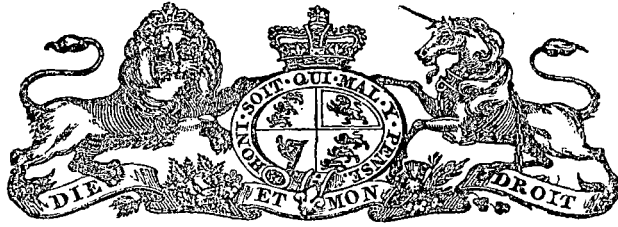


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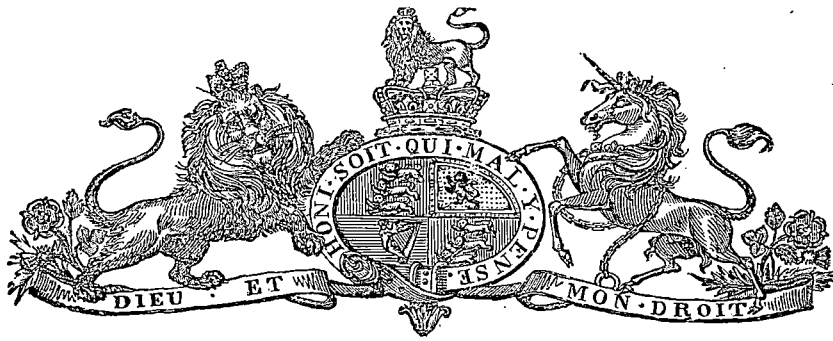
1861.

T A S M A N I A.

E D U C A T I O N.

PROGRESS REPORT FROM THE SELECT COMMITTEE.

Brought up by Mr. John Meredith, and ordered by the House to be printed,
6 February, 1862.



PROGRESS REPORT of the SELECT COMMITTEE appointed on the 11th September, 1861, to enquire into the present Distribution of the Annual Grant from the General Revenue for Education, and the expediency of assigning the Amount fairly applicable to the several Districts to Local Bodies, subject to conditions.

M E M B E R S.

MR. JOHN MEREDITH.
MR. ALLISON.
MR. BUTLER.
MR. DODERY.
MR. DOWLING.
MR. ARCHER.

MR. DAVIES.
MR. CHAPMAN.
MR. INNES (Mover.)
MR. SHARLAND (added.)
MR. GREGSON (added.) } 29th January,
MR. BALFE (added.) } 1862.

DAYS OF MEETING.

- No. 1.—18 October, 1861. *Present*—Mr. Meredith, Mr. Butler, and Mr. Dodery,
No. 2.—24 October, 1861. *Present*—Mr. Meredith, Mr. Dodery, Mr. Dowling, and Mr. Butler.
No. 3.—29 October, 1861. *Present*—Mr. Meredith, Mr. Sharland, and Mr. Archer.
No. 4.—31 October, 1861. *Present*—Mr. Meredith, Mr. Dowling, Mr. Butler, Mr. Sharland, and Mr. Archer.
No. 5.—30 January, 1862. *Present*—Mr. Meredith, Mr. Balfe, Mr. Allison, Mr. Butler, and Mr. Gregson.

WITNESSES EXAMINED.

1. J. J. STUTZER, *Esq.*, *Inspector of Schools.*
2. M. BURGESS, *Esq.*, *Secretary to Board of Education.*
3. MR. EDWIN PEARS, *Conductor of New Town School.*

PROGRESS REPORT.

Your Committee have met on five occasions, and have taken the evidence of the Inspector of Schools on the Southern side of the Island, of the Secretary to the Southern Board of Education, and of the Conductor of the New Town School; besides having forwarded a very large number of Circulars containing Questions to Government Schoolmasters and other persons able to give sound opinions upon the subject.

To these Questions very many replies have been received by Your Committee; and they find the subject to be one of such great importance to the best interests of the young persons in Tasmania, that they feel they would not be justified in hastily bringing up their Report at this late period of the Session.

Your Committee trust that the subject may be revived early in the next Session, and that it will receive from Your Honorable House that attention which its importance demands.

JOHN MEREDITH, *Chairman.*

Committee Room, 31 January, 1862.

MR. BURGESS'S REPLIES TO QUESTIONS PROPOSED BY SELECT COMMITTEE.

1. There are at present fifty-four Schools in operation. Of these, seven are situated in Hobart Town itself, and three within a distance of two and a-half miles from the City. Two of the City Schools are distant apart one and a-half miles, the remainder are within one mile of each other.

2. I am of opinion that the Schools in Hobart Town might be consolidated, not only with economy to the public, but with greatly increased efficiency in the working; and, in support of these views, I place in the hands of the Select Committee the evidence recently laid before the Commissioners appointed to enquire into the state of Popular Education in England. (Senior on Popular Education, pages 64 to 72.)

The Returns of 1860 exhibit six Schools in operation in Hobart Town, attended on the average by 621 children, employing a staff of 16 Teachers and 28 Pupil Teachers, and maintained at a cost to the Government of £2911 15s. 10d., or £4 18s. 8d. per head, exclusive of the charge for administration and inspection. These Schools contained on the average about 100 scholars each, the maximum number at one School being not more than 180, the minimum number as low as 70. All these Schools, with the exception of the Central School, were superintended by a Master of the First Class, with the assistance of a Mistress and Pupil Teachers. At the Central School two First Class Masters were employed.

These Schools are open to children of various ages and capacities, rendering it necessary to establish a number of classes and sub-divisions, whereby a great waste of teaching-power is involved. In theory, the Master is supposed to teach every child in the School; practically, his instruction is limited to the higher forms; the instruction of the lower classes devolving upon the Mistress and the Pupil Teachers,—the latter young, and generally without experience. It may be said that the junior scholars in time reach the higher classes, and thus come directly under the Principal Teacher's hands; but I have reasons for stating that no inconsiderable portion of the senior scholars have never been in the lower forms at all, their previous Education having been received in private Schools.

In one School, centrally situated, and capable of accommodating 500 children, the work which now occupies six Principal (First Class) Teachers would, I believe, be more easily and effectively discharged by one First Class Master, with Assistant Masters of a lower grade.

As regards economy, I believe that such a School might be maintained in a thorough state of efficiency for the sum of £1100, or £2 15s. per head on the average attendance. I estimate the expenses as follows:—

1 Head Master, (First Class) at (say)	£	s.	d.
1 Assistant Teacher (Second Class)	400	0	0
1 Ditto (Third Class)	150	0	0
1 Schoolmistress and Teacher of Needlework	120	0	0
10 Pupil Teachers, at an average of £24	80	0	0
10 Paid Monitors, at £10	240	0	0
Interest on Capital spent in Buildings	100	0	0
Repairs, Furniture, and Fittings	180	0	0
School Books and requisites	50	0	0
Contingencies	30	0	0
	£1400	0	0
Deduct School-fees	300	0	0
	£1100	0	0

I consider it, however, absolutely essential to the success of the scheme that one School only should be maintained at the expense of Government. The establishment of a second School would not only entail nearly double charges, but neither School would be filled, and the object in view would be defeated.

3. There are two methods by which the Instruction of infants and young children might be secured:—

- (1.) By subsidising some of the many private Dame Schools (nearly fifty in number) which exist in the City, after examination and licensing of the Teacher.
- (2.) By converting the present Public Schools into Infant Schools, and placing them under Schoolmistresses.

In these Schools the children might remain until sufficiently advanced for promotion to the Central School. I would propose a grant of 30s. for each child between the ages of four and seven years, who had attended School (say) 250 days in the year; the grant for children between the ages of six and seven years being contingent upon their passing an examination in (of course) elementary subjects.

A model Infant School for 150 children might be maintained at a cost not exceeding £250 per annum. It might be attached to the Central School, but should be under distinct and separate management.

4. The children might be drafted to the Central School at or about the age of seven, after examination. They should be able to read "Simple Narratives," to write on a slate easy words selected from their Reading Book, to perform sums in the first four rules of Arithmetic, to distinguish the Parts of Speech, and to point out the leading features on the Map of the World.

5. There are. See Answer to Question 3.

6. The majority of the scholars reside within a distance of one mile of the School: some one mile and a-half, a very small per centage over two miles. The distance would certainly not be too great for children above the age of seven.

7. Many of the children who attend Schools in the Country have to walk a distance of two, three, and sometimes even four miles.

8. The Southern Board receives £7,636 7s. 3d. as its proportion of the Vote of £12,000.

9. I hand in a copy of the Regulations of the Board.

RULES and Regulations of the Board of Education for the Colony of Van Diemen's Land.

I. GENERAL RULES AND CONDITIONS OF AID.

1. Every School established by the Board or assisted from the public funds, either by a grant for building or by an annual grant, shall be called a Public School.

2. Every Public School shall be open to inspection during School-hours by any officer duly appointed by the Lieutenant-Governor for that purpose.

3. During the hours devoted to common instruction, visitors shall have free access to every Public School,—but as spectators only, not as having any right to ask questions, or interfere in any way with the business of the School.

4. In every Public School the hour from 9 to 10 A.M. shall be set apart for Religious instruction; and a notice to that effect shall be posted up in a conspicuous place in the School-room. If the Teacher be a Protestant, he shall not require the children of Roman Catholics to be present at the religious instruction, except at the expressed desire of their parents; and *vice versa* if the Teacher be a Roman Catholic.

5. In imparting Religious instruction the Teacher will be limited to the use of the Scriptures, or such books as have been sanctioned for the National Schools in Ireland, or may be hereafter specially approved by this Board.

6. The Board are, however, prepared to sanction any arrangement by which the different Ministers of Religion residing in the vicinity of a School may have opportunities of affording Religious instruction on particular days (at the stated hour) to the children of their own denomination, or those whose parents may desire them to be present: and, with this view, Ministers desirous of affording their services are requested to communicate their wishes, and the days on which they are prepared to attend, to the Secretary.

7. The Board will provide for the maintenance of two classes of Schools. Those of the first class will be established in Hobart Town and Launceston, and in other localities where an attendance of eighty children may be calculated upon. Of the second class, Schools may be established wherever it appears likely that there will be an attendance of not less than twenty children.

8. Where the number of scholars likely to attend does not amount to twenty, the Board will consider the propriety of granting assistance (so far as the state of their funds will permit) on the principle of proportioning their grants to the sums locally subscribed.

9. As a general rule, at least one-third of the expense either of building or of renting a School-house and Master's residence must be defrayed from local sources.

10. Applications for the establishment of Schools must be made according to a printed form, copies of which may be obtained through the Secretary.

II. TEACHERS.

1. The appointment of Teachers of Schools rests with the Board, who are to be satisfied of the fitness of each, both as to character and general qualification; but they will in all cases pay regard to the recommendations of Ministers of Religion, or other persons locally interested in the welfare of the Schools.

2. Masters will be classified and paid as follows, exclusively of School-fees:—

First class, £150 per annum; second class, £120 per annum; third class, from £50 to £100 per annum. Mistresses and Assistant Teachers will receive such salaries as the Board may determine upon in each case. Teachers of needlework, who will also be expected to take charge of the infant children when required, will receive from £20 to £40 per annum. Residences for the Principal Teachers will be provided by the Board.

3. In determining the class and also the amount of the salary, the Board will take into consideration not only the literary qualifications of Teachers or candidates as tested by examination, but also the nature of their testimonials, their previous character, the condition of their Schools (in the case of Masters already employed) and their method of conducting them, and the average daily attendance of children. Masters of the third class will be appointed for one year only.

4. Examinations will be held at stated times by the Inspector, or other person or persons appointed for the purpose, with the view of testing the qualifications of candidates, and promoting deserving Teachers.

5. Female Teachers of needlework will be appointed in Schools consisting of male and female children occupying the same room and taught by a Master, provided that the average daily attendance be sufficient to warrant the expense.

6. The Board propose to award premiums at the end of each year to Teachers who are distinguished for the general good order of their Schools, the neatness and good behaviour of their scholars, and the diligence which they have used in increasing the number of children in attendance.

7. With a view to the gradual formation of a class of Trained Teachers, the Board propose to establish a system of Apprenticed Pupil Teachers (upon the principle so successfully worked out in England by the Committee of Council for Education), who will be introduced in those Schools only where the activity and competency of the Teacher give ground for the expectation that they will be carefully trained and usefully employed.

8. Teachers will be entitled to charge School-fees, payable in advance, according to the following scale:—

	<i>Per Week.</i>	<i>Per Month.</i>	<i>Per Quarter.</i>
Per Child - - - - -	9d.	2s. 6d.	6s. 0d.
Two children of the same family, each - - -	7d.	2s. 0d.	5s. 0d.
Three or more ditto, each - - - - -	6d.	1s. 8d.	4s. 0d.

III. BUILDING, &C.

Grants in aid of the erection, extension, or repair of School-houses and Masters' dwellings will be made under the following rules:—

1. No such grant shall exceed two-thirds of the total sum required.
2. Where practicable, the Government will give a site for building out of any Crown Land that may be conveniently situated for the purpose.
3. When Crown Land is not to be obtained, it will be required that the site be conveyed to Trustees, one of whom must be an Officer of the Government.
4. In all such cases as last mentioned, the Trust Deed must be submitted before execution for the approval of the Board.
5. In every such Trust Deed there shall be inserted a clause declaring that the land and the buildings thereon to which it refers shall be for ever exclusively appropriated for the purposes of the Public School of the locality where it is situated; and that such School shall be for ever open to the children of all communions without distinction, and to the visits of the Inspector of Schools or other officer deputed by the Government.
6. Applicants for a grant must submit a plan and specification of the proposed School-house for the approval of the Board.
7. In adapting the size of the School-room to the number of children to be accommodated, eight superficial feet should be allowed to each child; and there should be a height of at least 10 feet to the wall-plate.
8. Before payment of the whole sum granted can be made, a satisfactory certificate must be forwarded to the Board stating that the work has been properly and substantially completed, and that there does not remain any debt on the building which the payment of the Government Grant will not liquidate. The work must also be approved by the Inspector of Schools, or by any other person authorised by the Board or the Government to examine it.
9. The building accounts, if required, must be submitted to any audit which the Board or the Lieutenant-Governor may appoint.

SCHOOL FURNITURE.

10. The Board will require that School-houses be fitted up upon plans approved by them, and supplied with furniture sufficient in the opinion of the Inspector for the wants of the scholars; and a portion of the expenditure required for this purpose will be defrayed from public funds.

BOOKS, STATIONERY, &C.

11. Books and Maps will be supplied to the Teachers of Public Schools at the prices named in the Government Notice of the 2nd August, 1852; but, upon commencing their operations, the Board will make a free grant of books where necessary to the different schools under their superintendance.
12. The series of secular reading books published or sanctioned by the Irish Commissioners of National Education shall be the standard works in use in the Public Schools during the hours devoted to common instruction, and no other work shall be used at such times without the special approval of the Board.
13. Slates and articles of stationery will, for the present, be supplied to Schools gratuitously upon half-yearly requisition.

IV. INTERNAL REGULATION OF SCHOOLS, &C.

1. The hours of attendance shall be from 9 to 12 in the forenoon, and from 2 to 4 in the afternoon, and no deviation from these hours can be permitted without the sanction of the Board. Saturday shall be a half-holiday.
2. From the 21st December to the 4th January inclusive may be allowed to the Teacher as vacation time.
3. The ordinary course of instruction in every Public School shall be considered to comprise Reading, Spelling, Writing, Arithmetic, English Grammar, Geography, History, and Singing.
4. Experience having shown that it is impossible for the discipline and instruction of a School to be carried on with success where infant children are admitted indiscriminately into the same School-room with children of greater age, the Board have decided to require that children under four years of age shall not be admitted into any School where the attendance exceeds thirty, unless a separate room can be provided for them, or arrangements made for their separate instruction.
5. Every Teacher must send in a quarterly return of the state of his School according to a form with which he will be furnished.
6. A book will be kept at each School open for the remarks of any visitor.
7. Ministers of Religion, Magistrates, and other influential persons will be requested to act as special visitors; and it is also proposed that the Court of Quarter Sessions for each District shall nominate annually two Magistrates as Visiting Justices to the Public Schools within the District.
8. Schoolmasters will not be allowed to follow any other employment, or hold any other post of emolument, without the concurrence of the Board.
9. A printed copy of these Regulations shall be posted up in every Public School.

By Order of the Board,

1st February, 1854.

T. ARNOLD, *Secretary.*

SOUTHERN BOARD OF EDUCATION.

*RULES for the Admission and Examination of PUPIL TEACHERS.**Education Office, Hobart Town, 1 November, 1859.*

1. PUPIL Teachers shall be employed at the Public Schools in the ratio of one to every forty children in ordinary attendance, and where the character and qualifications of the Head Teacher are such as to fit him to educate the Pupil Teacher for the Scholastic profession.

2. Candidates must not be under 13 years of age. They must be of a sound and healthy constitution, and free from any physical defect likely to impair their efficiency as Teachers. They will be expected to produce certificates of character with reference both to themselves and their families, signed by some Minister of Religion, and will be required to pass a preliminary Examination.

3. The Inspector will select the Schools to which the Pupil Teachers shall be appointed; and when vacancies occur, it does not necessarily follow that a successor shall be appointed in the same Schools.

4. The Pupil Teacher may be transferred from one School to another at the discretion of the Board.

5. The Master shall be bound to devote one hour over and above the ordinary School-hours to the special instruction of his Pupil Teacher or Teachers.

6. The Pupil Teacher shall implicitly obey the directions of the Master in all things relating either to his own education or to the organisation and management of the School.

7. At the end of each year of his engagement the Pupil Teacher will be expected to pass successfully an Examination conducted by some Officer appointed by the Board for that purpose in the subjects particularised in the Appendix A; and also to produce a certificate of good conduct and industry during the year, signed by the Master and one or more of the special Visitors.

8. The salary of the Pupil Teacher will be paid quarterly, and will be,—for the first year, £15; for the second, £20; for the third, £27 10s.; for the fourth, £37 10s.; for the fifth, £50;—contingently always upon his passing successfully the Annual Examination.

9. In consideration of the extra time and trouble which he must spend on their instruction, the Master will receive a gratuity of—for one Pupil Teacher, £8; for two, £12; for three, £15; and for every additional one, £3 per annum; the payment of such gratuity being contingent upon the Pupil Teachers passing the annual Examination.

10. Any Pupil Teacher or Candidate who can pass successfully the Examination prescribed for any later year of the engagement may do so, and thereby both obtain the higher rate of salary dependent upon that Examination and proportionably shorten the period of his engagement: provided always, that he shall not be less than 18 years of age when the engagement terminates.

SUBJECTS of Examination for Election, and throughout the Engagement.

PRELIMINARY EXAMINATION.

1. To read correctly and intelligibly.
2. To write in a neat hand, with correct spelling, a simple prose narrative, slowly read.
3. To be able to work sums in the first four rules of Arithmetic, to repeat correctly the Multiplication Table, and the Tables of Weights and Measures.
4. To be able to mention some of the principal Seas, Rivers, and Mountains in the World,

END OF FIRST YEAR.

1. } As above, with the addition in writing of Punctuation.
2. }
3. As above, with the addition of Reduction, Practice, Vulgar Fractions, and Mental Arithmetic in the first three Rules.
4. To be able to answer questions with respect to Latitude and Longitude, and to mention and point out the position on the map of the principal Seas, Rivers, Mountains, Capes, and Bays, together with the Capital Cities of Europe.
5. To repeat correctly ten leading dates in the History of England.
6. To point out the parts of speech in a simple sentence.
7. To teach a Junior Class to the satisfaction of the Inspector.

Additional—where suitable means of instruction exist,

8. To sing at sight a simple elementary exercise.

END OF SECOND YEAR.

1. To read with fluency and expression.
2. To parse a simple sentence, and to understand the classification and inflexion of words.
3. To write from memory, with correct spelling and punctuation, the substance of a narrative read carefully.
4. To work sums in Decimal Fractions and Interest, and to be tolerably conversant with Mental Arithmetic.
5. To know the general Geography of Europe and Australia, and to answer questions as to Latitude and Longitude, the Tides, Currents, Climates, and the Planetary System.
6. To know the outlines of the History of England, with the dates of the Accessions of its Kings, and the principal events in the Books of Genesis and Exodus as described between pages 73 and 115 of the Third Book of Lessons.
7. To examine a Class in Reading, the rudiments of Grammar, Arithmetic, and Geography, and to keep the same during the Examination in good order without noise.

Additional—where suitable means of instruction exist

To be able to sing an exercise of average difficulty.

END OF THIRD YEAR.

1. Reading, as for Second year.
2. To understand Syntax.
3. To write a description, not less in length than two pages of a subject proposed by the Inspector.
4. (To be able to extract the Square Root,)* to understand the principles of Book-keeping, and answer questions generally in Mental Arithmetic.

5. To answer questions in Physical and general Geography, and to be able to draw an outline map of Europe.
6. To answer questions in English and universal History, principally out of the Fifth Book of Lessons.
7. To manage and examine satisfactorily the Second (and Third)* Class(es) in Grammar, Geography, and Arithmetic.

Additional—where suitable means of instruction exist.

Singing, as for Second year.

* The subjects marked with an asterisk are not compulsory on Females.

END OF FOURTH YEAR.

1. Reading, as for Second year.
2. To understand Syntax and the derivation of words, from Sullivan's Spelling Book Superseded.
3. To write an essay upon a subject given by the Inspector.
4. To pass an examination in all the branches of higher Arithmetic and Book-keeping.*
5. To answer questions, and solve problems, as far as the Sixth proposition of Euclid.*
6. To answer questions in Physical, Political, Astronomical, and general Geography, out of the Geographical Epitome of the Irish Board of Education, and to draw outline maps of the Five divisions of the Globe.
7. To answer Historical questions as for the Third year.
8. To be able to teach and manage any Class in the School in Grammar, Geography, Arithmetic, and History.*

Additional—where suitable means of instruction exist.

Singing, as for Second year.

The rudiments of Latin.

The rudiments of French.

Physiology and Natural Philosophy, from the Fifth Book of Lessons.

To know elementary Drawing.

* Female Teachers will only be examined in Arithmetic as for the Third year, without Euclid, and required only to manage and examine the First and Second Classes.

END OF FIFTH YEAR.

1. Reading, as for the Second year.
2. Grammar as for the Fourth year, with the addition of Prosody.
3. An Essay, as for the Fourth year.
4. Arithmetic, Book-keeping, the First Book of Euclid, and Algebra as far as and including Simple Equations.*
5. Geography, as for the Fourth year.
6. History as for the Fourth year, with some account of the rise and development of the English Constitution.*
7. Skill in teaching, as for the Fourth year.
8. Physiology and Natural Philosophy, from the Fifth Book of Lessons.*

Additional—where suitable means of instruction exist.

To be able to conduct a Singing Class.

To read and translate easy French.

To translate Cornelius Nepos, or any easy Latin Book.

To pass an examination in the Agricultural Class Book.

To answer general questions in Astronomy.

To be able to draw with accuracy.

To be able to pass an examination in the first Four Books of Euclid and Algebra.

* The examination of Female Teachers in the branches marked with an asterisk will be as for the Third year.

Female Pupil Teachers will be required to show greater skill in Needlework, Knitting, and cutting out clothes, in each successive year.

By Order of the Board,

MURRAY BURGESS, *Secretary.*

Southern Board of Education,

Hobart Town, 8th July, 1861.

MINUTES, 8TH JULY, 1861.

THE Board having had under reconsideration their Minute of the 11th December, 1860, with respect to the payment and classification of Teachers, deem it expedient to revise the same, and direct that a copy of such amended Minute be transmitted for the information and guidance of the Conductors of the several Public Schools in Southern Tasmania.

By Order of the Board,

MURRAY BURGESS, *Secretary.*

Southern Board of Education.

Hobart Town, 11th December, 1860.

MINUTES 1742—60.
and 2071—61.

MEMORANDUM.

1. In consequence of the present expenditure being in excess of the appropriation of £12,000 for the maintenance of the Public Schools in this Colony, the Board have received peremptory instructions from the Government to bring their expenditure within the proportion of the vote allotted for the purposes of Education in the Southern Districts. In order to effect this, it has become necessary for the Board to direct that the following alteration in the Salaries and Allowances of the Teachers shall take effect from the 1st January, 1861:—

2. Teachers of the First Class will receive Salaries from £80 to £100 per annum in lieu of the present rates, with £40 a year lodging allowance in town, and £30 in the country, when not provided with Public quarters.

3. Teachers of the Second Class will receive Salaries from £60 to £80 per annum, and lodging allowance at £20 per annum, when unprovided with quarters.

4. Teachers of the Third Class will receive Salaries not exceeding £50 per annum, and lodging allowance at the rate of £20 per annum, in lieu of quarters.

5. The Fuel Allowances will be discontinued. The Board hope that any loss which the Teachers may sustain by the withdrawal of such allowance will be made good by local subscription ; but under any circumstances, they will require as a condition under which grants in aid are awarded, that sufficient Fires be maintained in the several Schools during the winter months.

6. On the establishment of a new School, free stock will be granted at the rate of 1s. for each child in ordinary attendance, and a Map of the World will also be supplied. A renewal grant at the rate of 4d. per head per annum will be made if required.

7. The scale of Fees laid down by the Board will continue in force*, but in consideration of the above reduction in their Salaries, Teachers are authorised to receive fees from each Pupil ranging from 1s. per week, to 20s. per quarter, in lieu of the regulated rates, whenever the parents may be willing to pay such higher amount.

8. By the School Regulations the Fees should be paid in advance, and it is, therefore, a subject of regret to the Board to find, upon reviewing the Teacher's Returns, that so many arrears should have been allowed to accrue. The Board are led to believe that, if the Fees were promptly and regularly paid, the Teachers' income would suffer no diminution by the reduction of their Government Salaries.

9. The Board have further determined, in order to afford every facility for the instruction of those children whose parents are unable to pay School-fees, that, upon adequate proof to the Board of such inability, they shall be admitted to the School free of charge, and the Master compensated for his labour in accordance with the following scale :—

For the first 20 free scholars and under, at the rate of 4d. each per week.	
For the second 20	3d. ditto.
For 40 and over	2d. ditto.

10. The Board, however, expect that due caution will be exercised in granting Free Certificates, and that such Certificates will be cancelled as soon as the circumstances of the Parents enable them to pay the School-fees.

By Order of the Board,

MURRAY BURGESS, *Secretary.*

[CIRCULAR.]

*Southern Board of Education,
Education Office, Hobart Town, 8th July, 1861.*

THE Board, having this day considered certain representations which have been made to them with respect to the working of that portion of the MINUTE of the 11th December, 1860, which has reference to the Admission of Free Scholars, have resolved to remove the restriction placed upon the number of Free Scholars to be received into any School, and to compensate the Teacher for their instruction, as follows :—

For the first 20 children, and under, at the rate of	- - - -	4d. each per week.
For the second 20 ditto, ditto	- - - -	3d. ditto.
For any additional number	- - - -	2d. ditto.

2. Instruction on *Four* days, instead of *Five* days as previously directed, will be held to constitute one week's attendance. Attendance for half a day will be reckoned as one day.

3. The names of two or more children may be included in the same Certificate, provided the circumstances under which their gratuitous instruction is sought are separately and distinctly set forth on the face of the Certificate.

4. It has been further resolved to dispense with the renewal of the Certificate; nevertheless, it is expected that no child will be retained on the Free List after his parent is in a position to pay the School-fees.

5. The number and date of the Board's Order for the Admission of each child must be recorded in the proper column of the Quarterly Nominal Return of Free Scholars, and the several authorities are to be enclosed with the Return.

6. The above Minute will take a retrospective effect from the 1st January, 1861, and all claims which have been rendered by Teachers for the instruction of Free Scholars up to the end of June, will be adjusted by the addition of 25 per cent. to the total amount of such claims.

By Order of the Board,

MURRAY BURGESS, *Secretary.*

* *EXTRACT from the Rules and Regulations of the Board of Education, Section II, Article 8.*

Teachers will be entitled to charge School-fees, payable in advance, according to the following scale :—

	<i>Per Week.</i>	<i>Per Month.</i>	<i>Per Quarter.</i>
Per child	9d.	2s. 6d.	6s. 0d.
Two children of the same family, each	7d.	2s. 0d.	5s. 0d.
Three or more ditto, each	6d.	1s. 8d.	4s. 0d.

TASMANIA.

EDUCATION—(exclusive of Establishment.)

Southern Board of Education.

HER MAJESTY'S GOVERNMENT *Dr.*

To

No.

Conductor of the Public School at

1861.		£	s.	d.
From 14 Jan. to 29 March.	To Instruction of Children whose Parents are certified to be unable to pay School Fees, authorised under Minutes of Board, dated 11 December, 1860, as per Voucher No. 1			
From 1 April to 28 June.	Ditto ditto, as per Voucher No. 2			
	Twenty-five per cent. added, under Minutes of Board, dated 8 July, 1861.....			
Amounting to				
£	(Signature of Claimant.)			

RECEIVED from MURRAY BURGESS, Esquire, the Sum of Pounds Shillings and Pence, being the amount of the above Account of Particulars.

Witness to the Payment—

10. No arrangements exist for District Inspection. In a few Schools the Clergy have given assistance in the secular work of the School, and with good effect. Local examinations have occasionally been held, and Prizes thereupon have been awarded with satisfactory results. There are difficulties in the way of systematic local inspection, but not, I think, insuperable ones. At the same time such inspections ought not to supersede the Inspector's visits.

11. The School-pence are paid direct to the Teacher, frequently with great irregularity and hence one-half of the disputes between Teachers and Parents. I would prefer the collection of the fees by a Local Committee, thinking that the Teachers' position would thereby be rendered far more independent and respectable.

12. 13. I hand in a printed Report for each year from 1857 to 1860 inclusively, exhibiting the number of children under instruction in each School, and the cost of their instruction; also an Abstract of Expenditure for the years, and a Memorandum explanatory thereof.

14. The Schools were established in the first instance without much regard to system, the first in order of application being the first attended to, provided a good *prima facie* claim for assistance could be made out. Many of the Schools, especially those in Hobart Town, were previously in operation as Denominational Schools, and were simply transferred to the Board. Complaints have from time to time been made that the Grant was not fairly apportioned to the several Districts, and I think it would be possible to re-distribute the Vote in such a manner as to satisfy such complaints; the number of children of a School-going age in each district constituting one element, the disposition of a district to avail itself of the means offered constituting another, and eventually the most important element in the calculation.

I think the direct charge for each scholar in daily attendance ought in no case to exceed £3 conditional on other 30s. being raised locally. The School-fees, if regularly paid, would produce about 24s. from each scholar.

15. *Special Visitors.*—The present system under which Special Visitors have been appointed has rarely worked well, a few only having manifested interest in the Schools. In Hobart Town there is little or no visitation except at two Schools, and then only on the part of the Clergy.

I would prefer a Committee of three persons for each School,—two to be elected by the promoters of the School, one by the Board, the Inspector of Schools to be an *ex officio* Member of such Committee. The Committees of the various Schools in a district might form one general Local Board for the discussion of important matters. I think that the danger arising from village squabbles would thus be prevented. For example, a Teacher might have a dispute with his Managers, some of whom perhaps entertained personal ill-feeling against him. The adjustment of the dispute by a number of gentlemen unconnected with the particular School would be more satisfactory and more likely to lead to a fair issue.

16. I beg to offer the following observations with reference to the School Regulations:—

REGULATIONS OF BOARD.

I. Conditions of Aid, &c.

4. *Religious Instruction.*—I think that the hour fixed for the lesson, and its duration are objectionable. All Educationists are agreed that no lesson for children should be of longer duration than from half an hour to 40 minutes. Many of the children are not present till 10 o'clock, and accordingly receive no special Religious instruction. I would suggest that the Schools be opened with prayer, and that half an hour each day, at such time as the Local Patrons may decide upon, be devoted to Religious instruction.
7. (At the stated hour) I would prefer at such hour as may be agreed upon by the Local Patrons and the Board.
8. In practice, the Board decline aid to any School in which an attendance of at least 20 children cannot be secured.
9. The district should pay the full rent of the School-house and Teacher's residence when they will not subscribe to the erection of a School-house. The present system leads to abuses.

II. 2. The Salaries of the Teachers have been altered as per annexed Minute.

6. Premiums have never been awarded since the Rule was framed, I believe from an idea that such award would lead to jealousies.
7. *Pupil Teachers.*—I think the system might be supplemented by Paid Monitors, to be promoted Pupil Teachers after one or two years probation, so as to secure the training of these young people for six years. It must be borne in mind, that we have no training Institutions as in England, into which they could enter for one or two years at the close of their apprenticeship.
8. *School-fees.*—The Board should lay down a minimum scale of School-fees, leaving the Local Patrons to establish rates of payment, which would differ in the various districts.
10. *School Furniture.*—Of late years, the Board have paid the full cost of furniture.
13. All supplies of books and stationery should be provided by the Local Patrons after a School has been once established, the Board supplying office stationery and printed forms only.

IV. 1. *Hours of Attendance.*—This might be left to local arrangement, the Board stipulating for five hours instruction per diem on five days in the week. Saturday is now observed as a whole holiday.

2. *Vacations.*—Three weeks' holidays are now allowed at Christmas. The season for the Vacation might be left to local arrangement. The labour of the children is valuable during harvest operations the time for which varies in different districts.
3. *Course of Instruction.*—I would add a rider, that no other subjects of instruction than those named, be taught during School-hours, except with the special sanction of the Board.
5. Forms of Quarterly and Annual Returns annexed. Complaints have occasionally been made of the labour entailed in filling them up, but without reason. If the Records of a School are kept up regularly, the preparation of these Returns ought not to involve three days labour in a year. The forms used by Public Teachers in England are far more troublesome. The Attendance Registers are of a simple form, approved by the English Inspectors and by all who have written on the subject of Common School instruction. These books are to the teacher what the Ledger is to the merchant; and the proper keeping of them is of the greatest importance, as from them the leading data of the problem of National Education must be collected. From 10 to 15 minutes a day would serve to complete the necessary entries.

MURRAY BURGESS.

SOUTHERN BOARD OF EDUCATION.

RETURN of SCHOOLS in operation; also of SUMS expended in EDUCATION, from 1st January, 1857, to 31st December, 1860.

YEAR.	No. of Schools.	No. of Individual Scholars on the Rolls.	Average No. of Scholars on the Rolls.	Average Daily Attendance.	No. of Teachers.		No. of Pupil Teachers.		Chargeable against the Vote for Education.														
									Salaries, Gratuities, &c., of Teachers and Pupil Teachers.		Rent of School Buildings.		Repair of School Buildings.		School Furniture and Fittings.		School Books, Maps, and Requisites.						
					M.	F.	M.	F.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1857	57	No Return	2663	1925	43	36	5	4	5909	10	3	381	2	1	130	11	2	54	9	2	135	8	1
1858	53	Ditto	2410	1792	40	39	7	11	5999	1	3	981	9	4	49	6	6	508	10	1	222	18	2
1859	52	Ditto	2452	1748	40	40	13	17	6717	7	2	349	13	5	242	3	3	180	9	8	222	16	3
1860	55	4194	2711	1899	50	42	20	16	7141	14	6	471	11	11	190	18	4	76	15	1	188	16	5

YEAR.	Chargeable against the Vote for Education.		Chargeable against Establishments.		Add 5 per cent. for Capital sunk in Buildings, the Property of the Board.	TOTAL EXPENDITURE.	School-fees and Local Contributions.	Average Amount of Government Aid per Annum for each Scholar in Daily Attendance.*	Average Amount of School-fees per Annum for each Scholar in Daily Attendance.																		
	Miscellaneous	Inspection (Inspector's Travelling) Expenses charged against Vote for Education.	Inspection; viz., Inspector's Salary and Travelling Expenses.	Administration, including Salary of Secretary, Storeman, and Office Contingencies.																							
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.									
1857	122	5	8	121	7	10	500	0	0	404	14	8	141	12	0	7901	0	11	1857	11	0	4	1	4	0	19	3½
1858	387	0	2	..	549	8	1	408	16	8	317	15	3	9124	5	6	1642	2	8	5	3	7	0	18	4		
1859	591	9	10	..	562	6	8	422	10	3	358	18	3	9647	14	9	1655	15	10	5	8	8	0	13	2½		
1860	382	6	8	..	616	9	4	434	14	8	374	14	9	9495	15	0	1772	15	9	5	0	0	0	18	8		

* NOTE.—The Returns appended to the Reports of 1857, 1858, and 1859, exhibited the cost per Scholar, &c., on the Ordinary Attendance, not the Average Daily Attendance. Moreover, the calculations did not include the indirect charges for Inspection, Administration, &c. The above Abstract includes every item of Expenditure as far as can be ascertained, and may be taken fairly to represent the cost of Education per head. The cost of the Infant and Ragged Schools is deducted.

MURRAY BURGESS, *Secretary Southern Board of Education.*

FRIDAY, 18 OCTOBER, 1861.

MURRAY BURGESS, ESQUIRE.

By Chairman.—What is the number of Government Schools in Hobart Town, under the Southern Board? Seven. These include the Infant School in Murray-street, which, though supplemented by a Grant of £50, was not directly under the superintendence of the Board until July, 1861. Formerly there was a distinct Vote by Parliament for this School.

I think the Schools might be amalgamated so as to lessen their number. While some are overcrowded others are not half full.

One large School capable of accommodating from 500 to 600 children would be much preferable to a number of separate Schools. A larger staff of Teachers could be afforded, and thus admit of more individual instruction.

At Trinity Hill there are 400 children on the books, while 270 are in daily attendance.

The Central School will accommodate 300.

This amalgamation would much lessen the cost per head of teaching. I think that one Central School, and three or four Infant or Dame Schools, for those children who are too young to walk to the Central School, would be sufficient for Hobart Town. The expense of the latter description of Schools would be inconsiderable.

The Central School, with additions, would serve for the accommodation of 500 children.

The children attending each of these Infant Schools would be from 50 to 70, to be admitted at the age of 4, and drafted at the age of 7 or 8 to the Central School.

There are sufficient buildings at present about Hobart Town for the smaller Schools, provided possession of them could be retained. A child (of 7 or 8 years of age) would have to walk to the Central School, at the outside, 2½ miles. The majority would be within a radius of 2 miles.

The cause of so much larger an attendance at Trinity Hill School than at the Central School may be attributed to the popularity of the Master, the efforts made by the Rev. A. Davenport and Mr. Smales to promote attendance, the circumstances of the neighbourhood, and the large number of children who are instructed at the cost of the Board.

The Southern Board's proportion of the vote is 7-11ths. The Northern Board's proportion is 4-11ths.

The principle on which the grants are made is to be found in the Rules and Regulations, 7th Clause.

The Regulations have been altered as regards the emoluments of Teachers.

DR. BUTLER'S QUESTIONS TO MR. PEARS.

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|--|---|
| 1. Could the Public Schools of the Town or District be amalgamated so as to lessen the cost per head without detriment to the character of the instruction? | 1. No, with the single exception of the Central School and Trinity Hill; the latter of which might be abolished. |
| 2. Would you recommend that Infants be educated in such Schools or that Special Infant Schools be established as feeders to a Central School in each District? | 2. The latter course is decidedly best. |
| 3. At what age should children pass from an Infant to an Upper School? | 3. At the age of seven. |
| 4. Are there sufficient buildings in Hobart Town for the purpose of Schools? | 4. Yes. |
| 5. Within what area, assuming that a Central School were established in your district, would the children attending be collected? Are you of opinion that the distance would be too great? | 5. In the New Town District, an area of sixteen square miles. |
| 6. From what distance have children attending your School to walk? | 6. Some three miles. |
| 7. What local inspection takes place in your District? | 7. That of the Protestant Clergyman and of the Catholic Priest. |
| 8. Can you suggest any improvement in this respect? | 8. No. Local inspection is of little or no value. |
| 9. How are the School-fees collected? | 9. By quarterly and by weekly payments. |
| 10. Do you think it advisable that Public Schools should be placed under the management of Local Boards? | 10. No. |
| 11. Would such an arrangement cost the Country less than the present system of management? | 11. Yes, provided the present Educational Establishment was abolished. |
| 12. What, in your opinion, would be its effects on Teachers? | 12. Not injurious. |
| 13. From your own experience have you found Schools benefitted by local supervision, or has it had the effect of withdrawing the Teachers from their proper work? | 13. Local supervision has usually the effect of making a show School instead of one where work is done. |
| 14. Is there any objection, in your opinion, to the Schoolmaster deriving any portion of his income from Fees? | 14. Yes. |
| 15. Would any advantage, in your opinion, be attained by the Schoolmaster being supported entirely by Government? | 15. Much advantage would be gained. |
| 16. In the event of a Collegiate Institution being established, would any effective stimulus be afforded by the establishment of Scholarships from the Public Schools? | 16. Yes, if the Collegiate Institution were not a mere Institution for the study of Classics. |
| 17. Are any of the Dead Languages taught in your School? If so, what Languages? What Books are the highest class reading? | 17. Latin. We have read little, except a little Livy. |
| 18. Are any of the Modern Languages taught? If so, what? What Books are the highest class reading? | 18. French. Charles XII, |
| 19. Are the Physical Sciences taught? | 19. A slight attempt has been made at teaching Chemistry, |
| 20. What Mathematics are taught? | 20. Algebra, and the first book of Euclid. |
| 21. What effect on your School, and on the children, have you found the bringing together of children of various grades in society to have? Beneficial or otherwise? | 21. Beneficial; but with this drawback, that there is a tendency on the part of some parents to expect that a higher payment should command additional attention. This might be got over by making a Teacher derive his income entirely from Government. The children should then attend without payment. Allow this to be done, get the best Teachers possible, and then all classes of the community will send their children to School as a right. I have no hesitation in saying that it is the duty of the Government to adopt one of two courses: first, to permit Schools to open, provided the conductor possesses a licence from a Board or some other properly constituted authority, but not without such a licence, and in this case without receiving from |
| 22. Please to offer any suggestion, observation, or remarks that may occur to you with respect to Schools generally. | |

the Government one farthing of public money, or, second, to make the whole of the Schoolmasters in the Colony entirely dependent on Government for their support. Either of these systems, whether of licensed Teachers *without* Government aid or of free Schools entirely supported by the State, possesses great advantages, and any intermediate system has many disadvantages. Inasmuch, however, as I believe it desirable that the community should exercise more control over the character of the instruction given in the Colony than the first system could afford, I should decidedly advocate the establishment of the second. It is the system which in its results has made the state of Massachusetts to rank decidedly as the best educated state in the world. It possesses the great advantage that I have already ascribed to it, of commending the support of all classes alike. Parents of the wealthiest class send their children to such Schools because they believe they can receive there the best education possible. It is more suited than any other system to ensure a good class of Teachers, exactly for the same reason that the Masters of Endowed Schools in England are a far superior race of men to the Masters of Private Schools in England. The interference of parents, as everyone must have seen, and as our novelists have complained of, has usually the effect of causing the private Schoolmasters to substitute show for real work and to make up by all sorts of mean subterfuges for the expense incurred in advertisements and display. Nor is the system of having altogether free Schools to which men of all ranks in the community send their children as a right open to the objection, if objection it be, that the wealthy class of the community do not receive more for their share of taxes than the poorer class: for with this system there would be required such an institution as is alluded to in Question 16 as a "Collegiate Institute" to which the wealthy parent who could afford to allow his son to remain at School until an age long before which the poor man would have had to withdraw his child in order that he might commence learning the means of obtaining a living. At the same time, for those who desire it, might be retained one Institution in each of our two large towns where the instruction should be almost exclusively classical. For the poor man's son who displayed unusual ability, the existence of such a system would be of the utmost value, inasmuch as the expense of his education would be borne in great part by the community, while the poor man would have nothing to sacrifice but the loss of his son's labour. The whole of the Educational Establishments of the country would under such a state of things be, under Government control, in my opinion, a consummation to be wished for.

MR. PEARS will be kind enough to supply Answers to the accompanying Questions and forward them to the Chairman of the Select Committee on the Educational Grant:—

- *1. What is the Number of Schools under the Southern Board ?
2. Could the Schools be amalgamated, so as to lessen the cost per head, without detriment ?
3. Would you recommend that Infants be educated in such Schools, or that special Infant Schools should be established as feeders to a Central School ?
4. At what Age should they be drafted to an Upper School ?
- *5. Are there sufficient Buildings in Hobart Town for the purpose of Schools ?
6. Within what area, assuming that Central Schools were established, would the Children attending be collected ? Are you of opinion that the distance would be too great ?
7. From what Distances have Children attending the Country Schools to walk ?
- *8. What Proportion of the Parliamentary Vote for Education is granted to the Southern Board ?
- *9. Favor the Committee with a Copy of the Regulations ?
10. What District Inspection takes place ? Can you suggest any improvement ?
11. How are the School-pence collected ?
- *12. Give a Return of Sums expended upon Education since the Board was established.
- *13. Number of Children on the Books of each School for each Year.
14. Suggest any alteration to the Distribution of the Vote.
15. Do you think it advisable that the Government Schools should be placed under the management of Local Boards, with a view to lessening the present cost of management ?
- *16. Is any portion of the Educational Grant applied to the Queen's Orphan Schools ; if not, under what circumstances have you become connected with that Establishment ; what duties do you perform, and what is the result ?
17. Please to offer any suggestions, observations, or remarks, that occur to you with respect to Schools generally.
18. Do the Regulations entitle *all* Parents to send their Children at the same rate ?
19. Are the Buildings you occupy sufficient for the purposes of your School ?

N.B.—All questions marked with an * need not be answered by Country Schoolmasters.

JOHN MEREDITH,
Chairman of the Select Committee on the Educational Grant.

ANSWERS TO MR. MEREDITH'S QUESTIONS.

2. No, with the sole exception of the Central School and Trinity Hill; the latter of which might be abolished.
3. The latter course is decidedly the best.
4. At the age of seven.
5. Yes.
6. Within a circuit of two miles from the School.
7. Children attending country Schools often walk four or five miles to School, but in such cases their attendance is usually very irregular.
10. Local inspection I believe to be productive of more harm than good. An immense amount of nonsense has been talked about the desirability of wealthy inhabitants and of ladies visiting the Public Schools. I have visited nearly every School in Tasmania and have no hesitation in saying, that wherever I found such visitation the School suffered. I am at a loss to think what possible advantages can be derived from it, while its disadvantages are very many. In the first place, time is lost, visitors are expected, and a low class of Teachers are ready to sacrifice everything like work for the sake of making a good show. Besides which, it is degrading to scholars and Teachers alike to be patronized in the way that local visitors do usually patronize. That some kind of inspection, more than exists at present, is requisite I shall endeavour to show further on.

11. Weekly and Quarterly.

14. If the present vote is to be retained in its present form, I should suggest that reductions of a very material character may be made in the Educational Establishment. The proportion spent in managing the Schools of the Colony is altogether too large. The Establishment in Hobart Town costs too much and produces too meagre results. A return of all the reports, papers, printed circulars, memoranda, &c., issued from the office would show two things: 1. That the Teachers are put to an immense amount of useless drudgery, and 2. That a large amount of work is created for the Educational Establishment without any result of the slightest value being attained. Printed forms of report, for example, are sent round to the Teachers, and are usually in the course of a very few months superseded by new forms. Were it not for the labour in tabulating and arranging the matter of these forms, the greater part of the information contained in which is of no value whatever, I am utterly at a loss to conceive what the Educational Establishment would find to do. In fact, I do not hesitate to say that a hard-working Inspector with one Secretary could manage the whole of the business of the Establishment throughout the Colony. If the aim of the Establishment was to produce good results in the Schools rather than it is at present to make a showy array of Educational Statistics, a large portion of which are altogether useless, the majority of the Schools in the Colony would be in a more satisfactory state. This is the principle alteration that I believe could be made with good results to the Colony.

15. No. I should prefer to see the Schools managed by an Educational Board established in Hobart Town. I believe that the establishment of Local Boards would increase the present cost of management. At the same time, I would suggest that it should be made imperative to the Board to admit the representatives of the press. A return called for of the numbers present at the Education Board in Hobart Town might possibly show that some of the most important measures have been carried by barely a quorum.

18. The regulations at present in force with reference to School-fees are of the most unsatisfactory character. They do entitle *all* parents to send their children to School at the same rate. Nay, further, when Teachers have charged more to children of wealthy parents, the present Inspector has, in more than one instance, called a meeting of the inhabitants specially to inform them that the rate of payments which could be enforced were simply the minimum rates.

19. Yes; but the School-house, like almost every one erected by the Education Board is insufficient. Mine is, I believe, the best under the Southern Board owing to the fact that the Local Committee, with the Honorable the Premier at their head, insisted upon having a good house built, and in spite of considerable opposition, succeeded in carrying their point. In the School premises erected by the Southern Board the accommodation for the Teachers is usually of a very wretched kind. I am speaking now from experience, for I have visited nearly every School in the Colony. Too much attention has often enough been given to the decoration of the outside, and too little to the comfort of the interior.

17. Of the two systems of Education mentioned above, I have already stated that I preferred the American, or that by which the whole of the Education is placed under the care of the State. Education, I would submit, is exactly like medicine in this respect, that the public are unable to judge of its quality. As a rule, it may be stated that the charlatan in each case will get on best. The quack in medicine, or the quack in School-keeping, if allowed to practise, will attract most attention, and be most likely to succeed. But, whether the system I have suggested be adopted, or whether the present one, or a modification, be allowed to remain, there remain two points upon which the success of the adopted system must depend. They are, in fact, the two most important difficulties to be met: 1. To secure well-educated and trained Schoolmasters. 2. To have a system of inspection. The first is the greatest importance. To have good Masters is cheaper than to have inferior Masters. The well-educated capable Teacher, by drawing more to his School than the man who merely resorts to teaching because he has failed at everything else, reduces the cost per head of the children under instruction to a very considerable extent. Under a good Teacher the Public School usually becomes what it should be, a District School. Children of the wealthiest and of the poorest meet together, and the latter receive the advantage of superior teaching. The second consideration is scarcely of less importance. In connection with it, I have no hesitation in expressing my belief that there has been no inspection of Schools on this side of the Island for the last two years. Nowhere during that period has any School that I have been connected with been examined. The Inspector has entered my School, "Visited" it, as it is termed, but the visits have not averaged three minutes, and were, of course, for all the purposes of inspection, utterly worthless. The expenditure of money for the purpose of inspection as it at present exists, is worse than useless; for while no good result of any kind is produced, the public are under the belief that the Schools are, really inspected. Not one question has ever been put by the Inspector in the New Town School since its erection. This may seem a strange assertion in the face of the statements made in the Inspector's Report, but it is true. How the Inspector derived the information conveyed in his Report, I, equally with other Teachers, am utterly at a loss to conceive. One School, for example, is said to be better up in Mental Arithmetic than any other in the Colony. I have spoken with at least ten Teachers, and in none of their Schools has a single question been asked on the subject. Indeed the whole of the Inspection as it exists at present is a disgraceful farce. That an Inspector might be of very great use I have had abundance of opportunities of seeing; and I have seen on the northern side of the Island, while employed as organizing Master, that a hard-working Inspector is of great use; but to continue as we are here is to do the Schools very great injury. This is, of course, a delicate subject for me to speak upon, and I shall refrain from expressing my full opinion further.

An Inspector should be appointed to visit the Schools, at stated periods, remain at them for at least a whole day, examine the progress of the children in each class, register their attainments and compare the results with those of his last visit. Such an inspection would tend to bring the Schools up to the mark; but to have such a system of inspection as exists at present is calculated to mislead the public and to do the Schools harm rather than good.

I beg to remain,

Sir,

Yours faithfully,

EDWIN PEARS.

New Town, January 28th.