25	10	9	19	8	6	14	-	1	-	-
69		Jacob's Boat Harbour ^g	119	16	18	34	10	10	20	8	8	16	1	-	-	-
70		Somerset	233	20	22	42	12	14	26	8	9	17	-	1	-	-
71		Waratah	224	117	98	215	59	44	103	44	28	72	1	1	2	-
72		Wynyard	230½	73	41	114	51	27	78	39	22	61	1	1	1	-
TOTAL				355	281	636	214	161	375	157	114	271	4	7	3	-
73	EVANDALE ..	Evandale	228	96	61	157	75	47	122	56	32	88	1	1	-	2
74		Irish Town	229	11	10	21	9	8	17	7	6	13	1	-	-	-
75		Lymington	231	27	23	50	18	19	37	12	12	24	1	1	-	-
76		White Hills	202½	23	23	46	16	17	33	10	14	24	-	1	-	-
TOTAL				157	117	274	118	91	209	85	64	149	3	3	-	2
77	FINGAL.....	Avoca	233½	42	46	88	37	31	68	24	20	44	-	2	-	-
78		Cornwall	233½	40	45	85	18	25	43	14	17	31	1	-	-	-
79		*Falmouth	96	18	9	27	9	6	15	7	4	11	1	-	-	-
80		*German Town	104	13	14	27	10	10	20	7	8	15	1	-	-	-
81		Fingal	232½	65	56	121	53	40	93	41	26	67	1	1	1	-
82		Gray	238	15	21	36	11	12	23	8	9	17	-	1	-	-
83		Mangana	206	29	19	48	24	13	37	16	9	25	1	-	-	-
84		Mathinna	239½	32	19	51	22	14	36	10	8	18	1	-	-	-
85		St. Mary's	233½	43	41	84	28	27	55	22	17	39	1	1	-	-
TOTAL				297	270	567	212	178	390	149	118	267	6	5	1	-
86	FRANKLIN, NORTH	Castle Forbes Bay	232½	28	33	61	27	21	48	20	15	35	1	1	-	-
87		Chitty's Road ^h	58½	17	14	31	17	13	30	15	9	24	-	1	-	-
88		Franklin	226½	76	74	150	59	55	114	47	44	91	1	1	1	1
89		Gardner's Creek	213	21	16	37	15	14	29	12	11	23	1	-	-	-
90		Geeveston	233½	59	48	107	52	38	90	42	28	70	1	1	-	1
91		Lower Longley	219½	22	20	42	14	15	29	11	13	24	-	1	-	1
92		Mountain River	234½	19	18	37	12	16	28	9	10	19	-	1	-	-
93		Port Cygnet	238½	55	60	115	40	44	84	28	30	58	1	1	-	1
94		Surges Bay	230½	15	19	34	11	14	25	8	10	18	-	1	-	-
95		Upper Huon	235	11	21	32	8	16	24	6	12	18	-	1	-	-
96		Victoria	234	32	29	61	28	25	53	22	19	41	1	1	-	-
97		Wattle Grove	252½	14	18	32	9	12	21	5	5	10	-	1	-	-
TOTAL				369	370	739	292	283	575	225	206	431	6	11	1	4
98	FRANKLIN, SOUTH	Dover	226½	34	32	66	29	26	55	23	20	43	1	1	-	-
99		Hastings	229½	33	49	82	27	41	68	20	31	51	1	1	-	-
100		Raminea	233	17	18	35	12	14	26	10	12	22	-	1	-	-
101		Southport	234½	28	24	52	22	20	42	12	13	25	1	-	-	-
TOTAL				112	123	235	90	101	191	65	76	141	3	3	-	-

^f Closed 31st October.^g Half-time schools.
^h Established 9th July.ⁱ Established 1st October.

between the 1st January and 31st December, 1888—continued.

Aid granted during the Year ended 31st December, 1888.										No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings the property of the Government.	Repairs to School Buildings not the property of the Government.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.	School Fees.	Average amount of Government aid per annum for each scholar in daily attendance.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
114 11 6	-	-	-	2 11 0	1 2 6	-	118 5 0	27 19 2	2 13 9	44.
50 4 9	-	-	-	-	0 10 2	-	50 14 11	25 18 4	2 19 8	45.
150 10 7	-	-	-	-	0 16 0	-	151 6 7	45 2 6	2 12 2	46.
60 0 0	-	-	6 5 0	-	0 4 11	-	66 9 11	24 13 3	3 6 6	47.
171 0 0	-	-	-	0 17 0	1 14 8	-	173 11 8	72 2 4	2 12 7	48.
77 0 0	-	-	-	-	0 12 4	-	77 12 4	23 5 10	4 11 4	49.
33 6 8	-	-	-	-	0 6 9	-	33 13 5	10 8 3	-	50.
98 0 0	-	-	-	-	0 7 1	-	98 7 1	35 7 6	2 12 8	51.
81 0 0	-	15 4 6	-	3 14 0	2 8 9	-	102 7 3	23 7 4	3 13 1	52.
52 16 3	-	-	-	-	0 15 4	-	53 11 7	39 16 11	1 10 7	53.
102 0 0	-	-	-	-	0 15 0	-	102 15 0	54 11 2	2 8 11	54.
184 0 0	-	25 8 0	-	-	0 8 0	-	209 16 0	102 8 2	2 2 10	55.
111 0 0	-	-	-	-	2 7 3	-	113 7 3	25 8 9	2 16 8	56.
96 0 0	-	-	-	-	0 12 6	-	96 12 6	33 3 0	3 11 7	57.
1381 9 9	-	40 12 6	6 5 0	7 2 0	13 1 3	-	1448 10 6	543 12 6	2 13 11	
132 0 0	-	-	-	2 11 0	0 14 3	-	135 5 3	45 17 2	3 4 5	58.
111 0 0	-	11 0 0	-	-	0 8 5	6 5 0	128 13 5	29 2 6	4 11 11	59.
120 0 0	-	-	-	-	0 16 4	-	120 16 4	50 5 0	2 17 6	60.
152 1 3	-	-	-	-	1 9 9	-	153 11 0	48 2 2	2 8 0	61.
97 14 6	-	-	-	-	0 13 0	-	98 7 6	30 18 0	3 10 3	62.
40 0 0	-	-	-	-	0 10 3	-	40 10 3	14 16 0	2 2 8	63.
135 2 9	-	-	-	-	1 13 1	-	136 15 10	43 7 10	1 17 0	64.
150 0 0	-	6 0 0	-	-	1 4 6	-	157 4 6	82 1 2	2 17 2	65.
937 18 6	-	17 0 0	-	2 11 0	7 9 7	6 5 0	971 4 1	344 9 10	2 15 2	
150 0 0	-	13 7 6	-	-	0 18 2	-	164 5 8	80 1 11	2 7 8	66.
40 0 0	20 0 0	-	6 0 0	2 0 0	-	-	68 0 0	26 7 4	3 1 10	67.
40 4 6	-	2 15 0	-	-	0 6 10	-	43 6 4	15 13 7	3 1 11	68.
85 13 4	2 10 0	-	-	13 7 6	3 2 1	-	54 12 11	6 6 2	-	69.
61 2 3	10 0 0	-	-	-	0 10 7	-	71 12 10	16 19 2	4 4 3	70.
139 10 0	-	3 5 0	-	11 5 0	1 10 5	-	155 10 5	72 11 0	2 3 2	71.
132 12 9	-	-	-	-	1 6 0	-	133 18 9	77 18 7	2 3 11	72.
599 2 10	32 10 0	19 7 6	6 0 0	26 12 6	7 14 1	-	691 6 11	295 17 9	2 11 0	
198 0 0	40 0 0	-	-	-	2 2 0	-	240 2 0	115 5 4	2 16 6	73.
63 0 0	-	-	-	-	0 4 2	-	63 4 2	14 4 3	4 17 3	74.
108 0 0	-	-	-	-	0 3 0	-	108 3 0	22 3 3	4 10 1	75.
61 3 4	-	-	-	0 6 0	1 10 7	-	62 19 11	34 10 5	2 12 6	76.
430 3 4	40 0 0	-	-	0 6 0	3 19 9	-	474 9 1	186 3 3	3 3 8	
100 0 0	-	-	-	-	0 17 10	-	100 17 10	32 18 0	2 5 10	77.
60 9 6	-	-	-	10 18 6	3 15 8	-	75 3 8	52 15 4	2 8 6	78.
76 17 0	8 0 0	-	-	-	2 17 8	1 16 6	89 11 2	5 6 4	3 8 11	79.
108 0 0	-	-	-	-	1 8 0	-	109 8 0	5 16 0	-	80.
40 0 0	-	-	7 10 0	-	0 0 6	-	47 10 6	107 10 7	1 12 8	81.
60 4 7	-	-	-	-	0 9 9	-	60 14 4	16 16 6	2 15 11	82.
81 0 9	-	-	-	-	0 11 2	-	81 11 11	21 3 3	2 8 7	83.
108 5 9	-	-	-	-	0 18 10	-	109 4 7	25 2 6	4 10 8	84.
								64 15 8	2 16 0	85.
634 17 7	8 0 0	-	7 10 0	10 18 6	10 19 5	1 16 6	674 2 0	332 4 2	2 10 6	
96 0 0	-	-	-	2 2 6	1 12 8	-	99 15 2	17 10 10	2 17 0	86.
10 0 0	3 6 8	-	-	14 9 0	2 19 0	-	30 14 8	5 16 0	-	87.
203 18 9	-	49 0 0	-	-	1 16 3	-	254 15 0	131 18 4	2 16 0	88.
47 9 8	-	-	-	14 13 6	3 8 6	-	65 11 8	19 10 9	2 17 0	89.
150 3 3	-	-	-	-	1 11 4	-	151 14 7	78 10 7	2 3 4	90.
56 0 0	-	-	-	2 8 6	0 19 6	3 2 6	62 10 6	27 14 8	2 12 1	91.
42 0 3	-	12 6 0	-	2 11 0	0 14 11	-	57 12 2	10 19 10	3 0 8	92.
126 10 3	-	9 0 0	-	7 3 2	1 3 3	-	143 16 8	55 13 6	2 9 7	93.
40 0 0	-	62 10 0	-	-	1 3 4	-	103 13 4	23 9 9	5 15 2	94.
40 0 0	-	1 8 0	-	-	0 6 8	-	41 14 8	23 3 10	2 6 4	95.
110 0 0	-	-	-	-	0 15 8	-	110 15 8	62 17 11	2 14 0	96.
40 0 0	-	-	-	-	0 4 9	-	40 4 9	7 10 6	2 16 6	97.
962 2 2	3 6 8	134 4 0	-	43 7 8	16 15 10	3 2 6	1162 18 10	464 16 6	2 14 0	
129 13 0	-	40 5 0	-	-	0 17 6	-	170 15 6	38 17 1	3 19 5	98.
102 0 0	20 0 0	4 10 0	-	17 12 6	0 17 0	-	144 19 6	52 6 11	2 16 10	99.
60 0 0	-	24 0 0	-	-	0 10 6	-	84 10 6	14 4 4	3 16 10	100.
72 0 0	-	23 0 0	-	-	0 4 11	-	95 4 11	32 13 7	3 16 2	101.
363 13 0	20 0 0	91 15 0	-	17 12 6	2 9 11	-	495 10 5	138 1 11	3 10 6	

RETURN of STATE SCHOOLS in operation.

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers		Pupil Teachers and Paid Monitors	
				Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	M.	F.	M.	F.
102	GEORGE TOWN	George Town	231½	30	13	43	24	11	35	16	8	24	1	1	-	-
103		Leffroy	215½	83	58	141	60	42	102	48	33	81	1	1	1	1
104		Low Head	232½	16	17	33	16	15	31	11	11	22	1	-	-	-
105		Lower Piper's River	234	22	13	35	16	10	26	13	7	20	1	-	-	-
		TOTAL .....	..	151	101	252	116	78	194	88	59	147	4	2	1	1
106	GLAMORGAN ..	Glen Gala	222	9	12	21	8	10	18	6	9	15	-	1	-	-
107		Lisdillon	232½	12	17	29	11	12	23	8	9	17	-	1	-	-
108		Swansea	232½	35	40	75	28	31	59	22	24	46	1	1	-	-
		TOTAL .....	..	56	69	125	47	53	100	36	42	78	1	3	-	-
109	GLENORCHY ..	Bismarck	224½	23	21	44	14	14	28	9	9	18	-	1	-	-
110		Glenorchy	228	47	48	95	36	32	68	27	23	50	1	1	-	1
111		South Bridgewater	230	20	15	35	14	7	21	8	5	13	-	1	-	-
		TOTAL .....	..	90	84	174	64	53	117	44	37	81	1	3	-	1
112	GREEN PONDS	Constitution Hill	232½	26	31	57	18	25	43	13	17	30	1	1	-	-
113		Green Ponds	230½	51	56	107	37	45	82	26	33	59	1	2	-	1
		TOTAL .....	..	77	87	164	55	70	125	39	50	89	2	3	-	1
114	HAMILTON....	Ellendale	210	21	24	45	18	21	39	12	14	26	-	1	-	-
115		Fentonbury	207	26	18	44	20	16	36	16	14	30	-	2	-	-
116		Hamilton	213½	39	44	83	30	31	61	20	23	43	1	1	-	1
117		Native Tier	228	11	13	24	10	8	18	8	6	14	1	-	-	-
118		Ouse	224	18	14	32	17	13	30	14	11	25	-	1	-	-
		TOTAL .....	..	115	113	228	95	89	184	70	68	138	2	5	-	1
119	KINGBOROUGH	Garden Island Creek	216½	21	25	46	13	17	30	10	13	23	-	1	-	-
120		*Gordon	115	15	17	32	12	15	27	10	12	22	1	-	-	-
121		*Long Bay	116	14	16	30	12	12	24	11	9	20	1	-	-	-
122		Kingston	229½	54	49	103	42	37	79	27	23	50	1	1	-	-
123		Little Oyster Cove	207	17	23	40	13	19	32	8	14	22	-	1	-	-
124		Margate	231½	25	20	45	18	15	33	13	10	23	1	-	-	-
125		Peppermint Bay	229½	15	24	39	12	19	31	8	12	20	-	1	-	-
126		Sandfly Basin	237	20	17	37	17	13	30	10	9	19	-	1	-	-
		TOTAL .....	..	181	191	372	139	147	286	97	102	199	3	5	-	-
127	LONGFORD ...	Bishopsbourne	228½	21	19	40	15	13	28	10	9	19	-	1	-	-
128		Cressy	218	54	33	87	34	20	54	26	15	41	1	1	1	-
129		Cressy Road	235	5	11	16	4	8	12	3	5	8	-	1	-	-
130		Iveridge	232½	23	25	48	16	18	34	12	13	25	1	1	-	-
131		Longford	231½	152	100	252	106	71	177	83	54	137	1	2	1	1
132		Pateena	231	12	20	32	9	14	23	5	11	16	-	1	-	-
133		Perth	232½	58	55	113	49	43	92	36	33	69	1	2	-	-
134		Upper Liffey	231½	20	13	33	15	9	24	10	7	17	1	-	-	-
		TOTAL .....	..	345	276	621	248	196	444	185	147	332	5	9	2	1
135	NEW NORFOLK	Back River	238½	25	22	47	17	17	34	10	11	21	-	1	-	-
136		Glenora	219	67	46	113	46	32	78	30	21	51	1	1	-	1
137		Lachlan ¹	120	31	27	58	24	21	45	18	16	34	1	1	-	-
138		Macquarie Plains	232½	49	41	90	32	29	61	23	20	43	1	1	-	1
139		Molesworth	211	16	12	28	10	9	19	5	6	11	-	1	-	-
140		New Norfolk	229½	128	98	226	87	68	155	60	47	107	1	1	1	2
141		*Glen Fern (Dry Creek) ¹	48	5	7	12	3	7	10	2	6	8	1	-	-	-
142		*Plenty	173½	25	22	47	13	13	26	8	9	17	1	-	-	-
143		Uxbridge	225½	14	11	25	13	9	22	9	4	13	-	1	-	-
		TOTAL .....	..	360	286	646	245	205	450	165	140	305	5	7	1	4
144	OATLANDS ...	*Antill Ponds	119	7	11	18	5	10	15	5	8	13	1	-	-	-
145		*Tunbridge	117	19	9	28	14	4	18	12	4	16	1	-	-	-
146		Inglewood	228	15	14	29	13	11	24	10	9	19	-	1	-	-
147		Jericho	231	10	22	32	8	16	24	7	13	20	1	-	-	-
148		Mount Seymour	232½	28	21	49	20	17	37	16	13	39	1	1	-	-
149		Oatlands	232	59	38	97	44	27	71	32	19	51	1	1	-	1
150		Parattah	230½	33	38	71	36	31	67	19	21	40	-	1	-	1
151		Rhyndaston	233	14	17	31	13	9	22	9	6	15	-	1	-	-
152		Tunnack	225½	21	29	50	14	19	33	8	12	20	-	1	-	-
153		Whitefoord	231	16	15	31	12	13	25	9	10	19	1	-	-	-
		TOTAL .....	..	222	213	436	169	157	326	137	115	252	5	6	-	2

* Half-time Schools.
¹ Opened 9th July. ¹ Re-opened 10th July.

between the 1st January and 31st December, 1888—continued.

Aid granted during the Year ended 31st December, 1888.								School Fees.	Average amount of Government aid per annum for each scholar in daily attendance.	No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings the property of the Government.	Repairs to School Buildings not the property of the Government.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
89 11 9	—	10 0 0	—	—	0 16 0	—	100 7 9	19 7 3	4 3 8	102.
144 4 5	—	9 10 0	—	—	0 8 1	—	154 2 6	44 11 3	1 18 1	103.
63 0 0	—	—	10 0 0	—	0 7 1	—	73 7 1	35 1 3	3 6 8	104.
72 0 0	—	—	—	—	0 4 6	—	72 4 6	14 17 6	3 12 3	105.
368 16 2	—	19 10 0	10 0 0	—	1 15 8	—	400 1 10	113 17 3	2 14 5	
43 16 8	10 0 0	—	—	—	1 15 0	—	45 11 8	11 14 2	3 0 9	146.
50 0 0	—	—	—	—	1 7 7	—	61 7 7	17 7 6	3 12 3	107.
109 12 0	—	—	—	—	4 5 1	—	113 17 1	49 16 6	2 9 6	108.
203 8 8	10 0 0	—	—	—	7 7 8	—	220 16 4	78 18 2	2 16 7	
50 10 3	—	13 0 0	—	—	1 13 0	—	65 3 3	20 3 11	3 12 5	109.
134 8 9	—	21 0 0	—	—	1 10 6	—	156 19 3	47 14 3	3 2 10	110.
40 0 0	—	—	8 10 0	—	0 4 8	—	48 14 8	19 6 0	3 15 4	111.
224 19 0	—	34 0 0	8 10 0	—	3 8 2	—	270 17 2	87 4 2	3 6 7	
117 14 0	—	—	—	—	0 15 7	—	118 9 7	15 17 9	3 19 0	112.
177 2 3	—	—	—	—	1 13 4	—	178 15 7	57 1 9	3 0 7	113.
294 16 3	—	—	—	—	2 8 11	—	297 5 2	72 19 6	3 6 10	
52 0 0	—	2 17 6	—	—	1 6 2	3 2 6	59 6 2	20 1 10	2 5 7	114.
71 5 6	—	—	—	—	0 18 9	—	72 4 3	17 10 6	2 8 2	115.
121 18 4	—	29 0 0	—	2 2 6	2 3 1	—	155 3 11	40 17 5	3 12 2	116.
69 18 8	—	—	—	—	0 3 7	—	70 2 3	12 8 4	5 0 2	117.
50 0 0	—	37 13 4	—	—	2 11 2	—	90 4 6	37 0 11	3 12 2	118.
365 2 6	—	69 10 10	—	2 2 6	7 2 9	3 2 6	447 1 1	127 19 0	3 4 9	
40 0 0	—	—	—	—	0 12 0	—	40 12 0	24 11 1	1 15 4	119.
84 0 0	—	—	—	1 19 3	1 1 4	—	87 0 7	7 7 7	2 1 0	120.
140 4 9	—	—	—	3 10 0	2 15 0	4 4 0	150 13 9	7 11 9	3 0 3	121.
50 0 0	—	—	—	—	1 1 10	—	51 1 10	61 7 6	3 0 3	122.
90 0 0	—	30 10 0	—	—	0 8 4	—	120 18 4	8 6 9	2 6 5	123.
50 0 0	—	—	—	—	0 8 6	1 3 9	51 12 3	25 14 0	5 5 2	124.
50 3 3	—	14 15 0	—	—	0 4 4	—	65 2 7	16 3 0	2 11 7	125.
								17 17 3	3 16 7	126.
504 8 0	—	45 5 0	—	5 9 3	6 11 4	5 7 9	567 1 4	168 18 11	2 17 0	
80 6 8	—	2 13 0	—	—	0 10 9	—	83 10 5	27 15 4	4 7 11	127.
111 0 0	—	80 0 0	—	—	2 0 10	—	193 0 10	39 4 0	4 14 2	128.
50 0 0	—	—	—	—	—	—	50 0 0	3 10 0	6 5 0	129.
111 14 9	—	—	—	—	0 13 0	—	112 7 9	29 0 8	4 9 11	130.
259 11 4	—	—	—	—	2 17 8	—	262 9 0	155 16 1	1 18 4	131.
38 7 9	—	—	—	—	0 9 4	—	38 17 1	13 5 3	2 8 7	132.
161 0 7	—	—	—	—	1 15 9	—	162 16 4	85 4 9	2 7 2	133.
94 3 3	—	25 11 9	—	—	0 5 0	—	120 0 0	15 13 9	7 1 2	134.
906 4 4	—	108 4 9	—	—	8 12 4	—	1023 1 5	369 9 10	3 1 8	
40 8 3	25 0 0	—	—	—	0 12 6	—	41 0 9	24 6 0	1 19 1	135.
120 0 0	—	—	—	0 19 6	1 7 4	—	147 6 10	34 2 1	2 17 9	136.
40 19 9	—	—	—	5 9 0	2 8 1	—	48 16 10	18 8 7	—	137.
144 10 0	—	—	—	0 17 0	1 4 9	—	146 11 9	58 2 8	3 8 2	138.
50 0 0	—	17 13 0	—	—	1 3 7	—	68 16 7	2 19 0	6 5 2	139.
257 12 0	—	36 0 0	—	7 15 0	3 0 7	6 0 0	310 7 7	127 10 6	2 18 0	140.
27 15 0	—	—	—	—	0 0 6	—	27 15 6	2 4 0	—	141.
47 15 0	—	—	—	—	0 12 5	2 0 0	50 7 5	9 15 6	—	142.
50 0 0	10 0 0	—	—	—	1 5 3	—	61 5 3	19 15 10	4 14 3	143.
779 0 0	35 0 0	53 13 0	—	15 0 6	11 15 0	8 0 0	902 8 6	297 4 2	2 19 2	
90 12 9	6 10 0	—	—	—	0 12 6	—	97 15 3	10 5 6	3 7 5	144.
40 0 0	—	3 16 0	—	—	—	—	43 16 6	29 3 8	2 6 2	145.
64 13 3	—	—	—	—	0 10 9	—	65 4 0	21 5 3	3 5 2	146.
75 7 3	—	46 11 0	—	—	0 10 6	—	122 8 9	14 18 8	3 2 9	147.
131 7 8	—	8 0 0	—	—	0 12 3	—	139 19 11	43 19 6	2 14 11	148.
72 0 0	—	—	—	2 8 6	0 9 10	—	74 18 4	40 8 7	1 17 6	149.
52 4 6	—	—	—	—	0 2 6	—	52 7 0	10 13 2	3 9 10	150.
50 0 0	—	—	—	—	1 2 8	—	51 2 8	20 9 2	2 11 1	151.
66 0 0	—	—	—	—	0 10 8	—	69 10 8	19 5 6	3 11 1	152.
645 5 5	6 10 0	58 7 6	—	2 8 6	4 11 8	—	717 3 1	220 13 6	2 16 1	153.

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers		Pupil Teachers and Paid Monitors	
				Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	M.	F.	M.	F.
154	PORTLAND ..	Blue Tier	204½	15	10	25	11	7	18	9	5	14	-	1	-	-
155		Gould's Country	234½	16	14	30	12	12	24	9	9	18	1	-	-	-
156		St. Helen's	237½	56	50	106	45	36	81	31	25	56	1	1	-	1
157		Weldborough	231½	31	35	66	23	26	49	19	20	39	-	1	-	1
		TOTAL .....	..	118	109	227	91	81	172	68	59	127	2	3	-	2
158	RICHMOND ..	Campania	233	41	28	69	33	20	53	25	14	39	1	1	-	-
159		Dulcote	201½	17	18	35	13	12	25	8	7	15	1	-	-	-
160		Jerusalem	209	50	39	89	31	23	54	23	17	40	-	2	-	-
161		Lower Jerusalem ^k	85	15	21	36	8	19	27	5	11	16	-	1	-	-
162		Richmond	233½	34	32	66	25	26	51	18	19	37	1	1	-	-
163		Risdon	233½	13	8	21	9	7	16	6	4	10	-	1	-	-
164		Tea Tree	216½	24	25	49	18	19	37	12	12	24	1	1	-	-
		TOTAL .....	..	194	171	365	137	126	263	97	84	181	4	7	-	-
165	RINGAROOMA, EAST	Alberton	217	16	14	30	8	9	17	5	7	12	-	1	-	-
166		Brothers' Home	237½	39	38	77	26	26	52	19	20	39	1	-	-	-
167		Gladstone	240½	18	8	26	15	6	21	14	5	19	1	-	-	-
168		Moorina	231	35	15	50	24	10	34	19	8	27	1	1	-	-
169		Upper Ringarooma	232½	36	33	69	25	25	50	17	19	36	1	1	-	-
		TOTAL .....	..	145	108	252	98	76	174	74	59	133	4	3	-	-
170	RINGAROOMA, WEST	Ellesmere	232½	66	38	104	44	28	72	29	17	46	1	1	-	-
171		Jetsonville	232½	36	27	63	23	20	43	16	16	32	1	1	-	-
172		Springfield	238½	24	17	41	16	11	27	12	8	20	1	1	-	-
173		West Scottsdale ^l	196	9	12	21	8	11	19	6	10	16	-	1	-	-
		TOTAL .....	..	135	94	229	91	70	161	63	51	114	3	4	-	-
174	ROSS	Ross	219½	49	38	87	38	24	62	27	15	42	1	1	-	1
175	RUSSELL	Black River	220½	25	28	53	19	19	38	15	15	30	1	1	-	-
176		Forest	227½	46	35	81	30	25	55	22	19	41	1	1	-	1
177		*Irish Town	116½	7	8	15	6	4	10	4	3	7	1	-	-	-
178		*Smithton	117	12	8	20	6	5	11	3	2	5	-	-	-	-
179		Montagu	228½	18	29	47	16	22	38	11	16	27	1	-	-	-
180		Rocky Cape ^m	108	12	7	19	8	5	13	6	4	10	-	1	-	-
181		Stanley	232½	64	46	110	50	34	84	40	25	65	1	1	-	-
		TOTAL .....	..	184	161	345	135	114	249	101	84	185	5	4	-	1
182	SELBY	Bangor	197½	32	31	63	17	16	33	13	11	24	1	1	-	-
183		Breadalbane	232½	24	22	46	15	14	29	11	10	21	1	1	-	-
184		*Cormiston	115½	13	8	21	7	6	13	5	4	9	1	-	-	-
185		*St Michael's	117	22	19	41	13	15	28	10	12	22	1	-	-	-
186		Hadspen	232	27	21	48	22	20	42	17	16	33	1	1	-	-
187		Lisle	234	20	14	34	13	9	22	9	5	14	1	-	-	-
188		Newnham	240	19	25	44	11	16	27	8	13	21	-	1	-	-
189		Patersonia	220	23	19	42	16	13	29	8	8	16	-	1	-	-
190		Ravenswood	231½	22	20	42	16	16	32	12	12	24	-	1	-	-
191		St. Leonard's	228	62	51	113	49	36	85	33	26	59	1	1	-	1
192		Turner's Marsh ⁿ	189	34	30	64	27	22	49	22	17	39	1	-	-	-
193		Underwood	234	23	19	42	19	14	33	14	10	24	-	1	-	-
194		Upper Piper's River	233½	51	59	110	38	45	83	25	29	54	-	1	-	-
195		Young Town	219½	46	31	77	27	18	45	21	14	35	1	1	-	-
		TOTAL .....	..	418	369	787	200	250	540	208	187	395	8	10	-	1
196	SORELL	Bream Creek	231	30	29	59	26	22	48	21	18	39	-	1	-	1
197		Dunalley	217	16	19	35	14	16	30	12	11	23	-	1	-	-
198		Forecett	209½	23	23	46	15	14	29	13	12	25	-	1	-	-
199		Kellevie	233½	41	31	72	33	26	59	25	20	45	1	1	-	-
200		Nugent ^o	76½	10	11	21	8	9	17	6	7	13	-	1	-	-
201		Orielton	231	16	15	31	14	10	24	9	7	16	-	1	-	-
202		Sorell	232	43	50	93	36	40	76	27	29	56	1	1	-	-
203		Wattle Hill	219	18	15	33	14	11	25	11	7	18	-	1	-	-
		TOTAL .....	..	197	193	390	160	148	308	124	111	235	2	8	1	1
204	SPRING BAY ..	Buckland	230½	18	19	37	11	12	23	7	9	16	-	1	-	-
205		Maria Island	232	22	17	39	11	15	26	10	13	23	1	-	-	-
206		Spring Bay	232½	17	24	41	10	20	30	8	16	24	1	1	-	-
207		Woodsdale ^p	193	22	22	44	17	14	31	14	11	25	1	-	-	-
		TOTAL .....	..	79	82	161	49	61	110	39	49	88	3	2	-	-

* Half-time schools.

^k Temporarily closed 31st May.^l Established 14th March.^m Temporarily closed for six months.ⁿ Closed nine weeks.^o Closed March to November.^p Closed during April and May.

between the 1st January and 31st December, 1888—continued.

Aid granted during the Year ended 31st December, 1888.								School Libs.	Average amount of Government aid per annum for each scholar in daily attendance.	No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings the property of the Government.	Repairs to School Buildings not the property of the Government.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
40 0 0	-	-	-	-	0 7 0	-	40 7 0	14 3 0	2 17 8	154.
54 0 0	-	3 10 0	-	-	0 2 3	-	57 12 3	26 0 0	3 4 0	155.
151 2 6	-	14 5 0	-	-	1 5 7	0 3 6	166 16 7	72 8 7	2 19 7	156.
76 0 0	7 10 0	-	-	-	1 9 0	-	84 19 0	48 2 8	2 3 7	157.
321 2 6	7 10 0	17 15 0	-	-	3 3 10	0 3 6	349 14 10	160 14 3	2 15 1	
97 18 9	-	-	-	-	0 17 6	-	98 16 3	47 7 8	2 10 8	158.
51 15 3	6 0 0	-	6 2 0	-	0 7 0	-	64 4 3	6 3 9	4 5 7	159.
99 0 6	-	30 0 0	-	-	1 8 6	-	130 9 0	23 19 10	3 5 3	160.
25 0 0	12 0 0	-	-	-	0 9 10	-	37 9 10	8 19 5	-	161.
136 6 6	-	-	-	-	0 15 4	-	137 1 10	30 7 4	3 14 1	162.
41 12 3	-	-	2 15 0	-	0 14 11	-	45 2 2	9 17 8	4 10 3	163.
121 11 6	-	-	-	-	0 10 4	-	122 1 10	29 13 8	5 1 7	164.
573 4 9	18 0 0	30 0 0	8 17 0	-	5 3 5	-	635 5 2	156 9 4	3 10 2	
43 2 0	-	-	-	14 7 6	3 16 8	-	61 6 2	14 1 4	5 2 2	165.
63 0 0	-	32 3 6	-	2 11 0	0 10 6	-	98 5 0	50 13 1	2 10 5	166.
63 0 0	13 0 0	-	5 0 0	-	0 3 9	-	81 3 9	20 10 6	4 5 6	167.
109 18 6	-	12 0 0	-	-	0 11 0	-	122 9 6	25 8 4	4 10 9	168.
84 0 0	-	80 3 6	-	7 1 6	1 8 11	-	172 13 11	36 15 5	4 15 11	169.
363 0 6	13 0 0	124 7 0	5 0 0	24 0 0	6 10 10	-	535 18 4	147 8 8	4 0 7	
120 0 0	-	0 6 0	-	-	0 5 8	-	120 11 8	51 3 0	2 12 5	170.
100 1 6	-	2 10 0	-	-	0 9 3	-	103 0 9	26 6 6	3 4 5	171.
68 3 6	-	18 6 6	-	-	0 12 3	-	87 2 3	11 4 9	4 7 1	172.
35 3 2	-	-	6 0 0	13 2 6	3 11 7	-	57 17 3	6 10 0	-	173.
323 8 2	-	21 2 6	6 0 0	13 2 6	4 18 9	-	368 11 11	95 4 3	3 4 8	
126 5 9	-	63 5 3	-	-	1 8 9	-	190 19 9	41 3 11	4 10 11	174.
94 0 0	-	-	-	-	0 15 11	-	94 15 11	19 17 6	3 3 2	175.
144 18 6	-	-	-	-	1 1 7	-	146 0 1	32 12 10	3 11 3	176.
93 0 0	-	-	-	-	0 8 0	-	93 8 0	4 16 0	7 15 8	177.
90 4 9	-	77 11 0	-	-	0 9 11	-	168 5 8	41 4 11	6 4 8	178.
25 15 0	-	-	-	-	0 7 0	-	26 2 0	4 18 6	-	179.
142 7 3	-	85 18 6	-	3 10 0	1 2 4	1 10 0	234 8 1	66 7 3	3 12 2	180.
590 5 6	-	163 9 6	-	3 10 0	4 4 9	1 10 0	762 19 9	176 6 3	4 2 6	181.
72 0 0	5 4 0	37 16 6	-	1 8 0	0 7 8	-	116 16 2	23 4 8	4 17 4	182.
108 14 6	-	-	-	-	0 7 11	-	109 2 5	23 2 11	5 3 11	183.
42 0 0	-	-	-	-	0 2 11	-	42 2 11	6 17 6	4 13 8	184.
42 0 0	-	6 6 6	-	-	0 4 7	-	48 11 1	13 17 11	2 4 2	185.
122 0 0	-	-	4 6 0	-	0 12 0	-	126 18 0	42 8 5	3 16 11	186.
90 0 0	-	-	-	-	0 9 2	-	90 9 2	21 13 1	6 9 3	187.
60 0 0	-	-	12 0 0	-	0 4 7	-	72 4 7	25 1 1	3 8 10	188.
53 6 8	-	0 16 0	-	7 14 0	1 3 5	-	63 0 1	19 4 9	3 18 9	189.
60 12 3	-	-	-	-	0 11 8	-	61 3 11	28 11 3	2 10 2	190.
123 0 0	-	39 10 3	-	-	1 3 9	1 5 0	164 19 0	44 0 6	2 15 11	191.
78 15 0	-	-	-	3 11 0	0 11 4	4 4 3	87 1 7	30 3 6	2 4 8	192.
60 0 0	-	-	15 0 0	1 8 0	0 8 0	-	76 16 0	22 16 0	3 4 0	193.
91 8 3	-	-	-	3 16 0	1 12 6	-	96 16 9	62 18 10	1 15 10	194.
106 0 1	-	-	-	5 2 0	0 6 3	-	111 8 4	47 0 3	3 2 7	195.
1109 16 9	5 4 0	84 9 3	31 6 0	22 19 0	8 5 9	5 9 3	1267 10 0	411 0 8	3 4 2	
69 0 0	-	-	88 19 0	-	1 4 11	-	159 3 11	33 1 6	4 1 8	196.
40 0 0	-	33 0 0	-	-	0 10 6	-	73 10 6	5 15 0	3 3 11	197.
57 18 11	-	54 3 0	-	-	3 10 1	-	115 12 0	23 14 11	4 12 6	198.
112 6 6	-	-	-	-	1 1 5	11 10 9	124 18 8	41 0 0	2 15 6	199.
28 3 1	-	-	-	-	0 5 10	-	28 8 11	4 10 10	-	200.
41 9 6	-	-	-	-	0 7 5	-	41 16 11	10 10 4	2 12 4	201.
119 10 0	-	-	-	-	2 3 7	0 5 10	122 4 5	66 14 4	2 3 8	202.
56 13 4	-	-	-	-	0 5 10	-	56 19 2	16 1 3	3 3 3	203.
525 1 4	-	87 3 0	88 19 0	-	9 14 7	11 16 7	722 14 6	201 8 2	3 1 6	
52 11 6	-	-	-	2 2 6	0 8 5	-	55 2 5	12 2 10	3 8 11	204.
99 0 0	-	-	-	-	0 9 3	-	99 9 3	32 8 10	4 6 6	205.
102 0 0	-	-	-	-	0 5 0	-	102 5 0	25 16 0	4 5 3	206.
57 10 6	-	-	-	0 4 6	1 4 6	-	58 19 6	16 8 0	2 7 2	207.
311 2 0	-	-	-	2 7 0	2 7 2	-	315 16 2	86 15 8	3 11 9	

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers		Pupil Teachers and Paid Monitors		
				Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total	M.	F.	M.	F.	
208	WESTBURY ..	Bracknell	231½	36	40	76	23	27	50	16	19	35	1	1	-	-	
209		Bridgenorth	209	20	12	32	16	10	26	12	8	20	1	-	-	-	
210		Carrick	232	44	40	84	33	35	68	24	24	48	1	1	-	1	
211		Exton	232	60	40	100	39	27	66	26	20	46	1	1	-	1	
212		Fern Bank	207½	17	21	38	12	14	26	10	11	21	-	1	-	-	
213		Frankford	231	19	7	26	13	11	24	12	9	21	-	1	-	-	
214		Glengarry	206½	22	23	45	17	20	37	13	15	28	1	1	-	-	
215		Hagley	231½	33	14	47	20	10	30	14	9	23	1	1	-	-	
216		Park	221	9	12	21	7	8	15	5	6	11	-	1	-	-	
217		Rose Vale	231	17	15	32	15	11	26	11	8	19	-	1	-	-	
218		Westbury	236	80	67	147	56	48	104	41	32	73	1	2	-	1	
219		Whitemore	230¼	34	25	59	24	18	42	18	13	31	1	1	-	-	
220		Winkleigh	230	35	21	56	25	17	42	15	11	26	1	1	-	-	
TOTAL.....				..	426	337	763	300	256	556	217	185	402	9	12	-	3
GRAND TOTAL.....				..	9329	7796	17,125	6562	5440	12,002	4816	3914	8730	138	203	31	54

between the 1st January and 31st December, 1888—continued.

Aid granted during the Year ended 31st December, 1888.								School Fees.	Average amount of Government aid per annum for each scholar in daily attendance.	No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings the property of the Government.	Repairs to School Buildings not the property of the Government.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
108 6 9	—	—	—	—	0 17 6	—	109 4 3	32 15 0	3 2 5	208.
58 0 0	—	—	—	—	0 8 11	—	58 8 11	5 1 2	2 18 5	209.
109 9 0	—	36 7 0	—	—	3 11 10	—	149 7 10	32 12 5	3 2 3	210.
123 0 0	20 0 0	—	25 0 0	—	1 2 10	—	169 2 10	49 15 8	3 13 6	211.
43 8 4	—	5 12 6	—	—	0 9 4	3 0 0	52 10 2	21 7 3	2 10 0	212.
50 0 0	—	—	—	—	0 12 11	—	50 12 11	16 19 6	2 8 3	213.
109 0 0	—	6 5 0	—	—	0 13 6	—	115 18 6	23 19 0	4 2 10	214.
108 0 0	—	49 17 6	—	—	0 9 7	—	158 7 1	43 3 11	6 17 8	215.
40 0 0	—	—	—	—	0 4 11	—	40 4 11	10 10 9	3 13 2	216.
42 2 0	—	—	3 0 0	—	0 7 6	—	45 9 6	22 12 8	2 7 10	217.
172 1 9	—	—	—	—	1 10 8	—	173 12 5	70 0 1	2 7 7	218.
108 5 2	—	—	—	—	0 14 6	—	108 19 8	47 18 9	3 10 4	219.
122 14 9	—	13 0 0	—	—	0 13 2	—	136 7 11	22 16 2	5 4 11	220.
1194 7 9	20 0 0	111 2 0	28 0 0	—	11 17 2	3 0 0	1368 6 11	399 12 4	3 8 1	
21,235 1 1	245 0 8	1727 12 5	257 8 2	260 17 5	260 6 10	249 8 7	24,235 15 2	8980 7 0	2 15 6	

APPENDIX O.

RETURN of Number of Children admitted under Free Certificates, and the payments made for their instruction, for the Year 1888.

NO.	SCHOOL.	TOTAL SUM PAID.	AVERAGE QUARTERLY ATTENDANCE.	NO.	SCHOOL.	TOTAL SUM PAID.	AVERAGE QUARTERLY ATTENDANCE.
		£ s. d.				£ s. d.	
1	Charles-street	7 1 0	19.25	53	Native Tier	0 3 0	2.00
2	Frederick-street	14 11 3	33.25	54	Kingston	2 16 9	6.50
3	Beaconsfield	14 5 0	39.25	55	Sandfly Basin	0 3 3	1.00
4	Bothwell	5 15 3	13.25	56	Iveridge	0 14 9	2.00
5	Bagdad	1 13 0	3.00	57	Longford	11 17 0	27.25
6	Elderslie	0 16 0	8.00	58	Perth	2 7 3	5.50
7	North Bridgewater	2 9 9	7.00	59	Upper Liffey	4 3 3	9.00
8	Pontville	0 17 3	2.33	60	Back River	0 8 3	3.00
9	New Town	8 6 6	18.25	61	Lachlan	0 14 9	3.00
10	Campbell Town	11 4 6	22.25	62	New Norfolk	9 2 0	21.00
11	Cascades	0 1 6	4.00	63	Antill Ponds	0 11 0	1.00
12	Impression Bay	0 0 9	2.00	64	Tunbridge	2 13 9	5.75
13	Koonya	0 6 3	1.00	65	Jericho	1 13 3	2.75
14	Bellerive	6 1 3	13.75	66	Mount Seymour	7 2 3	14.25
15	Rokeby	4 1 0	8.75	67	Oatlands	5 19 3	14.50
16	Sandford	4 13 9	10.75	68	Rhyndaston	2 4 6	5.00
17	Brookhead	1 17 6	4.66	69	Whiteford	1 10 0	2.00
18	Brookside	0 11 9	2.00	70	St. Helen's	7 2 6	16.00
19	Chudleigh	2 15 9	4.75	71	Campania	1 18 9	4.00
20	Deloraine	15 5 3	37.25	72	Dulcot	2 5 3	6.00
21	Dunorlan	7 18 3	15.00	73	Jerusalem	1 10 6	10.00
22	Golden Valley	10 1 3	23.50	74	Richmond	6 6 6	12.00
23	Parkham	2 7 3	9.33	75	Risdon	1 12 3	3.25
24	Tongataboo	7 13 0	14.50	76	Tea Tree	1 11 6	4.25
25	Barrington	3 11 6	9.50	77	Moorina	1 18 6	3.25
26	Barrington Junction	0 4 9	3.00	78	Jetsonville	2 8 6	4.25
27	Formby	0 2 6	2.00	79	Springfield	3 3 6	7.50
28	Railton	0 16 3	7.00	80	West Scottsdale	1 16 6	4.33
29	Forth	2 1 3	9.33	81	Ross	5 17 3	14.75
30	Kindred	1 14 6	6.00	82	Forest	2 8 6	6.75
31	Penguin	4 2 9	12.66	83	Montagu	0 4 9	1.50
32	Flowerdale	0 4 6	3.00	84	Stanley	1 7 3	2.50
33	Somerset	1 2 3	3.33	85	Breadalbane	0 14 6	2.00
34	Wynyard	0 12 9	3.00	86	Ravenswood	0 12 3	2.50
35	Cornwall	1 4 6	5.33	87	Upper Piper River	1 12 3	8.00
36	Germananton	1 2 0	6.66	88	Young Town	1 0 9	2.00
37	Mangana	0 15 9	2.66	89	Forcett	1 17 3	5.33
38	Mathinna	0 0 9	2.00	90	Kellevie	5 9 0	11.00
39	St. Mary's	0 5 9	5.00	91	Nugent	1 9 9	5.00
40	Franklin	5 18 9	10.75	92	Orielton	1 9 6	2.66
41	Geeveston	6 3 3	11.75	93	Buckland	2 11 6	5.50
42	Mountain River	2 0 3	7.33	94	Woodsdale	0 10 6	6.00
43	Port Cygnet	3 10 3	11.25	95	Bracknell	6 6 9	17.00
44	Dover	0 13 0	1.25	96	Bridgenorth	4 0 0	8.75
45	George Town	5 11 9	13.00	97	Carrick	2 4 6	6.00
46	Lefroy	11 11 6	24.75	98	Glengarry	1 0 0	2.00
47	Swansea	1 12 0	3.00	99	Rosevale	2 2 0	3.00
48	Bismarek	0 10 3	7.00	100	Westbury	8 1 9	21.00
49	Glenorchy	2 8 9	8.50	101	Winkleigh	2 14 9	8.00
50	Constitution Hill	9 14 0	23.50				
51	Green Ponds	4 2 3	10.25				
52	Fentonbury	1 5 6	5.00				
					TOTAL	343 10 6	