

(No. 28.)



1878.

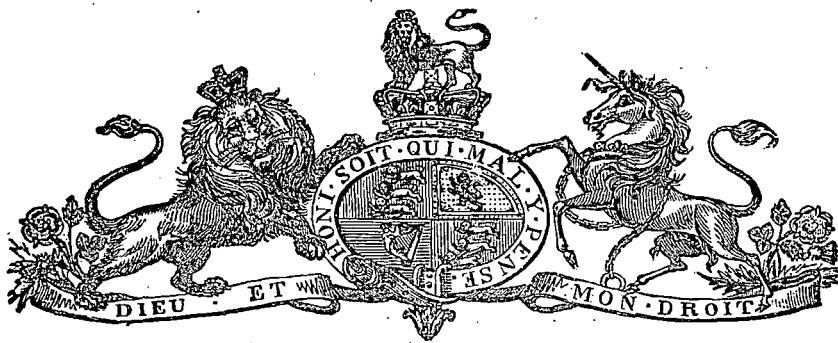
T A S M A N I A.

LEGISLATIVE COUNCIL.

BOARD OF EDUCATION:

REPORT FOR 1877.

Laid upon the Table by Mr. Moore, and ordered by the Council to be printed,
July 16, 1878.



REPORT of the BOARD OF EDUCATION for the Year 1877.

To His Excellency FREDERICK ALOYSIUS WELD, Esquire, C.M.G., Governor and Commander-in-Chief of the Island of Tasmania and its Dependencies.

MAY IT PLEASE YOUR EXCELLENCY.

1. We, the Members of the Board of Education, Tasmania, have the honor to submit the following Report of our proceedings during the year 1877.

2. During the year 1876 there were 158 Schools in actual operation. The total number of distinct children at any time on the Rolls for that year was 12,231; the average number on the Rolls from month to month was 8140; the average daily attendance was 5867. During the year 1877 there were 165 Schools in operation; the total number of distinct children on the Rolls for the year was 12,557; the average number on the Rolls from month to month was 8222, and the average daily attendance 5973. As compared with the year 1876 the number of Schools has increased by 7; the total number of children on the Rolls by 326; the average number on the Rolls by 82; and the average daily attendance by 106.

3. *Progress of Schools.*—The progress of the Schools conducted in connection with the Board since the establishment of the present system of Public Instruction is shown in the following Table:—

Year.	No. of Schools.	No. of Scholars on Rolls during the year.	Average No. of Scholars on Rolls from month to month.	Average Attendance.	Average No. on Rolls during the year at each School.	Average No. on the Rolls from month to month at each School.	Average Attendance at each School.	Per-centage of Attendance to the average No. on Rolls.
1854..	50	..	2734	2024	..	54·08	40·48	74·03
1855..	61	..	3377	2444	..	55·26	40·06	72·37
1856..	78	..	3662	2628	..	46·97	33·69	71·76
1857..	72	..	3601	2640	..	50·01	36·66	73·31
1858..	71	..	3665	2725	..	51·62	38·38	74·35
1859..	80	5042	3948	2950	63·02	49·35	36·87	73·91
1860..	85	6664	4324	3077	78·40	50·87	36·26	71·16
1861..	88	7236	4845	3336	82·23	55·05	37·91	68·85
1862..	89	7814	5084	3654	87·79	57·12	41·05	71·87
1863..	88	7124	4607	3426	80·95	52·34	38·92	74·36
1864..	97	7791	4987	3763	80·31	51·41	38·79	75·45
1865..	102	8294	5357	4074	81·31	52·42	39·94	76·05
1866..	101	8198	5159	3930	81·16	51·08	38·91	76·17
1867..	105	8346	5419	4112	79·48	53·14	39·16	75·83
1868..	109	8746	5649	4272	80·23	51·46	39·19	75·62
1869..	116	9316	5992	4511	80·22	51·66	38·88	75·28
1870..	128	9997	6678	5041	78·10	52·17	39·38	75·49
1871..	130	10,194	6786	5187	78·41	52·20	39·90	76·43
1872..	139	10,491	6921	5209	75·47	49·79	37·47	75·26
1873..	141	10,803	7047	5268	76·62	49·98	37·36	74·76
1874..	147	12,158	7970	5867	82·70	54·21	39·91	73·61
1875..	154	12,271	8145	5703	79·68	52·89	37·03	70·02
1876..	158	12,231	8140	5867	77·41	51·52	37·13	72·07
1877..	165	12,557	8222	5973	76·10	49·83	36·20	72·64

4. *Attendance.*—The following table exhibits the number of Scholars in average daily attendance from month to month during the year :—

MONTH.	No. of Schools.	Average Daily Attendance.	Average Daily Attendance at each School.
January	131	4570	35
February	148	5422	37
March	148	5457	37
April	145	5399	37
May	145	5651	39
June	148	5572	38
July	149	5711	38
August	149	5715	38
September	151	6285	42
October	152	6315	42
November	154	6276	41
December	154	5837	38

5. *Religious Denominations of Scholars on the Rolls.*—The Returns exhibiting the Religious Denominations of 12,537 Scholars on the Rolls afford the following comparison with the Census Tables of 1870 :—(See Appendix J.)

	Church of England.	Church of Rome.	Presby- terians.	Wesleyans.	Indepen- dents.	Other Deno- minations.
Entire Population as shown by Census taken 7th February, 1870	53,047 or 53·40 per cent.	22,091 or 22·24 per cent.	9064 or 9·13 per cent.	7187 or 7·24 per cent.	3931 or 3·96 per cent.	4008 or 4·03 per cent.
Scholars on Rolls, 1877 ...	5869 or 46·82 per cent.	2782 or 22·19 per cent.	839 or 6·69 per cent.	1830 or 14·60 per cent.	921 or 7·35 per cent.	296 or 2·35 per cent.

6. *Ages and Classification of Scholars.*—We have Returns from 154 Schools of the Ages and Classification of 8123 Scholars on the Rolls at Christmas 1877, which are summarised below :—

	C L A S S.						TOTAL.
	I.	II.	III.	IV.	V.	VI.	
Under Four Years	62	—	—	—	—	—	62
Four years	210	—	—	—	—	—	210
Five years	415	9	—	—	—	—	424
Six years	575	99	8	—	—	—	682
Seven years	573	256	38	1	—	—	868
Eight years	392	462	135	19	1	—	1009
Nine years	229	499	291	60	6	—	1085
Ten years	158	384	372	139	26	2	1081
Eleven years	89	259	309	193	40	3	893
Twelve years	39	169	240	221	86	11	766
Thirteen years	17	85	165	171	88	10	536
Fourteen years and over	19	62	126	138	126	36	507
TOTAL	2778	2284	1684	942	373	62	8123
Per-centage of Scholars	34·20	28·12	20·73	11·59	4·60	0·76	

7. *Building Grants.*—We have appropriated the sum of £1852 10s. 6d. in aid of the erection and improvement of School premises at the following places:—

PARTICULARS.	Amount granted by Board.	Amount raised Locally.	TOTAL.
	£ s. d.	£ s. d.	£ s. d.
Sorell Creek—Erection of Schoolroom and Teacher's Residence.....	126 13 4	63 6 8	190 0 0
Port Esperance, No. 2—Erection of Schoolroom	124 0 0	62 0 0	186 0 0
Southport—Erection of Schoolroom and Teacher's Residence.....	138 12 0	69 6 0	207 18 0
Old Beach—Erection of Schoolroom and Teacher's Residence	137 11 8	68 15 10	206 7 6
Tea Tree—Erection of Schoolroom and Teacher's Residence	157 9 10	78 14 11	236 4 9
Jerusalem—Purchase of Teacher's Residence ..	153 6 8	76 13 4	230 0 0
Ross—Erection of Schoolroom	435 0 0	*67 10 0	502 10 0
Barrington—Erection of Schoolroom.....	34 6 8	17 3 4	51 10 0
Sassafras—Erection of Schoolroom	77 6 8	38 13 4	116 0 0
Torquay—Erection of Schoolroom.....	99 18 8	49 19 4	149 18 0
Flowerdale—Erection of Schoolroom.....	48 13 4	24 6 8	73 0 0
Sulphur Creek—Erection of Schoolroom	44 0 4	22 0 2	66 0 6
St. Leonard's—Erection of Schoolroom	232 13 4	116 6 8	349 0 0
St. Michael's—Erection of Teacher's Residence	42 18 0	21 9 0	64 7 0
TOTAL.....	1852 10 6	776 5 3	2628 15 9

* Site with buildings thereon reckoned as £100 towards local subscriptions.

The amount granted by the Board, as shown above, is chargeable against "Loans Bill." In addition to the sums expended as above, we have paid £557 2s. 6d. out of the "Vote in aid of Public Schools" for repairs and improvements to School-houses.

8. *Schools opened.*—Schools at the following places were established during the year:—Brookside, Enfield, Green's Creek, Nine Mile Springs, North Motton, Port Esperance, No. 2, Sandridge, Sorell Creek, Southport, and Tea Tree. Six Schools were re-opened after having been temporarily closed, viz.:—Barrington, Bridgewater, Deddington, Old Beach, St. Leonard's, and South Arm.

9. *Schools closed.*—Schools at Apsley, Duck River, Jericho, Port Arthur, and Quamby Bend, were closed; and Schools at Black Brush, Falmouth, George's Bay, Glazier's Bay, and Wattle Grove, Green's Creek, Montos Marsh, and Ulverstone were closed temporarily during the year for reasons which are particularised in Appendix G.

10. *Grant for Education.*—The total expenditure in aid of Public Schools amounted to £15,380 2s. 4d. The appropriation of this money is exhibited in detail in Appendices C. and G., and may be briefly recapitulated as follows:—

Objects of Expenditure.

	£	s.	d.
Salaries and Allowances of Teachers, Assistant Teachers, Pupil Teachers, and Paid Monitors	13,748	5	1
Rent of School Buildings.....	196	14	8
Repairing and improving School Buildings	557	2	6
Providing School Furniture and Fittings	138	7	8
Providing Books, Maps, and School requisites	188	0	3
Salaries of Visiting Officers.....	240	0	0
Miscellaneous Expenditure	311	12	2
TOTAL.....	£15,380	2	4

In addition to the above amount the sum of £1811 6s. 2d., chargeable against the Establishment, was paid on account of Administration and Inspection.

11. *Cost of Instruction.*—The following table exhibits the cost of instruction for the year 1877 :—

	<i>Exclusive of Cost of Administration and Inspection.</i>			<i>Cost of Administration.</i>		<i>Cost of Inspection.</i>	
	£	s.	d.	s.	d.	s.	d.
Scholars on the Rolls for the year, per head	1	4	6	0	10 $\frac{3}{4}$	1	11 $\frac{3}{4}$
Average number on the Rolls, per head	1	17	5	1	4 $\frac{1}{2}$	3	0 $\frac{1}{4}$
Average daily attendance, per head	2	11	6	1	10 $\frac{3}{4}$	4	1 $\frac{3}{4}$

12. *School Fees.*—The School Fees paid by parents in aid of Teachers' Salaries amounted to £540l 7s. 10d. or £219 14s. 10d. more than last year: dividing this amount by the—

	s.	d.
Number of Scholars on the Rolls for the year, gives	8	7 $\frac{1}{4}$ per head.
Average number on the Rolls, gives	13	1 $\frac{3}{4}$ per head.
Average daily attendance gives	18	1 per head.

13. *Income of Teachers.*—We have received Returns of the emoluments of 177 Teachers who were employed during the year, from which we have compiled the following results :—

	<i>No. upon which the Average is taken.</i>	<i>Average Annual Income.</i>			<i>Maximum Annual Income.</i>			<i>Minimum Annual Income.</i>		
		£	s.	d.	£	s.	d.	£	s.	d.
Schoolmasters	48	133	13	9	455	8	3	47	9	6
Schoolmasters and Mistresses conjointly	60	160	19	0	607	8	8	73	7	6
Schoolmistresses in sole charge	40	65	3	6	190	15	1	26	9	10
Female Assistants	29	33	7	10	70	0	0	20	0	0

The above statements have reference to the income which is derivable by Teachers in connection with their Schools only, and do not include sums received for private tuition.

14. *Free Scholars.*—We append a Return of the number of children admitted during the year under free certificates. The sum of £558 19s. 2d. has been paid by the Board for their instruction, the average number of Free Scholars under instruction being 1461·25. See Appendix H.

The following statement will show the average number of Scholars receiving their instruction Free, and the amount paid to Teachers by the Board for their instruction for the past fifteen years :—

	<i>Average No. of Free Scholars under Instruction.</i>	<i>Amount paid to Teachers for their Instruction.</i>		
		£	s.	d.
During the year 1863	679·75	380	18	6
Ditto 1864	612·75	354	17	10
Ditto 1865	896·00	359	7	6
Ditto 1866	1027·75	434	17	9
Ditto 1867	1118·00	470	15	9
Ditto 1868	1209·25	497	12	3
Ditto 1869	1438·00	586	4	3
Ditto 1870	1780·75	722	17	3
Ditto 1871	2013·50	850	15	9
Ditto 1872	1886·25	742	5	11
Ditto 1873	1533·50	629	9	5
Ditto 1874	1611·75	620	12	4
Ditto 1875	1603·25	593	16	1
Ditto 1876	1560·75	615	13	1
Ditto 1877	1461·25	558	19	2

15. *Night Schools for Males.*—We append a Return of the number of scholars admitted into the Night Schools. The sum of £124 4s. 6d. has been paid by the Board for their instruction, the average number of Scholars being 144·75. See Appendix F.

16. *Exhibitions from Public to Superior Schools.*—In the month of June we caused an Examination for Exhibitions from Public to Superior Schools to be held; fifteen male and two female Candidates presented themselves; and on the recommendation of the Examiners, the Rev. Canon Davenport, B.A., and the Rev. Canon Bailey, we awarded an exhibition of the value of £16 13s. 4d. per annum, tenable for four years from the 1st of July, 1877, to each of the under-mentioned male Candidates; and an Exhibition of the same value tenable for one year, to the under-mentioned female Candidate:—

No.	Name.	Date of Birth.	Public School.
<i>Male Candidates.</i>			
1	George Ernest Clemons.....	20 March, 1866	Evandale.
2	Henry Frank Miles.....	9 July, 1866	Goulburn-street, Hobart Town.
3	Timothy Patrick Hartnett	25 Nov., 1865	Evandale.
4	John Alfred Hallam.....	17 August, 1865	O'Brien's Bridge and New Town.
5	William James Springford East	1 Nov., 1865	Evandale.
6	Walter Baxter.....	26 Sept., 1865	Hagley.
<i>Female Candidate.</i>			
1	Mary Ann Plowman.....	30 August, 1865	Goulburn street, Hobart Town.

The Examiners in closing their Report observe—

The results of the Examination are, in our opinion, very satisfactory. The number of Candidates was considerably larger than last year, and, though the number of marks obtained by the foremost is not much greater than at the last Examination, we have pleasure in observing that the highest number was obtained by a female candidate, and also that not less than five boys were qualified for an Exhibition besides the first six to whom that honor will be awarded. These successes reflect great credit on the masters of the various schools at which they have studied, as well as on the candidates themselves.

A Statement of Expenditure under this head will be found in Appendix E.

17. *General and Local Inspection.*—On summarising Appendix I. it will be seen that 3984 visits have been made to the Public Schools during the year, of which 382 were made by the Inspectors, 1349 by Members of the Local Boards, and 1506 by other persons; and, for the purpose of imparting Religious Instruction, 565 visits were made by Ministers of the Church of England, 128 by Ministers of the Church of Rome, 24 by Ministers of the Church of Scotland, 14 by Wesleyan Ministers, 9 by Ministers of the Independent Church, and 7 by Ministers of other Denominations.

18. *Increased Inspection.*—We desire again to urge upon the consideration of the Government the necessity for increased powers of inspection. The number of schools throughout the colony has steadily increased year by year, and there can be no doubt that the settlement of the country by mining bodies in localities hitherto unoccupied will shortly call for the establishment of additional schools in situations peculiarly inaccessible, and far distant from the ordinary visiting rounds of Inspectors. The employment of a larger number of schoolmasters also entails upon the present Inspectors much additional work in examining candidates for employment and promotion, and curtails in a corresponding degree the time available for the actual work of inspection, and it is clear that this part of their duty will also annually become heavier. We, therefore, are of opinion that the services of a third Inspector are absolutely necessary for the maintenance of the constant inspection which is essential to the efficiency of the schools under our control, and we trust that the Government will sanction the immediate appointment of such an officer and take the necessary steps to provide for his salary.

19. *Supervision of Works.*—The difficulties that have arisen for the proper supervision of school buildings in the course of their erection and repair induces us to ask from the Government the early consideration of this matter; and we are of opinion that it would be advisable that this branch of our functions be placed under the care of the Public Works Department, the officers of which are generally available in all parts of the colony.

20. *Local Contributions.*—Much dissatisfaction arises in the collection of local contributions towards the erection and repair of school premises, and frequently causes delay in affording the benefits of education in localities where it is most required, by the inability of the inhabitants to raise the required one-third. We desire to call attention to the desirability of some legislation with regard

to this question, as it is manifestly unjust to insist on the country districts paying the local contribution while no assistance is rendered by the inhabitants in respect to the erection or repairs of school buildings in either Hobart Town or Launceston, the two largest centres of population.

21. The annual Reports, by the Chief Inspector, and by Mr. Inspector Rule, are annexed hereto. See Appendices A. and B.

22. We submit this as our Report on the Public Schools for the year ending 31st December, 1877, and we have caused our corporate Seal to be affixed hereto.

HENRY BUTLER, *Chairman.*

HENRY HUNTER.

F. M. INNES.

WILLIAM TARLETON.

PHILIP TURNER.

JAMES WHYTE.

STEPHEN P. H. WRIGHT.

*Education Office, Hobart Town,
3rd July, 1878.*

APPENDIX A.

GENERAL Report for 1877, by T. STEPHENS, Esq., M.A., Chief Inspector of Schools.

Hobart Town, 27th April, 1878.

GENTLEMEN,

I HAVE the honour to present my General Report for the year ended 31st December, 1877.

INSPECTION.

The appointment of an additional Inspector, if it has not lessened the amount of my work, has at least greatly improved the economy of time. So long as the whole time of a public officer is given to certain duties it is not a matter of much moment to him whether the area of his district be large or small; but it is certainly a benefit to the schools to be more frequently visited, and an advantage is gained by the Inspector's having to spend less time in the actual business of journeying from place to place. The number of days given during the year to the inspection of Schools and travelling was 216, and to the examination of Candidates, Pupil Teachers, and Teachers, 26. An attack of illness early in the year stopped my travelling for nearly a fortnight; the greater part of January was taken up with the clerical work arising out of School Examinations of the previous year; and the balance of time was barely sufficient for special visits, the preparation of reports, and other office business which had to be finished within the year.

To the schools in the Southern District, 71 of which were in operation during the whole or part of the year, 170 visits were paid. All but two of the Schools were visited twice, and twenty of them three times or oftener. Of the two exceptions, one was closed early in the year, and the other I only learned the existence of by accident, after it had been in operation some nine months. Some schools remain closed from the want of teachers, the absence of decent accommodation being one of the most prominent obstacles. Nearly the whole of my travelling was done in the saddle, the means of public conveyance being rarely available without the waste of time and the inconvenience which result from the difficulty of arranging for cross-country journeys from the various local stations. The importance of completing all school examinations before the schools break up for their vacation generally obliges the Inspector to work at high

pressure, and for long hours, during the latter half of the year, and I have not been able to accomplish this business without an occasional appearance of hurry, which is always to be avoided as far as possible; but I have made it a rule in no case to quit a school until its condition in all essential points has been ascertained. Waste of time in travelling has been avoided, and expense saved as far as possible, by completing each tour before returning to head quarters.

The number of children actually attending the Southern Schools may be estimated from the Statistics of 1876, the latest which have been published, at about 4200 out of a total of 8250, or 4859 including the Hobart Town Ragged Schools, the inspection of which I undertook last year. The average daily attendance may be estimated from the same data at 3320. The number actually present at my examinations during the latter half of the year, and examined individually, was 3063: the results of the examinations have been stated in detail in my separate reports. The discharge of the special functions of a Chief Inspector, or the proper supervision of a number of large town Schools, are quite incompatible with the inspection of a large rural district with a widely scattered population, and I have never been able to give as much time to these Schools as I could wish, though I have periodically tested the actual results of instruction imparted in them.

SCHOOLS AND TEACHERS.

Of the discipline and management of schools, and the prevalent defects under these heads, with the obstacles which stand in the way of any general improvement, I have treated at sufficient length in my last Annual Report. When some sort of training or special preparation for their work shall come to be recognised as a necessary qualification for all teachers in public schools, an Inspector may go his rounds with some feeling of hopefulness: at present he can only console himself with the reflection that there are some schools in which the results of good management are clearly evident, and with the knowledge that the majority of teachers are honestly anxious to discharge their duties satisfactorily, though they may be making slow progress towards efficiency. One of the first axioms of his profession that an Inspector has to realise in dealing with untrained teachers is, that it is most unwise to attempt to point out all the defects in teaching and management at once. Many who have at last mastered the chief difficulties of their daily work would have been utterly disheartened if they had been told of all their shortcomings in the first years of school-keeping, and if they had been made alive to the fact that perhaps a whole generation of school children would pass from under their control almost wholly untrained, and with scarcely any education to fit them for the battle of life in their several stations. There is one improvement which I have been glad to notice in a number of the schools, though it is still far from being universal. When an Inspector visits a school, whether with or without notice, he expects to see the routine business, which has been momentarily suspended for a brief interchange of greetings, immediately resumed, and carried on in accordance with the time-table, until he asks for a change to be made. In a well-ordered school the children will in a very few minutes cease to take any notice of the presence of a stranger, and the Inspector has a fair opportunity for the discharge of his most important function—the observing the school in its ordinary working condition; and it will not take him long to determine whether it is the *ordinary* work which is under his notice, or whether the children are acting under some special constraint. It would be well if local visitors would conform more strictly to this rule. In very many instances I fear they are not sufficiently careful to avoid attempting to draw the teacher into conversation, and to refrain from interrupting the routine of business; nor are they sufficiently aware that such visits do much more harm than good.

Reading, among the elementary subjects, is the branch which is generally taken in hand first, but in which the ultimate proficiency, both in public and private schools, rarely rises above mediocrity. For the present, an Inspector must be content if the children can pronounce the words of their reading lessons without hesitation, and if they fairly know their meaning. Distinct articulation of syllables, and ability to grasp the purport of the sentence, come next in order of importance; and it is worthy of remark that the schools which have gained distinction in the subject of reading, are usually not merely satisfactory in regard to one or two higher classes, but exhibit the evidences of careful teaching from the child's first entrance. I have already shown how the classification has been thrown into confusion by an alteration in the titles of the reading-books; and this has been noticed not only in new schools, for which there was some excuse, but in some others also whose teachers ought to have known that the Board could not have intended children in, say, the Fourth Class, to begin to study a series of reading lessons which the programme plainly required them to have become familiar with before leaving the Third Class. The means which I have recommended for correcting this irregularity will prevent any further disorganisation of classes; but the first steps towards placing the subject of reading on a satisfactory footing will be the introduction of a better class of reading books, and the gradual discontinuance of the Irish series. Writing is, on the whole, the subject in which there is least fault to be found with the standard of proficiency. In a few schools it is admirably taught, the children being trained to the practice of a clear and bold style of handwriting, which will always be a valuable possession to them. Even in schools of a very low class the writing is sometimes satisfactory, having been acquired mechanically without teaching. Some modern reformers propose to dispense with slates and pencils altogether as tending to destroy freedom and ease of style. All my experience, however, has shown that where the slate-writing has induced defects of any kind, it is from the teacher's negligence, from the use of short pencils, or from bad training in the elementary stages. Writing to dictation is not required in classes below the Third; and the degree of proficiency in reproducing sentences with correct spelling and punctuation, though fairly satisfactory in some schools and passable in many, is a qualification only belonging to the upper portion of the children in the schools, and is not acquired by the many who leave before they have got out of the lower classes. The methods of teaching spelling by dictation are very various, and some are adopted more to save trouble than because they are of much practical value. All successful teachers have found it necessary to keep up the practice of oral spelling, which some experimentalists proposed, a few years ago, to supersede entirely by

dictation exercises. The mania for a so-called "spelling reform"—the substitution of a phonetic language for the English of our national literature and history—is not likely to spread far among the profession. Admitting that there are many anomalies in the spelling and pronunciation of English words which it is desirable to remove, the teaching of reading and spelling by the existing system of orthography is not, after all, a very formidable difficulty to a reasonably competent teacher. In spite of a generally low standard of elementary education, we have, here and there, under very diverse conditions, specimen schools in which all such difficulties have been conquered. Even in the remote bush may be found children of eleven or twelve years of age, having been not more than three or four years under instruction, who can write out and spell correctly almost any passage of ordinary English. Of the teaching of Arithmetic in the public schools it is impossible to speak in general terms, it varies so much both in character and results in the different schools. The absence of good discipline tells more seriously against success in this branch than in any other. Children who have been badly taught are always tempted to copy from a neighbour who is slightly in advance of them; and the way in which they habitually deceive many teachers and inexperienced examiners would be astonishing to the uninitiated. The common practice of setting a large class to work the same sums from the black-board is one of the means which directly encourage this bad habit; but no method of instruction will answer its purpose unless the teacher makes it impossible for children to copy without instant detection. Next to the habit of copying, the most common causes of failures at the Inspector's examination are the absence of oral teaching of principles at every stage, and the practice of allowing children to go on from one stage to another without constant recapitulation of past work. To neglect of the last may be generally traced the failures of which I have had to report—that children in a Fifth Class could not have passed with credit even in the Third Class. English Grammar holds about the same position in the schools that it has kept for many years, and where the Third and higher classes are well represented is fairly abreast of the other subjects of instruction. Little is attempted beyond parsing of sentences; but even this is a valuable exercise for children whose school life is short. The uncertainty in which the study of Grammar is involved through the conflict of standard authorities necessarily creates difficulties for the teacher, and to win success he must make himself master of many text-books, and lead his scholars into the elements of practical composition without overburdening them with the dry technicalities of the subject. Geography requires trained skill as well as natural ability in the teacher to give it much value in primary schools. The simple elements of Physical Geography present an admirable means of developing general intelligence in children, and should be taught early; but at present the Inspector has to be satisfied if he finds a fair proportion of the children in the higher classes acquainted with the bare outlines indicated by the programme. Some of the outlines of History might be taught incidentally along with the geography of a country: as a separate subject it is somewhat beyond the range of the public schools. Very few teachers are qualified to teach drawing or singing. In the few schools in which the former has been introduced, it is, for the most part, rather an amusement than a branch of instruction; and the same may be said of singing. This subject requires a natural qualification in the teacher independently of technical knowledge, and it is worse than useless to attempt its practice when neither are present. There are isolated cases in which both subjects are satisfactorily taught to the children in the upper classes. Needlework is taught in most of the schools, and often with considerable success. In some schools I have lately had to caution the mistress against taking her own work into the school, instead of devoting her whole time and attention to the sewing of the girls placed under her charge.

The results of the system of management in a school, aided to some extent by the methods employed in teaching, combine to produce what we call its "tone." Even bush children may be trained to habits of punctuality, cleanliness, and order, let their homes be ever so poor; and, as a matter of fact, the humble bush school often sets a good example to its more pretentious neighbour in the country town or village. When I see the children themselves evidently anxious to be in good time for school, and entering and leaving it in a quiet orderly manner; when they know beforehand the regular business of the hour, and require no stern tone of command, nor repeated directions to set them to their several duties, or to effect the routine changes; when they give their attention to the work before them, if it be only the attempt to draw straight strokes upon their slates, and are not continually turning about to watch the teacher engaged with another class, or to observe anything that may be going on behind them; when the animated expression of their faces shows that they are accustomed to be questioned in a kindly manner by their teacher, and encouraged to do their best to give answers in their own simple language, I have no hesitation in concluding that these children are being *educated* in the proper sense of the term, and am not greatly distressed at finding defects in the technical details of instruction. The other side of the picture is less agreeable to dwell upon, and I have sufficiently described it in late Reports.

An Inspector's Annual Report does not profess to include a dissertation on the art of teaching, the principles of which ought to be mastered by teachers before they are placed in charge of a school; and I will only add a few words on the method of questioning children, about which there is a very general misunderstanding. The subject divides itself into two very distinct branches,—the inductive process of oral teaching, and the direct questioning of the Inspector or Examiner when testing the results of instruction. In the ordinary course of teaching both methods should be employed: in the formal work of examination only the latter. The questions of the Examiner may and should be varied, so as to adapt their language to the understanding of the child; but they must be direct questions, and not founded on the Socratic method of leading up from the known to the unknown, or the Examiner will run the risk of giving the children credit for what he has himself taught them. A teacher will occasionally suggest that the hesitation or total silence of the children is the result of shyness in the presence of a comparative stranger, or that they could answer the questions if put by himself. But it is very easy to distinguish diffidence from ignorance, and it will generally be found that such children have either been totally unaccustomed to questions about their work, or that they can only answer them when the question unmistakeably suggests the expected answer. The worst variety of class questioning is that which prompts the answer by half pronouncing the first syllable of the word, or the first word of the answer required; and I fear that this practice is not unknown in schools of somewhat high pretensions. Very often a few questions given at random constitute all the oral teaching in a school.

GENERAL.

In connection with the grave deficiencies in school out-offices, and the absence of properly separated accommodation for boys and girls, which I have from time to time mentioned in my Reports, I may here call attention to the necessity of regulating the practice of dismissing the children for a recess during school hours. There is no rule laid down by the Board on the subject, so far as I am aware, and it entirely depends on the special circumstances of each case whether the practice is advantageous or positively objectionable.

Considering the generally prosperous condition of the classes who chiefly make use of the public schools, it is impossible to look with satisfaction upon the small amounts returned by many Teachers as their receipts for school-fees, which ought to form a considerable proportion of their income; and it is not too much to say that the total number of children attending the schools from week to week ought to produce a gross return of nearly or quite double the amount which is given in the Board's Annual Report. The sums actually received by Teachers appear to vary from 6d. per week to £1 10s. per quarter per head, omitting free scholars. Where the school is working efficiently, the parents, unless they have been previously demoralised by the indiscriminate issue of free certificates, rarely decline to pay the regular fees; but a good Teacher may sometimes suffer from the incompetency of his predecessor, who has allowed the children to come without payment rather than lose them altogether by demanding what the parents think he has not earned. As the principal cause of the insufficient income of many Teachers this deficiency urgently demands the consideration of the Board. Supposing that in a school of 25 children only the *minimum* fees were regularly paid by the parents, the income of a married Teacher in the lowest or probationary class would not be less than £100 a year to begin with, and of a mistress alone not less than £70 a year, together with, in most cases, a residence. This rate of remuneration probably exceeds that which is received in any other country by Teachers who are totally untrained; but I would by no means have it assumed that such incomes are at all sufficient for those who have acquired a competent knowledge of their business, and maintain their schools in a state of efficiency. It is quite as much on behalf of the present and future teachers, as in the interest of the children, that I have for so many years past urged the importance of providing some means of training, let it be ever so imperfect, for those who are to be placed in charge of the schools. Good schools are cheaper to the state than bad ones, for the appointment of a competent and industrious teacher will often double the attendance, and the fees, where compulsory rules have proved a dead letter. There would be no lack of eligible candidates for the ordinary rural Schools if they could be assured of facilities for learning their business and qualifying themselves for future advancement.

The case of the small schools of 20 children and under requires to be considered separately; and I believe it would be well to place them in a distinct class under special regulations, and with some such title as "Provisional Schools." The most successful teachers of these schools would be the wives or daughters of small settlers, who could be easily prepared for their very humble work, and are the only class of teachers who will be content to live in the isolated or sparsely peopled bush districts.

Of the inadequacy of the Pupil Teacher System as a preliminary means for training teachers, and the chief causes of its failure, I have treated at sufficient length in the special report which I had the honour to furnish to the Board last year.

The institution of Local School Boards is working sufficiently well in some places to show that it is capable of being made a valuable auxiliary: whether there is an influence which is beneficial to the schools depends, of course, upon the qualifications of the individual members, and on the interest which they take in the school. One important want might be supplied if there were a provision for making the Inspectors a connecting link between the Central Board and the local authorities; but this, as well as the arrangements necessary for enabling the Inspectors to exercise some supervision over the other details of school business, and thus to be in a position to discharge their functions with a reasonable prospect of success, are somewhat outside the limits of this Report.

I have, &c.

T. STEPHENS, *Chief Inspector of Schools.*

The Chairman and Members of the Board of Education.

APPENDIX B.

GENERAL Report for the Year 1877, by J. RULE, Esq., Inspector of Schools.

Launceston, 30th April, 1878.

SIR,

I HAVE the honor to submit to the Board of Education a general Report for the year 1877.

Summary of Work done.—My work during the year may be summarised as follows :—

- (a.) Taking part in the Annual Examinations of Teachers for Classification, and Pupil Teachers for Promotion.
- (b.) Examination of Pupil Teachers in Drawing.
- (c.) Incidental Examinations (17) of Candidates for Employment, and of probationary and other Teachers for Promotion (31 examinees).
- (d.) First regular visits to Schools, 83.
- (e.) Second ditto for Examination, 84.
- (f.) Incidental and special visits, 38.
- (g.) Special visits to districts requiring Schools, 7.
- (h.) Correspondence, Reports, and other office work.
- (i.) Travelling—by rail, 4017 miles ; by coach, &c., 237 miles ; on horseback, 3156 miles :
Total, 7410 miles.

Results of Inspections and Examinations.—All the Schools in operation during the latter half of the year were fully examined. The results of inspection and examination have been already reported for each school separately : those of the latter are condensed in the following Tables, and are given for the schools individually at the end of this Report. It is perhaps not unnecessary to state, that although every school must be judged by its results, yet many circumstances have to be taken into account in doing so ; and as these cannot be tabulated, and must therefore be excluded from a general Report, it would be wrong to draw comparisons to the credit or discredit of this or that teacher with no further data than what is herein contained.

The first Table gives the Teachers' Classification of the Children examined, and the number found properly classed. Such a statement, especially when it concerns a single school, is valuable in showing how far the main provisions of the Programme of Instruction have been understood and adhered to ; but as there is nothing in it to indicate exactly the progress made by the children not 'passed' in any particular class, and no distinction is made between those barely passing (as fit to be in their present class) and those who, being fully up to its standards, are fit for promotion into the next, the second Table has been compiled to show, irrespective of classes, how many of all examined had reached the successive "Standards of Instruction" in reading, writing, and arithmetic, as prescribed in the Programme. The third gives the number that had mastered what must be considered the *minimum* amount of school education required as a ground-work for self-culture by a child leaving school.

NUMBER OF CHILDREN.	CLASS.							TOTAL RESULTS.
	I.		II.	III.	IV.	V.	VI.	
	Div. 1.	Div. 2.						
Present at Examination	681	672	1060	722	388	127	6	3656
Passed in all three subjects ...	681	579	825	369	214	73	4	2745
Per-centage passed	100	85	78	51	55	57	67	*69

* Exclusive of Division 1 of Class I., in which none can fail.

In	STANDARDS.								Per-centage on Total up to the successive Standards in three subjects.
	Reading.	Writing.	Arithmetic.	Reading only.	Writing only.	Arithmetic only.	Two subjects only.	All three subjects.	
Not up to Standard I.	1209	1317	1329	..	..	..	..	1531*	41·8
Up to Standard I.	1092	990	1270	105	25	84	225	1184	32·4
Up to Standard II.	674	697	540	137	95	58	314	530	14·5
Up to Standard III.	417	407	347	103	72	31	186	285	7·8
Up to Standard IV.	201	215	145	57	26	13	99	112	3·1
Up to Standard V.	57	28	23	27	2	5	15	13	0·4
Up to Standard VI.	6	2	2	3	..	..	2	1	0·0
TOTALS.....	3656	3656	3656	432	320	191	841	3656	100·

* This number (1531) includes all that had attained Standard I. in not more than two subjects.

Number examined over 10 years old 1665

Per-centage on Total 45

Number up to Standard III. (or higher) in all three subjects 411

Per-centage on Total 11

A cursory inspection of these Tables enables one to see that the schools they concern are not doing all the work that ought to be expected of them, supposing even—an untenable supposition—that the children examined were all that do not attend private schools, or are being educated properly at home. Taking the subjects of instruction singly it will be seen that, of all examined, 19 per cent. in Reading, 18 in Writing, and 13 in Arithmetic, had reached Standard III.; that in all three subjects only 11 per cent. had done so; and that 45 per cent. were old enough to warrant the expectation of such advancement. It is, however, wrong to infer that the teachers must necessarily be inefficient, when the standards of instruction in a school are low. Not one has produced results altogether satisfactory; but many teachers deserve high praise for their ability and industry. Still it cannot be denied that in too many schools the teacher's inefficiency keeps the standards lower than they would be under tolerable management, other things being equal.

Hindrances to successful Teaching. Holidays.—The causes everywhere at work to hinder successful teaching are absenteeism and irregularity of attendance. Many children are over ten years old before being sent to school at all; and of those sent earlier a large proportion do not attend more than half the number of school days in the year—many less than quarter. Children of ordinary capacity receive little or no benefit from such attendance; and their occasional presence seriously retards the progress of others, and lowers the average standard of proficiency in a way very discouraging to an earnest teacher.

No satisfactory data are available for estimating the numbers not attending any school, or being otherwise properly educated. To make use of the Census of 1870 as a basis for calculation, children over five and under fifteen years old must be reckoned as of *schoolable* age. A careful inspection of the Census Returns and more recent Statistics, allowance being made for the large influx of single men from Victoria, leads me to believe that not less than 5000 children, between the ages above stated, have not been regularly on the rolls of any school, public or private, during the year 1877. It would be difficult to estimate how many of these have never attended any school. The Local School Boards are, as a rule, powerless in this matter. Few are willing to enforce the compulsory law; and even when they try to do so, and children's attendance is by this means secured, it is generally very irregular. The unwilling parent seems to endeavour, by experiment, to ascertain the minimum attendance required by law; and as this has not been fixed by the Act, or the Board's Regulations, magistrates naturally shirk the responsibility of settling it by precedent. The compulsory law will have no general application till it is made more definite, and its administration put into responsible hands. The members of School Boards are often personally interested, and therefore inclined to connive at a breach of the law. Some difficulty would be removed if the Midsummer Holidays were extended to a month, and the exact season when they shall begin left, within certain limits, to the Local Boards in each district.

Grants in Aid.—There has always been a difficulty in establishing and maintaining schools in thinly peopled districts. The only means of obviating it altogether would be a system of colonization under which a sufficient number of families, settling simultaneously on an agricultural area, could support a school from the first; but this remedy cannot be applied by the Board. Population being as it is, the line must be drawn somewhere; and many cases of hardship are unavoidable. Still I think the *minimum* attendance to warrant the extension of Government aid to provisional schools might safely be made lower than at present, if a broader distinction were made between them and the regular Public Schools. There is now practically no distinction; and the consequence is, that teachers receiving the grant are generally starved out of their schools. The very fact that they receive a regular Government salary, however small, is made an excuse for refusal to pay more than the ordinary Public School fees. The great majority of parents indeed pay less, and very many get their children on the free list. I would suggest that the responsibility of establishing and maintaining provisional schools should rest with the promoters, who should receive from the Board a grant in aid under properly stated conditions, collect monthly or quarterly in advance the fees or other local contributions, and pay the teacher a salary sufficient for decent maintenance, he or she having nothing to do with the ways and means of raising it.

Half-time System.—The half-time system, devised to meet this difficulty, has not, as a rule, been successful. To give it any chance of succeeding, the teachers must possess great physical strength, and more than ordinary skill in teaching.

Free Scholars.—The “Free Certificate” system is very unequal in its working. In a few districts it does no harm; but in many it encourages a pauper spirit among labourers, artisans, and small farmers; and the teachers suffer great hardship, especially in schools where the attendance is at, or just above, the standard on which their salaries depend. In some cases parents are fully aware of the teacher’s difficulty, and safely defy him to exercise his rights in demanding fees. There seems to be no practicable middle course between the present system and that of making the schools free alike to rich and poor, the revenue lost by the abolition of fees being made up by the imposition of a school rate, in such a manner that none possessing means should be able to evade a fair share of the burden.

Payment of Teachers.—To improve the staff of Teachers it will be necessary to offer a better and more secure income to those entering the service, to require higher qualifications in candidates for employment, and to modify the system of promotion at present in force. The hardship of teachers being put on a capitation grant instead of salary when the school attendance falls below a certain number was noticed in my progress report for the end of June. I must also express my disapproval of the Regulation by which the salaries proper to teachers’ classification are lowered in consequence of the attendance at their schools decreasing. If this decrease results from their neglect of duty, degradation or dismissal is no doubt a right punishment; but when circumstances beyond their control are the cause, the salaries ought to be paid as usual; but the teachers should be removed as soon as possible to larger schools. If the failure of a school results from inefficient management, due to age or infirmity, it becomes a question of superannuation; which unhappily involves unavoidable hardships where a teacher’s length of service does not bring his case under the Superannuation Act. This well deserves the consideration of the Legislature; for there are few other public departments in which it is so needful to dispense with the services of an infirm officer as in that of education; and as long as this implies turning him adrift on the world without any provision for old age, there will be a danger of his services being retained long after he has ceased to be efficient.

Qualifications of Probationers.—To show the necessity of raising the standards of qualification for admission to the service, it is enough to mention that those for a teacher of the Fourth, or Probationary, Class, are lower than Standard V. of the Programme of Instruction for Children. Of course, this statement does not include the qualifications not tested by examination, viz., teaching power; to prove which the “probation” was no doubt originally intended; but as many teachers have been “probationary” for six years or more, the meaning of the term seems in their case to have been overlooked. It would be well to limit the probation to one year (or two, at most), and to insist on the probationer undergoing examination at the end of that time, with the understanding that, if he do not show sufficient ability in school management to warrant his admission to examination, or (if admitted) do not attain the lower division of Class III., his services will be dispensed with.

Training and position of Teachers.—But to obtain better teachers it will not be enough simply to offer better pay and demand higher learning. There would be little difficulty in thus inducing educated men to enter the service; but few without special training, even if otherwise well educated, become successful managers of schools. Our only training institution is the Pupil Teacher system, which fails to provide sufficiently for new schools and others falling vacant. If the system gave a sufficient training, the only improvement needed would be its extension; but the training of pupil teachers, valuable as far as it goes, stops a long way short of what is required in a schoolmaster. By the end of their term they have commonly acquired self-possession in presence of a class, are capable of commanding it, and are well drilled in mechanical routine; but few have a knowledge of principles sufficient to suggest new or modified methods to suit different circumstances; while the general knowledge of nearly all is crude, and very small in amount. It is due to both the pupil teachers and head teachers to add, that the amount of work in school required of the former is quite incompatible, in all but exceptional cases, with fair progress in learning. It will only be bare justice to them to provide means of further training. If a suitable model school were established it is probable that young men and women holding the A.A. degree, and others equally well instructed, might, by fair prospects of advancement, be induced to undergo a training. Such recruits to the service would be as good on the whole as passed pupil teachers, and undoubtedly preferable to persons betaking themselves to teaching in middle age, whose training is generally a hopeless work. But eligible candidates will not be attracted in sufficient numbers to the Board’s service if it continue to be less secure, and be held less honorable than other Government employment. If a Civil Service Act be passed it ought to place the position of teachers upon an equality, class for class, with that of departmental clerks.

School Premises.—There is yet much room for improvement in school premises. Few school-rooms are in situation, planning, and furnishing all that can be desired; the majority are barely tolerable, and a considerable number are bad.

Play-grounds.—It is the exception rather than the rule to find adequate provision for the separation of boys and girls in the yards and play-grounds.

Ventilation. Hat-pegs.—In many rooms the children have either to sit exposed to cold draughts from open doors and windows, or risk being poisoned with vitiated air. In many there is no proper provision for the disposal of hats, cloaks, spare books, &c., which are too often thrown in a heap into the readiest corner, or allowed to lie under foot. In very few schools are door-mats or scrapers provided, and

in Winter, the yards being deep in mud, the rooms cannot be kept clean; and the air of discomfort pervading them is not conducive to successful work, or even to physical health. Very few parents sending children from a distance in rainy weather think of providing them with dry socks and slippers, to prevent their sitting all day with wet feet: a few teachers that have suggested this precaution find their attendance less affected by bad weather and muddy roads.

Local Contributions.—The mischievous effects of voluntarism, in the matter of public schools, is everywhere visible. In Launceston there is not sufficient school accommodation for the increasing population; in some populous country districts there is no school at all. In many places very unsuitable buildings are used as schools: these are commonly chapels; and the school has to bear the damage and annoyance consequent on the furniture being moved about to make room for evening and Sunday meetings. Several buildings vested in the Board are falling into decay through want of a few timely repairs. In many instances the burden of contributing the necessary one-third for petty repairs and small additions to furniture, &c. falls upon the teacher, as well as the whole expense of cleaning and warming the school-room.

Ample space required for Teaching. Long and dual Desks.—While mentioning school buildings I must remark, as I believe there is some misconception on the matter, that the allowance of eight square feet of floor space,—the *minimum* permitted by the Committee of Council in English schools,—is not an adequate provision for the convenience of teaching, even if it be enough for health, which is doubtful. While a hygienist would be glad of more, an educationist must demand it. A crowded room causes intermingling of classes, with mutual hindrance in their work. A school-room to accommodate 90 children, with the nine-feet parallel desks at present in use, must measure (inside) 54 feet by 18 feet, and thus furnish $10\frac{1}{2}$ square feet of floor per child. A school for 54 children must measure 33 feet by 18 feet, which gives an average of 11 feet for each child. These measurements are not arbitrary, since there must be facilities for passing between the desks and for drawing up classes in front of them. A room for 90 children, furnished with desks on the “dual” system (now adopted by the London School Board, and in many of the German, Dutch, and American Schools), would measure 42 feet by 22 feet, and thus average $10\frac{1}{5}$ square feet per child.

Furniture. Desks and Seats not graduated. Dual Desks.—The furniture now issued to schools is in several respects very inconvenient. The desks are destitute of shelves or slate-racks; and the children have no resource but to let the books they bring to school with them lie on the floor, when not in immediate use. They thus learn careless and untidy habits, and parents have to bear avoidable expense in replacing damaged books and slates. The seats and desks are of uniform height, and children above and below a certain medium stature are obliged to sit in unhealthy postures. Medical opinion is unanimous in condemning the habit of stooping thus induced in grown children, and the swinging of unsupported feet and the twisting of the body in small children, who are unable to use the desks for writing without lifting the right shoulder and sticking out the elbow so far as to render ‘holding the pen properly’ an impossibility. In deference to the same authority, nearly all the best primary schools in England, Sweden, Holland, Germany, and other Continental countries, as well as in America, are provided with seats having backs firmly fixed to them at properly graduated heights. The double desks, already mentioned as in use in the London schools, seem to combine the greatest number of advantages with economy of space and simplicity of construction.

Pupil Teachers’ Desks and Seats.—It would be no great expense, but a great improvement in the organization of schools, if every subordinate teacher were provided with a simple press surmounted by a desk. The school material required by each class would then be kept separate, and there would be less liability to waste. It need hardly be mentioned that a teacher’s desk is a necessary piece of furniture in class teaching. Every teacher should also be provided with a seat: only a lazy one will be always sitting: but it is a mistake to consider the penance of standing continually essential to good teaching. Desk work is sometimes necessary, as in the supervision of exercises, calling rolls, &c.: and seated on a high stool, a teacher can manage to see that the children are busy and quiet at their seats much more effectually, than when he has to use a class desk and stoop down over his work surrounded by children. A more liberal supply of black-boards, maps, diagrams, &c. is required in nearly all the schools.

Internal Management.—In reporting generally of the internal management of the schools it will be necessary to do little more than to mention some of the most conspicuous defects observed. To record all that deserves commendation would be almost equivalent to writing a treatise on school management.

Mixed Schools.—Some teachers seem to forget that ours are mixed schools, and therefore require attention to a few special points in discipline, &c.: such as letting girls and boys leave the room separately; taking care that their juxtaposition at the desks is not too close; and many other little precautions that suggest themselves to thoughtful teachers. Others carry the separation too far, placing them at opposite ends of the room, and thereby sacrificing to a great extent the advantage that ought to be derived from combined class-teaching.

Cleanliness.—A want of strictness with regard to cleanliness in person and clothes is too prevalent: and this defect, the overcrowding of children, and the intermingling of hats being superadded, makes many parents hesitate in sending their children to a public school.

Punctuality.—Punctuality is not enforced as it ought to be in all the schools. Some teachers, without undue severity, get fully ninety per cent. of their pupils to school at 9 o’clock; others, under circumstances precisely similar, do not, as a rule, find ten per cent. present before half-past nine. It is not so much severity, as the stimulus of proper motives, that is wanted. Those not amenable to moral suasion can often be influenced by the fear of forfeiting small privileges,—which sometimes cuts deeper than the cane.

Moral Training.—The difficulty experienced by an Inspector with regard to copying is in most cases inversely proportional to the moral influence exercised by the teachers. Those schools in which intelligence is lowest are generally the worst in this respect. Even in some, where a tone of piety is noticeable, teachers have forgotten to insist on the practice of honorable conduct in matters of children's every-day life. In several schools little or no difficulty is experienced: children are evidently trained to practical virtue. A teacher may be very assiduous and conscientious in imparting religious instruction; but if he is not penetrated with humanitarian sympathies, his influence for good will be very small; and one that is keenly alive to social distinctions, and affects to look down upon the working class, has mistaken his profession in becoming a public school teacher.

Noise, Idleness, &c.—The want of ability to control classes, ostensibly working at their desks, is a very common defect. In many schools children in the lowest class are left for hours together with absolutely nothing to do, or else scratching with stubs of pencils unintelligible marks upon their slates. When this discipline is combined with strict repression of noise, no better means could well be devised for rendering them stupid.

Time-tables.—Time-tables that show exactly the routine of the schools are very seldom to be found. Some of the best teachers are at fault in this respect: remembering perfectly the sequence of lessons, &c., they consider a time-table unnecessary, forgetting that the Board require them to exhibit one. This omission in schools is a great hindrance to thorough inspection.

Reading Books.—With three different series of the "Irish" Reading Books in use, I found it difficult to preserve a uniform standard in examining schools in Reading. These books, for other reasons besides the confusion continually occurring through alterations in new editions, are objectionable as school books; and I hope another year will not elapse without something being done to replace them with a better series.

Reading.—The Reading in the majority of schools is clear and distinct: monotonous in many, with little attention to the subject of the lesson, and seldom any attempt at emphasis or expression. There are two exceptions to this general statement. Some of the higher classes in the large schools read well, with fair intelligence; and in some feebly-conducted schools few children are able to articulate words clearly. Very many children, as high as Classes III. and IV., were unable to tell at a glance, or even to find out after reading and re-reading a sentence a little involved, the name of the person or thing for which a pronoun stands. It is a common error to attempt making a sentence more simple by replacing hard words with words equally hard, and to overlook the necessity of seeing that children understand the full import of little words in connection with the context.

Writing.—The average standard in Writing (including Spelling, in all classes above the 1st, and Composition in the 5th and 6th,) is rather lower than that of Reading, the deficiency being greatest in Spelling. In the best schools easy Composition is made part of the ordinary work as low as the 3rd Class. I think it ought to be prescribed for the 3rd and 4th in all schools. A proper graduation in the height of desks and seats would greatly facilitate improvement in penmanship.

Arithmetic.—It is in Arithmetic that the majority of schools are weakest. It is taught mechanically by very many teachers. They do not see the necessity of laying a solid foundation by showing how the principle of decimal notation applies to "carrying" in the simple rules. But surprise is generally expressed when "more attention to notation" is suggested in the case of children in Class II. or III., putting units beneath hundreds or thousands for adding. "They do learn notation regularly!" is the common reply. Without being deep in psychology, a man well enough educated to be a teacher ought to know that a dose of information on a dry subject, dryly administered once a week or so, is not instruction; and that information must first be intelligently received, and afterwards utilised as a ground-work of thought, else it is not assimilated by the pupil. In many of the schools there is no class-teaching in Arithmetic: if any explanation is given, it is to the children individually. When a school is large this system involves an enormous waste of time. It is in the minority that black-boards are used in this or any other subject to much purpose. Teachers that know their use find the supply of black-boards too limited: there ought to be one for every class, excepting in small schools, where two for all classes are generally sufficient.

Grammar.—Where Arithmetic is taught merely by rule, as a mechanical art, it is generally found that Grammar is learnt only by rote, and to little or no purpose. When the teacher's "logical faculty" is undeveloped, these defects are sure to be found in his school. Several make Grammar a real mental exercise, and get pupils to use their knowledge of it in unravelling the meaning of involved sentences.

Geography.—A large amount of geographical information is found in schools where logical teaching in Arithmetic or Grammar is never attempted. Children with a little encouragement pursue the subject themselves; and, appealing as it does to sight and imagination, it is retained without difficulty. Good teachers find it easy to teach it "inductively;" but the majority, depending on text-books, have only a small amount of knowledge to draw upon, and are unable to trace the connection between facts very closely allied. They simply cram. In not a few schools the subject is never touched.

"Object Lessons."—"Object lessons," as a means of imparting useful knowledge and developing thought, are estimated at their proper value by very few of the teachers; and only a minority of these attempt with any success what used to be called "drawing out," now more aptly designated as 'inductive' teaching. Some carry the method too far, and seem to expect children to evolve thought concerning things distant in time and place, without data, from their inner consciousness; vague aimless guessing is mistaken for thought.

Rhymes.—Rhymes are learnt in several schools, but taught in few. Their value in improving articulation and expression is generally overlooked. It would benefit the elder classes if poetry were prescribed for them and properly taught.

History.—Fair results in History are seldom obtained. It is a subject that can be taught only in outline to children, and few teachers are able to make it interesting to them; but I cannot agree with educationists that would eliminate it altogether from the Public School course. A clear outline of the sequence of great events in the World's history, learnt in youth, is a valuable framework, even if it has to be modified or enlarged when the student begins History as a serious study.

Singing and Drawing.—Singing and Drawing are taught in only a few schools, the former chiefly without notes, and the latter without the principles of perspective. But even so, they do good. Singing gives a cheerful tone to a school, and facilitates good order; Drawing from the flat exercises the hand and improves the taste.

Needlework.—The progress of girls in Needlework is in many schools, I believe, hardly satisfactory. In several the work-mistresses are very painstaking. To test results in needlework it would be well to have for each school (or group of schools) a committee of ladies, nominated by the Local School Board, to hold an annual examination, at which the pupils should perform a small amount of work in the presence of the examiners.

Inspection of Schools.—Before ending this Report I beg to add a few remarks, generally, on the work of inspection, and particularly on my own experience during the past year.

It can hardly be disputed that the essential work of an Inspector is examining schools to ascertain the amount of work done in them, and the standards to which pupils have been brought forward. The public have a right to be informed as to these results in order to estimate the good done by the Education vote. If every teacher were thoroughly competent, one annual visit for this purpose would be enough; but, as there are junior teachers in training whose progress has to be observed, and untrained or half-trained teachers whose mistakes in management have to be corrected, while a few schools for other reasons require special observation, the Board have instructed their Inspectors to make at least one additional visit without warning in the course of the year, and as many more as time permits. It has, moreover, been suggested that four regular visits should be made to every school, two being visits of examination. With the latter part of the suggestion I entirely disagree. It requires a full year to bring children forward, under favourable circumstances, from one standard to the next; so one annual examination is enough to ascertain results for general information: any more would only be calculated to relieve the teachers of a wholesome responsibility,—that of determining fitness for promotion from class to class. An increase in the number of visits of inspection for the purpose of helping the backward in school methods would be useful; but grave financial difficulties stand in its way. To make four journeys through the same districts, instead of two, would just double the amount of travelling expenses. In this district one Inspector could not possibly get through the work. The travelling expenses for the year 1877 considerably exceeded the amount voted; but this was in a great measure consequent on my having no place of residence in the North till the beginning of August. Even with a residence in the district, strict economy is necessary to get through all the work at present required, and keep within the amount of last year's vote. The vote for 1878 must have been passed under a misconception as to the amount of travelling involved in an Inspector's work.

With regard to the benefits derived from an Inspector's visit by an untrained or partially trained teacher, I must confess that I have been oftener disappointed than satisfied. It is easy enough to get a few superficial changes made, as in the arrangement of classes, methods of drill, &c.; but an ignorant person is too ready to imagine that such outward matters are the essentials in school management, which once learnt and practised make him equal to an Arnold or a Temple. It is slow work to delve deeper, and implant principles in minds unprepared for their reception.

I have the honor to be,

Sir,

Your most obedient Servant,

J. RULE.

The Chairman of the Board of Education.

RESULTS of Examinations of Schools, 1877.

NO.	SCHOOL.	NUMBER PRESENT AT EXAMINATION.	CLASS I.			CLASS II.		CLASS III.		CLASS IV.		CLASS V.		CLASS VI.	
			Present at Examination.	Present at Examination.	Passed in Three Subjects.	Present at Examination.	Passed in Three Subjects.	Present at Examination.	Passed in Three Subjects.	Present at Examination.	Passed in Three Subjects.	Present at Examination.	Passed in Three Subjects.	Present at Examination.	Passed in Three Subjects.
			Div. 1.		Division 2.										
1	Deloraine	80	17	18	14	18	12	14	8	12	5	1	1		
2	Dunorlan	55	9	12	12	17	17	12	12	3	3	2	2		
3	Scottsdale	21	4	2	2	6	6	6	2	3					
4	Turner's Marsh ..	34	4	5	2	12	6	6	1	5	1	2	1		
5	Brendalbane	18	4	11	4	2	None	1	1						
6	Halspen	31	10	5	5	10	10	4	4			2	1		
7	White Hills	18	None	3	3	9	9	2	1	4	2				
8	Carrick	35	5	5	5	9	6	10	6	6	5				
9	St. Michael's	19	4	3	3	7	6	5	2						
10	Exton	32	2	5	1	8	4	4	None	13	3				
11	Whitemore	15	None	4	None	3	1	6	None	2	None				
12	Hagley	71	5	12	11	17	15	13	6	11	10	10	3	3	3
13	Perth	72	11	12	12	30	26	13	7	None	None	6	6		
14	Bishopsbourne ...	65	6	16	12	16	14	16	13	11	8				
15	Ross	70	8	11	7	14	12	16	6	17	8	4	2		
16	Campbell Town ...	66	15	13	6	22	16	11	7	5	4				
17	Newnham	30	8	5	3	10	7	7	2						
18	Cressy	62	8	5	3	11	7	17	9	11	6	10	2		
19	Illawarra	17	2	4	4	4	4	2	1	5	3				
20	Margaret-street, (Launceston)	75	10	11	10	21	11	16	9	9	3	8	7		
21	Frederick-street, (Launceston)	140	71	27	24	34	25	6	6	2	1				
22	Reedy Marsh	22	3	4	2	4	1	7	None	4	None				
23	Brookhead	35	2	7	3	16	16	6	5	4	4				
24	Red Hills	22	11	1	1	8	5	1	1	1	1				
25	Early Rises	13	4	3	None	2	2	1	1	3	None				
26	Golden Valley ...	31	9	None	None	8	5	6	1	8	2				
27	Fern Bank	54	5	10	9	17	5	10	3	12	2				
28	Cluan	30	13	2	2	14	13	1	1						
29	Elizabeth-street, (Launceston)	340	60	57	57	87	75	102	54	20	18	14	12		
30	Mountain Vale ...	36	14	8	7	5	5	5	2	4	None				
31	Bracknell	43	9	5	5	9	8	11	3	7	1	2	None		
32	Park	35	9	10	9	10	10	3	3	3	3				
33	Winkleigh	37	3	7	7	12	10	10	8	5	2				
34	Glengarry	40	None	9	9	15	11	13	8	3	3				
35	Cormiston	27	4	5	5	12	12	None	None	5	4	1	1		
36	Bridgenorth	37	None	4	4	10	8	13	11	5	4	3	3	2	None
37	Sheffield	45	4	5	2	26	17	10	1						
38	Barrington	46	18	19	17	6	6	3	3						
39	Kentishbury	21	1	3	3	10	7	7	3						
40	North Motton ...	14	3	1	1	5	3	5	1						
41	Ulverstone	40	3	4	4	16	15	9	5	5	3	3	1		
42	Somerset	18	1	3	3	5	4	6	2	3	None				
43	Wynyard	34	7	1	1	10	10	11	7	4	3	1	1		
44	Black River	33	3	3	3	13	9	6	4	4	4				
45	Forest	23	5	9	9	3	3	3	3	2	2	1	1		
46	Stanley	37	10	None	None	10	7	9	3	6	6	2	2		
47	Montagu River ...	18	2	5	5	9	8	2	2						
48	Emu Bay	67	14	12	12	15	9	15	7	5	1	6	1		
49	Penguin Creek ...	25	5	4	4	7	5	6	1	3	None				
50	Castra Road	46	2	15	13	20	19	8	5	1	1				
51	Abbotsham	47	14	6	6	19	19	6	5	2	2				
52	Hamilton on Forth	24	4	4	2	7	6	6	None	3	3				
53	Don	58	6	5	5	23	19	11	9	8	5	5	3		
54	Torquay	33	1	4	4	3	3	12	3	9	8	4	3		
55	North Down	37	9	6	6	15	12	7	1						
56	New Ground	36	8	7	7	7	7	4	1	7	2	3	2		
57	Latrobe	55	12	27	22	10	6	3	1	2	2	1	1		
58	Sassafras	60	12	12	10	8	8	13	1	8	1	7	None		
59	Queenstown	114	9	29	21	45	44	20	16	8	7	3	3		
60	Westbury	63	20	18	17	10	7	11	8	2	1	2	2		
61	Saundridge	26	5	None	None	10	3	8	None	3	None				
62	Evandale	90	12	13	13	19	17	21	11	18	11	7	6		
63	St. Leonard's	33	10	8	6	7	6	6	2	2	2				
64	Low Head	28	None	2	2	9	7	8	4	6	4		None		
65	George Town	31	6	8	7	6	6	5	3	4	3	2	1		
66	Nine Mile Springs	64	24	22	20	12	6	None	None	3	1	3	None		
67	Westwood	20	4	None	None	6	6	4	3	6	4				
68	Deddington	20	3	None	None	6	3	9	2	2	None				
69	Lymington	40	6	7	4	12	10	5	3	7	None	3	2		
70	Ellerslie	14	None	1	1	3	None	4	None	6	None				

NO.	SCHOOL.	NUMBER PRESENT AT EXAMINATION.	CLASS I.			CLASS II.		CLASS III.		CLASS IV.		CLASS V.		CLASS VI.	
			<i>Present at Examination.</i>	<i>Present at Examination.</i>	<i>Passed in Three Subjects.</i>	<i>Present at Examination.</i>	<i>Passed in Three Subjects.</i>	<i>Present at Examination.</i>	<i>Passed in Three Subjects.</i>	<i>Present at Examination.</i>	<i>Passed in Three Subjects.</i>	<i>Present at Examination.</i>	<i>Passed in Three Subjects.</i>	<i>Present at Examination.</i>	<i>Passed in Three Subjects.</i>
71	Avoca	28	Div. 1.	7	7	12	11	3	3	2	2				
72	Swansea	40	None	8	8	14	13	10	9	6	6	1	1	1	1
73	Lisdillon	25		3	4	13	5	5	4						
74	Mangana	38		7	10	10	13	4	4	4	4				
75	Fingal	46		7	7	7	19	8	5	5	3				
76	St. Mary's	32		8	6	6	9	8	6	1	1				
77	George's Bay.....	22		2	10	10	2	4	1	4	2				
78	Gould's Country.	26		2	None	None	15	6	None	2	None	2	1		
79	Mathinna	44		11	11	9	11	8	1	7	4				
80	Cleveland	26		7	1	1	16	15	2						
81	Longford	65		15	13	13	21	6	8	2	5	3	1		
82	Upper Piper's River	33		6	4	4	10	10	5	3	8				
83	Rosevale	14		3	None	None	3	3	6	5	2				
84	Brookside	29		14	7	7	1	1	7	None					
TOTALS		3656		681	672	579	1060	825	722	369	388	214	127	73	6

J. RULE.

RESULTS of Examinations of Schools in the Northern Districts, 1877.

[illegible]

APPENDIX C.

ABSTRACT of RECEIPTS and EXPENDITURE Account "Vote in aid of Public Schools" for the Year ended 31st December, 1877.

PARLIAMENTARY VOTE, AND RECEIPTS.			DISBURSEMENTS.		
	£	s. d.		£	s. d.
Amount voted by Parliament in aid of the Public Schools of the Colony	15,000	0 0	Salaries and Allowances of Teachers; viz.—		
Amount received on account of sale of School Books and Materials for the year	316	4 9	Teachers' and Assistant Teachers' Salaries	11,591	13 4
Balance	380	2 4	Teachers' House Allowances	435	16 11
			Teachers' Fuel Allowances	50	4 0
			Teachers' Allowances for instruction of Free Scholars	558	19 2
			Teachers' Allowances for instruction of Pupil Teachers	96	10 0
			Forage Allowances to Teachers of Half-time Schools	59	0 0
			Payments to Teachers of Night Schools	124	4 6
			Pupil Teachers' Salaries	525	7 2
			Paid Monitors' Salaries	196	0 0
			Salaries of Teachers of Singing and Drawing	110	10 0
				13,748	5 1
			Rent of School Buildings	—	196 14 8
			Repair and improvement of School Buildings	—	557 2 6
			School Furniture and Fittings:—		
			Issues to Public Schools	129	8 2
			On hand	8	19 6
				138	7 8
			Purchase of Books, Maps, and Requisites	—	*504 5 0
			Salaries of Visiting Officers	—	240 0 0
			Miscellaneous — charged directly against Public Schools:—		
			Teachers' Transport & Travelling Allowances	52	9 2
			Architects' Charges	47	5 2
			Cleansing Out-offices	12	10 0
			Survey Fees	5	0 0
			Needlework Materials for Free School	3	10 0
			Transport of Furniture, &c.	1	1 6
			Petty Expenses	0	11 6
				122	6 10
			Indirect Charges:—		
			Salary Office Keeper, Launceston	8	0 0
			Clerical Assistance	12	10 0
			Gratuity to Messenger	12	0 0
			Survey Fees	5	12 6
			Legal Instruments and Stamps ..	12	1 10
			Architect's Charges	40	18 0
			Examiner's Fee and Expenses in connection with Examination of Teachers for Classification ..	7	9 6
			Fee to Examiner of Singing Class	2	2 0
			Books, Stationery, and School Registers	19	16 7
			Transport of School Books and Furniture	18	11 2
			Travelling Expenses of Visiting Officers	18	0 3
			Advertising	17	4 0
			Desks for Examination purposes	6	12 0
			Gas	2	17 6
			Store Labour	2	15 0
			Materials for Singing and Drawing Classes	2	3 6
			Petty Expenses	0	11 6
				189	5 4
				£15,696	7 1
				£15,696	7 1

* The following grants of Free Stock to the value of £189 18s. 4d., have been issued from the Stock on hand:—

	£	s. d.
Issues to Public Schools	186	2 2
Ditto Night Schools	1	8 0
Ditto Industrial and other Schools	2	8 2
	£189	18 4

GEO. RICHARDSON, *Secretary.*

APPENDIX D.

STATEMENT of EXPENDITURE on account of Administration and Inspection for the Year ended 31st December, 1877.

AMOUNT GRANTED.			DISBURSEMENTS.		
	£	s. d.		£	s. d.
Parliamentary Vote	1770	0 0	Salaries of Inspectors, Secretary, and Clerks ..	1340	0 0
Excess on account of Inspectors' Travelling Expenses, to be provided for on Supplementary Estimate	42	0 10	Stationery and Stores	23	15 4
			Fuel	5	10 0
			Inspectors' travelling expenses	442	0 10
			Balance	0	14 8
TOTAL	£1812	0 10	TOTAL	£1812	0 10

GEO. RICHARDSON, *Secretary.*

APPENDIX E.

STATEMENT of EXPENDITURE on account of "Exhibitions from Public to Superior Schools" for the Year ended 31st December, 1877.

PARLIAMENTARY GRANT.			DISBURSEMENTS.		
	£	s. d.		£	s. d.
Exhibitions for Boys from Public to Superior Schools	400	0 0	Payments to Exhibitioners—		
Exhibitions for Girls	133	6 8	Boys	375	0 0
Boarding allowances for Country Exhibitioners	*160	0 0	Girl	16	13 4
Examiners' Fees and Incidental Expenses	30	0 0	Boarding allowances to Country Exhibitioners—		
			Boys	150	0 0
			Girl	10	0 0
			Examiners' Fees—		
			Rev. Canon Davenport	7	10 0
			Rev. Canon Bailey	7	10 0
				15	0 0
TOTAL	£723	6 8	Balance	156	13 4
			TOTAL	£723	6 8

GEO. RICHARDSON, *Secretary.*

* Under this heading £60 will have to be provided for on Supplementary Estimate.

APPENDIX F.

RETURN of the Number of Scholars under Instruction in the NIGHT SCHOOLS, the Payments made by the Board for their Instruction, and the Fees paid by them, between the 1st January and the 31st December, 1877.

No.	School.	Amount paid by Board.	Amount of Fees paid by Scholars.	Number of Scholars in Attendance.			
				First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
		£ s. d.	£ s. d.				
1	Port Cygnet	3 14 0	3 3 9	—	—	—	16
2	Wattle Grove	8 15 6	7 3 6	10	—	15	11
3	Franklin	18 4 3	16 7 9	14	18	22	20
4	Tea Tree	0 5 6	2 7 6	—	—	12	—
5	Ross	7 11 6	6 19 0	—	12	16	—
6	Brookside	8 13 6	9 9 6	—	—	22	15
7	Hamilton-on-Forth	0 7 6	0 19 0	—	16	—	—
8	Penguin Creek	1 3 0	2 5 2	—	—	20	19
9	River Don	2 16 6	5 13 0	—	—	21	26
10	Nine Mile Springs	2 17 0	4 0 3	—	27	19	—
11	Cluan	29 14 9	—	14	25	25	25
12	Early Rises	22 12 0	12 0 6	—	30	23	23
13	Fern Bank	8 5 6	2 10 0	—	—	13	11
14	Queenstown	9 4 0	3 12 0	—	13	26	—
	TOTAL	124 4 6	76 10 11	38	141	234	166

GEO. RICHARDSON, *Secretary.*

APPENDIX G.—RETURN of PUBLIC SCHOOLS in operation under the BOARD

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Number entered during the Year.	Number left during the Year.	Teachers and Assistant Teachers.		Pupil Teachers and Paid Monitors.		Amount paid to Teachers of all Classes in Salaries, Gratuities, &c.		
				Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total			M.	F.	M.	P.	£	s.	d.
1	HOBART	Bathurst-street (Central School).....	230½	255	116	371	165	69	234	125	46	171	148	34	2	2	—	1	281	7	0
2		Battery Point	232½	228	137	365	145	79	224	101	53	154	138	126	2	1	1	3	339	1	8
3		Goulburn-street	230	208	161	364	120	91	211	90	63	153	141	113	1	1	1	2	234	0	0
4		Harrington-street	232½	111	105	216	54	67	121	39	39	78	100	89	1	1	1	1	224	13	6
5		Macquarie-street	232	90	72	162	55	44	99	41	35	76	83	44	1	1	—	1	168	8	10
6		Murray-st., (Free School)	234	154	149	303	108	93	201	73	58	131	120	82	1	3	—	—	256	17	4
7		Trinity Hill	231½	264	191	455	143	121	264	90	72	162	173	190	1	2	1	3	287	0	5
		TOTAL .....	..	1305	981	2286	790	564	1354	559	366	925	903	678	9	11	4	11	1791	8	9
8	GLENORCHY ..	Bridgewater ^a	235	20	20	40	13	13	26	8	9	17	40	10	—	1	—	—	40	0	0
9		New Town	233	105	82	187	73	60	133	61	48	109	65	40	1	1	1	1	214	16	6
10		O'Brien's Bridge	236½	63	43	106	34	26	60	23	17	40	23	24	1	1	—	—	94	11	9
11		Queen's Asylum	231	89	67	156	70	57	127	62	49	111	20	38	1	2	1	1	299	10	0
12		Sorell Creek ^b	20	8	12	20	8	11	19	7	10	17	20	—	—	—	—	—	5	8	1
		TOTAL .....	..	285	224	509	198	167	368	161	133	294	168	112	3	6	2	2	654	6	4
13	QUEENBOROUGH	Sandy Bay.....	237	44	30	74	27	23	50	16	16	32	16	16	1	1	—	—	101	10	3
14	KINGBOROUGH	Brown's River	234	49	31	80	37	25	62	27	16	43	21	12	1	1	—	—	107	13	10
15		Glazier's Bay } ^c	90	25	23	48	16	16	32	11	12	23	17	5	1	1	—	—	75	9	6
16		Wattle Grove }	91	19	17	36	10	11	21	8	7	15	9	7	—	—	—	—	—	—	—
17		Leslie } ^d	5½	2	1	3	2	1	3	1	1	2	—	—	1	—	—	—	6	5	0
18		Longley }	6½	7	5	12	7	3	10	4	—	4	—	—	—	—	—	—	—	—	—
19		Long Bay	115½	11	17	28	9	11	20	7	7	14	6	2	1	—	—	—	76	0	0
20		Three Hut Point	115½	15	7	22	14	6	20	10	3	13	1	1	—	—	—	—	—	—	—
21		Margate	241	32	21	53	21	15	36	15	11	26	10	11	1	—	—	—	59	7	6
22		Oyster Cove ^e	172	27	16	43	21	11	32	14	7	21	9	8	1	1	—	—	74	9	6
23		Peppermint Bay	229	8	18	26	5	12	17	3	8	11	8	5	—	1	—	—	26	6	0
24		Port Cygnet	230	20	23	46	14	17	31	9	12	21	14	7	1	1	—	—	67	0	9
25		Victoria	239	36	37	73	30	31	61	21	22	43	18	16	1	1	—	—	113	16	3
		TOTAL .....	..	251	219	470	186	159	345	130	106	236	113	74	8	6	—	—	606	8	4
26	FRANKLIN ..	Castle Forbes Bay.	240	38	29	67	24	21	45	14	14	28	15	11	1	1	—	—	80	3	0
27		Franklin	240	47	42	89	41	31	72	30	21	51	24	15	1	1	—	—	115	13	6
28		Hastings.....	239	35	32	67	25	21	46	20	16	36	18	14	1	1	—	—	97	15	3
29		Honeywood ^f	211	60	53	113	38	34	72	29	25	54	27	10	1	1	1	—	103	1	9
30		Port Esperance, No. 1..	235	28	39	67	22	27	49	17	21	38	22	23	1	1	—	—	103	9	7
31		Port Esperance, No. 2 ^g	122½	28	21	49	18	12	30	15	10	25	49	18	1	1	—	—	39	0	0
32		Southport ^h	50	20	15	35	18	13	31	17	12	29	35	2	1	1	—	—	15	0	0
		TOTAL .....	..	256	231	487	186	159	345	142	119	261	190	93	7	7	1	—	554	3	1
33	NEW NORFOLK	Falls ⁱ	214	21	21	42	13	12	25	10	8	18	16	11	—	1	—	—	42	0	0
34		Glenora ^j	207	27	30	57	20	20	40	9	11	20	10	11	—	1	—	—	21	0	3
35		New Norfolk	232½	97	49	146	69	32	101	48	20	68	35	27	1	1	1	—	139	10	3
36		River Plenty	249	21	17	38	14	14	28	9	8	17	16	10	1	—	—	—	45	0	0
		TOTAL .....	..	166	117	283	116	78	194	76	47	123	77	59	2	3	—	1	247	10	6
37	BRIGHTON ...	Bagdad	229	28	21	49	19	15	34	14	11	25	5	12	—	1	—	—	50	4	6
38		Black Brush ^k	237	16	13	29	7	9	16	5	6	11	4	11	—	1	—	—	41	2	0
39		Broad Marsh	235	8	7	15	6	6	12	5	5	10	3	2	1	1	—	—	104	1	8
40		Elderslie	115	12	10	22	9	7	16	6	5	11	2	6	—	—	—	—	—	—	—
41		Constitution Hill	238	30	26	56	20	18	38	14	13	27	9	2	1	1	—	—	83	16	3
42		Dromedary ^l	210	11	6	17	8	4	12	7	4	11	4	3	—	1	—	—	21	15	0
43		Green Point	240	24	19	43	18	14	32	14	12	26	15	13	1	1	—	—	72	0	0
44		Green Ponds	224½	29	11	40	16	6	22	13	5	18	11	12	1	1	—	—	110	3	0
45		Old Beach ^m	59	16	9	25	15	9	24	13	6	19	15	1	1	—	—	—	24	19	10
46		Pontville	241	45	18	63	31	11	42	19	7	26	19	12	1	1	—	—	73	5	5
47		Tea Tree ⁿ	196	21	22	43	13	15	28	9	10	19	43	6	1	—	—	—	45	0	0
		TOTAL .....	..	240	162	402	162	114	276	119	84	203	130	80	7	8	—	—	626	7	8
48	CLARENCE ..	Cambridge	239	13	20	33	10	17	27	7	12	19	7	5	1	1	—	—	62	14	6
49		Dulcote ^o	213	18	25	43	14	22	36	8	14	22	3	11	1	1	—	—	79	6	3
50		Kangaroo Point ^p	215	42	49	91	25	31	56	15	19	34	32	12	1	1	—	—	79	1	6
51		Muddy Plains	232½	20	17	37	14	12	26	10	8	18	9	6	—	1	—	—	40	12	11
52		Rokeby ^q	220	24	24	48	16	16	32	11	12	23	12	10	—	1	—	—	50	13	0
53		South Arm ^r	143	9	7	16	6	3	9	6	3	9	7	3	—	1	—	—	17	10	0
		TOTAL .....	..	126	142	268	85	101	186	57	68	125	70	47	3	6	—	—	329	18	2

^a Re-opened 22 January. ^b Opened 26 November. ^c Temporarily closed 24 November. ^d Closed 31 January. ^e Temporarily closed 11 weeks: repairs to building and epidemic in District. ^f Closed 5 weeks: transfer of Teachers. ^g Opened 2 July. ^h Opened 1 October. ⁱ Closed 5 weeks: hop-picking. ^j Closed 6 weeks: hop-picking. ^k Temporarily closed 31 December: transfer of Teacher. ^l Closed

OF EDUCATION *between the 1st January and 31st December, 1877.*

granted during the Year ending 31 December, 1877.

Teachers' House Allowances.	Rent of School Buildings.	Repairs of School Buildings.	School Furniture and Fittings.	School-books, Maps, and Requisites.	Miscellaneous.	TOTAL.	School Fees.	Average Amount of Government Aid per annum for each Scholar in daily Attendance.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
41 10 7	—	4 7 7	—	4 4 8	1 19 0	333 8 10	307 8 3	1 19 0	1.
40 0 0	10 0 0	—	—	3 19 6	1 7 9	394 8 11	191 6 9	2 11 3	2.
40 0 0	—	—	—	3 14 8	1 7 9	279 2 5	142 12 8	1 16 6	3.
40 0 0	—	30 0 0	—	2 0 2	1 7 9	298 1 5	48 8 5	3 16 5	4.
20 0 0	—	—	0 5 0	2 2 5	1 7 9	192 4 0	98 8 2	2 10 7	5.
30 0 0	—	—	—	3 5 11	4 17 9	295 1 0	—	2 5 0	6.
40 0 0	20 0 0	0 5 0	—	3 19 5	1 7 9	352 12 7	140 2 9	2 3 6	7.
251 10 7	30 0 0	34 12 7	0 5 0	23 6 9	13 15 6	2144 19 2	928 7 0	2 6 4½	
—	—	3 6 8	—	2 18 9	—	46 5 5	23 3 8	2 14 5	8.
—	—	2 6 8	—	2 16 0	1 7 9	221 6 11	134 9 4	2 0 7	9.
—	10 0 0	—	—	1 2 6	1 7 9	107 2 0	40 13 0	2 13 7	10.
—	—	—	—	7 9 4	2 18 4	309 17 8	8 3 2	2 15 10	11.
—	—	—	5 11 0	3 6 2	6 11 0	20 16 3	0 4 0	2 11 0	12.
—	10 0 0	5 13 4	5 11 0	17 12 9	12 4 10	705 8 3	206 13 2	2 7 11½	
—	—	2 8 0	—	0 14 8	—	104 12 11	40 2 2	3 5 4½	13.
20 0 0	—	9 13 4	2 1 4	0 11 10	—	140 0 4	41 14 11	3 5 1	14.
—	—	—	—	1 6 6	8 7 6	85 3 6	11 10 1	2 7 2	15.
—	—	—	—	—	—	6 5 0	6 4 11	—	16.
—	—	—	—	0 12 3	—	76 12 3	11 6 4	2 16 9	17.
—	—	—	—	0 12 2	—	59 19 8	35 10 10	2 6 2	18.
—	—	39 10 0	—	0 16 0	—	114 15 6	3 1 9	5 9 4	19.
—	—	—	—	0 3 7	—	26 9 7	4 5 6	2 10 0	20.
—	—	7 12 4	—	0 7 7	—	75 0 8	22 7 4	3 11 5	21.
—	—	7 0 0	—	1 0 10	—	121 17 1	40 6 0	2 16 8	22.
20 0 0	—	63 15 8	2 1 4	5 10 9	8 7 6	706 3 7	176 7 8	2 9 10	23.
10 0 0	—	—	—	0 8 6	—	90 11 6	20 4 8	3 4 8	24.
20 0 0	—	—	—	1 5 0	—	136 18 6	42 19 3	2 13 8	25.
—	13 6 8	—	—	0 14 4	—	111 16 3	25 16 9	3 2 1	26.
—	—	4 16 8	—	1 15 4	—	109 13 9	53 0 9	2 0 7	27.
—	—	—	—	0 18 4	—	104 7 11	44 1 5	2 14 11	28.
—	—	—	9 17 0	4 1 5	2 0 0	54 18 5	14 0 11	2 12 9	29.
—	—	—	10 10 0	4 9 10	—	29 19 10	17 3 0	2 8 7	30.
30 0 0	13 6 8	4 16 8	20 7 0	13 12 9	2 0 0	638 6 2	217 6 9	2 8 11½	31.
—	14 13 4	—	—	0 9 2	—	57 2 6	11 16 6	3 3 6	32.
—	—	—	—	0 10 8	—	21 10 11	13 10 9	1 1 6	33.
—	—	15 1 8	—	1 15 11	—	156 7 10	86 15 0	2 6 0	34.
—	—	—	—	0 8 3	—	45 8 3	16 6 0	2 13 5	35.
—	14 13 4	15 1 8	—	3 4 0	—	280 9 6	128 8 3	2 5 7½	36.
—	—	—	—	0 16 7	—	51 1 1	32 18 11	2 0 10	37.
—	—	—	—	0 7 8	—	41 9 8	9 6 9	3 15 5	38.
—	8 0 0	1 6 8	—	0 13 10	—	114 2 2	14 2 0	5 8 8	39.
—	8 0 0	—	—	0 13 11	—	92 10 2	30 6 1	3 8 6	40.
—	—	—	1 18 0	0 6 4	2 10 0	26 9 4	4 14 10	2 8 1	41.
—	—	—	—	0 9 1	—	72 9 1	11 14 0	2 15 9	42.
—	25 0 0	—	—	1 18 8	—	137 1 8	21 19 0	7 12 4	43.
—	—	13 6 8	9 2 4	3 16 3	—	51 5 1	6 16 5	4 11 10	44.
—	—	19 0 0	—	0 13 7	—	92 19 0	24 2 11	3 11 6	45.
—	—	—	7 13 0	4 7 7	—	57 0 7	20 7 2	3 9 6	46.
—	41 0 0	33 13 4	18 13 4	14 3 6	2 10 0	736 7 10	176 8 1	3 12 6½	47.
—	—	—	—	0 10 6	—	63 5 0	10 13 0	3 6 7	48.
—	3 6 8	—	—	2 0 10	—	84 13 9	0 15 0	3 17 0	49.
—	—	7 5 8	—	1 3 10	—	87 11 0	49 17 10	2 11 6	50.
—	—	—	—	0 9 11	—	41 2 10	31 4 3	2 5 9	51.
—	8 0 0	—	—	0 13 0	—	59 6 0	24 16 9	2 11 7	52.
—	—	11 3 0	—	0 4 5	—	28 17 5	4 7 6	4 11 11	53.
—	11 6 8	18 8 8	—	5 2 6	—	364 16 0	121 14 4	2 18 4½	

6 weeks: illness of Teacher. ^m Re-opened 1 October. ⁿ Opened 12 March. ^o Closed 7 weeks: illness of Teacher. ^p Closed to 14 February: transfer of Teachers. ^q Closed 2 weeks: absence of Teacher. ^r Re-opened 4 June.

* Half-time Schools.

RETURN of PUBLIC SCHOOLS in operation under the BOARD of EDUCATION

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Number entered during the Year.	Number left during the Year.	Teachers and Assistant Teachers.		Pupil Teachers and Paid Monitors.		Aid		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			M.	F.	M.	F.	£	s.	d.
54	RICHMOND ..	Enfield ^a	124	8	7	15	8	7	15	6	6	12	15	3	-	1	-	-	15	0	0
55		Jerusalem	232½	25	35	60	15	17	32	10	11	21	5	35	1	1	-	-	72	12	9
56		Richmond	240	73	40	113	41	23	64	29	16	45	38	53	1	1	-	-	113	18	6
		TOTAL.....	..	106	82	188	64	47	111	45	33	78	58	91	2	3	-	-	201	11	3
57	SORELL.....	Bream Creek	241	11	13	24	8	10	18	4	7	11	4	5	-	1	-	-	36	17	6
58		Carlton	221½	10	15	25	8	12	20	6	8	14	5	4	-	1	-	-	35	0	0
59		Forcett ^b	192	41	31	72	26	23	49	19	18	37	12	24	1	1	-	-	93	10	0
60		Orielton	240	11	14	25	7	10	17	5	8	13	5	7	-	1	-	-	27	2	3
61		Port Arthur ^c	64½	23	19	42	22	16	38	19	14	33	6	—	1	1	-	-	28	0	0
62		Prosser's Bay	230	16	15	31	13	11	24	11	10	21	9	—	-	1	-	-	47	0	9
63		Prosser's Plains	222	18	21	39	12	11	23	7	7	14	10	15	-	1	-	-	32	4	9
64		Sorell ^d	205½	36	35	71	24	23	47	19	18	37	19	10	1	1	-	-	82	5	3
65		Wattle Hill ^e	198½	30	19	49	18	14	32	12	9	21	14	—	1	-	-	-	73	11	8
		TOTAL.....	..	196	182	378	138	130	268	102	99	201	84	65	4	8	-	-	455	12	2
66	OATLANDS ...	Jericho ^f	238	16	13	29	6	9	15	3	5	8	6	6	-	1	-	-	30	0	0
67		Mount Seymour	234	21	26	47	14	17	31	12	14	26	21	2	1	-	-	-	99	19	0
68		Oatlands ^g	215	88	38	126	48	18	66	31	10	41	38	19	1	1	-	-	130	11	9
69		Tunbridge	236	18	25	43	13	19	32	9	16	25	8	11	1	1	-	-	85	16	3
70		Tunnack.....	225	29	45	74	19	27	46	14	19	33	14	8	1	1	-	-	80	5	3
		TOTAL.....	..	172	147	319	100	90	190	69	64	133	87	46	4	4	-	-	426	12	3
71	CUMBERLAND	Apsley ^h	72	14	6	20	8	2	10	4	—	4	—	10	1	-	-	-	16	13	4
72		Bothwell ⁱ	210	63	44	107	41	24	65	34	19	53	32	38	1	2	-	-	132	2	3
73		Hamilton	229½	41	63	104	28	45	73	19	35	54	21	18	1	2	-	-	153	3	6
74		Montos Marsh ^j	30	15	9	24	6	9	15	5	7	12	—	7	-	1	-	-	5	0	0
75		Ouse	237½	23	15	38	16	10	28	12	7	19	8	3	-	1	-	-	49	8	0
		TOTAL.....	..	156	137	293	101	90	191	74	68	142	61	76	3	6	-	-	356	7	1
76	GLAMORGAN .	Lisdillon ^k	213½	19	15	34	10	9	25	12	6	18	6	7	-	1	-	-	40	15	3
77		Spring Bay	241	32	26	58	24	21	45	17	16	33	11	12	1	1	-	-	104	4	0
78		Swansea	239½	33	34	67	26	30	56	19	23	42	12	18	1	1	-	-	93	11	3
		TOTAL.....	..	84	75	159	66	60	126	48	45	93	29	37	2	3	-	-	238	10	6
79	LAUNCHSTON.	Elizabeth-street.....	234	357	217	574	235	131	366	192	100	292	259	68	1	2	2	4	327	12	1
80		Frederick-street	234	131	137	268	88	84	172	67	59	126	127	103	-	1	-	2	105	14	6
81		Margaret-street.....	234	144	37	181	86	21	107	56	14	70	73	67	1	1	-	1	159	11	9
		TOTAL.....	..	632	391	1023	409	236	645	315	173	468	459	243	2	4	2	7	592	18	4
82	CAMPBELL TOWN.....	Campbell Town	229½	62	51	113	38	23	61	31	17	48	79	15	1	1	-	-	122	0	0
83		Cleveland	238½	13	30	43	7	18	25	5	11	16	12	9	-	1	-	-	40	10	3
84		Ross	238½	65	45	110	45	32	77	39	29	68	42	22	1	1	1	-	102	10	9
		TOTAL.....	..	140	126	266	90	73	163	75	57	132	133	46	2	3	1	-	265	1	0
85	DELORAINÉ ..	Brookhead	233½	42	28	70	27	15	42	20	10	30	12	7	1	-	-	-	66	2	6
86		Brookside ^l	143½	21	17	38	15	12	27	14	11	25	38	2	1	-	-	-	32	2	0
87		Delorainé	239	83	77	160	59	51	110	47	41	88	56	59	1	1	-	1	156	0	9
88		Dunorlan	239½	41	50	91	24	38	62	16	26	42	24	6	1	1	-	-	84	5	3
89		Red Hills ^m	223½	19	24	43	9	17	26	7	12	19	10	11	-	1	-	-	50	14	6
		TOTAL.....	..	206	196	402	134	133	267	104	100	204	140	85	4	3	-	1	389	5	0
90	EAST DEVON.	Barrington ⁿ	191	38	24	62	22	15	37	16	11	27	32	2	1	-	-	-	41	7	5
91		Green's Creek ^o	77	13	12	25	12	12	24	8	7	15	25	1	-	1	-	-	10	0	0
92		La Trobe	240	71	44	115	39	25	64	29	18	47	43	47	1	1	-	-	118	14	0
93		New Ground ^p	204	32	22	54	19	14	33	14	9	23	7	9	1	1	-	-	87	10	3
94		Northdown	237	34	28	62	26	22	48	19	16	35	11	5	-	1	-	-	58	11	0
95		Sassafras	241	57	56	113	31	35	66	22	23	45	28	9	1	1	-	-	107	12	9
96		Sheffield ^q	207½	29	40	69	21	27	48	13	19	32	8	4	1	1	-	-	87	11	0
97		Kentisbury	116½	23	13	36	16	9	25	12	5	17	5	2	-	-	-	-	—	—	—
98		Torquay	239	52	48	100	32	28	60	21	17	38	20	26	1	1	-	-	92	18	2
		TOTAL.....	..	349	287	636	218	187	405	154	125	279	179	105	6	7	-	-	604	10	7
99	WEST DEVON.	Abbotsham	227½	42	32	74	22	16	38	15	11	26	25	14	1	1	-	-	84	0	0
100		Castra Road ^r	217	40	22	62	26	14	40	19	8	27	14	18	1	1	-	-	55	12	9
101		Hamilton-on-Forth ^s	213	46	49	95	23	22	45	15	13	28	31	8	1	1	-	-	70	16	3
102		North Motton ^t	101½	5	15	20	2	13	15	1	12	13	20	—	-	1	-	-	15	0	0
103		Penguin Creek.....	229½	28	34	62	17	10	36	9	10	19	9	4	-	1	-	-	42	9	9
104		River Don.....	224	72	65	137	37	32	69	27	21	48	20	46	1	1	1	-	140	9	0
105		Ulverstone ^u	234	33	25	58	24	15	39	18	11	29	12	19	1	1	-	-	71	10	7
		TOTAL.....	..	266	242	508	151	131	282	104	86	190	131	109	5	7	1	-	479	18	4

^a Opened 2 July. ^b Closed from 23 March to 21 May: transfer of Teachers. ^c Closed 18 April. ^d Closed from 9 February to 2 April: transfer of Teachers. ^e Closed from 21 Sept. to 7 Nov.: transfer of Teacher. ^f Closed 31 Dec. ^g Closed 5 weeks: epidemic in district. ^h Closed 27 April. ⁱ Closed 2 weeks: transfer of Teachers, and 3 weeks, epidemic in district. ^j Temporarily closed 2 March. ^k Closed 5 weeks: hop-picking. ^l Opened 4 June. ^m Closed 3 weeks: illness of Teacher. ⁿ Re-opened 26 March. ^o Opened 12 March; closed 30 June: ^p Closed 2 March. ^q Closed 5 weeks: epidemic in district. ^r Closed 2 March. ^s Closed 5 weeks: epidemic in district. ^t Closed 5 weeks: epidemic in district. ^u Closed 5 weeks: epidemic in district.

between the 1st January and 31st December, 1877—continued.

granted during the Year ended 31 December, 1877.

Teachers' House Allowance.	Rent of School Buildings.	Repairs &c. of School-Buildings.	School Furniture and Fittings.	School Books Maps, and Requisites.	Miscellaneous.	TOTAL.	School Fees.	Amount of Government Aid per annum for each Scholar in average daily Attendance.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
-	-	-	4 2 0	1 7 5	-	20 9 5	6 16 5	2 19 1	54.
-	-	-	-	0 17 2	-	73 9 11	16 10 10	3 10 0	55.
20 0 0	-	-	-	1 0 7	-	134 19 1	43 5 5	3 0 0	56.
20 0 0	-	-	4 2 0	3 5 2	-	228 18 5	66 12 8	2 18 8½	
-	-	-	-	0 4 2	-	37 1 8	3 7 0	3 7 5	57.
-	-	-	-	0 5 7	-	35 5 7	7 4 0	2 10 5	58.
-	-	-	-	0 19 10	4 0 6	98 10 4	24 3 3	3 0 10	59.
-	-	-	-	0 3 0	-	27 5 3	7 0 0	2 1 11	60.
-	-	-	-	-	-	28 0 0	10 2 0	2 0 1	61.
-	-	-	-	0 8 0	-	47 8 9	9 0 3	2 5 2	62.
-	-	-	-	0 5 2	-	32 9 11	8 17 0	2 6 5	63.
-	-	-	1 2 0	0 16 5	-	84 3 8	23 5 1	2 14 8	64.
-	-	-	-	0 14 0	-	74 5 8	42 16 9	3 15 0	65.
-	-	-	1 2 0	3 16 2	4 0 6	464 10 10	135 15 4	2 6 2½	
-	-	-	-	0 2 9	-	30 2 9	4 10 0	3 15 4	66.
-	-	-	-	0 9 0	-	100 8 0	1 15 3	3 17 3	67.
-	-	-	-	0 18 10	-	131 10 7	63 13 11	3 4 2	68.
-	-	-	-	0 17 1	-	86 13 4	33 9 3	3 9 4	69.
-	-	-	2 17 0	0 17 5	-	83 19 8	15 6 0	2 10 11	70.
-	-	-	2 17 0	3 5 1	-	432 14 4	118 14 5	3 5 0¾	
-	-	-	-	-	-	16 13 4	1 0 0	-	71.
-	-	2 0 0	-	1 8 1	5 0 0	140 10 4	49 9 4	2 13 0	72.
-	-	12 17 4	-	1 13 0	-	167 13 10	48 15 0	3 2 1	73.
-	-	-	-	-	-	5 0 0	0 16 3	-	74.
-	-	-	-	1 8 2	-	49 16 2	19 0 10	2 12 5	75.
-	-	14 17 4	-	3 9 3	5 0 0	379 13 8	119 1 5	2 13 5½	
-	10 0 0	-	0 15 6	0 6 3	-	51 17 0	11 1 0	2 17 7	76.
-	-	-	-	0 18 4	-	105 2 4	47 16 5	3 3 8	77.
-	-	3 5 0	-	0 17 7	-	97 13 10	49 14 0	2 6 6	78.
-	10 0 0	3 5 0	0 15 6	2 2 2	-	254 13 2	108 11 5	2 14 9	
40 0 0	-	-	-	7 9 0	-	375 1 1	370 5 5	1 5 8	79.
-	-	7 17 6	-	1 10 0	-	115 2 0	89 0 7	0 18 3	80.
30 0 0	26 13 4	-	-	1 9 7	-	217 14 8	48 19 5	3 2 2	81.
70 0 0	26 13 4	7 17 6	-	10 8 7	-	707 17 9	508 5 5	1 9 0	
-	-	-	-	0 19 2	39 19 4	162 18 6	64 15 8	3 7 11	82.
-	-	-	-	0 8 2	-	40 18 5	17 0 0	2 11 2	83.
-	4 0 0	15 8 8	20 7 6	3 9 3	1 4 4	147 0 6	96 16 0	2 3 3	84.
-	4 0 0	15 8 8	20 7 6	4 16 7	41 3 8	350 17 5	178 11 8	2 13 2	
-	-	2 18 4	-	-	-	69 0 10	23 10 9	2 6 0	85.
-	-	8 6 8	7 15 0	2 16 3	-	50 19 11	16 10 10	2 18 16	86.
-	-	39 5 2	-	-	7 11 8	202 17 7	84 7 1	2 6 1	87.
-	3 6 8	-	-	-	-	87 11 11	59 4 5	2 1 8	88.
-	6 13 4	-	-	0 8 0	-	57 15 10	6 0 0	3 0 10	89.
-	10 0 0	50 10 2	7 15 0	3 4 3	7 11 8	468 6 1	189 13 1	2 5 10¾	
-	-	3 0 0	5 19 6	1 4 10	-	51 11 9	9 11 0	2 4 11	90.
-	-	-	-	1 2 2	-	11 2 2	4 14 5	2 1 6	91.
10 0 0	-	-	-	0 18 1	-	129 12 1	38 19 8	2 15 2	92.
-	-	-	-	0 12 2	7 7 0	95 15 5	13 15 7	4 13 9	93.
-	-	18 13 4	-	0 19 10	-	78 4 2	17 11 2	2 4 8	94.
-	-	-	-	0 17 4	-	108 10 1	24 1 9	2 8 3	95.
-	-	2 5 0	4 10 0	1 14 11	-	96 0 11	15 3 10	1 19 2	96.
-	-	10 11 9	-	0 1 0	-	103 10 11	43 14 9	2 14 6	97.
10 0 0	-	34 10 1	10 9 6	7 10 4	7 7 0	674 7 6	167 12 2	2 8 4	98.
-	-	-	-	0 16 10	-	84 16 10	21 18 10	3 5 3	99.
-	-	-	-	0 11 9	2 10 0	58 14 6	23 7 0	2 3 6	100.
-	-	11 0 0	-	0 14 10	-	82 11 1	25 0 9	2 19 0	101.
-	-	-	6 15 6	3 9 11	-	25 5 5	5 13 3	3 5 10	102.
-	-	-	-	0 6 10	-	42 16 7	9 1 11	2 5 1	103.
-	-	-	-	1 19 0	-	142 8 0	63 16 10	2 19 4	104.
-	-	-	3 2 0	1 2 0	3 0 0	78 14 7	47 19 10	2 14 3	105.
-	-	11 0 0	9 17 6	9 1 2	5 10 0	515 7 0	196 18 5	2 14 3	

resignation of Teacher.
epidemic in district.
tion of Teacher.

P Closed to 5 March: transfer of Teacher.
Closed during April: repairs to building.
Half-time School.

Constituted full-time School, 1 April.
Opened 1 August. Temporarily closed 31 December: resigna-

Closed during August:

RETURN of PUBLIC SCHOOLS in operation under the BOARD OF

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Number entered during the Year.	Number left during the Year.	Teachers (and Assistant Teachers)		Pupil Teachers and Paid Monitors		Aid		
				Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total			M.	F.	M.	F.	Amount paid to Teachers of all Classes in Salaries, Gratuities, &c.		
106	WELLINGTON.	Black River	241	34	28	62	26	21	47	17	11	28	14	15	-	-	-	-	60	0	0
107		Duck River ^a	126	11	9	20	10	9	19	9	8	17	-	-	-	1	-	-	10	0	0
108		Emu Bay	213	65	66	131	44	45	89	34	31	65	37	54	1	1	-	1	134	14	0
109		Forest, Circular Head ..	240½	33	31	64	17	20	37	13	16	29	14	10	1	1	-	-	75	5	0
110		River Montague	240	11	18	29	8	14	22	7	12	19	11	5	1	-	-	-	47	0	0
111		Somerset	239½	20	18	38	13	10	23	10	6	16	12	7	1	-	-	-	38	5	9
112		Stanley ^b	214½	48	32	80	26	16	42	22	14	36	38	8	1	1	-	-	95	17	4
113		Wynyard	238½	40	29	69	25	16	41	19	11	30	21	22	1	1	-	-	84	0	0
TOTAL				262	231	493	169	151	320	131	109	240	147	121	6	6	-	1	545	2	1
114	FINGAL.....	Avoca.....	235½	21	27	48	13	16	29	10	11	21	17	14	-	1	-	-	48	15	0
115		Ellerslie	231½	10	9	19	8	7	15	7	6	13	2	4	1	-	-	-	30	0	0
116		Falmouth ^c	40	8	9	17	7	8	15	6	4	10	1	1	-	1	-	-	5	14	6
117		Fingal	239½	39	34	73	27	23	50	21	17	38	19	20	1	1	-	-	100	17	9
118		George's Bay ^d	221½	24	32	56	11	15	28	11	10	21	19	20	-	1	-	-	50	0	0
119		Gould's Country	231	20	28	48	12	15	27	9	12	21	36	14	-	1	-	-	30	0	0
120		Mangana	239½	33	29	62	17	23	40	13	17	30	10	6	1	-	-	-	58	12	9
121		Mathinna	240	36	37	73	23	24	47	17	19	36	19	23	1	1	-	-	85	9	9
122		St. Mary's ^e	219	30	25	55	14	21	35	9	14	23	19	7	-	1	-	-	41	7	9
TOTAL				221	230	451	134	152	286	103	110	213	142	109	4	7	-	-	450	17	6
123	GEORGE TOWN	George Town.....	226½	32	28	60	19	20	39	12	14	26	22	11	1	1	-	-	86	16	0
124		Low Head	239½	16	19	35	14	17	31	11	14	25	5	1	1	1	-	-	84	0	0
125		Nine Mile Springs ^f	198½	69	62	122	35	34	69	28	26	54	122	49	1	1	-	-	73	10	0
TOTAL				108	109	217	68	71	139	51	54	105	149	61	3	3	-	-	244	6	0
126	MORVEN	Breadalbane	228½	19	22	41	12	13	25	9	10	19	13	8	-	1	-	-	40	0	0
127		Deddington ^g	238½	17	17	34	11	10	21	8	8	16	7	7	-	1	-	-	39	9	3
128		Evandale	229	92	54	146	67	34	101	52	24	76	39	34	1	2	-	-	157	0	0
129		Lymington	242	43	40	83	28	29	57	19	18	37	18	30	-	1	-	-	44	10	6
130		White Hills ^h	217	26	33	59	14	18	32	11	14	25	26	12	1	1	-	-	80	10	0
TOTAL				197	166	363	132	104	236	99	74	173	103	91	2	6	-	-	361	9	9
131	NORFOLK PLAINS	Carrick	239	41	23	64	28	14	42	20	11	31	14	22	1	1	-	-	102	13	6
132		Illawarra	221½	15	12	27	11	9	20	5	5	14	6	8	-	1	-	-	38	6	8
133		Longford ⁱ	198½	139	69	208	91	49	140	60	33	93	47	83	1	1	-	2	168	13	11
134		Perth ^j	218	62	49	111	40	33	73	30	25	55	41	5	1	2	-	-	110	7	9
TOTAL				257	153	410	170	105	275	119	74	193	108	118	3	5	-	2	420	1	10
135	RINGWOOD ..	Bishopsbourne	238	51	45	96	37	33	70	32	28	60	15	4	1	1	-	-	88	17	0
136		Cressy	232	70	46	116	47	31	78	37	23	60	31	29	1	1	-	-	100	4	2
137		Mountain Vale	237½	24	27	51	19	21	40	12	14	26	15	13	1	1	-	-	95	13	3
138		Saundridge ^k	235	19	18	37	12	13	25	10	11	21	10	6	-	1	-	-	30	0	0
TOTAL				164	136	300	115	98	213	91	76	167	71	52	3	4	-	-	314	14	5
139	SELBY	Bridgenorth	242	16	28	44	13	25	38	8	18	26	6	2	1	-	-	-	61	4	9
140		Cormiston	220½	15	20	35	12	18	30	9	15	24	2	6	1	-	-	-	48	17	5
141		Glangarry	236	24	24	48	19	19	38	14	15	29	18	6	1	1	-	-	60	3	3
142		Hadspe ^l	223½	26	29	55	17	18	35	13	13	26	21	7	1	-	-	-	54	7	6
143		Newnham	234	30	16	46	18	12	30	14	10	24	15	4	1	-	-	-	58	10	4
144		Rose Vale ^m	101	16	14	30	15	12	27	10	7	17	-	3	1	-	-	-	34	13	4
145		Scottsdale	238	25	19	44	15	13	28	12	10	22	8	8	1	1	-	-	72	0	0
146		St. Leonard's ⁿ	87½	43	16	59	26	7	33	22	7	29	20	1	1	-	-	-	40	10	0
147		St. Michael's	238½	23	13	36	18	10	28	15	7	22	7	8	1	-	-	-	54	0	0
148		Turner's Marsh	241	33	21	54	24	16	40	17	12	29	18	17	1	1	-	-	88	12	3
149		Upper Piper's River ^o ..	154	28	19	47	17	14	31	12	12	24	11	13	1	-	-	-	40	10	0
150		Winkleigh	237½	29	21	50	22	14	36	16	10	26	14	17	1	-	-	-	61	4	6
TOTAL				308	240	548	216	178	394	162	136	298	149	92	12	3	-	-	674	13	0
151	WESTBURY ..	Bracknell	237	36	34	70	28	25	53	18	16	34	8	8	1	-	-	-	63	11	9
152		Ctuan	225½	25	19	44	19	15	34	15	13	28	11	3	1	1	-	-	85	8	0
*153		Exton	225½	32	28	60	22	20	42	17	13	30	7	12	1	1	-	-	125	0	0
*154		Early Rises	118½	20	6	26	11	3	14	7	2	9	3	6	1	-	-	-	81	4	9
155		Golden Valley	119½	24	24	48	14	19	33	7	11	18	15	9	-	-	-	-	45	19	0
156		Fern Bank	235½	28	36	64	21	29	50	18	25	43	25	6	-	1	-	-	121	5	6
157		Hagley	235½	53	33	86	40	24	64	35	22	57	29	11	1	1	1	-	50	0	0
158		Park	241	30	24	54	20	14	34	12	8	20	12	12	-	1	-	-	35	0	0
159		Quamby Bend ^p	92	10	13	23	8	10	18	6	7	13	3	4	1	1	-	-	150	7	3
160		Queenstown	224	102	91	193	57	54	111	44	39	83	121	27	1	1	1	-	48	3	9
161		Reedy Marsh	240	7	16	23	8	15	23	5	12	17	-	-	-	1	-	-	111	7	8
162		Westbury ^q	185½	51	52	103	28	32	60	24	25	49	38	28	1	1	-	-	39	11	10
163		Westwood ^r	217½	15	8	23	12	6	18	9	6	15	6	1	-	1	-	-	62	10	0
164		Whitemore	228	19	12	31	15	9	24	10	7	17	4	3	1	1	-	-	125	0	0
TOTAL				452	396	848	309	275	578	227	206	433	282	130	9	11	2	-	1019	9	6
165		Furneaux Group	242	12	14	26	8	10	18	5	7	12	-	5	1	1	-	-	125	0	0
Grand Total				6961	5596	12557	4536	3686	8222	3338	2635	5973	4179	2841	117	142	13	25	13,077	13	8

^a Closed 30 June. ^b Closed from 24 August to 1 October: transfer of Teachers. ^c Closed 9 March: resignation of Teacher. ^d Closed 4 weeks: illness of Teacher. Temporarily closed 31 December: school-room not further available. ^e Closed 3 weeks: illness of Teacher. ^f Opened 5 February; closed 4 weeks: illness of Teacher. ^g Re-opened 15 January. ^h Closed 3 weeks: epidemic in district. ⁱ Closed from 23 May to 9 July: death of Teacher. ^j Closed to 12 February: transfer of Teachers. ^k Opened 15 January. ^l Closed to 2 July: resignation

EDUCATION *between the 1st January and 31st December, 1877—continued.*

granted during the Year ended 31 December, 1877.

Teachers' House Allowance.	Rent of School Buildings.	Repairs of School Buildings.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.	School Fees.	Amount of Government Aid per annum for each Scholar in average daily Attendance.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
-	-	3 6 8	-	0 6 9	-	63 13 5	24 11 6	2 5 6	106.
-	-	-	-	-	-	10 0 0	2 14 6	1 3 6	107.
-	-	3 18 0	2 6 0	4 8 4	0 15 8	146 2 0	83 6 2	2 4 11	108.
-	-	-	-	0 10 1	-	75 15 1	19 1 6	2 12 3	109.
-	-	-	-	0 7 10	-	47 7 10	12 8 11	2 9 11	110.
6 13 4	-	-	-	0 7 8	-	45 6 9	13 13 0	2 16 8	111.
-	-	1 12 2	-	1 1 3	-	98 10 9	53 9 11	2 18 5	112.
-	-	-	-	0 14 7	-	84 14 7	46 12 0	2 16 6	113.
-	6 13 4	8 16 10	2 6 0	7 16 6	0 15 8	571 10 5	255 17 6	2 7 7½	
-	-	10 6 8	-	0 7 1	-	59 8 9	15 2 6	2 16 7	114.
-	-	-	-	-	-	30 0 0	17 9 6	2 6 2	115.
-	-	-	-	-	-	5 14 6	0 19 6	-	116.
-	-	-	-	0 15 10	-	101 13 7	40 0 0	2 13 6	117.
-	-	-	-	0 9 4	-	50 9 4	15 8 6	2 9 0	118.
-	-	-	-	0 13 11	-	30 13 11	22 19 6	1 9 3	119.
-	-	-	-	0 15 6	-	59 8 3	26 2 11	1 19 7	120.
-	-	-	-	1 0 2	-	86 9 11	39 14 3	2 8 1	121.
-	-	-	-	0 8 4	-	41 16 1	24 4 0	1 16 4	122.
-	-	10 6 8	-	4 10 2	-	465 14 4	202 0 8	2 3 8½	
-	-	-	-	0 13 1	-	87 9 1	26 8 3	3 7 3	123.
-	-	-	-	0 5 0	-	54 5 0	44 10 0	3 7 5	124.
-	-	-	14 15 0	4 17 7	-	93 2 7	61 16 0	1 16 2	125.
-	-	-	14 15 0	5 15 8	-	264 16 8	132 14 3	2 10 5½	
-	-	2 7 0	-	0 10 0	-	42 17 0	22 12 4	2 5 1	126.
-	-	-	-	0 14 0	-	40 3 3	11 5 4	2 10 2	127.
10 0 0	-	10 6 8	-	2 0 4	-	179 7 0	134 0 3	2 7 2	128.
-	-	25 0 0	-	0 17 0	-	70 7 6	22 4 8	1 18 0	129.
6 13 4	-	-	1 5 0	0 16 6	-	89 4 10	26 12 5	3 11 5	130.
-	16 13 4	37 13 8	1 5 0	4 17 10	-	421 19 7	216 15 0	2 8 9½	
-	-	-	-	0 16 6	-	103 10 0	25 11 10	3 6 9	131.
-	-	-	-	0 5 11	-	38 12 7	18 17 1	2 15 2	132.
22 1 11	-	0 17 4	-	3 3 8	-	194 16 10	79 8 1	2 5 2	133.
-	-	-	0 7 0	2 0 6	-	112 15 3	40 9 8	2 1 0	134.
22 1 11	-	0 17 4	0 7 0	6 6 7	-	449 14 8	164 6 8	2 6 7¼	
-	-	-	-	1 8 0	-	90 5 0	32 10 6	1 10 1	135.
-	-	-	-	1 9 4	-	101 13 6	70 6 0	1 13 11	136.
-	-	-	-	0 2 6	-	95 15 9	11 12 1	3 13 8	137.
-	-	-	-	0 19 7	-	30 19 7	18 1 0	1 9 6	138.
-	-	-	-	3 19 5	-	318 13 10	132 9 7	1 18 2	
-	-	-	-	0 15 4	-	62 0 1	3 6 4	2 7 8	139.
-	-	-	1 4 0	0 8 5	-	50 9 10	30 15 0	2 2 1	140.
-	-	-	2 12 0	0 13 9	-	63 9 0	14 14 4	2 3 9	141.
-	-	-	-	0 9 7	-	54 17 1	17 3 10	2 2 2	142.
-	-	16 10 0	-	0 10 0	-	75 10 0	22 11 10	3 2 11	143.
-	-	-	-	0 4 11	-	34 18 3	6 4 4	3 12 10	144.
-	-	5 0 0	-	0 6 7	-	77 6 7	25 7 6	3 10 4	145.
2 8 0	-	-	-	0 13 8	-	43 11 8	10 9 7	2 14 11	146.
-	-	-	-	0 4 1	1 0 0	55 4 1	16 19 6	2 10 2	147.
-	-	-	-	0 16 1	-	89 8 4	14 16 8	3 1 8	148.
-	-	-	-	0 14 2	-	41 4 2	15 1 8	2 9 4	149.
-	-	-	-	0 11 5	-	61 15 11	18 6 10	2 7 6	150.
-	2 8 0	21 10 0	3 16 0	6 8 0	1 0 0	709 15 0	195 17 5	2 7 7½	
-	-	-	-	0 9 0	-	64 0 9	16 19 2	1 17 8	151.
10 0 0	-	-	-	0 13 6	-	86 1 6	4 6 0	3 1 6	152.
-	-	30 0 0	-	0 17 1	-	165 17 1	38 2 2	5 10 7	153.
-	-	-	-	0 14 1	-	81 18 10	11 14 1	2 18 6	154.
-	-	-	-	-	-	45 19 0	22 19 0	1 1 5	155.
-	-	-	-	1 3 6	-	122 9 0	131 10 9	2 3 0	156.
-	-	7 4 0	-	0 10 6	-	57 14 6	6 6 6	2 17 9	157.
-	-	-	-	-	0 7 6	35 7 6	5 0 0	-	158.
-	-	66 9 4	-	2 0 10	10 13 0	229 10 5	26 16 6	2 15 4	159.
2 4 5	-	-	-	0 9 7	-	48 13 4	0 15 0	2 17 3	160.
-	-	53 18 0	-	4 9 2	-	171 19 3	27 15 7	3 16 4	161.
-	-	4 8 0	-	5 5 5	-	44 5 3	11 8 7	3 3 6	162.
-	-	-	2 15 6	0 8 11	-	65 14 5	12 10 0	3 17 4	163.
12 4 5	-	161 19 4	2 15 6	12 1 7	11 0 6	1219 10 10	316 3 4	2 16 4	164.
-	-	-	-	-	-	125 0 0	-	10 8 4	165.
435 16 11	196 14 8	557 2 6	129 8 2	186 2 2	122 6 10	14,705 4 11	5401 7 10	2 11 6	

of Teacher. Closed 6 November to 10 December: epidemic in district. ^a Re-opened 1 May. Closed from 29 June to 22 October: accommodation unsuitable. ^b Closed from 29 March to 6 August: transfer of Teacher. ^c Closed 25 May. ^d Closed from 29 June to 10 September: transfer of Teachers. ^e Closed from 29 March to 1 May: resignation of Teacher. ^f Half-time Schools.

GEO. RICHARDSON, *Secretary.*

APPENDIX H.

RETURN of the Number of Children admitted under Free Certificates, and the Payments made for their Instruction, between the 1st January and the 31st December, 1877.

NO.	SCHOOL.	TOTAL AMOUNT PAID.	FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
	<i>Hobart.</i>	£ s. d.				
1	Harrington-street.....	4 13 6	25	20	17	15
2	Macquarie-street.....	3 12 6	12	12	14	13
3	Trinity Hill	4 0 5	25	23	21	20
	Total	12 6 5	62	55	52	48
	<i>Glenorchy.</i>					
4	New Town	12 16 6	25	26	29	25
5	O'Brien's Bridge.....	2 11 9	8	8	10	8
	Total	15 8 3	33	34	39	33
	<i>Queenborough.</i>					
6	Sandy Bay	5 10 3	16	13	13	13
	<i>Kingborough.</i>					
7	Brown's River	8 10 0	21	20	19	20
8	Glazier's Bay	4 14 6	22	17	25	24
9	Long Bay	3 5 0	13	13	11	15
10	Margate.....	0 17 6	4	3	3	1
11	Oyster Cove	2 9 6	—	13	11	—
12	Peppermint Bay	2 11 0	8	7	5	5
13	Port Cygnet.....	3 5 9	7	7	9	9
14	Victoria.....	13 16 3	24	24	24	25
	Total	39 9 6	99	104	107	99
	<i>Franklin.</i>					
15	Castle Forbes Bay	8 3 0	19	18	23	22
16	Franklin	15 13 6	33	31	30	31
17	Hastings	1 15 3	—	3	6	6
18	Honeywood	2 11 9	8	8	7	7
19	Port Esperance	1 9 7	3	4	7	7
	Total	29 13 1	63	64	73	73
	<i>New Norfolk.</i>					
20	Falls	2 0 0	7	4	7	6
21	Glenora.....	1 0 3	—	3	8	—
22	New Norfolk	6 0 3	17	18	22	20
	Total	9 0 6	24	25	37	26
	<i>Brighton.</i>					
23	Bagdad	0 4 6	—	2	—	—
24	Black Brush.....	1 2 0	5	4	4	—
25	Broad Marsh	0 9 0	1	1	1	1
26	Elderslie	1 12 8	7	4	6	5
27	Constitution Hill	6 16 3	13	13	20	17
28	Dromedary	1 15 0	5	3	3	3
29	Green Ponds	2 3 0	5	5	4	4
30	Pontville.....	1 18 9	6	3	3	3
	Total	16 1 2	42	35	41	33
	<i>Clarence.</i>					
31	Cambridge	4 4 6	11	8	11	8
32	Dulcot	7 6 3	20	25	24	18
33	Kangaroo Point	2 19 0	11	11	13	11
34	Muddy Plains	1 1 3	3	3	3	3
35	Rokeby	0 13 0	3	2	2	1
	Total	16 4 0	48	49	53	41

NO.	SCHOOL.	TOTAL AMOUNT PAID.	FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
	<i>Richmond.</i>	<i>£ s. d.</i>				
36	Jerusalem	0 12 9	5	2	2	—
37	Richmond	3 18 6	11	6	12	13
	Total	4 11 3	16	8	14	13
	<i>Sorell.</i>					
38	Bream Creek	4 7 6	12	13	11	11
39	Forcett	2 10 0	17	7	7	7
40	Orielton	2 2 3	6	8	5	2
41	Prosser's Bay	5 15 9	10	11	12	12
42	Prosser's Plains	2 4 9	15	14	13	12
43	Sorell	3 5 3	—	9	9	11
44	Wattle Hill	0 3 6	3	—	—	—
	Total	20 9 0	63	62	57	55
	<i>Oatlands.</i>					
45	Mount Seymour	9 19 0	12	20	20	25
46	Oatlands	1 11 9	9	12	4	9
47	Tunbridge	1 16 3	5	5	5	4
	Total	13 7 0	26	37	29	38
	<i>Cumberland.</i>					
48	Bothwell	6 2 3	13	19	19	19
49	Hamilton	3 3 6	7	10	9	10
50	Ouse	1 18 0	5	4	4	7
	Total	11 3 9	25	33	32	36
	<i>Glamorgan.</i>					
51	Lisdillon	3 5 3	5	10	8	8
52	Spring Bay	2 4 0	5	7	7	6
53	Swansea	3 11 3	9	7	7	7
	Total	9 0 6	19	24	22	21
	<i>Launceston.</i>					
54	Elizabeth-street	17 3 3	45	42	37	32
55	Frederick-street	31 14 6	79	74	72	59
56	Margaret-street	17 11 9	50	45	47	41
	Total	66 9 6	174	161	156	132
	<i>Campbell Town.</i>					
57	Campbell Town	2 0 0	—	—	—	21
58	Cleveland	0 10 3	—	—	—	4
59	Ross	0 10 9	1	1	1	1
	Total	3 1 0	1	1	1	26
	<i>Deloraine.</i>					
60	Brookhead	3 2 6	6	11	7	7
61	Brookside	1 1 0	—	—	4	4
62	Deloraine	19 0 9	41	43	44	39
63	Dunorlan	0 5 3	—	—	2	2
64	Red Hills	0 14 6	7	—	—	—
	Total	24 4 0	54	54	57	52
	<i>East Devon.</i>					
65	Latrobe	3 14 0	9	7	14	12
66	New Ground	1 16 3	—	3	6	6
67	Northdown	8 11 0	18	21	22	20
68	Sassafras	11 12 9	30	33	39	45
69	Sheffield	4 4 6	18	10	12	11
70	Kentisbury	0 16 6	7	3	3	3
71	Torquay	0 1 6	3	—	—	—
	Total	30 16 6	85	77	96	97
	<i>West Devon.</i>					
72	Castra Road	1 12 9	8	5	4	4
73	Hamilton-on-Forth	1 4 0	8	7	—	8
74	Penguin Creek	2 9 9	8	8	7	7
75	River Don	4 19 0	18	18	14	18
76	Ulverstone	1 9 6	3	3	3	7
	Total	11 15 0	45	41	28	44

No.	SCHOOL.	TOTAL AMOUNT PAID.	FIRST QUARTER.	SECOND QUARTER.	THIRD QUARTER.	FOURTH QUARTER.
	<i>Wellington.</i>	£ s. d.				
77	Emu Bay	2 14 0	4	6	12	10
78	Forest	3 5 0	10	6	7	9
79	Somerset	0 15 9	..	4	4	4
80	Stanley	3 4 0	6	8	6	6
	Total	9 18 9	20	24	29	29
	<i>Fingal.</i>					
81	Fingal	4 17 9	11	10	11	11
82	Mangana	4 12 9	16	16	9	5
83	Mathinna	1 9 9	3	..	4	6
84	St. Mary's	1 7 9	..	..	5	9
	Total	12 8 0	30	26	29	31
	<i>George Town.</i>					
85	George Town	2 16 0	14	10	9	9
	<i>Morven.</i>					
86	Deddington	0 14 3	2	2	2	..
87	Lymington	4 10 6	14	11	11	8
	Total	5 4 9	16	13	13	8
	<i>Norfolk Plains.</i>					
88	Carrick	7 13 6	18	19	20	16
89	Longford	23 10 9	87	72	74	68
90	Perth	9 3 6	26	23	22	22
	Total	40 7 9	131	114	116	106
	<i>Ringwood.</i>					
91	Bishopsbourne	4 17 0	8	10	11	11
92	Cressy	0 11 9	2	2	2	..
93	Mountain Vale	11 13 3	19	22	26	23
	Total	17 2 0	29	34	39	34
	<i>Selby.</i>					
94	Bridgenorth	7 4 9	23	24	21	..
95	Cormiston	1 2 9	4	4	4	4
96	Glengarry	6 3 3	13	10	18	18
97	Hadspen	3 12 6	9	9	10	10
98	Rose Vale	2 11 9	..	..	12	12
99	Turner's Marsh	4 12 3	..	12	12	11
100	Winkleigh	1 19 6	6	6	4	4
	Total	27 6 9	55	65	81	59
	<i>Westbury.</i>					
101	Bracknell	9 11 9	36	33	32	25
102	Cluan	13 8 0	23	26	33	34
103	Early Rises	1 7 4	5	7	7	8
104	Golden Valley	4 17 5	19	17	23	26
105	Fern Bank	5 19 0	..	21	13	12
106	Hagley	0 5 6	..	..	..	3
107	Park	10 0 0	24	36	35	35
108	Queenstown	35 7 3	60	87	109	69
109	Reedy Marsh	8 3 9	18	18	18	18
110	Westbury	12 1 0	40	46	31	23
111	Westwood	4 3 6	12	9	11	11
	Total	105 4 6	237	300	312	264
	GRAND TOTAL	558 19 2	1427	1463	1535	1420

GEO. RICHARDSON, *Secretary.*

APPENDIX I.

RETURN showing Number of Visits paid to each School during the Year 1877, compiled from Returns furnished by the Teachers.

No.	SITUATION OF SCHOOLS.	Ministers for imparting Religious Instruction.						Inspectors of Schools.	Members of Local Board.	Other Persons.	TOTAL.
		Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others				
<i>Hobart.</i>											
1	Bathurst-street	75	..	..	..	..	..	4	..	7	86
2	Battery Point.....	..	..	..	..	..	..	5	..	12	17
3	Goulburn-street	6	..	..	..	..	..	4	..	23	33
4	Harrington-street .....	..	..	..	..	..	..	4	17	41	62
5	Macquarie-street	13	..	..	..	..	..	5	..	54	72
6	Murray-street.....	..	..	..	..	..	..	4	..	40	44
7	Trinity Hill	33	..	..	..	..	..	4	2	42	81
	Total	127	..	..	..	..	..	30	19	219	395
<i>Glenorchy.</i>											
8	Bridgewater	6	..	..	..	..	..	2	11	8	27
9	New Town	38	..	..	..	..	..	2	..	8	48
10	O'Brien's Bridge	4	..	..	..	..	..	3	10	12	29
11	Queen's Asylum	38	36	..	..	..	..	5	..	7	86
12	Sorell Creek .....	..	..	..	..	..	..	..	4	1	5
	Total	86	36	..	..	..	..	12	25	36	195
<i>Queenborough.</i>											
13	Sandy Bay .....	..	..	..	..	..	..	2	..	8	10
<i>Kingborough.</i>											
14	Brown's River .....	..	..	..	..	..	..	2	..	5	7
15	Glazier's Bay .....	..	..	..	..	..	..	2	..	..	2
16	Wattle Grove .....	..	..	..	..	..	..	2	4	..	6
17	Long Bay	2	..	..	..	..	..	3	12	1	18
11	Three Hut Point	2	..	..	..	..	..	2	4	..	8
19	Margate	1	..	..	..	..	..	2	..	2	5
20	Oyster Cove .....	..	..	..	..	..	..	1	10	..	11
21	Peppermint Bay	3	..	..	..	..	..	3	12	13	31
22	Port Cygnet	7	..	..	..	..	..	2	37	10	56
23	Victoria .....	..	..	..	..	..	..	3	6	3	12
	Total	15	..	..	..	..	..	22	85	34	156
<i>Franklin.</i>											
24	Castle Forbes Bay .....	..	..	..	..	..	..	3	17	2	22
25	Franklin .....	..	26	..	..	..	..	3	26	3	58
26	Hastings .....	..	2	..	..	7	..	2	..	3	14
27	Honeywood .....	..	..	..	..	..	..	2	33	44	79
28	Port Esperance, No. 1 .....	..	11	..	..	..	..	2	16	8	37
29	Port Esperance, No. 2 .....	..	..	..	..	..	..	2	12	13	27
30	Southport .....	..	..	..	..	..	..	..	2	6	8
	Total .....	..	39	..	..	7	..	14	106	79	245
<i>New Norfolk.</i>											
31	Falls .....	..	..	..	..	..	..	2	21	..	23
32	Glenora .....	..	..	..	..	..	..	2	3	13	18
33	New Norfolk .....	..	..	..	..	..	..	4	59	23	86
34	River Plenty	2	1	..	..	..	..	2	4	10	19
	Total	2	1	..	..	..	..	10	87	46	146
<i>Brighton.</i>											
35	Bagdad .....	..	..	..	..	..	..	2	10	..	12
36	Black Brush .....	..	..	..	..	..	..	2	21	4	27
37	Broad Marsh .....	..	..	..	..	..	..	2	27	..	29
38	Elderslie .....	..	..	..	..	..	..	2	18	2	22
39	Constitution Hill	3	1	..	..	..	..	3	4	..	11
40	Dromedary	3	..	..	..	2	..	2	3	..	10
41	Green Point	7	..	..	..	..	..	3	1	1	12
42	Green Ponds	12	..	..	..	..	..	2	19	11	44
43	Old Beach .....	..	..	..	..	..	..	..	4	3	7
44	Pontville	25	..	..	..	..	..	2	8	1	36
45	Tea Tree .....	..	..	..	..	..	..	1	10	..	11
	Total	50	1	..	..	2	..	21	125	22	221

No.	SITUATION OF SCHOOLS.	Ministers for imparting Religious Instruction.						Inspectors of Schools.	Members of Local Board.	Other Persons.	TOTAL.
		Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.				
<i>Clarence.</i>											
46	Cambridge .....	..	..	..	..	..	..	2	9	10	21
47	Dulcot .....	..	..	..	..	..	..	2	10	3	15
48	Kangaroo Point .....	..	..	..	..	..	..	3	6	15	24
49	Muddy Plains .....	..	..	..	..	..	..	2	1	1	4
50	Rokeby .....	..	..	..	..	..	..	3	..	..	3
51	South Arm .....	..	..	..	..	..	..	..	6	2	8
	Total .....	..	..	..	..	..	..	12	32	31	75
<i>Richmond.</i>											
52	Enfield	4	..	..	..	..	..	1	..	5	10
53	Jerusalem .....	..	..	..	..	..	..	2	9	7	18
54	Richmond	33	..	..	..	..	..	2	4	4	43
	Total	37	..	..	..	..	..	5	13	16	71
<i>Sorell.</i>											
55	Bream Creek .....	..	..	..	..	..	..	2	..	..	2
56	Carlton .....	..	..	..	..	..	..	3	1	2	6
57	Forcett .....	..	..	..	..	..	..	2	2	7	11
58	Orielton .....	..	..	..	..	..	..	2	1	4	7
59	Port Arthur	18	..	..	..	..	..	1	..	..	19
60	Prosser's Bay .....	..	..	..	..	..	..	2	2	6	10
61	Prosser's Plains .....	..	..	..	..	..	..	4	3	12	19
62	Sorell	19	..	..	..	..	..	4	17	6	46
63	Wattle Hill .....	..	..	1	..	..	2	1	1	1	6
	Total	37	..	1	..	..	2	21	27	38	126
<i>Oatlands.</i>											
64	Jericho .....	..	..	..	..	..	..	1	..	..	1
65	Mount Seymour	6	..	2	..	..	..	2	7	31	48
66	Oatlands .....	..	..	..	..	..	..	2	9	5	16
67	Tunbridge .....	..	..	..	..	..	..	2	8	..	10
68	Tunnack .....	..	..	..	..	..	..	2	16	16	34
	Total	6	..	2	..	..	..	9	40	52	109
<i>Cumberland.</i>											
69	Apsley .....	..	..	..	..	..	..	1	..	3	4
70	Bothwell .....	..	..	..	..	..	..	3	11	15	29
71	Hamilton	21	..	..	..	..	..	2	17	14	54
72	Monto's Marsh .....	..	1	..	..	..	4	1	7	1	14
73	Ouse .....	..	..	..	..	..	..	2	4	2	8
	Total	21	1	..	..	..	4	9	39	35	109
<i>Glamorgan.</i>											
74	Lisdillon	1	..	..	..	..	..	2	12	5	20
75	Spring Bay .....	..	..	..	..	..	..	2	5	6	13
76	Swansea .....	..	..	..	..	..	..	2	15	51	68
	Total	1	..	..	..	..	..	6	32	62	101
<i>Launceston.</i>											
77	Elizabeth-street .....	..	..	..	..	..	..	8	12	95	115
78	Frederick-street .....	..	..	..	..	..	..	9	17	46	72
79	Margaret-street .....	..	24	..	..	..	..	3	..	100	127
	Total .....	..	24	..	..	..	..	20	29	241	314
<i>Campbell Town.</i>											
80	Campbell Town	2	..	16	..	..	..	3	43	32	98
81	Cleveland	2	..	1	..	..	..	2	4	1	10
82	Ross .....	..	..	..	..	..	..	3	9	49	61
	Total	4	..	17	..	..	..	8	56	82	167
<i>Deloraine.</i>											
83	Brookhead .....	..	..	..	..	..	..	1	10	8	19
84	Brookside .....	..	..	..	..	..	..	2	6	..	8
85	Deloraine	44	..	..	..	..	..	3	7	2	56
86	Dunorlan .....	..	..	..	..	..	..	3	19	36	58
87	Red Hills .....	..	..	..	..	..	..	4	11	1	16
	Total	44	..	..	..	..	..	13	53	47	157

No.	SITUATION OF SCHOOL.	Ministers for imparting Religious Instruction.						Inspectors of Schools.	Members of Local Board.	Other Persons.	TOTAL.
		Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.				
<i>East Devon.</i>											
88	Barrington .....	..	..	..	1	..	..	2	10	6	19
89	Green's Creek .....	..	..	..	..	..	..	..	..	3	3
90	La Trobe .....	..	..	..	..	..	..	4	1	9	14
91	New Ground .....	..	..	..	..	..	..	1	14	1	16
92	Northdown .....	..	..	..	..	..	..	2	..	1	3
93	Sassafras .....	..	..	..	..	..	..	3	3	1	7
94	Sheffield .....	..	..	..	1	..	..	3	1	..	5
95	Kentishbury .....	..	..	..	..	..	..	2	..	..	2
96	Torquay .....	..	..	..	..	..	..	3	6	1	10
	Total .....	..	..	..	2	..	..	20	35	22	79
<i>West Devon.</i>											
97	Abbotsham .....	..	..	..	..	..	..	2	3	12	17
98	Castra Road .....	..	..	..	..	..	..	2	5	9	16
99	Hamilton-on-Forth .....	..	..	..	..	..	..	2	3	6	11
100	North Motton .....	..	..	..	..	..	1	1	5	..	7
101	Penguin Creek .....	..	..	..	..	..	..	2	..	1	3
102	River Don .....	..	..	..	..	..	..	2	5	6	13
103	Ulverstone .....	..	..	..	..	..	..	2	10	6	18
	Total .....	..	..	..	..	..	1	13	31	40	85
<i>Wellington.</i>											
104	Black River .....	..	..	..	..	..	..	2	4	17	23
105	Duck River .....	..	..	..	..	..	..	2	..	..	2
106	Emu Bay .....	..	..	..	..	..	..	2	5	24	31
107	Forest .....	..	..	..	..	..	..	2	5	30	37
108	Montague .....	..	..	..	..	..	..	2	9	38	49
109	Somerset .....	..	..	..	..	..	..	2	..	5	7
110	Stanley .....	..	..	..	..	..	..	3	9	4	16
111	Wynyard .....	..	..	..	..	..	..	3	23	6	32
	Total .....	..	..	..	..	..	..	18	55	124	197
<i>Fingal.</i>											
112	Avoca .....	..	..	..	..	..	..	2	10	3	15
113	Ellerslie .....	..	..	..	..	..	..	2	..	..	2
114	Falmouth .....	..	..	..	..	..	..	..	..	..	..
115	Fingal .....	..	..	..	..	..	..	3	15	9	27
116	George's Bay	1	1	..	4	..	..	2	..	1	9
117	Gould's Country	3	1	..	4	..	..	2	..	3	13
118	Mangana .....	..	..	..	..	..	..	2	1	6	9
119	Mathinna .....	..	..	..	1	..	..	2	3	3	9
120	St. Mary's .....	..	..	..	..	..	..	3	9	9	21
	Total	4	2	..	9	..	..	18	38	34	105
<i>George Town.</i>											
121	George Town .....	..	..	..	..	..	..	2	64	8	74
122	Low Head .....	..	..	..	..	..	..	2	40	2	44
123	Nine Mile Springs	3	1	..	..	..	..	2	1	30	37
	Total	3	1	..	..	..	..	6	105	40	155
<i>Morven.</i>											
124	Breadalbane .....	..	..	..	..	..	..	5	6	2	13
125	Deddington .....	..	..	..	..	..	..	2	3	8	13
126	Evandale	16	..	..	..	..	..	2	10	12	40
127	Lymington	2	..	..	..	..	..	2	5	..	9
128	White Hills .....	..	..	..	..	..	..	2	4	12	18
	Total	18	..	..	..	..	..	13	28	34	93
<i>Norfolk Plains.</i>											
129	Carrick .....	..	..	..	..	..	..	2	2	2	6
130	Illawarra	26	..	..	..	..	..	2	2	20	50
131	Longford .....	..	..	..	..	..	..	2	17	2	21
132	Perth .....	..	3	..	..	..	..	4	13	16	36
	Total	26	3	..	..	..	..	10	34	40	113
<i>Ringwood.</i>											
133	Bishopsbourne	9	..	..	..	..	..	2	9	2	22
134	Cressy	6	..	..	..	..	..	4	10	7	27
135	Mountain Vale .....	..	..	..	..	..	..	2	3	..	5
136	Saundridge .....	..	..	..	..	..	..	2	..	..	2
	Total	15	..	..	..	..	..	10	22	9	56

No.	SITUATION OF SCHOOL.	Ministers for imparting Religious Instruction.						Inspectors of Schools.	Members of Local Board.	Other Persons.	TOTAL.
		Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.				
<i>Selby.</i>											
137	Bridgenorth .....	..	..	..	..	..	..	3	5	4	12
138	Cormiston .....	..	..	..	..	..	..	2	19	20	41
139	Glengarry .....	..	..	1	..	..	..	2	6	3	12
140	Hadspen .....	..	..	..	..	..	..	3	1	2	6
141	Newnham	11	..	..	..	..	..	4	1	15	31
142	Rose Vale .....	..	..	..	..	..	..	2	1	..	3
143	Scottsdale .....	..	..	..	..	..	..	2	1	1	4
144	St. Leonards .....	..	..	..	..	..	..	3	17	3	23
145	St. Michael's .....	..	..	..	..	..	..	5	81	11	97
146	Turner's Marsh .....	..	1	..	..	..	..	2	5	6	14
147	Upper Piper's River ..	..	..	3	..	..	..	2	8	7	20
148	Winkleigh.....	..	..	..	1	..	..	2	6	4	13
	Total	11	1	4	1	..	..	32	151	76	276
<i>Westbury.</i>											
149	Bracknell .....	..	..	..	..	..	..	2	6	1	9
150	Cluan	6	10	..	..	..	..	2	3	3	24
151	Exton .....	..	..	..	..	..	..	2	1	..	3
152	Early Rises .....	..	..	..	..	..	..	2	..	..	2
153	Golden Valley .....	..	..	..	..	..	..	2	..	3	5
154	Fern Bank	3	2	..	2	..	..	2	..	2	11
155	Hagley	41	..	..	..	..	..	2	6	1	50
156	Park	1	3	..	..	..	..	2	10	1	17
157	Quamby Bend .....	..	..	..	..	..	..	1	1	..	2
158	Queenstown .....	..	..	..	..	..	..	2	31	7	40
159	Reedy Marsh .....	..	4	..	..	..	..	2	..	..	6
160	Westbury	6	..	..	..	..	..	3	15	..	24
161	Westwood .....	..	..	..	..	..	..	2	8	12	22
162	Whitemore .....	..	..	..	..	..	..	2	1	..	3
	Total	57	19	..	2	..	..	28	82	30	218
163	Furneaux Group	1	..	..	..	..	..	..	..	9	10
	GRAND TOTAL	565	128	24	14	9	7	382	1349	1506	3984

GEO. RICHARDSON, *Secretary.*

APPENDIX J.

RELIGIOUS Denomination of Scholars on the Rolls of Public Schools for the Year 1877.

No.	SITUATION OF SCHOOL.	Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Inde- pendent.	Others	TOTAL.
<i>Hobart.</i>								
1	Bathurst-street	145	36	41	57	76	16	371
2	Battery Point.....	207	53	50	15	20	20	365
3	Goulburn-street	262	27	23	21	20	11	364
4	Harrington-street.....	6	210	..	..	..	..	216
5	Macquarie-street	102	29	3	14	14	..	162
6	Murray-street.....	108	41	3	94	29	28	303
7	Trinity Hill	265	41	21	78	39	11	455
	Total	1095	437	141	279	198	86	2236
<i>Glenorchy.</i>								
8	Bridgewater	12	9	3	9	4	3	40
9	New Town	89	47	..	38	13	..	187
10	O'Brien's Bridge	39	18	5	44	..	..	106
11	Queen's Asylum	73	80	1	1	1	..	156
12	Sorell Creek	18	..	..	1	..	1	20
	Total	231	154	9	93	18	4	509
<i>Queenborough.</i>								
13	Sandy Bay	44	7	3	20	..	..	74
<i>Kingborough.</i>								
14	Brown's River	55	13	..	7	5	..	80
15	Glazier's Bay	1	47	..	..	..	..	48
16	Wattle Grove	9	18	..	9	..	..	36
17	Leslie	2	1	..	..	..	..	3
11	Longley	6	..	2	4	..	..	12
19	Long Bay	20	..	..	..	1	7	28
20	Three Hut Point	18	3	..	1	..	..	22
21	Margate	33	9	..	11	..	..	53
22	Oyster Cove	30	9	4	..	..	..	43
23	Peppermint Bay	11	8	..	..	7	..	26
24	Port Cygnet	40	3	..	..	3	..	46
25	Victoria	32	8	..	..	33	..	73
	Total	257	119	6	32	49	7	470
<i>Franklin.</i>								
26	Castle Forbes Bay .....	..	42	3	6	15	1	67
27	Franklin	36	30	..	18	5	..	89
28	Hastings	5	8	..	3	40	11	67
29	Honeywood	36	44	..	..	33	..	113
30	Port Esperance, No. 1..	9	15	..	..	33	10	67
31	Port Esperance, No. 2..	46	2	1	..	..	..	49
32	Southport	15	14	5	..	..	1	35
	Total	147	155	9	27	126	23	487
<i>New Norfolk.</i>								
33	Falls	12	5	..	25	..	..	42
34	Glenora	27	24	3	3	..	..	57
35	New Norfolk	62	49	4	31	..	..	146
36	River Plenty	31	7	..	..	..	..	38
	Total	132	85	7	59	..	..	283
<i>Brighton.</i>								
37	Bagdad	42	..	..	..	7	..	49
38	Black Brush	18	11	..	..	..	..	29
39	Broad Marsh.....	13	..	2	..	..	..	15
40	Elderslie	12	10	..	..	..	..	22
41	Constitution Hill	31	25	..	..	..	..	56
42	Dromedary	14	3	..	..	..	..	17
43	Green Point.....	19	4	..	..	20	..	43
44	Green Ponds.....	25	11	..	..	3	1	40
45	Old Beach	12	6	..	7	..	..	25
46	Portville	48	2	..	..	13	..	63
47	Tea Tree	39	4	..	..	..	..	43
	Total	273	76	2	7	43	1	402

No.	SITUATION OF SCHOOL.	Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.	TOTAL.
<i>Clarence.</i>								
48	Cambridge	24	9	..	..	..	..	33
49	Dulcot	21	22	..	..	..	..	43
50	Kangaroo Point	72	6	..	3	10	..	91
51	Muddy Plains	28	..	..	4	2	3	37
52	Rokeby	30	3	..	..	15	..	48
53	South Arm	16	..	..	..	..	..	16
	Total	191	40	..	7	27	3	268
<i>Richmond.</i>								
54	Enfield	9	6	..	..	..	..	15
55	Jerusalem	24	36	..	..	..	..	6
56	Richmond	44	29	..	..	40	..	11
	Total	77	71	..	..	40	..	188
<i>Sorell.</i>								
57	Bream Creek	16	5	..	..	3	..	24
58	Carlton	3	..	..	..	22	..	25
59	Forcett	57	3	10	..	2	..	72
60	Orielton	25	..	..	..	..	..	25
61	Port Arthur	26	9	5	1	..	1	42
62	Prosser's Bay	23	8	..	..	..	..	31
63	Prosser's Plains	24	15	..	..	..	..	39
64	Sorell	64	7	..	..	..	..	71
65	Wattle Hill	43	5	..	..	..	1	49
	Total	281	52	15	1	27	2	378
<i>Oatlands.</i>								
66	Jericho	24	5	..	..	..	..	29
67	Mount Seymour	3	19	23	..	..	..	47
68	Oatlands	62	19	22	23	..	..	126
69	Tunbridge	21	13	4	5	..	..	43
70	Tunnack	15	48	11	..	..	..	74
	Total	125	104	62	28	..	..	319
<i>Cumberland.</i>								
71	Apsley	11	..	9	..	..	..	20
72	Bothwell	78	15	2	12	..	..	107
73	Hamilton	70	31	2	..	1	..	104
74	Monto's Marsh	15	9	..	..	..	..	24
75	Ouse	37	1	..	..	..	..	38
	Total	211	56	13	12	1	..	293
<i>Glamorgan.</i>								
76	Lisdillon	28	6	..	..	..	..	34
77	Spring Bay	39	19	..	..	..	..	58
78	Swansea	45	15	7	..	..	..	67
	Total	112	40	7	..	..	..	159
<i>Launceston.</i>								
79	Elizabeth-street	192	37	117	119	88	21	574
80	Frederick-street	107	10	20	87	42	2	268
81	Margaret-street	20	143	1	13	3	1	181
	Total	319	190	138	219	133	24	1023
<i>Campbell Town.</i>								
82	Campbell Town	58	6	7	42	..	..	113
83	Cleveland	27	6	6	4	..	..	43
84	Ross	47	8	..	53	2	..	110
	Total	132	20	13	99	2	..	266
<i>Deloraine.</i>								
85	Brookhead	18	31	3	18	..	..	70
86	Brookside	9	..	7	22	..	..	38
87	Deloraine	81	22	12	35	1	9	160
88	Dunorlan	28	30	8	23	..	2	91
89	Red Hills	19	20	..	4	..	..	43
	Total	155	103	30	102	1	11	402

No.	SITUATION OF SCHOOL.	Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.	TOTAL.
<i>East Devon.</i>								
90	Barrington .....	..	2	13	42	1	4	62
91	Green's Creek	13	6	..	7	..	..	25
92	Latrobe	47	20	..	31	14	3	115
93	New Ground	24	23	2	5	..	..	54
94	Northdown	27	8	..	2	5	..	62
95	Sassafras	10	63	..	28	..	12	113
96	Sheffield	2	4	3	53	..	7	69
97	Kentisbury	1	..	..	35	..	..	36
98	Torquay	66	17	5	1	9	2	100
	Total	189	143	23	224	29	28	636
<i>West Devon.</i>								
99	Abbotsham	21	1	4	12	31	5	74
100	Castra Road	25	10	20	6	..	1	62
101	Hamilton-on-Forth	16	38	..	19	22	..	95
102	North Motton	6	..	..	14	..	..	20
103	Penguin Creek	8	4	..	5	45	..	62
104	River Don	43	26	..	4	64	..	137
105	Ulverstone	32	10	..	7	9	..	58
	Total	151	89	24	67	171	6	508
<i>Wellington.</i>								
106	Black River	25	36	..	1	..	..	62
107	Duck River .....	..	..	No Return	..	..	..	..
108	Emu Bay	78	34	..	6	..	13	131
109	Forest	38	20	2	4	..	..	64
110	Montague	20	2	..	7	..	..	29
111	Somerset	28	10	..	..	..	..	38
112	Stanley	49	9	..	20	..	2	80
113	Wynyard	45	17	1	..	2	4	69
	Total	283	128	3	38	2	19	473
<i>Fingal.</i>								
114	Avoca	23	19	..	2	..	4	48
115	Ellerslie	3	9	7	..	..	..	19
116	Falmouth	11	6	..	..	..	..	17
117	Fingal	52	16	..	5	..	..	73
118	George's Bay	30	24	..	2	..	..	56
119	Gould's Country	26	5	3	7	..	7	48
120	Mangana	25	27	..	..	..	..	52
121	Mathinna	66	4	3	..	..	..	73
122	St. Mary's	40	22	..	3	..	..	65
	Total	276	132	13	19	..	11	451
<i>George Town.</i>								
123	George Town	57	3	..	..	..	..	60
124	Low Head	20	..	2	8	5	..	35
125	Nine Mile Springs	71	5	16	29	..	1	122
	Total	148	8	18	37	5	1	217
<i>Morven.</i>								
126	Breadalbane	23	5	5	8	..	..	41
127	Deddington	1	1	28	..	..	4	34
128	Evandale	57	17	54	18	..	..	146
129	Lymington	72	1	4	6	..	..	83
130	White Hills	42	1	1	15	..	..	59
	Total	195	25	92	47	..	4	363
<i>Northfolk Plains.</i>								
131	Carrick	48	3	5	5	..	3	64
132	Illawarra	27	..	..	..	..	..	27
133	Longford	138	23	2	45	..	..	208
134	Perth	55	14	1	..	..	41	111
	Total	268	40	8	50	..	44	410
<i>Ringwood.</i>								
135	Bishopsbourne	39	9	13	35	..	..	96
136	Cressy	61	3	5	45	..	2	116
137	Mountain Vale	25	6	..	20	..	..	51
138	Saundridge	23	1	..	13	..	..	37
	Total	148	19	18	113	..	2	300

No.	SITUATION OF SCHOOL.	Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.	TOTAL.
<i>Selby.</i>								
139	Bridgenorth	10	16	18	..	..	..	44
140	Cormiston	6	9	15	..	..	5	35
141	Glengarry	6	7	23	13	..	..	48
142	Hadspen	37	7	..	10	..	1	55
143	Newnham	37	1	..	8	..	..	46
144	Rose Vale	18	1	4	..	5	2	30
145	Scottsdale .....	..	1	..	..	43	..	44
146	St. Leonards	40	4	15	..	..	..	59
147	St. Michael's	26	..	4	6	..	..	36
148	Turner's Marsh	5	40	8	1	..	..	54
149	Upper Piper's River ...	1	10	36	..	..	..	47
150	Winkleigh	11	4	23	12	..	..	50
	Total	197	100	145	50	48	8	548
<i>Westbury.</i>								
151	Bracknell	9	12	3	42	..	4	70
152	Cluan	9	35	..	..	..	..	44
153	Exton	4	7	4	37	..	8	60
154	Early Rises	3	23	..	..	..	..	26
155	Golden Valley	7	41	..	..	..	..	48
156	Fern Bank	13	22	2	27	..	..	64
157	Hagley	47	13	16	9	1	..	86
158	Park .....	..	47	7	..	..	..	54
159	Quamby Bend	5	15	..	3	..	..	23
160	Queenstown	27	135	..	31	..	..	193
161	Reedy Marsh .....	..	23	..	..	..	..	23
162	Westbury	61	16	4	22	..	..	103
163	Westwood	14	..	..	9	..	..	23
164	Whitemore	7	..	4	20	..	..	31
	Total	206	389	40	200	1	12	848
165	Furneaux Group	26	..	..	..	..	..	26
	GRAND TOTAL	5869	2782	839	1830	921	296	12,537

GEO. RICHARDSON, *Secretary.*