

(No. 10.)



1862.

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T A S M A N I A.

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**ANNUAL REPORT OF THE NORTHERN BOARD  
OF EDUCATION.**

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Presented by the Colonial Treasurer, and ordered by the House to be printed,  
22 July, 1862.



*FIFTH REPORT* of the NORTHERN BOARD of EDUCATION, *Tasmania*, for the  
Year 1861.

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*To His Excellency Colonel THOMAS GORE BROWNE, C.B., Captain-General and Governor-in-Chief of the Colony of Tasmania and its Dependencies.*

MAY IT PLEASE YOUR EXCELLENCY.

WE, the Members of the Northern Board of Education, have the honor to submit to Your Excellency this our Fifth Annual Report, comprising a Statement of our proceedings during the year 1861.

SCHOOLS.

1. The number of localities for which Schools have been provided by the Board is 40, exclusive of the District from which the Infant School in Launceston is recruited. Two new Schools at Northdown and Table Cape (the arrangements for which had been made prior to the reduction of the Annual Grant) were opened during the year. In three Districts, Northam, Windermere, and West Tamar, we have been unable to re-open Schools which had been temporarily closed, in consequence of the impossibility of procuring suitable Teachers at the low salaries which we now have to offer. The total number of distinct Schools actually in operation during the year was 35.

The system under which the Teacher divides his time between two or more Schools is most distasteful to the parents, and has not here been found to work satisfactorily. We have endeavoured rather to amalgamate Schools than to diminish the short period during which the children are brought under the Teacher's influence.

2. Numerous as have been the applications for the establishment of new Schools in localities where there are absolutely no means of instruction available, it has been impossible for us to undertake new responsibilities under present circumstances. Already the current expenditure, narrowed as it has been to the limits of the strictest economy, absorbs the whole of the proportion which is allotted out of the Annual Grant to the Northern Division; nor is there any provision in the Rules laid down for our guidance which enables or authorises us to close Schools where the conditions upon which aid was originally granted are still fulfilled, although other Districts through increase of population may now have stronger claims upon the public funds.

We beg to call attention to the following list of places reported as urgently calling for the establishment of Schools, in addition to those for which some provision has already been made.

No.	Electoral District.	Locality.
1. }	Deloraine .....	{ Chudleigh.
2. }		{ Middle Plains.
3. }		{ Whitefoord Hills.
4.	Fingal.....	Mangana.
5. }	Devon .....	{ New Ground, Port Sorell.
6. }		{ Don River.
7. }		{ Forth River.
8. }		{ Leven River.
9.	George Town.....	Saw Mills, Ilfracombe.
10. }	Selby .....	{ Supply River.
11. }		{ Pleasant Hills.
12.	Morven.....	White Hills.
13. }	Launceston.....	{ Sandhill.
14. }		{ Wharf.
15. }		{ New Town.

The above list only includes places in which an attendance of 30 and upwards may be expected. Many more might be named in which a smaller attendance could be secured.

3. The number of children returned as having received instruction between the 1st January and the 31st December was 2,485. The average number on the books was 1,680, and the average daily attendance 1,182. Irregularity of attendance appears to be the chief cause of the great discrepancy between the average attendance and the number of children who have passed through the Schools.

4. In eight Schools operations were temporarily suspended during a portion of the year in consequence of the resignation or removal of Teachers, and the great difficulty experienced in procuring competent persons to supply their place. The Breadalbane School was re-opened on the 7th January, the Schools at Ross and Hadspen on the 1st April, and the Deloraine School on the 18th February. The Carrick School was re-opened on the 1st February, closed on the 31st July, and again re-opened on the 1st of October. The Formby School was closed from the 31st May to the 1st September, the Tarleton School from the 30th April to the 1st November, and the Bishopsbourne School from the 17th February to the beginning of June. In the case of the last School a Mistress was procured, through accidental circumstances, who was content to receive as remuneration the School Fees, and a residence rent free. From such an arrangement we cannot expect satisfactory results, and regret our inability to place the School on a more liberal footing.

#### TEACHERS.

5. There were employed during the year 31 Male and 30 Female Teachers, together with 5 Pupil Teachers, at the following rates of remuneration; viz.—

#### Male Teachers.

4 at £100 per annum.		5 at £68 per annum.
4 at £90        ,,		2 at £63        ,,
7 at £80        ,,		1 at £54        ,,
2 at £70        ,,		6 at £50        ,,

#### Female Teachers and Workmistresses.

1 at £70 per annum.		6 at £40 per annum.
1 at £68        ,,		17 at £20        ,,
5 at £50        ,,		

#### Pupil Teachers.

3 at £37 10s. per annum.		2 at £20 per annum.
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The average amount paid by the Board as the Joint Salary of Master and Mistress was £90 13s. 4d.

6. The incomes, from all sources, of 34 Head Teachers, inclusive of the salaries of wives or relatives employed in the Schools, were as follows :—

- 4 were in the receipt of £200 per annum and upwards.
- 4 were in the receipt of from £150 to £200 per annum.
- 16 were in the receipt of from £100 to £150 ditto.
- 10 were in the receipt of from £50 to £100 ditto.

#### FINANCE.

7. The amount paid by the Board in Salaries and personal allowances to Teachers of all classes was £3,377 5s. 8d., and in School Fees by parents of the children £1,370 2s. 5d. A further sum of £344 4s. 3d. is returned under the head of Fees due, but unpaid at the end of the year. The greater portion of these unpaid fees will probably be recovered by the Teachers, and the amount of the local contribution towards the expenses of Public Education may be thus estimated at about £1,600 per annum.

8. The amount expended in renting School-houses and providing residences for Teachers was £565. The sum of £6 10s. was expended in repairs to School-houses not the property of the Board. Several applications for grants under this head were made during the year; but though the fairness of the claims was admitted, the want of funds made it utterly impossible for us to entertain them.

9. School Furniture was supplied to Seven Schools at an expense of £38 10s. 6d. The cost of Books, Stationery, and other requisites supplied as Free Stock was £48 7s. 5d.

10. The whole of the disbursements for the year under the Annual Vote for Education, together with the expense of inspection and management, amounted to the sum of £4,934 4s. 11d., which represents the entire cost of Public Education in Northern Tasmania.

11. The average cost of the education of each Scholar on the Rolls, inclusive of the expenses of Inspection and Management, was £3 19s. 2d., of which £2 18s. 9d. was paid by the Board, and £1 0s. 5d. by parents in School Fees. A similar calculation being made with the average attendance, the cost per head appears to be £5 12s. 6d., of which £4 3s. 6d. was paid by the Board, and £1 9s. by the parents.

#### ERECTION OF SCHOOL-HOUSES.

12. Under the Grant specially appropriated to the erection of School-houses the expenditure was £243 13s. 4d. Of this £198 13s. 4d. was the Board's contribution towards the cost of the new School-house at Northdown. The sum of £45 was paid as part commission to Mr. Hunter on account of Plans prepared by him for the proposed Central School.

#### INSPECTION.

13. The total number of visits paid by the Inspector of Schools during the year was 153, or an average of 4 to each of the 35 Schools in operation. Visits were also paid to various localities, in which measures were being taken for establishing Schools. The duties of Secretary to the Board continue to be discharged by the Inspector of Schools.

#### LOCAL VISITATION.

14. Subjoined is a summary of the visits paid during the year by persons locally interested in the Schools. By Ministers of Religion 631 visits appear to have been paid, and

229 by other persons, making a total of 860. For this information we have to depend entirely upon the Returns of the Teachers, but they may no doubt be relied on as trustworthy.

In 10 Schools the total number of visits appears to have been under 12, or less on the average than one visit per month.

	<i>Visits.</i>
Church of England Ministers .....	481
Roman Catholic Ministers .....	74
Presbyterian and Wesleyan Ministers .....	76
Other Persons .....	229
Total of Visits .....	860

#### OCCUPATION OF PARENTS.

15. The following summary exhibits the occupation or social position of the Parents of 2396 Children who received instruction during the year. It will be seen that a very small number can be said to belong to classes for whom the Public Schools are not specially designed, and the number of those who are in a position to give their Children an expensive education is probably still less. Further particulars will be found in Appendix E. :

<i>Laborers.</i>	<i>Farmers.</i>	<i>Small Shopkeepers, &amp;c.</i>	<i>Carpenters, Blacksmiths, &amp;c.</i>	<i>Innkeepers.</i>	<i>Clerks, Constables, &amp;c.</i>	<i>Pensioners.</i>	<i>Clergy and Professional Men.</i>	<i>Persons of independent means.</i>	<i>Widows.</i>	<i>Others.</i>	<i>Orphans.</i>	TOTAL.
733	489	185	522	122	136	75	6	19	69	11	29	2396

#### SCHOOL FEES.

16. At the close of the year 1860, by way of making some compensation to Teachers for the reductions which we had been compelled to make in consequence of the withdrawal of a portion of the Annual Grant, we authorised them to charge at the rate of One Shilling per Week for each Child in lieu of the old rates of School Fees. In some of the Schools in which this permission was taken advantage of the attendance immediately fell off so much as to leave the Teacher in a worse position than before the alteration. In one or two populous and flourishing Districts the higher rate was readily paid, and the attendance was rather increased than diminished. But in the majority of Schools the Teachers appear to have adhered to the original scale of fees, from a sense of the impossibility of getting more from the Parents. By a subsequent modification of our original Minute payment of the higher rate was made permissive instead of compulsory, and the average of the fees now paid is quite as high as can reasonably be demanded from the Parents.

#### FREE SCHOLARS.

17. It having been represented to us early in the year, from many quarters, that a number of Children were deprived of the means of education by reason of the poverty of their Parents, we issued a Circular embodying the following Regulations:—

1. The Children of Parents who are *bonâ fide* unable to pay for their education, shall be entitled to admission into the Public Schools, on production of a certificate specifying the cause of such inability, and signed by a Minister of Religion, and a Justice of the Peace.

2. Each certificate will be in force for one Quarter only, but may be renewed when circumstance so require. It is hoped that punctuality and regularity of attendance will, in all cases, be insisted on.

3. At the end of the Quarter a Return will be required from each School showing the number, age, and attendance of the children who have been admitted free of charge, and supported by the above-mentioned certificates.

4. The Board cannot pledge itself to the observance of any definite rule in determining the amount of compensation to be awarded to Teachers for the instruction of children admitted under the above regulations, but will be guided by the circumstances of each case. The rate of remuneration will not, however exceed 4*d.* per week for each child.

It will be seen from the summary appended to this Report, that, in the country, the school at Queenstown, near Westbury, is the only one in which advantage has been taken of the above Regulations to any considerable extent. The parents of the majority of the children attending this School are either Pensioners or Pensioners' widows, who endeavour to eke out a living by the cultivation of their small patches of land, and most of whom, partly from their unskilful management, but partly also from improvident habits, are almost always in a state bordering upon destitution.

The admission of Free Scholars into the Launceston Schools has not been attended with satisfactory results. We beg to call Your Excellency's attention to the remarks of the Inspector of Schools on this subject. The whole question appears to be one which demands the most serious consideration.

#### CONCLUSION.

18. There are two important subjects which we beg in conclusion to bring under Your Excellency's notice.

1. The want of a Central and Model School in Launceston.
2. The unequal distribution of the Educational Grant.

Both these subjects were fully gone into in our Report for last year; and we are at a loss to understand why they have not yet been brought under the consideration of the Legislature.

We are now obliged to occupy, at an expense of £160 per annum, School-houses which are the property of religious bodies, and are in other respects unsuitable for our purposes. In addition to this amount there is the loss of interest on £900 expended in the purchase of a site.

Subjoined is a summary of the population of the two Divisions showing the amount of the Parliamentary Grants:—

	Total Population.	Number of Children under 15 years.	Proportion of Annual Grant.	Inspection and Management.	Total Cost of Public Education.
			£ s. d.	£ s. d.	£ s. d.
Southern Division .....	49,870	9,736	7,636 7 3	1,000 0 0	8,636 7 3
Northern Division .....	40,107	7,629	4,363 12 9	600 0 0	4,963 12 9
Total .....	89,977	17,365	12,000 0 0	1,600 0 0	13,600 0 0

The cost of Public Education per head of the population is, therefore, as follows:—

	Per head of total Population.	Per head of Children under 15 years of age.
	£ s. d.	£ s. d.
Southern Division .....	0 3 5½	0 17 8¾
Northern Division .....	0 2 5¾	0 13 0½

But in order to arrive at the true basis for the appropriation of a Grant for Education, the towns and the country districts should be compared separately. In large towns, where the Schools are attended by greater numbers, they can be made more nearly self-supporting than in small ones. In the latter, too, there is less private competition.

The towns of Hobart Town and Launceston being excluded, the number of children in the Southern Division only exceeds that in the Northern Division by 356. Deducting:

those who are educated in the Orphan Schools, we find the balance to be actually in favor of the Northern Division, while its proportion of the Public Grants is less by £3,672 14s. 6d. per annum than that allotted to the Southern Division.

These facts require no comment.

INSPECTOR'S REPORT.

19. The General Report of the Inspector of Schools on the state of Public Education is appended.

JOHN WARD GLEADOW, *Chairman*.  
CHARLES A. W. ROCHER.  
JAMES AIKENHEAD.  
WILLIAM K. O'KEEFE.  
WILLIAM CLEVELAND.  
JOHN WHITEFOORD.  
WILLIAM JOHNSTONE.  
ARTHUR J. MARRIOTT,

T. STEPHENS, *Inspector and Secretary*.

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## APPENDIX A.

*ABSTRACT of RECEIPTS and EXPENDITURE between the 1st January and 31st December, 1861.*

<b>Cr.</b>	<b>£ s. d.</b>	<b>Dr.</b>	<b>£ s. d.</b>	<b>£ s. d.</b>
Proportion of Parliamentary Grant.....	4363 12 9	Salaries and Allowances to Teachers	3286 9 0	£ s. d.
		Ditto Pupil Teachers .....	137 10 0	£ s. d.
		Gratuities to Masters for instruction of Pupil Teachers .....	25 0 0	
		Fuel allowance.....	158 6 8	3607 5 8
		Rent of School-houses .....	—	335 0 0
		Repairs and Improvement of School-houses .....	—	6 10 0
		Furniture and Fittings.....	—	96 2 4
		School Books, Maps, and Requisites	—	48 7 5
		<i>Miscellaneous.</i>		
		Salary of Clerk to 31st December .	137 10 0	
		Mr. Drysdale, for inspecting Fur- niture .....	1 9 4	
		Prizes, Stationery, &c. ....	6 16 6	
		Office Books, Books, &c., from Education Office, Hobart Town	19 17 6	
		Printing and Advertising .....	6 5 6	
		Teachers' Travelling Expenses and Transport.....	31 12 3	
		Messenger & miscellaneous charges	15 13 4	219 4 5
		Aid to Infant School, Launceston..	—	50 0 0
		Balance .....	—	1 2 11
	<u>4363 12 9</u>			<u>£4363 12 9</u>

T. STEPHENS, *Secretary.*





## APPENDIX C.

*DETAILED STATEMENT of Expenditure, under the Grant appropriated to the Erection, Alteration, or improvement of SCHOOL BUILDINGS, between the 1st January and 31st December, 1861.*

<i>Number.</i>	<i>Electoral District.</i>	<i>School.</i>	<i>Object of Grant.</i>	<i>Cost of Works.</i>	<i>Locally subscribed.</i>	<i>Amount granted by Board.</i>	<i>Remarks.</i>
1	Devon . . . . .	Northdown..	Erection of School-house	£ s. d. 264 17 9	£ s. d. 66 4 5	£ s. d. 198 13 4	{ Buildings the property of the Board.
2	Launceston . . . . .	Launceston..	Architect's commission for plans of proposed Central School, first instalment.	..	..	45 0 0	
<i>Total.....</i>				264 17 9	66 4 5	243 13 4	

T. STEPHENS, *Secretary.*

## APPENDIX D.

*RETURN showing the Number of Children admitted under FREE CERTIFICATES, and the Payments made for their Instruction, between the 1st April and 31st December, 1861.*

## QUARTER ENDING 30TH JUNE.

<i>Number.</i>	<i>Electoral District.</i>	<i>School.</i>	<i>Number of Free Scholars.</i>	<i>Number of Weeks for which Payment was allowed.</i>	<i>Amount paid.</i>
1	Campbell Town.....	Campbell Town.....	2	24	£ s. d. 0 8 0
2	Launceston.....	Margaret-street .....	36	245	3 1 3
3		Elizabeth-street .....	15	31	0 10 4
4	Westbury .....	Westbury .....	4	26	0 8 8
5		Queenstown.....	50	253	3 3 3
					7 11 6

## QUARTER ENDING 30TH SEPTEMBER.

1	Launceston.....	Margaret-street .....	31	314	3 18 6
2		Elizabeth-street .....	42	315	3 18 9
3	Selby .....	Hadspen.....	3	39	0 13 0
4	Westbury.....	Westbury.....	18	152	2 10 8
5		Queenstown.....	69	752	9 8 0
					20 8 11

## QUARTER ENDING 31st DECEMBER.

1	Launceston.....	Margaret-street .....	28	258	4 6 0
2		Elizabeth-street .....	54	426	5 6 6
3	Selby .....	Hadspen.....	4	46	0 15 4
4	Westbury.....	Westbury.....	18	157	2 12 4
5		Queenstown .....	77	843	10 10 9
6		Quamby Bend.....	4	47	0 15 8
					24 6 7

## TOTAL AMOUNT OF PAYMENTS MADE BY THE BOARD.

1	Campbell Town.....	Campbell Town.....	—	—	0 8 0
2	Launceston.....	Margaret-street .....	—	—	11 5 9
3		Elizabeth-street .....	—	—	9 15 7
4	Selby .....	Hadspen.....	—	—	1 8 4
5	Westbury .....	Westbury.....	—	—	5 11 8
6		Queenstown .....	—	—	23 2 0
7		Quamby Bend.....	—	—	0 15 8
					52 7 0

T. STEPHENS, *Secretary.*

## APPENDIX E.

*RETURN showing Profession or Social Position of Parents whose Children have attended Schools under the NORTHERN BOARD of EDUCATION between the 1st January and 31st December, 1861.*

ELECTORAL DISTRICT.	SCHOOL.	Labourers.	Farmers.	Small Shopkeepers, &c.	Carpenters, Blacksmiths, &c.	Innkeepers.	Clerks, Constables, &c.	Pensioners.	Clergy and professional men.	Persons of independent means.	Widows.	Others.	Orphans.	TOTAL.
CAMPBELL TOWN . . . . .	Campbell Town . . . . .	44	9	18	17	—	—	—	—	4	—	—	7	99
	Ross . . . . .	47	—	15	37	3	2	—	—	—	2	—	—	106
DELORAINÉ . . . . .	Delorainé . . . . .	22	15	6	27	7	2	—	1	4	—	—	—	84
	Formby . . . . .	19	3	8	6	8	—	—	—	—	—	5	—	49
DEVON . . . . .	Emu Bay . . . . .	—	22	3	4	7	—	—	—	—	—	1	—	37
	Stanley (Circular Head) . . . . .	18	9	5	14	5	7	—	—	—	—	3	—	61
	Forest, ditto . . . . .	1	52	—	2	—	—	—	—	—	—	—	—	55
	Northdown . . . . .	3	34	—	—	—	—	—	—	—	—	—	—	37
	Table Cape . . . . .	4	31	—	—	1	3	—	—	—	—	—	—	39
FINGAL . . . . .	Avoca . . . . .	7	—	6	10	5	6	—	1	3	3	—	—	41
	Cullenswood . . . . .	12	12	—	4	2	—	—	—	—	—	—	—	30
GEORGE TOWN . . . . .	Fingal . . . . .	7	7	5	9	1	8	—	—	—	—	—	—	37
	George Town . . . . .	2	1	5	5	2	5	—	2	4	2	2	2	32
LAUNCESTON . . . . .	Elizabeth-street . . . . .	69	—	23	96	6	17	—	—	—	—	—	11	222
	Margaret-street . . . . .	114	4	7	54	3	11	—	—	—	7	—	2	202
MORVEN . . . . .	Breadalbane . . . . .	10	13	5	2	7	2	—	—	—	—	—	1	40
	Evandale . . . . .	22	20	5	18	4	7	—	2	—	4	—	—	82
NORFOLK PLAINS . . . . .	Lymington . . . . .	26	26	—	5	1	1	—	—	—	—	—	—	59
	Carrick . . . . .	24	4	1	28	11	11	5	—	—	3	—	1	88
	Illawarra . . . . .	3	30	—	3	—	—	—	—	—	1	—	—	37
RINGWOOD . . . . .	Longford . . . . .	32	22	14	49	19	5	—	—	—	1	—	3	145
	Perth . . . . .	20	1	8	23	4	3	4	—	—	9	—	—	72
SELBY . . . . .	Cressy . . . . .	9	10	2	11	5	7	—	—	—	—	—	—	44
	Maitland . . . . .	8	13	—	—	—	4	—	—	—	—	—	—	25
	Hadsphen . . . . .	28	2	—	5	6	—	—	—	—	—	—	—	41
WESTBURY . . . . .	Newnham . . . . .	10	22	1	10	—	—	—	—	3	—	—	—	46
	St. Leonards . . . . .	15	7	2	14	—	10	—	—	—	1	—	—	49
WESTBURY . . . . .	Exton . . . . .	23	60	3	5	1	3	—	—	—	—	—	2	97
	Hagley . . . . .	27	25	3	20	10	8	—	—	—	—	—	—	93
	Quamby Bend . . . . .	7	21	—	—	—	—	—	—	—	—	—	—	28
	Queenstown . . . . .	42	—	6	10	—	5	50	—	—	24	—	—	137
	Westbury . . . . .	58	14	34	34	4	9	16	—	1	12	—	—	182
		733	489	185	522	122	136	75	6	19	69	11	29	2396

## APPENDIX F.

*RETURN of Visits paid to Public Schools by MINISTERS of RELIGION, and other Persons, between the 1st January and 31st December, 1861.*

<i>District.</i>	<i>School.</i>	<i>Church of England Ministers.</i>	<i>Roman Catholic Ministers.</i>	<i>Presbyterian &amp; Wesleyan Ministers.</i>	<i>Other Persons.</i>	<i>Total Visits.</i>
Campbell Town	Campbell Town.....	32	2	45	19	98
	Ross .....	18	..	4	32	54
Deloraine.....	Deloraine .....	7	..	..	9	16
Devon.....	Formby .....	6	..	1	17	24
	Torquay .....	..	..	..	..	..
	Emu Bay.....	8	6	..	1	15
	Stanley, Circular Head	4	4	1	2	11
	Forest, ditto.....	2	..	..	2	4
	Tarleton .....	1	..	..	2	3
	Northdown.....	19	..	..	6	25
Table Cape.....	1	1	..	11	13	
Fingal .....	Avoca .....	34	..	..	16	50
	Cullenswood.....	1	..	..	..	1
	Fingal.....	3	2	..	11	16
George Town....	George Town.....	7	..	..	1	8
Launceston. ....	Elizabeth-street .....	20	..	3	7	30
	Margaret-street.....	10	32	..	2	44
Morven .....	Breadalbane.....	12	..	..	..	12
	Evandale.....	37	..	19	6	62
	Lymington .....	41	..	..	27	68
Norfolk Plains..	Carrick.....	18	..	..	1	19
	Illawarra .....	8	..	..	6	14
	Longford .....	20	..	1	2	23
	Perth.....	43	..	..	3	46
Ringwood .....	Bishopsbourne .....	No Return.		..	..	..
	Cressy.....	4	..	..	1	5
	Maitland.....	1	..	..	1	2
Selby .....	Hadspen.....	11	..	..	9	20
	Newnham.....	5	..	..	1	6
	St. Leonards .....	1	..	..	3	4
Westbury.....	Exton .....	..	..	1	..	1
	Hagley.....	49	..	..	10	59
	Quamby Bend .....	44	..	..	16	60
	Queenstown .....	..	26	..	..	26
	Westbury.....	14	1	1	5	21
		481	74	76	229	860

## GENERAL REPORT

*On the state of Public Education in Northern Tasmania for the Year 1861, by  
T. STEPHENS, Esquire, B.A. Oxon., Inspector of Schools and Secretary to the  
Northern Board of Education.*

Launceston, 24th March, 1862.

GENTLEMEN,

I HAVE the honor to present my Fifth Annual Report on the general condition of Education throughout my District.

During the year ended 31st December, 1861, the number of visits paid to Schools in operation was 153. The number of miles travelled during the same period exceeded 3000. Of 35 schools in operation 3 were visited twice, 10 three times, 9 four times, 6 five times, 3 six times, 1 seven times, 1 eight times, and 2 nine times. The excellence of the postal arrangements has enabled me, though almost incessantly travelling from place to place, to attend to a large and increasing correspondence without much interruption. Inspection.

It will not have been expected that I should be able to record much progress during the past year. It has been one of great depression in everything that relates to Education, in consequence of the withdrawal of a considerable portion of the Annual Grant; the reduction of Teachers' salaries consequent thereon; and the prospect of a still greater reduction at no distant period. Three of our best Teachers, originally a very small number, have abandoned the profession or have found more remunerative employment in the other Colonies; and others, seeing that nothing is being done by the people themselves to compensate them for their losses, are naturally turning their thoughts in the same direction. The occupation of the Teacher is not a mechanical one like that of the labourer or arti-an, and unless guaranteed at least a decent maintenance he cannot have much heart in his work or produce very satisfactory results. Position of the  
Teacher.

## ATTAINMENTS.

The standard of instruction is so variable that it is scarcely susceptible of exact definition by the general remarks of a Report of this nature. At one time I find evident progress being made in a particular branch of instruction, one or two others remaining stationary. At a subsequent visit to the same school the order may be reversed, too great a preponderance having been given to subjects in which deficiencies had been suddenly discovered. This is an evil inseparable from a system under which the bulk of the instructors are at best only qualified for their duties by education, not by experience or special training.

It is difficult to exaggerate the importance of paying attention to Reading. In the case of the children who attend the Public Schools the instruction is seldom supplemented by home influence. Unless during the period of school-life the art of reading with facility and intelligence has been acquired, all literature and all sources of useful information will be inaccessible and uninteresting in after years. Much improvement has been made, and it is seldom now that I find children put mechanically through the Reading Lesson for the day and then dismissed without question being given or explanation offered by the Teacher. But the reading must be intelligible as well as intelligent. Distinct enunciation of every syllable should be insisted on in all the classes, from the lowest upwards. I find Schools to be most defective in this respect when the Teacher allows or encourages a rapid style of reading; when he stands too near his class; and when he intrusts, without careful supervision, his junior classes to young pupil-teachers or monitors. Reading.

Writing, as a branch of instruction, is of no less importance. It is the one subject in which all the parents feel themselves competent to form an opinion of the progress of their children. For a certain showy proficiency in this branch they are too often content to sacrifice every other advantage, and to patronise the first adventurer who writes and teaches a good hand, in preference to the otherwise competent Teacher in whom this is the weak point. Ornamental and elaborate handwriting we do not want, but that in which the letters are well formed, and which is rapidly written and easily legible; and with the improved series of copy-books which are supplied by the Board, no Teacher can be pardoned for not teaching a thoroughly good style to his scholars, however imperfect his own handwriting may be. I have witnessed in many instances an extraordinary improvement follow the adoption of Darnell's or McLeod's copy-books, and the failures have only occurred where the Teacher has perversely misapplied or misunderstood the principles of the system, or has pushed the children forward into the advanced books, instead of carrying them step by step through the elementary stages. Writing.

- Spelling. Closely connected with Writing is Spelling. There has of late years been a great outcry against the old-fashioned Spelling-books, and the objection is sound in principle. But many Teachers *can* teach Spelling well by the old system who have not yet acquired the art of making either the Reading Lesson or the Dictation Exercise a satisfactory substitute for it. Provided that the meaning of the words be carefully taught, and time not wasted by the preparation of the lesson from the Spelling-books during school-hours, I see no reason for objecting to their use. Still, nothing ought to be allowed to supersede the practice of having words and sentences written down daily from dictation from the time when the children are first able to hold a pencil or pen.
- Arithmetic. Much improvement has been made in teaching Arithmetic during the past four years. The defects still observable arise sometimes from the Teacher's imperfect acquaintance with his subject, but more frequently from his neglecting to teach the first rudiments thoroughly. I have noticed in some Teachers too great a disposition to help the child by writing down on his slate the sums which he is expected to work. Not to speak of the waste of time, this practice tends to destroy those habits of self-reliance which ought always to be assiduously cultivated, and it becomes almost impossible to test the child's actual proficiency when, as at the Inspector's examination, he is required to work sums written down by himself from dictation. Mental arithmetic can scarcely have too much attention paid to it, but the Teacher should always remember that its chief value lies in the encouragement afforded to habits of thought and *bonâ fide* mental calculation. When I find results worked out by an independent and individual method, however imperfect, I am far more certain that the Teacher has done his duty, than when the answers are dependent upon the previous acquisition of some catch or rule mechanically learnt from book or from oral instruction.
- Grammar and Geography. The subjects of Grammar and Geography do not appear to me to call for special mention at present. Where the Teacher possesses sufficient ability to introduce under the former head a real study of language, the results cannot be too highly appreciated, but mere parsing lessons are chiefly valuable from the relief which they afford to the monotony of school-work. Due attention paid to the Reading Lessons, combined with a judicious use of the Maps supplied by the Board, will convey as much general information respecting Geography as the majority of the children are likely to require.
- Other Subjects. General History, higher Arithmetic, Mensuration, the rudiments of Land Surveying, and Algebra, are taught with fair efficiency in some schools. Very few children remain long enough to profit much by instruction in the higher branches, and the elementary instruction has not yet reached such a degree of perfection as to make me anxious to enlarge the limits of the ordinary *curriculum* of study.
- Qualifications of the Teacher. Referring to the instruction, I feel it incumbent upon me to combat a notion which is unfortunately too prevalent,—that any person who can read, write, and spell, and exhibit a tolerable acquaintance with elementary arithmetic, is necessarily fit for the office of Teacher. Profound scholarship and superficial acquaintance with a great variety of subjects are equally out of place in the primary school. But if *education*, and not mere rote-instruction, be the object in view, it is absolutely necessary that the Teacher possess, in addition to personal and moral qualifications, such an amount of intelligence and general information as will enable him to illustrate and explain the school-lessons, and bring them home to his scholars with a practical application to their every day life. It is bad economy to encourage an inferior class of Teachers. When parents begin to find that their children are not "getting on," they become careless about their attendance, keep them at home, or send them, without any satisfactory result, from one private teacher to another until the children are past the school-going age. In two schools in which I have been enabled during the last few months to introduce good Teachers, the attendance has suddenly risen, in the one from 30 to 65, and in the other from 30 to 80, thus diminishing in both the cost of the instruction of each child by more than one-half.
- Needlework. Plain Needlework is taught in all the Public Schools. It is a common complaint of Mistresses that they have very great difficulty in providing work for the girls, and that their exertions are not seconded by the parents. The efficiency of a school in this branch must mainly depend upon the amount of interest which is taken in the school by the ladies of the district. I should be committing an act of injustice were I to omit mentioning by name the Lynington School which in this respect stands conspicuously out from all others.
- Religious Instruction. Of the Religious Instruction I have treated at some length in other Reports, and have now nothing to add to my former remarks upon the subject.

#### FREE SCHOLARS.

The scheme which was introduced last year to provide for the education of destitute children has worked well, on the whole, in the few country districts in which it has been taken advantage of. At first there was a slight disposition to abuse the privileges of the Free Certificates by a somewhat too indiscriminate issue. Now, I believe that few children are admitted under their provi-

sions who are not fit objects of charity. In Launceston, however, the consequences have been such as were not anticipated. In rural districts, where the proportion of free scholars is ordinarily small, and they are comparatively exempt from the demoralisation of towns, the addition of such an element produces no visible alteration in the tone of the school, but in large towns the case is widely different. Children whose parents have abandoned them, or are in a state of destitution from intemperate and improvident habits, are necessarily, both in person and manners, very unlike those who have been brought up with a due regard to the decencies of life. It is not surprising that the latter should instinctively shrink from contact with the unfortunate outcasts of society, or that their parents should decline to expose them to the risk of moral contamination, which is, I regret to say, no imaginary evil. Again, while those who avail themselves of the Free Certificates are quite numerous enough to injure the tone of a Public School, they bear but a small proportion to the mass of the neglected juvenile population, and their attendance cannot be counted on for many days, together. The half-dozen individuals who, from purely philanthropical motives, have made it their business to visit the low haunts of the town will bear me out in the assertion, that there is a large number of children who are daily and hourly exposed to the most demoralising influences, but whose existence is virtually ignored by the religious bodies and charitable institutions of Launceston. Elsewhere, provision is made for the education of this peculiar class, which is to be found in all large towns, by the institution of Ragged or Free Schools. Why these are yet unknown here, or why the movement which is beginning to be made for their establishment receives no general support, I leave others to answer. Of all classes this is the one which most especially calls for benevolent intervention, but the provision must be special, as the class is peculiar. When these neglected children are mingled with others, they will, of necessity, draw them down to their own standard, instead of being raised themselves; and I have no hesitation in saying that their admission into the principal school in Launceston is fast impairing its efficiency, and driving away the children of the industrious poor.

#### CENTRAL AND MODEL SCHOOL.

The want of an Institution in which candidates for employment may receive at least a partial training for their work is increasingly felt. In many instances during the past few years, it has been impossible to place in charge of schools any but persons who have not had a day's experience in teaching. If, after a fair trial, they succeed, their services are retained: if not, the same experiment must be repeated with other equally inexperienced candidates. Such a state of things is scarcely to be paralleled at the present day in any other country, and it is deeply to be regretted that the scheme for establishing a Central and Model School, which would afford some of the advantages without the expense of a Training College, has met with so much opposition.

#### EXHIBITIONS TO SUPERIOR SCHOOLS.

I have seen no reason to alter an opinion formerly expressed respecting the Exhibitions from Public to Superior Schools, believing the scheme to be unsuited to effect the end designed by its promoters. The term "Superior School" has yet to be defined. It is now generally applied to any *private* school which professes to give a classical education, though it may be inferior to the Public School in every essential particular. The inducement held out is not sufficient to draw away clever boys from the master who has taught them all they know; and, were it otherwise, the Exhibitions would always be carried off by those whose parents can afford to pay for extra private tuition. Still, I am no advocate for protection, and never willingly support any scheme of the kind in which the principle of free and open competition is not fully asserted.

#### ADVANTAGES AND DEFECTS OF EXISTING SYSTEM OF PUBLIC EDUCATION.

It is now tolerably certain that important changes in the system of Public Education will be proposed in the coming session of Parliament, and it becomes my duty to endeavour to point out such a course as may lead to better results than are now attainable. If I have to find fault with the present state of things, I beg that my remarks may not be construed into a reflection upon the present management under which the evils necessarily attending a centralised system have undoubtedly been reduced to a minimum.

The advantages of the existing system are:—

1. That it provides a certain though not always adequate income for the Teacher, and to that extent prevents him from being dependent upon the caprice or power of the parents, as he always is under a voluntary system.
2. That the appointment and control of Teachers being vested in a central authority, the system is free from the operation of the petty jealousies and the injudicious interference with the school, which too often harass the Teacher under local management.

The chief objections to the existing system are:—

1. That it fails to excite any satisfactory amount of local interest in the Schools, and relieves the wealthy classes of one of their most important duties—the education of the children of their poorer neighbours.
2. That, from its excessive centralisation, all those petty details relating to the external management of Schools, and which the people themselves can very well attend to, are now referred to a distant authority.



3. That the Teacher's income depends too little upon the condition of his School.
4. That, as each Board prescribes its own standard of qualifications required in the Teacher and attainments in the Scholars, there can be no uniform standard of classification throughout the Island.
5. That, as a rule, the greatest assistance is given by Government to the populous and wealthy Districts which least require it.
6. That a *fixed* Annual Grant makes no provision for the establishment of new Schools, according to the increase or spread of the population.

The last objection has a special application to the Northern Division of Tasmania. The present Grant is the amount which was considered in the year 1856 sufficient to provide for the maintenance of the 24 schools then in operation, and no one appears to have taken the trouble to point out that the number of schools was quite inadequate to meet the requirements of the population. According to the principles upon which the existing schools have been founded, there ought to be now at least 50 in the Northern Division. The subjoined table exhibits a comparison between the average number on the Rolls, and the number of children who ought to be at school, *i. e.*, those between 3 and 13 years of age. The number of the latter is estimated from the Census Returns of 1861. A reasonable deduction being made on account of those whom no system can reach, and those who are educated privately, the deficiency is still sufficiently evident.

<i>Electoral District.</i>	<i>Average number on Rolls of the Public Schools.</i>	<i>Number of Children above 3 and under 13 years of age, estimated from Census Returns.</i>	<i>Number of Children educated privately or not at all.</i>
Campbell Town .....	165	273	108
Deloraine .....	50	361	311
Devon .....	255	679	424
Fingal .....	73	226	153
George Town.....	20	151	131
Launceston.....	344	1163	819
Morven .....	138	289	151
Norfolk Plains .....	228	401	173
Ringwood .....	71	191	120
Selby .....	92	314	222
Westbury .....	344	533	189
	1780	4581	2801

Although the above estimate can only be an approximation to the truth, I believe it to be sufficiently accurate to meet all practical purposes. Assuming that about 800 children of a school-going age are either educated privately or are so situated as to be beyond the reach of any system, I find that there are in round numbers about 2000, of whom no satisfactory account can be given.

The present system might become tolerably efficient if a considerable addition were made to the Annual Grant. But though temporary relief would thus be obtained, the defects which are intimately connected with the *principle* of the system would still be present in full force. On the other hand, I believe that a system may be introduced which will at the same time lessen the expenditure under the Grants for Education, extend and improve the efficiency of Schools, and be generally acceptable to the people at large.

The following is an outline of the chief features of such a system :—

1. The leading principle should be to stimulate and foster local action by Grants in aid of the erection of School-houses and the support of Schools.
2. A fixed income, in addition to the school-fees, should be secured to Teachers; one-half to be provided either by voluntary subscription or by local taxation; the other by the Government. The amount of salary would of course depend, within certain limits, upon the qualifications of the Teacher.
3. Two classes of Schools should be specially excepted :—
  - I. Schools in poor and thinly peopled districts.
  - II. Central and Model Schools, one in each of the two chief towns.

The latter should be principally regarded as Training Schools for supplying Teachers to the Country Districts. Other Schools in Hobart Town and Launceston, if required, might be assisted on the same principle as the ordinary country Schools.

4. The general superintendence of the Schools should be entrusted to local Committees, appointed in Municipalities by the Municipal Councils, and in Police Districts by the Government. Care should be taken to have the different religious bodies fairly represented in the local Committees.

5. It would be the duty of the Government, by means of its Inspectors, to see that no improper persons were appointed in Schools receiving aid; that the Schools were maintained in a state of efficiency; and that the general conditions of aid were strictly fulfilled.

The Teacher's partial dependence upon school-fees would give him a direct interest in increasing the attendance; the payment of a local contribution would lead every resident to interest himself in the welfare of the school; and the intervention of the Government would secure efficiency and uniformity of system throughout the Island. Some of the requisite machinery is already in operation, and the rest might be easily organised. The Valuation Roll must form the basis of any system of local taxation and when rates are paid by all according to their means the pressure is scarcely felt. Under a system of voluntary contributions a few willing ones bear the whole burden.

I have no sympathy with those who wish to confine the advantages of Public Education to a particular class. Here there are no clearly marked lines of distinction between poor and rich, and many parents in the operative classes are better able to pay liberally for their children's education than others who are above them in social position. None of the rural districts are sufficiently populous to support more than one good school, and to that nine-tenths of the population must look for at least the *early* education of their children. To attempt to do more than give a sound course of instruction in the elementary subjects is not the province of the Primary School.

While the Teacher should under no circumstances be allowed to receive *directly* from any parent more than the regular fees, the parent should undoubtedly be made to contribute towards the support of the School in proportion to his means. I confess I see no way of effecting this except by a property tax, which might be made to reach every householder. If it be objected that such a tax would press unfairly upon those who choose to give their children an expensive private education, the answer is, that, as large contributors to the General Revenue through indirect taxation, the labouring classes help to pay the cost of the provision now made for the encouragement of superior education, though their children will *practically* be excluded from its benefits.

In conclusion, I beg to urge that what is to be done should be done at once. Nothing can be worse for the general interests of Education than the present state of uncertainty.

I have, &c,

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