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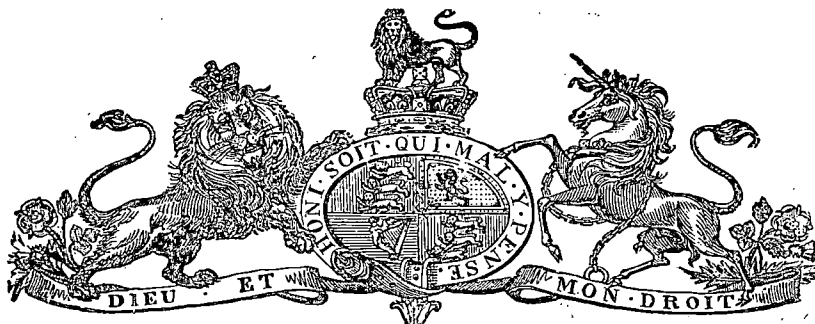
PARLIAMENT OF TASMANIA.

EDUCATION DEPARTMENT:

REPORT FOR 1893.

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

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REPORT of the MINISTER OF EDUCATION for the Year 1893.

To His Excellency the Right Honourable JENICO WILLIAM JOSEPH, VISCOUNT GORMANSTON, Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Colony of Tasmania and its Dependencies.

MAY IT PLEASE YOUR EXCELLENCY.

I HAVE the honour to submit the Report of the Education Department for the year ending 31st December, 1893.

New schools, six in number, were established during the year at Black Sugar Loaf, Western Creek, Dundas, Holwell, Mount Lloyd, and New River, and three were re-opened, at Alberton, German Town, and Gray. The provisional schools at Broadmarsh, Epping, Ida Bay, Mountain River, Spreyton, and Stoodley were closed during or at the end of the year, the number of scholars in attendance not justifying their maintenance at the public cost. The summer schools at Steppes and St. Patrick's Plains were discontinued at the end of the year, arrangements having been made for carrying on the work for a time by private enterprise. A grant-in-aid which has been allowed under special conditions to a school at the River Scamander was continued.

The number of distinct scholars who attended during the whole or some portion of the year was 20,475, as against 20,659 for 1892, and the average number on the rolls for each month in 1893 increased from 14,549 in 1892 to 14,875. The average daily attendance for the year was 10,307.

The following table shows the progress made during the past ten years in extending the means of elementary education, and the general attendance of scholars :—

Year.	No. of Schools.	No. of Scholars on Rolls during the year.	Average No. of Scholars on Rolls from month to month.*	Average Attendance.
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
1889	229	17,949	12,460	8973
1890	240	18,156	12,640	8898
1891	244	19,207	13,491	9680
1892	251	20,659	14,549	10,654
1893	253	20,475	14,875	10,307

* The names of all children who have not been present at all during the previous four weeks are omitted in calculating the number on rolls for each week, and the average of the weekly results thus obtained is the average number on rolls for the month.

The next table gives the age of 14,395 scholars whose names were on the rolls at the end of the year, and also shows how their individual proficiency had been estimated by the Teachers when classifying them under the Standard of Instruction :—

	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	TOTAL.
Under four years	42	...	...	...	...	...	42
Four years	159	...	...	...	...	...	159
Five years	484	4	1	...	...	...	489
Six years	901	67	4	...	...	...	972
Seven years	1201	272	52	6	...	...	1531
Eight years	1130	549	228	29	2	...	1938
Nine years	576	708	499	146	14	...	1943
Ten years	323	535	659	326	65	11	1919
Eleven years	144	325	594	450	194	31	1738
Twelve years	172	203	382	502	339	115	1713
Thirteen years	41	69	167	318	298	162	1055
Fourteen years and over	12	27	88	196	313	260	896
TOTAL	5185	2759	2674	1973	1225	579	14,395
Percentage of Scholars	36·01	19·16	18·57	13·70	8·50	4·02	100·00

The general results of examination under the Standard of Instruction afford a means of checking the records of local classification, and are summarised in the subjoined statement :—

	Class I.		Class II.	Class III.	Class IV.	Class V.	Class VI.	TOTAL.
	Div. 1.	Div. 2.						
	1077	637	933	851	469	369	143	4479
	1143	767	1111	961	486	261	94	4823
	677	525	637	649	283	214	58	3043
TOTALS	4826		2681	2461	1238	844	295	12,345
PERCENTAGE	39·0		21·7	20·0	10·0	6·9	2·4	100·00

There was no change during the year in the Inspectoral Staff. The total number of visits paid by the Inspectors of Schools for purposes of inspection and examination was 660, and the conclusions based upon the ascertained results are stated in their Annual Reports.

In addition to the visits of the Inspectors of Schools and other Officers of the Department, there were 1922 visits paid to State Schools by Ministers of Religion for the purpose of giving religious instruction under the provisions of the Act. The schools were visited on 452 occasions by Members of Boards of Advice, and 1385 visits were paid by other persons.

The Boards of Advice have continued to render much valuable assistance to the Department in the discharge of the functions assigned to them by the Education Act, though the necessity for giving due effect to its provisions for enforcing attendance appears to have been overlooked in some School Districts. The Auditor-General has reported instances in which the accounts have not been kept with the precision required by the Regulations under the Audit Act, and others in which the expenditure under some one head of Allowance has been allowed to exceed the amount granted for that particular purpose ; but these irregularities have been satisfactorily adjusted, and Regulations issued which should prevent any future misunderstanding as to the mode of appropriation of the several Allowances. It was found necessary to discontinue the allowance for repairs for the December quarter in order to keep the total expenditure within the amount voted by Parliament. The Municipal Council of Hamilton ceased at the end of the year to act as a Board of Advice for that district. There was no other change beyond the filling of vacancies caused by the resignation of some members of Boards of Advice who had removed to other districts.

The school fees paid by parents in aid of teachers' salaries during the year amounted to £9904 13s. 3d., representing an average payment at the rate of £1 3s. 1d. per scholar calculated upon the average daily attendance for the year.

The average number of free scholars in country schools was 1446, the amount paid to teachers for their instruction being £553 14s. 8d. Including the free scholars in Hobart and Launceston, there were in average attendance 1731 children, the cost of whose instruction was wholly borne by the State.

The subjoined abstract compiled from official returns shows the range of the incomes of Head Teachers of State Schools, classified as follows :—(1) Teachers of schools in Hobart and Launceston; (2) other Teachers holding certificates of competency; and (3) uncertificated Teachers. The estimated annual value of a Teacher's residence is not included.

	MALE TEACHERS.			FEMALE TEACHERS.		
	Number of Teachers.	Maximum Income.	Minimum Income.	Number of Teachers.	Maximum Income.	Minimum Income.
		£ s. d.	£ s. d.		£ s. d.	£ s. d.
1	8	703 14 9	187 10 0	1	150 16 2	150 16 2
2	119	351 2 4	78 19 0	11	128 0 2	76 3 0
3	45	146 11 5	46 19 8	60	120 11 7	43 3 3

Twelve Exhibitions tenable at Secondary schools were awarded on the result of an examination held in the month of June. For the twelve Exhibitions offered to State Schools there were only thirteen boys and seven girls sent up for examination. The following is a list of the successful candidates :—

No.	Name.	Date of Birth.	School.
BOYS.			
1	Leggett, Walter E.....	5 December, 1881	Stanley
2	Hutchin, Clarence W.....	22 April, 1882	Campania
3	Wadsley, Edwin W.....	18 September, 1881	Port Cygnet and New Town
4	Kay, Thomas D.....	21 July, 1881	Invermay and West Devonport
5	James, Eric L.....	21 October, 1881	Charles-street and George Town
6	Robertson, George A.....	11 December, 1881	Hamilton
GIRLS.			
1	Robertson, Ann.....	26 August, 1881	Brookside
2	Norris, Cecilia M.....	17 November, 1881	Goulburn-street
3	Smith, Nellie.....	28 June, 1881	Goulburn-street
4	Sutcliffe, Zenobia C.....	4 November, 1881	Charles-street
5	Henry, Alice R.....	17 January, 1882	Macquarie-street
6	Tregear, Florence M.....	2 May, 1882	New Town

The following is a summary of the chief heads of Expenditure under the Annual Vote in aid of State Schools :—

	£	s.	d.
Salaries and allowances of Teachers, Assistant Teachers, Pupil Teachers, and Paid Monitors.....	26,179	1	4
Rent of School buildings	310	6	6
Repairs and improvements to buildings occupied by the Department for School purposes	135	17	2
School furniture and fittings.....	207	11	0
Purchase of school requisites (books, maps, &c.).....	468	11	11
Miscellaneous expenses, direct.....	268	19	3
Ditto, indirect	337	0	7
Preparation of plans and supervision of works	379	16	9
Repairs to State School buildings.....	541	7	8
State School Exhibitions.....	942	10	0
Model School.....	297	14	8
Allowances to Boards of Advice	2430	10	9
Administration and Inspection.....	3064	5	3
	<u>£35,563</u>	<u>12</u>	<u>10</u>

The sum of £1456 15s. 5d. was expended during the year, under the provisions of the Education Act, upon the purchase of sites, and the erection and improvement of State School buildings, and was appropriated as follows :—

	£	s.	d.
Sandhill, site.....	671	6	1
Brookside, outbuildings	61	18	0
Black Sugar Loaf, completion of School	5	16	0
Paradise, site.....	25	4	2
Beltana, site	6	2	8
Longley, school and residence.....	274	15	0
Bismarck, additions to residence.....	93	5	6
West Devonport, class-room.....	277	10	0
Black Hills, site.....	18	13	10
Flower Pot, site.....	9	8	2
Glazier's Bay, site.....	12	16	0
	<u>£1456</u>	<u>15</u>	<u>5</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, are annexed.

E. N. C. BRADDON, *Premier,*
for Minister of Education.

30th May, 1894.

APPENDIX A.

GENERAL REPORT for 1893, by T. STEPHENS, M.A., Director of Education.

28th April, 1894.

SIR,

I HAVE the honour to submit the following Report for the year ending 31st December, 1893.

General.

The progress of the system of elementary instruction under the control of the Minister of Education has been on the whole satisfactory, though retarded in some material points by adverse circumstances. The necessity for reducing expenditure chargeable to public funds has delayed the establishment of schools in some outlying settlements still unprovided with the means of education, and the improvement and equipment of some existing schools, besides restricting the provision for the repair or renovation of school buildings, which is required from time to time to save them from becoming dilapidated. It may, however, be noted that in several places where schools are needed local effort is being made to provide such temporary accommodation as will serve the purposes of an experimental school, and that the arrangement submitted to and approved by the Minister at the beginning of 1893 for the transfer of unexpended balances in the hands of Boards of Advice to a Repairs Fund has enabled some of the Boards to effect many much-needed improvements.

Six schools, in which the attendance was too small to justify their maintenance, were closed during the year. Schools were opened at German Town, Gray, Dundas, Western Creek, Black Sugar-loaf, Alberton, New River, Mount Lloyd, and Holwell, the last four being worked under the half-time system. In fulfilment of engagements entered into in previous years, new school-buildings were erected at Longley, Rose Vale, and Black Sugar-loaf, and the plans for the new school to be erected at Sandhill, Launceston, were completed. This school will supply a long-felt want, and will relieve the pressure in the Charles-street State School, which has been overcrowded for many years past. By the exercise of due economy in details of construction the cost will probably be less by one-half than that of the other large schools built just before the passing of the Education Act in 1885, while in its adaptation to school requirements it will be second to none.

Of the general educational condition of the schools, the particulars of which have been previously reported in detail, the Inspectors of Schools speak favourably in regard to the steady advance which is being made in many directions, while they continue to direct attention to weak points which are to some extent inseparable from existing conditions. These conditions have been created chiefly by the scarcity of qualified teachers in past years, and the consequent necessity of placing in charge of schools persons who, though eligible in other respects, were totally inexperienced in the art of teaching and school management. Methods of instruction in various branches are therefore in many instances defective, and the want of development of general intelligence is often too conspicuous. Defects of this kind are, however, not more common in State Schools than they are in other schools, and in the former a process of rectification is continually going on. No one is now placed in charge of a school without some previous preparation for the work. There is a large number of teachers who are doing that work well in small schools, and gradually qualifying themselves for more important positions, and the general outlook is far more promising than it has ever been before. It is almost unnecessary to add, that the chief requisites for securing and maintaining efficiency in a system of public education are, regular and thorough inspection, and professional supervision over the whole routine of management. Every School Return may, and every letter from a teacher or a Board of Advice does contain matter which requires to be dealt with by an officer who is in touch with all the schools, and practically acquainted with every detail of school business. Uniformity of principle and practice is also essential where so many conflicting interests are involved. Teachers should feel assured that there is one rule of right and wrong, and one law of preferment for all, and that just claims, whether in the city or in the remote bush school, will always receive fair and equal consideration. This was impracticable when there was no general supervision over the separate inspection districts.

The codification of the Regulations of the Department, the most important work that has been taken in hand since the passing of the Education Act, was continued and completed under the personal supervision of the Minister. Numerous regulations, and amendments of regulations,

together with minutes for general guidance and instructions to teachers, had been issued from time to time in an ephemeral form, and most of those whom they chiefly concerned, including nearly all the younger teachers, were unaware of the existence of many rules that were carefully formulated for their information at various periods during the last thirty years. The new code removes many inconsistencies, but contains little that is really new beyond the scheme for the appointment of qualified adult assistants, while its general conditions are less stringent and exacting than those of neighbouring colonies which have taken the lead in elementary education.

The pressure of work at head-quarters left me little time for inspecting schools, but periodical visits were paid to various districts extending as far as the North-West Coast, besides special visits for purposes of official inquiry in cases of emergency.

School Attendance.

There is an apparent diminution in the attendance of scholars, the average daily attendance for 1893 being 10,307, against 10,654 for 1892; but this is accounted for by the prevalence of measles, which seriously reduced the attendance in the latter portion of the year. That a real advance has been made is shown by the fact that there were 326 more scholars on the rolls from month to month during 1893 than in the previous year. The figures are 14,549 for 1892, and 14,875 for 1893. In the statistical tables for last year I have shown the average daily attendance at the several schools for the first and second half years in separate columns, which will give a better view of their actual condition than an average based upon the attendance for the whole year.

It is again my duty to report that a large proportion of the schools in operation during the whole or part of 1893 show a very small attendance of scholars, apart from the reduction due to temporary disturbing causes. Of the schools constituting the lowest class there were 89, with an average attendance of 20 and under. In 35 of these the attendance ranged from 20 to 15; in 37 from 15 to 10; and in 13 the attendance was under 10. Of these 89 schools 15 are now conducted on the half-time system. Six have been closed, and others will probably share the same fate unless attendance is more strictly enforced.

The work done by the Truant Officers in Hobart and Launceston during the year was of material assistance in promoting the attendance of poor and neglected children, especially those whose parents prefer to have them roaming about the streets rather than send them to school, even if the instruction is offered free. The Free School in Hobart, where there are four other free schools receiving aid from the Government, had on its rolls at the end of the year 275, and the Free School in Launceston 215 scholars. All cases of non-attendance at the other schools in the two cities and their suburbs were also investigated, and the general attendance for the year shows a steady improvement which would not otherwise have been maintained. The following table gives a rough outline of this part of the Truant Officers' work, but does not include the cases in which it was found after inquiry that there was a satisfactory excuse for non-attendance:—

	Number of cases in which notices were sent or parents cautioned.	Number of cases in which informations were laid.	Number of cases withdrawn by Truant Officer.	Number of cases in which fines were imposed.
Hobart	1265	52	19	33
Launceston.....	927	43	9	20

A full account of the work done and the results achieved would require far more space than can be found for it in a general report, but, I may say, after personal enquiry into numerous cases of parental neglect or open defiance of the law, that the Truant Officers have been zealous and untiring, and that they have acted with as much forbearance as is consistent with their duty. Every allowance has been made for the exceptional circumstances of the time, and, where the services of an elder girl is urgently required at home, or the small earnings of a boy are needed to supplement those of the parents, I have felt myself justified, under the general authority of the Minister, in sanctioning a temporary relaxation of the law. In the majority of cases there is no such reasonable ground for exemption.

The enforcement of attendance in the rural districts is vested in the Boards of Advice. Some of the Boards have done good work in promoting attendance, while others, not less desirous to promote the education of neglected children, seem to have been unsuccessful in enforcing it, and it is probable that success mainly depends on the zeal and energy of the officers whom they employ. At the end of each quarter I send to the several Boards, through the Truant Officers, abstracts compiled from the monthly returns of non-attendance, which they have already received from the schools, the cases of continuous absence being thus brought more prominently under notice. Cases of absence from sickness or other unavoidable cause, and those in which there has been an attendance amounting to half the number of school days in each quarter, are excluded from the

abstracts. The number of absentees in the rural districts whose names were thus specially brought under notice for the quarter ending 30th June was 1110, and 343 of these were reported as not having attended at all during the three months. The results in the June quarter are selected in this instance, the conditions existing in the latter part of the year being too exceptional for quotation.

Teachers.

In the year 1869 there were in charge of public schools 8 certificated teachers. During the twenty-five years that have elapsed since I submitted to the Board of Education the first scheme of classification for Tasmanian teachers, the number of those who have acquired a fairly competent knowledge of the theory and practice of their profession has steadily increased, and a few have been introduced who received their training elsewhere. There are now in the service 143 certificated teachers, of whom 131 are in charge of schools. The standard at first was necessarily low for all grades, but those who are now classed as qualified for certificates of competency will not suffer by comparison with teachers of similar rank in other countries. That the incomes of many in the lower grades are so small is generally due to the failure of local support so freely promised before schools are established, and to the large proportion of small schools, which diminishes the chances of preferment to positions of higher emolument. The collection of school fees is often difficult in places where the people have not yet learned to appreciate the value of education, and it would be a distinct gain to the whole service if in all cases of continued default the process for the recovery of school fees were, by regulation, taken out of the teacher's hands and payment enforced by the local authorities.

The new regulations for the employment of qualified assistants in schools with an attendance exceeding 50 are intended chiefly for the benefit of the younger scholars, now left too much to the care of young pupil teachers or monitors. Temporary employment is generally found in the larger schools for pupil teachers who have completed their course satisfactorily, and at the present time there are none unprovided for except by their own choice; but these casual openings give no guarantee of permanence, and more efficient help is much needed in many country schools.

The regulations cannot take effect until provision is made for the consequent increase of expenditure, and the question whether such provision shall be made by increasing the annual grant, or by giving the assistant staff a more direct interest in the school fees, is still undecided.

A provision has yet to be made, which I hope will not be long deferred, for encouraging the teaching of elementary drawing and singing by a more formal recognition of efficient instruction in those subjects, which should always have a place in the course of a well-ordered school. I have already got together the materials for a graduated scheme of certificates, and the adoption of such a scheme need not involve any additional expense, though its success would be greatly promoted if the acquisition of a certificate of competency carried with it some small pecuniary emolument.

That the examinations for Exhibitions, which have now been discontinued, excited little interest among the State Schools as a whole is shown by the fact that at the last examination there were only 20 candidates, representing 18 out of 253 schools, for the 12 Exhibitions from State to Secondary Schools. If any similar bursaries or prizes are again offered for competition, I hope that they will be connected with apprenticeship to some trade or handicraft, rather than continued to swell the ranks of those who look upon any kind of manual employment as beneath their notice.

Annual Expenditure.

The expenditure under the vote in aid of State Schools was £28,643 0s. 6d., nearly the whole of which went directly to the maintenance of the teaching staff, the amount expended upon salaries and allowances to teachers of all classes being £26,179 1s. 4d.; and that the total expenditure was kept within the amount voted by Parliament was due to the discontinuance of grants for the erection and improvement of school buildings, the cost of the supervision of which is charged to the annual vote, and also to the curtailment of the usual supply of school requisites. A reduction in the amount of future votes might be effected by closing a number of schools, or by discontinuing the small annual increments of salary to teachers qualified for promotion which would be unwise economy. On the other hand, if justice is to be done to districts still unprovided with schools, or if the existing school buildings are to be kept from going to decay, the vote in aid of State Schools must be increased rather than reduced. Retrenchment is imperatively demanded on all sides, but there is little to be saved in the cost of primary education if it is desired to extend the efficiency of the existing system, or even to maintain it at anything like its present standard.

I have, &c.

T. STEPHENS, *Director.*

The Honorable the Minister of Education.

APPENDIX B.

ANNUAL REPORT for 1893, by JAMES RULE, Senior Inspector of Schools.

Hobart, 18th April, 1894.

SIR,

I HAVE the honor to submit to you my General Report for the year ended 31st December, 1893.

The Districts under my supervision were the Southern and Western, as described in the previous yearly Report. The number of schools visited for inspection was 82; the number fully examined, 80, nine of which were subsidised schools not under the management of the Education Department. The total number of scholars examined was 5135, of whom 4479 were in State Schools, and 656 in the others. The following summaries of results refer to the State Schools only:—

CLASSIFICATION BY TEACHERS.

	Class I.		Class II.	Class III.	Class IV.	Class V.	Class VI.	TOTAL.
	Div. 1.	Div. 2.						
Present at Examination	1055	591	887	771	582	403	190	4479
Passed in all three subjects { Number ...	...	569	819	657	388	322	143	
{ Per-centage. ....	...	96	92	85	67	80	75	

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.						
Number	1077	637	933	851	469	369	143	4479
Percentage of Total	24	14	21	19	10	8	3	

STANDARDS REACHED IN THE SEVERAL SUBJECTS.

	Reading.	Writing.	Arithmetic.	All three Subjects.	
				Number.	Per-centage of Total.
Not up to the standard of Class I., Div. 1.....	759	622	661	838	18·71
Up to the standard of Class I., Div. 1.....	550	611	649	584	13·04
Ditto, Class I., Div. 2	831	939	1034	1025	22·89
Ditto, Class II.	669	800	898	847	18·91
Ditto, Class III.	701	726	657	627	14·00
Ditto, Class IV.	517	458	408	391	8·73
Ditto, Class V.	265	206	166	161	3·59
Ditto, Class VI.	157	117	6	6	0·13
TOTAL EXAMINED	4479	4479	4479	4479	100·00

PROGRESS OF SCHOLARS INDIVIDUALLY.

	Good.	Fair.	Moderate.	Slow or inappreciable.	Total traceable.
Number	865	708	695	665*	2933
Per-centage on Total traceable.....	29	24	24	23	—

* NOTE.—These averaged 56 per cent. of the possible number of days' attendance in the quarters preceding the dates of examination.

Compared with the results for the previous year, these tables show a slightly higher per-centage of scholars qualified for a position above the Third Class (21—20); the total number examined smaller (4479—4745); the number of individuals whose progress was traceable larger (2933—2700);

and the per-centage with a good or fair record smaller (53—58). It is highly probable that the decrease in the numbers presented for examination, and the inferior degree of progress noted, were consequences of the straitened circumstances of many poor families, and the prevalence of epidemic sickness, which produced irregularity of attendance; while these causes, affecting the very young children's attendance more than that of their elders, tended to raise the per-centage in the higher classes.

While on the whole there has been little or no improvement in educational work, as far as it can be reported in tabular statements, a noticeable advance has been made by several schools in particular subjects; and more teachers seem to have realised the fact that children in learning to read acquire a good or a bad tone by imitation, and that judicious questioning and suitable explanations are necessary in training them to read intelligently. As a help in explaining and illustrating the subject-matter of reading and other lessons, the black-board is not yet used as much as it ought to be; nor in many schools are maps always found within reach when the lessons involve geographical references.

It would be gratifying to be able to report any general improvement in the teaching of Arithmetic; but this subject, in most schools, still receives too little attention, though a fair proportion of time is given to it. In all but a few the foundation is unsatisfactory. More practice is needed in counting, adding, subtracting, multiplying and dividing numbers, within moderate limits, by means of objects seen or handled by the children; while constantly associated presentation of concrete numbers with the figures that express them gives to the latter a real meaning. Most of the schools are provided with an abacus, or bead frame, a piece of apparatus almost indispensable in the early stages of instruction in arithmetic; but few teachers are found using it to good purpose in many schools it is not used at all. Several of the small schools have, instead of the bead frame, a handled single wire with ten beads strung upon it. This is only a little more helpful than Nature's primeval abacus, the ten fingers.

Insistence on the importance of children's arithmetical training, beginning with concrete numbers, must not be construed as approval of teachers allowing them to practise the counting of fingers or strokes in the process of addition, &c. beyond reasonable limits. It is needful to exercise them in mental recollection of arithmetical results. For instance, before reaching the Second Class, such facts as that of *seven* and *nine* together making *sixteen* should have been noticed by them often enough to render the two notions inseparable in their minds. It is not, however, uncommon to find Third Class children rediscovering such elementary truths by reckoning on their fingers, and showing similar weakness in the recollection of the products and factors of the multiplication table, which ought to have been thoroughly learned and assimilated in the lower class under simultaneous teaching, with an abacus or a Pestalozzian board for ocular demonstration. The teachers who endeavour to bring children to understand the rules of Arithmetic by simple analysis of the different processes are still a very small minority, though a fair proportion use the black-board habitually to show what the processes are, and to exercise the classes in following them. Some use it not at all, or only for the setting of sums and questions. In general those do best who do not always select sums, but more frequently construct them for their classes, as many of the text-books and sets of cards in use do not contain well graduated series of exercises or such as bear upon the affairs of common life.

Results under the head of Writing are very fair generally, in a few schools inferior, in many very satisfactory, especially as regards penmanship. For the correction of errors in writing from dictation there are several different methods in vogue; one which I cannot approve is the exchange of slates or exercise-books by the children, and their marking each other's mistakes. Without very good management this causes undue friction and noise; it tends to encourage malevolent feelings in some cases, and it is less effective in the required direction than the method of making each child, with an open book, or the passage fairly written on a black-board before him, find out and correct his own mistakes.

Among the other subjects of instruction there has been little improvement generally on the results of former years. Grammar and Geography are pretty well taught in a fair number of schools, History in a few. Object lessons have improved in several; and a few teachers are showing considerable ability in imparting clear notions in Elementary Science. There has been a little improvement in Freehand Drawing, though in the majority of schools the teaching, if any, is to little purpose. Mechanical Drawing, such as carpenters and other handicraftsmen require, is still neglected by all but a few of the teachers.

Wide differences are still observable in the ability of teachers to maintain good order and keep their classes diligently at work without having recourse to corporal punishment. I have not noticed or had reported to me any cases of severity; and the tone of most of the schools is free from all signs of the habitual "fear that reigns with the tyrant." The slapping, still too commonly administered for petty breaches of discipline, is not severe enough to do much harm. It is very pleasing, however, to find the number of schools increasing in which the management is so good that corporal punishment is never inflicted except in extreme cases of delinquency.

It ought to be recognized that in the large rooms of the town schools teachers have very great difficulties to contend with. When children to the number of, say 150, in three or more classes occupy the same room in groups of desks four or five deep, any noise in one of the classes, above the minimum necessary to clear hearing by teachers and scholars mutually, mingles with that of the adjacent classes and produces confusion in the work and management of all. Now, as only one teacher of mature age and experience is present in such a schoolroom, the others being pupil teachers, it is not surprising to find occasionally that the work of teaching does not go on quite satisfactorily.

The practice of employing pupil teachers or paid monitors in disproportionate numbers is a weakness to be guarded against in the Department's administration. In no school ought there to be more apprentices than adult trained teachers; for the work of each one of the former should be under the direction and immediate supervision of one of the latter; otherwise efficiency is sacrificed to economy. In general too much has hitherto been demanded of the pupil teachers. To manage and teach classes, large enough in some schools to tax the energy of experienced teachers, during the whole of the school-day, and afterward to go through their prescribed amount of study, is a very severe strain upon them; and the occasional instances of break-down in health that occur are not surprising, nor the moderate results obtained on the average at the Annual Examinations. Those who finish their course satisfactorily deserve better than to be set aside to make room for raw recruits.

Many persons who experience difficulty in finding domestic servants to suit them are ready to conclude that the State Schools are to blame in the matter. They assert that the instruction is too high for common people, making them discontented with their lot in life and ashamed of useful work. Though there is a grain of truth in this assertion, it is very erroneous. The tendency of the instruction in the State Schools is to dignify honest useful work of all kinds, and to lift the scholars above the false pride of being rich and the false shame of being poor: though, no doubt, the widening of people's intelligence enables them to understand more clearly, and feel more keenly, the need for melioration in their condition, and must tend to produce discontent among those who suffer under evils they consider remediable.

It is very gratifying to be able to conclude this General Report with the statement that the teachers as a body in the Districts under my supervision maintain their usual high standard of personal worth and faithful discharge of duty.

I have &c.

J. RULE.

The Honorable the Minister of Education.

APPENDIX C.

ANNUAL REPORT for 1893, by J. MASTERS, M.A., Inspector of Schools.

Launceston, 5th April, 1894.

SIR,

I HAVE the honor to present my Report for the year ending 31st December, 1893.

The District under my supervision comprised that part of the Island which extends north-west from the Campbell Town district, together with the Furneaux Group, and contained 92 schools, inclusive of the Girls' Industrial School, Launceston, which is under State supervision. The school in the Furneaux Islands, owing to the uncertainty of intercommunication and the possibility of long detention, is visited according to instruction, only once in the year. All the other schools have been visited at least twice during the year, once without notice, for inspection, and once after due notification for examination.

The number of children examined was 4823, as against 4814 examined in the same district in 1892. The increase in the number examined would undoubtedly have been considerably greater had not the long-continued prevalence of measles materially affected the attendance in many cases.

The following Tables exhibit the classification of the children in the three essential subjects—Reading, Writing, and Arithmetic:—

CLASSIFICATION BY TEACHERS.

	Class I.		II.	III.	IV.	V.	VI.	TOTAL.
	Div. 1.	Div. 2.						
Number examined	1066	780	1111	924	557	282	103	4823
Percentage on Total.....	22.1	16.2	23	19.2	11.6	5.8	2.1	100

CLASSIFICATION AS DETERMINED BY EXAMINATION.

	Class I.		II.	III.	IV.	V.	VI.	TOTAL.
	Div. 1.	Div. 2.						
Passed in three subjects.....	1143	767	1111	961	486	261	94	4823
Percentage on Total.....	24	16	23	20	10	5.1	1.9	100

SHOWING THE NUMBER WHO PASSED IN EACH SUBJECT.

	Reading.	Writing.	Arithmetic.	Three Subjects.	
				No.	Percentage on Total.
Not beyond Class I.—Division 1	1126	1085	1092	1143	24
Qualified to be in Class I., Division 2	759	788	802	767	16
Ditto Class II.	1087	1108	1112	1111	23
Ditto Class III.	915	973	917	961	20
Ditto Class IV.	549	504	528	486	10
Ditto Class V.	285	271	269	261	5.1
Ditto Class VI.	100	94	103	94	1.9

A comparison of these results with those obtained last year clearly indicates an advance in the quality of the work, and points to increased efficiency in the teaching staff.

In Reading the percentage of passes was high, though comparatively few passed well. In a small proportion of schools the reading was found to be deliberate, distinct, and accurate, with such expression and intelligence as pointed clearly to careful and judicious training. Where the classes are large there is a temptation to allow the children to read without interrogation or explanation, so that words imperfectly understood are passed by, and the subject-matter of the lesson is not adequately grasped. In exceptional cases only are they well practised in substituting terms of their own for those in the lesson, or in expressing the substance of a sentence in their own words—a form of mental drill so very valuable that it should never be omitted however great may be the pressure upon the time available for reading. Occasionally the reading is too rapid, but much more commonly it is monotonous, a fault which in some schools I find very persistent, owing probably to defect of ear on the part of the teacher. The most prevalent fault, however, to which I have had to draw the attention of teachers is the want of distinctness and, so to speak, of proper finish in the pronunciation of even ordinary and familiar words. Watchfulness and care on the part of teachers should go a long way in remedying this defect, and a slipshod style of pronunciation should never be tolerated.

The Writing shows signs of increased attention, and some very creditable work has been done both in the oblique and in the vertical style, but few teachers have adopted the latter, and still fewer have had time so far to show any marked results, the writing in such cases being in a transition stage. Some, however, of the writing professedly vertical was an unsightly and wretched compromise between the two styles, the children being allowed to hold the hand and the pen in a manner wholly unsuited to that style, and the writing being accordingly cramped, awkward, and slow. It is rarely now that I find the writing in the lower classes too small, but young children have been occasionally somewhat bewildered by having their black-board copies set at different times by different teachers, and in styles widely diverse. The writing of the fourth, fifth, and sixth classes is still too much left by some teachers to take care of itself. Mere practice without careful supervision and instruction by no means necessarily leads to that improvement in form and style for which the examiner looks.

Arithmetic has received a large amount of careful attention, and in some cases an undue proportion of time has obviously been given to it. As a whole the work is sound, and in a considerable number of cases gave highly satisfactory results in examination. Test cards, serviceable as they are when properly used, are still too frequently allowed to take the place of class instruction and of that free use of the black-board for purposes of illustration which no teacher can afford to dispense with ; more oral exercise on simple problems would in many cases be advantageous. It was satis-

factory to note that most of the work done in this subject during the examinations was clearly arranged and carefully set down. More time ought unquestionably to be given to Mental Arithmetic, a subject which in many schools appears to be almost totally neglected. Grammar has received a degree of attention fairly corresponding with its importance, though I still too frequently find it made a matter rather of memory than of the understanding. Occasionally I find classes wasting time in writing out parsing which is not afterwards properly examined or made the subject of a class lesson. Practice in Composition is deserving of much more regular and systematic attention than is usually given to it. In Geography a large amount of satisfactory work has been done, and I have noted with pleasure an increasing desire on the part of teachers to treat this subject as a "live" one, by making it more a matter for descriptive and illustrative oral lessons, with more extensive use of the map or atlas. English History frequently gives pleasing evidence of careful instruction, but Sacred History only occasionally does so, the work in the latter subject being in too many cases fragmentary and superficial. Drill is receiving a little more attention, but is still much neglected. Singing is practised more or less in 54 out of the 90 schools in question with results, in some instances, very gratifying. In a few cases useful instruction has been given in the reading of music, but as a rule the singing is by ear only.

Increased attention might with very great advantage be paid to the manners and address of the children attending many of the schools. Some teachers have done themselves much credit in this respect, and have produced effects upon the children which are plainly discernible both in and out of school; but it is very desirable that all teachers should realize that the training of children in this respect is by no means an unimportant part of their duty.

It is deplorable to find so many parents, especially in country districts, either wholly ignoring or in various ways evading the compulsory clause of the Act. I have found, however, increased interest and activity on the part of Boards of Advice, some of which leave little to be desired, but there are still districts in which teachers, in the important matter of school attendance, are entitled to much more local assistance than they receive. The efforts of the truant officer have had a marked effect upon the attendance at the Launceston schools, that at the Free School especially having shown a steady increase.

As regards the condition of school premises generally, there has not been much ground for complaint. I usually find the school-rooms duly swept and fairly tidy, though in a good many cases there is a considerable accumulation of dust about the upper parts of the rooms. Not unfrequently, however, I have to draw the attention of teachers to comparatively trifling dilapidations of fences, &c., which it was their duty either to prevent or to repair.

Sanitary requirements when duly reported to Boards of Advice usually meet with prompt attention, and such repairs as were undoubtedly required, have generally been effected as far as necessary economy would allow.

I have, &c.

J. MASTERS, *Inspector of Schools.*

The Honorable the Minister of Education.

APPENDIX D.

ANNUAL REPORT for 1893, by S. O. LOVELL, Inspector of Schools.

Hobart, 31st March, 1894.

SIR,

I HAVE the honor to submit my General Report for the year 1893.

I have remained in charge of the Eastern District, and my work has comprised the supervision of 83 schools. All of these, except one which was closed during the year, received the prescribed number of visits—during the former half of the year for inspection, and during the latter half for examination. Other visits were also paid when necessary or convenient.

By inspection, as distinguished from examination, is meant observing the general condition of school premises, the organization and discipline of the schools, and the methods of teaching adopted, together with all circumstances that have any bearing upon the proper conduct of a school. Under this head I have to report that as a rule the school-houses are substantially in a good state of repair, but that in many cases the buildings stand in need of a coat of paint, not merely for the improvement of their appearance, but also for their preservation. As regards petty damages caused by ordinary wear and tear, I find that teachers are not in general sufficiently prompt in reporting these to the Boards of Advice, so as to secure the needful "stitch in time." The out-offices are, for the

most part, in good order, but cases have come under my notice in which these do not receive that amount of regular inspection which alone can prevent their being misused and so becoming a nuisance. My experience also goes to show that the pan system is not suitable for schools, and that where that system has been adopted the out-offices are generally offensive. I find on inquiry that the pans are not emptied with sufficient frequency, nor is any provision made for a supply of ashes or dry earth.

Of the organization of the schools I am not able to speak in terms of general satisfaction. In the arrangement of the desks there is often room for very great improvement, and teachers do not seem to realize how much the working of a school may be facilitated by their bringing a little thought and judgment to bear upon this matter. It is in the placing of the classes, however, that I find most cause for expressing dissatisfaction. The classes in very many instances are found to be mixed up in the greatest confusion, so that it appears to me a mystery how the school can be worked at all, much less with smoothness. It has always been a recognized rule in school organization—a very obvious rule too—that one class should not be placed in front of another, but that each should be kept in one block by itself, so that when the teacher is engaged in working with or addressing one class, as little distraction as possible should be caused to the members of another class. I have been at some pains to point out this fault to teachers, and to secure a better arrangement. In classifying the children teachers have little need to go far wrong as they are under the guidance of perfectly clear instructions. I find, however, that the children do not always know to what classes they belong, so as to be able to answer at once when called upon by the number of the class. There ought obviously to be no doubt in a matter of this kind; the children should know definitely in what classes they have been placed. Instances have come under my notice in which even the teachers have had to hold a consultation before I could be informed what pupils might be reckoned as belonging to a particular class. The school registers are usually found quite satisfactory, being kept in the majority of cases with completeness, accuracy, and a very commendable neatness. Sometimes, indeed, I have found teachers apparently oblivious of instructions, or airily disregarding them, and devising entirely original methods of keeping the records; but such instances are quite exceptional. Some teachers in marking the attendance register are accustomed to distinguish, by the use of different coloured inks, between punctual and unpunctual attendances. The device is a serviceable one, and worthy of general adoption.

The order maintained in the schools is for the most part very good, and I find reason to believe that it is secured without the use of harsh or severely repressive measures. There is a fair number of schools also in which a really good tone prevails, the result, not of any elaborately devised system of discipline, but simply of those silent influences which flow from a teacher's moral character, disposition, and general bearing. In such schools there is always manifested on the part of the children prompt obedience, cheerful application, and a general desire for the teacher's approval. Some teachers, on the other hand, need to learn that uniform asperity of tone in addressing their scholars, or even a hard unsympathetic manner, not only fails to secure the best order, but also renders hopeless the establishment of friendly relations between teacher and pupils.

As regards the general style and character of the teaching, it may freely be said that there is plenty of painstaking, plodding work, and in a fair number of instances considerable intelligence is brought to bear upon it. Where thought is given by the teacher, not only to what he has to teach, but also to the way in which to teach it, the result is methodical teaching; which is simply the attempt to reach a given end by the adoption of such means as are in accordance with the laws of mental life. Unfortunately I find that the use of really good methods is not very common. There is too much mere pouring of information into minds that are at best but passively recipient. Now the first condition of all successful teaching is that the instructor shall fully arouse the faculties of his pupils into active co-operation with his own mind. By this means not only is the true aim of education in the training of faculty secured, but the actual information imparted is better grasped and more firmly retained. And for the attainment of this object educationists are agreed that there is no better method than the skilful use of Socratic questioning—not, indeed, for the merely negative purpose, which the great Athenian avowed; of exposing ignorance, but for the positive end of training and developing intelligence.

The results of the examination of 82 schools, 3043 children being present, is given in tabulated form below. It is to be noted that children in Class I. 1 are not examined individually.

TABLE A.

Class.	I. 2.	II.	III.	IV.	V.	VI.	TOTAL.
Examined.....	480	620	518	408	246	102	2374
Passed	472	567	466	231	179	58	1973
Passed creditably	334	354	286	80	81	27	1162

TABLE B.
Classification.

Class.	I. 1.	I. 2.	II.	III.	IV.	V.	VI.	TOTAL.
Teachers' Classification.....	669	480	620	518	408	246	102	3043
Inspector's Classification.....	677	525	637	649	283	214	58	3043

Reading is generally satisfactory in regard to correctness and fluency, but little or no improvement is shown in the matter of intelligent rendering. In Writing, the penmanship is for the most part satisfactory, except that of Class IV., which falls much below what might fairly be expected. Slate-writing on the whole is good, although there are many cases which show the lack of careful teaching. There is still much want of systematic treatment in the subject of Writing. Insufficient use is made of the black-board for exhibiting the correct forms of letters in comparison with incorrect forms, and supervision of the writing in copy-books is generally inadequate. I find it a common practice to have one class writing in copy-books without constant supervision, while the teacher is conducting a reading lesson. Occasionally the teacher will leave the class that is reading to give a hasty look at the copy-books; but generally the examination of the writing is left till the end of the exercise, the children meanwhile having been allowed to write without guidance and to repeat their errors *ad libitum*. In most cases a slight readjustment of the time-table would enable the teacher to take full charge of the writing lesson, and give it his undivided attention. A simple device for securing a more faithful imitation of the head-line in a copy-book, which I have often brought under the notice of teachers, may be mentioned here. This is to direct the child to begin writing on the bottom line of the page (or half-page, as the case may be) and work upwards, covering his writing carefully with a piece of blotting-paper as he proceeds. By this means the writer is compelled to observe the headline throughout the lesson, instead of merely copying his own writing, and, as generally happens, perpetuating egregious mistakes both of form and spelling.

Spelling is decidedly not so good as it should be, the weakness being mostly found in the attempt to reproduce words of very common occurrence. Much more attention needs to be given to this subject, and certainly more reliance should be placed upon the proper training of the eye. In my opinion too much is expected from exercises in oral spelling; at all events I think not much can be said for methods of teaching spelling which land pupils of Classes IV. and V. in such results as "there" for "their," "is" for "his," "stepped" and "stepted" for "stepped," "to" for "too," and even (*mirabile dictu*) "know" for "no." Although dictation exercises are given commonly enough, it seems too often forgotten that in itself writing to dictation is merely a test, and that its efficacy in teaching to spell depends on what accompanies the lesson,—whether the children are compelled to discover their errors for themselves, and then made to carefully correct them. It is certainly best that each child should be practised in detecting his own mistakes by comparing his writing with the printed page, rather than that he should have them detected for him by his teacher or by a class-mate, as is very commonly done. Much more use should also be made of the valuable exercise of transcription, care of course being taken that no mistakes are allowed to pass unnoticed or uncorrected.

In Arithmetic the results on the whole are fair, although I am not able to report as sound work as for the previous year. The worst and most numerous failures have taken place in Class IV.; and, as the weakness has been shown for the most part in the lower work, the fact argues a want of thoroughness in the teaching of the subject under the standard of Class III. The process of simple multiplication by several figures proved the chief stumbling-block, and I have in consequence brought the matter pointedly under the notice of teachers. One very prevalent cause of failure I found was the practice of setting down the "sum" to be worked to the extreme left of the slate or paper, so as not to allow room for the successive lines of products to extend. The necessary consequence is muddle and the utter impossibility of getting a correct result, the figures being put out of their proper relative positions. Children should be instructed not only in processes, but also in the proper way of setting out their work so as to avoid probable causes of error. Another very evident source of failure lies in the teachers giving the merely mechanical rule to "place the first figure of each line of products under the multiplier that produces it." Such a direction is obviously a pit-fall, unless the figures are put down very carefully, and should be superseded by the rule to count the places of both multipliers and products. Only one other matter calls for special notice in reference to Arithmetic, and that is the notation, which I find is a weak point in the teaching, and needs more thorough and systematic treatment. *Festina lente* is the motto here, if soundness is to be secured: the steps by which the child is made to proceed from the expression of small numbers to that of large ones should be slow and sure, lest bewilderment lead to random guesswork.

The teaching of Grammar is marred by the prevalence of too much rote-work. It is no uncommon thing to find children making a large and apparently confident use of technical terms without being able to explain them accurately or apply them intelligently. Of all the subjects

embraced in our school curriculum, Grammar is the one that pre-eminently requires thought and intelligence. All the other subjects may be learnt to a large extent mechanically, and the knowledge so obtained is real of its kind; but a mechanically acquired knowledge of a non-inflectional grammar such as that of English is nothing but sham knowledge. What is required is a more logical handling of the subject. The whole treatment should be based on the practical analysis of sentences, so that children may be led by a properly inductive process to ascertain the laws of Grammar for themselves, instead of receiving them on authority. The conventional nomenclature must indeed be a mere matter of information given by authority, and received on trust; but the ideas which are expressed by the technical terms of the science children should be guided to discover for themselves, and obviously the latter process should be gone through before the terms required are introduced. By such a method skilfully applied the pupils' mental faculties would be developed, and they would attain, in greater or less degree, what should be the aim of all intelligent teaching—the independent power to make further progress for themselves.

Good work is done in Geography and History. The teaching of Elementary Science makes only slow progress, but there are a few schools in which the subject is handled in a creditable manner. Some amount of Drill is practised in most schools, while there is an increase in the number of teachers who attempt, with more or less success, all the exercises that have been prescribed. Moderate work is done in Elementary Drawing. Singing by ear is practised in a good many schools, but systematic teaching by note is not at all common. Needlework receives full attention.

I have, &c.

S. O. LOVELL, *Inspector of Schools.*

The Honorable the Minister of Education.

APPENDIX E.

RETURN showing Analysis of EXPENDITURE on account of Vote "In aid of State Schools," for the Year ended 31st December, 1893.

PARLIAMENTARY VOTE, &c.			DISBURSEMENTS.			
	£	s. d.	£	s. d.	£	s. d.
Vote in aid of State Schools under the Education Department	28,250	0 0	Salaries and Allowances of Teachers; viz.—			
To sale of School Books and Materials from the Book Depôt	350	7 10	Teachers' and Assistant Teachers' Salaries	23,111	2 7	
To amount provided by Governor-in-Council, being expenditure incurred during 1892, the vote for that year having lapsed	42	12 8	Teachers' Allowances for instruction of Free Scholars	538	15 5	
			Allowances for instruction of Pupil Teachers and Paid Monitors	194	1 2	
			Travelling Allowances to Teachers of Half-time Schools	77	14 8	
			Pupil Teachers' Salaries	1485	1 8	
			Paid Monitors' Salaries	772	5 10	
					26,179	1 4
			Rent of School Buildings .....	..	310	6 6
			Repairs to Buildings not the property of the Government .....	..	135	17 2
			School Furniture and Fittings .....	..	207	11 0
			Purchase of School Books and Requisites .....	..	468	11 11
			Supervision of Works and preparation of Plans .....	..	379	16 9
			Miscellaneous—Charged directly against Schools; viz.—			
			Cleaning School-rooms	131	15 0	
			Cleansing Closets	50	0 0	
			Gas	1	8 6	
			Needlework Material, Free Schools..	7	2 11	
			Water Rate, St. Leonard's	1	0 0	
			Transport of Furniture, &c.	3	10 0	
			Survey Fees	23	9 10	
			Travelling Expenses of Teachers ..	50	3 0	
			Cleansing Ash-pits	0	10 0	
					268	19 3
			Indirect Charges; viz.—			
			Transport, School Materials	83	2 1	
			Advertising	12	16 6	
			School Registers	41	7 1	
			Survey Fees	7	16 3	
			Examination Expenses	9	5 0	
			Clerical Assistance	142	10 9	
			Store Labour	10	17 6	
			Annuity, Mrs. Warburton	18	7 0	
			Petty	10	18 5	
					337	0 7
			Balance .....	..	355	16 0
					£28,643	0 6
					£28,643	0 6

APPENDIX F.

STATEMENT of EXPENDITURE on account of "Repairs to State Schools," the Property of the Government, for the Year ended 31st December, 1893.

	£	s. d.		£	s. d.
Vote "Repairs to State Schools, 1893"	1000	0 0	Repairs and improvements to School Buildings and Ground	541	7 8
To amount provided by Governor-in-Council, being expenditure incurred during 1892, the vote for that year having lapsed	2	9 6	Balance	461	1 10
	£1002	9 6		£1002	9 6

APPENDIX G.

STATEMENT of EXPENDITURE on account of Exhibitions for the Year ended 31st December, 1893.

	£	s.	d.		£	s.	d.
Parliamentary Vote—				Disbursements—			
Exhibitions for Boys	350	0	0	Exhibitions for Boys	400	0	0
Exhibitions for Girls	200	0	0	Exhibitions for Girls	212	10	0
Boarding Allowances to Country				Boarding Allowances to Country			
Exhibitioners	400	0	0	Exhibitioners	330	0	0
				Balance	7	10	0
	£950	0	0		£950	0	0

APPENDIX H.

STATEMENT of Expenditure on account of Model School, for the Year ended 31st December, 1893.

	£	s.	d.		£	s.	d.
Parliamentary Vote.....	450	0	0	Disbursements—			
				Salaries and Boarding Allowances to			
				Students	250	17	8
				Salary Head Master	46	17	0
				Balance.....	152	5	4
	£450	0	0		£450	0	0

APPENDIX I.

STATEMENT of Expenditure on account of Allowances to Boards of Advice, for the Year ended 31st December, 1893.

	£	s.	d.		£	s.	d.
Parliamentary Vote.....	2500	0	0	Disbursements	2430	10	9
				Balance.....	69	9	3
	£2500	0	0		£2500	0	0

APPENDIX J.

STATEMENT of EXPENDITURE on account of Administration and Inspection of Schools for the Year ended 31st December, 1893.

Parliamentary Vote—	£	s.	d.	Disbursements—	£	s.	d.
Salaries	2710	0	0	Salaries	2520	19	10
Stationery & Stores	60	0	0	Stationery and Stores	47	10	8
Travelling Expenses of Director of Education and Inspectors of Schools	600	0	0	Travelling Expenses of Director of Education and Inspectors of Schools	472	16	5
Forage Allowance	25	0	0	Forage Allowance	22	18	4
				Balance	390	14	9
	£3395	0	0		£3395	0	0

APPENDIX K.

RETURN, compiled from the School Records, showing the Religious Denomination of Children who attended at all during the year.

Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Congregational.	Others.	TOTAL.
9936	2547	1761	3492	1097	1642	20,475

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No of Days the School was open during the Year.	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.	From 1st Jan. to 30th June.	From 1st July to 31st Dec.	M.	F.	M.	F.
1	HOBART	Bathurst-street.....	228½	417	347	764	281	229	510	410	359	2	2	4	5
2		Battery Point	230	373	283	656	269	210	479	384	338	2	2	2	4
3		Goulburn-street	228½	287	233	520	208	167	375	292	275	1	4	2	3
4		Macquarie-street	229	143	97	240	103	63	166	128	97	1	2	1	1
5		Murray-street	230	251	216	467	151	128	279	166	142	1	3	—	1
6		Trinity Hill	230	231	168	399	148	102	250	169	150	1	2	1	2
		TOTAL		1702	1344	3046	1100	899	2059	1549	1361	8	15	10	16
7	LAUNCESTON..	Charles-street	231½	571	325	896	415	202	617	450	413	3	5	3	2
8		Elizabeth-street	232	137	131	268	92	95	187	120	142	1	2	—	2
9		Frederick-street	232	99	56	155	62	36	98	71	63	—	2	—	2
		TOTAL		807	512	1319	569	333	902	641	618	4	9	3	6
10	BEACONS-FIELD	Beaconsfield	230	195	160	355	135	103	243	180	142	1	2	2	1
11		*Flowers Gully (a).....	222	13	19	32	10	13	23	17	15	1	—	—	—
12		*Holwell (b).....	11	14	7	21	10	5	15	—	14	—	—	—	—
		TOTAL		222	186	408	155	126	281	197	171	2	2	2	1
13	BOTHWELL ..	Apsley	219½	20	17	37	12	11	23	13	13	—	1	—	—
14		Bothwell	218	65	45	110	50	36	86	65	50	1	1	—	1
		TOTAL		85	62	147	62	47	109	78	63	1	2	—	1
15	BRIGHTON ...	Bagdad	222½	26	25	51	21	18	39	28	28	1	—	—	—
16		*Bluff (c)	102½	5	4	9	4	4	8	6	6	—	—	—	—
17		Broadmarsh	234½	15	6	21	10	3	13	8	7	—	1	—	—
18		Dromedary	228	25	28	53	18	16	34	19	18	1	—	—	—
19		Elderslie (d)	215½	16	21	37	10	14	24	18	15	1	—	—	—
20		North Bridgewater	233	41	59	100	31	50	81	59	57	—	1	—	2
21		Old Beach	233	24	18	42	17	10	27	17	24	—	1	—	—
22		Pontville	214	39	29	68	29	19	48	29	33	1	1	—	—
		TOTAL		191	190	381	140	134	274	184	188	5	4	—	2
23	BUCKINGHAM	Lower Sandy Bay.....	237½	29	37	66	20	24	44	29	32	1	—	—	1
24		New Town	229	241	159	400	180	113	293	241	213	2	2	2	2
25		Ridgway	282	20	21	41	14	13	27	19	19	—	1	—	—
		TOTAL		290	217	507	214	150	364	289	264	3	3	2	3
26	CAMPBELL TOWN.....	Campbell Town.....	232	90	47	137	69	36	105	80	73	1	1	1	2
27		Cleveland	230	35	31	66	25	20	45	40	33	1	—	—	1
28		Conara (e)	186	15	23	38	10	16	26	18	18	—	—	—	—
29		Epping (f)	40½	8	5	13	5	4	9	6	—	1	—	—	—
		TOTAL		148	106	254	109	76	185	144	124	3	1	1	3
30	CARNARVON ..	*Long Bay	95	8	5	13	7	5	12	7	9	1	—	—	—
31		*Taranna	134½	16	8	24	12	7	19	19	16	—	—	—	—
32		Koonya	230	34	26	60	26	20	46	35	41	—	1	1	—
33		Nubeena	223½	20	10	30	17	8	25	19	21	1	—	—	—
		TOTAL		78	49	127	62	40	102	80	87	2	1	1	—
34	CLARENCE ...	Bellerive	230	44	36	80	32	24	56	42	32	1	1	—	1
35		Cambridge	225	27	25	52	14	16	30	14	25	—	1	—	—
36		Rokeby	230½	19	14	33	13	17	30	18	21	—	1	—	—
37		Sandford	225	15	13	28	22	22	44	14	20	—	1	—	—
38		South Arm	230½	10	8	18	10	5	15	11	12	—	1	—	—
		TOTAL		115	96	211	91	84	175	99	110	1	5	—	1
39	DELORAIN ..	Brookhead	229	34	22	56	23	16	39	24	24	1	—	—	—
40		Brookside	234½	34	21	55	23	17	40	29	29	1	1	—	—
41		Chudleigh	229	36	30	66	30	25	55	42	39	1	1	—	—
42		Deloraine	231	92	93	185	69	65	134	87	96	1	1	—	2
43		Dunorlan	233½	42	47	89	33	38	71	40	51	1	1	—	1
44		Golden Valley	232	32	31	63	20	18	38	21	22	1	1	—	—
45		Mole Creek	231½	26	25	51	16	17	33	22	32	1	1	—	—
46		Parkham	211	30	22	52	23	16	39	18	26	1	—	—	—
47		Red Hills	232	22	21	43	14	11	25	18	17	1	1	—	—
48		Rubicon Bridge.....	233	20	9	29	13	6	19	14	15	1	1	—	—
49		Tongataboo	233	15	15	30	9	9	18	11	11	—	1	—	—
50		† Western Creek	227	19	14	33	15	12	27	23	20	—	1	—	—
51		West Meander	232½	23	32	55	16	25	41	26	26	—	1	—	—
		TOTAL		425	382	807	304	275	579	375	408	10	11	—	3

* Half-time Schools.

† Opened 1st February, 1893.

(a) Made Half-time School from November.

(b) Opened 20th November.

(c) Half-time with Maryborough (Hamilton District.)

(d) Closed during the month of June.

(e) Full-time School from 29th May.

(f) Closed from May.

D I X L.

between the 1st January and 31st December, 1893—continued.

Aid granted during the Year ended 31st December, 1893.							School Fees.	No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings. (1) Property of the Government. (2) 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.	
604 2 7	—	(1) 8 7 2	19 13 6	11 3 2	7 3 9	650 9 2	476 17 5	1.
756 18 2	—	—	—	5 5 8	58 15 9	820 19 7	382 2 3	2.
400 15 1	—	(1) 4 15 1	9 14 0	7 11 6	17 9 9	500 5 5	327 10 7	3.
223 3 10	—	(1) 8 14 8	—	4 0 0	15 0 0	250 18 6	109 12 5	4.
386 0 0	—	(1) 0 6 11	—	4 15 6	15 10 0	406 12 5	—	5.
307 7 2	—	(1) 6 2 1	—	4 16 10	40 6 0	358 12 1	166 1 0	6.
2738 6 10	—	23 5 11	29 6 6	37 12 8	154 5 3	2987 17 2	1462 3 8	
764 4 10	—	(1) 23 19 3	—	7 16 0	2 5 0	798 5 1	605 1 8	7.
298 14 2	50 0 0	—	8 3 6	4 17 2	16 3 7	377 18 5	—	8.
118 18 4	38 0 0	—	—	1 4 4	—	158 2 8	92 6 2	9.
1181 17 4	88 0 0	23 19 3	8 3 6	13 17 6	18 8 7	1334 6 2	697 7 10	
319 7 10	—	—	—	4 6 5	—	323 14 3	162 2 1	10.
60 1 11	—	—	—	2 1 7	1 0 0	63 3 6	12 1 9	11.
							0 15 3	12.
349 9 9	—	—	—	6 8 0	1 0 0	386 17 9	174 19 1	
50 0 0	—	—	—	0 10 6	1 5 0	51 15 6	11 8 6	13.
163 13 7	—	—	—	1 15 3	—	165 8 10	67 9 10	14.
213 13 7	—	—	—	2 5 9	1 5 0	217 4 4	78 18 4	
88 17 8	—	—	—	0 11 6	2 2 0	91 11 2	22 18 9	15.
46 2 0	—	—	—	0 4 4	—	46 6 4	3 0 10	16.
68 15 2	—	—	—	0 6 5	—	69 1 7	12 12 7	17.
71 11 7	—	—	—	0 12 0	—	72 3 7	12 17 11	18.
48 3 4	10 0 0	—	—	0 13 10	15 3 2	74 0 4	10 15 5	19.
97 5 4	—	—	2 11 0	1 11 3	—	101 7 7	57 11 6	20.
50 0 0	—	—	—	0 14 11	—	50 14 11	21 13 3	21.
121 16 5	25 0 0	—	—	0 15 6	—	147 11 11	31 4 11	22.
592 11 6	35 0 0	—	2 11 0	5 9 9	17 5 2	652 17 5	172 15 2	
62 16 2	—	—	1 10 6	0 19 0	—	65 5 8	29 12 5	23.
373 11 11	—	(1) 9 10 5	—	5 14 3	—	388 16 7	257 9 2	24.
70 17 5	—	(1) 13 10 0	—	0 8 3	—	84 15 8	8 19 2	25.
507 5 6	—	23 0 5	1 10 6	7 1 6	—	538 17 11	296 0 9	
176 16 11	—	—	—	1 19 9	—	178 16 8	65 0 2	26.
98 9 10	—	(1) 2 0 0	—	0 18 6	—	101 8 4	34 8 7	27.
70 4 0	—	—	—	0 17 6	4 16 6	75 18 0	21 10 0	28.
							1 1 6	29.
345 10 9	—	2 0 0	—	3 15 9	4 16 6	356 2 0	122 0 3	
78 9 1	12 0 0	(2) 12 10 0	—	0 8 0	—	103 7 1	3 3 0	30.
92 14 8	—	—	—	1 1 6	1 17 0	95 13 2	5 14 0	31.
78 19 0	—	(1) 1 10 0	—	0 16 11	0 13 0	81 18 11	36 13 9	32.
							20 0 7	33.
250 2 9	12 0 0	14 0 0	—	2 6 5	2 10 0	280 19 2	65 11 4	
150 11 9	—	—	—	1 0 6	—	151 12 3	38 17 5	34.
70 3 7	—	—	—	0 6 7	—	70 10 2	19 11 0	35.
66 8 1	—	—	—	0 12 5	—	61 0 6	18 9 2	36.
64 12 1	—	—	—	1 2 5	1 3 0	66 17 6	8 11 5	37.
40 0 0	—	—	—	0 5 6	—	40 5 6	17 11 0	38.
385 15 6	—	—	—	3 7 5	1 3 0	390 5 11	103 0 0	
79 19 6	—	—	—	0 8 3	—	80 7 9	15 10 8	39.
99 16 8	10 0 0	(2) 31 18 2	—	1 8 9	—	143 3 7	30 2 7	40.
112 15 0	—	(1) 32 1 0	—	0 19 11	—	145 15 11	42 8 6	41.
183 11 0	—	—	8 14 0	2 12 5	—	194 17 5	89 6 4	42.
130 19 3	12 10 0	(2) 1 5 0	—	1 2 1	—	145 16 4	51 0 9	43.
110 7 3	—	—	—	0 10 6	—	110 17 9	2 5 0	44.
99 4 0	—	—	—	0 5 4	—	99 9 4	28 9 11	45.
73 9 4	—	(1) 55 3 0	—	0 19 0	—	129 11 4	31 17 0	46.
100 1 4	—	—	—	0 8 0	—	100 9 4	21 13 2	47.
104 14 4	—	—	—	0 9 3	—	105 3 7	3 12 0	48.
52 8 9	—	—	—	0 5 5	—	52 14 2	6 18 10	49.
36 13 4	7 10 0	—	—	3 10 1	—	47 13 5	16 1 2	50.
42 8 6	—	—	—	0 4 0	—	42 12 6	16 13 10	51.
1226 8 3	30 0 0	120 7 2	8 14 0	13 3 0	—	1398 12 5	355 19 9	

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open during the Year.	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		Pupils and Monitors	
				Boys.	Girls.	Total	Boys.	Girls.	Total	From 1st Jan. to 31st June.	From 1st July to 31st Dec.	M.	F.	M.	F.
52	DEVON, EAST.	Green's Creek.....	227	32	24	56	23	16	39	25	32	1	-	-	-
53		Latrobe.....	213	104	68	172	69	43	112	77	78	1	1	1	1
54		New Ground.....	233	27	26	53	20	21	41	30	30	1	-	-	-
55		Northdown.....	230½	22	27	49	32	39	71	23	24	-	1	-	-
56		Railton.....	225	45	56	101	27	34	61	37	50	1	1	-	-
57		Sassafras.....	229	28	39	67	16	28	44	32	34	1	1	1	1
58		Thirlstane.....	227	30	35	65	18	19	37	26	26	1	-	-	-
		TOTAL.....		288	275	563	205	200	405	250	274	6	4	1	2
59	KENTISHBURY	Barrington.....	232½	34	25	59	24	17	41	30	27	1	-	-	1
60		Nook.....	231	28	31	59	22	26	48	39	37	-	1	-	1
61		Paradise.....	230½	17	30	47	10	20	30	21	20	-	1	-	-
62		Sheffield.....	231	82	75	157	65	56	121	90	86	1	1	1	1
63		Stoodley (e).....	100	10	11	21	7	6	13	10	-	-	1	-	-
64		West Kentish.....	230	19	32	51	15	24	39	26	31	1	1	-	-
		TOTAL.....		190	204	394	143	149	292	216	201	3	5	1	3
65	MERSEY	Barrington Junction.....	214	20	33	53	13	23	36	22	24	-	1	-	-
66		Devonport, East.....	231	73	34	107	58	29	87	65	65	1	1	1	-
67		Devonport, West.....	215½	113	93	206	86	71	157	133	116	1	2	-	1
68		Don.....	231	51	45	96	42	33	75	63	57	1	1	-	-
69		Melrose.....	229	25	22	47	18	17	35	23	23	1	-	-	-
70		Spreyton (b).....	25	14	13	27	8	7	15	11	-	-	1	-	-
		TOTAL.....		296	240	536	225	180	405	317	285	4	6	1	1
71	DEVON, WEST	Abbotsham.....	231½	47	47	94	36	35	71	55	60	1	1	-	1
72		Forth.....	232	62	36	98	43	27	70	49	49	1	1	-	1
73		Kindred.....	229½	37	27	64	27	21	48	28	29	1	1	-	-
74		North Motton.....	233	26	32	58	13	23	36	24	33	1	-	-	-
75		Penguin.....	228	69	71	140	49	48	97	63	62	1	1	-	1
76		Pine Road.....	230	18	16	34	12	10	22	15	12	-	1	-	-
77		Sprent.....	232	34	32	66	26	26	52	42	39	1	1	-	1
78		Sulphur Creek.....	231	15	17	32	10	11	21	12	14	1	-	-	-
79		Ulverstone.....	232	64	53	117	47	35	82	57	59	1	1	-	1
		TOTAL.....		372	331	703	263	236	499	345	357	8	7	-	5
80	EMU BAY....	Burnie.....	228½	113	98	211	78	72	150	107	110	1	1	1	1
81		Cam Road.....	233½	20	15	35	10	10	20	14	15	-	1	-	-
82		Jacob's Boat Harbour.....	232	27	29	56	17	20	37	29	24	1	-	-	1
83		Romaine.....	231	31	30	61	25	17	42	26	22	1	-	-	-
84		Somerset.....	231	31	33	64	18	20	38	26	27	1	1	-	-
85		Waratah.....	233	143	134	277	99	84	183	145	127	1	1	2	1
86		Wynyard.....	231	105	70	175	76	44	120	88	85	1	1	1	1
		TOTAL.....		470	409	879	323	267	590	435	410	6	5	4	4
87	EVANDALE ..	Blessington.....	233	20	21	41	12	14	26	21	19	1	-	-	-
88		Evandale.....	230½	105	76	181	88	65	153	116	105	1	1	-	2
89		Lymington, N.....	232½	23	27	50	17	18	35	29	24	1	1	-	-
90		White Hills.....	231	21	27	48	13	16	29	23	19	-	1	-	1
		TOTAL.....		169	151	320	130	113	243	189	167	3	3	-	3
91	FINHAL.....	Avoca.....	229½	35	37	72	24	29	53	39	33	-	1	-	1
92		Cornwall.....	232	31	35	66	23	27	50	33	33	1	1	-	-
93		Falmouth.....	231½	18	9	27	14	7	21	16	18	-	1	-	-
94		Fingal.....	227	62	50	112	47	32	79	58	55	1	1	-	1
95		German Town (i).....	207	15	15	30	12	9	21	15	17	-	1	-	-
96		Gray (j).....	107	18	27	45	14	16	30	-	23	1	-	-	-
97		Mangana.....	220½	40	26	66	37	23	60	54	51	1	1	-	1
98		Mathinna.....	222½	68	54	122	55	33	88	71	68	1	1	-	1
99		Mount Nicholas.....	228½	15	18	33	11	13	24	16	16	1	-	-	-
100		St. Mary's.....	231	60	63	123	44	39	83	70	53	1	1	1	-
		TOTAL.....		362	334	696	281	228	509	372	367	7	8	1	4
101	FRANKLIN, NORTH	Castle Forbes Bay.....	234	30	29	59	27	23	50	39	37	1	1	-	-
102		Chitty's Road.....	220½	20	15	35	16	11	27	21	21	-	1	-	-
103		Cradoc.....	232	15	14	29	11	9	20	12	15	-	1	-	-
104		Franklin.....	233	69	69	138	55	49	104	76	76	1	1	1	1
105		Gardner's Bay Creek.....	233	34	23	57	25	22	47	34	34	-	1	-	1
106		Geeveston.....	227	72	54	126	62	45	107	84	82	1	1	-	-
107		Lower Longley.....	225	23	17	40	13	11	24	17	17	-	1	-	-
108		Lymington, South.....	225½	17	19	36	11	14	25	18	17	-	1	-	-
109		Mountain River.....	234	10	14	24	7	7	14	7	7	-	1	-	-
110		Port Cygnet.....	232	71	64	135	48	41	89	57	57	1	1	-	1
111		Surges Bay.....	233½	23	14	37	19	11	30	23	21	-	1	-	-
112		Upper Huon.....	231½	26	20	46	19	14	33	17	22	-	1	-	-
113		Victoria.....	223	52	62	114	42	47	89	57	59	1	1	1	-
114		Wattle Grove.....	233	9	22	31	7	17	24	9	9	-	1	-	-
		TOTAL.....		471	436	907	362	321	683	471	474	5	14	2	5

(e) Closed on 17th June.

(h) Closed from 25th February.

(i) Opened in March.

(j) Re-opened July.

between the 1st January and 31st December, 1893—continued.

Aid granted during the Year ended 31st December, 1893.								No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings. (1) Property of the Government. (2) Not the property of the Government.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.	School Fees.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
81 14 4	-	(1) 0 5 0	-	0 15 5	0 3 0	82 17 9	29 4 2	52.
168 6 0	-	(1) 3 17 4	-	1 16 0	-	173 19 4	80 11 0	53.
87 15 0	-	(1) 11 14 9	-	0 11 10	-	100 1 7	31 4 6	54.
51 9 3	-	-	-	0 11 8	-	52 0 11	23 10 3	55.
105 17 4	-	-	2 13 0	0 12 0	-	109 2 4	37 6 8	56.
109 14 5	-	-	-	1 0 8	0 18 0	111 13 1	47 4 4	57.
72 9 7	-	(1) 0 5 0	-	0 7 1	-	73 1 8	24 5 11	58.
677 5 11	-	16 2 1	2 13 0	5 14 8	1 1 0	702 16 8	273 6 10	
93 19 0	-	(1) 7 12 8	-	0 15 6	-	102 7 2	15 9 5	59.
88 15 5	-	-	1 6 6	0 8 3	-	90 10 2	42 4 2	60.
71 13 7	5 0 0	-	-	0 7 6	-	77 1 1	17 12 6	61.
210 17 0	-	-	-	2 5 6	4 0 0	217 2 6	65 8 5	62.
16 13 4	-	-	-	0 4 10	-	16 18 2	5 4 1	63.
88 8 6	-	-	-	0 11 6	-	89 0 0	33 1 0	64.
570 6 10	5 0 0	7 12 8	1 6 6	4 13 1	4 0 0	592 19 1	178 19 7	
50 10 3	-	-	-	0 12 1	-	51 2 4	23 7 11	65.
134 17 10	-	-	8 8 6	1 1 11	-	144 8 3	64 8 6	66.
216 2 6	-	(1) 8 4 0	10 10 0	2 7 1	-	237 3 7	115 13 4	67.
117 17 5	-	(1) 5 14 4	-	1 3 8	-	124 15 5	57 4 6	68.
56 1 3	-	(1) 22 18 6	-	0 11 0	-	79 10 9	16 9 4	69.
8 6 8	-	(1) 0 10 0	-	0 10 10	-	9 7 6	0 15 7	70.
583 15 11	-	37 6 10	18 18 6	6 6 7	-	646 7 10	277 19 2	
144 3 0	-	(1) 5 0 0	-	1 6 4	-	150 9 4	32 0 5	71.
126 8 11	-	-	-	1 1 1	-	127 10 0	39 16 2	72.
89 12 3	-	-	-	0 16 5	1 2 0	91 10 8	25 18 6	73.
86 7 11	-	(1) 8 10 0	-	0 6 6	-	95 4 5	12 17 8	74.
133 16 5	-	-	-	0 19 6	-	134 15 11	31 9 8	75.
40 0 0	-	(2) 5 0 0	-	0 8 9	-	45 8 9	10 15 0	76.
119 18 4	-	-	-	1 1 2	-	120 19 6	28 10 0	77.
61 8 0	-	-	-	0 2 9	-	61 10 9	19 17 2	78.
159 9 4	-	-	-	1 6 0	-	160 15 4	56 3 3	79.
961 4 2	-	18 10 0	-	7 8 6	1 2 0	988 4 8	257 7 10	
149 9 7	-	-	-	1 2 8	-	150 12 3	122 15 9	80.
50 0 0	15 0 0	-	-	0 4 11	2 10 0	67 14 11	12 13 6	81.
91 0 8	10 0 0	-	-	0 9 7	-	101 10 3	25 10 10	82.
61 8 0	-	-	-	0 8 8	2 11 0	64 7 8	20 15 3	83.
103 18 11	-	-	0 10 6	1 1 10	-	105 11 3	28 5 4	84.
214 5 9	-	-	-	3 7 10	-	217 13 7	163 14 1	85.
155 15 4	-	-	-	2 12 1	-	158 7 5	102 19 0	86.
825 18 3	25 0 0	-	0 10 6	9 7 7	5 1 0	865 17 4	476 13 9	
71 3 6	-	-	-	0 10 2	-	71 13 8	16 17 8	87.
142 7 2	-	-	-	2 11 8	-	144 18 10	96 11 7	88.
100 8 5	-	(1) 2 4 1	-	0 12 10	-	103 5 4	26 12 3	89.
61 5 0	-	-	-	0 7 0	-	61 12 0	33 1 1	90.
375 4 1	-	2 4 1	-	4 1 8	-	381 9 10	173 2 7	
99 6 5	-	-	-	0 8 4	-	99 14 9	24 6 3	91.
106 13 0	-	-	0 10 6	0 18 5	-	108 1 11	48 9 8	92.
50 0 0	8 0 0	-	-	0 6 10	-	58 6 10	12 12 3	93.
117 10 3	-	-	8 0 0	1 13 6	-	127 3 9	77 17 9	94.
34 6 2	-	(1) 42 6 0	-	0 9 0	-	77 1 2	15 7 0	95.
28 7 2	-	-	-	-	-	28 7 2	11 16 5	96.
134 10 3	-	-	3 13 6	2 2 2	4 1 6	144 7 5	52 2 1	97.
140 0 7	-	-	-	1 10 9	-	141 11 4	63 4 3	98.
74 7 0	-	-	-	0 8 0	1 13 6	76 8 6	19 4 9	99.
156 19 6	-	-	8 5 0	1 16 1	2 10 0	169 10 7	60 15 1	100.
942 0 4	8 0 0	42 6 0	20 9 0	9 13 1	8 5 0	1030 13 5	385 15 6	
94 4 0	-	-	-	1 0 3	-	95 4 3	19 11 0	101.
50 0 0	-	-	-	0 2 4	-	50 2 4	9 13 0	102.
45 17 10	-	-	-	1 12 6	0 13 0	48 3 4	20 16 5	103.
222 17 9	-	(1) 7 8 4	-	2 0 2	-	232 6 3	111 19 3	104.
77 9 0	-	-	-	0 19 2	-	78 8 2	6 0 0	105.
185 14 5	-	-	-	2 0 9	-	187 15 2	87 1 5	106.
61 5 0	-	-	-	1 3 0	-	62 8 0	24 14 0	107.
51 13 1	-	-	-	1 4 0	-	52 17 1	3 17 9	108.
40 11 9	-	(1) 2 0 0	-	0 4 3	0 11 0	43 7 0	4 8 0	109.
123 19 0	-	-	-	1 2 5	-	125 1 5	57 7 3	110.
51 12 11	-	-	-	0 13 6	-	52 6 5	21 2 2	111.
44 17 6	-	-	-	0 8 9	-	45 6 3	11 10 7	112.
160 16 5	-	(1) 39 0 0	-	2 6 0	-	202 2 5	54 19 3	113.
40 0 0	-	-	-	0 11 8	-	40 11 8	3 3 3	114.
1250 18 8	-	48 8 4	-	15 8 9	1 4 0	1315 19 9	436 3 4	

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open during the Year.	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	From 1st Jan. to 31st June.	From 1st July to 31st Dec.		M.	F.
115	FRANKLIN, SOUTH	Dover	231½	29	32	61	25	24	49	41	41	M.	1	1
116		Hastings	233	34	53	87	24	33	57	43	34	1	1	1
117		Ida Bay ^(k)	88	5	7	12	5	7	12	9	..	1	1	1
118		Raminea	231	36	31	67	24	19	43	39	31	1	1	1
119		Recherche	224½	28	16	44	20	9	29	19	23	1	1	1
120		Southport	234	25	33	58	18	22	40	34	24	1	1	1
		TOTAL .....	..	157	172	329	116	114	230	185	153	4	6	1
121	GEORGE TOWN	George Town	229	41	31	72	29	20	49	39	34	1	1	1
122		Lefroy	229½	137	121	258	117	104	221	172	156	1	1	2
123		Lower Piper's River	231	11	15	26	6	10	16	12	14	1	1	1
124		Low Head	236	27	12	39	19	9	28	23	23	1	1	1
		TOTAL .....	..	216	179	395	171	143	314	246	227	3	3	2
125	GLANORGAN ..	Glen Gala	234	10	10	20	9	9	18	10	14	1	1	1
126		Lisdillon	233	14	25	39	9	15	24	16	15	1	1	1
127		Swansea	233	35	24	59	29	20	49	36	31	1	1	1
		TOTAL .....	..	59	59	118	47	44	91	62	60	1	3	1
128	GLBNORCHY ..	Bismarck	218	40	28	68	31	17	48	34	37	1	1	1
129		Claremont	228½	21	32	53	12	20	32	15	19	1	1	1
130		Glenorchy	226½	59	42	101	38	29	67	45	47	1	1	1
		TOTAL .....	..	120	102	222	81	66	147	94	103	2	3	1
131	GREEN PONDS	Constitution Hill	232	16	30	46	13	25	38	25	26	1	1	1
132		Green Ponds	220½	38	34	72	27	29	56	44	44	1	1	1
		TOTAL .....	..	54	64	118	40	54	94	69	70	1	2	2
133	HAMILTON....	Ellendale	217	13	26	39	11	22	33	19	18	1	1	1
134		Fentonbury	203½	24	15	39	26	17	43	15	10	1	1	1
135		Hamilton	230½	39	46	85	31	35	66	48	41	1	1	1
136		Maryborough ^(l)	132	14	10	24	10	8	18	13	12	1	1	1
137		Osterly	222½	12	6	18	10	5	15	12	11	1	1	1
138		Ouse	231	15	15	30	10	12	22	16	18	1	1	1
139		Rocky Creek	219½	15	11	26	8	5	13	9	9	1	1	1
		TOTAL .....	..	132	129	261	106	104	210	132	119	4	4	2
140	KINGBOROUGH	Garden Island Creek	214	15	9	24	13	9	22	15	14	1	1	1
141		*Gordon	114	11	19	30	8	13	21	13	18	1	1	1
142		*Long Bay	117½	23	17	40	15	11	26	16	20	1	1	1
143		Kettering	232	28	31	59	20	17	37	16	20	1	1	1
144		Kingson	233½	38	43	81	30	32	62	40	43	1	1	1
145		Margate	220½	15	17	32	11	12	23	14	14	1	1	1
146		Peppermint Bay	231½	25	21	46	20	14	34	23	28	1	1	1
147		Sandfly Basin	205½	22	19	41	13	7	20	10	11	1	1	1
		TOTAL .....	..	177	176	353	130	115	245	147	177	5	4	2
148	LONGFORD ...	Bishopsbourne	230½	22	5	27	15	2	17	10	15	1	1	1
149		Cressy	232	50	51	101	36	38	74	47	50	1	1	1
150		Iveridge	229	19	17	36	17	12	29	22	23	1	1	1
151		Longford	230½	125	101	226	98	79	177	129	123	1	1	2
152		Pateena	232	19	19	38	15	15	30	21	26	1	1	1
153		Perth	232	56	41	97	45	33	78	65	59	1	1	1
154		Upper Liffey	223½	31	21	52	17	13	30	15	19	1	1	1
		TOTAL .....	..	322	255	577	243	192	435	309	315	6	5	3
155	MACQUARIE..	Dundas ^(m)	29	18	17	35	15	12	27	..	21	1	1	1
156		Strahan	228½	36	35	71	28	27	55	41	30	1	1	1
157		West Zeehan	216½	54	62	116	18	25	43	34	25	1	1	1
158		Zeehan	230½	160	134	294	94	75	169	125	113	1	1	2
		TOTAL .....	..	268	248	516	155	139	294	200	189	2	3	1
159	NEW NORFOLK	Back River	232	14	19	33	9	13	22	14	12	1	1	1
160		*Glen Fern ⁽ⁿ⁾	99	11	11	22	5	6	11	8	8	1	1	1
161		*Mt. Lloyd ^(o)	29½	7	5	12	7	5	12	..	11	1	1	1
162		Glenora	222½	44	57	101	35	46	81	56	51	1	1	1
163		Lachlan	232½	26	35	61	17	27	44	22	27	1	1	1
164		Macquarie Plains	231	40	38	78	31	28	59	41	39	1	1	1
165		Molesworth	223½	12	9	21	9	6	15	11	8	1	1	1
166		New Norfolk	231	124	100	224	63	74	167	119	112	1	2	1
167		Plenty ^(p)	152	23	27	50	15	18	33	25	26	1	1	1
168		Uxbridge	232	29	13	42	18	9	27	18	21	1	1	1
		TOTAL .....	..	330	314	644	239	232	471	314	315	6	8	2

(k) Closed from May.

(l) Half-time with Bluff (Brighton District).

(m) School opened 13th November.

(n) Half-time with Plenty until September.

(o) Opened 25th September.

(p) Full time from October.

between the 1st January and 31st December, 1893—continued.

Aid granted during the Year ended 31st December, 1893.								No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings. (1) Property of the Government. (2) Not the property of the Government.	School Furniture and F.A. 1	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.	School Fees.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
105 19 0	—	(1) 6 5 6	1 6 6	0 17 6	—	114 8 6	36 1 1	115.
159 7 3	—	—	—	1 3 6	—	160 10 9	33 13 5	116.
20 16 8	2 10 0	—	—	0 4 3	0 5 0	23 15 11	5 4 3	117.
95 12 9	—	—	—	0 17 4	—	96 10 1	17 11 8	118.
52 0 0	5 0 0	—	—	0 11 2	—	57 11 2	25 3 2	119.
97 1 0	—	—	0 10 0	1 0 0	—	98 11 0	30 3 2	120.
530 16 8	7 10 0	6 5 6	1 16 6	4 13 9	0 5 0	551 7 5	147 16 9	
160 9 8	—	—	11 3 0	1 5 7	—	172 18 3	42 18 6	121.
163 10 1	—	—	5 16 6	1 4 10	—	170 11 5	94 5 0	122.
40 0 0	—	—	—	0 5 8	—	40 5 8	10 14 10	123.
116 16 0	—	—	—	0 14 6	—	117 10 6	29 5 6	124.
480 15 9	—	—	16 19 6	3 10 7	—	501 5 10	177 3 10	
50 0 0	—	—	—	0 10 6	—	50 10 6	4 14 9	125.
48 15 0	10 0 0	—	—	0 9 4	—	59 4 4	12 8 3	126.
104 1 9	—	—	—	0 15 4	—	104 17 1	47 9 3	127.
202 16 9	10 0 0	—	—	1 15 2	—	214 11 11	64 12 3	
104 14 0	—	(1) 1 10 0	4 10 2	1 2 3	1 6 0	113 2 5	16 15 10	128.
41 12 0	—	—	—	0 9 2	0 7 0	42 8 2	13 9 11	129.
131 1 4	—	(1) 8 18	—	1 3 9	—	141 3 10	62 5 4	130.
277 7 4	—	10 8 9	4 10 2	2 15 2	1 13 0	296 14 5	92 11 1	
88 1 7	—	—	—	0 7 11	—	88 9 6	13 11 6	131.
160 13 4	—	—	—	1 3 0	—	161 16 4	20 1 4	132.
248 14 11	—	—	—	1 10 11	—	250 5 10	33 12 10	
51 11 0	—	—	—	0 10 1	—	52 1 1	17 13 3	133.
60 15 4	—	—	—	0 18 0	—	61 13 4	10 1 8	134.
154 10 6	—	—	—	1 0 11	—	155 11 5	52 1 11	135.
46 14 8	5 0 0	—	—	0 10 7	—	52 5 3	3 14 6	136.
63 13 1	10 0 0	—	—	0 9 6	—	74 2 7	12 2 6	137.
40 0 0	—	(1) 2 18 0	—	0 4 5	—	43 2 5	22 7 2	138.
60 9 0	—	—	—	0 4 7	0 11 0	61 4 7	8 8 3	139.
477 13 7	15 0 0	2 18 0	—	3 18 1	0 11 0	500 0 8	126 9 3	
38 0 2	—	—	—	0 11 3	—	38 11 5	11 4 7	140.
82 4 0	—	—	—	0 18 5	—	83 2 5	4 5 3	141.
92 9 1	—	—	—	0 15 0	—	93 4 1	7 5 9	142.
146 13 0	—	—	—	0 18 11	—	147 11 11	17 16 0	143.
87 15 0	—	—	—	0 9 8	1 1 0	89 5 8	56 11 2	144.
91 12 2	—	—	—	0 13 5	—	92 5 7	14 17 3	145.
59 0 6	—	—	—	0 10 6	—	59 11 0	24 3 1	146.
597 13 11	—	—	—	4 17 2	1 1 0	603 12 1	15 13 2	147.
70 11 4	—	—	—	0 7 6	—	70 18 10	14 3 11	148.
120 9 0	—	—	—	0 13 9	—	121 2 9	76 9 6	149.
103 14 8	—	—	—	0 8 0	—	104 2 8	22 18 8	150.
207 16 0	—	—	—	2 17 9	—	210 13 9	158 8 2	151.
79 2 9	—	(2) 5 0 0	—	0 10 4	—	84 13 1	22 10 6	152.
145 19 3	—	(1) 14 16 0	—	1 7 2	—	162 2 5	58 10 2	153.
89 9 11	—	(1) 3 13 6	—	0 15 0	—	93 18 5	23 7 8	154.
817 2 11	—	23 9 6	—	6 19 6	—	847 11 11	374 8 7	
13 3 2	—	(2) 27 11 6	11 17 4	8 4 4	—	60 16 4	3 15 8	155.
76 18 11	—	—	—	2 6 2	—	79 5 1	22 2 7	156.
40 0 0	—	—	5 15 6	—	—	45 15 6	32 5 10	157.
206 0 0	—	(1) 29 8 0	—	2 0 0	—	237 8 0	115 11 1	158.
336 2 1	—	56 19 6	17 12 10	12 10 6	—	423 4 11	173 15 2	
51 11 9	—	—	—	0 7 3	—	51 19 0	10 12 1	159.
47 0 7	—	—	—	0 3 5	0 6 0	47 10 0	4 6 3	160.
11 15 1	—	(1) 27 7 6	0 18 6	2 1 3	0 3 0	42 5 4	1 4 0	161.
121 8 11	25 0 0	(2) 26 18 6	—	2 4 10	0 11 3	176 3 6	47 13 9	162.
95 16 3	—	—	—	0 15 7	—	96 11 10	27 12 3	163.
138 8 0	—	—	—	0 19 1	—	139 7 1	45 4 4	164.
68 5 0	—	—	—	0 5 7	—	68 10 7	6 4 0	165.
250 2 1	—	—	—	3 11 2	—	253 13 3	131 6 3	166.
60 3 6	—	—	1 12 6	0 13 6	—	62 9 6	14 6 9	167.
73 5 2	—	—	—	0 9 6	0 7 6	74 2 2	13 15 11	168.
917 16 4	25 0 0	54 6 0	2 11 0	11 11 2	1 7 9	1012 12 3	302 5 7	

* Half-time Schools.

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open during the Year.	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	From 1st Jan. to 30th June.	From 1st July to 31st Dec.	M.	F.	M.	F.
169	OATLANDS ...	*Antill Ponds	112½	3	10	13	2	9	11	9	11	1	-	-	-
170		*Tunbridge	112½	18	17	35	17	15	32	28	27	1	-	-	-
171		Jericho	222	17	17	34	15	15	30	22	18	-	1	-	-
172		Mount Seymour (4)	185	17	15	32	12	10	22	16	19	1	-	-	-
173		Oatlands	231½	60	72	132	50	56	106	81	75	1	1	-	2
174		Parattah	232	43	50	93	30	35	65	47	47	1	1	-	1
175		Rhyndaston	213	19	19	38	14	12	26	22	14	-	1	-	-
176		Tunnack	217½	30	27	57	21	21	42	27	28	1	-	-	-
177		Whiteford	230½	16	21	37	38	37	75	27	27	1	-	-	-
			TOTAL	223	248	471	199	210	409	279	266	6	4	-	3
178	PORTLAND ..	Blue Tier	233½	24	19	43	19	15	34	22	25	1	-	-	-
179		Gould's Country	234	23	15	38	18	12	30	22	26	1	-	-	-
180		Pyengana	222	32	22	54	26	18	44	35	32	1	-	-	1
181		St. Helen's	215½	53	36	89	34	22	56	33	47	1	1	-	1
182		Weldborough	233	23	35	58	20	28	48	33	34	1	1	-	-
		TOTAL .....	..	155	127	282	117	95	212	145	164	5	2	-	2
183	RICHMOND ..	Campania	233	35	17	52	58	24	82	33	30	1	1	-	-
184		Dulcot	219	9	15	24	7	12	19	12	11	1	-	-	-
185		Jerusalem	218	50	52	102	38	30	77	56	50	1	1	-	1
186		Kangaroo Valley	227	21	18	39	15	14	29	15	20	1	-	-	-
187		Richmond	233	43	37	80	32	30	62	55	53	1	1	-	1
188		Upper Tea Tree	194	17	17	34	11	12	23	17	20	1	-	-	-
			TOTAL	175	156	331	161	131	292	188	190	6	3	-	2
189	RINGAROOMA, EAST	*Alberton	100½	11	10	21	7	7	14	11	10	1	-	-	-
190		*New River (r)	91	12	11	23	9	9	18	12	14	1	-	-	-
191		Branxholm	221½	29	24	53	17	16	33	20	24	1	-	-	-
192		Derby	228	60	72	132	43	54	97	69	70	1	-	-	2
193		Gladstone	232½	27	12	39	21	9	30	23	22	1	-	-	-
194		Moorina	208½	19	16	35	11	11	22	13	15	1	-	-	-
195		Ringarooma	223	60	50	110	38	32	70	47	57	1	1	-	-
			TOTAL	218	195	413	146	138	284	195	212	6	1	-	2
196	RINGAROOMA, WEST	Ellesmere	238	117	71	188	78	45	123	87	98	1	1	1	1
197		Jetsonville	231½	27	31	58	21	23	44	30	29	1	1	-	-
198		North Scottsdale	232½	18	8	26	14	7	21	15	15	-	1	-	-
199		Springfield	208	24	19	43	26	24	50	15	11	1	1	-	-
200		West Scottsdale	232	11	17	28	9	13	22	9	13	-	1	-	-
		TOTAL .....	..	197	146	343	148	112	260	156	166	3	5	1	1
201	ROSS	Ross	227½	41	46	87	35	42	77	65	65	1	1	-	1
202	RUSSELL	Black River	222½	12	14	26	8	9	17	12	10	-	1	-	-
203		Forest	227	50	30	80	33	21	54	41	31	1	1	1	-
204		Irish Town	234	25	13	38	17	10	27	18	19	1	-	-	-
205		Montagu	232	27	26	53	20	19	39	30	31	1	1	-	-
206		Rocky Cape	229	7	12	19	6	10	16	8	10	-	1	-	-
207		Smithton	227	28	25	53	36	41	77	30	32	1	-	-	-
208		Stanley	231	70	46	116	54	35	89	68	70	1	1	1	-
			TOTAL	219	166	385	174	145	319	207	203	5	5	2
209	SELBY	Bangor	234	26	34	60	18	24	42	33	32	1	1	-	-
210		Hadspen	231½	16	30	46	12	24	36	29	26	1	1	-	-
211		Invermay	230	239	136	375	160	87	247	188	166	1	3	1	2
212		Karoola	229½	27	22	49	16	16	32	22	20	1	1	-	-
213		Lebrina	219	27	23	50	23	19	42	30	30	-	1	-	-
214		Lilydale	232	53	50	106	42	35	77	55	57	1	1	-	1
215		Newnham	233	19	22	41	12	15	27	20	21	-	1	-	-
216		Paterosnia	223½	14	13	27	10	9	19	13	13	-	1	-	-
217		Ravenswood	229	20	17	37	15	11	26	15	19	-	1	-	-
218		St. Leonard's	232	49	45	94	36	32	68	47	48	1	1	-	1
219		St. Michael's	226½	19	19	38	16	16	32	24	25	-	1	-	-
220		St. Patrick's River (s)	175½	12	12	24	10	11	21	16	15	-	1	-	-
221		Underwood	213½	22	18	40	36	30	66	23	23	-	1	-	-
222		Young Town	230½	47	38	85	32	28	60	50	40	1	1	-	-
			TOTAL	593	479	1072	438	357	795	565	535	7	16	1	4

* Half-time Schools.

(q) Closed in March.

(r) Opened 20th March.

(s) Opened 5th April.

between the 1st January and 31st December, 1893—continued.

Aid granted during the Year ended 31st December, 1893.							School Fees.	No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings. (1) Property of the Government. (2) 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.	
85 16 0	-	-	-	0 16 6	1 15 0	88 7 6	8 1 6	169.
51 14 1	-	-	-	1 4 1	-	52 18 2	24 15 4	170.
51 0 2	-	-	-	0 9 2	-	51 9 4	23 9 9	171.
152 18 1	-	-	-	1 16 6	-	154 14 7	11 19 3	172.
117 4 0	-	-	-	1 7 3	-	118 11 3	55 16 0	173.
53 0 3	-	-	-	0 7 1	0 13 0	54 0 4	33 11 10	174.
89 8 3	-	-	-	0 14 2	-	90 2 5	6 15 8	175.
71 6 4	-	-	-	0 8 5	1 0 0	72 14 9	18 17 7	176.
							22 14 6	177.
672 7 2	-	-	-	7 3 2	3 8 0	682 18 4	206 1 5	
72 6 8	-	-	-	0 11 4	-	72 18 0	17 16 4	178.
70 4 0	-	(1) 15 0 0	-	0 9 6	-	85 13 6	30 17 9	179.
99 0 0	-	-	5 9 0	1 10 6	2 14 0	108 13 6	34 11 7	180.
109 9 5	-	(1) 3 16 3	-	0 11 0	-	113 16 8	28 1 4	181.
138 8 0	-	-	-	0 9 11	-	138 17 11	32 15 9	182.
489 8 1	-	18 16 3	5 9 0	3 12 3	2 14 0	519 19 7	144 2 9	
110 15 6	-	-	-	0 16 6	1 17 0	113 9 0	40 19 3	183.
55 11 3	1 16 6	-	-	0 5 4	-	57 13 1	2 11 6	184.
126 6 3	-	-	-	1 3 9	-	127 10 0	51 3 2	185.
70 4 0	-	-	-	0 4 6	-	70 8 6	17 1 5	186.
175 11 4	-	-	0 12 0	1 17 3	-	178 0 7	60 7 10	187.
59 5 3	-	-	-	0 9 8	1 11 6	61 6 5	21 17 8	188.
597 13 7	1 16 6	-	0 12 0	4 17 0	3 8 6	608 7 7	194 0 10	
67 8 9	-	(1) 8 19 3	9 4 0	5 10 3	4 12 3	95 14 6	4 5 4	189.
70 9 7	12 0 0	(2) 0 14 0	-	0 14 7	-	83 18 2	6 4 7	190.
118 9 2	-	-	11 19 6	0 14 8	0 11 0	131 14 4	25 7 6	191.
78 19 0	13 0 0	-	6 2 6	0 11 11	-	98 13 5	95 1 5	192.
85 7 1	-	-	-	0 9 3	-	85 16 4	23 17 6	193.
94 4 0	-	-	2 5 0	1 4 1	10 0 0	107 13 1	18 19 11	194.
							50 11 5	195.
514 17 7	25 0 0	9 13 3	29 11 0	9 4 9	15 3 3	603 9 10	224 7 3	
154 5 7	-	-	16 3 6	1 9 9	-	171 18 10	88 6 9	196.
121 8 5	6 0 0	-	-	0 15 4	-	128 3 9	30 9 3	197.
41 6 6	-	-	-	1 13 0	-	42 19 6	12 13 8	198.
69 10 10	-	-	-	0 10 0	-	70 0 10	2 6 0	199.
69 16 4	-	-	1 6 6	0 6 8	-	71 9 6	10 1 4	200.
456 7 8	6 0 0	-	17 10 0	4 14 9	-	484 12 5	143 17 0	
145 13 0	-	-	-	1 6 11	-	146 19 11	65 17 11	201.
60 2 6	-	-	-	0 4 0	-	60 6 6	11 15 0	202.
131 10 1	-	-	-	1 0 0	3 1 0	135 11 1	21 1 0	203.
57 0 6	-	(1) 3 5 0	-	0 10 6	-	60 16 0	10 0 0	204.
94 4 0	-	-	-	0 12 5	-	94 16 5	48 7 4	205.
50 0 0	-	-	-	0 4 3	-	50 4 3	11 3 6	206.
74 16 10	-	-	-	0 19 11	-	75 16 9	29 1 4	207.
159 14 2	-	-	-	1 15 6	-	161 9 8	95 16 6	208.
627 8 1	-	3 5 0	-	5 6 7	3 1 0	639 0 8	227 4 8	
76 10 0	-	-	-	0 15 6	-	77 5 6	27 12 8	209.
115 9 4	-	-	-	0 11 0	-	116 0 4	31 13 7	210.
395 2 8	-	-	-	4 14 8	-	399 17 4	191 19 2	211.
103 13 0	-	-	-	0 11 6	-	104 4 6	8 8 6	212.
50 0 0	-	-	1 11 0	0 11 9	-	52 2 9	37 6 7	213.
155 8 3	-	-	-	1 9 2	-	156 17 5	52 9 1	214.
58 10 0	-	-	-	0 4 3	-	58 14 3	26 2 7	215.
50 18 6	-	-	-	0 6 3	-	60 4 9	10 2 2	216.
50 0 0	-	-	-	0 2 3	-	50 2 3	21 14 10	217.
123 19 0	-	-	-	0 19 0	1 0 0	125 18 0	42 3 9	218.
60 0 0	-	(1) 4 0 0	-	0 8 2	-	64 8 2	27 8 1	219.
45 0 0	-	-	-	0 8 0	-	45 8 0	10 15 2	220.
68 5 0	-	(1) 39 10 0	5 8 0	0 11 0	-	113 14 0	17 7 10	221.
107 9 8	-	-	2 13 0	0 19 6	-	111 2 2	49 6 5	222.
1469 5 5	-	43 10 0	9 12 0	12 12 0	1 0 0	1535 19 5	554 7 5	

RETURN of STATE SCHOOLS in operation

No.	SCHOOL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open during the Year.	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.	From 1st Jan. to 30th June.	From 1st July to 31st Dec.	M.	F.	M.	F.
223	SORELL.....	Bream Creek	206½	20	18	38	15	15	30	18	25	-	1	-	-
224		Carlton	193½	13	10	23	8	6	14	7	11	-	1	-	-
225		Dunalley	231	24	13	37	21	10	31	23	27	1	-	-	-
226		Forcett	233	26	29	55	22	23	45	35	35	-	1	-	1
227		Kellevie ^(a)	181	44	35	79	28	16	44	19	37	1	1	-	1
228		Nugent	230	19	9	22	12	7	19	11	9	-	1	-	-
229		Orielton	236	9	14	23	7	12	19	10	12	-	1	-	-
230		Sorell	211	66	53	119	49	39	88	54	46	1	1	-	1
231		Wattle Hill	237½	18	18	36	12	12	24	11	18	-	1	-	-
		TOTAL .....	..	233	199	432	174	140	314	188	220	3	8	-	3
232	SPRING BAY ..	Buckland	232½	12	10	22	8	9	17	14	14	-	1	-	-
233		Orford	232	13	17	30	9	12	21	17	17	-	1	-	-
234		Spring Bay	219	13	20	33	10	12	22	14	18	1	1	-	-
235		Woodsdale	234½	24	15	39	21	12	33	31	29	1	-	-	-
		TOTAL .....	..	62	62	124	48	45	93	76	78	2	3	-	-
236	WESTBURY ..	Black Sugar Loaf ^(b)	125	9	20	29	8	17	25	13	22	-	1	-	-
237		Bracknell	225	30	41	71	21	31	52	38	38	-	2	-	-
238		Bridgenorth	232	15	16	31	12	11	23	16	17	-	1	-	-
239		Carrick	232½	32	38	70	21	26	47	32	32	1	1	-	1
240		Exton	231	42	33	75	54	42	96	29	28	1	1	-	1
241		Fern Bank ^(c)	194½	13	16	29	8	12	20	12	14	1	-	-	-
242		Frankford	224	16	17	33	15	16	31	24	23	-	1	-	-
243		Glengarry ^(d)	185½	20	26	46	16	22	38	29	34	1	1	-	-
244		Hagley	230	16	18	34	12	13	25	20	16	1	1	-	-
245		Reedy Marsh	234	13	8	21	10	7	17	10	13	-	1	-	-
246		Rose Vale	225½	20	15	35	14	9	23	15	18	-	1	-	-
247		Westbury	225½	92	51	143	56	33	89	55	74	1	1	-	-
248		Whitemore	212½	25	15	40	17	8	25	15	21	1	-	-	-
249		Winkleigh	234	31	18	49	28	17	45	28	30	1	1	-	-
		TOTAL .....	..	374	332	706	292	264	556	336	380	8	13	-	2
250	SOUTH LONGFORD..	*Steppes ^(e)	55	4	5	9	4	5	9	8	-	1	-	-	-
251		*St. Patrick's Plains ^(e)	44	4	8	12	4	7	11	11	-	-	-	-	-
		TOTAL .....	..	8	13	21	8	12	20	19	-	1	-	-	-
252	FURNEAUX GROUP	Cape Barren Island ^(f)	194½	24	21	45	22	17	39	20	25	1	1	-	-
253	FINGAL	Scamander	232½	14	11	25	8	10	18	12	14	1	-	-	-
		GRAND TOTAL .....	..	11,052	9423	20,475	8096	6779	14,875	10,440	10,175	170	208	39	100

* Half-time Schools.

(a) Closed during part of February, whole of March, and first half of April. (b) Opened 24th June. (c) Closed during part of October and the whole of November and December. (d) Re-opened in April. (e) Closed from June. (f) Closed in April.

between the 1st January and 31st December, 1893—continued.

Aid granted during the Year ended 31st December, 1893.							School Fees.	No.
Amount paid to Teachers of all Classes in Salaries and Allowances.	Rent of School Buildings.	Repairs to School Buildings. (1) Property of the Government. (2) 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.	
58 10 0	-	-	-	-	-	58 10 0	16 13 8	223.
42 10 0	-	-	-	0 2 0	1 10 0	44 2 0	5 15 11	224.
89 6 8	-	-	-	0 13 4	1 19 0	91 19 0	19 15 5	225.
82 12 8	-	-	-	0 19 2	-	83 11 10	24 1 6	226.
133 3 1	-	-	-	0 18 0	-	134 1 1	21 11 9	227.
41 5 4	-	-	-	0 10 6	-	41 15 10	10 18 2	228.
50 0 0	-	-	-	0 5 3	-	50 5 3	7 7 0	229.
123 19 0	-	-	-	1 8 8	-	125 7 8	51 14 3	230.
50 0 0	-	-	-	0 6 6	2 3 0	52 9 6	11 7 2	231.
671 6 9	-	-	-	5 3 5	5 12 0	682 2 2	169 4 10	
52 19 1	-	-	-	0 6 8	-	53 5 9	11 12 0	232.
40 7 6	17 0 0	-	-	0 2 6	-	57 10 0	9 12 3	233.
96 18 6	-	-	-	-	-	96 18 6	16 13 4	234.
77 9 10	-	-	-	0 14 6	-	78 4 4	23 15 0	235.
267 14 11	17 0 0	-	-	1 3 8	-	285 18 7	61 12 7	
23 6 8	-	-	4 10 0	3 13 0	1 16 9	33 6 5	9 11 5	236.
111 3 1	-	-	-	1 1 5	-	112 4 6	58 0 2	237.
61 4 1	-	-	-	0 7 10	-	61 11 11	14 4 9	238.
131 18 9	-	-	1 8 0	0 17 8	-	134 4 5	32 12 4	239.
119 10 7	-	-	-	0 10 9	0 13 0	120 14 4	25 9 8	240.
58 10 0	-	-	-	0 7 0	0 15 0	59 12 0	10 16 4	241.
59 19 0	-	-	-	0 10 0	-	60 9 0	16 1 0	242.
57 16 8	-	-	-	0 11 10	0 8 0	58 16 6	25 3 3	243.
99 4 0	-	-	-	0 14 0	-	99 18 0	49 10 1	244.
50 0 0	-	-	-	0 5 3	-	50 5 3	3 10 10	245.
57 12 11	-	(2) 5 0 0	-	0 17 2	1 0 0	92 2 7	16 18 1	246.
150 12 0	-	(1) 27 12 6	-	2 4 8	-	170 4 2	52 3 4	247.
79 6 9	-	(1) 17 7 6	-	0 12 0	-	79 18 9	30 15 2	248.
117 4 8	-	-	-	0 14 5	0 2 0	118 1 1	10 9 10	249.
1177 9 2	-	50 0 0	5 18 0	13 7 0	4 14 9	1251 8 11	364 6 3	
26 18 9	-	-	-	-	3 13 6	30 12 3	1 7 4 1 14 6	250. 251.
26 18 9	-	-	-	-	3 13 6	30 12 3	3 1 10	
117 15 0	-	-	-	0 12 8	-	118 7 8	4 7 3	252.
50 0 0	-	-	-	-	-	50 0 0	9 4 6	253.
26,179 1 4	310 6 6	663 14 6	206 5 0	281 7 10	268 19 3	27,909 14 5	9904 13 3	

APPENDIX M.

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—1893 inclusive.)

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.†	1875.	1876.†	1877.	1878.	1879.	1880.	1881.				
																	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
No. of Candidates presented	31	30	14	16	16	15	37	37	33	20	15	18	22	13	12	8	9	2	15	2	17	4	24	10	24	7
No. to whom Exhibitions were awarded	3	4	4	6	4	6	4	6	6	6	6	6	6	6	6	5	6	1	6	1	6	3	6	5	6	4
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	20	5	14	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	1031	828	952	763
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	931	681	885	683

	1882.		1883.		1884.		1885.		1886.		1887.		1888.		1889.		1890.		1891.		1892.		1893.		TOTAL.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	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.....	20	12	14	7	22	11	21	12	23	4	12	8	10	7	12	3	25	4	18	5	18	12	13	7	658	124	782
No. to whom Exhibitions were awarded	6	3	6	2	6	4	6	6	6	1	6	5	6	4	6	2	6	2	6	4	6	3	6	6	192	59	251
No. qualified for award*.....	15	3	8	2	12	4	9	6	12	1	6	5	7	4	7	2	13	2	13	3	11	3	12	6	350	58	408
No. of marks obtained by Senior Exhibitioner.....	935	857	823	710	741	681	862	826	900	656	817	747	880	634	1042	918	838	689	1035	945	848	640	982	772	—	—	—
Average No. of marks obtained by Candidates awarded Exhibitions	829	739	749	688	738	658	803	714	817	656	760	699	763	616	786	842	786	646	948	964	755	616	905	712	—	—	—

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

† 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 N.

RETURN of Children admitted under Free Certificates, and the Payments made for their Instruction, for the Year 1893.

No.	School.	Total Sum paid.	Average Quarterly Attendance.	No.	School.	Total Sum paid.	Average Quarterly Attendance.
		£ s. d.				£ s. d.	
1	Beaconsfield	18 2 10	53.50	81	Lefroy	5 4 7	18.25
2	Flowery Gully	4 7 5	11.00	82	Swansea	0 19 9	2.33
3	Bothwell	10 5 7	28.75	83	Bismarck	3 0 0	7.00
4	Bagdad	1 2 8	2.33	84	Claremont	1 12 0	4.66
5	Broadmarsh	0 10 2	2.00	85	Glenorchy	3 18 7	12.00
6	Dromedary	1 7 7	5.50	86	Constitution Hill	8 11 7	20.25
7	Elderslie	1 9 1	5.00	87	Green Ponds	7 5 4	21.75
8	North Bridgewater ...	3 15 4	7.00	88	Fentonbury	2 5 4	6.00
9	Pontville	1 11 5	3.75	89	Hamilton	5 5 5	13.25
10	Lower Sandy Bay	0 1 5	2.00	90	Maryborough	0 12 8	5.25
11	New Town	8 14 4	21.25	91	Osterly	0 3 5	2.00
12	Ridgeway	2 12 5	5.75	92	Garden Island Creek..	1 6 10	4.00
13	Campbell Town	19 2 7	42.75	93	Kettering	4 5 1	15.00
14	Cleveland	0 19 0	2.00	94	Peppermint Bay	0 3 2	2.00
15	Long Bay	0 5 4	5.50	95	Sandfly Basin	0 10 6	4.00
16	Taranna	0 17 3	4.50	96	Bishopsbourne	0 7 4	3.00
17	Koonya	4 9 8	10.50	97	Iveridge	2 10 11	4.00
18	Bellerive	4 6 9	14.00	98	Longford	4 17 0	15.25
19	Cambridge	1 4 8	6.00	99	Pateena	0 17 9	2.33
20	Rokeyby	1 18 1	4.75	100	Perth	3 18 3	8.75
21	Sandford	6 2 1	13.00	101	Upper Liffey	1 14 11	11.00
22	Brookhead	1 0 6	3.00	102	Strahan	5 3 11	15.50
23	Brookside	0 12 8	2.00	103	Back River	1 11 9	4.50
24	Deloraine	18 10 0	45.50	104	Glenora	5 2 7	10.00
25	Dunorlan	2 10 3	6.50	105	Lachlan	3 7 3	9.50
26	Golden Valley	11 3 3	34.00	106	New Norfolk	7 7 1	20.00
27	Parkham	3 5 4	13.25	107	Plenty	1 5 7	5.25
28	Red Hills	0 17 4	5.50	108	Uxbridge	3 1 2	6.25
29	Rubicon Bridge	5 10 4	14.25	109	Jericho	1 14 1	3.75
30	Tongataboo	2 8 9	7.25	110	Mount Seymour	2 19 2	7.00
31	West Meander	2 8 6	7.00	111	Oatlands	2 13 1	9.75
32	Green's Creek	2 15 4	6.00	112	Rhyndaston	3 0 3	6.75
33	Northdown	1 9 3	3.00	113	Tunnack	1 9 3	4.00
34	Railton	3 9 4	9.50	114	Whiteford	1 2 4	2.00
35	Sassafras	0 10 5	1.50	115	Blue Tier	2 2 8	8.66
36	Thirlstane	2 5 7	5.00	116	St. Helen's	4 0 5	13.25
37	Nook	0 10 5	2.00	117	Campania	4 16 6	7.75
38	Paradise	3 3 7	7.00	118	Dulcot	2 18 3	6.50
39	Stoodley	0 4 6	2.00	119	Jerusalem	3 7 6	10.00
40	Barrington Junction...	0 10 3	5.00	120	Richmond	9 13 4	21.25
41	Devonport, East	1 6 10	4.33	121	Upper Tea Tree	0 1 0	4.00
42	Devonport, West	10 3 6	24.50	122	New River	0 5 7	4.00
43	Don	0 2 5	1.00	123	Derby	0 14 2	2.50
44	Spreyton	0 8 9	8.00	124	Ellesmere	6 10 7	15.50
45	Abbotsham	8 4 0	15.75	125	Jetsonville	3 13 5	7.00
46	Forth	5 9 11	16.50	126	North Scottsdale	1 6 6	4.00
47	Kindred	1 8 3	7.00	127	Springfield	0 9 6	2.00
48	North Motton	7 8 11	16.25	128	West Scottsdale	1 6 4	3.50
49	Penguin	9 17 5	23.00	129	Ross	8 5 0	15.75
50	Sprent	2 14 4	6.75	130	Forest	1 5 1	5.00
51	Ulverstone	6 1 4	17.75	131	Smithton	4 12 10	10.25
52	Burnie	2 6 7	7.00	132	Stanley	0 4 2	3.50
53	Somerset	3 18 3	7.50	133	Hadspen	2 15 4	6.00
54	Waratah	1 10 9	7.50	134	Invermay	12 1 8	34.00
55	Wynyard	1 15 4	7.50	135	Karoora	4 9 0	11.75
56	Blessington	0 19 6	2.00	136	Lilydale	2 0 3	5.25
57	Evandale	9 12 2	23.25	137	Patersonia	1 8 6	3.75
58	Lymington, North	1 4 5	3.50	138	Young Town	1 10 8	11.00
59	Cornwall	2 9 0	9.25	139	Dunalley	1 11 8	3.50
60	Fingal	1 5 7	2.75	140	Forcett	5 12 8	10.25
61	Gerinan Town	0 19 6	2.25	141	Kellevie	4 3 1	15.66
62	Mangana	2 12 5	5.00	142	Nugent	1 5 4	4.25
63	Mathinna	6 19 2	15.75	143	Buckland	2 19 1	6.00
64	St. Mary's	8 5 2	18.00	144	Orford	0 7 6	4.00
65	Cradoe	1 5 4	2.75	145	Spring Bay	0 8 3	7.00
66	Franklin	2 1 9	5.50	146	Bracknell	3 3 1	7.75
67	Gardner's Bay Creek	13 14 0	32.00	147	Bridgenorth	2 14 1	6.00
68	Geeveston	1 5 5	2.75	148	Carrick	3 9 9	8.50
69	Lymington, South	1 13 1	3.25	149	Exton	2 6 7	6.50
70	Mountain River	0 11 9	3.66	150	Frankford	1 9 0	3.00
71	Port Cygnet	3 0 0	9.50	151	Glengarry	1 12 11	4.00
72	Surges Bay	1 12 11	3.00	152	Rose Vale	0 5 4	2.00
73	Upper Huon	4 17 6	10.75	153	Westbury	11 4 0	29.50
74	Victoria	2 8 5	5.25	154	Whitemore	0 6 9	1.00
75	Dover	1 6 4	3.25	155	Winkleigh	6 19 8	16.50
76	Hastings	6 10 3	10.00	156	Gray	1 10 5	6.00
77	Raminea	1 8 9	4.25	157	Avoca	1 1 5	6.00
78	Recherche	2 0 0	5.50				
79	Southport	2 17 0	6.25				
80	George Town	1 10 8	6.75				
						£533 14 8	1446.46

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