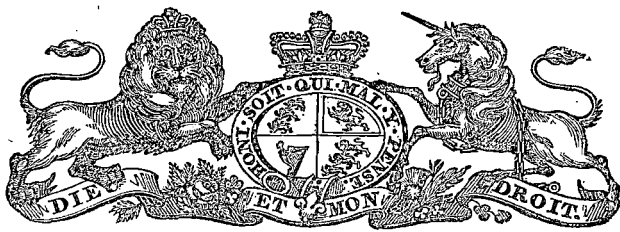


(Nò. 28.)



1860.

T A S M A N I A.

E D U C A T I O N.

REPORT OF COMMISSIONERS APPOINTED BY HIS EXCELLENCY
THE GOVERNOR TO INQUIRE INTO THE STATE OF SUPERIOR
AND GENERAL EDUCATION IN TASMANIA.

Laid on the Table by Mr. Colonial Treasurer, and ordered by the House to
be printed, 8 August, 1860.

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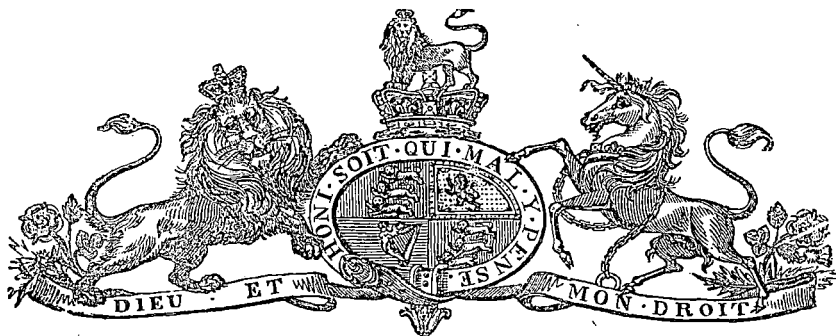
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To His Excellency SIR H. E. F. YOUNG, *Governor-in-Chief, &c.*

THE COMMISSIONERS appointed by Your Excellency "to make a diligent enquiry into the State of superior and general Education in Tasmania, and the adequacy of the existing means for its promotion," have the honor to report as follows:—

1. YOUR Commissioners entered upon the enquiry entrusted to them by Your Excellency with a deep sense of its importance, and an anxious desire to do their best towards a solution of the difficulties which at first sight appeared to surround it.

2. Their first step was to invite the testimony of such gentlemen as appeared to be qualified, by position and experience, to speak with authority upon the educational requirements of the community; and they have to acknowledge the ready courtesy with which their invitation was complied with. Evidence was thus given before the Commission by—

The Rev. R. D. HARRIS, M.A., Head Master of the High School.
 The Rev. J. R. BUCKLAND, B.A., Head Master of the Hutchins School.
 F. HUDSPETH, Esq., B.A.
 T. D. CHAPMAN, Esq., Chairman of the Council of the High School.
 J. J. STUTZER, Esq., M.A., Inspector of Schools.
 The Rev. G. CLARKE.
 The Rev. W. NICHOLSON.
 The Rev. W. DAY.

And several other gentlemen, being prevented by distance or other causes from attending in person, gave not less valuable assistance to the enquiry by replying to questions addressed to them in writing. The whole of the evidence thus procured will be found appended to this Report.

3. Your Excellency will not fail to observe the almost unanimous testimony of the witnesses upon several principal points in the enquiry; such as, the general excellence of the elementary education imparted in the Schools under the control of the State,—the necessity and the justice of extending to the higher branches of education some assistance proportionate to that which is now so liberally given to the lower,—the value of the efforts that have been made for superior education by our established Grammar Schools, and yet the difficulty of sustaining those efforts,—and the strong claim which such Schools possess to public recognition and support.

4. Your Commissioners have also had access to documentary and statistical papers containing the record of the educational proceedings of past years. The experience of the various changes, the successes and the failures, to which these papers bear witness, cannot but be of great value now, in determining the principles upon which any proposed improvement in the work of Education may be safely founded. Your Commissioners have, therefore, collected the results of that experience,—and now desire to place them concisely upon record, as by no means the least important portion of their Report.

5. They proceed, without further preface, I. To give a history of the steps that have been taken by the State in past years for the promotion of Elementary Education. II. To give some account of the attempts that have been made to promote superior Education. And, III. To review the whole subject, and to state the conclusions to which they have been led by the course of their investigation.

I. Measures taken by the State to promote Elementary Education.

The Board of Education was established by Sir John Franklin, in June, 1839. Hitherto the Public Schools were under the superintendence of the Clergy, the cost being defrayed by

the Government. We find there were 22 Schools thus maintained at an expense of £2085 per annum, the number of Scholars attending being 785.

The new system proposed was that of the British and Foreign School Society, and was very generally opposed by the Clergy of the Church of England upon its introduction into this Colony. However, a good deal of activity was evinced by the Board; new Schools were established; a better system of instruction was instituted (for up to that date it had been of the most elementary character), the position of the Teachers was raised, and new competent Masters and Mistresses appointed; a supply of books and School materials for 30 Schools was ordered out from the British and Foreign School Society in England, and, in the meantime, some of the class-books were reprinted in the Colony. The Board prescribed, in addition to the subjects previously taught, that a knowledge of History, Grammar, and Geography was to be comprehended in the course of instruction to be given at the Public Schools.

Mr. Nairn acted as Secretary; and the Board appears to have applied itself earnestly to the task before it, and to have met the formidable opposition which encountered it from the outset with vigour and success. The result of the first year's operations, terminating the 30th June, 1840, showed the establishment of three new Schools (including Liverpool-street School, Hobart Town), and an increase of nearly 400 scholars,—the total number of scholars being 1148. The cost of the whole, comprising the charge of the Establishment, was £4000, the sum which the Government now proposed to devote annually for this purpose. Aid to the extent of £200 was also at this time granted to Sunday Schools.

In 1841 Mr. Bradbury succeeded Mr. Nairn as Secretary to the Board. In this year a number of trained Teachers was sent for from England. The progress of the Schools was reported as being very satisfactory; and the number of scholars increasing, two more new Schools were added to the list: total number of scholars attending, 1255; total cost, £4000. The returns this year were made up to the 30th March (and not the 30th June as heretofore), the date when the Board took charge.

The next Report is dated 20th August, 1842, and states that many important improvements in the character and efficiency of the Public Schools had taken place, in consequence of the arrival of six trained married Teachers from England. The increase in the number of scholars this year amounted to 205; total number, 1460. No date is affixed to this enumeration. Mr. Nairn, the previous Secretary, properly fixed the 30th June in his Report as the period of comparison. Mr. Bradbury took the 30th March in the following year, without assigning any reason; and we may therefore presume, although no date is given, that the returns of this year are made up to the same date, viz. 30th March. The estimates of this and the succeeding year are given at under £4000. The Board dwell on the expediency of still further improving the character of the Teachers. Needlework is taught generally in the Girls' School; and the progress of all the children is represented as being very creditable.

The date of his next Report is the 20th October, 1843, and speaks very hopefully of the progress made, and of the advantages derived from the new Teachers,—Geography, History, Grammar, and the outlines of Natural History continuing to be taught, in addition to Writing and Arithmetic in all its branches. Two Schools were discontinued this year, and one the preceding year, owing to insufficient attendance. Applications from other quarters were sent in for the establishment of new Schools; but the funds at the disposal of the Board were not adequate for the purpose. A determined opposition on the part of the great body of the Clergy of the Church of England, and also of the Church of Rome, now manifested itself against the Board, and the result was a diminution in the number of scholars of 53. The records of the Board bear testimony to a very angry controversy which prevailed at this time,—the Board strongly repelling the charges brought against it by some of the Clergy of a desire to alienate the children of the Church of England from that communion, by the appointment of Masters of other denominations, &c.

In 1844 the number of scholars again rose, and reached 1490; and the building of the Central School in Liverpool-street, Hobart Town, to accommodate 600 pupils, was projected. The expenditure this year exceeded the annual grant by £269 19s. 9d.; and the Board is constantly regretting its inability to meet the demands upon it for additional Schools.

In 1845 aid was discontinued to Sunday Schools; retrenchments were made to enable the Board to build Liverpool-street School: but the Lieutenant-Governor directed it to suspend its further proceedings in this matter until he should receive a reply from the Secretary of State on the subject of the Public Schools; the controversy alluded to above having given rise to the appointment of a Commission of Enquiry into the working of the existing system, which prepared a Report for the Secretary of State, and which was forwarded to enable him to form a decision on the merits of the case. We are not aware that this Report was made public.

The Board on receiving this communication regret the delay that must take place in the mean time, and complain of this decision as one calculated materially to interfere with the enlargement and usefulness of the Liverpool-street School, as well as generally with the efficiency of the Public Schools. And they add further, in proof of the general acceptability of the present system, that they have had on their books applications for Schools to accommodate 300 more children. The number, however, on the rolls of the Schools exhibits a decrease of 80. This, the Board believe, has been in a great measure occasioned by the recent opening of some new Schools in connection with the Church of England; but they attribute it also to the retrenchments they had to effect in order to accomplish the building of the Liverpool-street School (suspended by order of the Governor), so that "their labours, consequently, had to experience the detracting result of the curtailments they had effected, while they are *minus* the important accessions these were destined to be the means of affording." The cost this year was under £4000.

In 1846 the number of Children again rose to 1510, being an increase of 97 over the last year's returns. The whole of the Schools under the Board amount to 23. The religious instruction is framed on the model of the British and Foreign School system. With reference to secular instruction, in addition to that prescribed by regulations, "they are happy to state that in several of the Schools the Children continue to be instructed in a variety of additional subjects, embracing the higher branches of Arithmetic, Book-keeping, English Grammar, General History, Elementary Geometry, Drawing, and the rudiments of Vocal Music, and in a few instances the Latin and French languages." They lament the want of general supervision, and the withdrawal of the Clergy of the Church of England from visiting the Schools.

While upon this subject, we may observe that the general acquiescence in the present system has not obtained for the Schools that supervision which is desirable. In a few instances where this duty is performed by Clergymen it is attended by the most salutary effects, but in general apathy, indifference, and even ignorance prevail to an extent hardly conceivable in reference to the great work which these Schools are silently, but surely, doing for the people. In such a state of things nothing but constant official supervision can counteract the evils of this indifference, or prevent occasional abuse. The institution of public prizes, which has been recently proposed, will do much good, as it has done in England, in giving greater prominence and greater encouragement to these Schools.

In 1847 the number of scholars declined by 120. The fact that the present system was held in abeyance operated prejudicially to their advancement. The Governor, however, authorised this year the building of the Liverpool-street School. The expenditure of this year (1846) amounted to £3296 7s. 9d., being upwards of £700 under the vote of the Legislature, giving £2 3s. 7½d. for the annual cost of the education of each child. The estimate of the current year of 1847 was £3476. The Board complains of the restrictions imposed upon it by the Government in the establishment of additional Schools: otherwise they affirm the number of children under the Board would have been much greater than it was; and they also "advert to the disadvantage which has resulted from the system of Education having been so long viewed as one awaiting a decision upon the appeal of the Clergy of the Church of England,—a character of uncertainty having been thereby thrown over the whole of the arrangements connected with the Public Day Schools which could not fail to be productive of prejudicial effects."

In 1848, in consequence of the decision of the Secretary of State, a mixed system of Education was introduced. The Schools under the Board were conducted as heretofore, but a pecuniary grant of so much per head (popularly known as the Penny-a-day System) was given to Denominational Schools. The result was, a great increase in the number of Schools and Children brought, some directly and others indirectly, under the influence of the Board, at the inconsiderable additional cost of £663 15s. The actual expenditure of 1847 amounted to £2967 16s. 4d. The expenditure of 1848 was calculated at £3050. The total number of children, including 214 attending Infant Schools, was thus raised to 3147, more than double the return of the previous year. The Report of the Board observes, "There are at present receiving support from the public funds, and under either the immediate direction or general surveillance of the Government, 65 Schools containing 3147 Children, of whom 1733 were boys and 1414 girls. Of these Schools 22 have been hitherto under the Board of Education, and 3 have recently been placed under its regulations; 33 are Church of England Schools, 4 Schools of the Church of Rome, and 3 Infant Schools under the control of voluntarily associated individuals."

There are some valuable statistical tables annexed to this Report, showing the ages of children attending the Public Schools, as well as the Orphan Schools. From these we find that but few remain after 14 years of age. There is also a comparative statement of the numbers of children, according to the Census for 1848, from 2 to 14, and the numbers attending the Day Schools. There are, according to this Census, 12,967 children from 2 to 14, from

which a deduction of 1366 is made of children from 2 to 3 as an unimportant item in the calculation of those frequenting Day Schools, by which the total is reduced to 11,601. The total number of children attending Day Schools from the ages of 3 to 14 is 2887, leaving 8714 children not at Day Schools.

There remains, therefore, a large number of children for whose education, or want of education, we are left to account.

We find, from a computation of the numbers at Private Schools then existing, that 2323 are accounted for, to which 345 are added as the probable number of 15 Schools from which no return was received—total 2668. This will give, in Private and Public Schools altogether, 5555 as under instruction out of 8714 from 3 to 14, or something more than five-eighths of the whole. Exception is taken by the Board to the character and attainments of the Masters and Mistresses at the Denominational Schools. Mr. Bradbury having died, Mr. Arnold was appointed, in 1850, Secretary to the Board.

We have an elaborate Report from this gentleman, in 1851, on the state of the Schools. He notices the appointment of Mr. Leach, from England, to take charge of a Normal School for the training of Masters. This very excellent plan was rendered abortive by the Legislature subsequently refusing to vote Mr. Leach's salary. The defect in the system which this appointment was intended to remedy is now, to some extent, obviated by the present Inspector, Mr. Stutzer, in the training and advancement of Pupil Teachers at the best Schools, so as to fit them for the posts of Masters and Mistresses as opportunity may arise to promote them after examination.

Mr. Arnold was opposed to the mixed system in operation, or that which is familiarly known as the Penny-a-day System. Under the head of "Remuneration to Teachers," he asks, "What is the essential condition of good Elementary Schools in this Colony? The presence of a really good Master, thoroughly competent, thoroughly earnest in his work, immovably just and firm. And how are such men to be engaged? By no other way than by holding out to them the prospect of a certain and sufficient maintenance. If we would have good workmen, we must pay them well; this is true of every department of human activity. But under our present system such a prospect can be very rarely held out. All that we can say to a Candidate for a School is:—If you can get together so many children, you will receive so much from Government. A prospect so precarious is tempting to none but those who, having broken down in some other calling, take to keeping a School as a last resource. Hence we are generally forced to employ incompetent Teachers. Thus, again, the only chance is lost of inducing the parents who are better off to send their children to the Primary School; and consequently Private Schools spring up, to which the respectable inhabitants, as they are called, send their children, and none but the very poorest are left for the Government School. Such, as it appears to me, is the working of our present system of remuneration to Teachers." Mr. Arnold also remarks, upon a general review of the state of Primary Education in this Colony, "It appears that on the 30th June, 1851, there were on the Establishment—without reckoning the Queen's Orphan Schools, then numbering more than 550 children—one Normal School, at which ten Students were maintained for the purpose of being trained as Schoolmasters; 90 Public Day Schools, the average daily attendance at which was 2726 children; and 5 Infant Schools, the attendance at which averaged 219. The number of persons engaged in communicating instruction in these Schools was—Males 74, Females 59. Reckoning in the Queen's Orphan Schools, 1 in 20 of the whole population was under instruction in Schools supported wholly or in part by public funds." We have no data of the expenditure of the Schools furnished in the Report this year, although we find that 20 new Schools were established, principally under the Penny-a-day system, which, however defective in principle, had nevertheless the effect of putting a premium on individual speculation in this line, and contributed greatly to augment the number of scholars. In 1852 and 1853, in consequence of the effects of the Gold Fields of Victoria, several Schools were discontinued, the Masters retiring, and the number of scholars decreased from 3352 to 2916—decrease 450. Fifteen Schools were discontinued. Mr. Arnold again condemns the Penny-a-day system. Grants in aid of the erection of Schools of £500 for 1853, and £600 for 1852, appear to have been voted. The aggregate cost of the Schools this year was £4742 7s. 1d.

The Local Parliament, at this period, vigorously applied itself to counteract the demoralising effects of the Gold Fields, and voted for the maintenance of Day Schools in 1854, inclusive of the cost of the establishment, £9415. The Penny-a-day system was abolished, and eight new Teachers were sent for from England. A stimulus was at once given to the Schools. We find, on the 30th June, 1854, there were 42 Schools in operation, and 2218 children on the books; and on the 30th December, this same year, there were 50 Schools and 2734 Children on the books, showing an increase in the half-year of 8 Schools and 516 Children. Mr. Arnold

was appointed Inspector. The total cost this year was £6914 15s. 7d., £2500 under the vote of the Legislature.

In 1855 there was an increase of 13 Schools and 643 Scholars,—the number of Schools being 63, and the number of Children attending 3377.

The eight trained Teachers arrived from England and were located at different Schools with great advantage. There was voted this year by the Legislature for the Public Schools, exclusive of the cost of the Establishment, £10,000; but the expenditure exceeded this amount,—the outfit and passage-money of the Teachers from England £701 3s. 4d., and salary of Sub-Inspector, temporarily borne on the General Fund for part of the year, £204 3s. 4d., being included in this year's expenditure. There was also a sum of £708 9s. granted in aid of enlargement and repairs of Schools, £309 for the rent of School buildings, and for Books and School requisites from England £375 13s. 4d.

The Report notices in favourable terms the appointment of Mr. Murray Burgess as Sub-Inspector, thus giving to Mr. Arnold more leisure to inspect the Schools.

The progress made in the Schools is well spoken of; and although the Penny-a-day system was abolished, the number of children attending the Public Schools had not decreased. Mr. Arnold this year notices favourably the establishment of the Ragged School in Hobart Town: he recommends the appointment of Sub-Inspector at Launceston.

In the latter end of 1856 Major Cotton was appointed Inspector of Schools. The total number under education increased from 3377 to 3717. Major Cotton observes, "that if we compute the children of the Island who ought to be under education at one-tenth of the whole population, or 8000 out of 80,000, and suppose that 3000 are educated independently of the Government, we have under the Board of Education 3717 out of 5000—leaving about 1300 entirely untaught." If we reckon the children of the Orphan Schools also, we should only have between 800 and 900 children untaught; but from the previous data which we have furnished upon this head, and some subsequent reflections upon the same subject, it will be seen that this is by far too sanguine an estimate. Major Cotton draws hence the conclusion that, with a little exertion on the part of a well-constituted Board of Education, with adequate funds at its disposal, the number excluded from the means of education could be reduced to a very small portion of the youth of this Colony. We may add, that the subsequent exertions of both the Northern and the Southern Boards in this direction have been very great, although the establishment of small Schools in remote localities has been attended with great expense. There are now few localities where some means of education are not afforded. The Legislature seems to have acted with great liberality in promoting these objects; and seeing that this year the Parliamentary provision of £10,000 was exceeded by £2636, the erection and repairs of School buildings, and the rent of Schools, &c., amounting to £2340, they granted £5000 per annum under a Loans Bill to be appropriated in the erection of new Schools, to be built on condition of the inhabitants subscribing one-third the required amount. The Parliament moreover voted £12,000 for the maintenance of the Schools.

In January, 1857, two Boards were appointed, one for the Southern and one for the Northern division of the Island. The proportion of the Parliamentary grant appropriated to the Southern side was seven-elevenths of the £12,000, and £3182 of the £5000 of the annual loan—the balance given to the Northern Board. At the close of this year there were 46 Schools, attended by 2471 scholars. A slight diminution in numbers is attributable to the greater strictness enforced in keeping the Register. The local contributions and fees amounted, on the average, to 17s. 7½d. for each scholar—cost to the Government £2 1s. 0½d. Nine new Schools were erected; one purchased at a cost of £1000, and important improvements were effected upon others the property of the Government. Major Cotton strongly recommends the training of Pupil Teachers. He laments the want of local supervision, and recommends half-yearly prizes to be given with the view of creating a greater public interest in the Schools.

The Report of the Northern Board, being the first year of its existence, is brief, and refers the reader to the Report of the Inspector. We find there were 23 Schools in operation under the Northern Board. The Inspector recommends the establishment of a Central or Model School at Launceston. The number of children attending these Schools is 1202; amount paid in salaries £2911; local contributions and school fees in aid of Teachers' salaries £1102 16s., being a somewhat higher amount than that of the Southern Board.

The next Report of the Southern Board for 1858 shows 50 Schools as having been in operation, with a maximum attendance of 2783 scholars, average attendance 2410—32 per cent. under the age of 7, and (as before remarked on) not more than 12½ per cent. above 12 years. The total

expenditure was £8537 16s. 2d., being £1281 7s. 11d. in excess of the Southern proportion of the Parliamentary grant; nearly £1000 appears as rent for Schools, being laid out in advance for several years in order to make the Schools tenantable; and shows an item of £555 for School Books and apparatus of an improved character. £2795 were laid out under the Loans Bill in the erection of several new Schools.

Major Cotton speaks very favourably of the Schools in Hobart Town, and, generally, with some exceptions, of the Schools in the country.

The Report of the Northern Inspector for this year shows no increase in the number of Schools, which are 25; but 4 new Schools were established in better localities than where 4 Schools were discontinued, and the number of Children increased to 1387.

The cost amounts to under £3000. The Board regret their inability to avail themselves more generally of their proportion of the Parliamentary grant for building Schools, in consequence of not being able in many localities to get the condition (of one-third of the money required) fulfilled by the Inhabitants.

In 1859, Major Cotton having proceeded to India, Mr. Stutzer was appointed Inspector for the Southern division. The number of Schools on the Southern side was 48; the average attendance, 2452. Important improvements were introduced in the classification of Masters and Mistresses; Pupil Teachers were encouraged, and examinations held; and altogether a considerable impetus this year has been given to education in the Public Day Schools by the means taken to attract towards them more of the public interest, both by the prizes awarded by the Board to the Pupil Teachers, and by the Exhibitions which the Parliament proposed to be given from these Schools to superior Schools,—the examination, according to the Report of the Examiners, having been highly creditable.

Upon the Northern side the number of Scholars this year has increased to 1544.

We may add, that in the work and efficiency of the Schools considerable improvement has been effected this year. Ten new Schools have been established on the Northern division of the Island; several more have been added to the list on the Southern side: but we learn that the Parliamentary Grant of £12,000 has been exceeded by £3000. There are 90 Public Day Schools in operation in the Colony, with 4000 scholars. Education may be said to pervade almost every part of it, and that of a good order, with the best possible Class-books and means and appliances of instruction, not alone in elementary but in the higher departments of ordinary school learning; and we have it in evidence that their tendency is gradually to close up inferior private Schools. Notwithstanding the scattered population, and its extending over a wide area, and a difficult and in many parts an almost inaccessible country, we think we do not go too far in saying that Tasmania will bear a favourable comparison with many of the older countries, not only in the means, but in the amount and the character, of education it affords to the rising generation. Nor do we find that the religious education of the children is neglected. There are certain authorised Class-books used by the Irish Board and by the British and Foreign School Society which form part of the regular instruction of the Schools; and, in addition, the School is open for a certain period every day to the Clergymen of any particular denomination to impart religious or dogmatic instruction to the children who may be members of his own Church. Still we feel bound to record certain facts which show that, however much the State has done towards the promotion of primary Education, much more remains to be done before its mission can be said to be completely fulfilled.

According to the Census of 1851, there were 15,095 children in Tasmania from 2 to 14 years of age; and in 1857 there were 20,993 of the same age, or one-fourth the whole population. If we deduct one-fifth of these as between 2 and 4, we find the number of children of a school-going age ought to be 16,895, of whom 4000 frequent the Public Day Schools. The Orphan and Ragged Schools number about 600. The Private Schools may be taken to comprise 4000. Thus the total will be—

Public Schools	4000
Private Schools	4000
Orphan and Ragged Schools	600
Total	<u>8600</u>

But the

Total number of Children of a School-going age is	16,895
Total number frequenting Schools	<u>8600</u>
Balance	<u>8295</u>

This result, we must confess, is far in excess of our own anticipations on the subject; and we are inclined to hope it may admit of some modification, although based upon the returns of the last Census.

There are three causes which strike us as operating, in a large degree, to account for this apparently alarming number of children uneducated. 1st. The diminution that must be made for sickness and mortality, which must have a very serious effect upon the attendance, in the course of twelve months, of so large a number of young children. 2nd. The constant ebb and flow of different children to the Public Schools, whereby it frequently happens that, in the course of one year, several children, perhaps four of one family, may have frequented the Public School, and yet not more than two have been there at any one period. 3rd. The withdrawal of the great proportion of children after 12 years of age. There is also another consideration to which our attention has been drawn; namely, the isolated position of many families too remote to attend any of the existing Schools, and too few in number to warrant the establishment of new Schools.

Making allowances for all these causes, there will still be a large number of children for whose education we are left to account.

We cannot conclude this part of our subject without recording our appreciation of the labours of the different Officers of the Board, who have all exhibited great zeal and ability in the performance of their duties. The opposition the system had to contend with from the first excited great vigilance on the part of the Board; while the mixed system afterwards adopted by bringing two systems into direct competition, if prejudicial in some respects, was the means of drawing a great additional number of children under the influence of the Board, until, at last, the Gold Fields broke up this competition and reduced the minor Schools,—thus rendering it easy for the Parliament to step in with a liberal grant, and to reduce the whole under one undivided system as it now exists.

II. *Attempts made in past Years to promote Superior Education.*

1. Various attempts have been made to introduce a system of superior Education, which have failed, either because they were premature, or from some defect peculiar to the several schemes, or from the difficulty of initiating any scheme which might be acceptable to all classes of the community.

2. Thus, so early as the year 1837, Sir John Franklin, in his first address to the Legislature of the Colony, urgently advocated the desirableness of laying the foundation of a superior Educational Institution, “for which the requisite expenditure had even then been sanctioned by the Secretary of State:” nor did he relax in his exertions until such an Institution was established, under the management of an able Principal carefully selected in England. So deeply impressed was the Legislature of that day with the importance of the undertaking, that not only were ample means voted for its maintenance, but a further sum of £2500 was unanimously voted for Exhibitions from the Queen’s School to the Universities. This was in the year 1840; and so applicable to the present emergency do the words used by Sir John Franklin, when advocating that measure, appear, that we cannot do better than quote them. They were as follows:—“Expending, as this Colony does, on the District Schools a sum which, in its magnitude in reference to our population, is, beyond all comparison, larger than that which is devoted to it in the elder Colony, or even in England, I can with confidence claim your attention to an Institution which has for its object to supply the wants of a class of the community hitherto unprovided with the means of a suitable education.” The sum voted for the maintenance of the Queen’s School in 1841 was £2350; for Day Schools, £5578.

3. But, unfortunately, a period of depression was approaching, which soon produced the most disastrous effects upon all classes of the community; and, as one of the first measures of retrenchment, rendered necessary by the unparalleled state of embarrassment into which the Colony then fell, the Queen’s School was closed: the Governor of that day being, no doubt, influenced in his decision by the prospect of substituting for it a Proprietary School, which did in fact soon after come into existence in the shape of the High School.

4. In the mean time the Hutchins School and the College at Bishopsbourne had also been opened. The former of these Institutions has, from the date of its foundation (1846), laboured steadily and successfully; a fact to which ample testimony is borne by many young Colonists—several of whom are Graduates of the British Universities—who received their early education at the Hutchins School. In the Appendix will be found all the requisite information in reference to this Establishment.

5. It is scarcely necessary to search minutely into the causes which led to the closing of the

Queen's School, and, more recently, of the College at Bishopsbourne: suffice it to draw attention to the very great change which has taken place in the condition and prospects of this Colony within the last fifteen years. In 1845 the Legislative Council was a small body, rather partaking of the character of a Council of Advice to assist the Governor in carrying out the instructions of the Secretary of State, than to be regarded as an independent Legislature; while the Public Service exclusively, and the professions to a considerable extent, were supplied by strangers educated in Europe. Now, the interests of the Colony are committed to a body of Colonists—already comparatively numerous, and likely to be still further enlarged—who must depend entirely upon their own resources, mental and material; while the Colony must also look to itself for a supply of competent persons to fill every office connected with the Government; and it becomes every day more and more necessary to maintain an adequate supply of educated men for the professions.

6. Whatever, then, may have been the demand for superior Education prior to 1850, it must be quite evident that, at the present time, the question of supplying means for carrying to the *highest point* the education of the people (which, as far as regards the elementary branches, has been so well cared for), is one which calls upon us not only to give it our attention, but fairly and fully to deal with it upon the soundest and largest principles.

III. *General Review of the Subject.*

1. In investigating the fundamental principles upon which State aid should be granted to Education, it is impossible to forget that the primary question, "Whether it is right that Government should interfere at all in the education of the people," is one upon which much difference of opinion exists; many holding that such interference has a tendency to deaden the sense of individual responsibility, and thus to check the healthy development of education.

2. Inasmuch, then, as it may be disputed whether any State aid whatever ought to be granted to Education, it becomes the more incumbent upon a Government, especially in an infant state, to see that, when it *does* commit itself in reference to this fundamental question, the principles upon which it proceeds in carrying out Educational measures should be sound, well digested, and clearly defined; that the measures themselves should be large and liberal, having in view the equal benefit of all persons and all classes in the community; and that the machinery provided for its development should be both sufficiently independent to ensure its own vigorous action, and at the same time so far within the control of the governing body as to secure its acting in harmony with the other branches of the Public Administration.

3. In order to ascertain the principles upon which the State should assist Education, it is indispensable that we should rightly apprehend the objects towards which all Public Education ought to be directed. What is the end to be kept in view? Is it simply to educate those who cannot *afford* to educate themselves? One can hardly estimate the amount of complication and confusion that must needs spring from the maintenance of this too common fallacy. The first difficulty involved is that, no slight one, of discriminating between those who can and those who cannot afford to educate themselves: and then, supposing this to be solved, there follows, as a necessary consequence, a general disturbance in the equilibrium of the social machine. The principle thus conceded must be applied in other directions; and the State, having resolved to educate all who cannot afford to educate themselves, must be prepared to provide food and clothing, to build houses, and, in short, to do everything for all who can establish the like plea of inability.

Dismissing this fallacy, we next enquire, Is the object of Public Education the suppression and discouragement of crime? This also has been alleged; and yet this is rather one of the many consequences than the main object. Any system of Public Education which should aim simply at the prevention of open vice, and the reform of the classes from which our gaols are mostly peopled, would fail from its narrowness of view. While bent upon exterminating the more noxious weeds from one portion of the public field, others would spring up abundantly in those portions which it passed by,—and plants, which if cultivated might bear the best and noblest fruit, would wither and perish simply from being left to themselves.

4. The true object of Public Education can be nothing less than this:—to influence the whole body politic; to raise the standard of intelligence among the whole people; to cultivate and improve those gifts of God which are scattered everywhere; and to raise the State itself, as a whole, to the highest possible condition of moral and intellectual excellence. And, if this be so, then the governing body of the State must assist and encourage this great work upon the following clear and definite principles:—1st. Justice and liberality to all classes and all persons, —no sort or condition of the people being exclusively favoured or protected. 2nd. Full play given to professors of the art educational in the development of their individual talent, provided

they are willing to act in harmony with the general, and not over-strict, supervision of the State ; that is to say, on the one side liberty without extravagance, and on the other wise oversight, not iron rule. And 3rd. A noble ambition, content with nothing short of the highest aim, and the provision of all means that may lead to its attainment.

5. From this exposition of the general principles upon which a State should act in encouraging the education of its people, we proceed to examine how far the State in Tasmania is acting, or may be enabled to act, upon these principles.

6. The course of our enquiry has shown us that, at this present time, a great and good work is being done by the State towards the education of the people. It maintains a large number of efficient Schools in all parts of the land. These Schools are open to children of all classes of society, and are in fact attended (taking one School with another throughout the Colony) by children of all classes,—from those of landed proprietors and professional men to those of the poorest labourer. So far, they answer the rightful requirement—that Schools maintained from the resources of the people shall be Schools *for the people*.

7. But the Education imparted in these Schools, though good and sound so far as it goes, is confined within a certain range. Its maximum standard may ordinarily be attained by children of 12 or 13 years of age ; and, in fact, few children of more advanced age are to be found in these Schools. Nor would it be possible to raise their standard much higher (however competent the teacher) without injury to the present excellence of the School. If it is to impart primary and elementary instruction, it cannot also impart the more advanced ; at least, not so well as this might be imparted in a separate School of a higher order.

8. Meanwhile a considerable number of parents in the community desire the more advanced education for their children ; and upon the principles that we have laid down, they, as members of the commonwealth, have the same right to be assisted in the fulfilment of their desire as parents who are content with the lower standard. Nay, if the principle of ambition is worth anything, they have even a superior right. And, surely, it is to the advantage of the community that some of its youth should carry on their education *past* the early days of their boyhood. Doubtless there are handicrafts and occupations which may be mastered without the preparation of an elaborate mental training ; and a boy of 13 may have had schooling enough to qualify him for an apprenticeship to one of these, and through it for an honest work and a useful place in the commonwealth ; and the State does well in enabling him so to do his work and to fill his place. But there are other walks of life which absolutely demand a longer previous discipline ; and even if there were not, *man*, as man, has gifts which are worthy to be cultivated for their own sake. The State has need of legislators as well as artisans, and whether legislators or artisans it needs *men*, fully equipped in head and heart, and ready for whatsoever service they may be called upon to do. So then, those parents who desire to carry forward as far as possible the education of their children are the true friends of their country, and the State is bound by every means in its power to encourage and assist them.

9. Yet the State in Tasmania practically gives them no encouragement or assistance, or hardly any. True, it has established the Associate of Arts degree, and the Tasmanian Scholarships ; and this looks like an encouragement, but it is really nothing more than an *ultimate reward without the means to attain to it*. Between the boy's Public School (instituted by the State) and the young man's public examination (also instituted by the State) there is a great chasm, and no bridge by which it may be crossed. Students have a right to ask for the bridge ; and the State, if it means its reward to be worth anything, is bound to supply it. It is only a mockery to say to them, " Build the bridge for yourselves—educate yourselves for the next three or four years where you can and how you can ; we have done our part in bringing you thus far to the edge of the chasm, and showing you the glittering prize on the other side."

10. And the hardship of this treatment will be more deeply felt, because the materials for the bridge, or (to speak without a figure) the means for higher education in an infant community, unless assisted by the State, must needs be scanty and inefficient. The demand for it cannot be sufficient of itself to ensure an adequate supply, and a supply of the best article. And this, which might *à priori* be expected, is proved by experience to be the actual condition of things. Of those Schools which profess to give a higher Education some barely maintain their ground, are liable at any moment to be closed from the difficulty of finding successors to the present Masters if these should quit their posts, and are so dependent upon popular favour as to be compelled to lower their educational standard down to the taste or caprice of their supporters, while others are conducted by persons whose only recommendation is to be found in their own pretensions. Under these circumstances parents and children, and ultimately the State, must suffer ; even though a reward is offered for the encouragement of higher education, there is no certainty that it will ever be gained : the School which professes to prepare the Candidate for it may be inefficient, or it may be closed before the time comes, and then nothing will remain but disappointment.

11. It appears, then, that the State, if only to be consistent with itself, *must* provide the higher education as it already provides the lower; *must* offer the means of attaining the reward if the reward itself is not to be a mockery. The question of *cost* cannot be allowed to stand in the way. This should have been considered either before the primary Schools were founded, or before the ultimate reward was offered; it is too late to consider it now. If we think it worth while to spend money upon *half a system*, we cannot reasonably object to increase the outlay in order to render the system complete. In truth, this is one of those questions upon which it is well to recall the true principle of financial administration so often lost sight of by experimental Legislators; namely, that it is the duty of a Government, *first*, to determine what machinery is required to carry on the business of the State in the wisest and most beneficial manner; *secondly*, to ascertain what is the smallest amount of expenditure wherewith this machinery can be efficiently supplied; and, *lastly*, to determine how the burden shall be distributed among the people—in other words, how the necessary revenue is to be raised.

12. A great necessity has been created; and the only question now open to us is, "What is the best way of meeting it?" The State must take action: all that she is still free to do is to choose between the various modes of action that may be presented to her. Let us consider the alternatives between which the choice must lie.

13. One course, recommended by its own consistency, would be, for the State to organise and manage its own superior, as it does its own primary, Schools,—appointing their Teachers, directing their studies, and absolutely controlling their whole work. This plan may have been tried and abandoned in past years, but it does not therefore follow that it would fail if tried now; on the contrary, judging from the present efficiency of the primary Schools, it is more reasonable to suppose that it would be successful: and it would offer the advantage of symmetry and completeness in the Educational system of the Colony.

14. Another course would be, for the State to *foster* such Schools of the higher class as are already doing a good work, without affecting to interfere in their management, or to supersede them by establishments of its own. Especially it might do this for Schools which have more or less of a *public* character, which have been founded to be Schools *in perpetuum* as distinguished from the private Academy which may be broken up to-morrow. The State might supply to such Schools what (according to abundant evidence) they at present want; just sufficient strength to make them independent of popular caprice, without relieving them from the necessity of vigorous progress in their work,—just sufficient money-power to help them through any emergency that might arise, and keep their educational machinery from ever coming to a stand-still.

15. Or, again, the State, without giving direct support to any, might indirectly support the worthy, and discourage the unworthy, labourers in the field by a system of *examination and certificate*. Suppose something analogous to that which prevails in the practice of Medicine and the Law—a Board of Examiners is appointed: persons desirous of exercising the office of Public Instructor appear before the Board, satisfy it of their claims, and are pronounced duly qualified: others perhaps decline the ordeal, and practise their profession without such qualification. It will not be necessary to impose upon these latter any penalty; since in process of time, when the rule has become well established, the mere fact of these not having obtained the qualification will be in itself penalty sufficient, as suggesting at least the suspicion of their incapacity. The State, though not directly maintaining or assisting any particular Schools under this system, will, at least, be able to say to such as are seeking education, "These Schools possess our credentials,—those do not:" and the tendency of this must be to strengthen the hands of the best Educators, and to discourage the incompetent; to provide the youth of the nation with trustworthy guides, and to protect them against *quackery* and *fraud*.

16. The plan which we would recommend for Tasmania should embrace, we think, ultimately if not immediately, some features from all these modes of action. Thus,

A. As the first step, to be taken at once, we would earnestly recommend the constitution of a *Board of Examiners*, to test the qualifications of all who would be public Educators of youth, from the Infant Schoolmistress to the College Tutor. There may appear to be a difficulty in finding competent men for such an office; but it is to be considered that they need not be superior to every candidate who would appear before them. It would be sufficient that their integrity, soundness of judgment, and reputation as educated men, were such as to command the general confidence of the community. In many instances their task would simply be to examine and endorse the credentials already possessed by applicants for their certificate. In such cases no real scholar or competent teacher would feel himself degraded by the application. The certificates granted by such a Board should be of graduated value; and probably at least four grades would be required, qualifying their holders respectively for (1.) The Infant School; (2.) The common School for children up to twelve or thirteen years

of age; (3.) The Grammar School, teaching classics and mathematics as well as the higher branches of an English education; and (4.) The Collegiate School or College.

These certificates should include Teachers of both sexes, since it is evidently desirable to bring what are called "Ladies' Schools" under the operation of an educational test.

B. Supposing the qualifications of *Teachers* to be thus proved and recommended, we come next to consider what shall be done as regards the *Schools*. As to Schools of the two lowest of the above-mentioned grades it may be safely assumed that the State already does all that need be done; therefore our enquiry may pass at once to the maintenance of efficient *Grammar Schools*. For these shall the State create new machinery, or use that which is already at work? The question, we think, practically admits of but one answer. The efforts that have hitherto been made in this direction are so respectable, and have accomplished so much in spite of surrounding difficulties, that it would be both impolitic and unjust to drive them out of the field by new State Schools, with which they would be unable to compete. The advantage of a symmetrical School system, great though it may be, would not be sufficient to compensate for the injury that would thus be inflicted upon the voluntary energy of the people. We fall back, then, upon the alternative of assisting such Schools, and those particularly which have the strongest claim to assistance. There are three whose claim, in several points of view, appears to stand pre-eminent; these are the High School and Hutchins School in Hobart Town, and the Grammar School in Launceston. No other Schools, that we are aware of, can say for themselves as these can, (1.) That they have already been endowed by the State with land upon the condition of their being permanently devoted to the purposes of Education. (2.) That they have, in spite of many vicissitudes and adverse circumstances, taken root in the sympathies of the people; there being among us a considerable number of young men bound to them by that tie which is generally recognised as existing between pupils and their *Alma Mater*; and (3.) That they are now under the guidance of gentlemen possessing the highest claim to the certificate of the proposed Board of Examiners, as being not only Graduates, but Graduates in honors, of the great Universities of England.

These three Institutions, then, we think to be especially worthy of assistance. As to the *conditions* of assistance, we would require that they should submit to inspection by the State; that they should open their doors, without distinction or disability, to all classes and sections, whether religious or social, of the whole people; and that their Teachers should be of sufficient number, and duly qualified. And, as to the *nature* of the assistance, we should endeavour to make it operate as a direct encouragement to ability, energy, and faithfulness in the discharge of the sacred trust of Education, and place it beyond the reach of the indolent and undeserving. To this end there is probably no better plan than that of establishing, at such Schools, Scholarships or Exhibitions open to general competition. Such Scholarships, should be of several degrees of value, should be tenable by boys of from 14 to 17 years of age, and should be awarded only to candidates who had reached a certain prescribed standard of proficiency. This would secure a vigorous prosecution of School studies, and would greatly check that evil—which at present so widely prevails—the removal of boys from School when they are only half educated; and its sure tendency would be to increase the strength of the Schools possessing these advantages. But we would not stop here. For every Exhibition held in any School we would make a proportionate money-payment to the Head Master, as provision for the tuition of the Exhibitioner. By the joint operation of the two parts of this plan a great and valuable assistance would be given to the Schools; it would make the position of competent School Teachers much more honorable and remunerative than it now is; and it would secure to the people at large a sound Education, fostered by abundant and progressive rewards. More than this, we think, would not be required.*

C. Having sketched the above provision for our Grammar Schools, we now advance a step higher. Eventually some Institution in the shape of a College or Collegiate School will be required for those of our youth who are passing into manhood. Here the field is clear; and the State, if it is to do anything, must do all. This is not a case for assistance, but for creation. Sooner or later, there must be provided within the Colony adequate means for the complete preparation of its youth for the learned professions and the higher walks of life. And this provision, for a long time to come, can only be undertaken by the State. The natural demand for it is but scanty. The absence of any strong incentives to the higher branches of

* The following extract from the *Saturday Review* of the 5th May, 1860, is to the purpose:—"Affairs at Oxford seem in general to be going on admirably well... The open Scholarships, recently created in large numbers, and bestowed with the same integrity as the Fellowships, are fast drawing the flower of English youth into the University, while their increased income affords a real assistance to those who are in need. Colleges which till lately took almost no part in the work of Education are now filling with Students; and a fresh life of usefulness has been breathed into some of the noblest foundations of the land. Industry is unquestionably on the increase among the juniors; and among the seniors symptoms of greater literary and scientific activity, and more enlarged intellectual interests, are beginning to appear."

study,—the facility with which young men, without such study, have hitherto made their way in the world, (a facility, however, which seems likely to decrease)—and the natural desire of youth to look for emancipation at the earliest possible time, have hitherto contributed, and will still contribute, to prevent the naturally good abilities of our native youths from receiving their proper cultivation and development. Yet with a half cultivation, a half development of these abilities, the State cannot be content: it cannot be sufficient for those who are to occupy the first places in the Colony to receive merely the *best Education that they can get*. It is to the interest of the Commonwealth to see that that Education is the *best possible*, and to take pains to provide such an Education.

As to the time when such a provision must be made, while admitting that it is not now, we yet believe that it cannot be far distant. The efficiency of our Grammar Schools has first to be promoted; and it will be promoted if the measures that we have recommended be carried out. There can be no doubt that if a College for young men were opened this year it would languish for want of pupils; but let the life and vigour of our Grammar Schools be called forth and cherished for two or three years, and there will then be a number of lads well taught and still advancing, thirsting for a yet higher range of knowledge, and ready for admission within a College of their own. Then will be the time to lay the top-stone of our educational system. Meanwhile we shall be gaining experience as the building rises, learning what are the requirements of our youth, and how their rising manhood may be best provided for. Such experience will be infinitely more valuable than any speculations that we could offer now as to the details of the future Collegiate course; therefore we forbear to speculate, and confine ourselves to giving only such an outline as may enable the mind to realise the general idea. For the present there lies before us (as we have shown) an immediate necessity: to meet this we have suggested a plan of definite action, such as may be at once undertaken; and, as belonging to a not very distant future, we desire that those who take this action should also keep steadily in view the honourable obligation to press forward to that which must one day be the crowning point in a then complete Educational work.

Particulars of the Scheme above recommended,

1. Total number of proposed Exhibitions to be 54; each of the three Schools possessing 18.
2. The Exhibitions to be of three classes; the *third*, or lowest, entitling the holder to receive his education gratuitously; the *second* entitling the holder to receive an annual sum of £12 in addition to such gratuitous education; and the *first*, or highest, to £18 in addition to the same.
3. For the tuition of the Exhibitioners the respective Head Masters to receive £20 for each Exhibitioner in the two lowest classes, and £30 for each in the first or highest.

4. The cost would be as follows:—

	£
18 at 0 to Pupil and £20 to Master	360
18 at £12 to Pupil and £20 to Master	576
18 at £18 to Pupil and £30 to Master	864
<i>Totals</i> £540 to Pupils and £1260 to Masters.....	<u>£1800</u>

5. For the establishment of the future College there would be required—

	£
A Principal, with salary of	300
A Vice-Principal, with salary of	150
Professors of Law, Medicine, Anatomy, History, Chemistry, £150 each.....	750
Thirty Scholars, divided into three classes; viz., ten at £20, ten at £30, ten at £40.....	900
Additional payment to Principal and Vice-Principal for tuition of Scholars, at £20 per head	600
<i>Total</i>	<u>£2700</u>

The tuition-payment for Scholars should be divided between the Principal and Vice-Principal, in the proportion of two to one; so as to raise their salaries (when all the Scholarships were filled up) to £700 and £350 respectively.

6. It will be observed that, taking the whole scheme, the Exhibitions and Scholarships form a gradually increasing scale of money payments to successful youths, at the rate of £12, £18, £20, £30, and £40.

7. Should the demand for Education expand, additional pupils might be received at the College on payment of fees to be divided between the Principal and Vice-Principal; and the latter might be permitted to receive a certain number of Boarders.

8. All competent "*Scholars*" should be entitled to attend gratuitously the Lectures of the various Professors; and other pupils, or persons not connected with the Institution, might follow the courses on payment to the Professors of certain Fees to be fixed by the governing body.

9. To provide a habitation for the College, we would recommend that negotiations should be forthwith opened with the Proprietary of the High School with a view to its being transferred to the Government, and assuming eventually the character of the higher Institution. On that change taking place, the eighteen School Exhibitions belonging to it would be available for distribution among other schools, or (as their holders' tenure expired) might cease to exist.

10. On the full development of the Collegiate Institution, it would be desirable that the Government should recruit the Civil Service of the Colony, as far as possible, from young men holding certificates of having passed through its course creditably; that admission to the Colonial Bar should be made subject to the same condition; and that, in the case of Medical Students, measures should be adopted by which such a certificate might entitle them to certain privileges on entering upon a course of Medical Study in England, particularly in the way of shortening the term of attendance at London Hospitals. Such professional study should be further encouraged by the foundation of Law and Medical Scholarships, open to such Candidates as might appear most likely to benefit the Colony by bringing back to it the fruits of European instruction and experience. Such Scholarships should be of the value of £200, tenable for four years; and one might be conferred every year, in Law and Medicine alternately.

11. It would still be necessary to do something for the improvement of Female Education. A small annual sum would be sufficient to rent a building for a Ladies' College, to pay a salary to a Lady Superintendent, and to secure the attendance of Masters or Professors.

12. The expense of the work which has thus been sketched would, no doubt, have to be borne, in the first instance, by an annual vote; but the wisdom of making some permanent provision, as by an Endowment in land, ought from the first to be kept in view.

Financial Recapitulation.

	£
School Exhibitions.....	*1800 per annum.
College	2700
Law and Medical Scholarships	800
Ladies' College	700
	<u>£6000</u>

*Possibly to be reduced to £1200, in the event of the High School becoming the College.

F. H. COX, *Chairman*.
 HENRY BUTLER.
 FR. HARTWELL HENSLOWE.
 WM. HENTY.
 FRED. M. INNES.
 THOMAS MACDOWELL.
 R. OFFICER.

MEMORANDUM.

I do not concur in giving a premium of money to the boys in the chief towns who obtain Exhibitions: I think it sufficient to provide their education gratuitously. When boys from the country obtain them, they might be assisted with a money payment—say £16 each—so as to

place them on something like a par with the boys in Hobart Town and Launceston. Further than this I do not think it advisable to go.

Instead of giving the Masters a small premium for each Exhibition, it seems to me a better and simpler plan to vote a certain sum of money to each School annually.

The endowment of a certain number of Exhibitions at these Schools will not, in my judgment, be of much material benefit to them: it is probable that three-fourths of them will be obtained by boys who now pay for their own education.

On the other hand a superior class, such as we desire through the means of these Exhibitions to create, will require the entire services of one Master; and to that extent I think they are fairly entitled to pecuniary assistance from the State. At present the Head Masters cannot afford to devote themselves exclusively to the teaching of one class.

I think the Schools selected for these Exhibitions are entitled to this assistance on equitable grounds,—

1st. Because the State takes advantage of their buildings, their prestige, and their established character, to graft on them a plan of its own of superior Education; and to do this it requires the Schools to submit, to a certain extent, to its control and inspection.

2nd. If this plan were carried out independently of existing Schools, the very buildings themselves could not be raised for less than £15,000 or £20,000, and then the Masters would require salaries—as at Sydney, where the cost of the Sydney Grammar School is £1500 per annum, independently of a very large sum expended on the building, and to which a Committee of the Legislature has recently recommended that 50 Exhibitions be also attached.

I do not think, therefore, that the plan proposed is at all a fair equivalent for the advantages sought to be gained by the State; and that at least £250 or £300 per annum should be annually granted to each School, in order to make the contract more equitable—to ensure the thorough efficiency of the Schools, and to give the State more power and authority in seeing that the objects sought by it are both aimed at and attained.

THOS. MACDOWELL.

24th July, 1860.

I concur in Mr. MacDowell's views.

R. OFFICER.

APPENDIX A.

PRIMARY SCHOOLS.

STATEMENT of EXPENDITURE for the Year 1859.

	SOUTHERN BOARD.			NORTHERN BOARD.		
	Chargeable against Establish- ment.	Chargeable against Loans Bill.	Chargeable against Vote for Educa- tion.	Chargeable against Establish- ment.	Chargeable against Loans Bill.	Chargeable against Vote for Educa- tion.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Inspector of Schools	393 6 8	—	—	400 0 0	—	—
Secretary to the Board	315 16 8	—	—	—	—	—
Storeman and Messenger	80 0 0	—	—	—	—	—
Transport and Travelling Expenses ..	194 0 1	—	—	91 4 7	—	—
Contingencies	30 9 1	—	—	3 14 8	—	—
Loans Bill—Erection, &c. of School- houses	—	1301 7 8	—	—	423 6 8	—
Salaries and Allowances of Teachers and Pupil Teachers	—	—	6717 7 2	—	—	3778 12 10
Rent of School Buildings	—	—	349 13 5	—	—	312 18 4
Repairs and improvements of School- houses	—	—	242 3 3	—	—	148 13 0
School Furniture and Fittings	—	—	180 9 8	—	—	74 11 0
Grants of School Books, Maps, and Requisites	—	—	261 15 6	—	—	115 4 2
Salary of Writer	—	—	147 15 2	—	—	—
Salary and Travelling Expenses of Or- ganising Master	—	—	167 10 5	—	—	129 3 1
Miscellaneous	—	—	87 4 11	—	—	108 3 4
Aid to Ragged Schools, Hobart Town	—	—	100 0 0	—	—	—
Aid to Infant Schools, Hobart Town and Launceston	—	—	50 0 0	—	—	50 0 0
TOTAL	1013 12 6	1301 7 8	8303 19 6	494 19 3	423 6 8	4717 5 9

MURRAY BURGESS.

RETURN of PUBLIC SCHOOLS in operation under the SOUTHERN

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	Highest Number of Scholars on the Rolls.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Number entered during the Year.	Number who have left during the Year.	Number of Teachers		Number of Pupil Teachers		Aid granted			
			Boys.	Girls.	Total	Boys	Girls	Total	Boys.	Girls.	Total			M.	F.	M.	F.	£	s.	d.	£	s.	d.
1	HOBART	Central School	199	105	304	182	89	271	139	48	187	160	188	1	1	2	5	565	18	4	..
2		Goulburn-street	54	49	103	46	40	86	37	29	66	130	75	1	1	1	1	297	10	0	30 0 0
3		Harrington-street	60	68	128	55	68	123	44	53	97	154	137	1	2	1	..	359	8	4	..
4		Macquarie-street	100	..	100	91	..	91	68	..	68	104	103	1	..	2	..	258	18	4	30 0 0
5		Macquarie-street, Upper	84	70	154	74	58	132	48	37	85	151	85	1	2	1	2	330	11	8	..
6		Trinity Hill	137	87	224	123	77	200	88	51	139	241	146	1	2	3	5	483	13	1	15 0 0
7		Battery Point .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11	13	4	7 4 6
8	GLENORCHY ..	Bridgewater	19	17	36	18	13	31	12	9	21	27	28	1	1	..	..	85	0	0	6 17 6
9		Kangaroo Valley	17	12	29	14	9	23	9	6	15	19	46	1	..	..	..	55	0	0	..
10		O'Brien's Bridge	55	31	86	46	28	74	35	23	58	80	59	1	1	..	1	191	18	4	20 0 0
11		New Town	41	5	46	29	6	35	20	5	25	61	29	1	..	..	..	183	0	11	33 6 8
12	QUEENBOROUGH	Sandy Bay.....	38	21	59	34	22	56	26	16	42	36	32	1	1	..	1	168	8	4	50 0 0
13	KINGBOROUGH	Birch's Bay	11	15	26	10	12	22	6	8	14	18	13	..	1	..	..	55	0	0	..
14		Oyster Cove	8	8	16	5	7	12	4	5	9	4	9	..	1	..	..	55	0	0	..
15		Port Cygnet	23	27	50	24	22	46	16	14	30	17	21	1	1	..	..	130	0	0	..
16		Victoria	15	13	28	13	10	23	10	7	17	27	16	1	..	..	..	105	0	0	13 6 8
17	Middleton	21	16	37	19	11	30	15	8	23	14	16	1	1	..	..	110	0	0	..	
18	FRANKLIN ..	Castle Forbes Bay	17	15	32	13	14	27	9	9	18	17	14	..	1	..	..	85	0	0	..
19		Franklin	38	26	64	27	15	42	19	9	28	57	9	1	1	..	1	114	0	0	5 13 0
20		Port Esperance	17	11	28	15	8	23	9	5	14	20	2	..	1	..	..	34	3	6	..
21		Swanton	11	5	16	7	4	11	7	2	9	12	4	1	..	..	..	23	6	8	..
22	Snug	13	13	26	12	10	22	8	8	16	34	12	1	..	..	..	39	13	3	..	
23	NEW NORFOLK	Back River	28	20	48	25	17	42	16	12	28	13	15	1	1	..	..	85	0	0	36 0 0
24		Fenton Forest	24	20	44	18	20	38	11	13	24	25	33	..	1	..	..	90	0	0	..
25		Dry Creek	5	8	13	6	6	12	4	4	8	6	4	1	..	..	..	29	11	8	..
26		Macquarie Plains	16	12	28	13	12	25	10	7	17	22	9	..	1	..	..	65	0	0	..
27		New Norfolk	46	39	85	41	28	69	32	22	54	55	33	1	1	..	..	200	0	0	20 1 0
28	BRIGHTON ...	Black Brush	23	12	35	21	12	23	15	8	23	17	13	1	..	..	..	117	10	0	..
29		Broad Marsh	19	14	33	17	13	30	13	10	23	20	17	1	1	..	..	145	0	0	..
30		Green Ponds	27	15	42	22	15	37	19	13	32	15	21	1	1	..	..	165	0	0	25 0 0
31		Pontville	34	19	53	33	14	47	21	8	29	93	48	1	1	..	..	142	10	0	29 5 0
32	CLARENCE ..	Kangaroo Point.....	22	19	41	20	12	32	12	8	20	32	24	1	1	..	..	85	0	0	..
33		South Arm.....	28	22	50	24	22	46	16	16	32	28	26	1	1	..	..	130	0	0	..
34	RICHMOND ..	Coal River	15	15	30	15	11	26	11	6	17	16	16	1	1	..	..	82	17	7	5 9 1
35		Colebrook Dale.....	14	13	27	13	9	22	7	6	13	20	24	..	1	..	..	65	0	0	..
36		Richmond	64	41	105	50	38	88	36	28	64	87	98	1	1	..	..	177	10	0	..
37		Spring Hill Bottom ...	25	26	51	22	25	47	10	10	20	9	15	1	1	..	..	105	3	10	..
38	SORELL	Bream Creek	18	14	32	15	14	29	11	10	21	6	6	1	1	..	..	51	13	4	5 0 0
39		Carlton	15	14	29	10	10	20	8	7	15	21	5	1	1	..	..	40	0	0	..
40		Forcett	31	19	50	26	17	43	19	12	31	50	36	1	1	..	..	140	11	1	..
41		Prosser's Plains	22	15	37	19	14	33	14	10	24	12	20	1	1	..	..	95	0	0	10 0 0
42		Sorell	34	20	54	33	19	52	26	15	41	26	31	1	1	..	1	154	6	8	..
43	Orielton	19	23	42	11	18	29	8	14	22	46	9	1	1	..	..	63	6	8	7 10 0	
44	OATLANDS ...	Mona Vale.....	26	20	46	22	18	40	19	15	34	19	16	1	..	..	..	125	0	0	..
45		Oatlands	28	25	53	21	22	43	15	14	29	55	43	1	1	1	..	180	5	0	..
46	CUMBERLAND	Bothwell	44	41	85	42	38	80	34	32	66	47	32	1	1	1	..	208	15	7	..
47		Hamilton	30	29	59	28	25	53	23	19	42	34	29	1	..	1	..	156	1	8	..
48		Ouse River.....	19	14	33	17	12	29	13	9	22	23	24	1	..	..	..	55	0	0	..
49	GLAMORGAN ...	Swansea	16	12	28	15	12	27	9	7	16	3	..	..	1	..	..	20	0	0	..
TOTALS			1670	1155	2825	1456	996	2452	1061	687	1748	2213	1691	40	40	13	17	6717	7	2	349 13 5

BOARD OF EDUCATION *between the 1st January and 31st December, 1859.*

<i>during the Year ending 31 December, 1859.</i>					Erection and Improvements of School-houses chargeable upon the Loans Bill.	Local Contri- butions and School Fees in aid of Teach- ers' Salaries.	Amount paid for School- books and Requisites.	Average Amount of Government Aid for each Scholar in ordinary Attendance.	Average Amount of School Fees and Local Con- tributions for each Scholar in ordinary At- tendance.	REMARKS.
Repairs, &c. of School Buildings.	School Fur- niture and Fittings.	School-books, Maps, and Requisites.	Miscel- laneous.	TOTAL.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
5 10 0	..	12 6 0	7 15 2	591 9 6	2 3 0	189 0 9	26 4 1	2 3 7 $\frac{3}{4}$	0 13 11 $\frac{1}{4}$	
7 1 0	13 9 0	11 6 11	7 18 0	367 4 11	..	74 0 3	7 18 0	4 5 4 $\frac{3}{4}$	0 12 2 $\frac{3}{4}$	
10 14 0	..	9 13 7	4 18 0	384 13 11	..	112 1 2	11 8 5	3 2 6 $\frac{1}{2}$	0 18 2 $\frac{1}{2}$	
..	..	1 15 0	3 15 0	294 8 4	..	47 16 7	1 10 1	3 4 8 $\frac{1}{2}$	0 10 6	
79 19 0	..	7 15 5	..	418 6 1	369 12 0	67 4 8	6 0 5	3 3 4 $\frac{1}{2}$	0 10 2	
13 2 0	..	19 17 5	5 0 0	536 2 6	..	76 7 6	32 7 11	2 13 7 $\frac{3}{4}$	0 7 7 $\frac{1}{2}$	
7 12 6	..	..	..	26 10 4	..	..	..	..	..	In course of formation.
1 1 0	9 8 6	2 11 6	..	104 18 6	..	27 14 3	3 10 11	3 7 8 $\frac{1}{2}$	0 17 8 $\frac{1}{2}$	
..	..	0 14 3	..	55 14 3	..	5 0 6	0 16 0	2 8 5 $\frac{1}{2}$	0 4 4 $\frac{1}{2}$	
..	4 8 0	7 15 1	..	224 1 5	..	61 7 6	8 16 1	3 0 0 $\frac{1}{2}$	0 16 7	
..	8 15 0	13 8 1	0 7 0	238 17 8	..	17 6 1	7 17 8	7 19 3	0 11 10 $\frac{1}{2}$	Opened 1st March.
1 16 0	..	3 5 8	..	223 10 0	..	88 16 0	4 0 3	3 19 7 $\frac{3}{4}$	1 11 8 $\frac{1}{2}$	
..	..	3 18 2	..	58 18 2	..	4 0 3	0 3 0	2 13 6 $\frac{1}{2}$	0 3 8	
..	..	2 8 0	..	57 8 0	..	2 10 4	4 15 8	4 15 8	..	
..	..	7 6 5	3 0 0	140 6 5	..	18 19 3	3 1 10	3 1 0	0 8 3	
..	..	0 19 3	..	119 5 11	..	35 7 0	1 12 0	5 3 8 $\frac{3}{4}$	1 10 8 $\frac{3}{4}$	
..	19 0 0	..	..	129 0 0	136 9 5	19 2 6	2 7 4	5 0 4	0 14 10 $\frac{1}{2}$	Opened 1st March.
..	..	1 7 9	..	86 7 9	..	5 13 0	0 3 0	3 3 11 $\frac{3}{4}$	0 9 5	
..	..	3 10 6	..	123 3 6	..	22 16 4	4 12 0	2 18 7 $\frac{3}{4}$	0 10 10 $\frac{1}{4}$	
..	..	2 19 11	..	37 3 5	..	23 14 0	0 13 2	3 4 7 $\frac{1}{2}$	2 1 2 $\frac{1}{2}$	
..	..	0 6 6	..	23 13 2	..	..	1 13 2	6 9 0	..	Closed 30th June.
..	10 17 6	3 17 6	1 5 0	55 13 3	..	5 11 6	0 7 6	3 7 5	0 6 9	Closed 30th April. Opened 18th April.
..	..	3 12 9	..	124 12 9	..	11 17 3	1 10 0	2 19 4	0 5 7 $\frac{3}{4}$	
..	..	2 18 10	4 10 0	97 8 10	..	19 6 0	..	2 11 3 $\frac{1}{2}$	0 10 1 $\frac{1}{2}$	
..	..	0 0 6	..	29 12 2	..	2 4 0	..	2 9 4	0 3 8	
..	..	1 8 10	..	66 8 10	..	2 18 0	..	2 13 1 $\frac{3}{4}$	0 2 3 $\frac{3}{4}$	
..	..	1 3 2	..	221 4 2	..	36 15 8	5 8 6	3 4 1 $\frac{1}{2}$	0 10 7 $\frac{3}{4}$	
..	22 15 0	9 5 7	6 3 0	155 13 7	213 13 3	22 18 6	5 11 4	2 5 1 $\frac{1}{2}$	0 6 7 $\frac{1}{2}$	
5 0 0	..	0 19 0	0 4 6	151 3 6	..	28 8 5	7 9 4	5 0 9	0 19 0	
..	..	4 13 8	..	194 13 8	..	35 10 3	..	5 5 3	0 19 2 $\frac{1}{4}$	
..	3 0 0	2 0 9	..	176 15 9	..	46 6 9	6 3 10	3 15 2 $\frac{3}{4}$	0 19 8 $\frac{1}{2}$	
..	..	3 1 11	..	88 1 11	..	38 16 7 $\frac{1}{2}$	3 10 10	2 15 0 $\frac{3}{4}$	1 4 3	
20 0 0	3 0 0	2 9 11	..	155 9 11	..	20 10 0	3 5 11	3 9 5	0 9 0	
..	..	4 0 2	11 8 0	103 14 10	..	25 6 3	..	3 18 11 $\frac{1}{2}$	0 19 5 $\frac{1}{2}$	
6 15 9	..	4 3 0	..	75 18 9	..	15 2 10	3 5 2	3 9 0 $\frac{1}{2}$	0 13 9	
..	19 8 6	4 8 2	..	201 6 8	..	41 13 6	5 15 4	2 5 9	0 9 6 $\frac{1}{2}$	
60 5 7	..	0 17 6	..	166 6 11	..	0 4 0	1 0 0	3 10 0 $\frac{1}{4}$	0 0 1	
..	14 16 6	14 15 10	..	86 5 8	..	20 2 0	1 12 2	3 19 4	0 1 5 $\frac{1}{2}$	Opened 1st May.
..	14 17 6	7 9 9	5 2 0	67 9 3	..	5 18 3	0 14 0	4 9 11 $\frac{1}{2}$	0 7 11	Closed 30th April, re-opened 1st September.
..	..	4 2 1	..	144 13 2	..	20 9 0	1 11 2	3 7 3 $\frac{1}{2}$	0 9 6	
..	..	2 4 5	..	107 4 5	..	43 8 3	2 6 2	4 7 8	1 6 3 $\frac{3}{4}$	
3 10 0	2 0 0	2 1 1	..	161 17 9	..	39 0 6	2 0 0	3 2 3	0 15 0	
..	20 3 6	7 14 0	2 3 0	100 17 2	..	23 18 10	9 11 9	4 12 9	1 2 0	Opened 1st May.
..	2 4 0	3 16 5	..	131 0 5	..	41 7 3	10 3 0	3 5 6	1 0 8	
..	..	0 1 0	..	180 6 0	43 11 0	21 15 5	2 15 3	4 3 10 $\frac{1}{4}$	0 10 1 $\frac{1}{2}$	
19 16 5	3 12 0	9 11 6	..	241 15 6	..	80 12 4	12 6 5	3 0 5 $\frac{1}{4}$	1 0 11 $\frac{1}{4}$	
..	..	2 7 10	..	158 9 6	535 19 0	78 5 4 $\frac{1}{2}$	3 3 7	2 19 9 $\frac{1}{2}$	1 9 4 $\frac{1}{2}$	
..	..	1 6 8	..	56 6 8	..	18 3 0	1 12 6	1 18 10	0 1 0 $\frac{1}{2}$	
..	8 14 8	5 9 0	..	34 3 8	..	12 18 0	1 2 2	3 16 0	0 2 4 $\frac{1}{2}$	Closed 30th April.
242 3 3	180 9 8	222 16 3	63 8 8	7775 18 5	1301 7 8	1655 15 10	219 11 7	3 3 5	0 13 6	

MURRAY BURGESS, *Secretary Southern Board of Education.*

No. 2.—NORTHERN BOARD.

RETURN of PUBLIC SCHOOLS under the NORTHERN BOARD OF EDUCATION in operation between the 1st January and 31st December, 1859.

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	Number who have attended during some part of the Year.			Average Number on Rolls.			Average Attendance.			Number admitted during the Year.	Number who have left during the Year.	Number of Teachers.		Number of Pupil Teachers.	Amount of School Fees received by Teachers.	Amount paid to Teachers of all Classes in Salaries, Gratuities, &c.	Rent of School-houses.	Repairs and Improvements of School-houses.	School Furniture and Fittings.	School Books, Maps, and Requisites.	REMARKS.												
			Boys	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total			M.	F.																				
1	CAMPBELL TOWN	Campbell Town.....	57	54	111	41	34	75	31	26	57	64	37	1	1	—	50	18	10	237	10	0	—	—	—	—	—	—	3	14	6	School opened, 15 Aug.			
2		Ross	67	39	106	26	24	50	19	17	36	26	44	1	1	—	11	19	8	144	6	8	—	—	—	—	—	—	3	1	2				
3		DELORAINE	Deloraine	45	23	68	29	11	40	20	8	28	28	23	1	—	—	36	8	0	105	0	0	20	0	0	—	—	—	2	12		8		
4	DEVON	Formby	16	14	30	16	14	30	12	14	26	30	3	1	1	—	8	9	1	34	14	1	—	—	—	4	10	0	5	0	11	Ditto, ditto. Ditto, 14 Feb. [rarely, 18 Aug.			
5		Northam	24	10	34	21	11	32	12	7	19	34	3	1	—	—	2	0	8	32	19	8	—	—	—	14	4	0	4	0	2				
6		Emu Bay	13	22	35	11	19	30	12	13	25	31	7	—	2	—	14	14	8	71	4	0	—	—	—	—	—	—	4	2	5				
7	FINGAL.....	Stanley, Circular Head	37	14	51	29	11	40	26	9	35	17	11	1	1	—	26	1	1	125	0	0	—	—	12	0	0	—	—	4	3	6	School closed tempo- Ditto, 1 May to 25 June School opened, 1 Sept. School closed tempo- rarely, 1 March.		
8		Forest, ditto	13	8	21	12	8	20	7	5	12	14	4	1	—	—	No Return	31	11	8	—	—	—	—	—	—	—	—	2	2	11				
9		Tarleton	29	19	48	27	17	44	20	12	32	49	5	1	1	—	14	7	9	82	14	4	11	13	4	—	—	—	1	0	6				
10	GEORGE TOWN	Cullenswood	14	16	30	10	14	24	7	8	15	24	2	—	1	—	10	19	3	16	13	4	—	—	—	—	—	—	3	15	11	School opened, 1 Sept. School closed tempo- rarely, 1 March.			
11		Fingal	6	14	20	7	13	20	5	10	15	10	20	—	1	—	No Return	8	6	8	—	—	—	—	—	—	—	—	0	4	1				
12		George Town	34	24	58	19	12	31	15	8	23	18	22	1	1	—	36	9	6	125	0	0	—	—	56	0	0	—	—	4	7		6		
13	LAUNCESTON.....	Elizabeth-street.....	156	44	200	97	37	134	74	30	104	No Return	—	1	1	2	111	2	5	275	0	0	80	0	0	—	—	—	—	3	18	4	School opened, 1 April. School closed, 30 June.		
14		Margaret-street	98	53	151	66	41	107	40	29	69	52	60	1	1	—	70	15	0	275	0	0	26	13	4	—	—	—	—	6	3	7			
15		Breadalbane	18	19	37	16	15	31	12	13	25	8	3	1	1	—	48	5	3	55	0	0	—	—	—	1	12	0	2	2	9				
16	MORVEN	Evandale	75	38	113	60	23	83	50	21	71	44	22	1	1	1	89	0	6	198	0	0	80	0	0	—	—	—	—	5	16	6	School opened, 1 Nov. [1 Aug. to 1 Dec. School closed from School opened, 12 June. Ditto, 14 Nov.		
17		Lymington	23	20	43	16	15	31	13	14	27	18	12	1	1	—	31	14	0	105	0	0	25	0	0	—	—	—	—	1	8	5			
18		Carrick	51	18	69	37	10	47	24	8	32	31	25	1	1	—	38	19	0	178	6	8	—	—	—	9	0	0	3	12	0				
19	NORFOLK PLAINS	Illawarra	13	16	29	13	16	29	12	15	27	7	4	1	—	—	45	18	10	125	0	0	10	0	0	10	0	0	—	—	1	17	10		
20		Longford	69	36	105	50	28	78	45	21	66	36	37	1	1	—	131	8	1	185	0	0	—	—	7	13	0	—	—	7	7	11			
21		Perth	26	24	50	22	15	37	19	12	32	25	19	1	1	—	25	18	0	155	0	0	20	0	0	—	—	3	0	0	2	3	10		
22	RINGWOOD	Bishopsbourne	40	24	64	26	15	41	21	13	34	36	33	1	1	—	32	1	6	95	0	0	22	18	4	—	—	—	—	3	12	3	School opened, 1 April. School closed, 30 June.		
23		Cressy	24	36	60	17	29	46	15	22	37	60	14	1	1	—	32	18	0	73	19	9	—	—	26	0	0	20	15	0	6	16		3	
24		Hermitage	9	12	21	9	12	21	8	10	18	5	21	—	1	—	No Return	27	10	0	—	—	—	—	—	—	—	—	—	—	—	—			
25	SELBY.....	Maitland	19	14	33	15	13	28	13	9	22	11	8	1	1	—	58	4	0	55	0	0	—	—	—	—	—	—	—	1	13	4	School opened, 1 Nov. [1 Aug. to 1 Dec. School closed from School opened, 12 June. Ditto, 14 Nov.		
26		Hadspen	16	17	33	11	12	23	9	11	20	33	10	—	1	—	5	2	0	8	6	8	—	—	—	—	—	—	—	—	—	—			
27		Newnham	31	27	58	19	17	36	13	14	27	20	19	1	1	—	18	4	4	105	0	0	—	—	—	—	—	—	—	3	10	7			
28	WESTBURY	St. Leonard's.....	17	20	37	15	16	31	9	18	27	6	7	1	—	—	No Return	82	10	0	—	—	—	1	13	4	37	0	0	10	0	0	School opened, 12 June. Ditto, 14 Nov.		
29		Windermere	11	7	18	10	6	16	7	6	13	18	2	1	1	—	8	8	10	—	—	—	—	—	—	—	—	7	0	0	4	0		2	
30		West Tamar	7	2	9	7	2	9	7	2	9	9	—	1	1	—	0	6	10	—	—	—	—	—	—	—	—	—	—	—	—	—			
31	WESTBURY	Exton	55	39	94	39	31	70	34	25	59	39	21	1	1	—	34	12	9	145	0	0	—	—	—	—	—	2	0	0	3	13	3		
32		Hagley	38	28	66	29	19	48	23	14	37	15	22	1	1	—	102	9	0	184	11	8	15	0	0	—	—	—	—	2	14	6			
33		Queenstown	81	69	150	47	42	89	43	38	81	44	72	1	1	1	26	14	0	179	0	0	—	—	—	—	—	—	—	8	13	5			
34		Westbury	94	71	165	65	41	106	59	37	96	56	31	1	1	1	93	8	8	223	0	0	—	—	—	—	2	10	0	7	4	4			
			1326	891	2217	934	643	1577	736	520	1256	918	623	28	29	5	—	1173	19	6	3778	12	10	312	18	4	148	13	0	74	11	0	115	4	2

SOUTHERN BOARD OF EDUCATION.

RETURN of FEES, &c. 1859.

No.	SCHOOL.	Number who have been under in- struction during the Year.	Number who have not paid Fees during the Year.	Number who have paid Fees during the Year.	Amount of Fees received.	Rate per head.	Average Number on the Rolls.
					£ s. d.	£ s. d.	
1	Central School	417	149	268	189 0 9	0 13 11½	271
2	Macquarie-street, St. Joseph's	152	95	57	47 16 7	0 10 6	91
3	Trinity Hill	392	94	298	76 7 6	0 7 7½	200
4	Bridgewater	50	10	40	27 14 3	0 17 1½	31
5	O'Brien's Bridge	157	39	118	61 7 6	0 16 7	74
6	Birch's Bay	37	32	5	4 0 9	0 3 8	22
7	Port Cygnet	58	22	36	18 19 3	0 8 3	46
8	Victoria, Huon	35	10	25	35 7 0	1 11 7½	23
9	Middleton, Long Bay	26	6	20	19 2 6	0 12 9	30
10	Castle Forbes Bay	41	33	8	5 13 0	0 0 4	27
11	Franklin	92	33	59	22 16 4	0 10 1	42
12	Snug	34	6	28	5 11 6	0 0 5	22
13	Back River	33	6	27	11 17 3	0 5 7½	42
14	Fenton Forest	52	26	26	19 6 0	0 10 1¾	38
15	Macquarie Plains	32	18	14	2 18 0	0 2 3¾	25
16	New Norfolk	113	17	96	36 15 8	0 10 7	69
17	Green Ponds	52	15	37	35 10 3	0 19 2¼	37
18	Pontville	92	31	61	46 6 9	0 19 8½	47
19	Kangaroo Point	55	8	47	38 16 7½	1 4 3	32
20	Colebrooke Dale	33	24	9	15 2 10	0 13 9	22
21	Spring Hill Bottom	54	5	49	0 4 0	0 0 1	47
22	Bream Creek	34	4	30	20 2 0	0 14 0	29
23	Prosser's Plains	42	4	38	43 8 3	1 6 3¾	33
24	Sorell	77	28	49	39 0 6	0 15 0	52
25	Orielton	45	13	32	23 18 10	0 16 6	29
26	Mona Vale	53	8	45	41 7 3	1 0 8	40
27	Hamilton	85	8	77	78 5 4½	1 9 6¾	53
28	Ouse River	51	19	32	18 3 0	0 12 6	29
	TOTAL	2994	763 or 31·84½ cent.	1631	984 19 6	0 13 1	1505

The Return from the other Schools, Southern Division (21 in number), do not supply sufficient data for calculations ; but the Schools above enumerated may be fairly regarded as representatives of the several types of Public Schools throughout the Island.

MURRAY BURGESS, *Secretary.*

SOUTHERN BOARD OF EDUCATION.

STATEMENT of Subjects taught in the Public Schools.

NUMBER REPORTED AS LEARNING—

Scripture Lessons or Holy Scriptures	974
To read Monosyllables	538
To read Easy Narratives	650
To read Books of General Information	961
To write from Copy on Slates	589
To write from Copy on Paper	1245
To write from Dictation	771
To write Abstracts or Composition	256
Arithmetic—	
Simple Rules	832
Compound Rules	351
Proportion and Practice	202
Higher Rules	155
Mensuration	57
Algebra	55
Geography—	
Lessons on Maps only	904
From Text Books, Local	451
Ditto, Mathematical and Physical	288
Grammar—	
Parts of Speech only	672
Parsing and Syntax	442
Derivations	371
History	550
Drawing	136
Music from Notes	155
Mental Arithmetic	172
Geometry	42
French	34
Latin	12
Moral Philosophy	65
Euclid	15
Singing	170
Book-keeping	36
Other Subjects—	
Ornamental Writing	13
Navigation	1
Mapping	8
Elocution	13
Composition	47
Lessons on Objects	35
Lessons on the British Constitution	7
Natural Philosophy from Johnston's Sheets	29
Branches for Females—	
Sewing	678
Cutting	49
Knitting	55
Total Number of Children under instruction 31st December 1859	2537

MURRAY BURGESS.

SOUTHERN BOARD OF EDUCATION.

REMUNERATION of TEACHERS.

MEMORANDUM.

THE Return of Public Schools in operation under the Board during the year 1859 contains a detail of the Expenditure of each School, of the amount paid to the respective Teachers for Salaries and Allowances, and the amount of School Fees.

Of 51 Teachers who were in the employ of the Board on the 31st December, 1859, 39 were assisted in the management of the School by their wives or relatives, their joint income from all professional sources being as follows :—

One was in the receipt of more than £400 per annum.
 One ditto from £350 to £400 ditto.
 Four were ditto from £250 to £300 ditto.
 Two ditto from £200 to £250 ditto.
 Six ditto from £150 to £200 ditto.
 Fifteen ditto from £100 to £150 ditto.
 Seven ditto from £50 to £100 ditto.

Of four Male Teachers in independent charge of Schools,—

One was receiving from £100 to £150 per annum.
 Two were receiving between £50 and £100 ditto.
 One was receiving less than £50 ditto.

Of eight Female Teachers, one was in the receipt of about £100 per annum, out of which, however, she had to pay a Male Assistant.

Four were receiving £90 per annum.
 One was receiving £80 ditto.
 One ditto £70 ditto.
 One ditto £20 ditto.

MURRAY BURGESS.

APPENDIX B.

GRAMMAR SCHOOLS, &c.

EVIDENCE TAKEN AND CORRESPONDENCE.

TUESDAY, APRIL 17, 1860.

PRESENT.

REV. F. H. COX.
HENRY BUTLER, Esq.
T. MACDOWELL, Esq.

WILLIAM HENTY, Esq.
F. M. INNES, Esq.
F. H. HENSLOWE, Esq.

THE REV. R. D. HARRIS *examined*.

By Rev. Mr. Cox.—I am Head Master of the High School. The term for which I am engaged is 3 years. The Institution is £1200 in debt. Were it not for the interest on this debt the School would just be paying its way. The number of Assistant Masters at present is two; they are paid by myself, at my own risk.

Mr. M'Dowell.—The details of the management are left to myself. The Masters are appointed by me. I have the entire control of the School.

Mr. Cox.—Each Master takes different Classes, teaching them everything. I have, as a general rule, the upper Classes. The 5th and 6th Forms are taught Latin, Greek, French, and German. All the boys in the two head Forms learn these. In Greek, Xenophon and Homer is as far as they have gone. I have taught them Greek from the commencement of their study of the language. The number of boys in the 6th Form is 7, and in the 5th Form, 4. In Latin they are reading Horace, Sallust, Livy, and Virgil. The parents approve of this Classical Education. These Forms also learn Mathematics and Arithmetic. The head boys are well acquainted with Algebra and Euclid. Four boys are learning Trigonometry. About 25 boys are learning Algebra and Euclid. The boys generally take to Mathematics best. I attribute this to a natural readiness for Arithmetic. Most of the boys who come to me from other Schools know something of Latin.

In English, the boys are taught History of Greece, Rome, and England, and Political and Physical Geography. No English Authors, as such, are read. English Composition is taught the elder boys, partly by written translations from Latin or French Authors, and partly by original themes on given subjects. I have just commenced Greek Composition and Latin verse. Latin prose has been taught all along, by translating from English Authors. No Latin themes have yet been written.

Mr. Innes.—The parents have this discretion in regard to the course of study, that when a boy has passed the first 4 Forms, they can decide whether he shall go into the Commercial Department, or to the 5th and 6th Forms. If they go into the Commercial Department they still continue Latin.

Mr. Cox.—French and German are taught by myself and the Assistants; and we do the best we can in regard to pronunciation. Elocution is not taught as a distinct subject. The total number of boys in the School is 63. The Commercial Department is separate. All the boys pass through the first 4 Forms and learn Latin. The 4th Form learns Cæsar and Ovid; and they commence the elements of Greek and Latin, so that when they go into the 5th Form they have not to learn the Alphabets. The boys have the option, when leaving the 4th Form, of either going into the 5th and 6th Forms, or into the Commercial Department.

Mr. Henslowe.—What range of study does the Commercial Department embrace? French, and Latin to the extent of Virgil and Ellis's Exercises, Arithmetic, Book-keeping, Algebra, Euclid, and Mensuration, Modern History, and Geography, the English language and Popular Science. The number of boys in the Commercial Department is from 12 to 15.

Mr. Butler.—The Fees payable are £12 12s. for boys under 12 years of age, and above that age £16 16s. for all branches of study. The other 2 Masters are under my sole authority, and not under the Council of the High School. My own income, guaranteed to me for 3 years, is £800, and half the School Fees above that amount, which last year gave me from £160 to £180 more. Out of this I have to pay the Masters. My second Master I have given £200 per annum, with board and residence. At present I give £120, with board and residence, to the Master of the Commercial Department. I am allowed to take boarders. Last year, the number of Scholars being greater, I was put to an expense of about £100 for additional assistance. The highest number of boys last year was

90; we finished with 83. The house is allowed me rent free. The other half of the School Fees goes to pay the interest of the debt. There is no endowment to the Institution. The financial arrangements are carried on by the Council. The value of the Newcastle Scholarships is £12 per annum. The Council are responsible for repairs to the Building, and for the Insurance. I came out specially from Home for this School. I have been 3 years at the School. All the details of the *curriculum* are left to me, except two or three smaller matters, such as that a small portion of Scripture should be read every day at the opening of the School. When I came the School was in abeyance, and had to be reconstructed. I had 28 boys at the end of the first quarter, which gradually went on increasing to the third quarter of last year; the largest number was 90. Two or three boys have been at the School the whole of my time. Generally speaking the boys leave between the ages of 14 and 17. The oldest boy is 18, and one or two more are about 17. In the case of the head boy, he is remaining for the purpose of reading up for a Tasmanian Scholarship. There is one more boy who intends to be a Candidate. The establishment of the Tasmanian Scholarships has strengthened my hands, but I can hardly say whether it has as yet excited much emulation. I give my 6th form to understand that their course of study has especial reference to these Scholarships. I have gradually had to work up my 6th form, the standard being very low when I began. The subjects of study have been the same for the last 12 months, and I still entertain hopes of raising them higher. If the Scholarships excite the emulation they ought to do, I see no reason why the School should not become a good Grammar School. I was conversant with the subject of Education in England.

I know the standard of 6th Forms at Public Schools at Home, as Harrow, Eton, &c., and I should class my 6th Form (some of the boys) with a 5th Form at Home, or at any rate with the remove. I think it essential that all my time should be given to the 5th and 6th Forms, if anything like the standard at Home is to be attained, which can only be done by having efficient Masters for the junior Forms. The present means of the School are not adequate to bring out fully efficient Masters. Modern History is read in the Commercial Department, but not in the 6th Form at present.

Mr. Macdowell.—The boys leave generally between the ages of 14 and 17. My time should be wholly given up to the 5th and 6th Forms. The inducement for the boys to remain longer will depend on how the Tasmanian Scholarships turn out. I think the boys remain to a greater age than they did when I first took charge. The School barely pays itself, notwithstanding the economy practised.

Mr. Henty.—If there were a disposition on the part of Parliament to give support, how, in your opinion, could it be best done? It is difficult to say, in consequence of the debt. When out of debt, a public endowment equivalent to the payment of an efficient second Master would be an immense assistance.

Mr. Henslowe.—Supposing the School had 100 boys what staff would you consider necessary? One more than at present. A Head Master, two Assistants, and a Writing Master competent to take the two junior classes. The assistance might be obtained in my opinion without board and lodging at a minimum of £300 each per annum, and the Writing Master for about £200.

Mr. Cox.—The moral standard is about the same as in England, although I expected to find it lower. No religious instruction is given in the School. The Master must necessarily exercise considerable moral influence. I think the School has improved in regard to truthfulness, I find little difficulty in bringing the boys to confess any fault. I am now trying to introduce a little monitorial authority. There is no provision for prizes. I generally find them out of my own pocket. Dr. Officer gives annually £5 for prizes, and Mr. Hopkins gives a prize for good behaviour. Prizes given by Government would not, I think, have much influence in bringing pupils to the Superior Schools.

Would the endowment of a second Mastership have a good effect in case of the Head Master being removed from any cause? Yes, it would have a beneficial effect, inasmuch as it would keep the school properly going should any accident occur to the Head Master.

Mr. Henslowe.—I do not think the endowment of a Head Master would have an injurious effect, but where a Master is quite independent it may be so; that is, if the reputation of the School be not already so high as to make a Master take a pride in doing his best in maintaining it. The most desirable position for the Head Master is, I consider, to have a fixed endowment as a nucleus, but to be partly dependent on a portion of the fees.

I have had but little opportunity of learning much about other Schools in the Colony.

If the High School were out of debt at the present time, I do not consider the remuneration sufficient to compensate the Head Master.

If the building were placed in the hands of a Head Master as a private speculation, a good income could not be made of it. The building is badly arranged, being only capable of accommodating 20 boarders,—were it well arranged it could be made to pay.

FRIDAY, APRIL 20, 1860.

PRESENT.

REV. F. H. COX.
WILLIAM HENTY, ESQ.
F. H. HENSLOWE, ESQ.

F. M. INNES, ESQ.
HENRY BUTLER, ESQ.
THOMAS MACDOWELL, ESQ.

THE REV. JOHN BUCKLAND *examined.*

By Rev. Mr. Cox.—I have been Master since July, 1846, when the Hutchins School was first established. I was appointed by the Bishop of Tasmania in accordance with the constitution of the School, that the Master must be a Clergyman of the Church of England. The Assistant Masters are appointed by myself. I appoint as many as I think proper. I have had as many as 4 Masters, generally 2. I am under no control, except that of the Bishop as Visitor. The only property belonging to the School is the land in Macquarie-street upon which the building is. When the land was granted it was valued at £2000, and the Trustees undertook to expend £2000 on the building. None of the land can be sold, let, or mortgaged. The building to be appropriated for ever as a School. The building was commenced in 1847, and finished end of December, 1848. The building is out of debt. The School-fittings and furniture belong to me. I am answerable for repairs. The building is not insured, my own furniture is insured. The Trustees are appointed by the Bishop. The amount subscribed for the building was about £1400—the difference between this and the cost of the building was borrowed from the banks. The principal of the Newcastle Scholarships went to pay off this debt. There is still, therefore, a debt due to me, as I have to take 4 pupils on account of this Scholarship. It was intended if the College obtained a Charter that this School should be affiliated to it. I effected the pecuniary arrangements. I have no guaranteed income. I have merely the building, everything else is at my own risk. There are four Newcastle Scholarships in the School. I have to pay all the City and Police Rates and for laying on the Gas. I have been the Master since the commencement. The existing Trustees are Sir V. Fleming, Archdeacon Davies, and Sir R. Dry. I derive my income from the tuition fees of the boys. The charges are £12 for boys under 12 years of age, above that age £16 per annum. I have had as many as 33 boarders: I now take 28 with comfort. I erected the iron school-room myself. I began with 19 boys in 1846. The maximum number was in 1854, when I had 133. In first quarter of 1859 the number of boys was 53, in each of the other three quarters 58. In 1858 the numbers were—first quarter, 64; second quarter, 64; third quarter, 59; fourth quarter, 58. In 1857—first quarter, 66; second quarter, 66; third quarter, 61; fourth quarter, 62. In quarter ending March last, 65. There were 72 in the last quarter of 1856. The classes are divided according to what they learn; there are Latin, French, and English classes. One Master takes the Mathematics. Each Master takes a separate branch of study. There are about six classes of the different subjects, and the boys are moved up from one to the other.

Mr. Innes.—When I had four Masters I paid them £1100 per annum. I have now two Masters, and a Writing Master who attends at certain hours. The aggregate expense of Masters is now £355, and has been for the last three years; perhaps not quite so much last year when it was about £300, without board. The number of pupils below and above 12 years of age are about the same: the average charge therefore may be taken at £14. In 1859 the tuition fees were £764; in 1858, £808; in 1857, £868, after deducting £48 for the four Newcastle Scholarships. I am subject to bad debts and arrears, and to repairs, which are now heavy. In one year I lost £120 by bad debts.

Mr. Cox.—The subjects of study are Greek, Latin, Mathematics, Arithmetic, French and English, and Writing. In Greek the highest I have ever read has been Herodotus and Demosthenes: now I have none reading higher than Xenophon. I am going to commence Homer with them, with special reference to the Tasmanian Scholarships. I have never ceased to teach Greek. I do not think the Scholarships have made any difference. I have only four boys reading Greek at present, but there are several more just going to commence. I never had more than six reading Greek. In Latin, the highest read has been Cicero, Livy, Virgil, Horace, (Satires); the same are read now, except that Sallust is substituted for Livy.

In Mathematics, the highest boys have been through Euclid, the 6 books—but there are none now beyond the 5th Book. I also teach Trigonometry, Algebra, Arithmetic, and Popular Science.

It is left to the parents what the boys shall learn. I always ask the parents what they shall learn. This makes the work of the School much more divided and troublesome. The greater number of the boys learn Latin; 20 to 25 do not learn Latin; some learn it for a time, and then leave it off. When they leave off Latin they generally take to Mathematics. About 40 learn Latin. All learn Arithmetic. About half have begun Euclid; and many are learning Algebra. I have always taught French myself. I have never had a French Master. I read books that will form the subject of public examination. About 35 learn French. German is not taught. Composition is taught in all these languages. I give them questions in English which I read out for them to translate. I do not give them themes. I do not teach them versification.

In English, I teach Modern and Ancient History, Geography, the English Language (Morel's Grammar and Analysis of the English Language). I exercise my own judgment as to what English books shall be used. I endeavour to get the best. There is no library. I use Chambers' Elementary books on Science. The boys seldom remain after 16 years of age. I do nothing in original composi-

tion. The English boys sometimes write letters. I have no special Commercial Department. Scripture History is taught. The Scriptures are read and the boys are examined in them at the option of the Head Master. The boarders are taught the Catechism. It is not practically a denominational School. I have had all sects—Jews, Catholics, and all the Protestant sects.

The general moral tone of the School is satisfactory to me. The standard is not so high as in England. The Schools here are of a much more mixed character, but I generally find there is a good healthy gentlemanly tone. I judge by the results. The standard of intelligence I find much the same as at home. The preliminary education is not nearly so good as at home. I endeavour to make the boys speak out and pronounce distinctly.

Mr. Henslowe.—I find the standard of proficiency to be much the same now as formerly,—but the boys leave when they are young, and are just beginning to take an interest in their studies. Of those boys that have gone home, there have been intervals between their leaving me and their going to a University.

I remember the examinations for exhibitions at home; none of my boys could pass them, because they leave school too soon.

In an English Public School my best boys would be placed in the form below the 5th, in what is called the Remove, between the upper and lower Schools. The average number of years the boys generally remain is two, but I have had a few remain so long as six years. I cannot compare the Hutchins School to a Public School in England, but to the lower forms of a Public School, from the fourth form downwards. I should consider the head boys of my school would be fitted to enter the fifth form of a Public School in England.

The great obstacle to maintaining the school equal to the standard of the upper forms of English Public Schools is that the boys do not remain long enough. They do not stop now so long as formerly, that is before the gold-digging times. I do not think that anything will keep them at School longer. The prizes offered by Government may induce some to remain longer. I have no boys trying for the Scholarships at present, though I hope I may have some. There is not the same spirit of emulation here as at home.

Mr. Innes.—In respect to which—to the class of pupils you have had during the last three years, or that which you had seven or eight years since—have you found on the part of the parents the greater disposition to contract the course of studies pursued by their children? I do not see any difference; perhaps less Latin is taught; a few years ago there was a better class of people here, such as the Military, Commissariat, &c.

In case there was no more endowment than at present, would this be inducement sufficient to get any one from England to take the Hutchins School? I do not think that any competent Master could be found to come out from England under the present endowment.

No endowment should be less than £500 a year, with a house and school furniture free of all charges, secured to the Master, with the privilege, of course, of taking Boarders. The Master should have a certain interest in any surplus fees. A School of this character would require two Assistants, and a Writing Master: this would entail, for competent persons, an expense of £300 for the Second Master, £200 for another Assistant, and about £80 for a Writing Master, without board and lodging.

I think the Master should be partially independent, having a certain income guaranteed to him, and also having a certain interest in the fees. I think all the Masters should have an interest in the profits of the School, and should also have secured incomes. I think it more necessary that Masters should be independent here than at home, so that the Masters should not be subject to the caprices of the parents. If Masters had this endowment they would be much better able to adhere to the curriculum than at present.

Mr. Henty.—My own opinion is, that Schools endowed as above would be all that would be necessary for this Colony. One University for all the Australias would be sufficient.

Mr. Macdonell.—It would be beneficial to make persons intended for the Bar pass an examination; and I would apply this principle to persons in the Public Service. The establishment of the National Schools, under the present system, has been injurious to my School. Several have gone to the Central School who would otherwise have come to me. I have only had one or two boys from these Schools, and I found them deficient. The Commission above referred to was appointed by the Bishop to enquire into the financial condition of the School, and also whether any endowment could be raised. If an endowment were granted by Parliament, I do not think that there would be any objection to inspection by Government if required. The number of boys in 1854 was 133, in 1856 the number had fallen to 70; but in 1854 many of the smaller Schools were closed, and many of the lower classes, having suddenly obtained means, sent their children to the School. The High School was also closed, and St. Mary's was not in operation. When St. Mary's was opened 15 or 16 boys left me. In the present state of the population from 60 to 70 would be about the number of boys in such Schools as the Hutchins. I think it very desirable to encourage Endowments by private individuals.

TUESDAY, APRIL 22, 1860.

PRESENT.

REV. F. H. COX.
F. H. HENSLOWE, Esq.
WM. HENTY, Esq.

F. M. INNES, Esq.
THOS. MACDOWELL, Esq.
HENRY BUTLER, Esq.

MR. FRANCIS HUDSPETH *examined.*

I entered the Hutchins School in August 1846. I left it in October 1848, gaining an open Scholarship at Bishopsbourne. I was at the College till the end of 1853. In the following October term, 1854, I entered St. John's College, Cambridge. I did not read with any private tutor in the interval. I was not required to pass any entrance examination; no matriculation examination being required at St. John's. St. John's is one of the two large Colleges (the second). The number of Freshmen that entered at the same time with me was about 70 or 80; of whom, I suppose, about two-thirds were Public Schoolmen. At the first examination my education in Tasmania enabled me to take a fair place in the classes, in fact equal to any except those who went in for high honors. I first intended to be a Candidate for classical honors, but abandoned the intention. My reason for so abandoning my intention, was my inability to compete with the Public Schoolmen from their early habits of composition in prose and verse. For classical honors this knowledge, in both Latin and Greek, is absolutely indispensable; the want of it makes a difference of two classes in the classical tripos. I was senior scholar, and subsequently Divinity Fellow, of Christ's College, Bishopsbourne. The Fellowship examination was the highest to be passed in the educational establishments in Tasmania. I obtained a *contested* Fellowship. I knew other Colonial young men at Cambridge. I think the education I received in Tasmania amply sufficient to enable a man to pass through the University and take the ordinary degree of B.A. I did not find the Little-go Examination a difficult one. When I went the standard of examination for the Little-go was raised. We were allowed to go in for what are called Little-go honors. There are three classes (by the new arrangements of 1856) in the Little-go, or Previous Examination—1st. For honors, and classes A. and B. The honor class consists of about 150 men, arranged alphabetically. In classes A. and B. there are about 200. The Examination for the honor class embraces classical and additional and higher subjects in mathematics than classes A. and B. I took Little-go honors. There were, I believe, (probably in consequence of the raised standard) about 60 men "plucked" at the first trial. In the Classical Tripos the number seldom exceeds 40. I took honors at the previous examination. Previous examination and Little-go are synonymous terms. At Bishopsbourne College I read parts of Sophocles, Thucydides, Demosthenes, Æschylus, and Aristophanes, and Latin authors of the same standard. I was 20 when I left Tasmania; I was rather above the average age of the Freshmen at Cambridge. I found the same facility in reading that others did. When I left the Hutchins School and went to Bishopsbourne I was head of the School. I was placed in the first class, and took third place at the next succeeding Examination at Christ's College, Bishopsbourne. At that time I had read in Latin Cæsar, Virgil, and Horace. In Greek, not higher than the Delectus and Testament. No boys at the Hutchins School had read higher than I had. I cannot say what the standard of education at the Hutchins School is now, but I think they are reading much the same subjects as in my time. When I was at Bishopsbourne the average number of pupils was about 30. When I went to the College Mr. Cox was Warden, and Mr. Windsor when I left. I have no acquaintance with either University or King's Colleges, London. I think the course of education at the Hutchins School, if the boys remained long enough, would be sufficient to enable them to hold their own at Cambridge. I think Greek and Latin composition intrinsically important for obtaining an intimate knowledge of those languages.

THOS. D. CHAPMAN, Esq., *examined.*

I am one of the Council of the High School and the Chairman, which I have been since its establishment in March 1848. The Council, by the constitution, consists of nine Members, three of whom retire annually but are eligible for re-election. It is a Proprietary School. (The Trust Deed laid on the table for inspection.)

There has been no return in the shape of interest to the Shareholders. There are Subscribers as well as Shareholders. The Subscribers have only a life interest in their Shares. There are no privileges belonging to the Shareholders or Subscribers beyond recommending for admission to the School; but this has not been acted upon since the first half after opening. (See Votes and Proceedings, Vol. 1, Paper No. 72.) In 1844 Lord Stanley, then Secretary of State for the Colonies, promised assistance from the Government; and, in June 1851, application was consequently made to the Legislature for £3000 for the purpose of enabling the Council to erect additional buildings for the purpose of taking boarders, and, in fact, making the building complete.

The School was opened in January, 1850.

The liabilities of the Shareholders is at present £1350, and £650 the principal of the Newcastle Scholarships, for which gratuitous instruction is given to four Scholars, rated at £12 each, making the total liability £2000. The building is free from debt. The debt has been increasing in consequence of the School Fees not paying the expenses. The debt has been caused to a great extent by the expense of introducing Masters from England. The first time we sent home the expense was about

£500, and about the same on the second occasion. We have sent home three times for Masters. This debt would have been larger, and the Council would have been obliged to close the School, had not several persons specially subscribed towards the expenses of sending home.

The Head Master is at present guaranteed £800 a year, with half the School fees received above that amount. I do not consider the remuneration to the Head or second Master is sufficient. The Head Master should have not less than £500 a year and residence, with the liberty of taking boarders; the second Master, £450 and residence. In carrying out this guaranteed amount of £800 the debt has been increased, about £600. We should pay the expenses of the Head and second Masters from England, with some allowances for outfit. Their salaries do not commence until they report their arrival to the Chairman of the Council. Mr. Harris's average net income for the last 3 years has been only £333. In case of the Head Master, Mr. Harris, leaving, I have every reason to believe the School would be closed.

The Council have every reason to be pleased with the manner in which the School has been conducted by Mr. Harris; and they believe that the parents are equally so. Upon the establishment of the Institution about £5000 was raised; and on various occasions about £1000 additional has been raised by private subscriptions for special objects, such as sending home for Masters, &c.

It is my belief that it is the unanimous opinion of the Council that the Institution cannot be placed upon a permanent footing without assistance at the rate of from £500 to £600 a year, to enable an efficient staff of Masters to be maintained; so that, should the Head Master from any cause leave, the School would still be efficiently carried on, till the vacancy was supplied, from the fact of our having a good Second Master. The School is not of a sectarian character.

Mr. Henslowe.—If the School were permanently kept up in a properly efficient state, many boys would, I think, be induced to remain longer, and the standard of education would be improved.

If a certain number of pupils were kept up as a 6th Form free of expense, and a Master paid accordingly, in your opinion would this tend to keep them longer at School?—I think it would. At present the Head Master has not enough time to devote to the upper classes.

Mr. Macdonell.—I know that boys leave for the Banks and Public Offices, and that such has generally been the case for the last 3 or 4 years, owing to the exceptional state of the Colony; but it is otherwise now, there is much greater difficulty now in such boys obtaining situations, and consequently, if the standard of instruction were higher, there would be much greater probability of their remaining longer at school.

I think it is desirable that there should be some test of fitness for admission into the Public Service, which practice I have no doubt would be followed by the Banks, &c.

At present I think the Scholarships are an inducement to some few boys to remain longer at School for the purpose of competing for them.

If the endowment enabled an efficient staff to be kept up, an effort would, I have no doubt, be made by the Shareholders to clear off the debt. Any endowment should be for, at least, ten years. If there were an endowment there would be no objection to inspection by the Government; in fact, we should look upon it as a matter of right.

There is a strong desire to maintain the High School, and every effort will be made to do so. I strongly recommend that it should be carried on as at present, and should not be placed under the Government.

To make the School efficient, there should be more room for boarders, which would cost £3000, making, with the £2000 now owing, £5000. Were the Government to contribute £2500, I have no doubt that £2500 would be raised by the public.

Mr. Henty.—I think that Schools of this character, if properly supported, will be sufficient for all the wants of Superior Education in this Colony; but such Schools cannot be established or maintained by private means in the present state of the population.

FRIDAY, APRIL 27, 1860.

PRESENT.

REV. F. H. COX.
F. H. HENSLOWE, Esq.
WM. HENTY, Esq.

F. M. INNES, Esq.
T. M'DOWELL, Esq.
HENRY BUTLER, Esq.

J. J. STUTZER, Esq., *examined.*

I have resided in Tasmania 11 months, and was appointed Inspector of Schools for the Southern side of the Island 3rd June, 1859. My opportunities of making myself acquainted with the character of Education in this Colony have been derived from two sources; 1st, visits to the Government Schools

on the Southern side; and, 2ndly, from voluntary visits to other Schools, also on the Southern side. Prior to my arrival here, I had experience of Schools of all classes and character in New South Wales, England, Ireland, Belgium, Prussia, and Switzerland, from King's College, London, down to the simplest Village School. Of these the Prussian and Belgian Schools are maintained by the State; and the education being compulsory, the fees of the pupils are also necessarily compulsory.

In one half of the Government Schools in Tasmania the standard of education is higher than in any others that I am acquainted with. About one third of the Schools referred to are conducted by trained Masters from England or Ireland. The Schools under these Masters are superior to Schools of a similar character in England and Ireland. I attribute this superiority to several causes—1. To the much higher amount of remuneration received by the Master: a first-class Master in Tasmania making £300 a year, (in a Government Training School at Bristol £80 is offered, by advertisement, for a Master to teach up to the Differential Calculus, no other inducement being offered); and the Masters being paid in this way, and remaining at the same School for a long time, feel contented and take a real interest in their scholars, and thus the scholars' advancement is proportionate.

2. The concentrated character of the population in which these particular Schools are situated, as compared with the Rural Districts in Ireland, to which my experience of Irish National Schools has been confined, gives them great advantages, together with the excellence of the Pupil Teachers here who cannot be obtained at home. (A girl qualified to pass her examination in her fifth year here is qualified, if of the other sex, to obtain a first-class Mastership in Ireland.)

3. Out of Hobart Town itself the National Schools in Tasmania represent, among others, a totally different and superior class to what they do at home. The Schools in the smaller Towns here represent all classes of Society, *e.g.*, at Bothwell, Hamilton, and Swansea, mentioning only these three, the children of professional men and of rich settlers go to the National Schools, there being, out of Hobart Town, no other means of education whatever, except the children are sent to Hobart Town or have Tutors; therefore a National School here and at home are very different, although under the same name. With the exception, therefore, of a few Private Schools out of Hobart Town, there are practically no other means of education.

4. The better accommodation and more liberal scale under which school apparatus, books, maps, &c., are provided as compared with the Schools in the Rural Districts of Ireland.

5. The children here are also treated with much greater kindness. I only remember two complaints during the last half year out of nearly 3000 children. The discipline is in most cases good.

6. The greater certainty of promotion by seniority and proficiency both of the Masters and of the Pupil Teachers.

The average age of the children here attending the Schools is about 13, with very few exceptions; some children come as young as $2\frac{1}{2}$ years of age, in Ireland they do not come so young. They remain here on an average from 2 to $2\frac{1}{2}$ years.

When I speak of the superiority of the Schools here I mean that the instruction is good.

The Masters are paid here, 1st, by direct payment from Government, amounting in eleven cases to £150 a year; 2nd, to house allowance of £40 a year, (in one case £50); and 3rd, by fees in proportion to the number of scholars, which of course gives the Masters a very much greater interest in the Schools. For Pupil Teachers the Masters receive from the lowest £8 to £20 the highest. Since July last a new system has been introduced, but which is only now coming into operation, reducing the fixed income received from Government and making the Master more dependent on the fees; my own opinion being that Government payments is theoretically a necessary evil, and that gradually the Schools should become dependent on the Masters' own exertions. In England and Ireland the Masters receive direct salary payment from Government. The payment to Pupil Teachers here being high, enables us to educate them up to a much higher standard than at home. In the best Schools, as those attended by the children of professional men, &c., I think that justice is done to the poorer children.

If Private Schools could be supported in Hobart Town, and the education carried on with equal efficiency, I think it would be an advantage to have them instead of National Schools; but all Schoolmasters and Mistresses should pass a Government examination.

I know nothing of National Schools in England, but I do of other Schools.

The number of children attending the Government Schools during the last year has been from 2600 to 2800; out of these the number receiving gratuitous education has varied from $\frac{1}{5}$ to $\frac{1}{3}$; in Hobart Town at least $\frac{1}{4}$ receive gratuitous instruction; that is to say, no money can be got from the parents, although they may promise it. Whilst at St. George's 65 children pay as much as £150, in Upper Macquarie-street the same number pay about £70. At the Swansea school the local subscriptions amount to about £113 for 55 children.

In the country districts, as a general rule, the voluntary payments are more than treble those in

Hobart Town ; but then there must be taken into consideration the very different class of children attending them.

In small Hamlets, as for example the Styx, and places of that sort, you could not depend on the payments. I should think £15 as much as could be got from 26 children; the remainder would have to be made up by the settlers and others.

St. George's is the only School in which the new system, making the Master more dependent on his own exertions, has been introduced; the Master there, although of the First Class, receiving only £100 instead of £150, must exert himself more to obtain payment from the parents. This does not exclude the poorer classes; there are 12 children there paying nothing.

The Schools are classed according to the numbers attending, and not according to the standard of Education.

As much as from £350 to £400 has been received by the Masters, but such large amounts are falling now.

The Schools in Hobart Town are attended by both sexes, except in St. Joseph's Schools, in accordance with the Rules of the Board. I think it works very well as regards the education both of the boys and girls.

I have heard complaints, but not from people who know anything of the subject, that this mixture of the sexes may in some cases act prejudicially in a moral point of view. I think there must be some impression against their being taught together, as the number of boys attending is more than double that of the girls. Its acting well depends, of course, on the Teacher; the Female Teacher should be of years sufficiently advanced to preserve order.

I am aware of many small Schools in and about Hobart Town attended by the poorer classes, the Masters and Mistresses of which have received no regular education. The only way of meeting this evil would be by insisting on all Teachers of youth holding some Diploma or Certificate of Qualification from some recognised body.

I have examined, during the last 6 months, between 30 and 40 persons, being new Candidates for employment under the Board, a considerable number of whom have been keeping Schools in Australia during the last ten years. Of these only 6 or 7 passed the Examination. The Examinations are on written papers, which with the answers are generally preserved. I am acquainted with the upper classes of Schools not under the Board of Education. With the High School I am thoroughly acquainted. I have acted occasionally for Mr. Harris. I have been to the Hutchins School 7 or 8 times, and examined the boys, at Mr. Buckland's request. I have partially examined Mr. Giblin's School, Miss Lavers', Father Bond's, Mr. Cairnduff's, and Mr. Lander's (Swansea).

Supposing the Grammar Schools in England to be divided into four classes, putting in the first class such Schools as Eton, Rugby, Winchester, &c., I should consider that the Hutchins and High Schools would rank in the second class. I am speaking of general education. The Hutchins, so far as it goes, is the best classical School; and what is taught could not be better taught. The High School is best for Mathematics, but has much improved in Classics during the last year.

The character of the two Schools is much affected by one being a Proprietary School, and the other not. I know that in Proprietary Schools in England the education is spread over too large a surface, for purposes of popularity and showing off at the examinations. In this Colony, and in Australia generally, this is a very great evil, education being in general extremely superficial.

I think publicly endowed Schools in England have, undoubtedly, superior advantages to Proprietary or Private Schools, because most of the Head Masters have a fixed income; and the gift being generally in the hands of the Colleges, they are reserved for, and sought after by, the best Scholars. The fixed incomes depend, generally, partly on endowments and partly on fees.

In Tasmania if you desire to have Schools of a high character for Education, and on an efficient footing, the result of my observations is in favour of a partial endowment in land, but by no means too great a one.

The efficiency of a School, of course, depends upon having an efficient staff.

I would give each Master a certain permanent interest in the endowment; and I think it of more consequence that the second and third Masters should be permanently provided for than that the first should.

The class of education at the Hutchins School is not sufficient by two years for the instruction to enable them to hold their own in English Universities, because the boys do not remain long enough.

A school partially endowed enables the Master to enforce his *curriculum* of education beyond what the Master of a Proprietary school can do, and gives him an independent standing with the parents which otherwise he would not possess.

TUESDAY, MAY 1, 1860.

PRESENT.

REV. F. H. COX.
F. H. HENSLOWE, Esq.
WM. HENTY, Esq.

F. M. INNES, Esq.
HENRY BUTLER, Esq.
T. MACDOWELL, Esq.

J. J. STUTZER, Esq., *examined.*

By Mr. Henty.—From what I have seen, if a School were endowed you would get a better class of Masters from home. I should recommend that a University man be always had. No Master, in my opinion, would come out here unless there was an Endowment. With an Endowment you would get a superior second Master, who would be fairly able to keep up the School should any vacancy occur in the Head-mastership. I think that the Endowment of the Head Master should not in any case exceed, say, one-fourth of his *net* income. The present emoluments of the Masters of Scholastic Establishments would certainly not, in all probability, enable an efficient Master to be obtained from England.

I think it indispensable that the Head Master should be placed above the necessity of taking boarders, otherwise he would require to possess both scholastic and commercial qualifications,—a combination which is seldom found in one person.

I think that for Hobart Town to have two Superior Schools is a great mistake: instead of the Hutchins and High Schools, I think there should be only one of them; and that should be made as large and comprehensive as possible: this should be for children up to 15 or 16 years old. The other School I would convert into a Collegiate Institution, very much like what is called in France a Lyceum. Prior to admission, the pupils should pass an examination; they should not be admitted below sixteen, and from that upwards. There should be one head, a President or Warden, who should be paid partly by fees, and partly by endowment. There should be Professors, who should take the principal part in teaching Classics and Mathematics; the remainder being taught by Lecturers, unattached to the Institution, who should be paid by their class fees. On quitting, the student should pass an Examination, and then receive a Certificate; and that without this Certificate no one should be eligible to hold situations of certain classes under Government. Persons should be allowed to pass the examination without going through the School; in fact, I would have the examination open to all Candidates who may have resided 12 months in the Colony.

There should be a regularly appointed Housekeeper to manage the boarders; and I would have Professors, such as Medical, for instance.

I would have this Institution most decidedly independent, in fact as much so as an English University; and only so far under the management of Government as would satisfy them that their contributions were not misapplied. I think an Institution of this character the highest this Country requires.

In this Institution it should be optional for the pupil to state what profession he intended ultimately to pursue, and his education should be modified accordingly.

The curriculum should embrace Mathematics, including Algebra, Euclid, and up to Plane Trigonometry.

In Greek, the Students should be able to translate and parse the *Anabasis* of Xenophon. In Latin, go so far as 22nd book of Livy; and in French be able to read Voltaire's *Charles XII.* They should be able to answer plain questions in Political and Physical Geography, and have a perfect knowledge of the general and constitutional History of England. They should be able to write an Essay in correct English, of not less than ten pages in length; and to have a general acquaintance with English authors, such, for instance, as the following:—Shakspeare and Milton in poetry; in History, Gibbon's *Decline and Fall*, Robertson's *Charles V.*, Hallam's *Constitutional History of the Middle Ages*, and Macaulay's *History*, and the translation of Guizot's *History of Civilization in Europe*. Other additional studies might be modified with reference to the proposed subsequent employment or profession of the Student. The above course I consider should be compulsory on all. I do not think the education referred to could be carried on in one Institution, embracing, probably, Students going up to 23 years of age. One School would be the Lower, and one the Upper School.

REV. WILLIAM DAY *examined.*

I have had experience in private tuition of young men before I came to Tasmania. I acted as a private tutor in Edinburgh. I have also assisted in the Independent Colleges at home. In this Colony I have been engaged in private tuition, and I have also assisted in several Schools. I was in charge of the Classical Department of the High School for a short time after the death of Mr. Ecclestone. I have found very little demand for education of the higher kinds—mostly for general or commercial education. My personal experience is confined to Hobart Town. The Schools in Hobart Town are, I think, of a sufficiently high standard to enable the scholars to enter the Scotch Universities.

I think the Tasmanian Scholarships have called forth a certain amount of emulation, that competition has been excited; this of itself would have the effect of raising the standard of education, will in fact keep the Masters of Schools more on the *qui vive*.

I was Classical Master at Mr. Giblin's School for 2 years.

My experience leads me to the belief that Schoolmasters, having no other emoluments than those derived from their school fees, are placed in a disadvantageous position in consequence of the keen competition existing. The Masters of Private Schools are not able to maintain the independent position that they should hold. My experience in tuition in Hobart Town is about 14 years, and has been principally of a private nature.

I think the state of the Government Schools in Hobart Town is so good that the Private Schools must, for their own sake, endeavour to keep in advance of them.

I consider that it would be advantageous that a few Schools of a superior class should receive endowment or donations from Public funds, as it would have the effect of placing them beyond the influences that affect private Schools; I think that by so doing the number of private Schools would be reduced, but that the standard of Education would be raised, thereby making them, the private Schools, more worthy of support. I should recommend that, in connection with these supposed endowments of Public Schools, a Public Examination should be required. I do not think that, as a general rule, the private Schools do keep much in advance of the Government Schools. I was engaged between two and three years in preparing boys for the High School; the education was higher than that given in the private Schools. I had two pupils competing for the Tasmanian Scholarships, and I have advised them not to abandon their studies. There is no way of preventing any one who thinks that he can thereby earn a livelihood by teaching from doing so, except by insisting that every Teacher shall hold some authority or diploma from a public body.

I am aware that the boys, both at the Hutchins and High Schools, leave very young. I have had some High School boys under tuition as old as 18 years of age.

If youths prior to entering, say, the service of the Government, were obliged to produce a Certificate of having passed a certain examination, I think they would be kept at School longer, which would have, of course, a beneficial effect.

The boys here at School are much more unruly than those at home. I am not prepared to say that keeping boys at School—say to 18 or 19 years of age—would exert a beneficial effect upon the younger ones; but I think that, if mere children were not admitted into Schools, the tendency would be to produce a more gentlemanly deportment. Masters of Schools have a great deal to contend with in this country.

Supposing the Head Master to be endowed, there would be more independence on his part; he would not be so subject to the caprices of the parents.

The boys of 18 years of age above referred to were reading Virgil and Horace, but had made no proficiency in Greek.

I have been engaged in the private tuition of females.

The Schools for females with which I am acquainted do not attain the same degree of eminence as the Hutchins and High Schools do for boys; their standard is very much the same as that of the Private Schools for boys; they are very numerous.

An Institution for affording Superior Education to Young Ladies would, no doubt, be beneficial, but I doubt its practicability. An endowed School for Young Ladies would not have much support at first, but is a most desirable thing. I would have such an Institution not a Boarding School, but a kind of College, where the young ladies might attend classes at stated hours in the various branches of a Superior Education. This system is well known in Scotland.

FRIDAY, MAY 4, 1860.

PRESENT.

REV. F. H. COX.
F. H. HENSLOWE, ESQ.

W. HENTY, ESQ.
R. OFFICER, ESQ.

THE REV. GEORGE CLARKE *examined*.

I received my early education for the most part in this Colony, afterwards partly in New Zealand and partly in England.

Since my return to Tasmania I have had no direct connection with education, but I have had opportunities of observation, from which I have arrived at the conclusion that, on the whole, the

education of all classes has very much improved, but especially the class of children attending the Government Schools.

The Private Schools appear to have remained in much the same state as before, and have made but little advance. This I ascribe partly to the fact that those who take to teaching as a profession are not always well qualified for the work; and in many cases teaching is taken up as a last resource. I do not mean these observations to apply to such Establishments as the Hutchins and High Schools, the Grammar School, Launceston, &c., but to some of the Private Schools which are Boarding Schools, and generally common Day Schools.

I am of opinion that Girls' Schools have most decidedly retrograded, I hardly know a good one in the place. The excellence of the Government Schools may, to a slight extent, stimulate the efforts of the Private Schools, but, I think, not much. I think the Private Schools are satisfied with meeting the demands of the parents, who are contented with very slight attainments; and thus they are able to present maps, specimen copies, &c., sufficient to meet the wishes of the parents. I am not aware of any remedy for this state of things, except the Teachers becoming more conscientious, and the Parents more exacting. Bounties, as Scholarships, Prizes, &c., would, I think, act as a stimulant both on the parents and children, and also upon the Schoolmasters, thereby raising the standard of education in the Schools. I mean this observation to apply to Schools generally and not any specially.

The Government Schools, especially those in town, are in a very efficient state, and this I attribute to the judicious choice of the Masters. In the Public Schools the class of Masters is of a very superior order, especially in the towns, and the people feel this; the discipline is also superior and good; and I have heard many persons say that were it not for the mixture in them they should send their children to them.

There is very great competition among the private schools. I attribute the superiority of the Government Schools to the advantages they possess, chiefly to their being in receipt of Government aid. In many places, especially out of the towns, were it not for these Schools there would be no means of education at all.

If there were a great demand for superior education, the want would, I have no doubt, be supplied; but the community itself requires to be taught, the apathy of the community being such that the parents are contented with a very low standard of education.

The children are taken away from School at a very early age; this arises from the facility with which children find employment, especially in the country districts. In the country it is often a hard matter to get the children sent to School at all. The apathy in regard to education is greater in the country than in town. The field for the employment of children is greater in the country now than a few years ago, from there being a smaller supply of labour; consequently the services of the children are more valuable, as in many cases all the work has to be performed by the family.

To young men of any attainments it is very difficult to obtain any employment now in this Colony. I think if the Masters of private Schools were even invited to pass an examination, and receive from a competent Board a certificate of qualification, that great advantages would arise; because, eventually, if a person set up a School in any part of the Colony, and had not applied for or received this certificate, he would be suspected of not possessing the qualifications necessary to fit him for acting as a Schoolmaster. I should make this examination permissive and not compulsory. I would classify the examinations as in some places on the Continent, as 1st, 2nd, and 3rd Classes. I would not let such examinations supersede bounties to private Schools; but I think, in time, you would only have qualified Masters in the field. These observations would also apply to Schoolmistresses, but are more applicable to Masters. For superior Education I think the standard is satisfactory so far as to what is taught, as Latin, Greek, Mathematics, &c. There is nothing to complain of if the pupils will learn. I think, in Schools generally, great caution should be used in affording Government aid; but if the principle be admitted, and aid is given, as at present, to Public Schools for the lower classes (as artizans and mechanics), I do not see why Schools of a superior character should not also receive similar aid. Undoubtedly the lowest class of children have a higher claim to Government aid than others, but not to the exclusion of those others. I think that many persons of the artizan class are better able to pay for the education of their children than those of a higher class. I think that, at present, too much is done in regard to Education, in proportion, by Government, more especially in the towns.

The grounds why I consider great caution should be exercised in giving Government Aid, are:—

1st. That many persons are of opinion that by doing too much for Education you tend to destroy the feeling of parental responsibility; *e.g.*, the State will look after the education of my children, it knows the qualifications of the Masters better, therefore I need not look after them,—and so Parents come to look on as a right what the Government looks on as a duty.

2nd. It is said by some, and with plausibility, that it involves the principle of communism; and that if you once concede the right, you cannot limit it to the department of Education.

3rd. It is asserted by some, that, for a Government scheme of Education to be thoroughly

effective, the attendance must be compulsory. These are some grounds why great caution should be observed.

I think there are some things a Government may do in a ruder state of society, which it should not do in a higher state; but, in our present condition, I think Government may advantageously interfere in Education, especially among the lower classes, they having the strongest claim; but people should not have too much done for them, as they will do nothing for themselves.

If the State commits itself to aid in Education, is it for the improvement of the National mind, including the whole, or only aid to the eleemosynary classes? Neither to one nor the other. One of the strongest arguments in favour of Government aid to Education is, that crime may probably be lessened; but Government may go a step further, and, by educating, increase the knowledge of the people in their duty as Citizens; and, as regards the higher branches of Education, there are some things that a Government can do which cannot be accomplished by private means.

The Ragged Schools, from the peculiar manner in which they have to be conducted, can only be carried on satisfactorily by private benevolence, which I think would be checked by Government doing too much, as it would lead, perhaps, to too much supervision on their part, and thus bring the Government into collision with the persons who are principally concerned in their management.

If Government did more for education only in these Schools, and thus leave private persons to do more, it would have more supervision, and this would, I think, do more harm than good; but Government might build school-houses. Government aid should not be given to such an extent as to supersede private subscriptions; for it is only by private benevolence they can be kept up, there being very many disagreeable duties to perform in connection with Ragged Schools. There are so many claims on private benevolence, that if the Government give too much, private persons will retain their subscriptions for other objects that may arise.

I think the claims of girls in this community are very great, and demand great consideration, there being great difficulty in procuring education for those not attending the Government Schools, except at too large cost. There is a great want of Schools for females where ladies can send their children at a less expense than at present. Schools for females might be endowed by Government with great advantage. I know cases where as much is paid yearly (and this at Schools not going beyond the commonest education) for girls under 12 years of age as is sufficient to send a boy to the High School. I think that proves members of the higher classes (as professional men) have as great a claim as the artizan class—the burden of education falls very heavily on them. They would like to give their children a higher education than that given in the Public Schools, but they cannot afford to send them to such Schools as the Hutchins and High Schools; and if any legislation on education takes place, this class should be particularly cared for; which could be done by making the admission to the higher Schools as cheap as possible.

The Hutchins and High Schools cannot support themselves on their present fees and number of Scholars. I speak more particularly of the High School. Efficient Masters cannot be permanently obtained with the emoluments now attached to these Institutions.

I think one good large Superior School would be sufficient for Hobart Town. It might contain one or two higher classes than are found at present, which would be some sort of substitute for a College; and to these classes I would attach certain privileges, which a Bounty System would embrace, and these would stimulate the lower classes in the School.

In Schools of all characters everything depends on having efficient Masters.

TUESDAY, MAY 22, 1860.

PRESENT.

REV. F. H. COX.
W. HENTY, Esq.
F. H. HENSLOWE, Esq.

F. M. INNES, Esq.
T. MACDOWELL, Esq.

REVEREND WILLIAM NICOLSON *examined.*

I have had occasion to attend the half-yearly examinations of some of the Superior Schools in Hobart Town, and I think that these examinations afford a fair test of the status of these Schools. I think that several of these Schools furnish an excellent quality of education. I have no acquaintance with the Hutchins or High Schools. So far as a commercial education is concerned, the Schools with which I am acquainted supply it very efficiently. Classical education I exclude from these remarks. Chalmers' School is one entirely in connection with our own congregation. There is no endowment, but the school-room is free, it is a Boys' School. The number of scholars at present is about 70. The Master has no assistance except Pupil Teachers or Monitors, but he employs a Drawing Master for that department. When first appointed the Master was

guaranteed £200 for the first year; the first year the fees fell short of this amount, since that time they have been sufficient. The School at present pays its way. It has never had any assistance from Government. The pupils are the sons of what may be called the middle classes. There are few of poorer classes. Chalmers' School will bear a favourable comparison with the Schools before referred to. The boys remain till about 15 years of age, they enter many of them as young as 7 or 8. The School was established about 1855. Mr. Ireland was the first Master. The appointment is in the hands of the Deacons and Elders of the Church; but Mr. Ireland was appointed on my recommendation, and was sent for on purpose; he was at one of the Scotch Universities. The education given at Chalmers' School is superior to that given in many of the Parish Schools of Scotland. I attribute the success of the School principally to Mr. Ireland's qualifications as a Schoolmaster. I do not think that the Scholarships have in any way affected this School. I think Mr. Ireland attended a training school in Scotland. As at present constituted, I do not think any greater efficiency would be given to it by endowment from Government. Mr. Ireland is not in any way fettered as to the course of education he shall pursue.

I should like to see something established superior to the existing Schools and of a Collegiate character, which would give a higher standard of education than there is at present. I think the education at present given in Hobart Town is sufficient to furnish Legislators, Magistrates, &c. The curriculum of a liberal education, as followed in some or many of the existing establishments, is sufficient, I think, in regard to Classics, Mathematics, Geography, &c., to fit the scholar for such professional pursuits as the Colony now offers. I find that the pupils I meet belonging to my own congregation care more for a commercial than a classical education. I am not aware that the Hutchins and High Schools give a much, if any, better education than some of the other Schools in the place, but I am not particularly acquainted with them. In the event of the establishment of an institution purporting to impart a high standard to the character of education in this Colony, I think there should be a distinct Master for every branch of study. And such an institution is highly desirable if any higher aim than at present exists is to be given to the pupils; but I see no urgent necessity for any such establishment at present. The field for high professional pursuits seems scarcely to demand it, but perhaps the provision of such an institution might be the means of stimulating a desire for a higher standard of Education. Such an institution could not, I think, be established except by the State. I think it would be highly undesirable to withdraw the aid now given to Education by the State, seeing how successful it has hitherto been. In the present state of this country Education could not be sufficiently provided for without aid from the Government. In Chalmers' School it is a condition that the Master, if required, must give gratuitous education to a certain number of children of the members of the congregation whose circumstances may require it, on the recommendation of the Elders and Deacons, but not to exceed five in number. No such cases have, however, as yet arisen.

MAXWELL MILLER, Esq.

1. What opportunities have you derived, either from your own early education or from your more recent experience, of observing the educational attainments of Superior Schools, (1) in England, (2) in this Colony?

I was for more than nine years at one of our principal Schools, which I left as Camden Exhibitioner. I was Fitzgerald Exhibitioner of Queen's College, Oxford; Inspector of Schools for the Colony of Victoria; and have, from inclination, made Education a study.

2. Does your observation lead you to believe that such attainments are lower in Tasmania than England? If so, should you attribute this to any or all of the following causes:—

(a) That the position of Masters of Superior Schools is less independent here than in England, and that therefore men of a high order are less likely to accept that position?

(b) That if men of a high order do accept the Masterships of these Schools, the circumstances of their position induce them to aim lower than they would do if otherwise placed?

(c) That the stimulus offered by professional pursuits and the like in England is less strongly felt here, so that young men can make their way in life with comparatively scanty attainments?

(d) That there is, in a Colony, a comparative absence of literary distinctions for youth, such as public Prizes, University honors, &c.?

The attainments of boys educated at Superior Schools in Tasmania are very much lower. I may instance the fact, that the Head Masters of two of your principal Grammar Schools objected to Thucydides being included in the Examination for a Scholarship of £200 a year, tenable at a British University. At home a fairly advanced boy of sixteen would be reading it as a class book; and it is very certain that a youth would make a very poor figure at his College Lectures without some knowledge of such an author.

There can be no doubt that Masters are less independent here than at home. This is one of the greatest evils of our school system, and can only be remedied by either private or public endowment. Before we can ever hope to see our Schools approximate to the position held by those at home, we must contrive some system by which we may bestow upon them an inherent vitality. Above all, we must render the Masters careless of the whims or caprices of parents.

(b) I don't think that this fact ought to "induce men of high order" to aim lower than they otherwise would if placed in different circumstances. On the contrary, it appears to me that they ought to struggle with, and conquer the difficulty. But the fact is, that the Masters here have seldom the opportunity. Parents are indisposed to keep their boys at school, and rarely send them at a sufficiently early age. The lads themselves, on the other hand, are impatient of control after fifteen or sixteen years of age, and eager to be earning an independence for themselves. No doubt this will be greatly corrected by the honors and prizes it is now in our power to offer them. But it will take time. The Tasmanian youth are an essentially practical race; and when it is proved to them, as undoubtedly it will be, that the years spent in a long scholastic career eventually give them a great advantage over competitors for professional emoluments and public distinction, they will learn to submit as quietly to the discipline as our English young men have done for centuries past.

3. Are any of the causes you have suggested capable, in your opinion, of removal? If so, how? Do you believe that they are in the course of being removed, as, for instance, the last of those above named, by the recent establishment of the A.A. Degree and Scholarships? Would you desire to do anything more in this direction?

The Commissioners ask me if anything more can be effected to improve upon the Associate of Arts and Scholarships Bill. Undoubtedly in time it can.

4. Are you acquainted with the state of efficiency of the Schools under the Board of Education?

I am, to a certain extent, acquainted with the workings of the Schools under the Board of Education. The evidence of the Organising Master before the late Committee of the House is even now in my possession. From that I infer that there are some few very excellently conducted ones, but that the majority in the country are extremely inefficient, and superintended by persons who are unfitted for their offices; who have, in fact, sought employment often under the Board as the last resource of incapacity. I know but little of our Private Elementary Schools here. Some of our Commercial Schools seem to work very well.

5. Comparing the Schools assisted by public aid with those unassisted, is the work of Education (on the whole) better done in the former than in the latter? Is there, at the least, a smaller number of absolutely inefficient Schools to be found among the former than among the latter? And if so, is this a consequence of their relative position as regards public aid, and its ordinary accompaniments, public inspection and control, or how would you account for it?

Hobart Town, Wednesday morning.

MY DEAR SIR,

I WAS so much interrupted last evening that I could not finish my Report, for it partakes more of that character than mere evidence. I have, however, answered your questions, to prevent my desire to give you all the information and suggestions in my power subjecting me to the charge of discourtesy. You shall have the longer letter before the end of this week or the commencement of the next; and you can append it to your evidence, or make use of any propositions which you and your colleagues may deem practicable as you may think fit.

I am, my dear Sir,

Yours truly,

MAXWELL MILLER.

REV. R. RUSSELL.

1. What opportunities have you derived, either from your own early education, or from your more recent experience, of observing the educational attainments of Superior Schools (1) in England, (2) in this Colony.

An attendance at the Superior Schools in Edinburgh and at three of the Scottish Universities, together with a residence in the Colony of 23 years.

2. Does your observation lead you to believe that such attainments are lower in Tasmania than in England? If so, would you attribute this to any or all of the following causes, or to any other:—

(a) That the position of Masters of Superior Schools is less independent here than in England, and therefore that men of a high order are less likely to accept that position?

(b) That if men of a high order do accept the Masterships of these Schools, the circumstances of their position induce them to aim lower than they would do if otherwise placed?

(c) That the stimulus offered by professional pursuits and the like, in England, is less strongly felt here, so that young men can make their way in life with comparatively scanty attainments?

(d) That there is, in a Colony, a comparative absence of literary distinctions for youth, such as Public Prizes, University Honors, &c.?

The educational attainments are lower in Tasmania than in Britain, and may be attributed partly to the whole of the causes here specified, but chiefly, in my opinion, to the third, (c)

There cannot be a doubt but that in this Colony what are called the learned professions are (so to speak) at a discount; and this arises solely from their being less remunerative than many others which yield an immediate return, and which are open to young men possessed of comparatively moderate literary acquirements.

3. Are any of the causes you have suggested capable, in your opinion, of removal? If so, how? Do you believe that they are in the course of being removed; as, for instance, the last of those above named, by the recent establishment of the Associate of Arts Degree, and Scholarships? Would you desire to do any thing more in this direction?

I do not think that any Legislative enactment, or artificial measure whatever, will create a permanent demand for superior education. When that demand does arise, it will be in consequence of a fuller development of the natural and material resources of the Colony. It may be said, give higher salaries to Clergymen and Teachers; or, let Medical and Legal men have a fixed claim upon the Treasury. In other words, give a *bounty*. But the principle of any such proposal has been long since exploded; and it is idle to suppose that parents will incur any very considerable outlay in communicating to their children the benefits of a superior education, as long as banking, agricultural, and pastoral pursuits are immediately available for youths of from 16 to 20, and far more likely to lead to a speedy independence than any situation for which higher attainments are required. Is it not a fact that few, if any, professional men in Tasmania evince the slightest desire to educate their children for their own profession?

4. Are you acquainted with the state of efficiency of the Schools under the Board of Education?

I have many opportunities of observing the state of the Schools in this District.

5. Comparing the Schools assisted by public aid with those unassisted, is the work of education (on the whole) better done in the former than in the latter? Is there, at the least, a smaller number of absolutely inefficient Schools to be found among the former than among the latter? and, if so, is this a consequence of their relative position as regards public aid, and its ordinary accompaniment, public inspection and control; or, how would you account for it?

There are no private or unassisted Schools in this neighbourhood, except for girls. The education furnished by these Schools is *not* superior to that which is afforded by the Board. But the attendance being limited, and so far select, they are, to a certain extent, patronised.

I have no hesitation in stating, that the Commission cannot, at present, better serve the interests of education in Tasmania than by adding to the efficiency of the existing system,—

1. By obtaining from Britain a higher class than many of the present Teachers, both as to character and attainments; and,
2. By making it worth the while of qualified men to come.

This may be done, not so much by a direct money addition to their salaries (at least, *not* in comparatively populous localities), as by furnishing them with convenient School-rooms and comfortable residences. In almost every case I should like to see School premises capable of receiving from 15 to 30 boarders. This would give the Teachers a higher status in their respective Districts; elevate the educational standard; and, by bringing the children of the rich and poor together, and thus “leavening the lump,” be attended with inestimable benefits to all classes of the community. Let the masses be thoroughly permeated by a plain and substantial education, and I have little doubt but that in good time you will *create a demand* for the higher attainments which you now so much desiderate. I know of no more effectual way of breaking up the worship that is universally paid to wealth—and more especially in *young countries*—than by endeavouring to stereotype upon the *juvenile* mind the great truth, that it is not wealth or connection which produces, or perpetuates, *influence*: that feelings of goodwill, principles of honour and generosity and self-denial, moral and mental superiority, but, above all, these natural qualities sanctified by the Spirit of the living God, are the only sure sources of legitimate and permanent power in a free and Christian country.

REV. MR. BROOKE.

1st. What opportunities have you derived, either from your own early education or from your more recent experience, of observing the Educational attainments of Superior Schools (1) in England, (2) in this Colony?

In England, as (1) Second Master of the Grammar School at Oundle, Northants, (from 1848-1849); (2) as Classical and Mathematical Assistant Master in Marlborough College, Wilts, where, at the time I resided there, there were upwards of five hundred scholars. The form (the 3rd) of which I was Master comprised boys of ages ranging from 11 to 15, much about the age of those generally found in the superior Schools of this Colony. In Tasmania, (1) as sub-Warden of the (late),

College at Bishopsbourne, from 1853 to 1855; (2) as Assistant Classical Master at the Hutchins School, under Rev. J. R. Buckland, 1855-1856; (3) as Head Master of Buckland House School, Launceston, 1856-1860.

2nd. Does your observation lead you to believe that such attainments are lower in Tasmania than in England? If so, would you attribute this to any or all of the following causes, or to any other:—

(a) That the position of Masters of Superior Schools is less independent here than in England, and that therefore men of a high order are less likely to accept that position?

(b) That if men of a high order do accept the Masterships of these Schools, the circumstances of their position induce them to aim lower than they would do if otherwise placed?

(c) That the stimulus offered by professional pursuits and the like, in England, is less strongly felt here, so that young men can make their way in life with comparatively scanty attainments?

(d) That there is, in a Colony, a comparative absence of literary distinctions for youth, such as public prizes, University honors, &c.?

Lower *decidedly* in Classics; *e.g.*, there is no instruction in Latin versification, and very little in Greek. In Mathematics, if I may judge by the standard reached by my pupils at Marlborough College, Tasmania, as represented by the Hutchins School, (decidedly the best in the Island,) is superior to England. In the studies of English Grammar, History, and Geography, and in all scientific elementary training, as in Geology, Physical Geography, and the like, I should say there was almost an equality. At the same time it must be allowed that, considering the numbers educated at English and Colonial Schools respectively, the general amount of learning attained is far *lower* here than in the old country; because there are very few good Schools in Tasmania, while in England there are a great many.

(a) I consider this to be *one* cause.

(b) Decidedly they must aim lower, because the pupils who come under their tuition are in many cases lamentably ignorant of rudimentary knowledge, at an age when in England they would have made considerable progress.

(c) No doubt.

(d) I have no difficulty in imagining this defect to be felt. There is also another reason, which I hope will be less and less effectual as the Colony grows more settled—that our young people are always *restless*, doubting if they cannot better themselves by moving to other parts of this Colony, or to other Colonies. A moveable population is never a well-educated population. But the crowning mischief of this Colony in respect of Superior Schools is their *number*. The market is overstocked: and the immediate consequence is, that, of the many competitors for public favour, each stands in the way of his rivals, and no single School so far outweighs the rest as to become a standard to regulate the attainments of the others. Now the fact that many Schools start up every day, like mushrooms, is, in a great measure, attributable, in my opinion, to *two* causes: *first*, that hitherto, with very few exceptions, the Masters of our Superior Schools have been inferior, ill-trained, and poorly educated men; and *second*, the gross ignorance of parents who are unable to distinguish real teachers from charlatans and impostors. The way in which these two mischiefs have worked is very curious (and very lamentable) to witness. In Launceston people have grown so accustomed to inferior incapable teachers, men who came with blazing pretensions, and were soon discovered to be merely pretenders, that they view with suspicion any new candidate for their patronage, fearing he may turn out as worthless as the rest. This is the motive which actuates many of the best educated people in this town to withhold support from new Schools of real merit—the uncertainty of that merit being real, and of the teacher continuing long enough in the community to make it worth their while to place their children under his tuition. While again, others who do not know a good School from a bad one, but have a shadowy idea that their children are not “getting on” so well as they ought, are inclined to rush eagerly at each new light as it offers itself; and hence any one, with however slender acquirements, at *first starting* will be almost sure to secure the suffrages of those who are discontented (for any reason or for none) with the existing places of Education. He, in his turn, is rejected for the next comer, and so on. Meanwhile it is perfectly true that children subjected to so many various modes of tuition, and being possibly slow learners by nature, *do not get on at all*.

3. Are any of the causes you have suggested capable, in your opinion, of removal? If so, how? Do you believe that they are in the course of being removed, as, for instance, the last of those named above, by the recent establishment of the Associate of Arts Degree, and Scholarship? Would you desire to do anything more in this direction?

The evil to be obviated then, *first of all*, is the multiplicity of Schools. (1.) And, I conceive, Government could confer no better favour on the Colony than by fostering, by all means in its power, *a few large schools*, which should be established on so firm a basis as to render it hopeless for any others, privately conducted, to outvie them in popular support. *One* Public School for Hobart Town, *one* for Launceston, are all that the present needs of the Colony require. In each *three* Masters should be salaried by the country, two Classical and one Mathematical; and they should have houses assigned them rent free, for the purpose of increasing their income by taking boarders. Any Assistant Masters required in addition should be provided by the Head Master and paid by him. Other men should be induced to open boarding houses in connection with the School, as is the case at the

Public Schools in England. These, if the endowment of the School increased in value, might also be paid in the same manner as the three chief Masters, but, at first, they must depend for their living on boarding pupils for the Public Schools. (2.) Another very important step in this direction would be the establishment of a Board of Examiners, to whom every candidate for a Superior Schoolmastership should submit himself for trial as to his fitness for the office he sought. It is possible that there might at first be some unwillingness to conform to this rule; and no doubt a feeling could, in many places, be excited *at first*, and sympathy for those who refused to comply. But, as time wore on, the Master who could produce his Certificate of fitness from the Board would, necessarily, rank as superior to him whose refusal to submit to the regulations would be attributed by all well-judging persons to consciousness of inability to pass the prescribed ordeal: and so, after the lapse of a few years, the impudent charlatans who now divide public patronage with the really qualified practitioners would be driven out of the field. The examinations before the Board should not be made compulsory, but voluntary; and I am very much mistaken if the invitation would not be gladly embraced by every Teacher worthy of the name, and the only ones who refused would be those who could not face the trial. (3.) I would desire to see Scholarships and Exhibitions of all kinds, and for particular branches of study; *e.g.* as in the Melbourne University, where there are Mathematical Scholarships and Classical Scholarships distinct from each other. The working of the regulations respecting A.A. degree and the Tasmanian Scholarships has been on foot far too short a time to allow of our building any general theory upon it. But, in regard to the Exhibitions assigned to boys under 13, I should like to see the number increased even though the value were diminished. Being given for so short a period as one year, they must be received more in the light of *prizes* than as a means of maintaining a boy during the period of his education; and if they are to be awarded merely as prizes, as stimuluses to greater zeal in working up to them for young boys, it would be surely a more widely diffused benefit were Government to bestow five donations of £20 each to five candidates than a paltry *two*, whose influence on the general mass would hardly be felt upon the Candidate, even though the value of each was the munificent sum of £50. *But the one thing needful is to get rid of the swarm of little Schools*—until that is done, no improvement seems to me possible.

4. Are you acquainted with the state of efficiency of the Schools under the Board of Education?

5. Comparing the Schools assisted by public aid with those unassisted, is the work of Education (on the whole) better done in the former than in the latter? and, if so, is this a consequence of their relative position as regards public aid, and its ordinary accompaniment, public inspection and control, or how would you account for it?

I cannot speak with any confidence in answer to questions 4 and 5.

Campbell Town, 25th May, 1860.

DEAR SIR,

You will find some of my replies to Mr. Cox's queries to be not of an usual character; but, though they were written *currente calamo*, their entire *substance* is correct. All induction is founded upon an aggregate of individual cases; and I feel no doubt that my little quota of information, which is, seemingly, so personal to myself, will be more satisfactory than any merely speculative views that I might advance.

In my answer (2) it will be observed, that I limit my remarks to "men of high order" being induced to come *from home*. Whoever may take the trouble to read my remarks on (3), will easily gather that I believe that no man of a high order, who *should happen to be in the Colony*, would accept a Mastership could he earn his bread otherwise; nay, that there is not a Master of a Superior School in Tasmania who would not willingly, or even gladly, resign, and accept any other respectable post, even should he make a pecuniary sacrifice by the change.

Please to keep in mind also, that I have stated there are many exceptions among the parents of my pupils. Further, that those who are unmistakeably the gentry, such as the Bishop, the Governor, the Chief Justice, &c., invariably treat the Masters of Superior Schools as gentlemen and scholars should be treated. It is the settlers, as a body, who despise us, and it is with them that we have to do, and from them we derive our living. I feel certain we do not deserve the usage we receive. It is distressing to men of sensibility, and I am convinced it ought to be amended.

Believe me, truly yours,

W. CARR BOYD.

The Honourable the Colonial Secretary.

[ADVERTISEMENT.]

15th December, 1859.

MY DEAR SIR,

I HAVE no complaints to make of Augustus. His conduct has been good, and his lessons tolerably well prepared; but do not expect much from him in the way of learning, as his capacity is much inferior to that of Lewis.

I am happy to tell you that my School is now *weeded*. One boy ran away, and perhaps saved me the unpleasantness of expelling him; the other I expelled. They were bad boys, and were doing much moral injury; but now there is not a bad boy in my establishment.

With kind and united regards to Mrs. Stieglitz and yourself.

Believe me, faithfully yours,

W. CARR BOYD.

F. STIEGLITZ, Esq.

Ormsley, 24th December, 1859.

MY DEAR SIR,

HEREWITH you have my cheque for £12 16s. 3d., the balance of our account.

I regret to find so very little improvement in Augustus for the last year, indeed the little ones under the guidance of Miss Adams have made more progress. If you cannot promise something more marked for the future I shall not send him back, although, as you say, the capacity of Augustus is much inferior to that of Lewis,—yet I do not recollect that you had much hopes of Lewis turning out well.

Mrs. Stieglitz unites with me in wishing the compliments of the season to you, Mrs. Boyd, &c.

Yours very truly,

F. W. STIEGLITZ.

Dr. BOYD, Campbell Town.

Campbell Town, 2nd January, 1860.

DEAR SIR,

WHEN you brought your son Augustus to me you entreated me in the most earnest manner not to coerce him, and not even to strive to make him learn much, as "his head could not stand it."

I soon found that his head could *not* stand much, for his style of answering was of this kind:—"Victoria is the capital of Hobart Town:" "Magna Charta is the name of the Emperor of Russia." This from a boy of between 14 and 15 years of age was rather disheartening.

As you have adduced Miss Adams' name, I feel bound to say that she is the very person most of all calculated to bear witness to me, as I confessedly instilled the first elements of learning into her brothers, one of whom has now obtained a good appointment, which he himself attributes to the learning he received here.

You are in error when you say I had no hopes of Lewis "turning out well." I ever thought, and think still, that he will never be a scholar; and surely the Principal of Dungannon College has borne me out in that, when he suggested that he should be removed and placed under private tuition, as the only chance to make him pass for his profession.

But, so far from thinking that Lewis would not "turn out well," I invariably told you that he was one of the best boys I ever knew; in fact that he was almost too free from *faults* as a boy; and I knew perfectly well that, although he would never be a classical scholar, yet that he had that amount of principle that would make him master the details of whatever profession he might embrace.

And now with regard to Augustus. I have told you his style of answering, and you know the injunctions you gave me. Now the question is—am I to change my style? I *know* that he is most idle—am I to coerce him? If your answer be affirmative, I can only say I shall do my best, as, indeed, I have always done, but in a different way; if the answer be negative, then, of course, your only plan is to remove him from the school.

It is a curious circumstance, that while you are expressing dissatisfaction I am receiving from all quarters expressions most flattering. My friend Mr. Stutzer has told me that he knows of eight or ten boys coming to me next "half." Mrs. Harris, of the High School, who is now on a visit to us, says that mine is the only school in the Colony that is not spoken against; and Dr. Valentine, to whom I showed your letter and this, my reply, assures me that a wonderful reaction is taking place in Hobart Town and elsewhere about my school. The same thing was stated to me at Sydnal, in the strongest language, the other day.

Be that as it may, I am swerved neither this way nor that way. I do my duty with all my might, perfectly regardless (after reflection) of temporary unpopularity or individual displeasure. These things are sure to be set right some day.

With a due return of the compliments of the season,

Believe me, yours faithfully,

W. CARR BOYD.

F. W. STIEGLITZ, Esq.

DEAR SIR,

I HAVE always expressed myself freely and candidly, but from the tenor of your letters it seems that your temper will not bear such a mode of correspondence; therefore I think it better to cease, and not to send Augustus back to you. Will you be pleased to send whatever things he has left with the basket, to the care of Mr. Englebert. The key of the box is enclosed to enable you to put all therein.

Augustus tells me you forgot to give him the 8s. 6d. I paid for you in Hobart.

Yours truly,

F. W. S.

Campbell Town, 17th January, 1860.

DEAR SIR,

I SEND you my account for the current quarter, as you withdrew your son ten days after its commencement, and I do not admit of broken quarters. I shall expect a cheque for the full amount on or before the 31st March, failing which, we shall have the pleasure of an interview before a gentleman who is rather peremptory in the "request" line here.

I fear I ought to be ashamed of myself for allowing my "temper" to carry me into vulgarity so far as to hurt your refined and gentlemanly feelings. You tell me that the reason you withdraw your son is that my "temper" will not "bear your mode of correspondence," and this "temper" you say was shown in my last.

Now I showed Dr. Valentine (a Trustee and the Secretary of the Grammar School) both your first letter and my reply. His deliberate response to a question of mine was this: "You have nobly conquered your

feeling of natural indignation, and no proper or honourable man could feel offended at your letter." I told him that I knew you well: that you were of such refined and gentlemanlike feelings and sensibilities, that anything which *I* could write and *he* could *praise* must be too coarse for your taste, and give offence, and, in fact, cause you to do exactly what you have done. For Dr. Valentine and myself have the misfortune to have been excluded from the advantages of society, education, &c. which you have not only enjoyed, but benefitted from, and so we cannot of course be proper judges of what is right; at least not such a judge as *you* are.

As my offence has been so gross and vulgar, so I have resolved that my penance be proportionably severe. I have accordingly published my shame by reading your letters and mine to my friends—among others to Mr. Harris of the High School; that he may know the kind of gentleman he may have to deal with should your son be sent to him. I need hardly say that *his* opinion of your "mode of correspondence" exactly chimed in with that of Dr. Valentine and myself, but, like Dr. Valentine and myself, he has had the misfortune of being educated in a University, and of mixing with men that are most erroneously (of course) praised by the world, and so we don't know better.

I have resolved to send to the heads of *all* the respectable schools of the Colony copies of our correspondence, and not only so, but, as doubtless my friends, the Boyds of Coleraine, have ere this met your brother (I gave him a letter of introduction), I will send a copy by next mail to them, that they may themselves peruse it, and then hand it to your brother, in order that they may properly appreciate the high-minded relative in Tasmania. The friends to whom I introduced Lewis also shall have an opportunity of judging how exquisite must be the breeding of the man who could address such epistles to their friend.

You are not correct in saying that I "forgot" to give Augustus the "8s. 6d. you paid for me in Hobart," simply for this reason—you yourself *deducted* it last vacation when making out your cheque for me in your own house. Your cheque-book and butter account will show this.

Your memory cannot be equal to your refinement, for you may have forgotten a singular circumstance 2½ years ago. You wrote me requesting me not to send my account *that* quarter, but to add it to the next. At the end of the "next" I sent you my account, and you (by return of post) accused me of "error," "you had decidedly paid me." I enclosed your first letter and you sent me the money.

In conclusion, let me tell my reason for sending this correspondence home and publishing it here. It is this: every parent has a right to remove his son from a school, even without assigning any cause. But no parent has a right to send to such vulgarians as myself letters so crushingly highbred and polite as yours. If a parent *does* send them, why then, in spite of his modest wish for concealment, they *must* have due publicity, that his merits may be properly appreciated. Herewith is sent the key of the box which has been forwarded to Englebert's.

I am, dear Sir,
Very truly yours, with much respect,
W. CARR BOYD.

F. W. STIEGLITZ, *Esq.*

MEMO.

F. W. STIEGLITZ, *Esq.*,
To DR. W. CARR BOYD, *Dr.*

		£	s.	d.
1860—March 31.	To 1 quarter's board and tuition of Augustus	-	-	18 18 0
	Stationery, 5s.; pew-rent, 1s. 9d.	-	..	0 6 9
				<u>£19 4 9</u>

Ormley, Avoca, 23rd January, 1860.

SIR,

I DID not receive your letter of the 17th until Friday, being from home. I am truly sorry for the spirit you display throughout, as I was ever desirous to have a good opinion of you; however, in reply, I would have been surprised before I knew you so well at your sending an account, endeavouring to extort £19 4s. 9d. without giving any value. I took my son away at your appointed holidays, and never promised to send him back; besides, your cards of terms do not mention that any notice is required: even if they did, your antecedents and letter of the 2nd January gives me the option of removing my son should I think proper. Had you consulted me, I should certainly have recommended you not to publish our correspondence; but, as you have decided on doing so, I think it right to assist you in making it as public as possible. See the *Examiner*. I fear it will do you as little good as your correspondence with "Carboy" and "Hoc Age;" it can do me no harm. You have thought proper to introduce the names of Mr. Harris and Dr. Valentine, so I will leave those gentlemen to contradict your statements as they may think fit. I am not in error about the 8s. 6d., as you were not charged with it in my books. I marked on the parcel the amount 8s. 6d. was to be given to Augustus, which was not done; however, I will forgive you that. If not too much to expect, I should like to receive another letter or two from you, they are so nice and amusing; but I will not promise to publish any more after this.

I have the honor to be, Sir,
Your most obedient,
F. W. STIEGLITZ.

Dr. W. CARR BOYD, *A.B., T.C.D., and*
Editor of Juvenal, Campbell Town.

[ADVERTISEMENT.]

To the Editor of the *Launceston Examiner*.

Campbell Town, 28th January, 1860.

SIR,

I HAVE just learnt that some gentlemen in Launceston imagine that I published the correspondence between myself and F. W. Stieglitz, in your advertising columns last Thursday.

I did *not* do so, as I should have thought it highly impertinent to obtrude my private affairs in such a fashion upon the public.

Any one who deigns to peruse my humble portion of the correspondence with due attention will perceive that I confine the publication of my shame (not "share," which I suppose is an error of the press) to the reading of Mr. Stieglitz's tasteful letters to my friends here, and to the sending of a few copies home.

But it is only those who are utterly unacquainted with me that could suppose me capable of such a flagrant act as to make mention, in a public journal, of a lady's name which had been quoted in a private letter. I have to complain that Mr. Stieglitz has not printed true copies of his letters. For instance, he says, "I have always expressed myself freely and candidly," but from the tenor of your letters it seems that your temper will not bear *such a mode* of correspondence," namely, of course, a *free and candid mode*. Now, Mr. Stieglitz's words are (I possess the letter still) "MY mode of correspondence," which is a *very different thing*.

Apologising for this obtrusion on the grounds of *decency*, as a lady's name has been brought in,

Believe me truly yours,

W. CARR BOYD.

P.S.—Mr. Stieglitz has not published correctly (through modesty, I presume) the address which he added to the foot of his last and most finished piece of composition, *and which he actually put on the envelope also*; it was this—"Dr. W. Carr Boyd, A.B., T.C.D., X.Y.A., Editor of Juvenal, &c., Campbell Town."

1st. What opportunities have you derived, either from your own early education, or from your more recent experience, of observing the educational attainments of Superior Schools, (1) in England, (2) in this Colony?

I was educated in the Royal School of Enniskillen, under Dr. O'Beirne. It was a large School, in fact the Eton of Ireland. I was afterwards for 7 years Classical Master in Dungannon College, and was appointed by Government Head Classical Master in that establishment. The Earl of Roden invited me to take charge of Dundalk Endowed School, and I resigned my appointment under Government. When at Dungannon College I had the entire superintendence of the Classical education of those students who were intended for the Exhibitions in the University, and the Queen's Scholarships (of £50 and £30, for 5 years); and a reference to the University Calendars from 1840 to 1853, will show the extraordinary success of my pupils, as the Dungannon men are marked. The Calendars are pretty numerous in Tasmania, and I should wish to call attention to those of '45, '46, '47, &c., when I was Head Classical Master. In this Colony I taught in the High School for a few months; and have conducted Campbell Town Grammar School for 6 years, with fluctuating success.

2nd. Does your observation lead you to believe that such attainments are lower in Tasmania than in England? If so, would you attribute this to any or all of the following causes, or to any other?

(a) That the position of Masters of Superior Schools is less independent here than in England; and therefore that men of a high order are less likely to accept that position?

(b) That if men of a high order do accept the Masterships of these Schools, the circumstances of their position induce them to aim lower than they would do if otherwise placed?

(c) That the stimulus offered by professional pursuits and the like, in England, is less strongly felt here; so that young men can make their way in life with comparatively scanty attainments?

(d) That there is, in a Colony, a comparative absence of literary distinctions for youth; such as public prizes, University honors, &c.?

Immeasurably lower, but most certainly not from the cause suggested in (a), as little or nothing is known at home by University men of the Schools here. I had more facilities than most College men for obtaining Educational Statistics of this Colony before I left home, and I could only gather that there was one Public School in the Colony. Of course some obtain more accurate information, but I can affirm that not one Don or leading man of my Alma Mater knew more than this.

(b) It is not for me to rank myself in the category of "men of a high order." I obtained, on several occasions, however, the "first of the first" honors of my class; (*vide* Calendar for 1842 and 1843); but I have been compelled to lower my standard very much indeed. My second lowest, in Dundalk, was higher in attainments than my highest class has ever been in Tasmania. This compulsion does proceed from "the circumstances of my position," and is as sad for the master as for the pupil in its ultimate effects.

(c) Undoubtedly; and it may be added, that, from the highly complicated state of society at home, there are innumerable stimuli to literary exertions which are quite unknown here. For instance, Private Secretaryships to the nobility and high gentry, which are invariably offered to those only who have distinguished themselves in the field of learning. The post of Tutor in the family of a nobleman

or influential gentleman, which is generally looked upon as a sure step up the ladder to independence; very numerous College livings, together with Fellowships, Scholarships, &c., which are prizes in life's struggle, as well as in the minor collegiate strife, as they lead to preferment; innumerable Government Clerkships of a peculiar nature, as belonging to an Imperial state of centralization; and consequently unknown to us practically here. Commissions in the Army, commissions in the Navy, commissions in the Police, (Ireland,) &c., all of which, in the present day, require a certain amount of superior education.

(d) This question, being included in the phrase "and the like," in (c), is answered above.

3rd. Are any of the causes you have suggested capable, in your opinion, of removal? If so, how? Do you believe that they are in the course of being removed, as, for instance, the last of those above named, by the recent establishment of the Associate of Arts Degree and Scholarships? Would you desire to do anything more in this direction?

Yes: time, aided by the introduction of competent Masters, will effect an amelioration. I say gradual introduction, for the Colony is not prepared for many, as I shall show presently. Of course the A.A. Degree and Scholarships is a step in the right direction, as common sense itself must show. But never will education be put in proper train until Masters of Schools be placed, by competent endowments, beyond the reach of fatal injury from the ignorant caprice of injudicious parents. When I came to the Colony I found excellent books in the Schools, and thought that education must be flourishing wonderfully; but I soon found out that, though the material was there, it was not employed. In plain terms there was nothing like education going on. Boys were indulged and never coerced, because the Master felt that in one half-year he might be reduced to beggary by ignorant parents withdrawing their sons. However egotistical it may appear, I cannot illustrate this better than by sketching my own career. When in the High School, I on many occasions spoke most seriously to Mr. Dobson on the fearful deficiency of the boys. He confessed it, but candidly stated that he could not use coercion for fear of offending parents. There is Mr. A—, worth £10,000 a year; you see we can't offend him; Mr. B—, worth £5000, and so on. I did not see anything of the kind: I only saw that I was bound to improve boys who were placed with me. I did my best, but, being unsupported, of course, did not succeed. When I was appointed to my present post I soon had a large School. I was bringing on my boys famously, when I received a letter, couched in most insolently patronising terms, from an uneducated but moneyed settler, reproving me for having punished his son, and commanding me not to do it again. My reply was, of course, to the effect that unless he gave me, a person of educational experience, perfect freedom of action, he had better remove his son. He did so, and from that day to this it has been sedulously reported that I am a too severe Master. Although my School Table is not surpassed in this or any other Colony (nor indeed can be),—although the domestic arrangements are admitted, as respects the pupils, to be perfect,—although it was known that I slaved as much as man could slave in the school-room,—although it was admitted that my pupils, all of them, improved in morals, in demeanor, in honorable bearing, as well as in learning, my School rapidly diminished in numbers; my independence could not be forgiven, and the cry of severity was employed as the weapon to chastise me. I speak from actual knowledge when I say that the feeling excited in the settlers found vent in language to each other (not to me, I need hardly say) as follows:—"Here's a pretty thing—a fellow that we pay to educate our children—a beggar without a penny in the world, dares to snub us when we give him directions! We must bring the fellow to his senses." I take leave to enclose a correspondence which was published avowedly *to ruin me*, and which contains, I assure you, a fair specimen of the general style of the epistles which others like myself receive from the settlers. There are, of course, numerous exceptions. The other day I received a most insulting letter from a wool-king, scolding me for the dreadful offence of giving weekly pocket-money to his son, while I was only fulfilling the earnest injunction of the boy's other parent.

Last half-year I expelled a boy for continued bad conduct. His father came to me, and finding me inexorable, said he had heard I had flogged a boy so severely that he was ill for a week, and that I was famed for such cruelty. I at once, having something tangible, brought him over to Dr. Valentine, who is a Trustee of the school, and lives on the other side of the road, and told him what was said to me. Dr. Valentine replied, "Dr. Boyd does not in my opinion punish enough, and I have told him so; he did punish severely the boy you allude to, but not too severely, as the boy's father (a Major in the Army) came and thanked Dr. Boyd for the punishment, and the boy is still at the Grammar School—several years after the occurrence." Now the truth is I never injured a boy in my life. I was never even threatened with prosecution for severe punishment. I have been using only one cane (an exceedingly small one) *for four years*; and yet, in this Colony, it was for long believed that I was mercilessly severe. Had it not been for the accidental circumstance that some families (here) had the means of thoroughly learning the truth, and acted upon their knowledge by keeping with me some of their children already my pupils, and by sending others, I could not have waited until the turn of the tide—which is turning—but I should have been a ruined man, and Campbell Town Grammar School, be it of more or less usefulness, would have been closed.

No one save a stupid or careless reader can mistake the motive of the above personal representation. What happens to me I know does frequently happen to my professional brethren, and I wished to give a vivid idea to the Board of the trials and difficulties that every conscientious and hardworking man has to encounter: this I could do only by relating facts, not abstractions. Now, of course, the question comes, "How could an endowment remedy this?" Simply thus:—It would take away the tremendous power which the Settlers possess (*in malam partem*) over men experienced in the work of Education.

and under which timid or vacillating men must fatally sink. It would give to men of real worth a status proportionate to the status of the Masters of Superior Schools at home, who, like beneficed clergymen, mingle with the best around them; while here the Master who may be pauperised in a few months is, of course, despised accordingly. I need not add the enhanced self respect and the freedom of action which a certainty of provision would give a Master, both of which are greatly needed in Tasmania. One observation I deem of importance; parents here are prone to change the Schools of their children. Now I would earnestly advise that it be required as a *sine quâ non* that each boy who is to be a candidate for any exhibition or important distinction should be three whole years previous in one given School, for by some such regulation alone can justice be done to teacher and pupil.

It will be seen from what I have said, that I attribute the deficiency in scholastic attainments mainly to not one of the causes specified in (a), (b), (c), or (d), although each, save the first, has a large share, but most chiefly to the indifference on the part of the parents to literary pursuits. Sons of parents who have had to rough it for many years in a fierce struggle against savage nature, wherein intellectual energies were never called forth, can hardly be expected to possess the delicate mental conformation of those who, from childhood, have been surrounded with everything that can charm the eye, the ear, and the imagination; especially when the former have been, from peculiar circumstances of late years, forced into the society of bullock-drivers, and the lowest class of servants.

4th. Are you acquainted with the state of efficiency of the Schools under the Board of Education?

I am not acquainted with the state of the Schools of the Board.

5th. Comparing the Schools assisted by public aid with those unassisted, is the work of Education (on the whole) better done in the former than in the latter? Is there at the least, a smaller number of absolutely inefficient schools to be found among the latter? And if so, is this a consequence of their relative position as regards public aid, and its ordinary accompaniment, public inspection and control,—or how would you account for it?

I can only refer you to the University Calendar, wherein you will see the great number of prizes obtained by the pupils of the Endowed Schools: as to the cause, I have written my opinion above.

In conclusion, I beg to say that I do violence to my feelings in sending this document. I bore all patiently and uncomplainingly, biding my time, nor would I ever have come out as above but for the serious obligation your Circular imposed upon me. It is a searching document, and compels me to speak out in solemn earnestness. A brief time will show how slightly my own interests are concerned in the adoption of a plan for endowment, as far as this Colony is concerned. I speak for the sake of my professional brethren, and of Education.

REV. DR. TURNBULL.

1st. What opportunities have you derived, either from your own early education, or from your more recent experience, of observing the Educational attainments of Superior Schools (1) in England, (2) in this Colony?

I attended the High School and the University of Edinburgh for a period of twelve years, which terminated in 1824. I have had eight sons and daughters educated here; and for many years I have been in the habit of visiting, occasionally, some of the Public Schools.

2nd. Does your observation lead you to believe that such attainments are lower in Tasmania than in England? If so, would you attribute this to any or all of the following causes, or to any other:—

(a) That the position of Masters of Superior Schools is less independent here than in England, and that therefore men of a high order are less likely to accept that position?

(b) That if men of a high order do accept the Masterships of these Schools, the circumstances of their position induce them to aim lower than they would do if otherwise placed?

(c) That the stimulus offered by professional pursuits and the like, in England, is less strongly felt here, so that young men can make their way in life with comparatively scanty attainments?

(d) That there is, in a Colony, a comparative absence of literary distinction for youth, such as public prizes, University honors, &c.?

I have no means of making the comparison required, but I believe that sound education is impeded by the following causes:—

1. We want in the higher Schools men who, in their youth, have served an apprenticeship to the art of teaching, and have become expert through the combined effect of rule, imitation, and practice. It is a popular fallacy to assume that the order of the attainments of a Master, is the proper measure of his usefulness; unless, indeed, the power of communicating his knowledge be included in the list, and be commensurate with his other acquirements. Of mere Scholars, I believe, we have enough; of Teachers properly qualified, hardly any.

2. (b) There is certainly a great inducement to aim low, which works somewhat in this fashion. There are many wealthy parents in our community who cannot *judge* of the actual progress their children are making, but who, nevertheless, draw conclusions from facts which deceive them. "My boy has been plodding over his grammar all this time, whilst John Thomas's son, who goes to another School, has, in the same period, got on to Virgil and Horace. My boy shall change his School." The Master of a great foundation at home would be in a position to laugh at such a decision, but the case is very different when a new School is just struggling into existence; and here I would remark that, so far as my observation has gone, the leading defect in our Schools is, the absence of patient instruction in the elements of knowledge. *Ad captandum* instruction is the order of the day. You shall have your boy reading Horace before he can decline *Rosa*, or conjugate *Amo*.

(c) No doubt this is true.

(d) Cannot be questioned.

3. Are any of the causes you have suggested capable, in your opinion, of removal? If so, how? Do you believe that they are in the course of being removed, as, for instance, the last of those above named, by the recent establishment of the Associate of Arts Degree, and Scholarships? Would you desire to do anything more in this direction?

I think much might be done by endowing a High School, or, if a more ambitious title be desired, a College, where well-trained Masters or Professors could afford to despise vulgar misconstructions, and to be content with a success of slow growth, but solid and sure because founded on real teaching, not on the outward show of teaching. I think that such an institution might, for a time, be a by-word and a reproach; the policy of its projectors would need to be an expectant one. The next generation would, however, reap the reward of the self-denial and perseverance exhibited now. I think the Degree and Scholarships now given a step in the right direction.

4. Are you acquainted with the state of efficiency of the Schools under the Board of Education?

Not generally. I am well acquainted with the present state of two of them.

5. Comparing the Schools assisted by public aid with those unassisted, is the work of education (on the whole) better done in the former than in the latter? Is there, at the least, a smaller number of absolutely inefficient Schools to be found among the latter? and, if so, is this the consequence of their relative position as regards public aid, and its ordinary accompaniment, public inspection and control; or, how would you account for it?

Adding the means of information which I formerly possessed as a Member of the Board of Education of the Colony to those I now have as a Minister of Religion, I have been able to form a very favourable estimate of the Schools of this class which have possessed the inestimable advantage of trained and certificated Teachers. I have long thought that in such Schools the mental discipline is such as would ensure to the pupils in after life a higher place in society than could be retained by those who receive what is called Education in the "Superior Schools," could their parents only be induced to allow them to attend School regularly and long enough, say three years.

In making these remarks, I am constrained to admit that they are the result, after all, rather of what I have seen and heard in the general intercourse of society during the last 35 years than of the actual inspection of Schools. I have the impression that our Schools, during the last 20 years, have rather declined; but even now I am acquainted with one where the Mathematics are well and successfully taught.

Launceston Church Grammar School, 26th May, 1860.

SIR,

I HAVE the honor to acknowledge a communication dated 19th May, 1860, containing a series of questions propounded by the Commission now sitting to enquire into the state of Superior Education in this Colony. I will consider the several enquiries *seriatim*, and give my answers in order.

Question 1. The opportunities afforded me of observing the attainments of Superior Schools in England have been derived partly from my own early education, which was commenced at a large Public School at Leicester, and afterwards carried on at Oxford, where, as a candidate for several University Scholarships and distinctions, I was thrown into competition with youths from all the principal schools in England, and partly from my having visited many, and taken part in the tuition of some, of our Public Schools at home. Amongst others, I would especially mention those of Rugby, Sheffield, Leicester, St. Paul's, London, and the Blackheath Proprietary School. My position for two years as Second Master of the High School at Hobart Town, and my appointment on three occasions as Examiner for the Newcastle Scholarships at the High and Hutchins School, as well as for the Exhibitions to Superior Schools, and my recent appointment as Head Master of the Launceston Church Grammar School, have given me peculiar opportunities of making myself acquainted with the attainments of the youths educated in this Colony.

Question 2. I have no hesitation in stating, that the attainments of the youths educated in Tasmania are lower, much lower, than in England; and this, to a certain extent, may be attributable to the four causes suggested, but not entirely, perhaps not mainly so. My own opinion is, that the chief reason why a youth cannot acquire the same amount of learning here as in England is attributable to the fact, that the community is too small to maintain an establishment of Masters of competent ability and attainments. In England a good School has its staff of Masters, each devoting his time and attention to that branch of Education for which his own peculiar acquirements best adapt him: here, on the contrary, the Head Master may possess qualifications of the highest order in one or two branches of his profession, or possibly he may be eminently qualified in all of them, but it will be impossible for him to find time efficiently to cultivate the varied capacities of his pupils in so many different branches. Assistance he must have, but he will be compelled by pecuniary considerations to conduct his establishment with the minimum amount of assistance, both in number and in qualification. There are now in Launceston a number of Schools inefficient from the cause I have stated, where one good School, and only one, could be barely supported.

Question 3. Supposing that I have, in the main, correctly accounted for the inferiority of the Colonial education, I reply to the first part of the Third Question, that, in my opinion, the Government should endow, or in some other way aid, one School at each side of the Island—not to cheapen the education of the better classes, but to raise it to such a standard as cannot be attained without some assistance. I think the establishment of Degrees and Scholarships a wise and very liberal measure on the part of the Legislature, and calculated to be of incalculable benefit to the Colony, but I could not recommend that it should be carried further at present. I would rather see some measures taken to qualify the youths of the Colony for those now existing; for I have a strong apprehension that, if the Examiners adhere closely to their published requirements, there will be few, if any, of the candidates of sufficient attainments to claim them.

Question 4. I am intimately acquainted with the state of efficiency of the Schools under the Board of Education in Hobart Town, and have visited and examined the Scholars of some of the Government Schools established in the interior of the Colony.

Question 5. I am clearly of opinion that the education carried on in the Government Schools is, of its class, better than that of the Superior Schools. By this I mean, that the youth of the lower orders are better educated for their sphere of life than are the upper for theirs. The reason I consider to be, that, through State aid, a better class of Masters is obtained, and better School accommodation provided, than it would be possible for the Board of Education to procure without some grant of money from the Parliament.

I have the honour to be,
Sir,

Your obedient Servant,

F. W. QUILTER, *Head Master of the Launceston
Church Grammar School.*

The Honourable the Colonial Secretary.