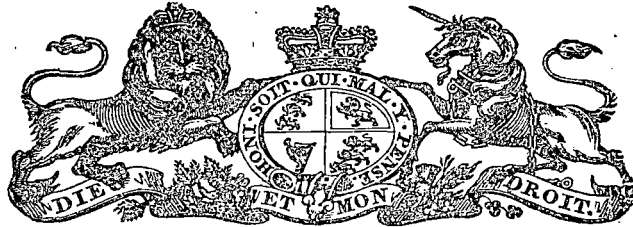


(No. 106.)



1882.

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T A S M A N I A.

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

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E D U C A T I O N :

REPORT FROM THE SELECT COMMITTEE, WITH MINUTES OF  
THE PROCEEDINGS, EVIDENCE, AND APPENDIX.

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Presented by Mr. Braddon, and ordered by the House to be printed,  
September 7, 1882.



**SELECT COMMITTEE** appointed, on the 2nd August, 1882, to enquire into and report upon the System of Education in Tasmania, and the Central Control thereof, with power to send for Persons and Papers.

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MEMBERS OF THE COMMITTEE.

MR. SPEAKER.  
MR. N. J. BROWN.  
MR. ARCHER.  
MR. REIBEY.

MR. BIRD.  
MR. SHOBRIDGE.  
MR. BRADDON. (*Mover.*)

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DAYS OF MEETING.

No. 1. Tuesday, 8th August; No. 2. Wednesday, 9th August; No. 3. Thursday, 10th August; No. 4. Friday, 11th August; No. 5. Wednesday, 16th August; No. 6. Thursday, 17th August; No. 7. Friday, 18th August; No. 8. Wednesday, 23rd August; No. 9. Thursday, 24th August; No. 10. Friday, 25th August; No. 11. Wednesday, 6th September.

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WITNESSES EXAMINED.

Mr. G. Richardson.  
Mr. Chas. Walch.  
Mr. T. Stephens.  
Rev. J. M. Bayley.  
Mr. Jas. Rule.  
Mr. R. Smith.  
Mr. M. M'Phee.  
Rev. T. Garrard.

Mr. J. N. Clemons.  
Mr. J. Fincham.  
Rev. Canon Bailey.  
Rev. Canon Mason.  
Mr. G. Stewart.  
Mr. R. J. Lucas.  
Hon. P. O. Fysh,

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WITNESSES' EXPENSES.

	£	s.	d.
Rev. J. M. Bayley.....	4	8	0
Mr. R. Smith .....	0	7	6
Rev. T. Garrard .....	3	8	0

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MEETINGS OF COMMITTEE.

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No. 1.

TUESDAY, AUGUST 8, 1882.

*Present.*—Messrs. Reibey, Shoobridge, Bird, N. J. Brown, Dr. Butler, Braddon.

1. Committee met at 3.30 p.m.

2. Mr. Braddon was voted to the Chair.

3. Ordered that the following witnesses be summoned:—Mr. G. Richardson, Wednesday, at 2.30 p.m.; Mr. Chas. Walch, Wednesday, at 2.30 p.m.; Rev. J. M. Bayley, Thursday, at 2.30 p.m.; Mr. T. Stephens, Thursday, at 2.30 p.m.; Mr. Rule to be summoned at such date as Mr. Richardson may suggest.

4. Committee adjourned at 4.55 p.m. till 2.30 to-morrow.

## No. 2.

WEDNESDAY, AUGUST 9, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Reibey, Shoobridge, Archer, Bird, Brown.

1. The Committee met at 3.40 p.m.
  2. Minutes of last meeting read and confirmed.
  3. Mr. Richardson called in and examined.
  4. Mr. Richardson undertook to furnish the Committee with a list of eligible witnesses from the Local School Boards.
  5. Committee adjourned at 3.50 p.m. till Thursday, 10th instant, at 11 o'clock.
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## No. 3.

THURSDAY, AUGUST 10, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Shoobridge, Archer, Reibey, Bird, Brown.

1. Minutes of last meeting read and confirmed.
  2. Mr. Chas. Walch was called in and examined.
  3. The Committee rose at 12.50 p.m., to meet again at 2.30 p.m.
  4. The Committee met at 2.30 p.m.
  5. Mr. Thos. Stephens was called in and examined.
  6. The Committee adjourned at 4 p.m. till 11.30 a.m. to-morrow, (Friday.)
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## No. 4.

FRIDAY, AUGUST 11, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Brown, Archer, Reibey, Bird, Shoobridge.

1. The Committee met at 11 a.m.
  2. Minutes of last meeting read and confirmed.
  3. Rev. J. M. Bayley examined.
  4. The Committee adjourned at 1 p.m. till 2.30 p.m.
  5. The Committee met at 2.30 p.m.
  6. Mr. T. Stephens further examined.
  7. The Committee adjourned at 4 p.m. until 11.30 a.m. on Wednesday, the 16th inst.
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## No. 5.

WEDNESDAY, AUGUST 16, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Reibey, Shoobridge, Bird, Brown, Archer.

1. The Committee met at 11.30 a.m.
  2. The Minutes of last meeting were read and confirmed.
  3. Mr. Thos. Stephens was called in and further examined.
  4. The Committee adjourned at 12.50 p.m. to 2.30 p.m.
  5. The Committee met at 2.45 p.m.
  6. Mr. James Rule called in and examined.
  7. Ordered that the following witnesses be examined :—Mr. James Rule, Thursday, 17th instant, at 2.30 p.m.; Mr. R. Smith, New Norfolk, Friday, 18th instant, at 11 a.m.; Mr. M'Phee, Battery Point, Friday, 18th instant, at 2.30 p.m.; Mr. Clemons, Evandale, Tuesday, 22nd instant, at 11 a.m.; Rev. T. Garrard, New Norfolk, Wednesday, 23rd instant, at 11 a.m.; the Hon. Mr. Leake, M.L.C., and Revs. A. Wayne, Canons Bailey and Mason, to be summoned at such time and date as the Chairman may direct.
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## No. 6.

THURSDAY, AUGUST 17, 1882.

*Present.*—Messrs. Archer, Bird, Shoobridge, Brown.

1. Minutes last meeting read and confirmed.
  2. Mr. Bird voted to the Chair in the absence of Mr. Braddon.
  3. Mr. Braddon took the Chair.
  4. Mr. Rule further examined.
  5. Resolved that Rev. Canon Bailey be summoned for Tuesday, the 22nd instant, and the Hon. Mr. Leake for Wednesday, 23rd instant, both at 2.30 p.m.
  6. The Committee adjourned at 3.40 p.m. to 11.30 a.m. Friday, the 18th instant.
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V.

No. 7.

FRIDAY, AUGUST 18, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Archer, Bird, Reibey, Shoobridge.

1. The Committee met at 11.30 A.M.
  2. Minutes of last meeting were read and confirmed.
  3. Mr. R. Smith called in and examined.
  4. The Committee adjourned at 12.50 P.M.
  5. The Committee met at 2.30 P.M.
  6. Mr. M. M'Phee called in and examined.
  7. Resolved that Mr. James Fincham be summoned to give evidence.
  8. The Committee adjourned at 3.40 P.M. till Tuesday, the 22nd August, at 11 A.M.
  9. Witnesses to be summoned :—Mr. Fincham, Thursday, 24th instant, at 2.30 P.M. ; Mr. Mason, Friday, 25th instant, at 11 A.M. ; Hon. Mr. Leake.
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No. 8.

WEDNESDAY, AUGUST 23, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Reibey, Shoobridge, Archer.

1. Minutes of last meeting read and confirmed.
  2. Rev. T. Garrard called in and examined.
  3. The Committee adjourned at 12.10 P.M.
  4. The Committee met at 2.30 P.M.
  5. Mr. Clemons called in and examined.
  6. The Committee adjourned at 3.40 P.M.
  7. Resolved that the following witnesses be summoned :—Mr. Stewart, 2.30 P.M., Friday ; Mr. Richardson, 11 A.M., Thursday ; Mr. Walch, noon, Thursday.
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No. 9.

THURSDAY, AUGUST 24, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Shoobridge and Archer.

1. The Committee met at 11 A.M.
  2. Mr. Richardson called in and further examined.
  3. The Committee adjourned at 1 P.M. till 2.30 P.M.
  4. The Committee met at 2.30 P.M.
  5. Mr. Jas. Fincham called in and examined.
  6. The Committee adjourned till 11.30 to-morrow.
  7. Witness to be summoned :—Mr. R. J. Lucas, Friday, 2.30 P.M.
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No. 10.

FRIDAY, AUGUST 25, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Reibey, Archer, Shoobridge, Bird.

1. Minutes last meeting read and confirmed.
  2. The Committee met at 11 A.M.
  3. Rev. Canon Bailey called in and examined.
  4. Rev. Canon Mason called in and examined.
  5. Committee adjourned at 12.40 P.M. till 2.30 P.M.
  6. Committee met at 2.30 P.M.
  7. Mr. G. Stewart called in and examined.
  8. Mr. R. J. Lucas called in and examined.
  9. The Committee adjourned at 3.40 P.M. till Wednesday, 6th September, 2.30 P.M.
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No. 11.

WEDNESDAY, SEPTEMBER 6, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Archer, Shoobridge, Reibey, N. J. Brown.

1. The Committee met at 2.30 P.M.
  2. Minutes last meeting were read and confirmed.
  3. Hon. P. O. Fysh called in and examined.
  4. Draft Report submitted to the Committee.
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THURSDAY, SEPTEMBER 7, 1882.

*Present.*—Mr. Braddon (Chairman), Messrs. Archer, Bird, Shoobridge.

1. Committee met at 10 A.M.
2. Minutes last meeting read and confirmed.
3. Letter from Mr. A. Ireland read.
4. Further consideration of draft Report, which was adopted, and ordered to be prepared for presentation to the House.
5. The Committee adjourned at 12-30 P.M. *sine die*.

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## R E P O R T.

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YOUR Committee have held 19 meetings, and examined 15 witnesses. The enquiry of your Committee has been limited to the system of Elementary Education now controlled by the Board of Education.

The evidence taken by your Committee conclusively shows that considerable reform is necessary in respect of the general control and local management of Public Schools.

At present, authority (real or nominal) is distributed over a long but disconnected chain. The Chief Secretary, the Board of Education, the Chief Inspector, the two Inspectors, and the Local School Boards, are all (with more or less reality) associated as a controlling body. But there is a striking absence of system and harmony in the operations and functions of those several authorities. As a rule the various members work independently of each other. The Chief Secretary, except in questions of finance, is a negation, with merely nominal responsibility; the Local School Boards are dwarfed into insignificance and uselessness by their powerlessness to act in matters which should be entirely left to their disposal.

To illustrate the above remarks, we would point out—1. That the Chief Inspector and Inspectors are not informed when the meetings of the Central Board are to be held. 2. That the Local School Boards are not required to submit proceedings of their meetings to the Central Board. 3. That the Inspectors do not consider it necessary to inform Local Boards of their intention to examine or inspect schools. 4. That teachers, following higher example, sometimes ignore the existence of the Local Boards and transact business direct with the Central Board.

While fully admitting the great service done to the cause of education by the Chairman of the Board of Education, your Committee are of opinion that the time has arrived for the abolition of that form of control, and such a redistribution of authority as shall place the whole system under one paid head official who would be directly responsible to a Minister of the Crown. Board management may have succeeded admirably when elementary education was a nursing, but cannot efficiently deal with it in its more developed form. The evidence of the Rev. Canon Bailey upon this point is important. That gentleman speaks from 15 years' experience as Inspector of Schools in Ceylon, where it was found necessary to supersede the School Commission by the appointment of a Director of Public Instruction. And the returns of the Central Board meetings for the years 1876 to 1881 corroborated this view, by showing how the tendency is to concentrate the power in the hands of the Chairman. In 1876, meetings called were 36, of which 6 lapsed for want of a quorum, and the average attendance of members was 21.42. In 1881, meetings called were 19, of which 5 lapsed, and the average attendance was 10, (see Appendix.) And it may be added here that during the sitting of Parliament the meetings of this Board are interrupted in consequence of the Chairman having to occupy his place as Speaker in the Assembly.

Your Committee would recommend the appointment of a paid professional head of the Department, as Director of Education, with two Inspectors subordinate to him. Hitherto the relations of the two Inspectors to the Chief Inspector have been of an anomalous character, the Chief Inspector being only chief in name, without any authority as such to control the Inspectors.

The Paper No. 81, House of Assembly, 1876, "Additional Inspectors of Schools," shows clearly enough that the intention of the Government of the day, and the then Parliament, was to make the Inspectors subordinate to the Chief Inspector. In a memorandum signed by the Hon. T. D. Chapman, as Chairman of the Board of Education, occurs the following:—"The Government continue to adhere to the views advocated by them in the House of Assembly and adopted by that body, that to make the various Inspectors equal in rank would, as stated by Mr. Adye Douglas on that occasion, 'only end in the complete destruction of all discipline.'" After careful consideration of the evidence before them, your Committee endorse that opinion.

In subordination to the paid official head of the Department, the Local School Boards should be utilised as a controlling body, with power to deal with all ordinary questions of school management, and a voice in every school question of local interest.

At present it cannot be said that the Local School Board system has had a fair chance, or any chance at all. The position of the Local Boards is anomalous; for while under the Compulsory Act they have had the power of relieving children, without limit or restriction, from their liability to attend school, they have under the Rules and Regulations of the Board of Education had, with trifling exceptions, only such powers as range from those of a monitor to those of a detective. Their functions, as laid down by Rules and Regulations, are harassing and undignified; their powers practically *nil*.

The evidence taken by your Committee shows a strong consensus of opinion upon this point. Eligible persons are discouraged from taking a position on Local Boards by the stinted powers of such Boards, and those who consent to be elected as members lose heart in the work, and, as Mr. Walch puts it, ask "What is the use of meeting? Not only are Local Boards without authority to act upon their own responsibility, but in some instances they have had to complain of disregard of their recommendations, delay, and the ignoring of their existence by the Central Board." This is strongly urged by Mr. Walch, a zealous Chairman of a Local Board. (See also Questions 20, 332, 346, 417, 442).

Your Committee would suggest that Local School Boards should be reconstituted; the number being reduced to that extent which the varying conditions of different districts may require to insure the election of efficient members. One Local Board might very well act for two or more Public Schools where there are not sufficient competent persons to give a Local Board to each school. Half the members of these Boards should be elected by the ratepayers of the district or portion of the district concerned, and half should be nominees of the Minister of Education (*i.e.*, the Chief Secretary), with the approval of the Governor in Council. The number of members of each Local Board might be reduced to five.

The Local Boards thus constituted should, in the opinion of your Committee, have the following powers entrusted to them:—

- I. All communications or reports made by or to the teacher should pass through the Local Board.
- II. While the power of appointment and promotion of teachers should be vested in the paid head of the department (subject to approval by the Minister of the Crown), no appointment should be made to or promotion in a Public School without the approval of the Local Board, and similarly the recommendation by a Local Board that a teacher should be reduced or dismissed should at least be regarded as adequate reason for the removal of such teacher.
- III. Local Boards should have the power of deciding whether the minimum or maximum ages of compulsory attendance require alteration to meet the particular circumstances of their district; also of extending or reducing the maximum radius prescribed for compulsory attendance where local conditions make such alteration desirable.
- IV. To the Local School Board should be given the power of closing the school upon any emergency arising to necessitate such a course; also of giving a holiday for one day, and of excusing the attendance of children whose labour during harvest time is necessary to their parents or relatives,—this power being practically conferred upon a Local Board by the clause of the Compulsory Act above referred to.
- V. It should be left to the discretion of the Local Board to authorise the use of a Public School (out of school hours) for other than school purposes.
- VI. Local School Boards should be empowered and required to inspect their schools twice a year, and to submit a report of such inspection to the Director of Education; a copy of such report being given to the teacher for his information, and any necessary comment or explanation.
- VII. The power of establishing Night Schools in conformity with Regulations should be vested in the Local Boards.
- VIII. To Local Boards should be entrusted the power of arranging for firing, and effecting of petty repairs, a sufficient sum being allotted in each case by the responsible Minister for the latter purpose, while the firing might be provided for by a small local rate or arrangement with those in the neighbourhood who are interested in school work.

With powers such as these conferred upon them the Local Boards should and would become useful members of the educational machinery: it could no longer be said of them, in the words of the

Rev. Mr. Mason, Q. 442, "The larger portion of the functions allotted to School Boards are impossible to fulfil, and the remainder are so insignificant as not to be worth discharging." This is said of them now with perfect accuracy.

In discharging the latter functions proposed, Local School Boards would accept responsibility that now they cannot appreciate. There would be reason for their meeting at least once a month for the transaction of business; and full reports of these meetings should be required of them by the Director with the view of keeping him informed of the progress of district work, and enabling him to check any irregularity of procedure.

*Training School for Teachers.* Your Committee consider that the absence of a Training School is a defect in the system of education at present existing. It is a link missing in the chain of gradation by which the pupil teacher rises to charge of a school. Mr. Clemons points this out, and mentions how he felt this. The evidence also shows that the standard of teacher's qualification does not rise to the level of the V<sup>th</sup> and VI<sup>th</sup> classes of the taught, an anomaly that should be removed. The evidence of Mr. P. O. Fysh shows that such a school has been contemplated as a necessity, and that the endowment of Mr. P. T. Smith, now amounting to £1300, exists for this purpose.

And your Committee are of opinion that a higher standard should be introduced in the Public Schools. Here, again, a link is missing; for the boy who leaves the elementary for a superior school is at a considerable disadvantage in entering upon his new scholastic career, in that he has had no teaching whatever in some of the subjects, known, as a matter of course, to lads of his age whose whole training has been in the superior school.

*A Standard of Regular Attendance* should be fixed, subject to such exceptions as may be made by Local Boards for good and sufficient reason. At present the responsibility of deciding what constitutes a minimum of attendance rests with the Magistrate. In one district a Magistrate might delare the minimum as four days a week, in another it might be fixed at three days a month. Your Committee would recommend a standard of 30 days a quarter.

*Factory Employé Law.* Your Committee consider that legislation is required to prevent the employment of children under 12 years of age in factories. This point is urged by the Visiting Officer, Mr. Stuart.

*A Standard of Competency* should be prescribed, and children who have reached that standard should receive certificates relieving them from all necessity of compulsory attendance.

Education should be made free as well as compulsory, as it is in Victoria and Queensland, and practically in New Zealand, where there is a State subsidy of £3 15s. a head for every child attending a Public School. The effects of such a change would be—(1) to remove what at least seems an injustice; (2) to sweep out of existence the inferior private schools where ignorance now finds refuge; (3) to preclude much jealousy and irritation now caused by a differential scale of fees; and (4) to secure better attendance at the Public Schools, and a higher class of attainment throughout the community.

In considering how effect might be given to this recommendation, at a minimum additional cost to State, two ideas suggest themselves,—1. The levy of a local rate, to be subsidised by Government; and 2. The realisation of some amount of revenue in aid of schools by the imposition of fines upon parents of non-attending children. As regards the former, your Committee consider that, while it would be more certain in its operation, it would be calculated to make education unpopular, and therefore should not be resorted to save as a last expedient. Taxpayers who would *not* object to the cost of Free Education being met entirely out of the General Revenue (*i.e.*, out of taxes paid from their pockets), would object very decidedly to a special Education Rate, although it were only taken from them in that shape instead of in another form. Having this in view, and seeing how desirable it is to make education popular, your Committee would suggest that enforced public aid of schools shall be levied in the shape of fines for non-attendance.

The abolition of school fees should not involve departure from the system of paying teachers according to results. Their salaries should be fixed at rates proportionate to the attendance at their schools.

E. BRADDON, *Chairman.*

*Committee Room, 7th September, 1882.*

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## EVIDENCE.

WEDNESDAY, AUGUST 9, 1882.

MR. G. RICHARDSON, *Secretary Board of Education, called in and examined.*

1. *By Mr. Braddon.*—You are the Secretary to the Board of Education? I am.
2. You have been so for many years? Since 1868.
3. What changes have been made in the system of Board management during your term of office as Secretary? There have been none; the same Board has been in existence all the time.
4. I mean in the system of Local School Boards? There have been no changes in them either: they were created in 1868.
5. What system was in force up to the time of the creation of Local School Boards? Special Visitors were appointed, whose duties were somewhat similar to those of the present Local School Boards.
6. With the same powers? No, they had no powers. They were generally Ministers of Religion or persons of influence in the district, who were appointed for the purpose of visiting the Schools and advising the Board thereon.
7. Has there been any change in the power of Local School Boards since their initiation? None.
8. *By Mr. Bird.*—And had such Special Visitors as much power as the School Boards? No. The School Boards have the most power. Their duties are defined in the regulations of the Board.
9. Has it ever been found by experience that the Boards were unsatisfactorily officered owing to the limited amount of power allowed to them? Many complaints have been made on the subject of the limited power.
10. Does the knowledge of this want of power make persons indifferent and careless as to joining the Board or attending its meetings? It does, I believe.
11. *By Mr. Archer.*—How is it that so many Local School Boards never or seldom meet? This is occasioned by the fact that in some instances the Schools are so well managed that the Board deem their meeting to be unnecessary; in others by the course that Boards frequently adopt, of leaving the school management in the hands of their Chairman.
12. How many Local School Boards endeavour to meet regularly and exhibit an interest in their duties? Fully one half of their number.
13. What do you deem regularly? Once a month.
14. You do acknowledge that the Longford School is a good one, and well managed? Yes.
15. How often has the Longford Board met during the past year? I have no returns in my possession to show the number of meetings that this or any other Board has held, as it is not usual for the Central Board to receive them. Parliament some time ago called for a return of the meetings of School Boards: this was furnished after special application to the various Local Boards, and now appears as a Parliamentary Paper.
16. *By Mr. Bird.*—Is there ever a want of harmony in the working of the Local School Boards with the Central Board? The members of Local School Boards deal solely with matters of local interest. Should anything connected with their school come under the province of the Central Board, that Board is communicated with.
17. *By Mr. Braddon.*—When any difference of opinion arises between the Local and Central Boards, is the Chief Inspector consulted? If the matters are of a professional character the Inspectors are usually asked to advise.
18. How often does the Central Board meet as a quorum? Once a month on an average.
19. *By Mr. Bird.*—When repairs have to be effected in country schools, how are they brought about,—through the Local Inspector? By representations from the Local Board, and in some cases through the reports of the Inspectors.
20. *By Mr. Archer.*—Are you aware that quite recently a sum of £70 has been laid out on the Longford school-house? Yes, I am aware of it. It was expended on permanent repairs, through the Public Works Department.
21. Are you aware that the Board are now advertising for the erection of a new school-house? I am aware that the Board is advertising, but it is for an addition to the old school-house, not a new one.
22. Do you know the position of this proposed addition as regards the school-house? It is built on to the present premises.
23. Are you aware that the erection of this new building will destroy a quantity of the work that has been recently done? I am not. The matter has been performed by the Public Works Department. I am aware that the present out-offices will have to be removed to make way for the proposed addition.
24. *By Mr. Shoobridge.*—The Local Boards are expected to see that the children attend, are they not? Yes, this is one of their duties.
25. If a child attends school two or three days, is that deemed sufficient for a month? Unfortunately, the Act makes no provision for the number of attendances to constitute a regular attendance.
26. Does that apply to the free children as well? Yes.



27. For what reason has the promised house not been erected at Macquarie Plains? It is a teacher's residence: as soon as the school-houses have been erected then the masters' residences will meet with attention.

28. Why has it not been erected? Because there are many places where there are no school-houses at all: these places must meet with attention first. The house at Macquarie Plains has been provided for in the Schedule of Works for 1883.

29. Is there any power given to the Local Boards to compel any child residing just outside of the two miles to attend school? No.

30. *By Mr. Brown.*—Have there been any representations made to the Board that it would be desirable to have that distance of two miles extended? Several.

31. Has the Board expressed its views on the point? Not officially.

32. Has there been any official reply to these representations? A reply has been sent to them that it is contrary to law.

33. Has the Board intimated any desire to alter the law on the subject? The Chairman has consulted with the Government as to several alterations, this among the number.

34. *By Mr. Shoobridge.*—Is there any standard test as to attainments which will exempt children from compulsory education? There is not.

35. Do you think that the establishment of such a standard test would be beneficial? Personally, I think it would be a wise provision.

36. *By Mr. Bird.*—Is it the practice of the Central Board to attend immediately to the representations of Local School Boards? Yes, as a rule.

37. Do you know any particular cases where Local Boards have complained of the neglect of their reports, and have had to write again and again on the same subject? Some few cases may have occurred where Local Boards have had to write urging attention to their requests.

38. Does it ever occur that questions that should come before the Board are answered by yourself as the Secretary, in the absence of a quorum at a meeting of the Board? Not without concurrence of the Chairman, unless on trivial routine matters.

39. Are important questions ever decided by the Chairman without the Board meeting? Frequently, if they do not involve new principles.

40. Are you aware that any dispute has ever arisen as to the Chairman's decisions given apart from the Board's meeting? I cannot say I am.

41. From your experience of the working of Local Boards, can you suggest any means by which their efficiency might be increased? In two ways: one by the power to levy and raise a local rate for school works, the other by the election of the majority or a certain number of the Board by the inhabitants of the District.

42. To what purpose would you apply a rate if it were levied? For keeping the schools in order, and paying for instruction of free children.

43. *By Mr. Archer.*—Do you know that Boards are subsidised in England? I do.

44. *By Mr. Bird.*—What is your opinion as to the desirability of allowing teachers to employ their time as they wish on Sunday? I believe many of the teachers are in favour of the present restrictions, and that it would be inadvisable to alter the rule.

45. Do you think that the appointment of a Minister of Instruction would be more advantageous than the present Board? In many ways I think it would.

46. Can you specify any special way in which you think it would be advantageous? At present the Board have to apply to the Honorable Colonial Secretary for permission to act when the expenditure of any money is to be incurred, and this course is sometimes attended with delay.

47. Do you think that in educational matters a Minister of Instruction could conduct the management as well as the Board? I do not think he could do it better.

48. *By Mr. Reibey.*—How many Local School Boards are there? 174.

49. Can you recommend any Chairman of these Local Boards who would give this Committee useful information? I can, and will send you a list.

50. *By Mr. Archer.*—Have any complaints been made by teachers against the restrictions placed by the Board on their Sunday employments? None that I can recollect to mind.

51. Have any applications been made by teachers to be allowed to conduct Sunday-school or Divine service? if so, whether before or subsequent to the Kenner case? One or two, but before the Kenner case.

52. *By Mr. Bird.*—Do you think that there are many teachers engaged in Sunday School teaching without the knowledge of the Board? I do not think there are many.

53. *By Mr. Braddon.*—You spoke of levying a rate for keeping schools in repair: do you think that it would be desirable to revert to the old system of constructing and repairing schools out of a local rate and by a subsidy? I meant only as far as keeping them in repair went.

54. In respect of the constructing, and more particularly the repairs to school-houses, have you found there has been much friction with the Public Works Department, and does that department give prompt effect to the instructions given to them for repairs to school-houses? There is delay sometimes, but I think it is often unavoidable—sometimes, for instance, their officer has just left the locality where the repairs are required, and then it has to stand over till he comes round that way again.

55. Was there not considerable delay as to the re-roofing of the teacher's residence at the Forth, which was to cost about £22? There was; but I do not think that the whole delay lay with the Public Works Department.

56. To whom was the balance of the delay chargeable? I think to the Local Board.

57. You said the Central Board considered representations of Local Boards: did they pay any attention to the request to give some compensation to the teacher at the Forth for want of a residence? Under instructions, I replied that the regulations did not admit of any house allowance being made. There are many teachers without house allowance or residence: they are appointed on this understanding.

58. Are the Inspectors consulted as to the repairs recommended by the Board? In many, but not in all cases; but not as a matter of course.

THURSDAY, AUGUST 10, 1882.

MR. C. WALCH *called in and examined.*

59. *By the Chairman.*—Your name is Charles Walch, and you are Chairman of the Central School Board? It is; I have been a Member of the Board 12 years, and Chairman three years.

60. In your experience, has the existing system of educational management worked satisfactorily? It has not.

61. Please give me some instances of what you deem defects in the present system? The great defect is the want of a head to the Department, who will take up matters on their merit, taking into consideration the circumstances connected with the case. The Board of Education meets so seldom as a Board that they cannot go into the matter of the 180 schools under the Board. I know this, not of my own knowledge, but from published reports in the newspapers. It must be evident that 180 schools in town and country cannot be managed under one set of hard-and-fast rules. Another instance is that of the late rule of the Board requiring one-third to be raised for repairs. I find when I first joined the Local Board, 12 years ago, this subject was brought under the notice of the Board of Education. For ten years we have urged upon the Board of Education the exceptional circumstances connected with the Central School,—that it had been handed over to the Board and become their absolute property—and in that case that the Local Board could not and would not expend any money in repairs. After 10 years' constant urging the following letter was written and forwarded to the Board:—

*Wellington Bridge, 3rd July, 1880.*

SIR,

THE state of utter disrepair, I may almost say of ruin, into which the Central School has been allowed to fall, is now such that I am constrained to make one more appeal to the Board to take common care of their own property, even if the Board should be indifferent to the disgrace of exhibiting to the public and visitors from the neighbouring Colonies such a building as the Central School of Hobart Town.

The appointment of a new master seems to me a fitting time to place the school building in a thorough state of repair. I would strongly urge on the individual members of the Board that their duty is to visit the school and see for themselves, as only by so doing can they realise the lamentable facts.

I shall be ready to meet any members of the Board at any time on the school premises.

I have the honor to be,

Sir,

Your obedient Servant,

CHAS. E. WALCH, *Chairman of the Local Board  
of the Central School.*

*To the Chairman of the Board of Education.*

The result of this letter was that the Central Board expended about £150 on the school and made no further demand for the contribution of one-third of the cost. The abolition of the rule requiring a proportion of one-third the cost of repairs to be contributed by the Local Boards took place after this letter was written. I have been informed that the rule was abolished in consequence of my letter. Another case in point. The mistress of the Central School was appointed at a salary of £50 per annum; the school since then has more than doubled, the average daily attendance being now 335 scholars, thus making it the largest school in the city. The mistress is most efficient, but I cannot get the case judged on its merits, because "it is against the regulations." Other mistresses of smaller schools are getting more.

62. Have you otherwise found that the recommendations of the Local School Boards have been disregarded by the Board of Education? Yes. Another matter was the removal of pupil teachers without any communication with the Local Board. Such a case occurred when we believed it to be detrimental to the efficiency of the school, and we protested against it, without effect.

63. Are the status and powers of Local Boards such as to encourage men to come forward as members of such Boards? Certainly not; even in town I have difficulty in getting members together; they reply saying, What is the use of meeting? Another matter I may instance as discouraging to members of the Local Boards is the difficulty they have in getting any case judged on its merits. I have frequently been told on such cases that "the rules will not permit it."

64. It is your opinion, then, that the powers of Local School Boards should be increased? My personal experience has been entirely in town, but if Boards were differently constituted, I should say certainly their powers should be increased.

65. What change would you suggest in constitution of Local Boards? Taking into account cases that I know where members of Local Boards of country schools reside many miles away, and cannot, without great difficulty, be got together to a meeting, I would suggest that one gentleman in the district, residing at some short distance from the school, should be appointed, under whatever title that might be deemed desirable, whose duties should be to communicate with the Board of Education on all matters connected with the school, to report once a month to the Central Board, and be a general help to the teacher.

66. Do you think that the Board of Education, as now constituted, fulfils all that is required for purposes of central control? As regards the Board I should say, No. The Secretary is one of the most efficient officers I have ever known, and I have frequently been surprised at the amount of work he has been able to get through, but still he is only able to give effect to the rules and regulations. In my opinion a Board that meets but nominally once a month, and sometimes fails for want of a quorum, sometimes meeting with only just a quorum, cannot legislate for 180 schools,—they only become a Board of registration for acts already done.

67. Is it felt by the public that the Board of Education is not a sufficiently responsible body? Yes; with that portion I am acquainted with, and with whom I have discussed the subject.

68. Do you think that the influence or advice of the Chief Inspector and Inspectors is sufficiently exercised in the control of the educational system? There you open a very wide question and a most important one, and to answer it properly I must begin at the beginning, and go back a little. The appointment of teachers is based upon an examination of what they know: there is no means adopted here of testing their capabilities of teaching. It is one thing to know, and quite another thing to have the power to impart that knowledge. Therein comes a very important part of the Inspector's duties, which, in my opinion, ought not to be restricted only to the examination of the scholars, but should extend to the teaching of the teachers. I mean that the Inspector should take charge of a country school for a few days and instruct the teacher in the method of imparting knowledge. To this end there should be an established method of inspection, which could only be carried out by a Chief Inspector, who has all the other Sub-Inspectors under him, and from whom they take instructions, and to whom they report.

69. *By Mr. Bird.*—Have you had opportunities of conversing with many of the public school teachers regarding the present system? Yes; a large number.

70. Do you find that they would approve of any alterations in the present system? Their opinions are very various, but none of them consider the present system perfect.

71. Could you specify any changes which you think would meet with their general approval? The conclusion that I have come to from the result of conversations with them is, that the present Local Boards are no help because of the want of power to act.

72. Have they offered suggestions as to desirable changes in constitution of Local Boards? No; I cannot say that they have,—only indirectly, not directly.

73. Would they approve of the substitution of a responsible Minister of Instruction in lieu of the Central Board? There is too much diversity of opinion among them for me to give any positive answer to that question.

74. Have teachers expressed opinions regarding the restriction on preaching and teaching on Sundays? That is a matter I can only answer as to the town teachers, not the country. The town teachers consider it a great hardship that they should not be permitted to teach in schools when they feel so inclined.

75. Do you think teachers would approve of your suggestion *re* appointment of individual local managers in lieu of local boards? I cannot say; I have not spoken to them on the subject.

76. *By Mr. Archer.*—Do you not think that the abolition of the Central School Board, as at present constituted as a general governing body, would be of advantage to the cause of education? Yes, if there were substituted for it an efficient responsible paid head.

77. Would you advise making one of the members of the Ministry the Parliamentary head of the Education Department? Yes, certainly I would.

78. Would you recommend that a paid and responsible head of the Educational Department be appointed under the minister instead of board? Most certainly.

79. Why? Because there is a great want of elasticity in the present system of management.

80. If more power were given to Local School Boards, do you not think that the members should be elected by the people of each district and the school managers by the boards, the expenses of schools to be supported by local rates with subsidy from the Government? So far as I know, I should say, No; there is not that sentiment here as to education there is in other places.

81. Do you not consider that Local School Boards have been treated in many instances with a great want of courtesy by the Central Board,—and is not this the reason Local Boards are so apathetic? I cannot say I have experienced a want of courtesy.

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T. STEPHENS, *Esq.*, Chief Inspector of Schools, examined.

82. *By the Chairman.*—What office do you hold in the Education Department? That of Chief Inspector of Schools.

83. How long have you held that office? At the end of 1862 I was appointed Inspector of Schools for the Colony, and after the passing of "The Public Schools Act" I was appointed Chief Inspector. I was previously appointed Inspector under the Northern Board of Education in 1857.

84. Why was the title of Inspector of Schools changed to that of Chief Inspector of Schools? Under the previous appointment I was gazetted Inspector for the Colony, with a Sub-Inspector under me. The Attorney-General, Mr. Dobson, who drafted the Public Schools Bill, consulted me about the change of title, and I saw no objection to it. He had before him the correspondence as to the terms of my previous appointment.

85. Can you inform the Committee what were the terms on which your previous appointment was made? The chief point contended for was, that the Inspector, as the chief officer, should be in direct communication with the Board, instead of through the medium of a subordinate officer, as had been the practice under the Southern Board. This was at once conceded by the Government, and the result is stated in the following extract from a letter from the then Colonial Secretary [letter produced] :—

“The Ministry having had under consideration the educational arrangements of the Colony, have decided to place you in the position of Inspector of Schools for the Island, with Mr. Burgess to act under you as Assistant Inspector. I am disappointed in not having an opportunity of discussing these arrangements with you, but you may rely on the disposition of the Government to make them as agreeable to you as possible, and I can answer that the same disposition prevails with the Board of Education.”—[*Extract from letter of Colonial Secretary (Mr. Innes) to Mr. Stephens, 13th December, 1862.*]

There was also a stipulation as to salary, which I need not state here. I did not apply for the appointment, and would not have accepted it on any other terms. In the following week I was gazetted Inspector for the Colony, with Mr. Burgess as Sub-Inspector.

86. You refer in a letter (H.A., 1876, No. 81, p. 18, par. 6), to the relatively subordinate position which ought to be occupied by additional Inspectors: what are the relations at present between the Chief Inspector and the Inspectors? They are perfectly friendly relations as far as I know, but there are no relations of an official kind.

87. Are their reports sent to you, or to the Board through you? They are not sent to me, or through me. I have no knowledge of any reports which they furnish.

88. Does this apply only to school reports or to reports generally? It applies to all reports.

89. What is the system of instruction in the Public Schools? The course of instruction comprises what are generally termed the elements of an English education, the range of which is defined in the programme of instruction issued by the Board. I will place the programme before the Committee. (*See Appendix A*).

90. What system obtained in the Colony before the issue of the programme of instruction? There was no regular system. The same subjects were taught in most of the schools, but the teachers had no instructions to guide them, and each teacher taught and classified his scholars pretty much at his own discretion. I introduced the present system of instruction, with the sanction of the Board, in the year 1865 or 1864.

91. The proficiency required in a particular class under the programme of instruction is stated in somewhat general terms,—how is the actual proficiency of children ascertained or recorded? That is determined according to the interpretation put upon the standards of instruction by the Inspector who examines the school.

92. Are there no instructions issued to regulate the interpretation of the standard by Inspectors upon their inspection of schools? A good many years ago I drew up, at the request of the Board, some preliminary instructions for regulating the interpretation of the standards, &c., and they were issued to one Inspector, but I do not know with what result. I am not aware of the existence of any such instructions at the present time.

93. Then, a newly appointed Inspector has to examine and report on schools and teachers without reference to the Chief Inspector, and without any knowledge of the previous practice? Yes, that is the case; he does not refer to the Chief Inspector, and there is no one else who can inform him.

94. In the letter above referred to you speak of the absence of opportunity of personal conference with the Board or the Chairman: are the conditions of your position changed since then? Not much changed as regards opportunities of conference with the Board or the Chairman. I only meet the Board on occasions of their public meetings. The Chairman is good natured enough to let me see him at his private residence if I have urgent business; but, knowing how much his time is engaged, I could not often avail myself of such an opportunity.

95. Do you attend the meetings of the Board as a matter of course? If I happen to be in town, and know when they are to be held, yes.

96. How do you advise the Board or the Chairman upon any matter connected with Public Education? By letter or written report, if the matter can be so dealt with.

97. What are the particular disadvantages implied in the remark above referred to as to the absence of opportunity of personal conference with the Board or Chairman? There is the disadvantage of not knowing what becomes of a report or letter when it is sent in; and also the fact that the Board may be advised differently by other persons, without one's having an opportunity of rebutting their arguments or modifying one's own.

98. *By Mr. Archer.*—Do you recommend any change in the system of Education as pursued by the Board? Supposing that the question refers to a change in the mode of administration, I beg to refer to a plan suggested in my evidence before the Royal Commission on Education in 1867, which combines the advantages of a Board and a responsible Minister. [Paper, 1867, No. 44, p. 4.]

99. Do you consider that it is advisable to appoint a paid and responsible head for the Educational Department, and so dispense with the Central Board? There would not be sufficient business to employ a separate Minister unless he took a share of the professional work. Any head officer should, I think, be under the direction of the Minister controlling the Department, and in some matters responsible also to the Commissioners.

100. Have you received complaints about the ill-working of Local Boards, and the absurdity of appointing Boards with such limited powers? I have always objected to the appointment of a separate Local School Board for every little school in the Island, knowing that it is frequently quite impossible to secure the services of persons who are qualified for any such duties. So long as the present system of Local Boards continues I think it would be exceedingly dangerous to extend their powers, but it might perhaps be done with advantage if they were differently constituted, and with larger districts.

101. Have you heard of the want of interest taken by Members of intelligent Local Boards in the affairs of the Schools? I know that as a fact the best men in the districts are not always represented on the Local Boards. I have very little opportunity of knowing the reasons which prevent them from acting as Members of the Local School Board.

102. Have you heard any reason assigned for resignation of School Boards in large districts like Longford? I am not acquainted with the circumstances connected with any particular case, but I know that many Members of Local Boards consider that their services are of no practical value at present. The Local Board, in many cases, is practically the Chairman.

103. *By Mr. Bird.*—Does the present arrangement for repairs and construction of School buildings by the Public Works Department work well? It is early to judge of it yet. I do not think provision is yet made for carrying out such works satisfactorily as regards the special requirements.

104. How long has the system been in operation? About a year. I have no means of fixing the date.

105. Does the Public Works Department, in the matter of expenditure, act only on the recommendation of the Board? I do not know exactly the course of procedure.

106. Are sums necessary for repairs of the larger schools, whether rented by or vested in the Board, obtained without much difficulty? As regards school-houses vested in the Board, it will probably be a year or two at least before there are funds available for all claims. I presume that the most urgent cases are attended to first. As regards those in Hobart, a difficulty has been removed, because there never was any local contribution there to meet grants from the Board, while it was often forthcoming in country districts; the local contribution not being required now by law, it has been found possible to expend money in needful repairs upon such school-houses. As regards buildings belonging to religious bodies, I believe that all the money due under the terms of their occupation has long since been expended. The expenditure of the Board is limited to particular sums.

107. Is the present system likely to result in speedier and better attention being paid to applications for expenditure than was the case when the Board had control of the expenditure? It will be very much better in every way, I should imagine, supposing that the Public Works Department is put in a position to execute the necessary work. Some inconvenience may be apprehended unless provision is made for adapting all such works or repairs to the special requirements of schools.

108. Is there any more difficulty in securing grants for erecting small schools in country districts where such are urgently required, than under the old system? There seems to be considerable delay in some cases, but I do not know at all where the responsibility lies.

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FRIDAY, AUGUST 11, 1882.

REV. J. M. BAYLEY *called in and examined.*

109. *By the Chairman.*—You are a Chairman of Local School Boards? Yes; of three Local School Boards in the Huon District.

110. And have been for some years? Of two for five years, and of one for a year.

111. In your experience, does the present system of Education work satisfactorily? In many particulars it works unsatisfactorily.

112. Please specify some instances in which you find the present system unsatisfactory? As regards the powers of the Local School Boards, the payment of school fees, and as to religious instruction.

113. Then you consider the powers of Local School Boards insufficient? I do.

114. And what is your objection to the present system as regards the payment of school fees? I have two or three objections: for one, I find that parents who are able to pay try to have their children admitted free of charge, while other parents, in much poorer circumstances, object to these children being on the free list. Again, I object to the difference in the scale of school-fees,—some mothers charged 9d., others 6d. per week. These differences frequently cause a great deal of unpleasantness, especially when there is a change of teachers in a school.

115. And what is your objection as to the system of religious instruction in the schools? I am not in favour of religious instruction being imparted at all in school hours, as it often interferes with the order and discipline of schools, especially in those where only one room is provided and occupied.

116. Is the regulation as to religious instruction in schools properly observed? Not in all cases; for whilst the first and last half hour of the day are set aside for religious instruction, I have known cases where it has been imparted at other times, and has been the cause of ill-feeling amongst the children.

117. *By Mr. Braddon.*—Are there in your neighbourhood sufficient people of education and influence to fill position as Members of Local School Boards? At Franklin and at Victoria I think so, but not at the Upper Huon. I am a Member of seven different Local School Boards, and in many of these districts there are no eligible Members.

118. Do you think the existing system such as is calculated to encourage eligible people to accept positions on Local Boards? I think not; the powers are too limited.

119. Have you found that recommendations made by your Local Board have been received with proper consideration by the Board of Education? There has often been great delay, but I have no reason to complain that any suggestion of mine has ever been thrown out.

120. Have you experienced any difficulty in obtaining sanction to necessary school repairs? Yes, in the case of Franklin, repairs which were necessary for the safety of the building were, after a delay of twelve months, effected in a few weeks, and during that twelve months the school had to be conducted in the Mechanics' Institute, for which rent had to be paid.

121. Would the efficiency of Local Boards in your neighbourhood be increased by reduction in number of Boards and enlargement of areas under their supervision? I think so.

122. And could such a change be easily effected without risk to efficiency or punctuality of attendance of Members? Yes, I think so; for instance, in Franklin District, in which I live, three Boards would be quite sufficient, though it contains ten schools. Some of the Members reside at Honeywood or Victoria, others at Franklin or Castle Forbes Bay. These Members could easily attend the meetings of all three Boards, and I believe this suggestion, if carried out, would secure a better attendance at the Board meetings.

123. Do you find that the absence of any real power of control discourages Members of Local School Boards in their attendance at meetings and attention to their duties? Yes, there is a wide-spread opinion that their attendance is of little practical service.

124. In what direction do you think the powers of Local Boards should be extended? In being able to have repairs effected more readily, and the power to examine the school children when they thought it advisable. At present the Chairman is powerless to ask a child a single question without the permission of the teacher. I think also the Local Board should have a voice in the appointment of teachers, as sometimes teachers are sent to localities where a strong prejudice exists against them, and the Local Board are powerless to resist the appointment.

125. Would it not be well that Local Boards should have the power of sanctioning use of school for other than school purposes? I think so; at present they have no discretionary power.

126. Do you think Members of Local Boards should be elected by ratepayers of the school district, instead of as at present by nomination of Board of Education? No, not as a general thing; in some cases it would act well, but in others it would be detrimental to the interests of the school.

127. Would not any imprudence on the part of teachers, in the direction of Sunday preaching or teaching, work its own cure without interference by regulation? I very much doubt it, as the Board would compel the attendance of the children. From personal observation, the majority of teachers are not in favour of the restriction being removed.

128. Do you think any alteration desirable as to the regulations governing school attendance? Yes. I think the distance should be extended to at least 3 miles from the school-house. There are several cases in the Huon District where children are living within half a mile of the school-house, but whose parents defy the Board, saying that this distance is beyond two miles by the nearest road.

129. *By Mr. Brown.*—With regard to school fees, have you ever known instances of teachers experiencing any difficulty in collecting them from the parents? Many instances.

130. Have those difficulties been of such a character as to impair the usefulness of the teacher? Yes, often leading to ill-feeling between parents and teachers.

131. Have you ever considered any remedy for this? I am in favour of school fees being abolished entirely. I will give an instance why I deem this desirable. A person stated to the teacher at the Honeywood school that he could not afford to pay 1s. per week for the education of his two children, but objected to have them placed upon the free list; he was, however, willing to pay 9d. per week for them. This offer was accepted by the teacher, with the sanction of the Board. These variations in the scale of fees cause ill-feeling, as people who pay the higher charges become discontented that other children should be educated at lesser rates.

132. How, then, would you provide for payment of salaries of teachers, &c.? By an Education Tax, so that education should be entirely free.

133. Do you think that such a tax would be generally acceptable amongst the people that you are acquainted with? I think so.

134. What is the arrangement as to the supply of firewood to the schools which have come under your observation? At Franklin the children pay for it: there is a collection made for that purpose.

135. Do you consider this arrangement a satisfactory one? No, I do not; but I have not heard many complaints.

136. On whom would you place the responsibility of providing fuel for the use of the school? I think it should be paid for by the Central Board.

137. *By Mr. Archer.*—Have you heard any complaints about quality and age of maps supplied by Board? There is a difficulty in getting them. At one of our schools there is no map at all.

138. Do you think that the price of books furnished for children is too high? I have heard no complaints on the subject.

139. Have you found that prompt attention has been given by the Central Board to requirements of Boards in your districts? No, there is often unnecessary delay.

140. If local rates were raised for the purposes of education in districts, how would you propose that the money be distributed—by local bodies elected by people of districts, or by whom? The tax should be paid into the General Revenue, and distributed by the governing body.

141. *By Mr. Bird.*—Do you think an individual manager, in the immediate locality of each school, specially selected for his fitness, would be likely to perform the duties of the present Boards as well as they are performed by those Boards? I think so; for under present circumstances practically the Chairman is the Board. In the majority of cases the Chairman performs all the duties now, and is the Local Board. I am often unable for months to get a meeting.

142. Would it be desirable, in your opinion, to commit to a single manager such increased powers as you suggest might be conferred on Local Boards? Yes, I think so.

143. Is it likely that such individual managers would perform such duties as well as the amalgamated Boards of which you spoke with favour? I think not; a general Board would do better.

144. Are you in favour of teachers being unrestricted in the matter of religious teaching and preaching on Sundays? Personally I believe in liberty; but in country districts I do not think the removal of this restriction would work well.

145. Do you think the regulation requiring attendance of children up to a certain age should be altered, or that those who have reached a certain standard, though under age, should be exempt? No. I think the present rule is an admirable one.

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MR. STEPHENS *re-examined.*

146. *By Mr. Bird.*—Have the buildings generally been kept in good repair, supplied with all needful internal and external accommodation, and sufficiently furnished with maps and other teaching requisites? The supply has not generally extended beyond necessities, but on the whole it has been fairly kept up, and is added to from time to time. Buildings have often become dilapidated and sufficient funds have not been at the disposal of the Board to do what was required in the way of repairs and improvements.

147. Is the present condition of the buildings generally creditable? A great deal has yet to be done to put them in a satisfactory condition; some of the worst cases have been improved more or less. I am unable to answer the question except in very general terms.

148. Has it been within your province to report and make recommendations to the Board on the requirements of schools for repairs or other improvements? The condition of the premises and the need for repairs are always noted in my reports.

149. Have you found your reports and recommendations promptly and generally acted on? I cannot answer that question, for I seldom know what becomes of a report after it goes out of my hands.

150. What is your opinion regarding the question raised by the Kenner case? I think that the supreme authority must have the power of determining whether any particular line of conduct on the part of a teacher is likely to be prejudicial to the interests of his school; in the exercise of such power the governing body should, of course, be guided by what its own experience, or that of other countries, indicates as the proper course.

151. Do you know how teachers of zealous and active religious habits regard that question? The best men that I know of that description I have found to generally concur in the opinion that it is not desirable for a public schoolmaster to be prominently identified as a teacher or preacher in connection with any particular church.

152. Do you find that the compulsory clause is generally or sufficiently enforced? Far from it. So far as it has an effect, it rarely extends beyond producing an attendance which is so irregular as to be of little or no value.

153. Could you make any suggestion in relation to the compulsory measures the adoption of which might result in securing a better attendance at the schools? It is found to be a very difficult question in all countries. I have no doubt that if one could study the operation of the compulsory measures it might be possible to devise some means for making them more effectual.

154. Is the number of children on the free lists of schools very large? I do not know at all what the case is at present, as last year's statistics are not yet issued. This matter does not come under my notice.

155. *By Mr. Archer.*—In reference to plan suggested by you in evidence before the Commissioners in 1867, No. 44, p. 4, does it contemplate the appointment of a paid Chairman? No; I think that the appointment of a paid Chairman would extinguish all sense of responsibility in the other Commissioners.

156. Who would bring the business before the Commissioners, and act upon their decisions? The chief officer of the Department; I think his particular title is not material.

157. You do not propose that any individual officer should be invested with absolute power? Certainly not; it is exceedingly dangerous in a Department like that of Education to give uncontrolled power to any officer.

158. What are the special advantages of the plan which you propose? I propose to leave to the Commissioners questions as to the appointment, promotion, or removal of teachers; questions relating to the alteration of old rules and the introduction of new ones; and proposals for the establishment of schools, and all such matters as are best removed from the discretionary power of an individual. The routine business of the Department I assume to be done under fixed rules, and under the direction or control of the Minister.

159. *By Mr. Brown.*—What has been the principle of classifying teachers since the introduction of Board management? It does not appear that there was any settled principle of classification until after the passing of the Public Schools Act, in 1868. In the following year I was enabled to submit to the Board the scheme which is now embodied in the Rules and Regulations.

160. Does the scheme relate to certificated teachers only? It includes all kinds of teachers—certificated, classified, and unclassified teachers.

161. What is the present practice in the case of ordinary candidates for employment? They are, as a rule, referred to an Inspector for examination in very elementary branches of school instruction, and the result of such an examination is reported to the Board.

162. When candidates have passed the examination are they at once placed in charge of a school? Sometimes. The course that is followed will, of course, vary according to circumstances.

163. Who decides the question of their being qualified for appointment? I do not know. The Inspector has only to certify as to whether they possess a certain minimum of literary attainment. He is not called upon to report upon other qualifications.

164. *By Mr. Brown.*—Referring to the answer of Mr. C. E. Walch to question 68, do you confirm his statement “that the appointment of teachers is based upon an examination of what they know, and there is no means adopted of testing their capabilities of teaching?” Mr. Charles Walch’s answer nearly coincides with what I have just stated.

165. Amongst the correspondence on training schools, printed in Paper No. 67, H.A. Journals, 1876, a letter of yours appears, dated 3rd July, 1872, in which you recommend a plan for the preliminary preparation of teachers for their work: were your suggestions adopted? I do not know whether they were considered by the Board. The plan which I proposed has not been adopted. I am aware that some candidates are to be found from time to time attending the large schools in Hobart.

166. Have you recommended that those candidates you mention should be sent to the Hobart schools? I have before stated that the function of the Inspector as regards candidates for employment under present arrangements is exhausted when he has reported on their examination.

167. If candidates are sent to particular schools for the purpose specified, is there any guarantee that the object will be effected before they are appointed to schools? I do not see how there can be any such guarantee. The Inspector is generally the only person who knows the particular deficiencies of particular candidates, and no one else could certify whether those deficiencies had been remedied, and to what extent.

168. Does your plan imply that candidates should be necessarily sent to the town schools? No; in some respects a large town school is very ill suited for the preliminary preparation of a teacher. The whole organisation of the town school differs considerably from that of the small country-school which the teacher will be appointed to. In the larger school he sees large classes, each with its separate teacher. When he becomes a schoolmaster himself, he will have to organise and keep simultaneously in active work at least three or four classes without, perhaps, any assistance at all.

169. *By Mr. Bird.*—Do you think there are many children in the Ragged Schools of Hobart whose parents are well able to pay school fees? I know that there are such instances, and have occasionally called attention to the fact, but I have no means of knowing the proportion of such children in any of the schools.

170. Could these schools be placed as free schools in connection with the Board, without interfering with the present course of teaching and the present staff of teachers in them? It could of course be done, but I don’t think that the change would be at all beneficial to the children who now attend those schools. The system under which they are worked, provided that the officers are well chosen, is better suited to that class of school than the system administered by the Board of Education; one effect which it would have would be to extinguish the interest which is now taken in the schools by benevolent ladies and others.

171. Could not the system adopted in these schools be continued, and the outside influence now exerted in favour of these schools be preserved, even though the schools were placed under the Board? I think not; one has only to compare the actual operations of public schools with those in question to see that the outside interest is reduced to a minimum where the power of management is taken away.

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WEDNESDAY, AUGUST 16, 1882.

THOMAS STEPHENS, *Esq.*, further examined.

172. *By Mr. Braddon.*—How are certificates of competency obtained? The teachers apply for admission to the annual examination six months before it is to be held. The applications are referred to the Inspector of the district, who reports to the Board whether they are qualified, as regards the condition and efficiency of their schools, for promotion, if admitted to the examination for a particular class. The issue of the certificate then only depends on the result of the examination.

173. How has the system worked so far? It has worked well on the whole, having given chances of promotion to a number of deserving teachers who, being away from the centres of population, might otherwise have been overlooked. It has also encouraged teachers to learn their business.

174. Can you mention any points in which it requires amendment? There is the same anomaly as has been noticed in regard to a want of uniform system and practice in the inspection and examination of schools. The admission of a teacher to examination depends upon the individual opinion of each Inspector and upon his interpretation of rules and standards. The standard of examination is also pitched rather low as compared with other colonies. This was unavoidable on the first introduction



of a scheme of certificates, where the teachers were untrained, and the whole thing was quite new. The second-class certificate here is about equal to a fourth-class certificate in New Zealand. The tendency of recent modifications has been to induce teachers rather to concentrate their energies on the subjects of a future examination than on the improvement of the efficiency of their schools. Also there is no system of training.

175. In his reply to a question (61) Mr. Walch says that he cannot get a teacher's salary increased, because it is against the regulations. Is this the case? Mr. Walch in his evidence appears to refer to the question of the salary of a mistress, who is classed with assistants in the rules of the Board. In the regulations of the Board now before the Committee there is a clause [see clause 67, last paragraph] which I drafted specially for the purpose of meeting such cases. The prosperity of a school, and consequently the emoluments of the head teacher, are often largely a result of the efficiency and energy of the mistress, and it is only right that she should have a share of such emoluments.

176. In your opinion would the Prussian system of compulsory education work with better effect than the present system of Tasmania, *i.e.*, the system of free education for children who attend the national school, with provision for enforcing attendance by imposition of a fine upon parents of non-attending children? The state of things in a British community is so utterly unlike that of Prussia that such a compulsory system seems to be impracticable; theoretically speaking it would be desirable. It is only possible to carry it out in Prussia through the system of direct personal responsibility which prevails through the whole organization. It is the duty of a responsible officer to know whether any particular child is actually attending school every day or not; if not, he is bound to bring the case before a higher officer, who takes instant action in the matter.

177. How has the Prussian system worked as regards the education of the people? It has certainly succeeded admirably in diffusing the elements of education very generally through the community. Even in Prussia there are numbers of places with a scattered population, just as there are in bush districts of Tasmania, and it is quite possible for children in such situations to grow up without education.

178. Are not the per-centages of school attendants and persons able to read and write higher in Prussia than elsewhere? I don't think they are higher than in Holland, but they are certainly far higher than in any British community.

179. *By Mr. Archer.*—Is it not desirable to assimilate the mode of procedure adopted in framing the questions for the examination of teachers to that taken by the home training colleges, where more questions are given than can be answered in the allotted time, and the student has to choose a limited number of those he can answer best? All the various modes of framing examination papers have been carefully considered from time to time. The plan which is followed at present is best suited, in the opinion of those who have had experience in the matter, to the particular circumstances, but modifications of the plan will always be introduced where it seems that it can be done with advantage.

180. Do you not think that to do full justice to men who have been differently taught and have different tastes, it would be well to set a long paper, say of 20 questions, and to require that no candidate shall take more than 6; thus giving a wide range of choice, and at the same time forbidding a man from attempting to answer a great many questions, and so accumulating marks by superficial knowledge? Within the limits of such examinations as are under consideration, which bear no resemblance in any way to those of the Civil Service Examinations at home, the plan referred to would not work satisfactorily. It is necessary for the Examiners to know what is the extent of the candidate's knowledge in a number of essential points, and when those have been exhausted there would be no time for a number of other questions on non-essential points. The principle referred to, of giving a choice to candidates, is frequently introduced by giving alternative questions from which the candidate may make a selection. A candidate who had a wide range of choice over a large number of questions would of course select those which were the easiest to him, and the result of the examination might leave it doubtful whether he possessed any knowledge at all under some important heads which he had shirked.

181. What is the plan for examination of teachers in Tasmania? I will furnish sets of examination papers.

182. Is it not a fact that there are many teachers appointed under the present system whose attainments are much below what is required by the Inspector in the 5th and 6th classes in school? Certainly that is the case; I have noted the fact in my reports.

183. Do you not think that a classified teacher should be allowed house allowance? Now that the necessity for a local contribution in aid of the erection of a teacher's residence is done away with, I think that a teacher who is not provided with quarters ought to receive an allowance in lieu thereof. Under the old arrangement, so long as the Board gave the teacher an allowance of this kind it became his interest not to trouble himself about the erection of a permanent residence, and the people of the district had no motive for exerting themselves in that direction.

184. Is it not the case under the present system of appointment that there is no inducement for highly educated men to enter the service? Ample inducements are offered under the regulations to trained and certificated teachers. It is quite possible that an educated man might be prevented from taking service under the Board when he found that he had to enter in the fourth class and work his way up; but it must be remembered that mere literary qualifications are of very little value in the elementary schools unless there is also the power of imparting instruction and of managing children, as well as general experience in school business.

185. Do you not think that the appointment of Mr. Doran is a reflection on the staff of teachers? I answer this question without reference to the individual case. I do not think that it ought to be so considered. The teachers of elementary schools may be eminent in their own profession, without possessing the particular qualifications required for Inspectors. Almost all elementary teachers have been accustomed to work more or less in a particular groove, and they are often inclined to be intolerant of the

grooves of other teachers. I have also found that as a general rule teachers prefer to be under the supervision of an officer who is of a somewhat different class, as regards educational status, from themselves. It is also important that an Inspector should have had a broader and more liberal education than is obtainable under any system for training elementary teachers. Experience in school-teaching is, of course, a necessary qualification.

186. *By Mr. Bird.*—Referring to your reply to question No. 149, could you state more definitely whether in visiting schools from time to time you find that your reports and recommendations regarding repairs, &c. have been acted on? If I say No, it must be remembered that under the old state of things there were obstacles which often made it impossible for the Board to give effect to an Inspector's recommendation. The altered state of things is so new that I could not answer it very definitely, but I have met with cases where repairs have been carried out the necessity for which had been noted in my reports, and they have not been done in what I considered the right way.

187. When you have recommended expenditure for repairs or construction of school buildings, fittings, &c., have you been usually consulted as to the plans and details of the work involving such expenditure? I have not been consulted in any particular case, so far as I remember. As to the question of repairs, I think that the details are left to the judgment of some officer of the Public Works Department who is sent to inspect the premises. As regards construction of school-houses, I was requested by the Board to put myself in communication with the Public Works Department in reference to plans of school-houses generally, and I saw both the Engineer-in-Chief and the Draftsman on the subject, giving them information as to the general principles to be followed in adapting school-rooms to their particular purposes. But I am afraid that it is quite useless for the Chief Inspector to make any recommendations as to details of school-houses and fittings, if they are liable to be set aside, without any further reference to him, in favour of the suggestions of other persons who have the opportunity of saying what is or is not required. The Engineer-in-Chief seems anxious to have all the work done thoroughly well, and there need be no difficulty in the matter.

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JAMES RULE, *Esq.*, examined.

188. *By Mr. Braddon.*—What office do you hold in the Education Department? Inspector of Schools.

189. How long have you held that office, and were you in the service of the department previously to your appointment as Inspector? Since October 1876; I had been continuously in the service from May, 1855, as schoolmaster.

190. What are your duties as Inspector? To exercise a general supervision over the schools placed under my particular charge by the Board of Education, to give my opinion on general questions referred to me by the Board, and to act as a member of the Board of Examiners for the examination of teachers. In connection with the supervision of schools it is my duty to ascertain and render to the Board of Education a full account of the educational work accomplished in the schools under my charge. As Inspector, I have a great many matters referred to me in connection with the administration of the department; which could hardly be said to come under the head of supervision.

191. Have you any sufficient opportunity of advising the Board of Education in departmental matters? Yes, I have full liberty, without being specially required, to put before the Board any views that I think desirable to place before them. The Board occasionally ask my opinion as Inspector concerning matters relating to the department generally.

192. Do you attend the meetings of the Board? I do, when my other duties permit, and when I happen to be at head quarters. I attend now as a matter of course, as I was asked to attend the first meeting, and being subsequently desired to dwell at head quarters to facilitate my attendance at the Board meetings, I have deemed that invitation to be a general one. My attendance at the meetings of the Board frequently enables me to give very pertinent information on matters before them, with no loss of time.

193. In your experience of Inspector and Schoolmaster, have you found that delay in important matters arose out of the necessity of referring all questions to the Board? Not having had experience of any other than Board government, I am not in a position to say how work is done by other than Board management in the public service. There have been delays, often difficult to understand, and it is possible that these have frequently been the result of a difficulty in securing a quorum at the Board meetings.

194. Would not the departmental business and general management of schools be facilitated by extension of powers of Local Boards? I believe so; many matters of detail would be settled without vexatious delays.

195. Have you of your own experience noticed instances that would favour this extension of powers? Yes, certainly; I have seen it.

196. Is it not a fact that the existing limited powers of Local Boards discourage eligible men from taking a seat upon such Boards? I have met many instances to verify that fact.

197. Are you aware of any complaint being made by Local Boards of want of punctuality or courtesy exhibited by the Central Board in dealing with their recommendations? I can definitely say Yes; although it is difficult to recall them, I have a distinct recollection of several complaints being made. I have not always found that the Local Board have been justified in their condemnation of the Central Board; in many instances it has been caused by the misapprehension as to the time necessary to refer these recommendations from one department to another. I certainly cannot recollect any one case in which, on enquiry, anything like discourtesy has been shown to Local Boards by the officers administering the department.

198. Can you suggest the direction and extent to which the powers of Local Boards might be advantageously extended? I would recommend that the practice of nominating a Board for each school be

discontinued, and that the country be divided into school districts, conterminous, where it is convenient to have them so, with existing divisions, such as Road Districts, &c.; and that the ratepayers elect one Board for the schools in the whole district. I think it advisable that Local School Boards should have power to levy and administer a school rate for the maintenance, cleaning, and warming of schoolrooms, and to supplement the salaries of teachers, when it may be found practicable to make the public schools free. School Boards ought to have discretionary power in allowing schoolrooms to be used for other purposes than school purposes at suitable times; to determine the periods most convenient in each locality for the annual vacation; and to grant occasional holidays; within limits, to suit local convenience. To the School Boards might also be entrusted the nomination of teachers to vacant schools, provided that the nominees are properly certificated teachers. The duty of inquiry into cases of misconduct should devolve on the School Boards, who should have power to summon witnesses, and, when they may deem it necessary, suspend a teacher from his duties pending enquiry. An Inspector of Schools should assist at the court of enquiry in every serious case; and the finding ought to be reported by the Chairman to the head of the Education Department, with whom the final decision in each case ought to rest.

199. *By Mr. Archer.*—Are you not Inspector of Schools in the North, and is not your residence in the South an inconvenience to yourself and the schools under your charge? It is inconvenient to me personally, but not to the schools; while the schools directly under my charge are in the North, my duties frequently necessitate a visit to head-quarters,—such duties as those devolving on the Board of Examiners, and consultations with the Chairman of the Board.

200. Whom do you regard as your superior in the Department, *i.e.*, to whom are you responsible, and who instructs you as to your duties? The Chairman of the Board of Education and the Board collectively.

201. What position do you occupy in relation to the Chief Inspector, and to the Inspector recently appointed? We perform co-ordinate duties, and in joint work the Chief Inspector takes precedence.

202. Do you consider that uniformity of system in the examination of teachers, and in the general management of schools, is essential to the efficient conduct of the schools of the Colony? Certainly, I do.

203. Do you think such uniformity is possible, under existing arrangements, as to the inspection of schools? I must premise, in answering this question, that perfect uniformity is impossible under any system; but uniformity can be as approximately attained under the present system as under any other that I can conceive, except that in which all the work of inspection is performed by one man. I may mention, as a reason for coming to this conclusion, that the programme of instruction for schools and the instructions to Inspectors are sufficiently definite to prevent any serious divergences in their interpretation. Moreover, the practice hitherto has been for Inspectors to confer with one another on any doubtful point.

204. Do you approve of the present syllabus of examination subjects for the issuing of certificates to teachers? No: in my annual report I have just mentioned that both the syllabus for teachers and the programme of instruction for schools require revision. With regard to the syllabus for the teachers, I have indicated some of the most urgent points in my annual report for last year. I may, in addition to those therein mentioned, state that in my opinion the mathematics prescribed, especially for the lower certificates, are too low; the mathematics first-class certificate, while going high enough in one direction, are left incomplete by embracing trigonometry without the 6th Book of Euclid, or algebra higher than quadratic equations. I would also recommend elementary physical science, especially mechanics, as an addition to the syllabus.

205. Is it true that teachers have been appointed whose attainments were not up to the standard required by you in 5th and 6th classes? This question bears upon a point mentioned in my annual report, *i.e.*, that the qualifications prescribed for probationary teachers are considerably lower than those prescribed for the 5th and 6th classes; and in conformity with the regulations in this respect, teachers have been appointed with attainments lower than those required in the 6th class pupils.

206. *By Mr. Braddon.*—Are you always informed beforehand when a meeting of the Central Board is to be held? No, I am not invariably informed.

207. *By Mr. Bird.*—How often do you attend the meetings of the Board? Always when I happen to be at head-quarters at the time of the Board meeting; I am then informed verbally by the Secretary. I am so frequently at the office, that a formal notice is not necessary. I have been informed that it is not the practice to send a formal notice to any Inspector.

208. *By Mr. Braddon.*—Are the Board meetings held at fixed periods? Yes, on the fourth Wednesday in the month, except during the sitting of Parliament.

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THURSDAY, AUGUST 17, 1882.

JAMES RULE, *Esq.*, further examined.

209. *By Mr. Bird.*—Would you judge from the fact that it is not customary to notify Inspectors of approaching meetings of the Board, that Inspectors' presence is not generally desired? It seems to be open to that construction, but as there having been on several occasions expressions of opinion in favour of Inspectors attending the Board meetings, to be ready to give information on matters under consideration, that construction is inadmissible.

210. Do you think there is sufficient communication between the Inspectors and the Board? I have found no reason to desire enlarged opportunities of meeting members of the Board. I may state that it is only seldom I see the Chairman of the Board except at the meetings,—but he is in the habit of

empowering the Secretary to receive communications on subjects requiring his attention ; this I have found generally enough. When anything very important occurs, I seek an interview with the Chairman himself.

211. Do you regularly furnish reports to the Board on all matters appertaining to the schools under your supervision ? Yes.

212. Have you generally found that your reports and recommendations have been carefully considered and acted on ? Direct recommendations I have always found carefully considered in cases which involved no change in the general system ; in cases requiring change in the Board's practice, I have made recommendations not expecting that at my instance alone any fundamental change would be made. Whether such recommendations have always been considered I do not know. In some cases action has been taken, the opinion of the Chief Inspector obtained, and the matter decided.

213. Is it the custom of the Board, after your reports and recommendations have been considered, to acquaint you with their decision ? It has been the practice to acquaint me with the Board's decision concerning schools under my charge, and also when any changes have been made in the Board's usual practice and management.

214. Do you think the Central Board management of our Public School system is capable of improvement ? Certainly.

215. Would you think it desirable to substitute a responsible Minister of Education for the present irresponsible Board ? I consider the change would have several advantages.

216. Could you specify any of the advantages which you suppose would result from such a change ? My answer in this respect must be somewhat speculative. As I have before stated, I have had no opportunity of seeing other than Board management, but I can conceive that despatch of business would be more certain than it can be under Board management.

217. Do you think the whole of the work of the department could be more satisfactorily performed by effecting such a change ? Speaking without reference to individuals, I have no hesitation in saying that I think responsibility very salutary to every person managing public business.

218. Would you think it desirable, if sufficient funds could be provided for the purpose, that the ordinary education in our public schools should be free ? I am strongly of opinion that primary education should be free.

219. Do you think that the interest of parents in the education of their children would be lessened or increased if education were free ? I do not think that relief from paying fees would cause parents to undervalue education. It is commonly said as an argument against free schools, that under the present system the parents of free scholars evidently care least about the education of their children ; but it is obvious that those at present holding free certificates are the class of people who, under any system, would care little for education ; it has been found that in other countries where the schools were made free, a very large increase of attendance took place. I may mention as instances most of the American States, and the experience recorded by Mons. Duruy when the experiment was made during the Second Empire in France, besides well-known instances nearer home.

220. If education were free, would a probable result be that children now very poorly educated in inefficient private schools would secure a better education through being compelled to attend the public schools ? I think it would have a tendency to shut up many of the inefficient schools.

221. Could you give a fuller statement of any advantages which you think would follow the establishment of a system of free education ? The advantages to be expected from the public schools being made free are—Improvement in the attendance ; removal of the pauperising influence at present exercised on communities in several districts by the issue of free certificates ; relief of Schools Boards from their difficulties, which are often insuperable, in discriminating between parents unable to pay school fees and those merely unwilling to do so ; security to teachers of small schools against the lowering of their incomes below what is necessary for the maintenance of their families, which frequently happens at present ; the removal of a constant source of irritation between the more ignorant of the parents and the school teachers ; and the preclusion of all invidious distinctions between the children of wealthy and those of poor parents from the schools.

222. *By Mr. Shoobridge.*—Do you think it would be an improvement if there was a standard of education, instead of compelling the children to attend school up to a certain age ? Yes ; compulsion should be minimised as far as possible ; I am strongly of that opinion.

223. If children attend school two days a week, is that considered sufficient, and does this apply to free children ? There has been no standard of attendance prescribed ; and it is left to Magistrates to decide the question in cases coming before them. It has often come under my notice that this want of definition has crippled the action of local authorities in compelling attendance.

224. *By Mr. Shoobridge.*—Do you think it would be a good plan for the Inspectors to occasionally conduct the schools for two or three days, and thus show the teachers how to impart information ? There are many obvious considerations in favour of that ; but experience in an Inspector's work has shown me that it is not advisable, except in rare cases, because it has a tendency to lower the teacher's position in the eyes of the children and their parents.

225. Could the police in any way be employed to compel the attendance of children ? When compulsion is really necessary, bearing in mind that it ought to be only the last resource, I consider the police the proper persons to carry out the law.

226. *By Mr. Braddon.*—How is the actual proficiency of children in a particular class under the programme of instruction ascertained or recorded ? The proficiency is ascertained by a thorough examination ; children are examined, a record is kept of each child's proficiency, and a summary of results is reported to the Board of Education within one month after the examination.

227. Are there any instructions regulating the interpretation of the standard, by Inspectors upon their inspection of schools? No, it has not been deemed necessary; the Programme of Instruction is explicit.

228. Then a newly appointed Inspector would be guided only by the standard, and his power of interpreting it? He would be foolish if he did not consult Inspectors who had had experience in examining; but no guide as to interpretation is needed.

229. It is your opinion that efficiency of Local School Boards would be increased by reduction of number of such Boards, and the creating one or two for a District instead of a greater number? Yes.

230. Would not public questions, such as that of the Kenner case, be more satisfactorily dealt with by a responsible Minister than by Central Board? I think that by a responsible Minister such cases would be settled more quickly and quietly.

231. Are you aware of any feeling exhibited in respect of the irresponsible conduct of affairs by the Central Board in such cases as that referred to in the previous question? I am aware of the existence of such, but not to a great extent,—this may be that my opportunities of becoming cognisant of it have been limited: from my own observation, I believe that the number of teachers willing to act as clergymen is very small.

232. *By Mr. Archer.*—Do you approve of any licence being given to teachers as to preaching? Speaking personally, I should like to see the utmost liberty given to teachers and every other public servant, compatible with the good of the service, but I believe the restriction with regard to preaching is advisable, because a preacher is more or less committed to the propagation of particular dogmas, and there is a danger of this making itself felt in his school teaching. If the schools had no scripture reading prescribed for them, the danger would be less.

233. *By Mr. Braddon.*—From your experience of the Northern Districts, do you think there are sufficient people of education and influence to efficiently fill positions of Members of Local Boards in those districts if there were sufficient encouragement to them to act in that capacity? Most certainly, if the districts be amalgamated as I have recommended; but if the districts remain as they are, there are some in which I believe it would be difficult to find suitable Local Boards.

FRIDAY, AUGUST 18, 1882.

MR. RICHARD SMITH *called in and examined.*

234. *By the Chairman.*—You are a schoolmaster at New Norfolk? I am.

235. How long have you been a teacher in the Education Department? 18 years next February.

236. Has your experience shown that the existing system of Board management works satisfactorily in every respect? As far as my personal experience goes, Yes. The only objection I have is the occurrence of delays occasionally, which are caused by the meetings of the Board sometimes lapsing for want of a quorum, and these delays would be more frequent if the Secretary did not act on his own authority in various matters, with or without the Chairman.

237. Have you found that difficulties or delays have arisen through the absence of authority of Local Boards to deal with matters of petty detail or urgency? Most certainly. I can give an instance where the Local Board in connection with my own school saved the school buildings from getting into a state of disrepair by applying to the Municipal Council for grants of £5, which amounts were expended on necessary petty repairs, consequently when the building was taken over by the Government the expenditure of £12 or £14 was all that was required to put it in a first-class condition. There are two other matters, other than petty repairs, I would call attention to, in which difficulties arise. The first is that of the Local Board lacking the power to grant school holidays; the other is the want of power to alter the hours of school attendance from those prescribed in the regulations, viz., from 10 to 4, these hours being unsuitable to many districts. This latter want, however, does not affect me in the school district in which I am now.

238. What are the arrangements in your school for firing? The children voluntarily pay for a portion, I pay for the remainder. This year I have paid for one-half of the fuel used.

239. Have you experienced any difficulty in collecting school fees? Yes; I have great difficulty in getting some of the parents to send their children to school in the first instance, and greater difficulty in collecting the fees afterwards. There are children at my school now who have been forced to attend under the clauses of the compulsory Education Act who have not yet paid their fees, and I have no power to make them do so unless by proceeding against them in the local Police Court.

240. Have you been obliged to receive any school fees by payments in kind instead of cash? In one of the cases I have mentioned, a load of wood was all I could get in lieu of the school fees.

241. Have the Local Board any power to aid you in the collection of school fees? None whatever that I am aware of.

242. Do you think it desirable to extend the limit within which children should be compelled to attend from two to three miles? I do; for most of those children who live two miles away bring their lunch with them, and only return home after the school is closed for the day, and I think those children living three or more miles away could adopt the same plan without any hardship. Many country schools could not maintain the necessary average of 20 pupils unless children outside the two miles attended. I consider a child over the age of seven quite able to come to school a distance of three or four miles and return the same day; many children do it now without any compulsion.

243. How many times a year has your school been visited by the Inspector for examination purposes? Once a year, but he makes another visit for purposes of inspection.

244. Is it in your opinion desirable that Local School Boards should be empowered to examine children in public schools? It is not; as in many country districts it would be impossible to find members of the Local Board competent to examine. If this were not the case my objection in a great degree would be done away with.

245. Of what practical utility are visits paid to schools by members of Local School Boards who have no authority to inspect the school work? It shows to the parents and the children that a local interest is taken in the school, and it acts as an incentive to the master to keep his school in a state of efficiency. Further than this I do not know the visits are of any use.

246. Can you tell this Committee approximately how many members of the New Norfolk Local Board visit your school during the year, and with what degree of frequency these visits are made? I think, as well as I can remember, about 80 visits were made last year by members of Local Boards, and as far as this year has gone it will average about the same. All the members, with one exception, have visited the school.

247. Have you had experience of other schools, and if so, would the reply above given extend to Local Boards of those other schools? Yes to the first question, but No to the second. I was for three years in the Hollow Tree Half-time School, and three years and a half at the Cressy Public School. At Cressy I think the Local Board met twice during the time I was there, and at the Hollow Tree School no meeting ever took place, if I except one informal meeting and discussion that took place between the members of the Board in the road on one occasion. I have been informed that the Evandale Local School Board have not met for a period of five years. At Cressy the Chairman of the Local Board visited the school frequently, and at the Hollow Tree the Chairman of the Board and the clergyman of the district, the Rev. A. Wayne, visited the school with great regularity.

248. Do you think the present system holds out encouragement to eligible gentlemen to occupy seats on Local Boards and take an interest in school work? The present system does not hold out much inducement. There is a general complaint that there is nothing to do when occupying a seat at a Local School Board.

249. Does the existing system secure the most proficient teacher? I do not think so. There is a requirement between the pupil teacher stage of service and the time when the pupil teacher is appointed to the charge of school which is not now filled up. I mean that there should be some kind of a training school. I felt the need of it myself at that period of my educational career. There is not sufficient inducement held out to teachers by the Government to keep them in the Colony. Again, the certificates issued by the Board of Education here are regarded as almost worthless in the other colonies. Some years ago, when I applied to the Victorian Board of Education for employment, they informed me that my Tasmanian certificates under the Board of Education were worthless, and that if I wished to enter their service I should have to enter myself in the lowest grade and work myself up. I have been 18 years under the Board of Education, have passed all their examinations, and am now only receiving £200 per annum.

250. Is sufficient inducement, by promotion or otherwise, held out to teachers to pass the prescribed examinations for first-class certificates? I think not; when a vacancy occurred some time ago it was filled up by a stranger who had not passed the Board's examination, though he may have been a most eligible candidate. I am of opinion that where there is promotion it should be bestowed on those who have worked their way up through all the grades of the Tasmanian educational system.

251. *By Mr. Reibey.*—How many children attend your school? The present average is about 100.

252. What salary do you receive from the State? £99 per annum, and an additional sum of about £5 for the tuition of free children.

253. Do you receive from the Board of Education aid in the form of prizes for children under your care? None from the Central Board; the Local Board generally present the prizes in their private capacity.

254. Do you think that the annual distribution of prizes would be an incentive to children to attend school and work harder? I do not. I object to prizes on principle. They do not make the general attendance of the children at school more regular, or improve their work.

255. Do the influential residents of your district visit the school? They do.

256. Do the Ministers of Religion visit the school? Not very frequently for imparting religious instruction. I think my school has been so visited three times this year. During the six years I was at former schools no minister ever imparted religious instruction.

257. Do they evince interest in your work, and encourage you by advice and sympathy? Yes.

258. *By Mr. Archer.*—Have you to complain of any of the material required by you for teaching, and supplied by the Central Board, being of inferior description or too old-fashioned for imparting sound education? Yes. I have desks in my school some of which are almost worthless. I am unable to get a globe which I badly want, also a box of objects to enable me to give object lessons. When a young teacher leaves a town school to take charge of a small country school, he has, generally, teaching materials of a very inferior quality and deficient number. I have recently had three good maps, but for many years I was unable to get any at all. A map of Tasmania is still greatly needed. The new reading books supplied last year are well adapted for instruction, and the parents of the children do not complain as to their price.

259. Is it not in consequence of want of power that Local Boards generally take so little interest in the schools? Yes, generally speaking.

260. *By Mr. Bird.*—Have you ever known Local School Boards have reason to complain of inattention on the part of the Central Board to their reports and communications? There may have sometimes been a certain amount of delay, but no inattention.

261. Are you in favour of the regulation of the Board which restricts the teacher's liberty in the matter of Sunday-school teaching and preaching? No, I am not. I believe it could, with advantage, be rescinded. The teacher is primarily interested in securing the good will of the parents of his scholars, and for that reason he would not be likely to engage in anything which he was convinced was injuring the school he presided over. In fact, at the present time many of the teachers are violating this restriction clause which enjoins that they shall not engage in any employment either secular or religious without the sanction of the Central Board. That clause would prohibit a Board of Education teacher from holding office in any local institution.

262. Do you think there is much feeling with regard to the question among teachers of zealous religious habits? I am not aware of any, as I am not placed in a position to know what they feel about this matter.

263. Is it probable that the interests of education would suffer if teachers were unrestricted as to their religious employments on Sundays? I do not think so, as the system of inspection would show to the Board if the school was suffering from that or any other cause.

264. Do you think a system of free or compulsory education would be preferable to the present system? Most certainly. It cannot be satisfactorily worked as compulsory without being free.

265. Have you considered by what means the necessary funds for a system of free education would be obtained? By an education tax.

266. Do you think that the Prussian system, of fining parents of non-attending children, would produce revenue to materially reduce the cost to the State of free education? I do not; I think only a very small amount would be raised.

267. Does the existence of inefficient private schools interfere to any extent with the attendance at public schools? It does certainly; and the whole system of education being free would have the effect of shutting up a number of these inefficient private schools.

268. Do you think that teachers of private schools should be required to show qualifications for their duties, in order that attendance at their schools should be regarded as attendance under the Act? I do.

269. *By Mr. Braddon.*—Do you, in general terms, consider the restriction of teachers' liberty objectionable? Yes, I do; as I think when a teacher finishes his daily work at his school, that he should be permitted to be at liberty to do as he likes, provided he does no injury to the school.

270. Do the Inspectors' reports of the schools come under your notice? For years they did not, but now, by the courtesy of the Chairman of the Local Board, I do see them. I believe the practice is reversed in New Zealand, where the report is received by the teacher, while the Local Committee have the option of seeing it as one of the school records.

MR. M'PHEE, *called in and examined.*

271. *By the Chairman.*—You are Teacher of the Battery Point School? Yes.

272. How long have you been a teacher under the Board of Education? Since the 9th October, 1860.

273. In what other schools have you been employed? At Jerusalem, Sorell, Bothwell, and Queen's Asylum.

274. Have you found that the existing system of Board management has worked always without friction, delay, or difficulty? In my own case, I think the friction has not been very great,—the delay certainly has been greater than if the executive power had been vested in one person; as to difficulties, there may have been some, but that they were chargeable to the Board management I should not like to say.

275. Have you experienced any inconvenience or delay as resulting from the insufficient power of Local Boards to deal with questions affecting the interests of public schools? Yes; in a variety of cases I have experienced great inconvenience through this insufficiency of power. At the Sorell Public School, during my first experience of Board management, the premises were in great need of enlargement and repairs; the Local Board held several meetings on the subject, and, I believe, reported their wants to the Central Board, but nothing ever came of those representations. As to the Battery Point School, I do not think that its present condition is in any way owing to want of power vested in Local Boards.

276. Will you state the causes from which complaint arises in the case of the Battery Point School? From the fact that the premises are in a very bad state of repair, and have been so for a long time. I will explain this by stating that the school building belongs to the Church, and has been repaired and enlarged at various times by the Government; the money expended by the Government was in lieu of rent, which I believe is £10 per annum,—thus an expenditure of £50 would amount to an advance of five years' rent. The rent at the present time has been prepaid for some time to come,—for some two or three years I believe,—but I cannot say exactly for how long. The rules of the Board prohibit the Board from expending money on buildings not its own property, except where such expenditure will be accepted in lieu of rent; and as the Board do not contemplate retaining possession of the school in question there has been a difficulty in obtaining a warrant to lay out money on it.

277. Have you in other schools experienced difficulty in obtaining sanction to urgent repairs to the school premises, and also supplies of school appliances? In reply to the first portion of the question, I



experienced a difficulty whilst at Bothwell, arising, however, from the Local School Board not the Central Board, as I do not think the matter ever went before them till the difficulty was overcome: it was that of raising the one-third of expenditure required. As to the latter part of the question, supplies are regulated by scale. Maps and other requisites are supplied at the rate of 6d. per head per annum on the average attendance; where the attendance is small the amount of supplies must necessarily be small also.

278. Would it, in your opinion, promote efficiency of school management if Local Boards had extended powers? From my own experience of Local School Boards, I cannot say it would.

279. Have Local Boards, within your experience, taken an active interest in the public schools? Not as members of Local Boards; individuals who have done so would have taken an active interest had they not had any seat on a Local Board.

280. As far as your experience is concerned, have members of Local Boards frequently visited the public schools under your charge, or shown any great interest in them? Whilst at Battery Point, the only members of the Local School Board who have visited the school were the late Chairman, the late Mr. Philip Turner, and the present Chairman, Mr. Castray. The other schools under my charge were never visited by any members of their Local Boards other than the Chairman, except the one at Bothwell, which was regularly visited by Mr. Ife, and, occasionally, by the late Rev. T. F. Bird.

281. Do you think this indifference is to be attributed to the slight encouragement held out to competent gentlemen of position to accept office upon such Board? I cannot take upon myself to assign a reason for this indifference.

282. How is firing provided in your school? At my own expense. During my twenty-two years' service under the Board the only assistance I have had is three loads of wood supplied by private persons.

283. Have you experienced any difficulty in collecting school fees? Yes, I have, and still do so. Fees are often left unpaid by persons well able to pay.

284. Have you ever had to accept payment of fees in kind instead of in cash? Yes, in some cases,—that or nothing.

285. Do you think it desirable to introduce a compulsory and free system of Education? The one I believe to be a necessary accompaniment of the other,—the compulsory clause must continue to be inefficient whilst school fees are also compulsory.

286. Do you find under the present system that any large proportion of parents omit to send their children to school as prescribed by law? I cannot answer that question from my own knowledge, but from what I hear I believe there is a large number within the reach of public schools who are growing up with little or no education.

287. Are teachers under the present system always selected and promoted for their proficiency? I cannot answer that question.

288. Is sufficient encouragement given to teachers to take out the higher class certificates? No, because the number of schools of the higher class, from which good incomes are derived, is so limited that the chances of vacancies in them giving promotion to teachers are very remote.

289. Do you think it desirable to have a training school for teachers? It would be most desirable.

290. *By Mr. Archer.*—Will you state the condition of your school, both externally and internally, and the great disadvantages that you have to contend with owing to such condition? To begin with, the school building was never suitable for the purpose, and, for causes stated before, no money has been spent on it for years except what I have spent myself. In addition to this, the exterior wall of the church forms the interior wall of the school; from defects in roof and spouts the walls inside are invariably very damp after rain; and outside the ground is kept in a very muddy, wet condition by the fact that the outlet for drainage of surface-water has been stopped by a neighbour having thrown up an embankment on his property, so that the rain-water can only escape by soaking into the ground or by evaporation. Some of the disadvantages I have had to contend with in consequence of this condition of the premises are:—Diminution of income, in consequence of children being kept from attending the school by its insanitary condition; increased difficulty in maintaining the efficiency of the school, on account of irregular attendance in wet and cold weather.

291. Do you not consider that your school is a most unwholesome building, and dangerous to health of both teachers and children? I do.

292. What number of children have you in your school? The books show from 260 to 270; there is an average attendance of about 206 at present.

293. Are you provided with adequate house accommodation? I am provided with adequate house allowance, viz., £40.

294. Do you consider that the examination for teachers is kept up to such a standard as to place their attainments above what is required by Inspectors for some of the classes? The examination standard of the 6th class is quite as high as that for the teachers termed probationers.

295. To what do you attribute the want of interest of Local School Boards? I attribute it chiefly to a want of interest in the subject of education generally.

296. In the examination for issuing certificates, can you recommend any advantageous change? On one point. I think before a teacher is admitted to any examination at all, he should be required to show that he possesses the ability to impart knowledge. I believe this is the mode adopted in Victoria.

297. *By Mr. Braddon.*—Do you think that the radius of compulsory attendance at a public school should be increased beyond two miles? Not unless the age was raised; I consider two miles quite far enough for children of the minimum age.



298. Is it your opinion that a change in the prescribed minimum and maximum ages is desirable? No; as a rule I think the range of age is a very fair one.

299. In what manner do you think that the funds necessary for a scheme of free and compulsory education should be raised? I think a local rate would be a very fair mode of meeting part of the expenditure.

300. Do you think the Prussian system (under which parents of non-attending children are fined for that non-attendance) would result in any considerable amount of revenue? I think it might at first, but if the law was strictly enforced the attendance would increase, the fines decrease. In some cases the attendance of children would depend on the value of their labour as compared with that of the fine.

301. Is there any feeling amongst teachers against that regulation which prescribes that teachers shall not engage in any other employment, secular or religious, without the concurrence of the Board? The feeling amongst teachers, as far as I can gather, is similar to that of the public on the same subject,—very much divided.

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WEDNESDAY, AUGUST 23, 1882.

*The REV. T. GARRARD, examined.*

302. *By the Chairman.*—You are Chairman of Macquarie Plains School Board? I am.

303. How long have you occupied a position on Local School Boards? Since their institution.

304. Do you think that the powers of Local School Boards could be advantageously extended? Most certainly I do.

305. Will you state the direction in which, in your opinion, these powers require extension? I should like to see a discretionary power given to Local Boards to compel children living over the prescribed distance of two miles to attend; also I think they should be empowered to effect petty repairs, &c., when necessary, to the school buildings; and that they should have power to close school in the case of epidemics breaking out, or in event of anything taking place that required immediate action to be taken.

306. Have you found that the recommendations of your Local Boards were always promptly attended to by the Central Board? No, I have been cognisant of great delay. As a case in point,—the master's residence, which was promised eighteen months ago, is not yet commenced, during which time he has been forced to remain in lodgings. I applied for the erection of the master's residence as soon as the new Act passed,—being thus one of the first applicants under it.

307. Do you think the divided control of school-building and repairs between Central Board and the Public Works Department an objectionable feature of the present system? I certainly do, speaking from my own experience.

308. Speaking from your experience, would you say that there was any encouragement to eligible persons to act on Local School Boards? I would not.

309. To what causes do you attribute the hesitation shown by eligible persons to act as members of Local School Boards? Because, when elected, they have literally no power. Their authority in any matter only extends to the remission of school fees where the persons who send their children to school are in indigent circumstances.

310. Do you think that the present regulations as to attendance of children require any alteration? Yes: I think in some cases children might be admitted one year earlier and leave a year sooner. In many cases the labour of a son may be necessary to the father. By admitting the child a year sooner, the parent would have the advantage of his assistance a year earlier, and the child would have received the same amount of education. I think also the distance should be extended over two miles, leaving a discretionary power in the Local Board's hands as to enforcing attendance.

311. Have you found that teachers experience difficulty in collecting school fees? No, I have not. I think, as a rule, the fees are very regularly paid.

312. Is it your opinion that the present system of school inspection is all that could be required? No I think it might be much improved.

313. Will you state in what way you think improvement might be attained? I think it would be better if the Inspector gave notice of his visits of examination to the school, in order that both teacher and children might be prepared. As it is, the children are often rendered so nervous and excited by the sudden appearance of the Inspector that they are unable to undergo examination at all creditably, and there is thus no evidence of the teacher's labour and instruction. I think a few days' notice of the intended examination would remove this nervousness.

314. Have you any suggestion to make as to desirability of any alteration of the system of public school teaching? None, except that I think members of the Board, and especially the Chairman, should have the power of examining the school children at any time, and that some means should be devised by which greater regularity of attendance could be secured.

315. Do you think that a system of free and compulsory education would work better than the present one? I think so. It would do away with the jealousy now existing between the free and paying scholars; and it would, if strictly enforced, greatly conduce to regularity in attendance.

316. *By Mr. Shoobridge.*—How is the school supplied with requisites? I have no fault to find with the supplies.

317. If more power was given to Local Boards, do you think the system of education would be better carried out? I do.

318. Have you ever had a promise made in reference to building a master's residence not fulfilled? Yes, a distinct promise, yet unfulfilled, inasmuch as the foundation is not yet laid.

319. Are you in favour of a local or general tax for education? A general tax, decidedly.

320. Do you think if a standard of education was fixed it would be better than keeping the children at school up to a certain age? I do.

321. If the Inspector was to perform the duties of the master for a day or two occasionally in the schools, would he not ascertain the state of the children better? I certainly think he would.

322. Do you think it would be well to employ the police in any way to look after the absentees? I do.

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MR. CLEMONS *examined*.

323. *By Mr. Braddon*.—You are Teacher of the Evandale Public School? I am.

324. How long have you been a Teacher under Board of Education? Since 1855, with the exception of an interval of a year and a half.

325. Have you found the existing system of Education hampered by the restricted powers of Local Boards? No; I am not aware that Local Boards have any power at all.

326. Do you think it would improve the system if powers were given to Local Boards? That would entirely depend upon the nature of the powers given.

327. Can you point out what powers should, in your opinion, be given to Local Boards? I think that the general supervision of the school premises should be in their hands. I think that they should also have the supervision of the teacher in all matters outside the building, but that they should have no authority to interfere with the teacher in the conduct of his school; also to enforce the compulsory clauses of the Act; also to act as advisers to the schoolmaster in any difficulties that might arise, but which were not worth bringing under the notice of the Central Board.

328. *By Mr. Archer*.—Do you consider that sufficient discretionary power is allowed to the masters of Schools under the Board in the choice of subjects for education? I do not; I think the programme of instruction is too much limited.

329. In what direction would you indicate? The teachers of Public Schools are not encouraged to teach anything but the most elementary subjects in the programme of instruction. There is now a wide gulf between the Board of Education Schools and Superior Schools. If teachers were permitted to teach such other subjects as are taught in Public Schools in England, viz., Euclid, Algebra, elementary Latin, and French, this difficulty would be overcome.

330. Will you mention your reasons for the course you propose? Because there is a want of connection between the system of the Board of Education and superior schools; boys are constantly leaving the Board's schools to join the superior schools.

331. How often does your School Board meet? To the best of my recollection, once or twice in the last eleven years.

332. To what do you attribute the fact that this Board has met so seldom? To the fact that the members of the Board knew that they had no power and no responsibility.

333. Do you think that the remuneration to certificated teachers is sufficient? Most decidedly not.

334. Is there sufficient encouragement as regards advancement to induce men of education to enter the service of the Board? No, there is very little inducement,—but I would not imply thereby blame to the Board management; the want is caused by the smallness of the schools and the state of the Colony.

335. Do you not think that Municipal Councils, as elected bodies, would serve for Local School Boards? Decidedly not, if they were elected for the purpose of enforcing the compulsory clauses only; but if they were elected with extended powers that objection would be removed.

336. What arrangement is made with you about firing? I have an allowance; I can scarcely explain how I came to have it. I was one, amongst other teachers, to whom an allowance was made many years ago. That allowance has never been withdrawn.

337. *By Mr. Braddon*.—Have you found that difficulty or delay has arisen through the absence of authority of Local Boards to deal with matters of petty detail or urgency? That would be scarcely possible, after my former statement that the Local Board in my district never meets.

338. Has the (practically) non-existence of any Local Board involved delay in execution of repairs of your school? All repairs at my school have been executed by the landlord and myself, the building being rented by the Board. On one occasion the landlord halved the cost of some necessary repairs.

339. Under what conditions did it occur that you met the cost of repairs? Simply knowing that if I did not do them myself they must remain undone.

340. To what do you attribute such a condition of affairs? To the fact that the building was rented by the Board, and that neither they nor the landlord would execute the necessary repairs.

341. Have you experienced any difficulty in collecting school fees? Very little indeed.

342. Have you ever had to accept these fees in kind instead of cash? Many a time.

343. How many times a year has your school been visited by the Inspector for examination purposes? Once a year, but the examination is a thorough one.

344. Do you think it desirable that Local Boards should be empowered to examine schools? I think it advisable that the Local Boards should be present at examinations.

345. How often has your school been visited by Members of the Local School Board? I cannot positively say without reference to records, but I believe the Chairman visits the school once a month, and the Members of the Board drop in occasionally.

346. Do you think that the extension of powers of Local Boards would induce eligible persons to act as Members and take more interest in Board work? Yes, I do.

347. Do the Ministers of Religion visit your school? Occasionally, but not for the purpose of imparting religious instruction.

348. Have you ever had reason to complain of any of the teaching paraphernalia required by you, and supplied by the Central Board, being of inferior quality or too old-fashioned? No, I have not.

349. Is there among teachers generally any strong feeling in respect of the regulation restricting teachers' occupations out of school hours? As far as I am aware, the feeling is strongly in favour of the Board's restriction. I am so myself, and I believe the feeling is shared by the majority of teachers.

350. Do you think it desirable to alter the regulations in regard to ages of children required to attend school, and distance within which attendance is made compulsory? Yes, I think they might be fairly expected to walk more than the two miles; many of the boys attending my school walk four miles. The ages, 7 to 14, are, I think, as they should be, having compared them with the systems in force in other colonies.

351. *By Mr. Archer.*—Do you approve of the present syllabus of examination subjects for issuing certificates to teachers? I do, except I think that it is neither severe enough or extended enough in scope.

352. Have you found that applications to the Central Board from yourself have been promptly attended to? Almost invariably.

353. Is a residence provided for you by the Board? Yes.

354. How many children have you on the books of your school? About 120.

355. Can you suggest any defects in the system of examination adopted by the Board? I have already pointed out the chief defects; in other respects I believe the system is as perfect as those in other countries.

THURSDAY, AUGUST 24, 1882.

MR. G. RICHARDSON *further examined.*

356. *By Mr. Braddon.*—Are the Chief Inspector and Inspectors invited to attend meetings of the Central Board? Not unless there is some special reason for so doing.

357. What are the relations of the Inspectors towards the Chief Inspector? They act quite independently of him.

358. The Chief Inspector is, then, only Chief in name? Yes, the only difference existing between his position and that of the Inspectors is under Clause 4 of Instructions, where it is provided that the Chief Inspector will preside at all Board of Examinations, and report to the Board of Education the result thereof. Each Inspector has his District allotted to him, and is quite independent of any other Inspector. There are two Inspectors besides the Chief Inspector.

359. Is it, in your opinion, desirable that this system of having three professional heads of the Departments should be continued? The present system appears to answer very well.

360. Does the present system in this respect tend to secure uniformity, where the Central Board's opportunity of control is so limited? If the Regulations are adhered to, uniformity should certainly exist, for although they act independently they are all guided by the same set of Instructions issued by the Board of Education; the Board judge of the uniformity with which these instructions are carried out by the reports sent in to them by the Inspectors. Up to the present time there has been no cause for complaint on this head.

361. Can you point out any other Department which is similarly managed by three professional heads all wholly independent of each other? No, I cannot recall any case similar to it.

362. At present the control of the education system is divided among the Colonial Secretary, the Central Board, the Chief Inspector, and Inspectors, and (in a very slight degree) the Local Boards? Yes, that is the case.

363. Do you think that this distribution of authority as at present existing is such as is calculated to secure harmony and efficiency? I am unable to suggest a better one.

364. *By Mr. Archer.*—Have complaints been made by Chairmen of Local Boards as to the insufficiency of power of Local Boards? Yes.

365. Of what nature? The want of funds to effect urgent repairs is a very fertile source of complaint; as is the lack of power conferred by the Act to enforce its compulsory clauses; there are other minor complaints being constantly made, which I am unable to recall now.

366. Have any improvements in constitution of Local Boards been suggested by Chairmen of Local Boards to Central Board? I cannot recollect any being made in writing, but there are many verbal

suggestions made. One was offered to me to-day by a gentleman, viz., that the schools be grouped into districts, that the Government should appoint as Chairman in each district a gentleman whose known capacity would qualify him for that position, and that the Board should be composed of gentlemen in the district, who would meet once a month and forward a report to the Central Board.

367. Have suggestions been made to Central Board by country teachers as to the necessity of raising, or giving teachers discretionary power to raise, the standard of education in certain instances? I cannot remember that any have been made.

368. Have arrangements or allowances been made for firing on any fixed principle? There are none, except four or five cases under an old regulation in existence before the amalgamation of the Northern and Southern Boards: when the Boards were amalgamated these claims for the allowance were still recognised. Rule 13 orders that the head teacher will be held responsible for the maintenance of fire in the winter months, but the Board trust he may be partially or wholly relieved by local exertions.

369. Have suggestions been made as to the necessity of revising the subjects and scope of examination for Teachers, and if so, what? Yes, such suggestions have been made.

370. *By Mr. Braddon.*—Are not the duties of Local Boards as defined by paragraph 20 of the Regulations calculated to cause a considerable amount of trouble to members of such Boards if faithfully performed? They are, decidedly.

371. Having this in view, do you think that the powers of Local Boards to deal with matters on their own responsibility are at all commensurate with the labours demanded of them? I certainly think they might with advantage have more power, if differently constituted.

372. It has been proposed to extend the powers of Local Boards: will you give your opinion upon this subject?—Commencing with the rule as to attendance, might not Local Boards be empowered to alter these hours if occasion demanded alteration? I think so; if the Board were advised of the proposed alterations.

373. Would it not be a reasonable extension of powers to authorise Local Boards to permit the use of public schools under their control for other than school purposes? I think it would be, if a general regulation on the subject was made. Practically they have the power now, as the use of the room is always granted on the Local Board's recommendation.

374. Should not the Local Boards be empowered to make arrangements for firing, and other minor details of school management? Before answering this question I would premise that it involves a question of expense. If a local rate was levied I should most certainly say Yes. At present the Local Boards are expected to arrange as to firing without putting the Central Board to any expense.

375. Would it not be reasonable that Local Boards should have the power of giving holidays (of a day at a time) and closing the school in cases of serious epidemic sickness? Yes; if sufficient notice were given to the Inspectors to free them from the risk of having to take a long journey for purposes of examination, inspection, &c., and finding that it was fruitless, the school having been closed in consequence of a local holiday having been given.

376. Might not Local Boards be entrusted to sanction the establishment of night schools? I think so, subject to general regulations to be made by the Board.

377. Is it not desirable that Local Boards should have more direct control over teachers? The powers suggested in the Chairman's previous questions would, in my opinion, give sufficient control.

378. Do you think that Local Boards should be required or allowed to examine school children with the view of judging for themselves what progress was being made? Yes.

379. *By Mr. Archer.*—Have the Inspectors recommended any change in the constitution or power of Local Boards? I cannot recollect that any have been made.

380. Do they not generally condemn the appointment of Local Boards? No, I cannot say they do; but, like most other people, they do not speak very highly of them. I have heard, however, the Inspectors speak in favourable terms of the assistance rendered by some of the Local Boards.

381. *By Mr. Braddon.*—Would it not save much delay and a great deal of inconvenience if Local Boards were empowered to direct execution of petty repairs? Certainly it would, and the Central Board would also be relieved of a good deal of work.

382. And could not that arrangement be effected by the annual allotment of small sums for this purpose to be drawn upon if necessary, the expenditure being subjected to the usual scrutiny of the Auditor? This arrangement would answer admirably if the Audit Regulations would admit of it being carried into effect.

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MR. C. WALCH *further examined.*

383. *By Mr. Braddon.*—In reply to Question 61 you refer to the case of the Mistress of the Central School, which you could not get judged upon its merits because it was against the Regulations: will you further explain this reply? It has been pointed out to me that I was mistaken in saying that the increase of salary applied for was against the Regulations. I can only say that the conclusion I arrived at was from the report of the Board's proceedings. The Teacher's application for increase of salary was made to the Board in March, 1881, and at the Board's meeting on the 23rd of that month, "was deferred for consideration when the Inspectors have reported upon the Classification of Teachers." A twelvemonth was allowed to elapse, and I wrote to the Board on the subject in March, 1882. At the Board Meeting on the

22nd March it is reported "the Chairman expressed himself in favour of the salaries of Mistresses generally being settled on some definite system. The further consideration of the subject was postponed till next meeting." After another interval of four months I again wrote, and received for reply "the subject is under consideration." And so the matter remains to this day.

384. Do you think that the present distribution of authority over various responsible and irresponsible officials (the Colonial Secretary, Board of Education, Chief Inspector, Inspectors, and Local Boards) is such as is likely to secure efficiency of control? Certainly not, if they are acting independently of one another; to secure efficiency there must be a gradation of responsibility, rising up to the head.

385. Are you of opinion that there should be three professional heads of the Department,—the Chief Inspector and two Inspectors, all of equal power and all independent of each other? I certainly cannot conceive of any system working well which provides three independent heads.

386. Can you suggest any extension of the powers of Local Boards beyond those indicated in Question 21, put to Mr. Richardson? I can. I must ask permission to go back a little, and state that I consider the 174 Local Boards of this Colony are far too numerous, and that they are utterly opposed to the systems adopted in other Colonies. I would reduce the number of school boards, and form them into school districts. I think also that Local Boards should have a confirmatory voice in the appointment of any teacher to the school under their supervision, and that before a teacher is finally appointed the matter should be placed before them for comment and approval; the same rule to apply to the promotion of any teacher. I think also that any correspondence from a teacher to the Central Board should be forwarded through the Chairman of the Local School Board. Only yesterday, the master of the school of whose Local Board I am Chairman informed me that some four months ago he had written to the Central Board for furniture and school apparatus, and that his request had been utterly neglected. I pointed out to him that by writing direct to the Central Board he was ignoring the Local Board. He stated that he had done so under misapprehension, and handed me another letter on the same subject, which I endorsed and forwarded. I am surprised that the letter first mentioned was not returned to the writer by the Central Board informing him that the Chairman of his Local Board was the proper channel through which to transmit it. I think also that the Chairman of the Local Board should send in to the Central Board a monthly report of the state of the school over which he presides.

387. Do the Inspectors as a rule recognise the Local Boards as a portion of the administrative machinery? No, most certainly not.

388. Have you, as Chairman of a Local Board, been advised beforehand by Inspector of proposed inspection or examination of your school? No, certainly not; I have never been in any way considered by them.

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JAMES FINCHAM, *Esq.*, called in and examined.

389. *By Mr. Braddon.*—You are Engineer-in-Chief? I am.

390. Since the construction and repairs of school buildings came under the partial direction of the Public Works Department, have you found that the division of control between the Central Board and Public Works Department has involved delay in execution of work? No, I have not.

391. How long is it since the Central Board sanctioned construction of new schools at the Forth and Penguin? Instructions of Colonial Secretary, 19th January, 1882, to prepare specifications *re* Penguin; no instructions *re* new school at Forth.

392. What has been done, so far, in respect of the construction of these schools? With regard to the Penguin Creek School, the plans are furnished and are now ready for advertising.

393. The enlargement of the Leven School was several months ago urged upon the Central Board as absolutely and immediately necessary, because, owing to the present insufficient school accommodation, classes had to be held in the open air. What has been done in this instance? The plans for the buildings in question were prepared, but had to be again altered in consequence of having to convert the old school-house into a dwelling-house.

394. How long since is it that the disrepair of the teacher's residence in the Forth school building was reported as a matter of urgency? 30th June, 1881, repairs to buildings,—not specifying teacher's residence.

395. Have those repairs been effected, and if so, when were they completed? I believe they have been completed.

396. What was the total cost of those repairs? About £20 or £30.

397. Did not several months elapse between the first sanction of this work and the final call for tenders? I believe a long time did elapse.

398. To what cause do you attribute the delay in that instance? The delay was caused by there being no men available for attention to school buildings, and to get the work done I had to engage a new man.

399. The new man whom you employed recommended re-shingling the flat roof of the school skillion without renewing shingles of the whole roof on that side of the building? Yes, he did.

400. Was his recommendation acted upon? Of course it was.

401. Did you subsequently admit that this was a blunder, and that the work as recommended could not be effectively performed. I did.

402. Did not this new man, when he recommended this, point out that it was all that the means available permitted of, and suggest that it was imperfect? I have no recollection of his doing so until after I had complained to him of the defective work he had performed.

403. Does the substitution of corrugated iron for shingles on this skillion (the old shingles being left upon the roof of which it is a continuation) entirely remedy this blunder? I should think it ought to do so, as the only objection was the flat pitch of the shingle roof.

404. What is the present condition of the Oatlands School? I do not know anything about it.

405. Does the Central Board take counsel of the Public Works Department before deciding upon construction or repairs of school? As far as I know, they invariably obtain a report from the Public Works Department.

406. *By Mr. Archer.*—From whom do you receive your instructions for reporting upon and making estimates for repairs to local school buildings? From the Chairman of the Board of Education.

407. Are you aware that a sum of money has recently been laid out on repairs to Longford School? I believe there has been.

408. Do you know the amount expended, and the nature of the repairs? £71 6s.

409. Are you aware that the Director of Public Works was recently advertising for the erection of certain additions to that school? Yes, I am.

410. Do you know what these additions are? Yes; they consist of the addition of a large room, about equal in size to the old room. Tenders have been called for these repairs. Speaking from memory, the accommodation was doubled.

411. Are you aware that the making of these additions will destroy a quantity of the work that was recently done? No, I am not, and I should not be likely to know unless it was pointed out to me by the surveyor who took particulars for the more recent repairs and additions.

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FRIDAY, AUGUST 25, 1882.

REV. CANON BAILEY *examined.*

412. *By Mr. Braddon.*—You are Chairman of the Goulburn-street Local School Board? I am.

413. How long have you occupied that position? For seven years.

414. Have you found that Local Boards have any adequate power? I am not aware they have any power whatever.

415. How often has the Goulburn-street Local Board met during the time you have been Chairman? It has never met during that time; and I have felt that it was useless summoning it, as it had no power to act when assembled, not even to the extent of giving a half holiday to the scholars in a case of necessity.

416. Are you of opinion that the educational cause would be better served if Local Boards were made responsible realities, with power to act in certain cases? I am, most certainly.

417. Are the present regulations calculated to encourage eligible persons to act upon Local Boards or take any interest in Board management? I do not think they are. Gentlemen do not care to become members of the Board knowing that they have no power to act.

418. Can you suggest the direction in which the powers of Local Boards might be advantageously extended? I have not given the matter any previous consideration; but I scarcely consider Local Boards are necessary at all in large towns, such as Hobart for instance.

419. Do you think Local Boards should have the power of granting holidays (of a day at a time) and closing schools in cases of serious epidemic sickness? I do; but these powers would not be necessary if the system of education was altered, and placed under a Minister of Education, who could grant the necessary permission at once. Under Board management a delay of a month may occur in getting permission to close the school, even should the full Board hold its usual meetings. In the event of the meetings lapsing, wanting a quorum, the delay might be much greater.

420. Might not Local Boards be empowered to permit the use of public schoolrooms for other than school purposes? I think they might, with advantage.

421. Might not Local Boards be entrusted with authority to establish night-schools? I think they should be.

422. Would it be well, in your opinion, to vest in Local Boards some power of general supervision over school management,—such as occasional examination, arrangements for firing and other minor details, and execution of petty repairs? I think it would.

423. Should not the Local Boards be made the medium of communication between the central authority and the master? Most certainly.

424. And would it be advisable, in your opinion, that the Local Boards should have a voice in the appointment, promotion, and (when necessary) punishment, of teachers? I think it would be well that their opinion on these matters should be ascertained and considered.

425. In your communication with the Central Board have you found that your recommendations were always attended to with promptness and courtesy? I cannot say, as I have never had any communication with that Board requiring prompt attention. My business with the Board has been limited to signing the master's report and receiving and reading two or three letters from them. I have certainly had no reason to complain of discourtesy.

426. Speaking generally, do you consider that the present system of management by a Central Board is calculated to ensure a maximum of efficiency, and give satisfaction to the public and those interested in education? Both upon principle, and from my own experience in another colony, I should say not.

427. You have spoken of a Director of Education: does your experience show that the control of such an official is more effective than that of the Tasmanian Board of Education? Infinitely more. I speak with knowledge on the subject, having been 15 years as Inspector of Schools in Ceylon; and after that I was for some years Secretary to the School Commission. This School Commission was superseded by the appointment of a Director of Public Instruction. After that change the difference in the working of the Department was almost incredible.

428. Would it, in your opinion, be an improvement upon the present Tasmanian system if a Minister of Education, with a seat in Parliament, were made the responsible head? No. I would suggest that a paid head be appointed, subordinate to, but not necessarily holding a seat in Parliament; for instance, the Director of Instruction in Ceylon does not hold a seat in the Legislature; all particulars concerning his Department are supplied to the Legislative Council by the Colonial Secretary.

429. Do you think it necessary that the Director of Education should be associated with colleagues? No. In my experience in Ceylon, at first there was a School Commission, of which the Colonial Secretary was *ex officio* President; and there were also several official *ex officio* members, but they did not predominate. The result of this Commission was that, except where matters of principle were involved, the President did just as he thought fit. This led eventually to the appointment of a Director of Public Instruction, who had the Department directly under his control.

430. And what connecting links would you suggest to connect the Director with the Local Board? None; the Director would correspond with the Chairman of the Local School Board.

431. You do not advise the association of the professional heads of the Department (Chief Inspector and Inspectors) with the Director in the central control? No; they should be completely under a paid Director's orders.

432. How do you think Members of Local Boards should be elected? I think it better they should be nominated by the Director of Instruction.

433. Have you had any experience of country schools in this Colony? Yes. I was for three years Member of the Local School Board at St. Leonard's; during that time we never had a meeting. I had nothing whatever to do with the school beyond visiting it as a minister. Mr. Swan was Chairman of the Board, and if anything was to be done I believe he did it.

434. Have you any further suggestion to make to the Committee? I would draw attention to the system which the Central Board adopt in renting school premises, and give the Goulbourn-st. school as a case in point: the school-room is the property of the Parish, but was enlarged by the Government at their own expense; the debt thus due to the Government has been paid off by allowances in rent. The Board are now willing to continue renting the premises, but require all the rent to be expended in repairs.

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REV. CANON MASON *examined.*

435. You are Chairman of the New Town Local School Board? I am.

436. How long have you been a Chairman or Member of a Local Board? Nearly since its first establishment, but not quite. I have been portion of the time at Evandale, and part at New Town.

437. Have you found that Local Boards were, or are, as a rule, interested in their work? No, I have not.

438. How often does the New Town Board meet? Once a quarter, if we get a quorum, which generally, but not always, happens.

439. To what causes do you attribute the want of interest above referred to? To the fact of the Members of the Board knowing that they have absolutely no power.

440. Are the recommendations of the New Town Local Board always attended to by the Central Board with promptness and courtesy? I think they are, but we do not trouble them often; there was on one occasion a delay in effecting some School repairs, but that was occasioned by a dispute as to our raising our share of the expenditure.

441. Do you think that the efficiency of Local Boards would be increased by their powers being extended? Yes.

442. Can you indicate the direction in which those powers should be extended? I am not prepared to do so. They have at present no powers at all, the simplest matter having to be referred to the Central Board; the Local Board cannot even grant the use of the School-room for any purposes without getting permission from the Central Board. The larger portion of the functions allotted to School Boards are impossible to fulfil, and the remainder are so insignificant as not to be worth discharging.

443. Are you of opinion that the control of the educational system could with advantage be placed in the hands of a paid Director, who would be subordinate to a responsible Minister of the Crown, instead of being vested in Board of Education? I believe it would be an improvement.

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MR. GEORGE STUART *examined.*

444. *By Mr. Braddon.*—You are Visiting Officer under the Board of Education? I am.

445. How long have you occupied that position? For 8 years.

446. With what degree of success have you found the compulsory clauses of the Education Act where they have been enforced? With only medium success, the Act is so defective.

447. Will you point out defects in the Act that have come under your observation? Yes. There is the want of definition as to regular attendance. Soon after my appointment to my present position I summoned two or three parents for the irregular attendance of their children at school, the attendance of those children having been shown on the school rolls as only eight days in a month; these cases were all dismissed, as the Magistrates said there was nothing in the Act to define what regular attendance should be. Such irregular attendance is of no benefit to either teacher or child. Then, again, as to ages. I think the present ages of 7 to 14 might be altered to 6 to 12 respectively. I think this change would be beneficial, as the labour of a boy over 12 years is often a matter of serious consideration to poor people; but if the age was reduced to 12 years there should be no exemption whatever for children, except that of the Local Board, given on the certificate of the teacher that the children had passed into the 4th or 5th Class. I also think the distance prescribed by the Act, 2 miles, is too short, and might, in the country, be well increased to  $2\frac{1}{2}$  miles. I am cognisant of cases in the country where parents, having their children's welfare at heart, send them 3 or 4 miles to school. The law as it stands at present gives an excuse to many parents unwilling to send their children to school though residing only 100 or 200 yards over the distance. Again, Section 5, though necessary at the time the Act was first initiated, is now no longer so, as people are all well aware now that the compulsory clauses are in force. Any parents being summoned and convicted for not having sent their children to school should be fined, or cautioned at the discretion of the magistrates. As it is, an order is made generally without costs, and the parents leave the Court looking on the matter as a good joke. In cases where the fine is inflicted and the people will not pay, I should suggest imprisonment instead of distraining on their property as is done under the present system. There are many children truant from the schools whose parents profess that they have no control over them, and are thus not responsible for them. I should suggest that the parents in such cases should be called upon by magistrates to prove their cases, and that on their so doing, the children should be in some way punished. I would also suggest that jam or other manufacturers be prohibited, on pain of fine, from employing children of a certain age; I should suggest from 6 to 12. As it is, large numbers of children evade school for the purpose of working in these manufactories, and I have no power to enter and detect them. One word on the subject of private schools: when parents are spoken to as to the non-attendance of their children at the public schools, they say, as an excuse, that their children are attending a private school, and I have no means of verifying the statement. I would suggest that all teachers of private schools should be compelled to keep a roll of attendance, which should at all times be open to the inspection of the visiting officer.

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R. J. LUCAS, Esq., examined.

448. *By the Chairman.*—You are a member of the Queenborough School Board? I am.

449. How long have you occupied that position? Seven or eight years.

450. How often has your Board met during that period? One meeting during the last eighteen months. For a short time in the beginning we met every alternate month.

451. To what causes do you attribute this falling off in attendance at Local Board meetings? Because the powers of the Board are so restricted. The work at a Board meeting is generally confined to reading and signing the teacher's report, and considering a query or two from the Central Board.

452. Have you found that recommendations of your Board have always received prompt and satisfactory attention by the Central Board? Yes; but we have found it necessary to make very few.

453. Do you think that the existing system is such as encourages eligible persons to act on Local Boards, and take an interest in the Board work? No: there is so little power or discretion attached to the office that eligible persons can take no interest in it.

454. Would it, in your opinion, be to the advantage of the educational system that the powers of Local Boards should be extended? I hardly think it would. My own opinion is that Local Boards are a failure, as so small an amount of work is placed in the hands of so many.

455. If the number of Local Boards were decreased, and increased area of supervision, with enlarged power, given to these Local Boards that remained, would not the control of Local Boards become a useful reality? I do not think so.

456. Then you would condemn Local Boards as useless? Most certainly I would.

457. What machinery would you propose to substitute for them? I should like to see an entirely new system. I disapprove of the Central Board entirely. I should like to see a Minister of Education appointed, and a paid responsible head take the place of the Central Board, subordinate to a Minister of the Crown; the entire supervision of schools would then be placed in the hands of the professionals of the Department,—the Chief Inspector and the two Inspectors. I would also suggest that Local Boards be entirely abolished, and one eligible resident appointed in each district to the honorary office of Local Inspector, who would assist and advise the teacher in cases of difficulty, and forward a report on school matters to the Central Board.

458. If such arrangements were carried out, would it, in your opinion, be desirable that the Chief Inspector and Inspectors should have equal power and act in entire independence one of the other? Yes; I think each Inspector should have supreme control in his particular district, subject to the control of a responsible Minister; this course would lead to a spirit of emulation amongst them.

459. Has the Queenborough school required any repairs since that Act came into operation, whereby cost of repairs was thrown entirely upon the State? No, it has not.

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WEDNESDAY, SEPTEMBER 6, 1882.

*The Honorable P. O. FYSH examined.*

460. *By the Chairman.*—You are a trustee of the Smith Fund for the purpose of a Training School for Teachers? I am.

461. Will you inform the Committee of the intention and character of this trust? The donor's original intention primarily was to secure a paid Chairman over the Board of Education, but left the fund in the hands of His Lordship the Bishop, the Hon. Alfred Kennerley, and myself, freeing it from every condition, save that it was to be expended for the purpose of securing a class of trained masters, particularly for country districts. The amount (£1000) was not of itself sufficient to carry out the object Mr. Smith had in view, and the trustees waited for a favourable opportunity to put the fund to the use for which it was instituted. In the absence of my co-trustee, His Lordship the Bishop, in England, and in consequence of the ill health of Mr. Kennerley having withdrawn him from active life, I took upon myself the responsibility of addressing a letter to the Chairman of the Board of Education, under date October 5, 1881, laying down a plan, which was the joint scheme of several gentlemen interested in Mr. Smith's intention, which plan the following copy of the letter in question will describe:—

*Highbury, October 5th, 1881.*

DEAR SIR,

I DESIRE to bring under the notice of the Board of Education the gift of £1000 by the late P. T. Smith, Esq., which, by reinvestments of annual income, has now reached a fund of £1300, to be used for training teachers for the country schools under the Board's care.

The Bill before Parliament for the construction of new school-houses, including one at Battery Point, affords an opportunity for carrying out this long cherished wish of the deceased donor, as I am informed that the new school-house could be adapted to the purpose of a Model School at little or no extra expense.

If the Board can agree upon the desirability of such a building, and appointing a selected master for it, with a view of making it at least partially a training school, the Smith Trust Fund can now be utilised as an endowment to supplement the means of training provided in connection with the institution.

It is unnecessary to enter into a discussion of details at present, but I may say that it would be proposed to expend the annual income from the Trust Fund upon three exhibitions, which, under regulations approved by the Board, should be open to untrained country teachers, or candidates for employment, and to be held by them for any period, not exceeding one year, as might appear desirable in each case.

It would also be proposed to expend, with the concurrence of the Board, one year's income, or say £60, upon premiums for the best and next best essays upon the need of systematic training for teachers, and the best mode of securing this by the establishment of a Model School, the annual cost of which should not greatly exceed that of a large town school under the Board of Education.

The probable passage this Parliament of the School Buildings Act makes obvious the advisability of an early consideration by the Board of these proposals, which, on behalf of my co-trustees, His Lordship the Bishop and the Hon. A. Kennerley, I have now the honor to submit,

And remain,

Yours faithfully,

P. O. FYSH.

*The Hon. Dr. H. Y. BUTLER,  
Chairman Board of Education.*

Following this letter of October 5th, I received a letter from the Board of Education, which I have not now in my possession, but which recommended the trustees to obtain the prize essays named in the scheme, but deferring until the new school be erected at Battery Point the consideration of the other features; my reply to which I lay before the Committee:—

*Elizabeth-street, November 25th, 1881.*

SIR,

ACKNOWLEDGING your favor of 24th instant, I am constrained to remark that it is not the response I hoped for; and deferring until the proposed new school be erected the consideration of the main features of the proposal I had the honor to submit for the consideration of your Board, is again postponing indefinitely a practical effort to obtain the supply of trained teachers, the want of which has for so long been acknowledged as a weakness of the system.

If the Board will give me some hope of its recommending that the new school be upon a Model School plan, and that a suitable teacher be appointed for the purposes of the proposal I have had the honor to submit; the essays may be useful but if, on the contrary, the Board cannot assent to the proposals, nor assist in modifying them so as to make them practical and promptly useful, I should be so informed.

It is obviously necessary that there should be some official indication of the Board being more in accord with me upon this matter before expenses be incurred, and for this purpose I ask that you will again submit to the Board my original letter with this.

I have, &amp;c.

P. O. FYSH.

*GEO. RICHARDSON, Esq., Secretary Board of Education.*

I received a formal reply to my communication of the 5th October on the 25th November, stating that the matter would be submitted to the Board of Education. After some considerable delay, and not having heard again from the Board of Education, I pressed for some response which would assure me that the Board would be in earnest in the consideration of some plan for the better securing of a class of trained teachers, and thereupon was invited by the Board to a conference upon the subject. The practical outcome of this conference was a recognition by the Board, in a Minute which I pressed them to record, of the necessity of such school appliances as would secure the desired results. Having partially secured the admission of their necessity from the Board, I awaited the turn of events until my co-trustee, the Bishop, arrived; and after some consultation with him on the whole matter, and considering that I had failed to secure that which I was asking from the Board, I left the matter for what I hoped would be the stronger influence of His Lordship, who, although agreeing in the main with the proposals I had submitted, thought it desirable, with my concurrence, that his letter of March 17 of this year, addressed to myself, should be forwarded to the Board of Education; for although my opinion strongly favoured a construction upon a Model School plan, I did not consider myself acquainted with the impracticability of converting any existing building to that purpose as is foreshadowed in his Lordship's letter:—

DEAR MR. FYSH.

ADVERTING to our conversation upon the subject of the late Mr. P. T. Smith's gift of £1000, now increased to £1300, for the purpose of encouraging the special training of future teachers of our public schools, I wish to place upon paper my views, as one of the trustees of that sum, in the hope of our arriving at some definite and practicable suggestion which we may lay before the Board of Education.

I understand from you that the Board have already recognised the great want of two provisions essential to a complete national system. Such recognition presents a good starting point. I refer to the provision of—

1. A Model School.

2. A Competent Training-Principal, or Master of Method.

It will be for the Board to determine whether any existing school, such as the Central one in Hobart, can, with the advice of the Chief Inspector, be converted into such model school, or the projected school on St. George's Hill should be constructed with special reference to this purpose. It will also be the duty of the Board to select a head who has been conversant with the best methods of instruction pursued in England, and has during his two years' residence attended courses of lectures upon the principles of education in one of the Normal schools under Government inspection. Such are to be found in the Colony, who have passed through every stage of elementary education in the old country, as pupil teachers and resident Queen's scholars. The appointment of one such as a master of method to a model school in this city would make a satisfactory start in the right direction.

So far I gathered from our conversation that we were both agreed, and I feel that credit is due to your exertions while I was absent from the Colony in urging much of this upon the Board of Education.

II. Now, as to the best mode of applying the donation of Mr. Smith for the encouragement of the Board to take the initiative.

You suggested two proposals—one was to expend one year's interest of the money as a prize for the best essay upon the main object we have in view; the other was that we should aim at providing a better training in the model school for incapable teachers already in charge of schools.

My own impression is, in regard to the first suggestion, that a conference of two or three experts would be more profitable than all the counsels of theoretical essayists.

In reference to the second suggestion, I would prefer the adoption of some system which would not attempt to improve the incompetent, but to thin them out by a gradual supply of duly qualified masters and mistresses.

My proposal to the Board of Education would be that the interest of the sum we hold in trust (say £60 a year) should be devoted to the establishment of two scholarships, tenable for one year, attached to the model school for the support of two Board or Government scholars, who should be selected by the inspectors at the expiration of their apprenticeship as pupil teachers, and recommended to the Board as possessing the "greatest aptitude" for their future calling. After a year's residence (all too short) at the model school, they would be drafted to schools with greatly increased teaching power—lift up their own pupil teachers to a higher conception of their work, and so present to the inspectors a far superior raw material for the model school, improving year by year. Two such thrown upon the country every year would rapidly influence the whole school system of the Colony. The devotion to this purpose of £60 a year should be met by a corresponding expenditure on the part of the Board of Education. If I might venture to indicate the direction it should take, I would suggest the following lines:—

1. The Board should augment the Master of Method's stipend by an honorarium of a similar amount.

2. It should augment the stipend of each master or mistress who has passed with credit the term of residence in the model school, after examination in the art and science of elementary school-keeping.

I will but add that the former of these suggestions would entail little or no expense, as the practical help of the two resident students would render unnecessary at least one of the assistant masters.

I am convinced from this beginning results would follow which would reconcile the country to an early development of the system. Let us meanwhile be content with a more modest and tentative effort.

I am, yours very faithfully,

C. H. TASMANIA.

*Bishopscourt, 17th March.*

I lay that letter before the Committee. From that time to the present the whole matter has been in abeyance. It will be seen in my letter of October 5 that I considered the fund as capable only of testing what could be done towards improving the quality of our teaching power, and I am aware that it probably does not represent more than one tithe of the necessary sum to carry out the training-school system; but the proposal was made to utilise the income as an endowment to assist towards the support of three teachers during training. I was informed, on what I deemed good authority, that such endowment even though not exceeding in each case a period of one year, might be relied upon to produce such results as would hereafter warrant the larger expenditure necessary to carry out a system of training-schools in its entirety.

462. Do you think that the Educational system would be improved if the general control were vested in Local Boards with extended powers, such Local Board superseding the Central Board and acting in subordination to a paid Director of Education? Yes, I do.

## APPENDIX A.

### PROGRAMME OF INSTRUCTION.

#### CLASS I.

READING.—Tablets; First Book (Irish Series).

WRITING.—Single letters on slates from copy on black-board and tablets, and from dictation.

ARITHMETIC.—Figures up to 20 on slates from copy, and from dictation; oral addition and subtraction of numbers up to 10.

OTHER SUBJECTS.—OBJECT LESSONS. RHYMES.

[Children may be placed in the upper Division of Class I. as soon as they are able to read the early lessons of the First Book with tolerable fluency.]

#### CLASS II.

READING.—Second Book

WRITING.—On slates (round-hand), sentences from copy, and words from dictation; in copy-books, elementary lessons.

ARITHMETIC.—Simple Addition and Subtraction, with Notation up to four places of figures; and the Multiplication Table.

OTHER SUBJECTS.—GEOGRAPHY.—First notions. OBJECT LESSONS. RHYMES. NEEDLEWORK.

## CLASS III.

READING.—Third Book.

WRITING.—On slates, sentences dictated from Reading Book ; in copy-books, text and round-hand.

ARITHMETIC.—Simple Rules, with Addition of Money ; the Tables of Money and Weights.

OTHER SUBJECTS.—SCRIPTURE LESSONS.—No. 1, Old and New Testament (Irish Series), or their equivalents. GRAMMAR.—Parts of Speech. GEOGRAPHY.—Map of Australasia, and Outlines of Map of World. OBJECT LESSONS. NEEDLEWORK.

## CLASS IV.

READING.—Fourth Book.

WRITING.—On paper from dictation, and from copy.

ARITHMETIC.—Compound Rules, including Reduction ; the Tables of Weights and Measures.

OTHER SUBJECTS.—SCRIPTURE LESSONS, No. 2, Old and New Testament (Irish Series), or their equivalents. GRAMMAR.—Parsing. GEOGRAPHY.—Australasia, and Map of World in detail. OBJECT LESSONS. NEEDLEWORK.

## CLASS V.

READING.—Fifth Book.

WRITING.—On paper from dictation ; abstracts of lessons.

ARITHMETIC.—Practice and proportion ; the theory of Fractions.

OTHER SUBJECTS.—SCRIPTURE LESSONS. GRAMMAR. Analysis of simple sentences. GEOGRAPHY.—Europe. OBJECT LESSONS. NEEDLEWORK.

## CLASS VI.

READING.—Sixth Book.

WRITING.—On paper from dictation ; abstracts of lessons.

ARITHMETIC.—Vulgar and Decimal Fractions, Interest.

OTHER SUBJECTS.—SCRIPTURE LESSONS. GRAMMAR. GEOGRAPHY. ENGLISH HISTORY—Outlines. OBJECT LESSONS. NEEDLEWORK.

[A progressive improvement in intelligence and style of working, as well as in range of subjects, will be expected to be found in children who are advanced beyond the junior classes. No credit will be given for knowledge of subjects assigned to the higher classes if there be any deficiency in the elementary work.]

READING BOOKS.—The Books of the Irish Series constitute the standard Reading Books for Public Schools, and may not be superseded by any other publications without the written sanction of the Board.

NOTE.—Each Class may be subdivided into two or more Divisions, the lowest being styled Division 1. Children may be classified in the first instance according to their proficiency in Reading ; but they are not to be promoted from any Class until, in the subjects of Reading, Writing, and Arithmetic, they have reached and passed the standard of instruction assigned to that Class. Promotions from Class to Class, or Division to Division, are, as a general rule, to be determined by examinations held by the Teachers at stated times, not less frequently than once in six months.

The Nominal Lists prepared for the Inspector's annual examination will include all the Children attending the School arranged as they stand in their regular Classes ; but Children who at the time of the examination have been less than one month in any such Class may, with the Inspector's sanction, be examined with the Class from which they have been recently promoted.

The above is the Programme of Instruction in the Public Schools, except as to the standards in Reading, which are incorrectly defined.

T. STEPHENS.

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## APPENDIX B.

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### MEMO.

THE two sets of Examination Papers furnished herewith are specimens of the average style of examination for the probationary class and certificates of competency respectively. They are constructed in accordance with the standards of attainments prescribed for each class, and are in accordance with the usual practice elsewhere. No candidate who possesses a reasonably competent knowledge of the subject which he professes to teach would fail to pass, even though he might not answer some question at all.

Ordinary candidates for employment answering satisfactorily the elementary questions for Class IV. (Probationers) would be registered in the highest division of that class.

T. STEPHENS.

17th August, 1882.

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*For Candidates for Class IV. (Uncertificated Teachers.)*

## ARITHMETIC.

1. Divide three hundred and thirty-seven millions one hundred and three thousand and twenty-five by eight hundred and sixty-one.
2. One hundred and fifty pounds were paid for 100,000 bricks: what was that per dozen bricks?
3. What weight of gold would be required to make 7 watch cases, each weighing 1 oz. 18 grs., and 9 others of 1 oz. 10 dwts. each?
4. What length of paper 2 feet wide will be required for a room 14 feet square, and 10 feet 4 in. high?
5. (a) Find, by Practice, the value of 9377 chests of tea at £3 17s. 5½d. each.  
(b) Or, the value of 5 tons 17 cwt. 3 qrs. 14 lbs. at £5 10s. 4d. per ton.
6. (a) How much in the £ is a rate amounting to £61 19s. 7d. on an income of £1750?  
(b) If 30 cwt. are carried 15 miles for £5 8s. 9d., how far ought 80 cwt. to be carried for £29?
7. Two boats start in a race and one of them gains 5 feet upon the other in every 55 yards; how much will it have gained at the end of half a mile?

NOTE.—Under questions 5 and 6 the candidates were allowed the option of answering an easy problem (a) or a more difficult one (b).

## GRAMMAR.

1. Parse fully all the words in the following sentence :—  
But with what amazement did we survey the vast surface that was presented to us when we arrived at this stupendous monument.
2. What is meant by the terms—Abstract noun, superlative degree, subject of a sentence, predicate, object? Give three examples of each.
3. What is meant by transitive verb, passive voice, imperative mood, subjunctive mood? Write out the present and past tenses and the participles of the verb, To be.
4. Mention any ungrammatical expressions used in common talk by uneducated people, and point out the errors.

## GEOGRAPHY.

1. Explain the meaning of the following terms:—Continent, peninsula, strait, promontory, oasis, longitude, equator, meridian, tropic, zone, cardinal points.
2. Describe carefully the boundaries of Europe, and the situation of each of the principal islands in the Mediterranean Sea.
3. What and where are the following :—Brussels, Vienna, Neva, Caucasus, Crimea, Snowdon, Severn, Wicklow, Texel, Dresden, Vistula, Dovrefjeld, Dardanelles, Morea, Apennines, Kinchinjunga, Amoor, Baikal, Mecca, Pondicherry, Nangasaki, Guardafui, Socotra, Guatemala, Guiana, Lima, La Plata, Trinidad, Murrumbidgee, Otway, Kosciusko?
4. Draw a rough outline of the map of Tasmania, showing the principal towns and rivers.

*For Candidates for Class III. and II. (Certificated Teachers.)*

## SCHOOL MANAGEMENT.

[Teachers, 1881.]

Two hours and a half.

*Candidates for Class III. will take the first six, Candidates for Class II. the last five questions.*

1. What different methods of giving a dictation lesson are you acquainted with? Describe them in detail, and point out the advantages and defects of each.
2. State the principles by which you are guided in constructing a Time Table, and draw up a Time Table adapted for a School of about 45 children, with three or four in the Fifth Class, under a Master and Mistress.
3. Write out the instruction relating to the classification and promotion of children, and explain what is meant by the expression "reached and passed."  
To what extent have irregular attendance and continued absence been checked within your experience, and by what means?
4. Give a sketch of the order and method which you would adopt in a short series of lessons for the Fourth Class on the geography of Prussia.
5. Classify under two principal heads the objects aimed at by a teacher in conducting a reading lesson, and show their relative importance.

Define *fluency*, *accent*, *emphasis*, *expression*.

6.\* Write notes of lessons on two of the following subjects, one in each section :—

- |     |  |                            |
|-----|--|----------------------------|
| I.  | { Soap.<br>Cork.<br>A postage stamp.                               | } For Classes II. and III. |
| II. | { The hand.<br>A steam engine.<br>The formation of a coral island. |                            |

7. Write a short essay on that branch of school management which relates to the maintenance of order and discipline in the school-room, and of supervision out of doors.

\* Candidates are allowed to select out of the six subjects the two which they think they can deal with best.

## GRAMMAR.

[Teachers, 1881.]

Two hours.

*Candidates for Class III. will take the first six, and Candidates for Class II. the last six questions.*

1. Make out a classified list of exceptions to the general rule for the formation of the plural of nouns.

Give the plural form of the following nouns :—Phenomenon, genus, datum, oasis, formula, species, focus.

2. Distinguish between regular and irregular, strong and weak verbs. Write down the past tense and the passive participle of *awake, lay, blow, fall, smite, hew, set, throw*.

3. Parse the following passage, adding notes on any peculiarities of construction :—

“The third day comes a frost, a killing frost,  
And when he thinks, good easy man, full surely  
His greatness is a ripening, nips his root,  
And then he falls as I do.”

4. What is the force of the auxiliaries *shall* and *will*, respectively, in the first, second, and third persons? Distinguish between *I am, I be, I were*, after *if*.

Construct short sentences to illustrate your answers.

5. Show how the *subject* of a sentence may be enlarged in five different ways, and how extensions of the *predicate* may be regarded as adverbial adjuncts or qualifications.

6. Analyse one of the following passages :—

“Down to the vale this water steers;  
How merrily it goes!  
'Twill murmur on a thousand years,  
And flow as now it flows.”

“While this excitement was going on Anne stood between the two brothers, who protectingly joined their hands behind her back, as if she were a delicate piece of statuary that a push might damage.”

7. Distinguish between the use of the colon and the semicolon in punctuation.

What is a parenthesis, a simile, a metaphor?

Construct sentences to illustrate your answers.

8. Paraphrase the following passage :—

“They heard, and were abashed, and up they sprung  
Upon the wing; as when men went to watch  
On duty, sleeping found by whom they dread,  
Rouse and bestir themselves ere well awake.  
Nor did they not perceive the evil plight  
In which they were, or the fierce pains not feel;  
Yet to their general's voice they soon obeyed,  
Innumerable. As when the potent rod  
Of Amram's son, in Egypt's evil day,  
Waved round the coast, up called a pitchy cloud  
Of locusts, warping on the eastern wind,  
That o'er the realm of impious Pharaoh hung  
Like night, and darkened all the land of Nile:  
So numberless were those bad angels seen,  
Hovering on wing under the cope of hell.”

## ARITHMETIC.

[Teachers, 1881.]

Two hours and a half.

*Candidates for Class III. will take the first seven, Candidates for Class II. the last seven questions.*

1. Reduce  $\frac{3\frac{1}{2} + 2\frac{1}{3}}{\frac{3}{4} \text{ of } 9\frac{1}{6}}$  to a simple fraction. What fraction of 2s. 6d. is  $\frac{5}{16}$  of 3s. 4d.?

2. Find by Practice the cost of 960 things at £2 4s. 4½d. each ; and the rent of 21a. 3r. 5p. at £2 13s. 4d. per acre.
3. How many hours a day must 42 boys work to do in 45 days what 27 men can do in 28 days of 10 hours long ; the work of a boy being half that of a man ?
4. If 22 men can dig a trench 420 yards long, 5 wide, and 3 deep, in 350 days of 9 hours each ; in how many days of 11 hours each will 252 men dig a trench 210 yards long, 3 wide, and 2 deep ?
5. In how many years will £320 double itself at 2½ per cent. simple interest ?
6. Find the difference between the interest and the discount of £10,921 17s. 6d. for 3½ years at 4½ per cent. simple interest.
7. A grocer buys 567 cwt. of sugar at £1 19s. 10½d. per cwt., and mixes it with 1161 cwt. bought at £2 2s. 6½d. per cwt. ; at what price per lb. must he sell the mixture to realise a profit of 12 per cent. ?
8. Multiply 1·27 by ·0458 ; divide 1·23123 by 3·63 ; and reduce 3½ qr. to the decimal of 15 tons.
9. The bottom of a ladder is placed at a point 14 feet from a house, and the top of the ladder rests against the house at 48 feet from the ground ; and on turning the ladder over to the other side of the street its top rests at 40 feet from the ground : find the breadth of the street.
10. A rectangular court is 50 yards long and 30 yards broad. It has paths joining the middle points of the opposite sides, of 6 feet in breadth, and also a path of the same breadth running all round it. The remainder is covered with grass. If the cost of the pavement be 1s. 8d. per square foot, and of the grass 3s. per square yard, find the whole cost of laying out the court.

## GEOGRAPHY.

[Teachers, 1881.]

Two hours.

*Candidates for Class III. will take the first nine, and those for Class II. the last nine questions.*

1. Name the five zones, and give their boundaries.
2. Explain the terms latitude, solstice, watershed, fauna, estuary, hemisphere, oblate spheroid.
3. Write a description of Scotland, giving the boundaries, physical features, rivers and chief towns, manufactures and exports.
4. Name the principal groups of Islands in Australasia, giving, as nearly as you can, their relative positions.
5. Describe the course of a vessel, starting from, and proceeding along the coasts of the Mediterranean back to, Gibraltar. Name the principal ports of call.
6. Describe the course of the following rivers, naming the principal towns on their banks :—Amazon, Ganges, Mississippi, Nile, Volga.
7. Describe the position of the following places :—Adelaide, Alexandria, Auckland, Brindisi, Buenos Ayres, Calcutta, Galle, Manchester, Newcastle (N.S.W.), Port Darwin, Rockhampton, Singapore, San Francisco, Wentworth, Wodonga.
8. Give what you consider the simplest proof of the rotundity of the globe ? What are the earth's two principal motions, and what is the result of each ?
9. Explain and illustrate by diagrams the causes of eclipses of the sun and of the moon.
10. How is the difference in time between different places on the earth's surface determined ? When it is 10 A.M. in Calcutta what time is it in Hobart ?
11. What proportion does the land-surface bear to the water-surface of the globe ? Supposing a hemisphere to be drawn containing as much as possible of the land-surface, where would the central point be, and what would be the principal portions of land excluded from it ?
12. Draw a map of Tasmania, marking the principal towns and headlands.

## ENGLISH HISTORY.

[Teachers, 1881.]

Two hours.

*Candidates for Class III. will take the first five, Candidates for Class II. the last five questions.*

1. Write a list of the Sovereigns of England, with dates of accession, from 1327 A.D. to the present time ; and mention the relationship of each to his (or her) predecessor.
2. Give a short account of the following persons and places as mentioned in English History :—William Penn, Thomas Cranmer, Daniel O'Connell, Sir Isaac Newton, Sir William Temple, Sir Robert Peel, Anselm, Sir Francis Drake, Perkin Warbeck, Sir John Eliot, William Laud, Runnymede, Clarendon, Seringapatam, Torres Vedras, Hexham, Rochelle, Kars.
3. Name the English Colonies that became the United States of America ; and mention approximately the time when each of them was settled, or acquired, by England.
4. Give the dates of these events :—The first invasion of Britain by the Romans ; The loss of Normandy by a King of England ; The Battle of Neville's Cross ; The beginning of the American War of Independence ; The first Crusade ; The introduction of Christianity among the Anglo-Saxons settled in Britain ; "The Reformation ;" "The Great Rebellion ;" "The Revolution ;" The Treaty of Utrecht ; The last Siege of Gibraltar ; The Parliamentary Union of England and Scotland ; The Parliamentary Union of Great Britain and Ireland ; The acquisition of Cape Colony ; The Settlement of New South Wales ; The Settlement of Tasmania ; The Repeal of the Corn Laws.

5. Give a short account of the Star Chamber, the Court of High Commission, the Act of Uniformity, the Test Act, the Corporation Act, the Five-mile Act, what affair occasioned the Mutiny Bill?
6. Write (within the compass of one page) a condensed history of the wars between England and France from 1792 to 1815.

*Candidates for Class II. only.*

[Teachers, 1881.]

EUCLID.

Two hours.

1. Prove that "the angles at the base of an isosceles triangle are equal to one another, and if the equal sides be produced the angles at the other side shall also be equal to one another."  
State the corollary to this proposition.
2. The angles which one straight line makes with another upon one side of it are either two right angles or are together equal to two right angles.
3. Prove that a parallelogram may be described equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle.
4. Every point in the line that bisects a given angle is equidistant from the sides of the angle.
5. Construct an isosceles triangle having the vertical angle four times each of the angles at the base.
6. If from any point in the base of an isosceles triangle perpendiculars be drawn to the sides, the sum of these perpendiculars will be equal to the perpendicular from either extremity of the base upon the opposite side.

*Candidates for Class II. only.*

ALGEBRA.

[Teachers, 1881.]

Two hours.

1. Multiply  $x^5 - 2x^4y + 3xy^4 - y^5$  by  $y^5 - 2xy^4 + 3x^4y - x^5$ .
2. Divide  $x^5 - 5x^4 + 9x^3 - 6x^2 - x + 2$  by  $x^3 - 2x^2 + x + 1$ .
3. Find the greatest common measure and least common multiple of  $x^2 + 2x - 120$  and  $x^2 - 2x - 80$ .
4. Simplify  $\frac{\frac{1}{a} + \frac{1}{b}}{\frac{1}{c}} + \frac{\frac{1}{c} + \frac{1}{a}}{\frac{1}{b}} + \frac{\frac{1}{b} + \frac{1}{c}}{\frac{1}{a}} + 3$ .
5. Find the sum and the difference of  $\frac{\sqrt{a} + \sqrt{b}}{\sqrt{a} - \sqrt{b}}$  and  $\frac{\sqrt{a} - \sqrt{b}}{\sqrt{a} + \sqrt{b}}$ .
6. Find the square root of  $4x^6 - 12x^5y + 29x^4y^2 - 30x^3y^3 + 25x^2y^4$ .
7. Solve the equations—
  - (1)  $\frac{x}{3} + 2x \left( \frac{3}{2} - \frac{1}{6} \right) - 1 = 2\frac{1}{2}$
  - (2)  $10x = 11 - \frac{y+5}{7}$ ;  $8y = 17 - \frac{x+3}{4}$
  - (3)  $\frac{3x+2}{x-3} - \frac{3x-2}{x+3} = \frac{4x+36}{x^2-9}$
8. Find a number such that, if 5, 11, and 17 be successively subtracted from it, the sum of the third, fourth, and sixth parts of the respective results shall be equal to 19.
9. The sum of two digits is 9. Six times one of the numbers they form is equal to five times the other number. Find the digits.
10. The sides of a rectangle are 12 and 20 feet; what is the breadth of a border which must be added all round that the whole area may be 384 square feet?

## APPENDIX C.

## BOARD OF EDUCATION, TASMANIA.

## MEETINGS OF BOARD.

## 1876.

Hon. Henry Butler, 7 January (Special), 10, 20, 27 January; 10, 24 February; 2 March (Special), 6, 9, 22 March; 12 April; 10, 31 May; 14, 30 June; 20, 26 July; 15 August (Special); 6 September (Adjourned), 13, 27 September; 4, 11, 25 October; 8, 22 November; 4 and 21 December (Special), 27 December. Total attendances during year, 29.

Henry Hunter, Esq., 7 January (Special), 10, 20, 27 January; 10, 24 February; 2 March (Special), 6, 9, 22 March; 12 April; 3 May (Special), 31 May; 7 June (Adjourned), 14 June; 20, 26 July; 22 August; 6 September (Adjourned), 27 September; 11, 25 October; 8 November; 4 December (Special). Total attendances during year, 24.

Hon. F. M. Innes, 7 January (Special), 10, 27 January; 24 February; 7 June (Adjourned); 22 August; 25 October; 22 November; 4 and 21 December (Special). Total attendances during year, 10.

W. Tarleton, Esq., 7 January (Special), 10, 27 January; 10, 24 February; 2 March (Special), 6, 9 March; 12, 26 April; 10, 31 May; 14, 30 June; 20, 26 July; 15 August (Special); 6 September (Adjourned), 13 September; 4 and 21 December (Special). Total attendances during year, 21.

Philip Turner, Esq., attended at every meeting.

Hon. James Whyte, 7 January (Special), 10, 20, 27 January; 24 February; 2 March (Special), 6, 9 March; 14, 30 June; 12, 26 July; 15 August (Special); 4 December (Special). Total attendances during year, 14.

S. P. H. Wright, Esq., 7 January (Special), 10, 20 January; 24 February; 2 March (Special), 6 March; 3 May (Special), 31 May; 7 June (Adjourned); 20 July; 9 August; 6 September (Adjourned); 11 October; 22 November; 4 and 21 December (Special). Total attendances during year, 16.

Thirty-six meetings were called. Seven members were present at 4, six at 3, five at 8, four at 8, and three at 7. Six meetings lapsed for want of a Quorum.

## 1877.

Hon. H. Butler, 10, 15, 24 January; 7 February; 5, 28 March; 4, 11 April; 9 May; 13, 27 June; 11, 30 July; 8, 22 August; 14 September; 1, 15 October; 12 November; 10 December. Total attendances during year, 20.

Henry Hunter, Esq., 10, 15, 24 January; 7 February; 5, 14, 28 March; 4, 11 April; 9, 23 May; 13, 27 June; 30 July; 28 August; 14 September; 15 October; 15 November; 10 December. Total attendances during year, 19.

Hon. F. M. Innes, 15, 24 January; 14 February; 11, 25 April; 13, 27 June; 11, 25, 30 July; 8, 22 August; 26 September. Total attendances during year, 13.

W. Tarleton, Esq., 28 March; 4, 25 April; 9 May; 13 June; 25, 30 July; 22, 28 August; 12, 14, 26 September; 1, 15 October; 15 November. Total attendances during year, 15.

P. Turner, Esq., 10, 15, 24 January; 7, 28 February; 14, 28 March; 4, 11, 25 April; 9 May; 13, 27 June; 11, 30 July; 8, 22, 28 August; 26 September; 1, 29 October; 12, 15, 26 November; 10 December. Total attendances during year, 25.

Hon. J. Whyte, 5, 14, 28 March; 4, 11 April; 9 May; 27 June; 11, 25, 30 July; 22 August; 12, 14, 26 September; 1, 15 October; 26 November. Total attendances during year, 17.

S. P. H. Wright, Esq., 15 January; 28 March; 11, 25 April; 9 May. Total attendances during year, 5.

Thirty-two meetings were called. Six members were present at 4, five at 5, four at 7, and three at 9. Seven meetings lapsed for want of a Quorum.

## 1878.

Hon. Henry Butler, 23 January; 27 February; 1, 4, 13, 27 March; 10, 24 April; 6, 8, 29 May; 26 June; 3, 10, 24 July; 28 August; 16, 30 September; 21 October; 13 November; 9, 27 December. Total number of times attended, 22.

Henry Hunter, Esq., 9 January; 1, 27 March; 6, 22 May; 12 June; 3, 10, 24 July; 14, 28 August; 2 September; 21 October; 13 November; 9, 23, 27 December. Total number of times attended, 17.

Hon. F. M. Innes, 9, 23 January; 12 February; 1 March; 10, 24 April; 6, 29 May; 12 June; 10 July; 2 September. Total number of times attended, 11.

W. Tarleton, Esq., 13 March; 24 April; 6, 8, 29 May; 26 June; 3, 24 July; 14, 28 August; 2, 16 September; 13 November. Total number of times attended, 13.

P. Turner, Esq., 9 January; 12, 27 February; 1, 4, 13, 27 March; 10 April; 6, 8, 22, 29, May; 12, 26 June; 3, 10 July; 14, 28 August; 2, 16, 30 September; 21 October; 13 November. Total number of times attended, 23.

Hon. J. Whyte, 9, 23 January; 1, 4, 27 March; 10 April; 12, 26 June; 3, 24 July; 2 September; 21 October; 13 November; 9, 23, 27, December. Total number of times attended, 16.

S. P. H. Wright, Esq., 6, 8 May; 12 June; 14 August; 2, 30 September; 21 October. Total number of times attended, 7.

Twenty-nine meetings were called. Six members were present at 2, 5 members at 5, 4 members were present at 10, 3 members were present at 8, 4 meetings lapsed for want of a quorum.

## 1879.

Hon. H. Butler, 13 January; 20 February; 26 March; 30 April; 25 June; 23 July; 29 August; 22 September; 5, 26 November; 24 December. Total number of times attended, 11.

Henry Hunter, Esq., 9, 13 January; 20 February; 12, 26 March; 30 April; 25 June; 23 July; 27, 29 August; 22 September; 29 October. Total number of times attended, 12.

Hon. F. M. Innes, 13, 22 January; 20 February; 26 March; 30 April; 23 July; 27, 29 August; 29 October; 5, 26 November; 24 December. Total number of times attended, 11.

Wm. Tarleton, Esq., 13 January; 20 February; 17 March; 25 June; 29 August; 5, 26 November. Total number of times attended, 7.

James Grant, Esq., 20 February; 17, 26 March; 30 April; 29 August; 22 September; 26 November; 24 December. Total number of times attended, 8.



Hon. J. Whyte, 22 January; 20 February; 17 March; 30 April; 29 August; 22 September. Total number of times attended, 6.

S. P. H. Wright, Esq., 13, 22 January; 26 March; 30 April; 9, 25 June; 23 July; 27, 29 August; 22 September; 5 November. Total number of times attended, 11.

Eighteen meetings were called. Seven members were present at 1, 6 members were present at 2, 5 members were present at 3, 4 members were present at 4, 3 members were present at 3, 5 meetings lapsed for want of a quorum.

### 1880.

Hon. Henry Butler, 26 January; 16 February; 16, 24 March; 28 April; 6, 26 May; 23, 28 June; 13, 28 July; 10, 24 November; 22, 24 December. Number of times attended, 15.

James Grant, 16 February; 16, 24 March; 28 April; 6 May; 28 July; 24 December. Number of times attended, 7.

Henry Hunter, 26 January; 16 February; 16, 24 March; 28 April; 6 May; 23, 28 June; 13, 28 July; 25 August; 22 September; 24 November; 22, 24 December. Number of times attended, 15.

Hon. F. M. Innes, 13 July; 10, 24 November; 24 December. Number of times attended, 4.

William Tarleton, 16 February; 16, 24 March; 6 May; 13, 28 July; 25 August; 22 September; 10, 24 November. Number of times attended, 10.

Hon. James Whyte, 16 March; 6 May; 28 June; 13 July; 25 August; 22 September; 10 November. Number of times attended, 7.

S. P. H. Wright, 16, 24 March; 28 April; 23, 28 June; 28 July; 25 August; 22 September; 10, 24 November. Number of times attended, 10.

Eighteen meetings were called. Six members were present at 1, 5 members were present at 6, 4 members were present at 6, 3 members were present at 1, 4 meetings lapsed for want of quorum.

### 1881.

Hon. Henry Butler, 12, 26 January; 23 February; 23 March; 27 April; 22 June; 6, 13 July; 1, 10 August; 28 September; 2, 23 November; 21 December. Number of times attended, 14.

James Grant, 12, 26 January; 23 March; 25 May; 22 June; 10 August; 2, 23 November; 21 December. Number of times attended, 9.

Henry Hunter, 23 February; 23 March; 27 April; 27 July; 1, 10, 29 August; 2 November; 21 December. Number of times attended, 9.

Hon. F. M. Innes, 27 April; 25 May; 22 June; 13 July; 29 August; 28 September; 26 October; 23 November; 21, 28 December. Number of times attended, 10.

William Tarleton, 12 January; 23 March; 27 April; 22 June; 6 July; 1, 10, 29 August; 28 September; 21 December. Number of times attended, 10.

Hon. James Whyte, 22 June; 6, 13, 27 July; 1, 10, 29 August; 2 November; 21 December. Number of times attended, 9.

S. P. H. Wright, 12, 26 January; 10, 29 August; 28 September; 26 October; 2, 23 November; 21 December. Number of times attended, 9.

Nineteen meetings were called. Seven members were present at 1, 6 members were present at 1, 5 members were present at 3, 4 members were present at 6, 3 members were present at 3, 5 meetings lapsed for want of quorum.

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## APPENDIX D.

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*Battery Point Public School, 2nd September, 1882.*

SIR,

I FIND, after having had a conversation on the subject with the Chief Inspector of Schools, that I unwittingly misinformed you with respect to the amount of rent paid by the Board of Education to the Wardens of St. George's Church for the use of the School-room at Battery Point.

The Annual Report furnished to Parliament by the Board of Education shows that in the year 1869 the rent paid was £30. In every succeeding Report the sum stated is £10.

From these Reports it appears that in 1869 the Board of Education advanced £245, to be expended in enlarging the building. In the year 1875, £41 14s. was advanced; in 1876, £48; and sundry smaller sums at various times.

I learn from Mr. Stephens that, after the building was enlarged, in 1876, the rent was increased to £40 per annum,—£10 to be paid in cash, and £30 as an instalment of the sum advanced by the Board.

I regret exceedingly having made the mistake. My excuse is, that I had no knowledge of the arrangement existing between the Board and the Churchwardens, as all these sums had been expended prior to my taking charge of the school; and having seen for the past dozen years in the Board's Reports the statement "Rent of School Buildings, £10," I naturally concluded that was the rent.

I have the honor to be,

Sir,

Your obedient Servant,

M. M'PHEE.

E. N. C. BRADDON, Esq., M.H.A.,  
Chairman Committee on Education.