

(No. 123.)



1883.

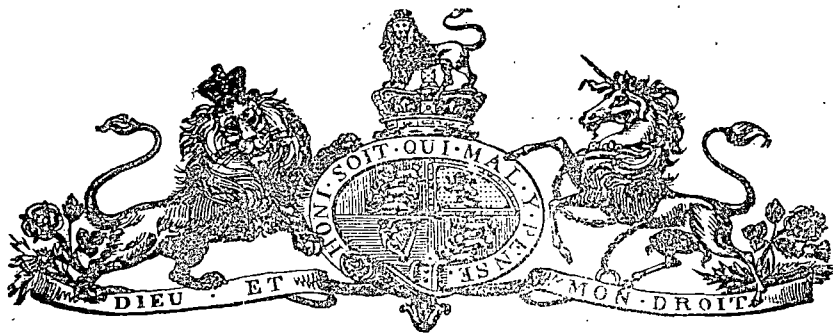
T A S M A N I A.

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

B O A R D O F E D U C A T I O N :

R E P O R T F O R 1882.

Laid upon the Table by the Premier, and ordered by the House to be printed,
September 18, 1883.



REPORT of the BOARD OF EDUCATION for the Year 1882.

To His Excellency SIR GEORGE CUMINE STRAHAN, Knight Commander of the Most Distinguished Order of St. Michael and St. George, &c., Governor and Commander-in-Chief of the Colony of Tasmania and its Dependencies.

MAY IT PLEASE YOUR EXCELLENCY.

1. WE, the Members of the Board of Education, Tasmania, have the honor to submit the following Report of our proceedings for the year 1882.

2. *Attendance.*—During the year 1882 there were 181 Schools in operation; the total number of distinct children on the Rolls for the year was 13,775; the average number on the Rolls from month to month was 9302, and the average daily attendance 6711. As compared with the previous year the number of Schools has increased by 6, the total number of children on the Rolls by 131, the average number on the Rolls by 44, and the average daily attendance by 10.

3. *Progress of Schools.*—The progress of the Schools since the year 1863, when the jurisdiction of the present Board was extended over the whole of the Public Schools of the Colony, is shown in the following Table :—

Year.	No. of Schools.	No. of Scholars on Rolls during the year.	Average No. of Scholars on Rolls from month to month.	Average Attendance.	Average No. on Rolls during the year at each School.	Average No. on the Rolls from month to month at each School.	Average Attendance at each School.
1863..	88	7124	4607	3426	80·95	52·34	38·92
1864..	97	7791	4987	3763	80·31	51·41	38·79
1865..	102	8294	5357	4074	81·31	52·42	39·94
1866..	101	8198	5159	3930	81·16	51·08	38·91
1867..	105	8346	5419	4112	79·48	53·14	39·16
1868..	109	8746	5649	4272	80·23	51·46	39·19
1869..	116	9316	5992	4511	80·22	51·66	38·88
1870..	128	9997	6678	5041	78·10	52·17	39·38
1871..	130	10,194	6786	5187	78·41	52·20	39·90
1872..	139	10,491	6921	5209	75·47	49·79	37·47
1873..	141	10,803	7047	5268	76·62	49·98	37·36
1874..	147	12,158	7970	5867	82·70	54·21	39·91
1875..	154	12,271	8145	5703	79·68	52·89	37·03
1876..	158	12,231	8140	5867	77·41	51·52	37·13
1877..	165	12,557	8222	5973	76·10	49·83	36·20
1878..	164	12,453	8297	6032	75·93	50·59	36·79
1879..	171	12,652	8520	6203	73·98	49·82	36·27
1880..	171	12,286	8352	6002	71·85	48·84	35·10
1881..	175	13,644	9258	6701	77·96	52·90	38·29
1882..	181	13,775	9302	6711	76·10	51·39	37·08

4. *Monthly Attendance.*—The following table exhibits the comparative number of Scholars in average daily attendance from month to month during the years 1881 and 1882:—

MONTH.	No. of Schools.		Average Daily Attendance.		Average Daily Attendance at each School.	
	1881.	1882.	1881.	1882.	1881.	1882.
January.....	158	159	5510	5367	35	33
February.....	161	170	6275	6434	39	37
March.....	161	171	6245	6485	38	37
April.....	167	177	6499	6588	39	37
May.....	167	173	6156	6627	37	39
June.....	168	170	6266	6409	37	37
July.....	167	171	6492	6163	39	37
August.....	168	171	6704	6503	40	37
September.....	171	171	7043	6899	41	41
October.....	172	170	7182	6739	42	39
November.....	172	170	6834	6889	40	41
December.....	172	169	6540	6489	38	39

5. *Ages and Classification of Scholars.*—We have Returns from Teachers of 169 Schools of the Ages and Classification of 9000 Scholars on the Rolls at Christmas, 1882, which are summarised below:—

	C L A S S.						TOTAL.
	I.	II.	III.	IV.	V.	VI.	
Under Four years.....	72	—	—	—	—	—	72
Four years.....	253	1	—	—	—	—	254
Five years.....	482	15	—	—	—	—	497
Six years.....	684	89	4	—	—	—	777
Seven years.....	652	305	39	1	—	—	997
Eight years.....	480	485	126	12	—	—	1103
Nine years.....	268	522	285	81	6	—	1162
Ten years.....	155	414	372	153	34	4	1132
Eleven years.....	83	254	322	259	96	18	1032
Twelve years.....	40	176	262	239	104	38	859
Thirteen years.....	11	68	148	173	116	60	576
Fourteen years and over.....	12	41	104	144	138	100	539
TOTAL.....	3192	2370	1662	1062	494	220	9000
Per-centage of Scholars.....	35·47	26·33	18·47	11·80	5·49	2·44	—

6. *Religious Denominations of Scholars on the Rolls.*—The Returns exhibiting the Religious Denominations of 13,775 Scholars on the Rolls afford the following comparison with the previous year:—(See Appendix K.)

	Church of England.	Church of Rome.	Presbyterians.	Wesleyans.	Independents.	Other Denominations.
Scholars on Rolls, 1881....	6469 or 47·41 per cent.	2350 or 17·22 per cent.	880 or 6·45 per cent.	2360 or 17·30 per cent.	997 or 7·31 per cent.	588 or 4·31 per cent.
Scholars on Rolls, 1882 ...	6685 or 48·53 per cent.	2146 or 15·58 per cent.	900 or 6·53 per cent.	2320 or 16·84 per cent.	930 or 6·75 per cent.	794 or 5·77 per cent.

7. *Grant for Education.*—The total expenditure “In aid of Public Schools” amounted to £17,749 3s. 8d. The appropriation of this money is exhibited in detail in Appendices D. and I., and may be briefly recapitulated as follows:—

Objects of Expenditure.

	£	s.	d.
Salaries and Allowances of Teachers, Assistant Teachers, Pupil Teachers, and Paid Monitors	15,785	3	7
Rent of School Buildings	243	12	6
Repairing and improving School Buildings not the property of the Board	369	18	10
Providing School Furniture and Fittings	137	9	6
Providing Books, Maps, and School requisites	245	6	5
Salaries of Truant Officers	240	0	0
Miscellaneous Expenditure	727	12	10
TOTAL	£17,749	3	8

Repairs to Schools.

In addition to the above amount the sum of £2009 9s. 4d. was expended in the repairs of School Buildings the property of the Board.

Administration and Inspection.

The sum of £2453 8s. was spent on account of Administration and Inspection during the year.

8. *Cost of Instruction.*—The following statement exhibits the comparative cost of instruction for the year 1882 with the previous year :—

Average amount of Government Aid, exclusive of the cost of Administration and Inspection.

	1881.			1882.		
	£	s.	d.	£	s.	d.
Number of Scholars on Rolls	1	6	8	1	8	8½
Average Number of Scholars on Rolls	1	19	3½	2	2	5½
Average Daily Attendance	2	14	3½	2	18	10½

Cost of Administration.

Number of Scholars on Rolls	0	1	0½	0	1	1½
Average Number of Scholars on Rolls	0	1	6½	0	1	8
Average Daily Attendance	0	2	1½	0	2	3½

Cost of Inspection.

Number of Scholars on Rolls	0	1	11	0	2	5¼
Average Number of Scholars on Rolls	0	2	10	0	3	7¼
Average Daily Attendance	0	3	9½	0	5	0¼

9. *Building Grants.*—During the year we have appropriated, under the provisions of “The Public Schools Erection Acts,” the sum of £5705 8s. 2d. in aid of the erection or purchase of School premises at the following places :—

	£	s.	d.
Charles-street, Launceston, erection of School Buildings	2875	0	0
Beaconsfield, erection School and Residence	1584	10	0
Longford, additions to School-room	485	6	0
Ross, additions to School Residence	310	10	0
Lefroy, purchase of School Buildings	238	0	0
Swansea, additions to Residence, &c.	126	8	10
Parkham, erection of School and Residence	85	13	4*
TOTAL	£5705	8	2

We have also expended a sum of £122 10s. in the purchase of sites for Public Schools at Penguin, Constitution Hill, Fingal, and Ravenswood.

These sums are not taken into account in calculating the cost of instruction.

10. *School Fees.*—The School Fees paid by parents in aid of Teachers' Salaries during the year amounted to £7173 9s. 8d., or £147 2s. 6d. more than in 1881: dividing this amount by the—

Number on the Rolls, gives, per head, 10s. 4½d., or ½d. more than the previous year:

Average number on the Rolls, gives, per head, 15s. 5¼d., or 3d. more than the previous year:

Average daily attendance, gives, per head, £1 1s. 4½d., or 4¾d. more than the previous year.

*In this case one-third the cost of the work was contributed from local sources.

11. *Income of Teachers.*—We have received Returns of the emoluments of 214 Teachers who were employed during the year, from which we have compiled the following results:—

	<i>No. upon which the Average is taken.</i>	<i>Average Annual Income.</i>	<i>Maximum Annual Income.</i>	<i>Minimum Annual Income.</i>
		£ s. d.	£ s. d.	£ s. d.
Schoolmasters and Mistresses con- jointly	59	173 11 7	766 13 3	67 5 9
Schoolmasters	61	127 17 6	667 9 3	57 13 4
Schoolmistresses in sole charge	33	64 15 3	179 5 7	37 3 7
Teachers in charge of Provisional Schools	12	39 19 10	59 15 6	29 8 6
Female Assistants	39	32 1. 1	60 0 0	20 0 0

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

12. *Free Scholars.*—We append a Return of the number of children admitted during the year under free certificates. The sum of £420 3s. 1d. has been paid by the Board for their instruction, the average number of Free Scholars under instruction being 1152.25. (See Appendix J.)

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

	<i>Average No. of Free Scholars under Instruction.</i>	<i>Amount paid to Teachers for their Instruction.</i>
		£ s. d.
During the year 1863	679.75	380 18 6
Ditto 1864	612.75	354 17 10
Ditto 1865	896.00	359 7 6
Ditto 1866	1027.75	434 17 9
Ditto 1867	1118.00	470 15 9
Ditto 1868	1209.25	497 12 3
Ditto 1869	1438.00	586 4 3
Ditto 1870	1780.75	722 17 3
Ditto 1871	2013.50	850 15 9
Ditto 1872	1886.25	742 5 11
Ditto 1873	1533.50	629 9 5
Ditto 1874	1611.75	620 12 4
Ditto 1875	1603.25	593 16 1
Ditto 1876	1560.75	615 13 1
Ditto 1877	1461.25	558 19 2
Ditto 1878	1330.75	519 0 3
Ditto 1879	1219.75	473 14 3
Ditto 1880	1232.75	459 14 7
Ditto 1881	1249.75	475 7 6
Ditto 1882	1152.25	420 3 1

13. *Night Schools for Males.*—We append a Return of the number of scholars admitted into the Night Schools for Males during the year. The sum of £16 1s. 6d. has been paid by the Board for their instruction. (See Appendix H.)

14. *Schools established.*—Schools at the following places were established during the year:—English Town, Flowerdale, Nugent, Cascades, and Impression Bay; and Schools at Orford, Apsley, Falmouth, Mathinna, and Ravenswood were re-opened, after having been temporarily closed.

15. *Schools closed.*—Aid was withdrawn from the School at Garden Island Creek on account of the small number of children in attendance; and the Schools at Montagu, Thomas Plains, and Fern Bank were also temporarily closed during the year. In consequence of the retirement of Mr. Collis, through ill-health, the School at Furieux Group was closed in December.

16. *Board of Education Exhibitions.*—In the month of June we caused an Examination for Exhibitions to be held. Twenty male and twelve female Candidates presented themselves; and on the recommendation of the Examiners, we awarded an Exhibition of the value of £16 13s. 4d. per annum, tenable for four years at a Superior School from the 1st of July, 1882, to each of the under-mentioned Candidates :—

No.	Name.	Date of Birth.	Public School.
<i>Male Candidates.</i>			
1	Adams, Oliver Linley	21 September, 1870	Evandale.
2	Cox, Frederick Henry	18 June, 1870	Trinity Hill.
3	Hull, Ethelbert Christian	27 August, 1870	Macquarie-street.
4	Clarke, Leslie James	2 June, 1870	Queenstown.
5	Barnett, Charles Benson	4 December, 1870	New Town.
6	Solomon, Frank Philip	21 July, 1870	Longford.
<i>Female Candidates.</i>			
1	Thorp, Lavinia Jane	26 July, 1870	Franklin.
2	Hurst, Sarah May	17 December, 1870	Green Ponds.
3	Hurst, Edith Rhoda	28 October, 1871	New Town.

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

17. *General and Local Inspection.*—On summarising Appendix K. it will be seen that 3981 visits have been made to the Public Schools during the year, of which 495 were made by the Inspectors, 1322 by Members of the Local Boards, and 1400 by other persons; and for the purpose of imparting Religious Instruction, 677 visits were made by Ministers of the Church of England, 58 by Ministers of the Church of Rome, 12 by Wesleyan Ministers, 12 by Ministers of the Independent Church, and 5 by Ministers of other Denominations.

18. *Rules and Regulations.*—During the year we have made the following alteration in Section 6 of our Rules, which has received the sanction of Your Excellency in Council, and been published in the *Gazette* in accordance with the terms of the 8th Section of "The Public Schools Act," 32 Vict. No. 14 :—

Religious Instruction.

OLD READING.

6. The Board may sanction arrangements by which Ministers of Religion shall have opportunities for imparting special religious instruction to children of their own denomination. The special instruction under this Rule must not be given in the School-room between the hours of 9 and 10 A.M., and such instruction on not more than one day in each week; and where there is no class-room available for such purpose the special instruction will be more conveniently given during the last hour of afternoon school, on stated days approved by the Board, when the children for whom it is not designed may be dismissed.

REVISED READING.

6. The Board may sanction arrangements by which Ministers of Religion shall have opportunities for imparting special religious instruction to children of their own denomination, on not more than one day in each week; and where there is no class-room available for such purpose the special instruction may be given between 9 and 9-30 A.M., or during the last half hour of afternoon school, on stated days approved by the Board, when the children for whom it is not designed may be exempted from attendance.

19. The Annual Reports of the Chief Inspector, of Mr. Inspector Rule, and of Mr. Inspector Doran, are annexed hereto. (See Appendices A. B. and C.)

20. We submit this as our Report on the Public Schools for the year ended 31st December, 1882, and we have caused our corporate Seal to be affixed hereto.

HENRY BUTLER, *Chairman.*
W. F. BROWNELL.
JAMES GRANT.
HENRY HUNTER.
ALEXANDER RIDDOCH.
JAMES B. WALKER.
STEPHEN P. H. WRIGHT.

Education Office, Hobart,
17th September, 1883.

APPENDIX A.

GENERAL Report for 1882, by T. STEPHENS, Esq., M.A., Chief Inspector of Schools.

Hobart, 26th May, 1883.

SIR,

I HAVE the honor to submit my Annual General Report for the year ended 31st December, 1882.

Between the 21st February and the 31st December, 170 visits of inspection or examination were paid to Schools in the Southern Districts, the details of which have been communicated in my separate Reports. The work specially connected with the examination of Teachers and Pupil Teachers, Candidates for employment in various capacities, Candidates for Exhibitions, visits of inquiry relative to the establishment of new Schools, and other special business, occupied 59 days. I was absent for 10 days on leave, and the rest of my time was fully occupied in miscellaneous duties at head quarters which cannot be particularised. The appointment of an additional Inspector, and the consequent relief from the duty of examining some of the outlying Schools, enabled me to give more attention to those for which the time previously at my disposal had proved insufficient.

The attendance in the Schools remained tolerably constant during the year, so far as regards the number on the Rolls from month to month. The records of the Schools visited during the year, including the Hobart Ragged Schools, gave the following results, which are for the most part obtained by taking the mean of two observations at intervals of about six months :—

	<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
No. on Rolls.....	1910	1489	3399

There were great fluctuations in the actual daily attendance in many of the country Schools. The irregularity of the attendance during the whole of the school time in some cases, and the total cessation of it for lengthened periods in others, whether caused by the demand for the labour of young children, or by defects in the Schools themselves, show that a considerable proportion of the children are only nominally reached by the clauses in the Public Schools Act which require their attendance at School. The number of children in Tasmania between the ages of 7 and 14 years at the time of the last Census (1881) is stated to have been 17,125, and the number between 5 and 14 years, 22,836. The total number of children on the Rolls of the State-aided primary schools in December, 1881, calculated independently of the Census, was 9811. The Census returns of the children attending Schools receiving Government aid give a total of 10,008, including, probably, those in the various Industrial Schools; and the two results coincide as nearly as could be expected. The total number returned as attending private schools is 6776; the number receiving instruction at home, 5919; and the number between 5 and 14 years not attending School, nor receiving any instruction, 3962. I may remark that in this last total are included 1978 children under 7 years, and 425 over 12 years of age, and that it may be reasonably supposed that the majority of the rest will at least come within the range of instruction while they are still of School age: the real ground for anxiety and dissatisfaction is with regard to a large number of those who are said to be "receiving instruction at home," and of those who, nominally attending the Public Schools, fail to derive advantage from the means of education on account of their irregular attendance. The following particulars will serve as specimens of the fitful attendance which helps to disorganise a school even in places where the compulsory clauses are in full operation. The first case shows the actual attendance of individual scholars nominally attending the School during the whole of 1882, the total number of school days for the year being 256. None are included who attended over 70 days in all.

	DAYS ATTENDED.				<i>Total.</i>
	<i>1st Quarter.</i>	<i>2nd Quarter.</i>	<i>3rd Quarter.</i>	<i>4th Quarter.</i>	
A.....	5	16	18	$\frac{1}{2}$	39 $\frac{1}{2}$
B.....	5	37 $\frac{1}{2}$	18 $\frac{1}{2}$	9	70
C.....	3	4	14 $\frac{1}{2}$	8 $\frac{1}{2}$	30
D.....	5	32	22	9	68
E.....	4	9 $\frac{1}{2}$	8	0	21 $\frac{1}{2}$
F.....	0	2	2	4	8
G.....	3 $\frac{1}{2}$	20	17	3	43 $\frac{1}{2}$
H.....	37 $\frac{1}{2}$	10 $\frac{1}{2}$	7	15	70
I.....	11	23 $\frac{1}{2}$	17 $\frac{1}{2}$	10 $\frac{1}{2}$	62 $\frac{1}{2}$

The above particulars are taken from the records of a town School, a fair representative of its class. The next are from a small suburban School. In this instance the attendance of those children who were nominally recognised as scholars during the whole year ranged as follows :—1st Quarter (53 days), from 51 days gradually down to 10 days; 2nd Quarter (62 days), from 60 days to 1 day; 3rd Quarter (64 days),

from 62 days to 1 day; 4th Quarter (59 days), from 56 days to $1\frac{1}{2}$ days. The attendance in one case during the four quarters of the year—16 days, $6\frac{1}{2}$ days, 2 days, $1\frac{1}{2}$ days, or 26 days in all—is specially instructive. One of the chief obstacles to the enforcement of compulsory regulations in the large towns is the facility with which children can now be transferred from one School to another when the parents are threatened with legal proceedings on account of their irregular attendance. They are thus enabled to enter upon a new career of impunity, and the process may be repeated as soon as the situation becomes critical. In any fresh legislation on the subject it will be well to include a provision for restricting the enrolment of children who are thus attempting to migrate from one School to another, by requiring them to produce a certificate of age, classification, and attendance from their last school,—a plan which has been tried with good results in other countries. As to the general question of the educational condition of the people, it will perhaps be possible to arrive at some definite conclusion when the Census tables are completed; but the aphorism which tells us that “nothing is more fallacious than facts, except figures,” is specially applicable to educational statistics of all kinds, which are always apt to mislead unless the *data* from which they are compiled are accurately defined. It is not long since the number of children not receiving education was estimated from the Census Returns of 1870 at 18,644, or considerably more than the total number of children between the ages of 7 and 14 years in 1881. Among the results of the last Census, which may be accepted without hesitation as showing some educational progress, it is interesting to note that the per-centage of the total population returned as “able to read and write” increased from 53·66 in 1861 to 64·68 in 1881; the maximum per-centage in the several Electoral Districts in the latter year being 77·72 (East Hobart), and the minimum 54·15 (Cumberland).

The Annual Examinations of the Schools were held between the middle of August and the end of the year, the work connected with the first half-year's inspections, and other business, having prevented me from commencing them earlier. All the Schools were examined in detail, except three which were closed through the resignation of the teachers, and the results have already been communicated in my separate Reports. The number of children in the lower division of the First Class, who are below the stage to which the lowest standard of attainments is applicable, continues to be unduly large in the aggregate, though in particular Schools the progress of even the youngest children leaves little to be desired except that development of intelligence which is only to be secured by the employment of qualified teachers of infants. The assistants to whom this important section of the School is now necessarily entrusted are generally young, and more or less inexperienced in the art of managing and training young children, and the possession by this class of teachers of even a small qualification in regard to practical skill would be the best argument for increasing their rate of remuneration, which is now very low. In connection with the teaching of infants, it may be noted that Froebel's methods, commonly known as the Kindergarten system, are beginning to attract attention on this side of the world. Many years ago, when there was a prospect of the establishment of a Model School in Launceston, I obtained from England a complete set of the Kindergarten apparatus for occasional use in the Infant department, which was intended by the Northern Board to be a prominent feature of the School. The project came to nothing in consequence of the withdrawal of the promised grant, and there has been no opportunity since for introducing any improvements in this direction. It is only in a much modified form that the Kindergarten system can be advantageously introduced into public elementary Schools, and it requires specially trained teachers of more than average ability and intelligence. Of 279 children examined in the upper division of the First Class, 247 were found properly classified. In the Second Class, 480 out of 591 came up to the minimum standard of qualification for the class, the failures arising chiefly from a want of skill in teaching the first rudiments of Writing and Arithmetic. This stage is, perhaps, the most important in the child's school career, and few do well later on who have not been well trained while passing through the Second Class. In the Third Class, 289 passed out of 341, three-fourths of the failures being in very elementary Arithmetic. Spelling was somewhat below the standard in one-third of the Schools. In Sacred History, Grammar, and Geography, the widest diversity prevailed. It is not advisable to lay much stress at this stage on the teaching of any subjects beyond the essentials of instruction; but the moderate requirements of the Programme should be, at least, fairly met before children are allowed to pass out of the Third Class. In the Fourth Class, 192 out of 240 were found to be qualified for their position. Children are sometimes found in the Fourth Class who would be placed by a good teacher low down in the Third Class; and, speaking in general terms, it may be said that, in the present condition of elementary instruction, the majority must pass out into the world before they have satisfactorily reached the moderate standard of proficiency represented by the Fourth grade of classification. Those whose work failed to justify their position in the Fourth Class were, for the most part, below the standard in Spelling and elementary Arithmetic. The Reading was, on the whole, fair, and, in a few instances, good, both as regards facility of expression, and intelligent knowledge of the subject. In the other subjects of instruction there was the same wide diversity that was noted in the Third Class, and the very low standard which was too often met with is probably attributable to inexperience in teaching, and a disregard of the spirit if not the letter of the official directions, in about equal proportions. The best general results were obtained in the subject of Grammar. In the Fifth Class, 96 out of 134, and in the Sixth Class, 49 out of 65, justified their classification rank, the majority of the 49 being in one School. Of the 145 who thus passed, 86 merely satisfied the minimum standard of qualification for their respective grades; the rest passed more or less creditably in all the regular subjects of instruction. The two highest classes being represented in but few Schools, the range of observation is somewhat narrow; but one may generalise so far as to say that sufficient attention is not yet given to the rule which cautions teachers against promoting children into the higher grades before they show improvement in intelligence and style of working, as well as in the range of subjects professed to be taught in the several classes. The real merits of the Schools can only be judged from the separate reports which are rendered twice in each year. It has already been shown that there is no general average of results: in some Schools nearly every child passes more or less creditably in his class, and from this high standard of efficiency there is a gradual descent until the lowest stratum is reached in which no subject is well taught, and no child is satisfactorily proficient in the several branches of class instruction. There is no change to report as to any general extension of the teaching of Drawing and Singing in the Public Schools. During the last six months of the year the children in the Hobart Schools had some systematic training in Drill under a competent instructor, who visited each School once a week.

The chief value of the two last mentioned branches of training depends very much upon the facility and the frequency with which they can be introduced as breaks in the monotony of the ordinary routine, and they are not of much use unless the practice is kept up by the regular staff of the School.

The question of local supervision over those details of school organisation and management which are partly outside the professional work of the teacher calls for some remark. The working of the system of Local Boards does not differ materially in its results from that of the old system of Special Visitors. Here and there may be found Boards whose Members are in all respects persons who, in the terms of the Board's Regulation, "from their position, and the interest which they take in Education, may be expected to exercise a beneficial influence in connection therewith," and they spare no time or pains in promoting the welfare of the schools by such means as are in their power. But in other cases the fact that their names are on the list of Members appears to be considered a sufficient guarantee of the vitality of the Local School Board; the Schools are not visited; and the routine business, consisting chiefly of the endorsement of the Teachers' Returns, is left to the Member who acts as Chairman. In some instances, probably in many, there is no meeting of the Local Board for the annual election of a Chairman, though the tenure of this office does not extend beyond the term of one year. I do not gather from the remarks of those Members of Local Boards who have favoured me with their views on educational matters that there is any great or general desire for more power or authority, except as regards the expenditure of petty sums on repairs in cases of emergency. With few exceptions they seem to be aware that the interference of any local residents with the conduct of the School, by examination of the children, or otherwise, would be very embarrassing to the teacher and detrimental to general efficiency. It is much to be regretted that the frequent visitation of Schools, which is the most important function that can be exercised by the local agencies, is so often ignored. By occasionally devoting even half an hour to each or any of the Schools in their districts the Members of Local Boards can render important service, and good teachers are always glad to see visitors who will come in without making a fuss, or interrupting the regular work of the classes. It is the teacher's duty, on all such occasions, to lay on his desk for inspection the registers of attendance, which ought to show at a glance which children are habitually irregular, and what reason is assigned for absence in each case. Many other points connected with the daily operation of the School would be readily noted; information would be gained as to the real nature of the teacher's work and the difficulties with which he has to contend, and opportunities would often occur for giving a word of friendly advice or encouragement which a hardworking teacher greatly needs. It would be easy to instance a variety of other ways in which the welfare of the Schools might be locally promoted; but I do not think that any practical result can follow until more direct relations are established between the Local School Board and the Inspector. It is only at long intervals, and, in many cases, only by accident, that the professional officer becomes acquainted with the action that is being taken by the local authority, or with the subject of its correspondence with the Education Office; and opportunities for co-operation in furtherance of a desired object are thus often lost. In connection with the subject of School visitation I may remark that returns compiled by the teachers from the Visitors' Book may sometimes convey a wrong impression as to the amount of local interest shown by the number of visits recorded during the year. To illustrate this I will take the case of a School which appears to have been visited on 67 different occasions, not counting the visits of the Inspector. The Members of the Local Board are credited with 3 visits, and of the remaining 64 visits, 60 were paid by the Truant Officer, and the Drill Instructor.

In my last Annual Report I stated that, in consequence of the recent provision made by Parliament, it was probable that the grave defects in regard to School accommodation, repairs, and maintenance, which had been noted for many years past, would soon be remedied. So far as my opportunities of observation have extended, I am not yet able to report that any rapid progress has been made in the matter of the erection of Schoolhouses, and it was, perhaps, unreasonable to expect that the new system could be got into good working order at once, when the business had to be handed over to a department already insufficiently equipped for its existing responsibilities. The three plans which have come under my notice were skilfully and carefully drawn, and it was evident that the want of sufficient information as to the special circumstances of each case was the cause of the defects which I had to report with respect to their want of adaptation to school requirements, or to the particular locality for which they were designed. The mode of conducting the preliminary business connected with the erection, repair, and improvement of School buildings will have to be altered and simplified before satisfactory progress can be made in this important branch of the service.

Foremost among the matters which must soon claim the attention of Parliament are the questions of providing adequate remuneration for all Public Teachers, and of improving the efficiency of the Schools, and these are so mutually interdependent that they cannot be dealt with as separate questions. In the existing circumstances the Board is placed in a dilemma. If all salaries are increased independently of the merits of the individual teachers, the Board, will, in many cases, be giving a premium for work which is not done. If only those who are qualified for higher remuneration are retained in the service, a number of deserving persons must be turned adrift whose only fault is that they have had no opportunity of learning their business before being placed in charge of Schools; and the Schools, in such a case, must remain closed because there are no qualified persons available to fill the vacancies. From whatever point the subject is considered the conclusion is inevitable, that some special provision for the training of teachers must be made, without further delay, if it be desired to improve the efficiency of the Schools, or even to prevent a retrograde movement. A costly and elaborate system of training is neither necessary nor desirable: one good Model School, properly equipped, would supply what is now so much needed in the way of examples of the best methods of teaching and school management in their various branches; would send out annually a sufficient number of competent teachers to meet existing needs; and, in conjunction with the subsidiary agencies which I have described in former Reports, would rapidly improve the efficiency of all Schools, and the position of all classes of Teachers.

I have, &c.

The Chairman Board of Education.

T. STEPHENS, Chief Inspector of Schools.

APPENDIX B.

GENERAL Report for the Year 1882, by JAMES RULE, Esq., Inspector of Schools.

Hobart, 12th May, 1883.

SIR,

I HAVE the honor to submit to the Board of Education my General Report for the year 1882.

1. In the first half of the year the inspectoral districts remained unaltered; but Mr. Doran relieved me of the inspection of twelve schools, ten of which, with seventeen others, were, in July, separated from my district to form a part of his; and mine was thus left with the schools on or near the Main Line Railway from Ross northward, those in and around Launceston, and those on the West Tamar for its eastern limits, and comprised 73 schools that were open during the whole or some part of the year.

2. My year's work included 207 visits to 90 schools,—the full examination of 71 schools, presenting in all 3697 children,—special inquiries in five districts requiring schools,—thirteen casual examinations of candidates for employment or promotion (twenty-three individuals);—the examination of the pupil teachers in drawing,—participation in the work of the Annual Examinations, conducted by the Inspectors conjointly,—reports,—correspondence and consultations on matters of administration,—correspondence with teachers; and travelling, by rail 3506 miles, on horseback 2392 miles.

3. The population of the district now under my supervision may be estimated in round numbers at 49,000; children between 5 and 15 years of age at 11,800, and those between 7 and 14 at 8300. With the large allowance of 25 per cent. for those probably attending efficient private schools, there remain 8800 between 5 and 15 who might be expected to attend the public schools, and 6200 between 7 and 14 whose attendance is required by law. But throughout the year the children of all ages on the rolls averaged 4184, with an average daily attendance of 2997; while those between 7 and 14 on the rolls averaged 3347, with an average daily attendance of 2398.

4. The following table shows the teachers' classification of the children presented for examination, and the proportion of passes. In the lower First Class no failure is possible. The standards for admission to the Upper First are vague; and hence the number of failures recorded is only a small per-centage of the number examined. In Class II. also there were comparatively few failures, the fewest being in Arithmetic, in which the standards for admission to the class relatively is too low. On the contrary, in Class III. by far the greatest number of failures were in Arithmetic, although the standard for admission is remarkably low. This shows that in most schools the Arithmetic of the Second Class (notation, addition and subtraction of simple numbers up to four digits) does not receive proper attention. The results of the higher classes also are lowest in this subject.

	CLASS.							TOTAL.	
	I.		II.	III.	IV.	V.	VI.		
	Division 1.	Division 2.							
Number examined	651	609	979	716	423	217	102	3697	
Per-centage on total.....	34		26	19	11	6	3	100	
Passed in all three elementary sub- jects.....	No. passed... Per-centage on number examined }	651 100	602 99	915 93	521 73	207 49	125 58	66 55	3087 84

5. The next table shows in detail, without regard to classification by the teachers, the number of children that had attained in elementary subjects the full standards prescribed for the several classes:—

	Reading.	Writing.	Arithmetic.	Reading only.	Writing only.	Arithmetic only.	Two Subjects only.	All three Subjects.	
								No.	Per-centage.
Not up to full work of Class I.	1062	919	883	...	...	...	...	1108	29.97
Up to full work of Class I....	885	1046	1306	24	13	55	177	1192	32.24
Up to full work of Class II....	841	946	926	51	20	68	315	865	23.40
Up to full work of Class III....	475	446	282	133	4	23	241	282	7.63
Up to full work of Class IV....	268	242	217	78	1	29	98	178	4.81
Up to full work of Class V....	124	79	77	56	...	5	28	67	1.81
Up to full work of Class VI....	42	19	6	21	...	1	14	5	0.14

6. It is found that out of the 3697 children examined last year, 2052 had been present at former examinations, and that their progress traced individually gives these results:—

Good progress	374
Fair	363
Moderate	482
Slow	743
None appreciable	90

7. Schools properly attended and managed ought to bring children past the Third Class standards before they are 10 years old, on an average; and the per-centage at school over 10 ought not to exceed greatly the per-centage up to those standards. The actual proportions are these:—

Per-centage of children at school 10 years old and over	46·57
Per-centage up to the Third Class standards in all three elementary subjects....	14·39
Proportion that all the children from 10 to 15 bear to all between 3 and 15 throughout the Colony.....	40·05

The average age in the several classes is raised by many children beginning their school attendance too late; but this ought to be somewhat balanced by the numbers attending at an early age. The proportional numbers found attending at different ages are:—

Under 4 years	0·84 per cent.
4 — 5	2·59 „
5 — 6	5·21 „
6 — 7	8·24 „
7 — 8	11·06 „
8 — 9	12·57 „
9 — 10	12·92 „
10 — 11	13·10 „
11 — 12	11·40 „
12 — 13	9·44 „
13 — 14	6·76 „
14 and over	5·87 „

Except in rare cases it is not advisable for children to begin their regular school attendance till they are nearly five years old, unless a really good infants' school is open to them.

8. For the unsatisfactory state of public education indicated by the statistics given above, remedies will have to be sought in different directions; and as it seems to be the intention of the Legislature to amend the Public Schools Act and the present system of education, and the question that is still discussed is “whitherward?” I consider it my duty to embody in this Report, in addition to the usual statement of facts, remarks and recommendations on debatable subjects pertinent to that question.

9. For the more effectual instruction of those children whose attendance is regular, a better supply of properly qualified teachers is required; and expectation of much improvement in this respect will be hopeless until there is better inducement for well-educated youths to enter into training with the purpose of qualifying themselves for teaching as a life occupation. To this end a means of training beyond that involved in the pupil teacher system ought to be provided, and the remuneration of teachers in small schools ought to be improved and made more secure. Liability to the substitution of a small capitation grant for the regular salary of a teacher makes his living in a thinly peopled district very precarious, and many are thus subjected to severe privations. School fees also are a precarious element in a teacher's income, and their discontinuance, with the substitution of an equivalent subsidy from local rates, would go far towards rendering a teacher's position more attractive; especially if the failure of a school through the shifting of population or other causes, without fault or inefficiency in the teacher, did not involve his dismissal, but simply removal to another school, or employment temporarily in one or other of the large schools as assistant, pending the occurrence of a suitable vacancy. The large town schools could thus be used as reservoirs of educational force, to prevent extreme oscillation in supply and demand throughout the Colony. There is need for the services of skilled assistants in the large schools: they depend too much at present on the pupil teachers. These young teachers ought not to have to teach the whole day. They should have in turn the forenoon or afternoon of each day for private study under proper direction. Five hours' diligent work in class-teaching leaves them too little surplus energy to do justice to their own learning: and it ought not to be forgotten that they have much to learn.

10. To bring the school attendance up to a satisfactory per-centage of the population, I would recommend,—1st. That no fees should be charged for children's attendance. 2nd. That where the number of children in thinly peopled districts is not sufficient for half-time schools, but is sufficient to maintain in each of a group of three schools an attendance of seven children, itinerant teachers be appointed, one to each group of schools. 3rd. That the principle of local self-government in education be adopted, within such limits as will ensure efficiency and uniformity of standards.

11. I do not raise the question of school fees as one of principle; for, as to the justice of school attendance being made compulsory but not free, there is much to be said on both sides. It is a question of expediency, which can hardly be properly discussed *à priori*, as experience is required to enable us to see what has not been, and what might probably be found expedient. The result of my experience and observation has been to convince me that very generally the exaction of school fees has an injurious influence on the attendance; that the exemption of poor parents has a pauperising effect on the minds of others able to pay, who in many cases follow the example of those really poor, and, asking, receive free certificates from the local school board. Some of the boards exercise very little discretion in these grants. One may be mentioned as an extreme case. The school under that board had last year an average of more than forty children on the rolls; and all were free scholars, two of the parents being members of the board. Local boards that are scrupulous in this matter find it exceedingly difficult to check the growth of the pauper spirit while they attempt to carry out the compulsory law. I have already mentioned that school fees are found by experience to be a precarious element in the incomes of teachers. They, as recipients and collectors, are not bound to be strict in enforcing payment from unwilling parents, which can be done only by legal proceedings, no one having authority to refuse a child's attendance on account of fees; and this course is

very repugnant to a zealous teacher ; who is conscious that he must, in this way, embitter the parent's mind against himself, and that the children must consequently hear such expressions of feeling as will make it almost impossible for his instruction to influence them morally as it ought. A few of the Board's teachers, placed among self-respecting people, receive all or nearly all their fees without trouble ; and a few others, less happily circumstanced, but endowed either naturally or by training with business tact or unflinching firmness in exacting their due, succeed in obtaining a large per-centage of it. Others, again, quite as able and zealous in teaching, but inferior in business qualifications, lose a large proportion of their fees. The notion that a teacher's ability in his profession is correctly indicated by his success in obtaining fees is fallacious. Experience does not justify it. Of superior teachers some succeed well in this respect, but more indifferently or badly ; and also of inferior teachers some succeed well, but more indifferently or badly. It requires, indeed, more than ordinary energy to enable a teacher, after doing his proper school work faithfully, to face the far more irritating work of dunning parents for petty arrears of fees. It is very reprehensible to do this, as some do, through the children in school hours, by publicly asking explanation when the fee has not been brought. This not only aggravates the interruption that pence-collecting at the best causes in the school work, but also exposes the child to humiliation among his fellows, besides in many instances encouraging lying.

If the principle of local self-government were adopted, and in comprehensive districts school boards were elected with authority to levy an education rate for the maintenance of school premises, furniture, &c., many vexatious delays, at present unavoidable, in trifling matters would be prevented, and the Education Office would be relieved of a large amount of work. The Board of Education might also be relieved of such matters as the granting of occasional holidays (within limits), and the use of the school-room for purposes other than educational. The choice of periods for the annual vacation, according to local convenience, might with advantage be made a local matter. If in lieu of fees the teachers received from the Local Boards subsidies to their salaries, higher according to the discretion of the Boards, but not lower than a well considered scale fixed by law, a wholesome competition would soon arise among the different districts for the services of good teachers, and would naturally cause an improvement in the qualifications of teachers generally. This necessarily implies that the nomination of teachers to vacant schools should rest with the Local Boards, but not necessarily that they should have arbitrary power in dismissing teachers, or even that their nominations should be received unconditionally. Still, they, as the parties most immediately interested in the local schools, ought to have authority to suspend teachers in cases of alleged misconduct, and to inquire and adjudicate, subject to appeal to the Board of Education. Enlarged authority is also needed to carry out the compulsory law satisfactorily. In doubtful cases there ought to be means of ascertaining the sanitary condition of private schools, their attendance, and standards of efficiency. Without this there always will be, as there is at present, much evasion of the law by nominal attendance at inefficient schools.

14. There are reasons to be urged for making the Public Schools, with regard to debatable religious questions, more neutral than they are at present. It is true that no loud complaints about the "religious difficulty" have been expressed, except the claims of those who disapprove of all education that is not under clerical direction. Still it may be observed that the Board's Regulations allow room for a teacher to give to the Scripture Lessons a tone agreeable to his own peculiar beliefs. If the literature of the Bible were a subject on which men generally could agree to differ, there could be no reasonable objection to its inclusion in the Programme of Instruction ; but it is well known that many persons look upon error in religious belief as a deadly sin, and hold misbelievers (those who believe otherwise than they) in reprobation ; and I have noticed that some teachers take this intolerant position, and in their Scripture Lessons make it evident that they assume the intention of the Regulations to be not only that Scripture History shall be taught, but that the interpretation of it which they have been led to adopt is the interpretation sanctioned by the Board, all different views being either ignored, or mentioned only to be reprobated. They also seem to take it for granted, as the intention of the Board, that the leading doctrines in popular theology are to be deduced from the text in the way of explanation. This is obviously quite foreign to the spirit of "The Public Schools Act ;" which contains nothing to make it incumbent on the Board to include Bible instruction in their school course, but expressly prohibits children's exclusion on account of religion. No one who has carefully and impartially considered this matter can believe that the Legislature ever intended to have debatable religious doctrine taught at the public expense, or fail to see that the obvious intention of the Board's regulation has been to encourage Bible reading, not to propagate theological creeds, but as a help in children's moral education. It is an important question therefore to consider, how, and with what results, the Regulations are carried out. The way in which some teachers carry them out has just been described ; but in the majority of schools nothing doctrinal is directly taught in connection with Bible reading, though it is difficult for an earnest teacher holding strong religious beliefs to avoid indirect influence (favouring his own creed) on children's minds. In a large number of schools the Bible Lesson is given in a perfunctory manner ; and in several it is left out of the time-table. With regard to results in the direction of moral training, I find it difficult to separate and trace the action of the many factors that produce such results as are cognisable ; but these two—character and ability in the teacher, whatever be his religious denomination—can always be clearly traced in the moral atmosphere of the School and the behaviour of the children out of doors. Scripture lessons given in a perfunctory manner cannot be expected to produce any good effect ; but there is no room for doubting the fact, that good is done by earnest sympathetic teachers who make them a vehicle for moral instruction. Yet experience and observation lead to the conclusion that Bible reading in the Public Schools is not essential to their efficiency as institutions for training children in good conduct and right feeling. It has always been observable that some teachers, earnest in religious belief, but ignorant and unsympathetic as to children's feelings, aspirations, and modes of thought, though they exercise a silent influence for good by force of character, fall a long way short of the good they might achieve by enthusiasm and hearty sympathy, with readiness to observe and make use of opportunities in the relations of children with each other in the school or play-ground, for giving with strength and kindness a right direction to their moral growth.

I have, &c.

The Chairman Board of Education.

J. RULE.

APPENDIX C.

Hobart, 31st May, 1883.

SIR,

I HAVE the honor to submit my Annual Report for the year 1882, containing particulars of information with regard to the work in which I was engaged during the earlier part of the year previous to my appointment to the charge of an independent district, and a general estimate of the condition and progress of the schools under my supervision.

I entered on the performance of my duties as Inspector of Schools on 1st January, 1882, during which month I was engaged in acquiring a knowledge of routine work which forms a necessary preliminary to the duties of my office. In February, according to instructions, I visited the schools situated on the North-West Coast in company with Mr. Inspector Rule, for the purpose of gaining an insight into the inspection and examination of Schools, and the direction and management of other matters incidental to the office. In March, in company with the Chief Inspector, I visited the South-East part of the Island for a similar purpose. Subsequently the Board of Education were pleased to entrust me with the sole management of a district which comprises, broadly speaking, the schools in the Eastern parts of the Colony together with certain schools situated in the Central and Southern parts. The work entailed in the inspection and examination of these schools; the duties incumbent on me as a Member of the Board of Examiners in the Classification of Teachers and Pupil Teachers, and in supervising the work of candidates for Exhibitions from Public to Superior Schools; enquiries with reference to the establishment of schools; and the examination, as opportunities occurred, of candidates for employment in the service of the Board,—constitute the remainder of the year's work.

School Premises.—With regard to school premises, owing to the liberal provision made last Session for the erection of school-houses under "The Public Schools Erection Act," we may feel assured that in a short time the causes of unfavourable report on the general condition of the buildings used for Public School purposes will to a very great extent have been removed. The work of erection is proceeding with despatch; and old and unsuitable premises, particularly those rented by the Board, will soon be superseded by a larger and more substantial class of buildings. The state of repair of the premises which are vested in the Board of Education is with few exceptions satisfactory, the school-rooms are fairly large, and additional accommodation sufficient to meet the requirements of an increased attendance has been provided where the numbers warranted it. The buildings rented by the Board, and particularly those situated in remote parts of the Island, are in too many instances small, inconvenient, and from their very mode of construction ill-adapted for purposes of school organisation. In many cases the residences are not large and commodious enough for the requirements of a teacher and his family. In the matter of repairs, if the Local School Boards and teachers were to take a more direct personal interest in the state of the school buildings, by due precautions and timely repair, serious dilapidations would be very often obviated. I desire also to direct the attention of teachers to the necessity for close regard on their part to the sanitary arrangements of the premises, and more particularly to ventilation of the school-room, which should be thoroughly cleansed of vitiated air during recess and at other opportunities, by throwing open doors and windows to their utmost extent.

ORGANISATION.

Classification.—It is a rare occurrence in country schools to find Classes I. to VI. well organised and efficiently instructed in the most important subjects of the Programme. In the majority of schools we find satisfactory proficiency shown in Classes I. to IV. This is the direct result of a defect in the Regulations for the appointment and classification of teachers, to which frequent reference has before been made, viz., the low standard of attainments required of probationary teachers, embracing as it does only the subjects comprised in the Fourth Class. The Regulations on this head require revision with a view to securing a higher standard of attainments from applicants for admission for employment as teachers in the service of the Board. All teachers who are entrusted with the sole management of a school should be competent to organise and instruct Classes I. to VI. in the three essential subjects as defined by the Programme of Instruction.

The attention of the Board has in former Reports been directed to the necessity for providing more effective means than are at present available for training persons otherwise qualified by literary attainments for the scholastic profession. I can only endorse the arguments that have been already advanced in favour of making provision for this need. On this subject an authority remarks "It is useless to look for good results from the pupils unless the teacher is possessed of the necessary pedagogical knowledge. It must therefore be of the first importance to establish schools for the instruction of teachers, with such examinations as to their qualifications as will ensure to every school in the country a properly qualified and certificated teacher."

Furniture.—The supply of furniture is adequate to the requirements of the schools, and though much of the older furniture is of an obsolete pattern, recent issues of stock are of a superior and substantial character. The arrangement of desks is not always satisfactory, and in some cases material economy of space could be effected by a more judicious arrangement of the school furniture. I have reason to believe that when the school-room is used for entertainments and for other than Public School purposes, not only is the school furniture frequently disarranged and damaged, but the teacher is also subsequently put to considerable trouble in having to provide for cleaning the room. Sufficient care is not always shown in the preservation of the maps; and though the furniture is, as a general rule, in fair order, I have in some instances noticed that the desks were cut and ink-marked. In very few schools are globes to be seen, although they are essential for imparting accurate notions of geographical positions.

Books.—I have been enabled to Report satisfactorily on the supply of books. I am pleased to see Vere Foster's copybooks extensively used; they are well adapted to facilitate the acquirement of a good style of handwriting in a short period. Arithmetical cards are in general use, and as they contain simple problems, promote the development of intelligence in this subject, which is very deficient in many Schools; they can be advantageously used in supplementing by examples previous oral explanation of processes, and contain a better selection of examples than the elementary manual which is in common use in our Schools. The Australian Series of Reading-books has almost entirely superseded the Irish Series. The fact of the two Series being in use simultaneously has caused much inconvenience, and disturbed, in some degree, uniformity of standard in the Reading results at the Annual Examinations of the Schools. It is to be hoped that the Series will shortly be rendered complete by the publication of the Fourth Book.

Registers.—In comparatively few instances have I had occasion to note serious omissions in keeping the School records. Minor details of the Registers, but in themselves necessary to ensure accuracy in the compilation of School Statistics,—*e.g.*, punctually recording the ages of scholars at entrance and bringing them up to date,—are sometimes overlooked; also the fact that no erasures are allowed.

Time Tables.—The Time Table I regard as of paramount importance, for on the skill with which it is drawn up, and the fidelity exhibited in observing it in all particulars, will depend in a great degree the satisfactory working of the School and the value of the results produced. Good rules for their fabrication can be seen in any standard Manual of Method, and admit of adaptation to the circumstances of particular Schools. I have had occasion to direct the attention of many teachers to the insufficient time allotted to the three essential subjects, and particularly Arithmetic, the proficiency in which the results of examination have shown me to be inferior to that in the other two.

DISCIPLINE.

Though the discipline of the Schools under my supervision is upon the whole fair, in very few are the conditions of highly efficient discipline fulfilled. The chief cause of this is the absence of any special training in School management on the part of many teachers. The canons of good discipline are well-defined and of general application, and therefore require no special comment. In few Schools are effective means taken to promote punctuality in the attendance of the scholars. Not infrequently I have seen children enter the Schoolroom, sometimes noisily, after work had begun, without being questioned as to the cause of their late-coming or reproved for this breach of School discipline. A record such as the following would be a very useful guide to an Inspector, and has worked with satisfactory results elsewhere:—"The registers are called at 9 a.m. and 2 p.m., when all the children present are marked with red ink; they are again called between 10 and 2-20, and the children then present, and not marked before, are marked in black ink. Prizes are given at the annual inspection to encourage punctuality."

A very common defect in the discipline is an inability to keep all classes simultaneously in active work. This is due generally to a defective Time Table, and the absence of thorough and constant supervision of the entire school on the part of the head teacher. Elementary details of school management, such as postures when standing and at desks, modes of holding slates and books, &c., do not receive sufficient attention at the hands of several teachers: it is needless to urge their efficiency in inculcating habits of order and neatness at an early age, and their indirect effect in promoting regularity and obedience. The tone of the discipline is upon the whole satisfactory, and marked by an absence of rating and the cane. I regret to notice the absence of any provision for Physical Education, except in town schools,—a serious defect in our Public School system. This subject has not hitherto received that recognition at the hands of the authorities to which its importance justly entitles it. A systematic course of physical instruction could be introduced into country schools with advantage. The appliances needed are few and simple, and the drill could be learnt with ease. It would do a great deal towards improving the discipline, and would be a source of direct physical benefit to the scholars.

INSTRUCTION.

In separate reports of examination on each school in my district I have directed attention to particular deficiencies. It is only reasonable to suppose that defects in method will to a great extent be common to teachers of the same classification working under similar conditions. I proceed to note a few of the most salient of these defects, with suggestions for their amendment. I must premise my observations on the subject of Reading with the remark that the introduction of a new and on the whole far superior series of reading-books has caused a certain amount of confusion and disarrangement of the standards. Not infrequent inaccuracies have crept into the text, and a thorough revision of the series is required.

In nearly all the schools examined by me, the Reading, though fluent and accurate enough to secure a pass in particular standards, was marked by a general want of intelligence and expression. In most instances the causes of this wide-spread defect are the following:—The pupil has no intelligent grasp of the meaning and spirit of the passage selected, arising from insufficient explanation of the subject-matter; the teacher has been *hearing* instead of *teaching*, reading. Pattern or model reading would produce good results, if more widely practised. The monotonous utterance of sounds which convey no adequate idea of the sense of the passage, is wearying to reader and hearer alike. Improvement in tone and expression, which is required by the Programme of Instruction in the higher classes, is very often deficient, particularly in reading poetry.

In Writing I have had frequently to call the attention of teachers to the neglect of insisting upon proper methods of holding the pen and sitting at desk. Careful revision of errors and illustration of the formation of written characters by means of the black-board are apt to be overlooked. The acquirement of a plain legible style of handwriting should be aimed at.

The proficiency in Arithmetic, a subject of great importance not only in strengthening and developing the reasoning faculty at an early age, but also from its practical usefulness in every day life, is, with few exceptions, not commendable. The cause of this is not far to seek. The teacher has not taken sufficient care that the processes in the elementary rules are thoroughly grasped, and that the intelligence of the pupil has been exercised by constant practice in sums involving the application of the rules to cases of common occurrence. The attainments in arithmetic compare unfavourably with those in the other two essential subjects, and the per-centage of passes is much lower. Inability to solve easy problems is the most common defect. Improvement would also be effected by using stricter discipline, and eradicating the tendency to prompt and copy by making it impossible.

In Grammar the pupils generally parse with fullness and accuracy. In analysis of sentences the results are very slender, and the pupils exhibit a want of thoroughness and grasp, arising in many instances from the lack of lucid explanation of the principles of analysis. The application of grammatical canons to correct speaking and writing is not sufficiently practised, and improvement in intelligence is required.

The proper sphere of home lessons is not always realized by teachers. Mr. Fitch, in his lectures on teaching, has some useful remarks on this subject. The chief fault I find in the schools with regard to them is that they are not thoroughly examined, and so of little practical value.

In Geography the scholars are often acquainted with unimportant details of the subject to the neglect of its broader aspects as affecting human progress and welfare. The physical and commercial characteristics of the geography of the Australian Colonies do not receive sufficient attention. Poor results in grammar and geography are attained in half-time schools.

History is taught with satisfactory results in very few schools. It is better to teach and explain this subject by means of oral lessons than to have it learned by rote from some elementary text-book.

Object lessons have been so frequently commented on that I have little to add to former Reports. They can, if well delivered by the teacher and digested by the pupil, be made the means of imparting a great deal of useful scientific information, and thus indirectly supplying the need of provision for elementary science in our programme of instruction. At present I must deprecate any overcrowding of the programme by the incorporation of additional subjects till we have satisfactory assurance that the essential subjects now comprised in it are thoroughly and effectively taught. We have authority for the observation that the methods employed in the instruction of young children are wearisome and defective, and cause unpleasant associations with the thought of learning. Idleness, inattention, and restlessness naturally result from the unscientific method now in general use, and consequently the discipline suffers. They are obsolete; and should give place to the new and improved system of Kindergarten training, which has been tested and worked successfully in other countries.

GENERAL.

As the schools examined by me were previously under the supervision of different Inspectors, and this has been the first Annual Examination for results which I have held, I am unable to estimate with accuracy the progress made by the schools, having no point of departure, or to institute reliable comparison with former years. I therefore refrain from the publication of statistics of progress. The reports, however, of the Annual Examination which are in my possession preclude any break in the continuity of the school results. The results are, upon the whole, satisfactory, and, from what I have seen of the outcome of a year's teaching, exhibit signs of progressive improvement. With this advancement in efficiency, I am pleased also to note a steady increase in the aggregate attendance, resulting from the development of the mineral and agricultural resources of the Colony. To the same cause is due the increasing number of applications for the establishment of public schools in various parts of my district.

The educational system of this Colony is, at present, the subject of thorough and comprehensive examination, so that I refrain from commenting on certain features of it which are receiving full consideration elsewhere.

I have, &c.

A. DORAN.

The Chairman Board of Education.

APPENDIX D.

ABSTRACT of RECEIPTS and EXPENDITURE Account Vote "In aid of Public Schools," for the Year ended 31st December, 1882.

PARLIAMENTARY VOTE, AND RECEIPTS.			
	£	s.	d.
Amount voted by Parliament "In aid of Public Schools"	16,500	0	0
Amount received for sale of School Books and materials for the year	475	18	11
Supplementary votes "In aid of Public Schools"	903	9	5
Vote on Supplementary Estimates for purchase of School Site at Penguin	52	2	2
Balance	293	12	1

DISBURSEMENTS.			
	£	s.	d.
Salaries and Allowances of Teachers; viz.—			
Teachers' and Assistant Teachers' Salaries	13,617	7	10
Teachers' House Allowances	281	13	4
Teachers' Fuel Allowances	30	4	0
Teachers' Allowances for instruction of Free Scholars	420	3	1
Teachers' Allowances for instruction of Pupil Teachers	115	16	8
Forage and Travelling Allowances to Teachers of Half-time Schools	49	14	0
Payments to Teachers of Night Schools	16	1	6
Pupil Teachers' Salaries	670	3	4
Paid Monitors' Salaries	423	6	0
Salaries of Teachers of Singing and Drawing	129	8	0
Salary of Drill Instructor	31	5	10
Rent of School Buildings			15,785 3 7
Repair and improvement of School Buildings not the property of the Board			243 12 6
School Furniture and Fittings—			
Issued to Schools	135	7	0
Stock on hand	2	2	6
Purchase of School Books, Maps, and Requisites			369 18 10
Salaries of Truant Officers			137 9 6
			721 5 4
			240 0 0
Miscellaneous—Charged directly against Public Schools:—			
Teachers' Travelling Expenses	26	4	1
Cleansing Closets	25	0	0
Architect's Charges	39	12	3
Survey Fees	15	4	6
Transport of School Furniture	4	14	0
Needlework Materials for Free School	2	13	0
Legal Instruments	11	13	2
Caretakers of School premises	15	0	10
			140 1 10
Indirect Charges:—			
Supervision of Works	131	4	2
Advertising	92	18	8
Architect's Charges	71	17	6
Transport of School Materials	45	0	10
Books and Stationery	27	1	6
Travelling Expenses of Truant Officers	25	19	4
School Registers	20	0	0
Gratuities to Messengers and Agent in connection with Book Depot and Transport	17	0	0
Clerical Assistance	10	0	0
Travelling Expenses of Members of Board	6	0	6
Survey Fees	6	14	5
Examiner's Fee, Music Class	3	0	0
Hire of Room for Examination	2	2	0
Petty Expenses	6	2	1
			465 1 0
Purchase of School Sites:—			
Penguin	50	0	0
Constitution Hill	32	10	0
Fingal	30	0	0
Ravenswood	10	0	0
			122 10 0
Total	£18,225	2	7

APPENDIX E.

STATEMENT of EXPENDITURE on account of Repairs to Public Schools the property of the Board, for the Year ended 31st December, 1882.

PARLIAMENTARY GRANT.			DISBURSEMENTS.		
	£	s. d.		£	s. d.
Parliamentary Vote	3000	0 0	Repairs, as particularised in Appendix H.	2009	9 4
			Balance unexpended	990	10 8
<i>Total</i>	<u>£3000</u>	<u>0 0</u>	<i>Total</i>	<u>£3000</u>	<u>0 0</u>

APPENDIX F.

STATEMENT of EXPENDITURE on account of Administration and Inspection of Schools for the Year ended 31st December, 1882.

AMOUNT GRANTED.			DISBURSEMENTS.		
	£	s. d.		£	s. d.
Parliamentary Vote	2510	0 0	Salaries of Inspectors of Schools.....	1150	0 0
Excess on account of "Fuel".....	3	3 6	Salaries of Secretary, Clerks, and Messenger ...	720	0 0
Excess on account of "Stationery and Stores".	10	12 6	Stationery and Stores	45	12 6
			Fuel.....	8	3 6
			Inspectors' Travelling Expenses	529	12 0
			Balance on account of ditto.....	70	8 0
	<u>£2523</u>	<u>16 0</u>		<u>£2523</u>	<u>16 0</u>

APPENDIX G.

BOARD OF EDUCATION EXHIBITIONS.

STATEMENT of EXPENDITURE on account of Board of Education Exhibitions for the Year ended 31st December, 1882.

PARLIAMENTARY GRANT.			DISBURSEMENTS.		
	£	s. d.		£	s. d.
Exhibitions for Boys.....	400	0 0	Exhibitions to Boys	395	16 8
Exhibitions for Girls	250	0 0	Exhibitions to Girls.....	216	13 4
Boarding Allowances for Country Exhibitioners.	430	0 0	Boarding Allowances—Boys.....	295	0 0
			Girls.....	110	0 0
			Balance.....	62	10 0
<i>Total</i>	<u>£1080</u>	<u>0 0</u>	<i>Total</i>	<u>£1080</u>	<u>0 0</u>

APPENDIX G.—continued.

RETURN showing the Schools from which Candidates for Board of Education Exhibitions have been sent up, since the establishment of the System, 1860—1882 (inclusive.)

SCHOOL.	No. of Candidates presented.	No. who obtained sufficient Marks to qualify them for Exhibitions.	No. of Exhibitions awarded.	SCHOOL.	No. of Candidates presented.	No. who obtained sufficient Marks to qualify them for Exhibitions.	No. of Exhibitions awarded.
Bathurst-street, Hobart	66	26	15	Elizabeth-street, Launceston ...	34	23	15
Battery Point, ditto	67	44	24	Margaret-street, ditto	11	3	—
Goulburn-street, ditto	45	30	17	Campbell Town.....	5	1	—
Harrington-street, ditto	11	—	—	Ross	5	4	1
Macquarie-street, ditto	11	4	2	Torquay	2	2	1
Trinity Hill, ditto.....	70	13	9	River Don	3	3	3
Bridgewater	2	—	—	Emu Bay	3	1	1
Glenorchy	13	5	4	Mangana.....	1	1	—
New Town.....	61	22	10	Lefroy	1	1	—
Sandy Bay.....	13	6	4	Breadalbane	1	—	—
Brown's River	2	—	—	Deddington	1	1	—
Castle Forbes Bay	1	—	—	Evandale	16	15	13
Franklin	1	1	1	White Hills	1	—	—
Dover	3	2	1	Longford	6	4	3
Hastings	4	4	—	Perth	5	5	2
Honeywood	3	3	1	St. Leonard's.....	2	2	1
New Norfolk.....	6	5	1	Turner's Marsh	4	4	3
Constitution Hill	1	—	—	Hagley	12	11	6
Kangaroo Point	5	2	2	Quamby Bend	1	—	—
Green Ponds	6	5	3	Queenstown	5	5	3
Pontville.....	1	1	—	Westbury	1	—	—
Jerusalem	1	—	—				
Outlands	1	—	—				
				TOTAL.....	514	259	146

APPENDIX G.—continued.

BOARD OF EDUCATION EXHIBITIONS.

RETURN of the Number of Candidates sent up for Examination since the establishment of the System, with particulars as to Marks gained, &c. (1860—1882 inclusive.)

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.†	1875.	1876.‡		1877.		1878.		1879.		1880.		1881.		1882.		TOTAL.		
No. of Candidates pre- sented	31	30	14	16	18	15	37	37	33	20	15	18	22	13	12	8	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Male.	Fem.	Total.
No. to whom Exhibi- tions were awarded ...	3	4	4	6	4	6	4	6	6	6	6	6	6	6	6	5	6	1	6	1	6	3	6	5	6	4	6	3	6	3	126	20	146
No. qualified for award*	3	5	4	7	5	6	4	15	17	13	11	12	18	10	9	5	6	1	11	1	15	3	20	5	14	4	14	3	15	3	239	20	259
No. qualified for place in "Table of Marks"†...	—	—	—	—	—	—	10	25	22	19	14	18	22	13	11	8	8	1	14	2	17	4	23	9	22	6	23	7	19	10	—	—	—
No. of marks obtained by Senior Exhibitioner...	634	696	679	685	784	720	923	904	1017	947	992	973	1055	942	1031	934	1008	613	1012	1016	1105	969	1031	828	952	763	833	656	935	857	—	—	—
Average No. of marks obtained by Candidates awarded Exhibitions...	576	641	602	646	690	510	814	817	933	871	901	876	1002	852	923	742	892	613	877	1016	976	813	931	681	885	683	783	637	829	739	—	—	—

* In 1866 the standard required to qualify for an Exhibition was fixed at 600 marks.

† Prior to 1866 the standard required to entitle to a place in the published Table of Marks (viz., 400) was not fixed.

‡ Prior to 1874 the Exhibitions were open to Candidates up to the age of 13.

§ Prior to 1876 the Exhibitions were limited to boys.

GEO. RICHARDSON, *Secretary.*

APPENDIX H.

NIGHT SCHOOLS.

RETURN of Number of Scholars under Instruction in the Night Schools, showing amount of Fees paid by them, and the Payments made by the Board of Education on account of their Instruction, between the 1st January and 31st December, 1882.

No.	Situation of School.	Amount paid by Board.	Amount paid by Scholars.	Number of Scholars under Instruction.			
				1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.
		£ s. d.	£ s. d.				
1	Hastings	2 14 6	4 12 9	..	20	14	..
2	Brookhead.....	9 3 6	16 14 2	..	19	23	..
3	Mole Creek	1 15 0	6 11 3	..	15	15	..
4	Kindred .....	..	2 4 3	..	12	13	..
5	Upper Piper's River	0 5 6	..	..	11	..	..
6	Westbury.....	2 3 0	2 7 3	..	18	14	..
	TOTAL.....	£16 1 6	£32 9 8	..	95	79	..

RETURN of PUBLIC SCHOOLS in operation under the BOARD

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	No of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers		Pupil Teachers and Paid Monitors		Aid		
				Boys.	Girls.	Total	Boys	Girls	Total	Boys.	Girls.	Total	M.	F.	M.	P.	£	s.	d.
1)	HOBART	Bathurst-street (Central School).....	231½	398	234	632	267	138	405	210	99	309	1	2	4	3	451	6	0
2)		Battery Point	234½	227	128	355	164	87	251	130	64	194	1	1	2	2	304	4	3
3)		Goulburn-street	233½	193	146	339	112	77	189	83	52	135	1	2	1	2	265	16	8
4)		Macquarie-street	234½	99	80	179	61	57	118	45	40	85	1	1	1	—	165	5	0
5)		Murray-st. (Free School)	235	160	122	282	102	81	183	80	61	141	1	3	—	1	313	17	4
6)		Trinity Hill	234½	223	171	394	116	87	203	71	47	118	1	2	1	2	282	0	0
		TOTAL		1300	881	2181	822	527	1349	619	363	982	6	11	9	10	1842	9	3
7)	GLENORCHY	Bridgewater	229½	17	24	41	10	12	22	6	9	15	—	1	—	—	46	5	0
8)		Glenorchy	231½	55	41	96	36	24	60	26	18	44	1	1	—	1	123	17	3
9)		New Town	233½	90	68	158	69	55	124	54	41	95	1	2	1	1	209	12	1
10)		Sorell Creek	239½	25	21	46	20	13	33	13	10	23	1	1	—	—	72	0	0
		TOTAL		187	154	341	135	104	239	99	78	177	3	5	1	2	451	14	4
11)	QUEENBOROUGH	Sandy Bay	238½	28	17	45	20	13	33	12	8	20	—	1	—	—	40	0	0
12)	KINGBOROUGH	Brown's River	224	48	32	80	39	24	63	28	18	46	1	1	1	—	144	9	3
13)		Garden Island Creek ^a	10	8	12	20	8	12	20	2	8	10	—	1	—	—	2	10	0
14)		Longley	220	17	12	29	13	8	21	10	6	16	—	1	—	—	30	4	9
15)		Long Bay	121	20	18	38	10	12	22	7	8	15	1	1	—	—	73	9	2
16)		Three Hut Point	110	17	9	26	12	5	17	10	4	14	—	—	—	—	—	—	—
17)		Margate	237	24	20	44	19	13	32	12	8	20	1	—	—	—	63	3	6
18)		Nicholl's Rivulet	237	9	13	22	8	8	16	5	6	11	—	1	—	—	31	6	3
19)		Oyster Cove	215	21	21	42	17	17	34	11	10	21	1	—	—	—	55	12	0
20)		Peppermint Bay ^b	149	19	25	44	14	16	30	9	10	19	—	1	—	—	30	13	10
21)		Port Cygnet ^c	154	18	17	35	10	12	22	7	7	14	1	—	—	—	34	6	7
22)		Victoria	237	29	31	60	24	25	49	17	19	36	1	1	—	—	119	3	9
23)		Wattle Grove	238	18	15	33	13	11	24	8	7	15	—	1	—	—	35	0	0
		TOTAL		248	225	473	187	163	350	126	111	237	6	8	1	—	619	19	1
24)	FRANKLIN	Castle Forbes Bay	231½	26	21	47	20	17	37	15	12	27	1	1	—	—	98	5	10
25)		Dover	238½	28	40	68	25	28	53	22	23	45	1	1	—	1	117	6	9
26)		Franklin	232	76	76	152	57	53	110	46	42	88	1	1	1	1	169	8	1
27)		Hastings	233½	29	26	55	21	18	39	15	13	28	1	1	—	—	99	0	3
28)		Honeywood	234	58	47	105	48	40	88	38	32	70	1	2	—	—	121	13	0
29)		Raminea	236	23	13	36	16	9	25	13	7	20	—	1	—	—	40	0	0
30)		Southport	226	29	21	50	21	15	36	13	11	24	1	1	—	—	84	0	0
31)		Upper Huon	230½	10	18	28	8	11	19	6	7	13	—	1	—	—	28	15	0
		TOTAL		279	262	541	216	191	407	168	147	315	6	9	1	2	758	8	11
32)	NEW NORFOLK	Glenora	219	39	22	61	27	15	42	18	10	28	1	1	—	—	93	0	0
33)		Macquarie Plains	236½	50	42	92	32	31	63	21	22	43	1	1	—	—	94	4	7
34)		Molesworth	177	12	15	27	8	13	21	5	6	11	1	—	—	—	49	17	6
35)		New Norfolk	239	97	54	151	78	39	117	60	31	91	1	1	1	1	166	11	9
36)		River Plenty ^d	111	15	17	32	12	12	24	7	6	13	1	—	—	—	45	0	8
		TOTAL		213	150	363	157	110	267	111	75	186	5	3	1	1	448	14	6
37)	BRIGHTON	Bugdad	237½	28	24	52	18	19	37	15	14	29	—	1	—	—	51	2	0
38)		Black Brush	234	15	14	29	10	11	21	8	8	16	—	1	—	—	40	7	9
39)		Broad Marsh ^e	66½	14	10	24	8	7	15	6	5	11	—	—	—	—	49	10	0
40)		Elderslie ^f	52½	13	14	27	7	10	17	4	8	12	1	—	—	—	—	—	—
41)		Constitution Hill	225½	34	26	60	24	19	43	15	14	29	1	1	—	—	76	11	6
42)		Green Point	225½	36	30	66	21	19	40	18	15	33	—	1	—	1	63	5	9
43)		Green Ponds	238	40	48	97	39	35	74	31	27	58	1	1	—	1	110	15	0
44)		Old Beach	235	16	19	35	11	15	26	9	11	20	1	—	—	—	63	0	0
45)		Pontville	239½	37	20	57	25	13	38	19	9	28	1	1	—	—	93	0	0
46)		Tea Tree	238½	26	24	50	22	19	41	14	13	27	1	1	—	—	84	13	0
		TOTAL		268	229	497	185	167	352	139	124	263	6	7	—	2	632	5	0
47)	CLARENCE	Cambridge	235	21	23	44	17	16	33	13	14	27	1	1	—	—	96	16	9
48)		Dulcot	223	12	19	31	8	14	22	5	10	15	—	1	—	—	41	13	0
49)		Kangaroo Point	228½	32	22	54	23	17	40	15	10	25	1	1	—	—	92	3	8
50)		Muddy Plains	22½	15	8	23	12	7	19	7	5	12	—	1	—	—	33	0	0
51)		Rokeby	230½	16	23	39	12	14	26	9	11	20	—	1	—	—	44	14	5
52)		South Arm	235	13	10	23	11	6	17	9	3	12	—	1	—	—	29	7	6
		TOTAL		109	105	214	83	74	157	58	53	111	2	6	—	—	337	15	4

^a Closed 28th January. ^b Closed 27th May, re-opened 1st October, change in management. ^c Temporarily closed 1st September.

^d Temporarily closed 29th July. ^e Temporarily closed 21st September, illness of teacher.

^f Temporarily closed 1st July, illness of teacher.

D I X I.

OF EDUCATION *between the 1st January and 31st December, 1882.*

<i>granted during the Year ended 31st December, 1882.</i>							School Fees.	Average amount of Government Aid per annum for each Scholar in daily Attendance.	No.
Rent of School Buildings.	Repairs to School Buildings the property of the Board.	Repairs to School Buildings not the property of the Board.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
10 0 0	47 11 5	12 13 2	3 7 0	6 1 1	4 2 6	509 1 0	459 9 3	1 12 11	1.
—	—	10 6 0	—	3 17 11	3 2 6	397 4 10	268 5 2	2 1 0	2.
—	5 13 0	—	—	4 5 8	3 2 6	283 10 10	158 9 6	2 2 0	3.
—	—	40 9 7	—	1 16 7	8 2 6	180 17 1	100 2 7	2 2 7	4.
—	—	10 4 1	—	4 4 2	13 0 4	371 11 5	—	2 12 8	5.
—	—	—	—	4 10 6	3 2 6	299 17 1	98 18 5	2 10 10	6.
10 0 0	53 4 5	73 12 10	3 7 0	24 15 11	34 12 10	2042 2 3	685 4 9	2 1 7	
—	—	—	—	0 5 10	1 13 0	48 3 10	20 4 0	3 4 2	7.
—	14 14 0	—	—	2 1 7	3 2 6	143 15 4	35 6 3	3 5 4	8.
—	4 8 1	—	0 12 0	3 2 5	3 2 6	220 17 1	135 13 3	2 6 6	9.
—	—	—	—	0 7 11	—	72 7 11	7 15 7	3 5 7	10.
—	19 2 1	—	0 12 0	5 17 9	7 18 0	485 4 2	198 19 1	2 14 9½	
—	—	2 11 0	—	0 12 9	—	43 3 9	26 16 6	2 3 2½	11.
—	95 0 0	—	—	0 6 8	—	239 15 11	53 12 8	5 4 3	12.
—	—	—	—	—	—	2 10 0	0 12 0	—	13.
—	16 12 0	—	—	0 10 3	—	47 7 0	7 6 10	2 19 2	14.
—	52 15 0	—	—	1 6 1	—	127 10 3	11 10 6	4 7 11	15.
—	25 0 0	—	—	0 12 1	—	88 15 7	28 5 7	4 8 9	16.
—	—	—	0 18 0	0 16 9	3 2 6	36 3 6	7 12 10	3 5 9	17.
—	—	—	—	0 18 4	—	56 10 4	1 6 6	2 13 10	18.
—	—	2 10 0	3 18 6	1 9 4	—	38 11 8	5 4 10	2 0 7	19.
—	19 14 0	—	—	0 8 7	—	54 9 2	5 4 11	3 17 10	20.
—	—	—	—	0 14 6	—	119 18 3	36 14 0	3 6 8	21.
—	27 10 0	—	—	0 9 0	—	62 19 0	11 6 9	4 3 11	22.
—	236 11 0	2 10 0	4 16 6	7 11 7	3 2 6	874 10 8	172 19 2	3 13 9½	23.
—	25 0 0	—	—	0 15 8	—	124 1 6	30 7 6	4 11 11	24.
—	—	—	—	1 11 11	—	118 18 8	51 5 7	2 12 10	25.
20 0 0	—	—	0 9 0	2 17 8	—	172 14 9	125 19 0	1 19 3	26.
—	—	—	—	1 15 8	—	120 15 11	21 18 7	4 6 3	27.
—	17 1 0	—	—	2 2 11	3 7 0	144 3 11	73 3 2	2 1 2	28.
—	—	—	0 6 0	1 3 6	—	41 9 6	24 16 6	2 1 6	29.
—	28 0 0	—	—	1 9 3	—	113 9 3	43 17 3	4 14 7	30.
—	—	5 0 0	—	0 6 8	—	34 1 8	15 10 6	2 12 5	31.
20 0 0	70 1 0	5 0 0	0 15 0	12 3 3	3 7 0	869 15 2	386 18 1	2 15 2½	
12 10 0	—	—	13 6 6	2 19 2	—	121 15 8	34 18 5	4 7 0	32.
—	—	—	—	1 5 7	—	95 10 2	70 3 10	2 4 5	33.
—	63 4 0	—	—	2 12 6	2 2 0	115 3 6	7 18 3	10 9 5	34.
—	38 0 0	—	—	0 18 10	—	169 4 3	117 14 6	1 17 2	35.
—	—	—	—	—	—	83 19 6	11 15 8	6 9 2	36.
12 10 0	101 4 0	—	13 6 6	7 16 1	2 2 0	585 13 1	242 10 8	3 2 11½	
—	52 0 0	—	—	0 19 9	—	104 1 9	48 19 9	3 11 9	37.
—	85 13 0	—	—	0 11 9	—	126 12 6	12 6 3	7 18 3	38.
10 0 0	20 0 0	—	—	1 5 7	—	80 15 7	2 9 7	3 10 3	39.
12 0 0	—	12 7 6	—	1 2 10	—	102 1 10	13 1 5	3 10 5	40.
—	23 0 0	—	—	0 16 4	—	87 2 1	50 14 8	2 12 9	41.
25 0 0	—	—	—	1 18 8	—	137 13 8	86 15 11	2 7 6	42.
—	—	—	2 11 0	0 9 6	—	66 0 6	25 4 4	3 0 6	43.
—	—	9 15 0	—	0 17 9	—	103 12 9	35 9 2	3 14 0	44.
—	—	—	—	1 1 4	—	85 14 4	32 7 6	3 3 6	45.
47 0 0	180 13 0	22 2 6	2 11 0	9 3 6	—	893 15 0	309 10 5	3 7 11½	46.
—	32 5 0	—	—	0 9 1	—	129 10 10	28 4 6	4 8 6	47.
6 0 0	—	—	—	0 9 5	—	48 2 5	9 4 7	3 4 2	48.
—	—	—	—	1 1 10	—	93 5 6	20 14 9	3 14 8	49.
—	15 0 0	—	—	0 12 0	—	48 12 0	11 11 0	4 1 0	50.
12 0 0	—	—	—	0 14 4	—	57 8 9	19 6 6	2 17 5	51.
—	—	—	—	0 8 2	—	29 15 8	19 15 6	2 9 8	52.
18 0 0	47 5 0	—	—	3 14 10	—	406 15 2	108 16 10	3 13 3½	

RETURN of PUBLIC SCHOOLS in operation under the BOARD OF EDUCATION

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers.		Pupil Teachers and Paid Monitors.		Amount paid to Teachers of all Classes in Salaries and Allowances.		
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	M.	P.	M.	P.	£	s.	d.
53	RICHMOND ..	Enfield	236	13	10	23	10	6	16	5	5	10	-	1	-	-	26	10	6
54		Jerusalem	230½	23	17	40	15	11	26	13	8	21	1	-	-	-	70	14	0
55		Lower Jerusalem	234	17	18	35	12	15	27	9	11	20	-	1	-	-	50	0	0
56		Richmond	230	54	22	76	37	17	54	26	13	39	1	1	-	-	135	0	6
		TOTAL		107	67	174	74	49	123	53	37	90	2	3	-	-	282	5	0
57	SORELL	Bream Creek	224	13	18	31	10	14	24	7	10	17	-	1	-	-	50	2	6
58		Carlton	234	10	15	25	8	12	20	6	9	15	-	1	-	-	37	13	0
*59		Cascades	53	14	15	29	11	11	22	8	8	16	1	-	-	-	30	0	0
*60		Impression Bay ^a	54	26	21	47	15	13	28	10	10	20	1	-	-	-	105	10	6
61		Forcett	230½	20	22	42	14	17	31	10	14	24	1	1	-	-	100	0	6
62		Kellevie	212½	34	39	73	24	33	57	15	21	36	1	1	-	-	13	2	11
63		Nugent ^b	107	10	13	23	8	13	21	7	11	18	-	1	-	-	24	1	0
64		Orford ^c	121½	8	13	21	7	12	19	6	11	17	-	1	-	-	31	7	0
65		Orielton	229	21	14	35	13	10	23	10	7	17	-	1	-	-	27	6	6
66		Prosser's Plains	240	12	15	27	8	9	17	5	6	11	-	1	-	-	102	15	3
67		Sorell	238½	32	33	65	21	24	45	15	16	31	1	1	-	-	66	11	8
68		Spring Bay	227½	21	27	48	18	21	39	14	19	33	1	1	-	-	96	0	0
69		Wattle Hill	223	23	19	42	16	14	30	13	11	24	1	1	-	-			
		TOTAL		244	264	508	173	203	376	126	153	279	6	11	-	-	684	11	7
70	OATLANDS	Jericho	238½	24	24	48	14	17	31	9	12	21	1	-	-	-	54	0	0
71		Mount Seymour	240	36	27	63	28	18	46	13	10	23	1	-	-	-	83	7	0
72		Oatlands	214	55	32	87	38	19	57	29	13	42	1	1	1	-	136	17	0
*73		Tunnack	200	27	46	73	13	25	38	10	17	27	1	1	-	-	80	5	0
*74		Tunbridge	122	16	10	26	11	6	17	8	5	13	1	-	-	-	79	17	10
*75		Antill Ponds	122½	10	7	17	9	5	14	8	4	12	1	-	-	-			
		TOTAL		108	146	314	113	90	203	77	61	138	5	2	1	-	434	6	10
76	CUMBERLAND	Apsley ^d	210	12	10	22	8	8	16	6	5	11	-	1	-	-	25	0	0
77		Bothwell	225	65	50	115	47	33	80	34	23	57	1	2	-	-	139	12	10
78		Ellendale	213	15	14	29	12	11	23	9	6	15	-	1	-	-	20	18	6
79		Hamilton	208	45	57	102	37	47	84	27	36	63	1	2	-	-	173	7	6
80		Ouse	210½	19	22	41	13	14	27	9	11	20	-	1	-	-	46	2	0
		TOTAL		156	153	309	117	113	230	85	81	116	2	7	-	-	405	0	10
81	GLANORGAN ..	Lisdillon	207½	19	18	37	16	14	30	13	10	23	-	1	-	-	50	0	0
82		Swansea	239½	35	31	66	29	26	55	21	21	42	1	1	-	-	92	4	9
		TOTAL		54	49	103	45	40	85	34	31	65	2	2	-	-	142	4	9
83	LAUNCESTON ..	Elizabeth-street	236½	444	324	768	209	200	499	226	140	366	1	2	3	4	474	16	9
84		Frederick-street	237½	150	131	281	89	75	164	61	51	112	-	2	-	2	148	4	5
		TOTAL		594	455	1049	398	275	663	287	191	478	1	4	3	6	623	1	2
85	CAMPBELL TOWN	Campbell Town	238	79	49	128	53	36	89	40	26	66	1	2	-	-	149	10	0
86		Cleveland	235½	24	20	44	13	13	26	10	8	18	-	1	-	-	40	15	3
87		Epping	193½	14	13	27	10	9	19	7	6	13	-	1	-	-	27	10	0
88		Ross	235½	46	32	78	35	23	58	29	19	48	1	1	1	-	117	8	6
		TOTAL		163	114	277	111	81	192	86	59	145	2	5	1	-	335	3	9
89	DELORAINÉ ..	Brookhead	209½	43	24	67	30	17	47	23	13	36	1	1	-	-	97	17	6
90		Brookside	200½	20	11	31	14	7	21	10	4	14	1	-	-	-	38	6	10
91		Delorainé	239	81	46	127	51	33	84	39	27	66	1	1	-	2	161	17	3
92		Dunorlan	238½	43	47	90	28	35	63	19	25	44	1	1	-	1	106	2	0
93		Mole Creek	230½	28	28	56	23	20	43	16	13	29	1	1	-	-	89	8	9
94		Red Hills	238½	21	16	37	11	9	20	8	7	15	-	1	-	-	42	10	0
		TOTAL		236	172	408	157	121	278	115	80	204	5	5	-	3	536	2	10
95	EAST DEVON.	Barrington	239	47	22	69	29	15	44	20	10	30	1	1	-	-	96	0	0
96		La Trobe	235½	107	84	191	75	43	118	51	28	79	1	1	1	-	117	9	6
97		New Ground	236½	29	22	51	15	10	25	8	5	13	1	-	-	-	73	19	9
98		Nook	241	31	28	59	24	21	45	18	16	34	-	1	-	1	60	0	0
99		Northdown	225½	30	34	64	18	20	38	11	13	24	1	1	-	-	97	15	6
100		Railton	233½	32	32	64	17	20	37	10	12	22	1	1	-	-	87	17	9
101		Sassafras	239½	47	46	93	27	25	52	18	16	34	1	1	-	1	83	12	11
102		Sheffield	232	63	69	132	43	45	88	32	32	64	1	1	1	-	108	0	0
103		Torquay ^e	159½	46	34	80	35	22	57	23	14	37	1	1	-	-	94	10	3
		TOTAL		432	371	803	283	221	504	191	146	337	8	8	2	2	819	5	8

* Opened 13th March. ^b Opened 24th July. ^c Re-opened 1st July. ^d Re-opened 1st March.^e Closed from 2nd September to 16th October,—change in management.

* Half-time Schools.

between the 1st January and 31st December, 1882—continued.

granted during the Year ended 31st December, 1882.

Rent of School Buildings.	Repairs to School Buildings the property of the Board.	Repairs to School Buildings not the property of the Board.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.	School Fees.	Average amount of Government Aid per annum for each Scholar in daily Attendance.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
-	-	-	-	0 11 5	-	27 1 11	11 8 5	2 14 2	53.
-	-	-	-	0 12 8	-	71 6 8	10 8 6	3 7 11	54.
-	-	-	-	0 12 7	-	50 12 7	20 10 6	2 10 8	55.
-	30 0 0	-	-	1 4 7	-	166 5 1	38 13 9	4 5 3	56.
-	30 0 0	-	-	3 1 3	-	315 6 3	81 1 2	3 10 0½	
-	-	-	-	0 19 0	-	51 1 6	8 12 0	3 0 1	57.
-	2 0 0	-	-	0 9 11	-	40 2 11	8 15 0	2 13 6	58.
-	-	-	16 17 6	5 3 8	-	52 1 2	6 15 0	2 0 4	59.
-	-	-	-	-	-	-	6 12 10	-	60.
-	37 17 6	-	-	0 19 8	-	144 7 8	27 2 6	6 0 4	61.
-	38 0 6	-	-	0 17 6	-	138 18 6	37 10 7	3 17 2	62.
-	-	-	8 1 0	2 6 8	-	23 10 7	8 15 0	2 4 10	63.
-	-	3 0 0	-	1 14 1	-	28 15 1	5 13 0	2 12 7	64.
-	-	29 0 0	-	0 13 9	-	61 1 6	8 2 6	3 11 10	65.
-	10 0 0	34 17 6	-	0 6 4	-	72 10 4	1 12 6	6 11 10	66.
-	62 10 0	-	-	1 13 10	-	166 19 1	45 12 6	5 7 9	67.
-	-	-	-	0 14 5	4 19 0	72 5 1	25 0 2	2 3 10	68.
-	34 10 0	-	-	1 8 1	-	131 18 1	25 11 10	5 4 11	69.
-	184 18 0	66 17 6	24 18 6	17 6 11	4 19 0	983 11 6	215 15 5	3 10 6	
-	-	-	1 11 0	0 8 2	-	55 19 2	23 10 2	2 13 4	70.
-	-	-	-	-	-	83 7 0	9 0 9	3 12 6	71.
-	60 6 1	-	-	1 9 7	-	198 12 8	48 3 3	4 14 7	72.
-	24 0 0	-	5 5 6	2 8 6	1 16 0	113 15 0	18 7 3	4 4 3	73.
6 10 0	-	-	-	0 13 6	-	87 1 4	10 14 6	3 9 8	74.
-	-	-	-	-	-	-	7 16 4	-	75.
6 10 0	84 6 1	-	6 16 6	4 19 9	1 16 0	538 15 2	117 12 3	3 18 1	
-	1 2 6	-	-	0 19 6	-	27 2 0	6 1 6	2 18 0	76.
-	-	-	-	1 5 3	-	140 18 1	64 3 5	2 9 5	77.
-	50 0 0	-	-	0 12 7	-	71 11 1	9 16 10	4 15 5	78.
-	152 4 6	-	-	2 1 6	-	327 13 6	54 15 3	5 4 0	79.
-	-	-	-	0 3 0	-	46 5 0	25 5 7	2 6 3	80.
-	203 7 0	-	-	5 1 10	-	613 9 8	160 0 7	3 13 11	
10 0 0	-	-	-	0 19 3	-	60 19 3	20 6 3	2 13 0	81.
-	-	-	-	0 16 7	-	93 1 4	62 11 9	2 4 5	82.
10 0 0	-	-	-	1 15 10	-	154 0 7	83 18 0	2 7 4½	
-	-	5 0 0	-	2 1 6	2 5 5	484 3 8	543 16 1	1 6 5	83.
-	-	15 0 0	-	1 2 10	-	164 7 3	101 7 4	1 9 4	84.
-	-	20 0 0	-	3 4 4	2 5 5	648 10 11	645 3 5	1 7 1½	
-	-	-	-	1 8 0	-	150 18 0	66 11 9	2 5 9	85.
-	-	-	-	0 7 4	-	41 2 7	21 5 7	2 5 8	86.
-	-	-	-	0 5 6	-	27 15 6	14 8 6	2 2 9	87.
-	89 10 0	-	-	2 6 11	-	209 5 5	59 16 3	4 7 2	88.
-	89 10 0	-	-	4 7 9	-	429 1 6	162 2 1	2 19 2½	
-	-	-	-	0 17 2	-	98 14 8	21 16 6	2 14 4	89.
-	-	-	-	0 10 0	-	38 16 10	13 11 3	2 15 6	90.
-	-	-	-	2 3 6	-	164 0 9	54 11 8	2 9 9	91.
-	-	-	-	0 18 6	-	107 1 0	63 4 11	2 8 8	92.
-	-	20 0 0	1 11 0	0 7 0	-	111 6 9	25 12 0	3 16 9	93.
-	-	-	-	0 8 6	-	42 18 6	3 10 0	2 17 3	94.
-	-	20 0 0	1 11 0	5 4 8	-	562 18 6	182 6 4	2 15 2½	
-	23 10 0	-	-	1 0 9	-	120 10 9	24 0 0	4 0 4	95.
-	20 2 0	-	-	3 0 9	-	140 12 3	60 2 8	1 15 7	96.
-	20 0 0	-	-	0 8 8	-	94 8 5	13 8 10	7 5 8	97.
-	-	-	-	1 0 5	-	61 0 5	19 10 0	1 15 11	98.
-	48 14 6	-	-	0 13 3	-	147 3 3	20 1 9	6 2 8	99.
-	-	10 0 0	-	0 11 0	-	98 8 9	20 1 7	4 0 6	100.
-	51 0 0	-	-	0 15 3	-	135 8 2	18 4 2	3 19 8	101.
-	11 0 0	6 10 0	1 1 6	1 19 0	-	128 10 6	56 0 7	2 0 2	102.
-	19 5 0	-	-	0 19 2	5 18 0	120 12 5	35 7 6	3 5 2	103.
-	193 11 6	16 10 0	1 1 6	10 8 3	5 18 0	1046 14 11	266 17 1	3 2 1½	

RETURN of PUBLIC SCHOOLS in operation under the BOARD OF

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	No. of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers		Pupil Teachers and Paid Monitors		Amount paid to Teachers of all Classes in Salaries and Allowances.		
				Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	M.	F.	M.	F.	£	s.	d.
104	WEST DEVON.	Abbotsham	230½	34	28	62	22	21	43	18	15	33	1	1	-	-	115	0	0
105		Castra Road	216	24	26	50	15	17	32	12	13	25	1	1	-	-	96	0	0
106		Hamilton-on-Forth	225	72	42	114	50	25	75	35	16	51	1	1	-	1	113	13	3
107		Kindred	233½	36	30	66	17	15	32	11	10	21	1	1	-	-	56	12	9
108		North Motton ^a	179½	12	13	25	9	9	18	6	7	13	-	1	-	-	22	10	0
109		Penguin	233	69	48	117	42	22	64	28	14	42	1	1	-	-	102	0	0
110		River Don	238	53	53	106	42	37	79	29	26	55	1	1	-	1	126	16	0
111		Ulverstone	230½	62	60	122	43	40	83	32	27	59	1	1	-	1	122	12	0
TOTAL				362	300	662	240	186	426	171	128	299	7	8	-	3	755	4	0
112	WELLINGTON.	Black River	238½	27	19	46	25	14	39	17	9	26	1	1	-	-	84	0	0
113		Emu Bay	226½	94	89	183	46	36	82	33	25	58	1	1	-	1	110	0	3
114		Flowerdale ^b	201½	14	13	27	10	9	19	6	7	13	-	1	-	-	33	6	8
115		Forest	240	39	26	65	22	16	38	17	11	28	1	1	-	-	94	6	6
116		Montagu ^c	89	12	17	29	11	15	26	7	10	17	1	-	-	-	29	15	9
117		Rocky Cape	238	14	16	30	9	12	21	6	9	15	1	-	-	-	46	4	3
118		Smithton	231½	20	16	36	10	9	19	6	6	12	1	-	-	-	28	18	6
119		Somerset	239½	25	22	47	14	13	27	9	9	18	-	1	-	-	41	3	3
120		Stanley	233½	42	27	69	31	17	48	24	13	37	1	1	-	-	134	12	9
121		Waratah	235	92	67	159	50	32	82	36	20	56	1	1	-	1	151	13	6
122		Wynyard	234	54	34	88	41	24	65	33	17	50	1	1	-	1	113	9	0
TOTAL				433	346	779	269	197	466	194	136	330	9	8	-	2	867	10	5
123	FINGAL.	Avoca	239½	31	38	69	25	26	51	17	17	34	-	1	-	1	62	0	0
124		Ellerslie	239	11	11	22	9	7	16	7	7	14	1	-	-	-	43	6	8
125		Fingal	239	37	39	76	24	26	50	17	18	35	1	1	-	-	85	15	0
126		George's Bay	221	30	27	57	18	17	35	14	12	26	1	1	-	-	109	10	6
*127		German Town ^d	222½	15	16	31	12	11	23	9	10	19	1	-	-	-	100	8	0
*128		Falmouth ^e	96½	11	12	23	9	8	17	8	6	14	1	-	-	-	60	14	6
129		Gould's Country	240	31	30	61	19	21	40	13	15	28	1	-	-	-	64	13	3
130		Mangana	232½	21	24	45	18	17	35	12	11	23	1	-	-	-	35	0	0
131		Mathinna ^f	122½	21	17	38	15	16	31	13	12	25	1	-	-	-	67	4	9
132		St. Mary's ^g	189½	43	37	80	28	24	52	19	15	34	1	1	-	-	26	13	4
133		Thomas Plains ^h	163½	25	16	41	19	12	31	13	7	20	-	1	-	-	655	6	0
TOTAL				276	267	543	196	185	381	142	130	272	8	6	-	1	655	6	0
134	GEORGE TOWN	Beaconsfield	239	141	127	268	84	73	157	67	54	121	1	3	-	-	143	7	9
135		George Town	226½	21	27	48	14	18	32	11	13	24	1	1	-	-	87	9	0
136		Lefroy	229½	137	101	238	87	60	147	64	40	104	1	1	-	1	115	3	0
137		Low Head	239	17	16	33	16	13	29	14	11	25	1	1	-	-	84	0	0
TOTAL				316	271	587	201	164	365	156	118	274	4	6	-	1	429	19	9
138	MORVEN	Breadalbane ⁱ	180	30	20	50	20	12	32	14	7	21	1	1	-	-	72	12	3
139		Deddington	225½	14	9	23	10	8	18	7	7	14	-	1	-	-	37	10	0
140		English Town ^j	208½	15	16	31	13	13	26	10	9	19	1	-	-	-	25	0	0
141		Evandale	235	93	54	147	64	40	104	50	30	80	1	1	-	2	193	0	0
142		Irish Town	224	15	26	41	11	21	32	9	18	27	1	-	-	-	52	6	3
143		Lymington	237½	31	23	54	22	14	36	16	9	25	1	-	-	-	108	3	0
144		White Hills	237½	13	19	32	11	14	25	5	10	15	-	1	-	-	38	16	6
TOTAL				211	167	378	151	122	273	111	90	201	5	4	-	2	527	8	0
145	NORFOLK PLAINS	Carrick	209½	23	25	48	14	12	26	11	10	21	-	1	-	-	42	8	10
146		Longford	226½	149	87	236	101	58	159	80	42	122	1	1	-	2	249	16	3
147		Perth	222	52	39	91	38	26	64	29	18	47	1	1	-	1	126	1	9
TOTAL				224	151	375	153	96	249	120	70	190	2	3	-	3	418	6	10
148	RINGWOOD	Bishopscourne	238	29	33	62	18	22	40	14	17	31	1	1	-	-	88	15	6
149		Cressy	226	63	36	99	53	28	81	40	21	61	1	1	-	-	111	8	3
150		Cressy Road	238½	21	20	41	15	15	30	8	10	18	-	1	-	-	41	8	9
151		Iveridge	230½	14	17	31	9	11	20	6	9	15	-	1	-	-	33	15	0
TOTAL				127	106	233	95	76	171	68	57	125	2	4	-	-	275	7	6
152	SELBY	Cormiston	236½	16	6	22	9	5	14	6	3	9	1	-	-	-	48	4	0
153		Hadspen	214½	23	29	52	16	22	38	12	17	29	1	1	-	-	88	19	6
154		Jetsonville	225	21	21	42	15	15	30	11	10	21	1	-	-	-	54	0	0
155		Moorina	237	28	27	55	18	14	32	15	10	25	1	-	-	-	55	5	0
156		Newnham	238½	17	26	43	11	19	30	7	12	19	-	1	-	-	60	0	0
157		Ravenswood ^k	199½	28	20	48	21	17	38	14	13	27	-	1	-	-	48	6	8
158		Scottsdale	241	29	15	44	16	9	25	11	5	16	1	-	-	-	43	15	0
159		Springfield	241	14	17	31	12	13	25	10	11	21	1	-	-	-	49	10	6
160		St. Leonard's	227	90	47	137	64	35	99	45	23	68	1	1	-	1	109	0	0
161		St. Michael's ^l	67	13	14	27	13	14	27	8	9	17	-	1	-	-	33	6	8
162		Turner's Marsh	233½	26	28	54	18	19	37	15	15	30	1	1	-	-	86	3	9
163		Upper Piper's River	240	27	16	43	22	10	32	16	7	22	1	-	-	-	56	10	6
164		Upper Ringarooma	220	27	14	41	20	10	30	13	7	20	1	-	-	-	50	15	0
TOTAL				359	280	639	255	202	457	183	141	324	10	6	-	1	783	17	4

^a Temporarily closed 30th September.^b Opened 13th March.^c Closed 27th May, on account of dangerous state of building.^d Half-time from March. ^e Re-opened 20th March. ^f Re-opened 3rd July. ^g Closed from 7th April to 19th July, change in management.^h Temporarily closed 31st August.ⁱ Temporarily closed 30th September.^j Opened 1st March.^k Re-opened 12th April.^l Closed from 30th April to 1st August, change in management.^m Half-time schools.

EDUCATION between the 1st January and 31st December, 1882—continued.

granted during the Year ended 31st December, 1882.							School Fees.	Average amount of Government Aid per annum for each Scholar in daily Attendance.	No.
Rent of School Buildings.	Repairs to School Buildings the property of the Board.	Repairs to School Buildings not the property of the Board.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	Total.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
-	36 19 0	-	0 6 0	0 16 9	3 2 6	156 4 3	57 12 3	4 14 8	104.
-	7 0 0	-	-	0 8 9	-	126 18 9	12 16 10	5 1 7	105.
-	45 9 0	-	-	2 7 9	-	161 10 0	43 9 6	3 3 4	106.
-	-	7 10 0	-	1 2 7	-	65 5 4	22 12 6	3 2 2	107.
-	-	-	-	0 5 6	-	22 15 6	6 5 7	2 6 7	108.
20 0 0	-	-	-	0 10 0	2 2 2	124 12 2	30 10 0	2 19 4	109.
-	-	-	-	2 5 9	-	129 1 9	59 18 9	2 6 11	110.
-	-	-	2 2 0	3 1 0	-	127 15 0	65 12 3	2 3 4	111.
20 0 0	89 8 0	31 0 0	2 8 0	10 18 1	5 4 8	914 2 9	298 17 8	3 1 1 $\frac{3}{4}$	
-	18 19 0	-	1 11 0	1 2 2	-	105 12 2	39 15 6	4 1 3	112.
-	-	-	6 10 0	2 5 1	-	118 15 4	40 13 4	2 0 11	113.
-	29 8 0	-	9 12 6	4 13 2	2 8 6	79 8 10	14 19 11	6 2 3	114.
-	-	-	-	0 11 2	-	94 17 8	29 18 6	3 7 9	115.
-	-	-	-	0 19 5	2 17 0	33 12 2	4 14 0	3 8 0	116.
-	23 10 0	-	-	1 1 6	-	70 15 9	20 5 6	4 14 5	117.
-	-	-	-	0 11 5	-	29 9 11	15 6 3	2 9 2	118.
10 0 0	-	-	-	0 11 7	-	51 14 10	20 5 6	2 17 6	119.
-	-	-	0 10 6	0 18 0	-	136 1 3	67 14 5	3 13 7	120.
-	12 0 0	-	-	1 3 6	-	164 17 0	80 2 9	2 18 10	121.
-	30 0 0	-	2 2 0	0 19 10	-	146 10 10	83 6 10	2 18 7	122.
10 0 0	113 17 0	-	20 6 0	14 16 10	5 5 6	1031 15 9	426 2 6	3 2 6 $\frac{1}{2}$	
-	-	-	-	1 0 0	-	63 0 0	13 10 5	1 17 1	123.
-	-	-	-	-	-	43 6 8	18 4 6	3 1 11	124.
-	5 0 0	-	-	1 0 0	-	91 15 0	59 7 11	2 12 5	125.
-	34 0 6	-	-	0 17 9	2 18 8	147 7 5	42 10 8	5 13 4	126.
-	-	6 0 0	8 18 6	3 9 3	2 14 0	121 9 9	12 4 11	2 16 6	127.
12 0 0	-	-	-	1 9 5	-	74 3 11	39 11 0	2 13 0	128.
-	-	-	-	1 3 6	-	65 16 9	19 1 9	2 17 3	129.
-	-	-	-	-	-	35 0 0	13 14 2	2 3 3	130.
-	-	-	0 13 0	2 15 9	-	70 13 6	25 12 5	2 1 7	131.
-	-	-	-	0 19 1	-	27 12 5	18 16 9	1 10 11	132.
12 0 0	39 0 6	6 0 0	9 11 6	12 14 9	5 12 8	740 5 5	268 9 0	2 14 5 $\frac{1}{2}$	133.
31 12 6	-	1 0 0	7 1 0	-	44 4 3	227 5 6	81 1 9	1 17 7	134.
-	-	-	-	-	-	87 9 0	15 8 6	3 12 10	135.
-	-	15 0 0	-	1 10 9	-	131 13 9	76 14 0	1 5 4	136.
-	-	-	-	1 15 2	-	85 15 2	37 19 0	3 8 7	137.
31 12 6	-	16 0 0	7 1 0	3 5 11	44 4 3	532 3 5	211 3 3	1 18 10	
-	-	-	-	1 14 4	-	74 6 7	17 8 4	3 10 10	138.
-	-	-	-	0 9 10	-	37 19 10	3 11 0	2 14 3	139.
-	-	2 0 0	7 6 6	2 3 4	-	36 9 10	20 10 5	2 3 8	140.
40 0 0	-	-	-	3 7 2	-	236 7 2	145 19 4	2 19 1	141.
-	-	-	1 6 0	0 11 0	-	54 3 3	29 17 9	2 0 1	142.
-	-	15 0 0	-	0 10 5	-	123 13 5	30 12 2	4 19 0	143.
5 0 0	-	-	-	0 10 7	-	44 7 1	12 10 6	2 19 2	144.
45 0 0	-	17 0 0	8 12 6	9 6 8	-	607 7 2	260 9 6	3 0 5 $\frac{1}{2}$	
-	-	-	-	0 5 3	-	42 14 1	23 18 11	2 8 0	145.
-	71 6 0	-	0 16 0	4 17 10	-	326 16 1	179 6 0	2 13 7	146.
-	54 0 0	-	-	2 17 7	-	182 19 4	55 14 3	3 17 10	147.
-	125 6 0	-	0 16 0	8 0 8	-	552 9 6	258 19 2	2 18 1 $\frac{1}{2}$	
-	28 19 9	-	-	1 4 1	-	118 19 4	22 10 0	3 16 9	148.
-	-	-	0 18 0	1 10 4	-	113 16 7	73 1 7	1 17 4	149.
-	-	21 10 0	-	0 7 6	-	63 6 3	23 7 1	3 10 4	150.
-	-	-	-	-	-	33 15 0	13 14 3	2 5 0	151.
-	28 19 9	21 10 0	0 18 0	3 1 11	-	329 17 2	132 12 11	2 12 9	
-	-	-	-	0 9 10	-	48 14 7	6 9 0	5 8 3	152.
1 0 0	-	-	-	-	-	89 19 6	23 12 7	3 2 1	153.
-	-	-	-	0 8 9	3 2 6	57 11 3	28 1 8	2 14 19	154.
-	-	20 0 0	-	0 7 6	-	75 12 6	32 11 1	3 3 8	155.
-	-	-	-	0 7 8	-	60 7 8	22 14 10	3 3 7	156.
-	-	5 0 0	-	0 9 7	7 6 0	61 2 3	24 9 0	2 5 3	157.
-	36 10 0	-	4 11 0	0 15 0	0 14 0	86 5 0	24 12 8	5 7 10	158.
-	-	14 5 0	-	0 18 9	-	64 14 3	17 10 2	3 1 7	159.
-	43 0 0	-	-	1 0 8	-	153 0 8	63 1 3	2 5 0	160.
-	-	-	-	-	-	33 6 8	17 0 3	2 7 1	161.
-	-	-	-	0 9 0	-	86 12 9	16 16 9	2 17 9	162.
-	-	-	0 10 6	1 9 6	-	58 10 6	13 13 0	2 13 2	163.
-	-	10 0 0	-	0 9 1	-	61 4 1	20 13 9	3 1 2	164.
1 0 0	79 10 0	49 5 0	5 1 6	7 5 4	11 2 6	937 1 8	311 6 0	2 17 10	

RETURN of PUBLIC SCHOOLS in operation under the BOARD OF

No.	ELECTORAL DISTRICT.	SITUATION OF SCHOOL.	No of Days the School was open.	Number of distinct Scholars on the Rolls during the Year.			Average Number of Scholars on the Rolls during the Year.			Average Daily Attendance.			Teachers and Assistant Teachers		Pupil Teachers and Paid Monitors	Amount paid to Teachers of all Classes in Salaries and Allowances.				
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	M.	F.		M.	F.	£	s.	d.
165	WESTBURY ..	Bracknell	235½	46	37	83	32	30	62	23	22	45	1	1	1	-	118	13	9	
166		Bridgenorth	217½	19	22	41	18	21	39	12	14	26	1	1	-	-	70	10	1	
167		Cluan	240	13	16	29	11	14	25	8	10	18	1	-	-	-	65	7	3	
168		Early Rises	228½	21	11	32	13	7	20	6	4	10	-	1	-	-	35	4	3	
169		Exton	239½	35	22	57	23	14	37	17	9	26	1	1	-	-	135	0	0	
170		Fern Bank ^a	161	17	17	34	12	13	25	9	10	19	-	1	-	-	45	1	6	
171		Glengarry	230	29	20	49	22	16	38	17	11	28	1	1	-	-	99	13	9	
172		Golden Valley	232½	34	27	61	24	19	43	16	13	29	1	1	-	-	84	5	0	
173		Hagley ^b	150½	61	23	84	44	19	63	37	16	53	1	1	1	-	154	0	0	
174		Park	235	20	18	38	12	9	21	7	5	12	-	1	-	-	31	16	6	
175		Queenstown	234½	71	79	150	53	57	110	37	39	76	1	2	-	1	170	15	1	
176		Reedy Marsh	241½	9	18	27	7	16	23	5	11	16	-	1	-	-	48	1	6	
177		Rose Vale	225½	17	20	37	14	15	29	10	11	21	1	-	-	-	59	14	0	
178		Westbury	232½	76	58	134	51	40	91	39	28	67	1	1	-	1	114	9	9	
179		Whitemore	233½	40	15	55	28	8	36	20	6	26	1	1	-	-	81	7	2	
180		Winkleigh	239½	28	17	45	18	12	30	12	8	20	1	-	-	-	63	0	0	
		TOTAL .....	..	536	420	956	382	310	692	275	217	492	12	14	2	2	1376	19	7
181	FURNEAUX GROUP	Cape Barren Island ^c ..	224½	14	9	23	9	5	14	7	4	11	1	1	-	-	125	0	0	
		GRAND TOTAL .....	..	7644	6131	13,775	5217	4085	9302	3813	2898	6711	127	157	26	41	15,608	8	3

^a Closed 23rd September.^b Temporarily closed 9th September.^c Closed 31st December.

EDUCATION between the 1st January and 31st December, 1882—continued.

granted during the Year ended 31st December, 1882.							School Fees.	Average amount of Government Aid per annum for each Scholar in daily Attendance.	No.
Rent of School Buildings.	Repairs to School Buildings the property of the Board.	Repairs to School Buildings not the property of the Board.	School Furniture and Fittings.	School Books, Maps, and Requisites.	Miscellaneous.	TOTAL.			
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
-	5 0 0	-	-	4 14 0	-	128 7 9	60 7 6	2 17 1	165.
-	5 5 0	-	-	1 4 2	-	76 19 3	4 7 6	2 19 3	166.
-	29 10 0	-	2 12 0	0 10 10	-	98 0 1	1 18 0	5 8 11	167.
-	-	-	2 5 0	0 11 9	-	38 1 0	2 9 8	3 16 1	168.
-	-	-	-	0 11 4	-	135 11 4	39 3 11	4 16 7	169.
-	-	-	-	0 7 6	-	45 9 0	6 8 6	2 7 5	170.
-	-	-	-	0 5 9	-	99 19 6	19 0 8	3 10 9	171.
-	-	-	3 2 6	0 17 0	-	88 4 6	-	3 0 10	172.
-	-	-	-	4 13 0	2 11 6	161 4 6	185 10 3	3 0 10	173.
-	-	-	-	0 6 5	-	32 2 11	8 17 9	2 13 7	174.
-	-	-	0 18 0	2 3 6	-	173 16 7	74 15 0	2 5 9	175.
-	-	-	-	0 7 7	-	48 9 1	0 5 0	3 0 7	176.
-	-	-	2 5 0	0 14 4	-	62 13 4	10 14 11	2 19 8	177.
-	-	-	6 1 6	3 10 7	-	124 1 10	75 3 8	1 17 0	178.
-	-	-	3 13 0	1 3 4	-	86 3 6	46 0 6	2 6 3	179.
-	-	-	-	1 0 0	-	64 0 0	23 14 6	3 4 0	180.
-	39 15 0	-	20 17 0	23 1 1	2 11 6	1463 4 2	558 17 10	2 19 5½	
-	-	-	-	0 7 8	-	125 7 8	-	11 7 11	181.
243 12 6	2009 9 4	369 18 10	135 7 0	220 5 2	140 1 10	18,727 2 11	7173 9 3	2 18 3¼	

APPENDIX J.

RETURN of Number of Children admitted under Free Certificates, and the Payments made for their Instruction, for the Year 1882.

No.	SCHOOL.	TOTAL SUM PAID.	NO. OF SCHOLARS UNDER INSTRUCTION.			
			1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.
	<i>Glenorchy.</i>	<i>£ s. d.</i>				
1	Glenorchy	3 17 3	11	14	11	10
2	New Town	8 13 9	23	19	22	21
	TOTAL	12 11 0	34	33	33	31
	<i>Kingborough.</i>					
3	Brown's River	4 9 3	13	11	10	13
4	Longley	0 4 9	...	1	1	...
5	Three Hut Point	1 12 6	5	5	5	5
6	Margate	0 3 6	4	...	...	...
7	Nicholl's Rivulet	1 6 3	5	5	...	...
8	Oyster Cove	4 17 0	14	18	17	12
9	Peppermint Bay	1 3 6	10	...	...	9
10	Port Cygnet	1 18 3	13	9	...	...
11	Victoria	11 13 9	25	24	24	20
	TOTAL	27 8 9	89	73	57	59
	<i>Franklin.</i>					
12	Castle Forbes Bay	4 18 6	13	11	14	16
13	Dover	3 6 9	4	4	10	11
14	Franklin	5 14 9	23	12	12	13
15	Hastings	3 0 3	8	7	6	6
16	Honeywood	5 13 0	15	14	14	15
	TOTAL	22 13 3	63	48	56	61
	<i>New Norfolk.</i>					
17	Macquarie Plains	0 17 3	...	5	4	...
18	New Norfolk	6 11 9	19	18	20	12
19	River Plenty	0 4 0	1	1	...	...
	TOTAL	7 13 0	20	24	24	12
	<i>Brighton.</i>					
20	Bagdad	1 2 0	2	2	4	3
21	Black Brush	0 7 9	...	...	...	7
22	Constitution Hill	4 11 6	13	15	15	16
23	Green Point	1 5 9	...	2	3	6
24	Green Ponds	2 15 0	6	7	7	7
25	Tea Tree	0 13 0	2	2	2	2
		10 15 0	23	28	31	41
	<i>Clarence.</i>					
26	Cambridge	0 16 9	4	4	...	...
27	Dulcot	4 3 0	12	12	12	12
28	Kangaroo Point	3 2 0	12	8	10	11
29	Muddy Plains	1 2 6	4	4	4	4
30	Rokeby	1 7 9	5	5	3	3
	TOTAL	10 12 0	37	33	29	30
	<i>Richmond.</i>					
31	Enfield	0 5 6	5	...	...	...
32	Jerusalem	0 14 0	2	2	2	...
33	Richmond	5 0 6	10	11	11	11
	TOTAL	6 0 0	17	13	13	11
	<i>Sorell.</i>					
34	Bream Creek	2 12 6	9	8	4	5
35	Carlton	1 8 0	6	7	...	...
36	Forcett	3 10 6	10	12	12	7
37	Kellevie	4 0 6	12	11	12	12
38	Orielton	1 7 9	3	4	8	6
39	Prosser's Plains	3 11 6	12	9	13	14
40	Sorell	0 15 3	3	3	3	3
41	Spring Bay	3 10 0	7	7	8	7
42	Orford	3 1 0	...	...	13	14
	TOTAL	23 17 0	62	61	73	68

NO.	SCHOOL.	TOTAL SUM PAID.	NO. OF SCHOLARS UNDER INSTRUCTION.			
			1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.
	<i>Oatlands.</i>	<i>£ s. d.</i>				
43	Mount Seymour	4 12 0	22	21	17	...
44	Oatlands	4 17 0	18	14	15	13
45	Tunbridge.....	1 2 6	4	4	5	5
46	Antill Ponds.....	1 1 4	3	3	3	3
	TOTAL.....	11 12 10	47	42	40	21
	<i>Cumberland.</i>					
47	Bothwell	9 9 6	28	25	28	23
48	Ellendale	0 18 6	4	3	3	3
49	Hamilton	3 7 6	13	11	10	9
50	Ouse	1 2 0	3	3	3	3
	TOTAL.....	14 17 6	48	42	44	38
	<i>Glamorgan.</i>					
51	Swansea	2 4 9	8	6	5	4
	<i>Launceston.</i>					
52	Elizabeth-street	7 17 0	24	25	21	14
53	Frederick-street	20 17 9	56	50	41	44
	TOTAL.....	28 14 9	80	75	62	58
	<i>Campbell Town.</i>					
54	Campbell Town	9 10 0	26	24	23	24
55	Cleveland	0 15 3	4	3	2	2
56	Ross	3 8 6	9	10	6	6
	TOTAL.....	13 13 9	39	37	31	32
	<i>Deloraine.</i>					
57	Brookhead	9 17 6	21	24	23	25
58	Brookside.....	1 1 0	4	4	4	2
59	Deloraine	15 17 3	42	35	35	34
60	Dunorlan	1 2 6	3	1	5	5
61	Mole Creek	5 8 9	9	17	18	17
	TOTAL.....	33 7 0	79	81	85	83
	<i>East Devon.</i>					
62	New Ground	1 19 9	5	7	11	6
63	Northdown	1 15 6	5	7	7	8
64	Railton	3 17 9	11	11	13	15
65	Sassafras	5 18 6	26	27	22	17
66	Torquay	1 10 3	11	11	...	...
	TOTAL.....	15 1 9	58	63	53	46
	<i>West Devon.</i>					
67	Hamilton-on-Forth ...	2 3 3	8	8	6	12
68	Kindred	2 12 9	4	5	8	15
69	River Don	4 16 0	15	11	11	11
70	Ulverstone	8 12 0	20	27	26	31
	TOTAL.....	18 4 0	47	51	51	69
	<i>Wellington.</i>					
71	Emu Bay	5 0 3	10	11	10	13
72	Forest	1 6 6	3	3	3	3
73	Montagu	0 8 3	2	2	...	...
74	Rocky Cape	0 9 3	2	2	2	1
75	Smithton	0 3 6	2	2	...	...
76	Somerset	1 3 3	4	4	4	3
77	Stanley	2 12 9	7	7	6	6
78	Waratah	0 15 6	5	5	...	...
79	Wyuyard	1 9 0	5	5	2	5
	TOTAL.....	13 8 3	40	41	27	31
	<i>Fingal.</i>					
80	Fingal	1 15 0	6	6	6	6
81	German Town.....	1 8 0	3	5	4	4
82	Gould's Country	0 14 6	3	3	3	3
83	Mangana	1 13 3	6	4	4	4
84	St. Mary's.....	1 12 6	11	...	...	8
	TOTAL.....	7 3 3	29	18	17	25

NO.	SCHOOL.	TOTAL SUM PAID.	NO. OF SCHOOLS UNDER INSTRUCTION.			
			1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.
	<i>George Town.</i>	£ s. d.				
85	Beaconsfield	1 14 3	7	8	...	...
86	George Town	3 9 0	14	15	8	7
87	Lefroy	1 3 0	...	...	...	11
	TOTAL	6 6 3	21	23	8	18
	<i>Morven.</i>					
88	Breadalbane	0 12 3	3	3	2	...
89	Irish Town	2 16 3	5	6	7	7
90	Lymington	4 13 0	17	19	15	14
91	White Hills	0 1 6	1	...	...	...
	TOTAL	8 3 0	26	28	24	21
	<i>Norfolk Plains.</i>					
92	Carrick	2 0 6	9	5	2	6
93	Longford	8 11 3	24	23	24	20
94	Perth	5 17 3	19	17	16	13
	TOTAL	16 9 0	52	45	42	39
	<i>Ringwood.</i>					
95	Bishopsbourne	4 15 6	15	14	11	8
96	Cressy	3 8 3	9	8	8	8
97	Cressy Road	1 8 9	3	3	3	3
	TOTAL	9 12 6	27	25	22	19
	<i>Selby.</i>					
98	Corniston	0 19 9	4	4	3	4
99	Hadspen	2 19 6	8	9	9	9
100	Springfield	2 10 6	5	5	6	6
101	Turner's Marsh	2 3 9	5	3	3	7
102	Upper Piper's River ...	2 10 6	6	6	6	4
	TOTAL	11 4 0	28	27	27	30
	<i>Westbury.</i>					
103	Bracknell	4 19 9	14	13	12	11
104	Cluan	8 2 3	20	20	24	24
105	Early Rises	3 18 9	17	21	16	15
106	Fern Bank	5 1 6	15	23	22	...
107	Glengarry	3 13 9	13	10	11	11
108	Golden Valley	16 5 0	46	50	49	55
109	Park	3 1 6	11	12	8	11
110	Queenstown	21 11 9	59	55	56	49
111	Reedy Marsh	8 1 6	21	19	20	19
112	Rose Vale	5 14 0	15	17	13	13
113	Westbury	6 9 9	24	23	24	22
114	Whitemore	1 11 0	3	3	3	5
	TOTAL	88 10 6	258	266	258	235
	GRAND TOTAL...	420 3 1	1232	1183	1112	1082

GEO. RICHARDSON, *Secretary.*

APPENDIX K.

RETURN showing Number of Visits paid to each School during the Year 1882, compiled from Returns furnished by the Teacher.

No.	SITUATION OF SCHOOL.	Ministers for imparting Religious Instruction.						Inspectors of Schools.	Members of Local Boards.	Other Persons.	TOTAL.
		Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.				
<i>Hobart.</i>											
1	Bathurst-street	37	...	...	...	...	...	10	10	50	107
2	Battery Point	2	...	...	...	...	...	11	8	24	45
3	Goulburn-street .....	...	...	...	...	...	...	5	3	89	97
4	Macquarie-street .....	...	...	...	...	...	...	9	3	63	75
5	Murray-street	14	...	...	...	...	...	9	7	55	85
6	Trinity Hill	13	...	...	...	...	...	7	4	89	133
TOTAL		86	...	...	...	...	...	51	35	370	542
<i>Glenorchy.</i>											
7	Bridgewater .....	...	...	...	...	...	...	2	7	3	12
8	Glenorchy	12	...	...	...	...	...	5	11	11	39
9	New Town	36	...	...	...	...	...	6	6	25	73
10	Sorell Creek .....	...	...	...	...	...	1	2	1	4	8
TOTAL		48	...	...	...	...	1	15	25	43	132
<i>Queenborough.</i>											
11	Sandy Bay.....	...	...	...	...	...	...	2	2	14	18
<i>Kingborough.</i>											
12	Brown's River	21	...	...	...	...	...	4	2	4	31
13	Garden Island Creek ...	...	...	...	...	...	...	...	...	...	...
14	Longley .....	...	...	...	...	...	...	3	5	1	9
15	Long Bay .....	...	...	...	...	...	...	2	16	1	19
16	Three Hut Point .....	...	...	...	...	...	...	3	11	...	14
17	Margate.....	...	...	...	...	...	...	4	1	...	5
18	Nicholl's Rivulet	1	...	...	4	...	...	3	16	...	24
19	Oyster Cove .....	...	...	...	...	...	...	3	3	5	11
20	Peppermint Bay .....	...	...	...	...	...	3	3	3	7	16
21	Port Cygnet .....	...	...	...	...	...	...	2	1	1	4
22	Victoria .....	...	...	...	...	...	...	2	10	...	12
23	Wattle Grove.....	...	...	...	...	...	...	3	12	7	22
TOTAL		22	...	...	4	...	3	34	82	40	185
<i>Franklin.</i>											
24	Castle Forbes Bay .....	...	...	...	...	...	...	3	31	6	40
25	Dover.....	...	2	...	...	11	...	3	8	5	29
26	Franklin	3	36	...	...	...	...	3	25	7	74
27	Hastings .....	...	...	...	...	1	...	3	2	...	6
28	Honeywood .....	...	...	...	...	...	...	3	26	13	42
29	Raminea .....	...	...	...	...	...	...	2	3	4	9
30	Southport .....	...	...	...	...	...	...	3	3	6	12
31	Upper Huon.....	...	...	...	...	...	...	2	16	5	23
TOTAL		3	38	...	...	12	...	22	114	46	235
<i>New Norfolk.</i>											
32	Glenora .....	...	...	...	...	...	...	2	...	19	21
33	Macquarie Plains.....	14	...	...	...	...	...	1	61	37	113
34	Molesworth .....	...	...	...	...	...	...	2	...	4	6
35	New Norfolk	7	...	...	...	...	...	4	62	30	103
36	River Plenty .....	...	...	...	...	...	...	1	...	...	1
TOTAL		21	...	...	...	...	...	10	123	90	244
<i>Brighton.</i>											
37	Bagdad	1	...	...	...	...	...	2	13	2	18
38	Black Brush.....	...	...	...	...	...	...	3	10	1	14
39	Broadmarsh .....	...	...	...	...	...	...	1	12	1	14
40	Elderslie .....	...	...	...	...	...	...	1	12	...	13
41	Constitution Hill .....	...	...	...	...	...	...	3	2	1	6
42	Green Point .....	...	...	...	...	...	...	2	7	1	10
43	Green Ponds.....	3	...	...	...	...	...	2	13	8	26
44	Old Beach.....	...	...	...	...	...	...	2	4	2	8
45	Pontville	34	...	...	...	...	...	2	...	2	38
46	Tea Tree	2	...	...	...	...	...	3	6	2	13
TOTAL		40	...	...	...	...	...	21	79	20	160

No.	SITUATION OF SCHOOL.	Ministers for imparting Religious Instruction.						Inspectors of Schools.	Members of Local Boards.	Other Persons.	TOTAL.
		Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.				
<i>Clarence.</i>											
47	Cambridge .....	...	...	...	...	...	...	2	9	8	19
48	Dulcot .....	...	...	...	...	...	...	2	13	1	16
49	Kangaroo Point	8	...	...	...	...	...	4	6	22	40
50	Muddy Plains .....	...	...	...	...	...	...	2	2	...	4
51	Rokeby	5	...	...	...	...	...	2	3	1	11
52	South Arm .....	...	...	...	...	...	...	2	10	1	13
TOTAL		13	...	...	...	...	...	14	43	33	103
<i>Richmond.</i>											
53	Enfield	2	...	...	...	...	...	2	...	11	16
54	Jerusalem .....	...	...	...	...	...	...	2	2	2	6
55	Lower Jerusalem .....	...	...	...	...	...	...	2	11	12	25
56	Richmond .....	...	...	...	...	...	...	2	...	2	4
TOTAL		2	...	...	...	...	...	8	13	27	50
<i>Sorell.</i>											
57	Bream Creek .....	...	...	...	...	...	...	2	...	1	3
58	Carlton .....	...	...	...	...	...	...	2	...	1	3
59	Cascades .....	...	...	...	...	...	...	1	...	1	2
60	Impression Bay .....	...	...	...	...	...	...	1	2	3	6
61	Forcett	13	...	...	...	...	...	2	6	1	22
62	Kellevie .....	...	...	...	...	...	...	2	3	2	7
63	Nugent	3	...	...	...	...	...	1	8	2	14
64	Orford	2	...	...	...	...	...	1	4	5	12
65	Orielton	3	...	...	...	...	...	3	2	...	8
66	Prosser's Plains .....	...	...	...	...	...	...	3	7	4	14
67	Sorell	21	...	...	...	...	...	2	7	5	35
68	Spring Bay .....	...	...	...	...	...	...	2	19	24	45
69	Wattle Hill	9	...	...	...	...	...	1	2	1	13
TOTAL		51	...	...	...	...	...	23	60	50	184
<i>Oatlands.</i>											
70	Jericho .....	...	...	...	...	...	...	2	6	4	12
71	Mount Seymour .....	...	...	...	...	...	...	2	19	5	26
72	Oatlands	31	...	...	...	...	...	1	2	...	34
73	Tunnack .....	...	...	...	...	...	...	2	5	1	8
74	Tunbridge .....	...	...	...	...	...	...	2	9	...	11
75	Antill Ponds .....	...	...	...	...	...	...	2	2	...	4
TOTAL		31	...	...	...	...	...	11	43	10	95
<i>Cumberland.</i>											
76	Apsley	4	...	...	...	...	...	3	...	3	10
77	Bothwell	40	...	...	...	...	...	4	2	3	49
78	Ellendale .....	...	...	...	...	...	...	1	9	3	13
79	Hamilton	18	...	...	...	...	...	2	9	6	35
80	Ouse .....	...	...	...	...	...	...	2	8	7	17
TOTAL		62	...	...	...	...	...	12	28	22	124
<i>Glamorgan.</i>											
81	Lisdillon	11	...	...	...	...	...	2	...	5	18
82	Swansea	40	...	...	...	...	...	2	13	50	105
TOTAL		51	...	...	...	...	...	4	13	55	123
<i>Launceston.</i>											
83	Elizabeth-street .....	...	...	...	...	...	...	10	9	74	93
84	Frederick-street .....	...	...	...	...	...	...	8	14	...	22
TOTAL .....		...	...	...	...	...	...	18	23	74	115
<i>Campbell Town.</i>											
85	Campbell Town .....	...	...	...	...	...	...	4	13	21	38
86	Cleveland	2	2	...	...	...	...	3	2	2	11
87	Epping .....	...	...	...	...	...	...	2	5	8	15
88	Ross .....	...	...	...	...	...	...	2	3	20	25
TOTAL		2	2	...	...	...	...	11	23	51	89
<i>Deloraine.</i>											
89	Brookhead .....	...	...	...	...	...	...	2	16	3	21
90	Brookside .....	...	...	...	...	...	...	2	...	...	2
91	Deloraine .....	...	...	...	...	...	...	4	3	17	24
92	Dunorlan .....	...	...	...	...	...	...	2	13	17	32
93	Mole Creek .....	...	1	...	2	...	...	2	8	7	20
94	Red Hills .....	...	...	...	...	...	...	4	7	...	11
TOTAL .....		...	1	...	2	...	...	16	47	44	110

No.	SITUATION OF SCHOOL.	Ministers for imparting Religious Instruction.						Inspectors of Schools.	Members of Local Boards.	Other Persons.	TOTAL.
		Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.				
East Devon.											
95	Barrington .....	...	...	...	...	...	...	3	1	...	4
96	Latrobe	8	...	...	...	...	...	3	3	16	30
97	New Ground .....	...	...	...	...	...	...	2	3	3	8
98	Nook .....	...	...	...	1	...	...	2	2	1	6
99	Northdown .....	...	...	...	...	...	...	2	1	4	7
100	Railton .....	...	...	...	...	...	...	3	11	8	22
101	Sassafras .....	...	...	...	...	...	...	2	4	2	8
102	Sheffield .....	...	...	...	...	...	...	3	7	10	20
103	Torquay .....	...	...	...	...	...	...	2	8	7	17
TOTAL		8	...	...	1	...	...	22	40	51	122
West Devon.											
104	Abbotsham .....	...	...	...	...	...	...	3	6	...	9
105	Castra Road .....	...	...	...	...	...	...	3	2	...	5
106	Hamilton-on-Forth .....	...	...	...	...	...	...	3	24	30	57
107	Kindred .....	...	...	...	...	...	...	2	12	6	20
108	North Motton .....	...	...	...	...	...	1	2	3	1	7
109	Penguin	2	...	...	1	...	...	5	10	3	21
110	River Don .....	...	...	...	...	...	...	3	8	6	17
111	Ulverstone .....	...	...	...	...	...	...	5	7	6	18
TOTAL		2	...	...	1	...	1	26	72	52	154
Wellington.											
112	Black River .....	...	...	...	...	...	...	5	4	...	9
113	Emu Bay	1	...	...	4	...	...	9	11	16	41
114	Flowerdale .....	...	...	...	...	...	...	2	6	3	11
115	Forest .....	...	...	...	...	...	...	3	3	3	9
116	Montagu .....	...	...	...	...	...	...	1	1	9	11
117	Rocky Cape .....	...	...	...	...	...	...	4	4	1	9
118	Smithton .....	...	...	...	...	...	...	2	2	6	10
119	Somerset .....	...	...	...	...	...	...	3	3	...	6
120	Stanley .....	...	...	...	...	...	...	4	40	15	59
121	Waratah .....	...	...	...	...	...	...	3	10	3	16
122	Wynyard .....	...	...	...	...	...	...	6	7	7	20
TOTAL		1	...	...	4	...	...	42	91	63	201
Fingal.											
123	Avoca	34	...	...	...	...	...	2	2	2	40
124	Ellerslie .....	...	...	...	...	...	...	2	...	...	2
125	Fingal .....	...	...	...	...	...	...	2	6	...	8
126	George's Bay .....	...	...	...	...	...	...	2	3	3	8
127	German Town	3	...	...	...	...	...	2	2	...	7
128	Falmouth .....	...	...	...	...	...	...	2	...	3	5
129	Gould's Country	4	...	...	...	...	...	2	5	1	12
130	Mangana .....	...	...	...	...	...	...	2	3	16	21
131	Mathinna	2	...	...	...	...	...	2	4	2	10
132	St. Mary's	7	...	...	...	...	...	2	4	5	18
133	Thomas's Plains .....	...	...	...	...	...	...	1	1	1	3
TOTAL		50	...	...	...	...	...	21	30	33	134
George Town.											
134	Beaconsfield .....	...	...	...	...	...	...	3	7	26	36
135	George Town .....	...	...	...	...	...	...	2	30	3	35
136	Lefroy	8	...	...	...	...	...	2	12	10	32
137	Low Head .....	...	...	...	...	...	...	2	3	2	7
TOTAL		8	...	...	...	...	...	9	52	41	110
Morven.											
138	Breadalbane .....	...	...	...	...	...	...	2	...	2	4
139	Deddington .....	...	...	...	...	...	...	2	5	2	9
140	English Town .....	...	...	...	...	...	...	2	3	3	8
141	Evandale .....	...	...	...	...	...	...	3	2	7	12
142	Irish Town .....	...	...	...	...	...	...	2	2	4	8
143	Lymington .....	...	...	...	...	...	...	2	16	1	19
144	White Hills	5	...	...	...	...	...	2	...	...	7
TOTAL		5	...	...	...	...	...	15	28	19	67
Norfolk Plains.											
145	Carrick .....	...	...	...	...	...	...	3	1	5	9
146	Longford	27	...	...	...	...	...	3	20	9	59
147	Perth .....	...	...	...	...	...	...	2	3	2	7
TOTAL		27	...	...	...	...	...	8	24	16	75

No.	SITUATION OF SCHOOL.	Ministers for imparting Religious Instruction.						Inspectors of Schools.	Members of Local Boards.	Other Persons.	TOTAL.
		Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.				
	<i>Ringwood.</i>										
148	Bishopsbourne.....	...	...	...	...	...	...	2	...	...	2
149	Cressy	6	...	...	...	...	...	2	14	9	31
150	Cressy Road.....	16	...	...	...	...	...	3	9	4	32
151	Iveridge.....	...	...	...	...	...	...	2	...	...	2
	TOTAL.....	22	...	...	...	...	...	9	23	13	67
	<i>Selby.</i>										
152	Cormiston .....	...	...	...	...	...	...	3	13	1	17
153	Hadspen .....	...	...	...	...	...	...	2	...	17	19
154	Jetsonville.....	...	...	...	...	...	...	2	7	1	10
155	Moorina.....	...	...	...	...	...	...	2	1	8	11
156	Newnham .....	...	...	...	...	...	...	2	10	3	15
157	Ravenswood .....	...	...	...	...	...	...	2	1	1	4
158	Scottsdale .....	...	...	...	...	...	...	2	4	7	13
159	Springfield .....	...	...	...	...	...	...	2	14	5	21
160	St. Leonard's	16	...	...	...	...	...	3	30	7	56
161	St. Michael's .....	...	...	...	...	...	...	2	2	2	6
162	Turner's Marsh .....	...	3	...	...	...	...	2	6	...	11
163	Upper Piper's River ...	...	...	...	...	...	...	2	2	9	13
164	Upper Ringarooma.....	...	...	...	...	...	...	2	42	13	57
		16	3	..	...	...	...	28	132	74	253
	<i>Westbury.</i>										
165	Bracknell .....	...	...	...	...	...	...	2	1	1	4
166	Bridgenorth .....	...	...	...	...	...	...	2	2	1	5
167	Cluan .....	...	...	...	...	...	...	4	15	...	19
168	Early Rises .....	...	3	...	...	...	...	2	4	4	13
169	Exton.....	...	...	...	...	...	...	6	1	...	7
170	Fern Bank .....	...	...	...	...	...	...	2	3	2	7
171	Glengarry .....	...	...	...	...	...	...	2	2	2	6
172	Golden Valley .....	...	...	...	...	...	...	2	9	1	12
173	Hagley	23	...	...	...	...	...	2	...	...	25
174	Park	3	4	...	...	...	...	3	...	...	10
175	Queenstown .....	...	3	...	...	...	...	3	14	12	32
176	Reedy Marsh	1	4	...	...	...	...	2	2	...	9
177	Rose Valley .....	...	...	...	...	...	...	2	2	1	5
178	Westbury	40	...	...	...	...	...	5	9	24	78
179	Whitemore .....	...	...	...	...	...	...	2	...	...	2
180	Winkleigh.....	...	...	...	...	...	...	2	...	...	2
	TOTAL.....	67	14	...	...	...	...	43	64	48	236
	<i>Furneaux Group.</i>										
181	Cape Barren Island ...	3	...	...	...	...	...	...	3	1	7
	GRAND TOTAL	641	53	...	12	12	5	495	1322	1400	3945

APPENDIX L.

RELIGIOUS Denominations of Scholars on the Rolls of Public Schools for the Year 1882.

No.	SITUATION OF SCHOOL.	Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Independent.	Others.	TOTAL.
<i>Hobart.</i>								
1	Bathurst-street.....	344	62	38	93	77	18	632
2	Battery Point	219	41	30	19	37	9	355
3	Goulburn-street	183	54	52	11	26	13	339
4	Macquarie-street	101	25	15	22	16	...	179
5	Murray-street (Free) ...	119	36	10	75	24	18	282
6	Trinity Hill	204	42	20	87	41	...	394
	TOTAL	1170	260	165	307	221	58	2181
<i>Glenorchy.</i>								
7	Bridgewater	38	3	...	...	...	...	41
8	Glenorchy	41	19	11	25	...	...	96
9	New Town	65	35	1	53	4	...	158
10	Sorell Creek	34	...	...	5	...	7	46
	TOTAL	178	57	12	83	4	7	341
<i>Queenborough.</i>								
11	Sandy Bay	45	...	...	...	...	...	45
<i>Kingborough.</i>								
12	Brown's River	65	8	...	2	2	3	80
13	Garden Island Creek ...	18	...	...	...	...	2	20
14	Longley	18	2	...	9	...	...	29
15	Long Bay	34	4	...	...	...	...	38
16	Three Hut Point	21	5	...	...	...	...	26
17	Margate	22	13	...	6	...	3	44
18	Nicholl's Rivulet	8	6	...	8	...	...	22
19	Oyster Cove	36	6	...	...	...	...	42
20	Peppermint Bay	17	1	...	...	26	...	44
21	Port Cygnet	25	1	...	9	...	...	35
22	Victoria	39	1	19	1	...	...	60
23	Wattle Grove	10	14	...	9	...	...	33
	TOTAL	313	61	19	44	28	8	473
<i>Franklin.</i>								
24	Castle Forbes Bay	2	23	...	3	19	...	47
25	Dover	26	10	2	2	6	22	68
26	Franklin	48	28	...	28	48	...	152
27	Hastings	3	13	...	1	23	15	55
28	Honeywood	24	26	...	...	55	...	105
29	Raminea	17	2	6	...	11	...	36
30	Southport	40	10	...	...	...	...	50
31	Upper Huon .....	...	1	...	14	13	...	28
	TOTAL	160	113	8	48	175	37	541
<i>New Norfolk.</i>								
32	Glenora	53	3	...	3	2	...	61
33	Macquarie Plains	91	1	...	...	...	...	92
34	Molesworth	16	8	...	3	...	...	27
35	New Norfolk	64	24	2	57	4	...	151
36	River Plenty	22	10	...	...	...	...	32
	TOTAL	246	46	2	63	6	...	363
<i>Brighton.</i>								
37	Bagdad	23	...	2	...	27	...	52
38	Black Brush	22	6	...	...	1	...	29
39	Broadmarsh	20	4	...	...	...	...	24
40	Elderslie	13	14	...	...	...	...	27
41	Constitution Hill	35	15	3	...	7	...	60
42	Green Point	51	7	...	8	...	...	66
43	Green Ponds	52	8	7	4	26	...	97
44	Old Beach	14	8	...	13	...	...	35
45	Pontville	39	1	3	...	14	...	57
46	Tea Tree	43	1	...	...	6	...	50
	TOTAL	312	64	15	25	81	...	497
<i>Clarence.</i>								
47	Cambridge	33	7	...	...	4	...	44
48	Duclot	13	16	...	...	2	...	31
49	Kangaroo Point	52	2	...	...	...	...	54
50	Muddy Plains	15	...	2	6	...	...	23
51	Rokeby	30	...	...	...	9	...	39
52	South Arm	23	...	...	...	...	...	23
	TOTAL	166	25	2	6	15	...	214

No.	SITUATION OF SCHOOL.	Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Inde- pendent.	Others.	TOTAL.
<i>Richmond.</i>								
53	Enfield	16	3	...	...	4	...	23
54	Jerusalem	37	1	...	2	...	...	40
55	Lower Jerusalem.....	20	4	3	...	8	...	35
56	Richmond	26	23	...	...	27	...	76
	TOTAL	99	31	3	2	39	...	174
<i>Sorell.</i>								
57	Bream Creek	25	...	...	...	6	...	31
58	Carlton	3	...	...	...	22	...	25
59	Cascades	20	6	...	...	...	3	29
60	Impression Bay	29	2	...	...	...	16	47
61	Forcett	39	...	...	...	...	3	42
62	Kellevie	37	4	...	1	6	25	73
63	Nugent	17	6	...	...	...	...	23
64	Orford	13	2	...	6	...	...	21
65	Orielton.....	29	6	...	...	...	...	35
66	Prosser's Plains	27	...	...	...	...	...	27
67	Sorell.....	61	3	...	...	1	...	65
68	Spring Bay	37	11	...	...	...	...	48
69	Wattle Hill	39	3	...	...	...	...	42
	TOTAL	376	43	...	7	35	47	508
<i>Oatlands.</i>								
70	Jericho	48	...	...	...	...	...	48
71	Mount Seymour	13	34	16	...	...	...	63
72	Oatlands	52	4	15	16	...	...	87
73	Tunnack	16	44	13	...	...	...	73
74	Tunbridge.....	16	6	4	...	...	...	26
75	Antill Ponds.....	10	2	2	3	...	...	17
	TOTAL	155	90	50	19	...	...	314
<i>Cumberland.</i>								
76	Apsley	22	...	...	...	...	...	22
77	Bothwell	94	9	8	4	...	...	115
78	Ellendale	23	6	...	...	...	...	29
79	Hamilton	75	27	...	...	...	...	102
80	Ouse	33	8	...	...	...	...	41
	TOTAL	247	50	8	4	...	...	309
<i>Glamorgan.</i>								
81	Lisdillon	19	...	...	...	...	18	37
82	Swansea	48	14	3	...	...	1	66
	TOTAL	67	14	3	...	...	19	103
<i>Launceston.</i>								
83	Elizabeth-street	251	56	96	186	105	74	768
84	Frederick-street	77	13	13	64	29	85	281
	TOTAL	328	69	109	250	134	159	1049
<i>Campbell Town.</i>								
85	Campbell Town	72	7	15	34	...	...	128
86	Cleveland	27	11	6	...	...	...	44
87	Epping	6	2	15	4	...	...	27
88	Ross	45	2	...	31	...	...	78
	TOTAL	150	22	36	69	...	...	277
<i>Deloraine.</i>								
89	Brookhead	23	30	2	12	...	...	67
90	Brookside	2	...	2	24	...	3	31
91	Deloraine	55	23	18	12	...	19	127
92	Dunorlan	33	21	4	26	...	6	90
93	Mole Creek	26	4	6	20	...	...	56
94	Red Hills	14	18	...	5	...	...	37
	TOTAL	153	96	32	99	...	28	408
<i>East Devon.</i>								
95	Barrington	8	2	1	37	...	21	69
96	Latrobe	78	20	3	51	22	17	191
97	New Ground.....	16	15	...	14	...	6	51
98	Nook	21	...	7	10	5	16	59
99	Northdown	12	9	1	33	...	9	64
100	Railton	9	11	...	44	...	...	64
101	Sassafras	14	45	1	32	...	1	93
102	Sheffield	24	6	5	70	2	25	132
103	Torquay.....	54	10	...	8	8	...	80
	TOTAL	236	118	18	299	37	95	803

No.	SITUATION OF SCHOOL.	Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Inde- pendent.	Others.	TOTAL.
<i>West Devon.</i>								
104	Abbotsham	20	...	7	7	22	6	62
105	Castra Road	20	5	19	4	2	...	50
106	Hamilton-on-Forth	25	36	6	31	7	9	114
107	Kindred	11	12	...	34	9	...	66
108	North Motton	10	2	...	...	...	13	25
109	Penguin	12	2	...	103	...	...	117
110	River Don	22	24	...	...	60	...	106
111	Ulverstone	71	11	1	2	24	13	122
	TOTAL	191	92	33	181	124	41	662
<i>Wellington.</i>								
112	Black River	17	21	2	6	...	...	46
113	Emu Bay	120	32	...	14	...	17	183
114	Flowerdale	21	4	...	...	...	2	27
115	Forest	45	20	...	...	...	...	65
116	Montagu	16	2	...	11	...	...	29
117	Rocky Cape	15	11	4	...	...	...	30
118	Smithton	12	...	2	1	...	21	36
119	Somerset	24	22	1	...	...	...	47
120	Stanley	33	20	3	13	...	...	69
121	Waratah	90	29	4	31	...	5	159
122	Wynyard	45	14	...	1	20	8	88
	TOTAL	438	175	16	77	20	53	779
<i>Fingal.</i>								
123	Avoca	37	29	...	3	...	...	69
124	Ellerslie	8	14	...	...	...	...	22
125	Fingal	43	19	4	10	...	...	76
126	George's Bay	46	5	...	5	...	1	57
127	German Town	24	2	...	5	...	...	31
128	Falmouth	14	9	...	...	...	...	23
129	Gould's Country	42	5	6	6	...	2	61
130	Mangana	10	26	5	4	...	...	45
131	Mathinna	29	2	7	...	...	...	38
132	St. Mary's	57	14	1	8	...	...	80
133	Thomas's Plains	22	7	5	6	1	...	41
	TOTAL	332	132	28	47	1	3	543
<i>George Town.</i>								
134	Beaconsfield	61	12	16	149	...	30	268
135	George Town	40	6	2	...	...	...	48
136	Lefroy	141	5	12	77	...	3	238
137	Low Head	21	...	3	5	4	...	33
	TOTAL	263	23	33	231	4	33	587
<i>Morven.</i>								
138	Breadalbane	28	2	12	8	...	...	50
139	Deddington	3	5	15	...	...	...	23
140	English Town	17	2	12	...	...	...	31
141	Evandale	70	17	29	31	...	...	147
142	Irish Town .....	...	24	7	2	...	8	41
143	Lymington	39	1	5	8	...	1	54
144	White Hills	27	...	...	5	...	...	32
	TOTAL	184	51	80	54	...	9	378
<i>Norfolk Plains.</i>								
145	Carrick	27	2	12	6	...	1	48
146	Longford	95	31	...	59	...	51	236
147	Perth	32	4	...	7	...	48	91
	TOTAL	154	37	12	72	...	100	375
<i>Ringwood.</i>								
148	Bishopsbourne	28	8	14	12	...	...	62
149	Cressy	34	2	...	60	...	3	99
150	Cressy Road	24	6	2	4	3	2	41
151	Iveridge	16	5	...	7	1	2	31
	TOTAL	102	21	16	83	4	7	233

No.	SITUATION OF SCHOOL.	Church of England.	Church of Rome.	Church of Scotland.	Wesleyan.	Inde- pendent.	Others.	TOTAL.
	<i>Selby.</i>							
152	Cormiston	6	4	7	...	...	5	22
153	Hadspen	39	2	...	9	...	2	52
154	Jetsonville	1	...	36	5	...	...	42
155	Moorina	20	8	16	8	...	3	55
156	Newnham	32	6	...	5	...	...	43
157	Ravenswood	41	4	1	2	...	...	48
158	Scottsdale	4	...	11	20	...	9	44
159	Springfield	23	...	5	2	1	...	31
160	St. Leonard's	104	9	6	18	...	...	137
161	St. Michael's.....	19	...	3	4	1	...	27
162	Turner's Marsh	6	45	3	...	...	...	54
163	Upper Piper's River ...	12	12	13	2	...	4	43
164	Upper Ringarooma.....	33	6	...	1	...	1	41
	TOTAL	340	96	101	76	2	24	639
	<i>Westbury.</i>							
165	Bracknell	13	12	...	3	...	55	83
166	Bridgenorth	18	20	3	...	...	...	41
167	Cluan	1	28	...	...	...	...	29
168	Early Rises	4	28	...	...	...	...	32
169	Exton.....	6	9	...	39	...	3	57
170	Fern Bank	12	9	1	12	...	...	34
171	Glengarry	16	9	24	...	...	...	49
172	Golden Valley	9	50	...	2	...	...	61
173	Hagley	39	7	27	11	...	...	84
174	Park	3	31	4	...	...	...	38
175	Queenstown	37	97	7	9	...	...	150
176	Reedy Marsh	1	26	...	...	...	...	27
177	Rose Vale	15	11	4	...	...	7	37
178	Westbury	72	19	6	36	...	1	134
179	Whitemore	11	...	2	42	...	...	55
180	Winkleigh.....	...	4	21	20	...	...	45
	TOTAL	257	360	99	174	...	66	956
181	<i>Furneaux Group.....</i>	23	...	...	...	...	...	23
	GRAND TOTAL.	6635	2146	900	2320	930	794	13,775

CORRIGENDA.

In page 4, par. 6, for Appendix "K." read "L.;" and page 7, par. 17, for "3981" read "3945," and for "677" read "641."