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1883.

TASMANIA.

HOUSE OF ASSEMBLY.

EDUCATION:

REPORT OF ROYAL COMMISSION.

Laid upon the Table by the Premier, and ordered by the House to be printed,
July 27, 1883.

CORRIGENDUM.

IN Report, page xxxiii., 2nd line of par. 104, *for* "prescribe" *read* "proscribe."

ROYAL COMMISSION
ON
PUBLIC EDUCATION IN TASMANIA AND
NEIGHBOURING COLONIES.

R E P O R T
OF
THE COMMISSIONERS,

WITH
EVIDENCE TAKEN AND OTHER DOCUMENTS.



Tasmania;
WILLIAM THOMAS STRUTT, GOVERNMENT PRINTER, HOBART.

1883.

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Chief Secretary's Office, Hobart, 31st January, 1883.

SIR,

I have the honor to forward herewith a Royal Commission, which has been issued by His Excellency the Governor for the purpose of enquiring into the existing systems of Public Education in Tasmania and the neighbouring Colonies, and the manner in which provision for the same is made, and to offer such suggestions thereon as may to them appear calculated to secure increased advantages to the Public of Tasmania in the matter of Education; and appointing yourself, William Henry Davies Archer, Esquire, M.H.A., the Honorable Charles Hamilton Bromby, Bolton Stafford Bird, Esquire, M.H.A., the Reverend Richard Deodatus Poulett-Harris, and the Reverend James Scott as Members.

I have to request that you will be good enough to convene a meeting of the Commission at as early a date as may be convenient to the Members.

I have the honor to be,

Sir,

Your obedient Servant,

WM. MOORE.

E. N. C. BRADDON, *Esquire, M.H.A.,*
Treglith, River Forth.

VICTORIA, by the Grace of God of the United Kingdom of Great Britain and Ireland Queen, Defender of the Faith.

(Seal of the Colony.)

To Our trusty and well-beloved WILLIAM HENRY DAVIES ARCHER, Esquire, Member of the House of Assembly, the Honorable CHARLES HAMILTON BROMBY, BOLTON STAFFORD BIRD, Esquire, Member of the House of Assembly, EDWARD NICHOLAS COVENTRY BRADDON, Esquire, Member of the House of Assembly, the Reverend RICHARD DEODATUS POULETT-HARRIS, and the Reverend JAMES SCOTT.

GREETING :

WHEREAS We have thought it expedient to enquire into the existing systems of Public Education in Tasmania and the neighbouring Colonies, and the manner in which provision for the same is made, and to offer such suggestions thereon as may to Our Commissioners herein named appear calculated to secure increased advantages to the Public of Tasmania in the matter of Education: KNOW YE that We, reposing great trust and confidence in your fidelity, discretion, and integrity, have authorised and appointed, and by these presents do authorise and appoint you the said William Henry Davies Archer, the Honorable Charles Hamilton Bromby, Bolton Stafford Bird, Edward Nicholas Coventry Braddon, the Reverend Richard Deodatus Poulett-Harris, and the Reverend James Scott to make diligent enquiry into the existing systems of Public Education in Tasmania and the neighbouring Colonies, and the manner in which provision for the same is made, and to offer such suggestions thereon as may to you appear calculated to secure increased advantages to the public of Tasmania in the matter of Education as aforesaid: AND for the better discovery of the truth in the premises WE DO by these presents give and grant unto you, or any one or more of you, full power and authority to call before you all such persons as you shall judge necessary by whom you may obtain information in the premises: AND Our further will and pleasure is that you, or any one or more of you, shall reduce into writing under your hands what you shall discover in the premises, and do and shall, on or before the first day of June next, certify unto Us in Our Executive Council in Tasmania, in writing under your hands respectively, your several proceedings by force of these presents, together with what you shall find touching or concerning the premises upon such enquiry as aforesaid: AND We further will and command and by these premises ordain that this Our Commission shall continue in full force and virtue, and that you Our said Commissioners, or any one or more of you, shall and may from time to time proceed in the execution hereof and of any matter or thing herein contained although the same be not continued from time to time by adjournment: AND We do hereby command all and singular Our loving subjects whomsoever within Our said Colony of Tasmania that they be assistant to you in the execution of these presents. IN TESTIMONY whereof We have caused these Our Letters to be made Patent, and the Public Seal of Our Colony of Tasmania and its Dependencies to be hereunto affixed.

WITNESS Our trusty and well-beloved SIR GEORGE CUMINE STRAHAN, Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Colony of Tasmania and its Dependencies, at Hobart, in Our said Colony, this thirtieth day of January, in the forty-sixth year of Our Reign.

GEO. C. STRAHAN.

By His Excellency's Command,

WM. MOORE, *Chief Secretary.*

(Seal of the Colony.)

WE will and command that the within written Commission shall continue in full force and virtue until the second day of July next, anything in the said Commission contained to the contrary notwithstanding. IN TESTIMONY whereof I have caused the Public Seal of the Colony of Tasmania and its Dependencies to be hereunto affixed.

Dated the twenty-eighth day of May, one thousand eight hundred and eighty-three.

GEO. C. STRAHAN.

By His Excellency's Command,

WM. MOORE, *Chief Secretary.*

(Seal of the Colony.)

WE will and command that the within written Commission shall continue in full force and virtue until the ninth day of July next, anything in the said Commission contained to the contrary notwithstanding. IN TESTIMONY whereof We have caused the Public Seal of the Colony of Tasmania and its Dependencies to be hereunto affixed.

Dated the sixth day of July, one thousand eight hundred and eighty-three.

GEO. C. STRAHAN.

By His Excellency's Command,

WM. MOORE, *Chief Secretary.*

Speaker's Room, House of Assembly, Hobart, 9th July, 1883.

SIR,

ON behalf of the Members of the Royal Commission appointed by Your Excellency "to make diligent enquiry into the existing systems of Public Education in Tasmania and the neighbouring Colonies, and the manner in which provision for the same is made, and to offer such suggestions as may to them appear calculated to secure increased advantages to the Public of Tasmania in the matter of Education," I have the honor to transmit herewith their Report: the Minutes, Evidence, and Appendices relating thereto will be forwarded as soon as they are printed.

I have the honor to be,

Sir,

Your most obedient Servant,

E. N. C. BRADDON,

Chairman Royal Commission on Education.

His Excellency the Governor.

R E P O R T.

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

MAY IT PLEASE YOUR EXCELLENCY,

WE, as Members of the Royal Commission appointed by Your Excellency "to make diligent enquiry into the existing System of Public Education in Tasmania and the neighbouring Colonies, and the manner in which provision for the same is made, and to offer such suggestions thereon as may to us appear calculated to secure increased advantages to the Public of Tasmania in the matter of Education," beg to submit the following Report.

2. It is with much regret that, at the outset, we have to point out how it is due to a cause beyond our control, and for which we are not responsible, that we have been unable to comply fully and completely with these directions. There might have been, in any case, a failure upon our part to employ to their fullest use the materials necessary to our enquiry. To the adverse criticism arising out of such failure we should have held ourselves wholly and solely liable. But we may justly complain of that action of the Government which withheld necessary material from us; and, in exercising our undoubted right of protesting in our own defence, it may be permissible to us to say that, in our opinion, the action of the Government in restricting our field of enquiry was an interference with our functions which could not but impair the value of our work. Preliminary and explanatory remarks.

3. By the terms of the Commission which empowered us to act, we were directed to extend our enquiry diligently into the neighbouring Colonies; and the unanimous opinion of the Members of the Commission was that these instructions evidently pointed to, and certainly necessitated, personal enquiry upon the spot by one or more of the Commissioners. That such a line of action was indicated seemed apparent from the absence of any mention of distant countries that it would have been impossible for us to visit. Valuable for purposes of comparison and guidance as would be any information concerning the systems of Education in force in Europe and America,—indispensable as it was that in the course of our deliberations we should consider those systems,—our instructions to enquire into Educational systems referred only to those Colonies which are readily accessible, and which might have been visited within the period allowed for our labours.

4. As to the necessity of such personal enquiry there seemed no question. If in conducting an investigation into the Tasmanian system, with which we were more or less practically familiar, and as to which a Parliamentary Select Committee collected much evidence last year, it was necessary to examine witnesses, how much more indispensable was such a procedure in the instance of those other colonial systems of which we had had no practical experience, and of whose actual results, successes, and failures we had only derived partial knowledge, from cursory reading and unauthenticated information!

5. Had a Victorian Commission been directed to enquire into the Tasmanian system and its working, what but the most imperfect results could have been obtained from the evidence of our Education Act, Regulations, and Reports! Abstract theories only could have been wrought out of such material: nothing would have been learned of the wants and feelings of the people affected by or interested in the system. No concrete notion

could have been arrived at as to the points wherein that system had proved successful or defective. Little of any practical utility could have been the outcome of the closest study directed in that manner, whether as example to be followed or warning to avoid.

6. When England bestirred herself in respect of Public Education, it was deemed advisable to depute Mr. Matthew Arnold to enquire into the Educational systems of France, Holland, and Switzerland. Prior to that by many years M. Cuvier had, on the part of France, visited Holland upon the same mission : and within the last three months France has sent forth another Educationist to investigate the German system. Even in Europe, where information, through Blue Books and public records, is so much more copious than in these newer Countries, personal enquiry upon the spot was felt to be indispensable ; and Cuvier's observations of an earlier period did not, in the case of Arnold, preclude the necessity of a renewed enquiry on the same lines, or satisfy the French Educational authorities of to-day. How much more essential was such personal observation in regard to our enquiry into Australasian systems of Education !

7. It was of particular moment that we should see for ourselves, as far as possible, the practical results of certain radical changes recently effected in the adjoining Colonies ;—*e.g.*, New South Wales had by her Education Act of April, 1880, anticipated two of the most important recommendations of the Tasmanian Select Committee of 1882,—(1.) The transfer of central control from a Council (or Board) of Education to a responsible Minister ; and (2.) The substitution of District Boards for Local School Boards. It was eminently desirable that we should learn how far these novel features of the New South Wales system had borne the practical test of three years' experience. It was impossible to glean even the most meagre information upon these points from the Reports of 1880, 1881, or any other of the educational records of New South Wales in our possession. And the most simple and only effective manner of acquiring the necessary knowledge seemed to us that of personally visiting New South Wales.

8. Believing that we had warrant for this opinion in the terms of the Commission,—seeing, also, that full confidence in our discretion and integrity was therein expressed,—it was without any doubt as to the result that we applied for means to carry out our intention of visiting the neighbouring Colonies. Great, therefore, were our surprise and regret when the Government, in reply, informed us that the step we proposed had never been contemplated : and very considerable was our dissatisfaction when, having fully explained our position and asked for reconsideration of our request, we were told that the Government adhered to their original determination.

9. Reluctantly, then, we accepted the responsibility of proceeding with an enquiry under conditions which closed to us important sources of information. We had already advanced too far in the matter to resign the task committed to us. Whatever the view or intention of the Government might be, we felt too deeply the necessity for some practical issue to sacrifice the opportunity afforded by the Commission. We therefore persevered to the end, availing ourselves of all attainable evidence and information that appeared serviceable ; and we now submit a Report which, if it be not based upon data as complete as we had wished, is the product of an enquiry as full as the time and funds at our disposal would admit of.

10. In our enquiry into the condition of Education in Tasmania we have included—(1.) All existing institutions which, as being in some degree supported by the State, directly concern the taxpayers of the Colony ; and (2.) All Institutions which it may prove desirable to bring under State control as portions of a National System of Education. The first class includes our Public Primary Schools, certain aided Refuges, our Educational Prizes (Exhibitions and Scholarships), and that Council through whose agency the Educational Prizes are awarded ; and in which we possess, for the time being, our substitute for a University. Within the scope of the second class come Reformatories, Schools of Agriculture and Mines, Libraries, &c. In pursuance of our enquiry we have personally inspected several Public Schools, and have collected a mass of information and evidence

that we think fairly and fully represents every shade of public-opinion. For facility of reference we have tabulated in their more salient features the various systems of Public Education prevailing in the Australasian Colonies and other Countries (Appendix 18); Educational Statistics of Australasian Colonies (Appendix 19); and in Appendices 20, 21, and 22 we give synopses of the written replies to questions put to Teachers of Public Schools, Local School Boards, masters of Superior Schools, and others interested in education.

11. And although we shall conclude our Report by recommending many and sweeping changes in the educational system of Tasmania; although the educational forces of the Colony have, in our opinion, outgrown the machinery that directs them;— we cannot dismiss the past without warm and genuine acknowledgment of the considerable advantages which that period has bestowed upon Tasmania by primary teaching of the masses and encouragement of superior education. And while cordially admitting this of the system as it is and has been, we cannot overlook the claims to public gratitude of the Hon. H. Butler, by whose able, upright, and gratuitous services that system has been so long administered.

12. The early history of Tasmanian education is given at some length in the Report of the Royal Commission on Education, 1867. We may here briefly recapitulate this. Prior to 1853 public education was conducted in a small way on the penny-a-day system: the central control being vested in the Governor in Council, and the administration mainly in an Inspector of Schools. In 1853 the necessity of improvement was forced upon the attention of the Legislative Council by a Report of the Inspector, wherein was recommended vast extension of the school system in quantity, and reformation in quality of teaching; and a Board of travelling Inspectors was appointed (Archdeacon Davies, Rev. Dr. Lillie, Rev. W. Hall, and Mr. Inspector Arnold.)

History of State
Education in
Tasmania.

13. The first result of this action was a Draft Bill submitted to the Legislative Council: but this Bill was allowed to drop, and a Select Committee on Public Education was appointed (Sir R. Dry, the Attorney-General, Colonial Secretary, Mr. Anstey, Mr. Gleadow, Colonial Treasurer, Mr. Leake, Mr. Chapman, Mr. Nutt, Mr. Walker, and Captain Clarke).

14. The recommendations of this Committee were as follows:—

1. That the charge for Public Education be met out of General Revenue rather than by local rate.
2. That the penny-a-day system, denounced by the Board of Inspection, be abolished.
3. That the Denominational system recommended by the Board of Inspection for Hobart and Launceston be not adopted.
4. That control of the Educational System be entrusted to a Central Board consisting of Members of the Executive Council and Legislative Council, who should be empowered to regulate fees and classify Teachers: such Board being assisted by an Inspector, who should be Secretary also.

15. In accordance with the recommendations of this Select Committee, Members of the Executive and Legislative Councils for the time being were constituted a Central Board of Education by Government Notice No. 140 of 31st October, 1853, wherein it was explained that “the object of the Government in appointing the Board is to establish a system under which the benefits of a sound education may be ensured to those classes who have it not in their power to combine to provide adequate instruction for their children.”

16. The Legislative Council voted for the educational service of 1854 (exclusive of establishment), £9415, and the new system commenced with 50 schools, 2734 registered pupils, 2024 average attendance; which had grown in 1865 to 102 schools, 5357 registered pupils, 4076 average attendance; and increased by 1882 to 181 schools, 9302 registered pupils; average attendance, 6711.

17. In 1867 a Royal Commission (Mr. Innes, Mr. Kennerley, Mr. P. O. Fysh, Mr. Gleadow, Dr. Butler, and Mr. Sheehy) was appointed "to consider, enquire into, and report upon the present system of Public Education in this Colony, and the best mode of reducing the Government expenditure under that head, and at the same time of securing the greatest amount of benefit from the advantages placed at the disposal of the community for educational purposes."

18. That Commission had a more difficult task than was committed to us, inasmuch as it was required to report upon the best mode of reducing the State expenditure upon education when no mode of effecting such retrenchment presented itself. But the able Report of the Commissioners of 1867 clearly demonstrated that reduction of the State outlay upon public schools was impracticable unless with the most objectionable consequences; and out of the recommendations of the Royal Commission of 1867 resulted the system which is now in operation. Those recommendations were as follows:—

"That the system of Public School Education be provided for by legal enactment; the Bill to be submitted to Parliament for that purpose leaving the following proposals to its decision:—

"1. The compulsory education of neglected children,—where the parents are in a situation to defray the expense, at *their* cost; where they are *not*, at that of the State.

"2. Providing that licences or certificates of different grades should be required from Teachers, and disqualifying uncertificated persons from prosecuting that calling. Also, that school-houses be licensed.

"3. The appointment of a central authority in connection with schools, and with defined powers.

"4. The appointment of local authorities.

"5. Also of Inspectors.

"6. Providing for Education by a fixed grant instead of an annual vote, and the objects and the conditions of its outlay.

"7. Securing reserves in various parts of the Island for school-houses and teachers' dwellings, &c.

"Pending legislation, and apart from it,—

"1. That, in the attempt to extend educational provision as widely as possible, due care be taken not to lower the standard of qualification on the part of teachers, or of instruction in the schools.

"2. With a view to meeting the requirements of Rural Districts (where the fixed stipends of teachers are necessarily their principal dependence), the expenditure in populous localities (where school fees are considerable) should be gradually diminished; and that the amount thus saved be applied so as to provide an adequate remuneration to competent teachers in the country. Also, that a reduction of one school, or if practicable two, in Hobart Town be immediately effected.

"3. That Local Boards be appointed for the admission of children *free* whose parents are not able to contribute towards the education of their children, and for fixing the amount to be paid by parents who cannot pay a maximum fee of one shilling.

"4. That the present Inspector of Schools and the Secretary to the Board of Education be relieved from any office duties but such as are incidental to the discharge of the duties of Inspection, and that both be employed continuously in visiting the Public Schools.

"5. That no reduction be made in the amount estimated by the Board of Education and inserted in the Estimates for 1868 (£11,000) as necessary for the service of the ensuing year, unless as the result of such systematic changes as Parliament may deem advisable.

"6. Although the Ragged Schools are not, strictly speaking, comprehended in the terms of our Commission, we desire to add a recommendation that they should be

inspected from time to time by the Inspectors of Schools, and the reports forwarded to the managers of those Institutions."

19. During the 16 years that have elapsed since the Royal Commission of 1867 conducted their inquiry, primary education of the masses has become more fully recognized as an obligation of the State, and compulsory measures more generally accepted as necessary adjuncts of a State educational system. Writing in 1867, the Tasmanian Commissioners said: "The admissibility of legal compulsion as a principle in public education, and its expediency in practice, are by no means settled questions among educationists, and we do not profess to have arrived at a unanimous and thoroughly accordant conclusion in respect to them." There was no doubt in their minds as to the State's responsibility for the primary instruction of the masses,—they agreed that this was a duty necessarily imposed upon a civilised State; they differed only when the question arose of arming the State with the powers necessary to the performance of its function.

Primary Education a State duty.

20. But in the process of time, and by the light of experience, the views of educationists have undergone considerable changes, and educational systems have been remodelled to meet more recent opinions. In his Report of 1859 upon the French system, Mr. M. Arnold gave it as the view of the majority of Frenchmen that the obstacles to compulsory education in France were insuperable. "Perhaps," said Arnold, "for a Government to be able to force its people to school, that people must either be generally well-off, as in America; or placid and docile, as in Germany; or ardently desirous of knowledge, as in Greece. But the masses in France, like the masses in England, are by no means well-off, are stirring and self-willed, are not the least in the world bookish." Thus wrote Arnold in 1859: and yet France, by her law of 1882, has come to adopt that compulsory system which England had patiently accepted for some years, and which, at this time, is recognised by the Statutes of Canada and all the Australasian Colonies. The history of the compulsory clause in the Canadian law indicates the vigorous growth of popular feeling in this respect. At first attendance at the Canadian public schools was not enforced by law; but when experience taught the necessity of compulsion, requests poured in upon the department from local bodies, and when the demand was practically unanimous a compulsory clause was enacted. The absence of a compulsory clause from the education laws of the States of America is doubtless one of the two main causes of the partial failure of American public education.

Compulsory.

21. In the evidence before us there is perfect unanimity as to the two fundamental principles—(1) that it is the duty of the State to provide for primary education; and (2) that it is not an undue interference with the liberty of the people to make education compulsory. But there is in this evidence so strong an expression of doubt as to the desirability of making public education free to all, that an additional reason presents itself for considering the economic effects of public education and the arguments which justify a national and compulsory system. In any case this would have been necessary for the purpose of showing how the taxpayers derive a large balance of profit from a national undertaking which already involves a considerable charge upon the public resources, and which must become, year by year, a heavier burden to the Colony as population increases and improved efficiency is bought by wisely increased expenditure.

Free.

22. Turning again to Arnold as our authority, we quote this passage: "For a certain part of its education the English people is sufficient to itself. . . . But there are some things which, neither in England, nor in any other country, can the mass of the people have by nature, and these things Governments can give it. They can give it those simple but invaluable and humanising acquirements without which the finest race in the world is but a race of splendid barbarians. Above all, Governments in giving these may at the same time educate a people's reason, a people's equity. These are not the qualities which the masses develop for themselves. Obstinate resistance to oppression, omnipotent industry, heroic valour—all these may come from below upwards; but unprejudiced intelligence,—but equitable moderation,—never."

Economic effect of Education.

23. This eloquent passage deals with the theoretical aspect of the question. Let us quote two portions of the opening address of the President of the Economic Science and Statistics Section of the British Association in 1862 (cited by the Royal Commission of 1867):—

“Considering a child to be for our economical purposes an investment, the elementary training and education are necessary to increase the efficiency and productiveness of the capital employed. I have been at much pains on this point to ascertain from employers the comparative efficiency and value of educated and uneducated labourers, and I find one conclusion unanimously agreed to on the subject by all intelligent witnesses of wide experience and observation: that education, even in its present rude, and in many respects objectionable, elementary condition, is *highly remunerative*. Employers who have been at the expense of schools on high religious and social grounds concur in saying that success is great on the lower and economical ground. In agriculture intelligent work-masters are aware of the wide difference in result and value between educated and uneducated, intelligent and unintelligent labour, in the old and ordinary processes. But the expense of ignorance is the greatest in the obstructions which it presents to the introduction of machines by which wages are augmented while labour is saved. Wheresoever machinery is introduced increased education and intelligence are proved to be necessary for the production of its best effect. I have been assured by experienced mechanicians that, notwithstanding the progress of machinery in agriculture, there is probably as much sound practical labour-saving invention and machinery unused as there is used, and that is unused solely in consequence of the ignorance and incompetence of the work-people.

“Treating each child as an investment of capital to be applied in honest industry, it is a total loss if he fail from moral default. If he turn mendicant, pauper, or thief, he will still levy a maintenance upon the public; as a thief most wastefully by spoil, as a criminal in prison or in convict establishments he will be kept unproductively, generally at double the expense of maintaining a pauper. The insurance table would give him from the tenth year the chances of forty years of life and waste, and the waste would be underestimated at the keep of a pauper, or a total loss of £480 in every case of failure. As a matter of fact, coming within my own personal investigations under the Poor Law Commission of Inquiry, not above one-third of the children reared in the old parish work-houses with adult paupers, after leaving the work-houses could be traced into respectable service in self-supporting conditions; and where the old educational conditions are permitted to continue there is a total loss of two out of every three investments. By an increase of expenditure for an improved teaching power—by trained teachers in many of the Unions—these losses have been considerably diminished; but in the schools for Districts of Unions in which the children are kept free from the influence of adult paupers,—where a higher order of educational power is employed, though at a reduced rate of expenditure,—where there is physical training with the military drill, and sometimes the navy drill,—there the moral features of able-bodied children—the failures to the extent of disqualification for respectable employment—are reduced to within 2 per cent. of insurance charge upon the investment as against a previous rate of 60 per cent. of failures.”

24. That improvement in the efficiency of labour must naturally attend improved intelligence of the labourer seems too self-evident a proposition to require discussion; nor can it be necessary to show how elevation of the effectiveness of labour is inseparable from enhancement of the national wealth, or how pauperism is the not improbable consummation of ineffective labour. But the controlling influence of education as a preventive of crime is, to some minds at least, a debatable question, and as to this we deem it advisable to advance such argument and evidence as may justify the opinion we hold.

25. Alison, in his *History of Europe*, pronounces the doctrine that education in a large sense tends to prevent crime, a fallacy. Herbert Spencer, in his *Social Statics*, and Buckle, in his *History of Civilization*, agree “that the criminal statistics of a country for a series of years show that the amount of crime is a constant quantity, proportionate to the number of people, and apparently unaffected by educational or moral influence.”

26. Now, even if we tested these opinions by the facts of a time antecedent to that in which State Education of the masses became a generally admitted necessity, evidence is forthcoming to refute them. We will quote an authority who describes the direct effect of education nearly a century and a half ago. In 1738 the Brethren of the Christian Schools of the Faubourg St. Antoine had established 17 schools in that quarter of Paris. The Chief of the Paris Police declared that the police of the quarter cost, since the establishment of those schools, 30,000f. (£1200) less than it cost before.

27. But let us turn to recent evidence. The latest statistics of Baden show that in that Grand Duchy, where a compulsory education law is rigorously enforced, crime has been reduced in the last seven years 51 per cent. and pauperism 25 per cent. And as to America (where education is not compulsory, and has, at the most, been only a partial success), we quote the following excerpts from a State paper, styled "Education and Crime," issued by the Washington Bureau of Education on the 12th April, 1881 :—

"We have before us the reports of the penitentiaries and prisons of some twenty States. As a whole they tell substantially the same story of the relations of education to crime as the reports of the penitentiaries and prisons of Pennsylvania. With this testimony before us we reach the following conclusions :—

- "(1.) That about one-sixth of all the crime in the country is committed by persons wholly illiterate.
- "(2.) That about one-third of it is committed by persons practically illiterate.
- "(3.) That the proportion of criminals among the illiterate is about *ten times* as great as among those who have been instructed in the elements of a common school education, or beyond.

"These conclusions correspond in the main with those arrived at by other inquirers. S. H. White, an ex-President of the Bureau of Education, speaking of New York City, says :—' Among the illiterate there is one crime to a fraction over three persons, while among those not illiterate there is one crime to about 27 persons ; or the chances of crime among those who cannot read and write are nine times as great as among the rest of the people.' Of the State of New York, he says :—' Seven per cent. of the people commit 31 per cent. of the crimes. A person not able to read and write is six times as apt to commit crime as one who can read and write.' In Massachusetts, among the ignorant population one in 20 committed crime, while among those who had a greater or less degree of education there was one crime to about 126 persons. In Illinois, one out of 137 illiterates was in prison, while of those with more or less education there was only one in 566.

"Dr. E. D. Mansfield, in a Report to the Bureau of Education, reaches the following conclusions :—

- "(1.) That one-third of all criminals are totally uneducated, and that four-fifths are practically uneducated.
- "(2.) That the proportion of criminals from the illiterate classes is at least tenfold as great as the proportion from those having some education."

28. The criminal statistics of other countries corroborate the above statements. Of 147,673 persons committed to prison in Great Britain during 1873, only 4892 could read and write well ; and 223 had received a superior education. The practically illiterate were 91½ per cent. of the whole number. Of 3354 persons arrested for crime in 63 out of the 87 Departments of France, only 512, or 15½ per cent., could read and write well ; the illiterate being 84¾ per cent. Looking at the criminal statistics of Tasmania to see how far they confirmed the evidence of other countries in this respect, we were struck by the large proportion of criminals classified in the gaol records as able to read and write. It was impossible to accept these figures as correct, and at the same time to base any deduction upon the statistics of Europe and America. We therefore visited the Hobart Gaol with the view of ascertaining how far those prisoners entered in the returns as "able to read and write" were really literate or illiterate. The result of an examination of 43 was as follows :—

- (1.) Writing from Dictation.—Eight wrote correctly, 9 indifferently, 18 failed, and 8 could not write at all.

(2.) Arithmetic (Addition and easy Long Division).—Sixteen correct, 7 wrong, 20 would not attempt to answer.

And it should be added that 18 of these 43 have acquired much of the little learning they possess in the prison school-room, and that one of the most advanced of them was almost wholly illiterate when he entered the gaol.

29. The evidence of fact, then, as well as theoretical reasoning, points conclusively to the necessity of a sound primary education as an antidote to crime,—to the desirability, on material as also on moral grounds, of a voluntary expenditure upon Public Schools, rather than an enforced expenditure upon gaols and the necessary machinery for the detection and punishment of crime. It must be accepted as an unavoidable obligation of a Constitutional Government, that exists by the will and in the interests of the people, to secure for the masses, *sua si bona nôrint*, a sound elementary education—(1.) That the national wealth may be increased by elevation of the labour standard; and (2.) That the national wealth may not be depleted by pauperism, the development of ineffective labour; or crime, the outcome of degraded ignorance.

Education free.

30. So far we are unanimous, and so far we are supported by all the evidence we have collected. That it is the duty of the State to provide education, and that such education should be made compulsory, all whom we have consulted admit: but there is a wide divergence of opinion when we ask if education shall be free as well as compulsory. And our view is only supported by a small minority of those more highly educated authorities whose opinions we have sought.

31. The arguments that present themselves to us in favour of Free Education are as follows:—The State forces education upon the people, not so much in the interest of the individual as for the advantage of the whole community; not that the prospects of the individual may be improved by knowledge, but that the commonwealth may not suffer loss through his ignorance; and it is but equitable, as it certainly is logical, that the cost of such education should be regarded, not as the price payable by the individual for so much teaching, but as an insurance premium to be paid by the public for immunity from the evils that would arise from wide-spread ignorance. The parent, uneducated himself, may plead that his child's labour is necessary to him; that the withdrawal of that labour inflicts a pecuniary loss upon him greater than the whole cost of education; that never having experienced the want of education himself, he desires none for his children. But the State has no ear to lend to such pleading. It usurps—benevolently usurps—the guardianship of the child; it deprives the father of that child's labour to some extent, and it forces upon the child an education that the parent cannot appreciate and does not desire. Surely it cannot be right that, in such a case, the parent should be made to pay directly for a commodity he does not wish to buy. Surely, in every case where education is forced upon one section of the people in the interests of the whole, the charge should be distributed over the entire community concerned. It is not that the parent escapes from all the cost of his child's education even when education is free. Whether the educational charge be met out of Consolidated Revenue, or special tax, or local rate, though the cost does not fall upon him directly as a school fee, he contributes his quota as a tax or ratepayer.

32. The arguments employed against Free Education are—(1.) That the parent should not be relieved of his responsibility; (2.) That the cost is thrown in part upon a class which does not obtain any educational return for the outlay through its own children; (3.) That education would not be appreciated if nothing were paid for it; (4.) That the State enters into competition with private enterprise; (5.) That local interest would decline under a Free system; (6.) That it tends to pauperise a community; and (7.) That with Free Education the tone of attendance is lowered.

33. (1.) The first of these is the most difficult to cope with. Why should a parent escape from the cost of his child's education any more than from that of its food and raiment? Thus broadly put, without qualification or explanation, this question may seem to

involve but the one reply unfavourable to free education. But, let it be remembered, that a parent's responsibility for his child's food and clothing, as far as the law is concerned, is a very limited one. His children may be more or less covered by rags or sackcloth, and while decency and humanity are not outraged the law cannot interfere. He may feed his children upon unwholesome food, may give them barely enough to sustain life, may ruin their morals and constitution by alcohol,—but, while he stops short of actually and openly starving or poisoning them, the law is powerless to act against him. The legal responsibility of the parent as to these necessities is one of very limited degree, and equally limited should be the amount of education which the parent is compelled to provide at his own cost. And the fact must be borne in mind that, while the parent cannot but recognise food and clothing as necessities, he may honestly regard as a superfluity so much of a child's education as does not come by nature.

(2.) The injustice of a free system, in that the whole community supports an institution which gives a direct return in education to a section of the people only, has been already replied to. The whole community fairly contributes because of the indirect return in security to property, and immunity from the more costly maintenance of other institutions. The people pay for schools now, that they may avoid paying for gaols and poor law unions hereafter. And while the cost of education comes out of general revenue, wealth does not pay in proportion to the value of its risk. The working miner, who has no property to insure, contributes, relatively, far more than the lord of many acres. Finally, we may say of argument (2) that, if carried out to its full extent, it would land us in the absurdity that our prisons should be maintained at the charge of the prisoners, and our poor-houses at the cost of the paupers.

(3.) As to the third argument, there seems no occasion for lengthened discussion. It is of a speculative character at the best, and it is based upon the assumption that appreciation is a necessary factor of successful public education. Now, as our system of public instruction is a compulsory one, and we may expect to see the compulsory clause rigorously enforced here as in other countries, appreciation would appear to be a sentimental accessory with which we may dispense.

(4.) That, with a system of free education, the State would compete with private enterprise, is urged in the evidence as an argument against free education. We admit that there would be such competition with a certain class of private schools; and it is one of our arguments in favour of free education that thereby many inferior private schools, where education is a sham and attendance an empty form, would be closed, to the great advantage of the community. A free system of education would not trespass upon the field occupied by superior private schools unless the standard of instruction were very considerably elevated; and there is every reason for the conclusion that no such elevation is at present practicable or desirable.

(5.) It is urged that with a system of free education local interest would decline. To this it might be answered that it is impossible to conceive a lower phase of local interest than that which now exists. But, apart from this, we would ask why, because of a change in the distribution of a fraction of the educational charge, by removing it from the shoulders of individuals to the shoulders of all taxpayers, there should be a decreased general interest? In 1881 the cost of Public Education to the State was £19,771 7s. 7d. (apart from cost of new school buildings voted by Parliament, £30,436 13s. 8d.), the school fees received during the year being £7026 7s. 2d. Now, if we include the vote for buildings in the aggregate cost to the taxpayer, we find that the amount contributed as fees by parents was 12½ per cent. of the whole expenditure. If the best or only local interest to be sought were that of fee-paying parents, and if parents had hitherto exhibited an interest in schools proportionate to the fees they paid, there might be more force than now can be discovered in this line of reasoning.

(6.) The argument that free education would tend to pauperise the community is based upon the assumption that State-imparted education and State or private charitable

relief are generical. This we hold to be a fallacy. The effect of State compulsory education should be no more pauperising than the effect of State compulsory measures (by sanitation, vaccination, or otherwise) for the physical well-being of the people. It should, logically, be no more pauperising to open our public schools free of charge than to open our churches for gratuitous religious teaching.

(7.) The lower tone of attendance resulting from a free system is the last and, possibly, the weakest of the arguments employed by opponents of that system. As to the public schools of the Colony generally, there is already as great an admixture of classes as is possible: in Hobart only does there exist any separate school for free scholars. And even if throughout Tasmania there were schools set apart by the pauper brand, we should still advocate equality of all classes in our public schools, and attribute any consequential failure in tone not to the admixture of the children, but to the incompetency of the teacher. The tone of a public school should be what the teacher and the better class of children make it: the levelling should have an upward, not a downward, tendency.

34. As to the practical effects of free education in certain directions, less difference of opinion is possible. Those effects may be briefly stated thus:—

1. Inferior private schools, that now impede and damage elementary education, would be closed.
2. The evils arising from class distinctions between free and paying scholars would be eradicated.
3. The position of the teacher would be improved. He would no longer be subject either to the loss of a part of his income, or to a humiliating struggle to realise it; and he would be able, without challenge of his motives, to give his hearty support to the enforcement of the compulsory clause (*see* Local Board's replies, Questions 30 and 33).
4. Larger and more regular attendance (so say 88 teachers: 35 say otherwise.)

35. Of the 32 persons of superior attainments who have expressed opinions in writing, only 6 are decisively in favour of free education; but when we consult the teachers, whose experience of the evils and advantages of fees is most direct and practical, we find that only 34 are for the retention of fees, while 93 are for free education. And it may be observed that, while by far the greater portion of these 34 are teachers of very small schools, very many of them are females, and naturally conservative. The feeling of the bulk of the teaching class is accurately represented by Mr. Hurst (Green Ponds), when, in reply to the question, "Are you in favour of making education free," he says, "In my position as teacher I should hail the change."

36. Reference to the evidence and appendices shows that while the large number of children admitted free or at reduced fees to our public schools is out of all proportion to the general prosperity of the country, the average attendance, as compared with number on the school-roll, is miserably low (Tasmania having a lower average than any of its five neighbours—Victoria, New South Wales, Queensland, South Australia, and New Zealand): and when we ask the teachers if *much* better attendance would result from free education (Question 73), 88 out of 123 say yes. Only 26 teachers suggest any possible disadvantages to be expected from the abolition of fees.

37. In making education free, Tasmania will only adapt her educational course to the great tide of enlightened opinion that is now set in that direction. Of the neighbouring Colonies, Victoria, Queensland, and New Zealand have already carried this principle into Legislative enactment. In New South Wales a resolution that education should be free was recently carried in the Legislative Assembly by a very large majority. Education is free in Canada by the will of the people. It is free in America, in France, in Prussia, and in Switzerland, and year by year the free system is making progress in Holland.

38. If education is to be free, the next consideration is how the additional charge, How educational charge is to be met. caused by abolition of fees (£7026 in 1881), shall be met,—whether, like the bulk of the educational expenditure, out of general revenue, or by an education tax or by local rate? Upon this point the evidence strongly preponderates in favour of the whole charge being met out of consolidated revenue. In Appendix 21 (masters of superior schools, &c.) we find 2 in favour of local rating, 2 in favour of an education tax, and 16 for a general revenue charge. In Appendix 22 (teachers) we find that 50 only out of 123 suggest a special tax or rating for this purpose.

39. To us it appears that, while no practical end is to be obtained by any change of the form in which the community is assessed for educational purposes, there are special objections to the system of local rating. The Tasmanian Royal Commission of 1867 recognised this, anticipating, as the result of local rating, a possible claim by local bodies to the entire control of the educational system, the right to appoint teachers, &c. and fix salaries, and the power to define the scope of education (p. xxiv). But a greater evil than is here indicated may be confidently expected as the result of local rating,—viz., that schools will be starved. This has been the experience of America in a serious degree, and to this primarily (and secondarily to the absence of a compulsory clause) may be attributed the incomplete success of the American public school system. There is the further objection that, whether as a local rate or as an education tax, any special impost would be certain to make education unpopular. And, finally, there is this to be said against a local rate,—that it must be unequal in its incidence in different districts (as was pointed out by the Royal Commission of 1867), and that, like the property tax, it would touch only one class of the national wealth.

40. And if a special education tax escape from some of the objections that condemn the local rate, we can see no advantage to be derived from it that would counterbalance such objections as remain. What does it signify to the taxpayer whether he meet the cost of national schools by 5s. levied as Customs duty or by 5s. levied as an education tax! It has been suggested to us, in view to the unpopularity of a special tax for education, that 2d. in the pound of the property tax should be set aside for this purpose. It might as well have been suggested that 2d. per pound of the tea duty should be thus hypothecated. The State has but one purse, and while every source of revenue converges to a common repository, it is out of that one fund that the State meets every item of expenditure. Even the assumption that the Treasurer keeps up distinct Dr. and Cr. and Bank accounts for every separate head of revenue would only give seeming substance to such a suggestion. Already the State meets about 75 per cent. of the current cost of education and all the cost of school buildings out of consolidated revenue to the entire satisfaction of the taxpayer: why should a novel form of taxation, neither more nor less burdensome, be introduced as the method of raising the 25 per cent. of current expenditure to be provided for?

41. We have now to deal with the question whether the State teaching is to be of Secular. a strictly secular character or otherwise? Fortunately, this is not a burning question in this Colony. Happily for the Tasmanian community, the children of different denominations meet at the public schools, common to all creeds, in perfect harmony as far as religion is concerned, and without any class distinctions, jealousies, or antipathies arising out of religious differences. This harmony may be stigmatised as indifferentism by some few churchmen; but to the secular mind in general, and to the politician in particular, it must appear a most desirable state of feeling.

42. Of 32 answers to the question, "Is it the duty of the State to impart special religious instruction?" only six are in the affirmative, and of these six, five would not appear to desire that religious teaching should exceed the present limit observed in our public schools. Thus, the Rev. F. Shann would recommend unsectarian religious teaching by means of the Irish Board's Old and New Testament Lesson Books. The Rev. F. Stephenson would retain the present practice of elementary Bible lessons by the teacher, supplemented by instruction imparted by ministers of religion. Mr. Stephens desires to see special religious instruction, provided there be no interference with the rights or con-

scientific scruples of the natural guardians of the children and that there is supervision of the teaching by competent officers. Messrs. Johns and Fox recommend the use of the Bible as a text-book, and Scripture lessons as part of the school course.

43. Let us look for guidance to Holland, where primary State Education has been long and most successfully established. In Holland the law of 1857, like that of 1806, prohibited dogmatic religious instruction. It declared that the object of primary education was "to develop the reason of the young and to train them to the exercise of all Christian and social virtues." By Christianity the framers of the law meant "all those ideas which purify the soul by elevating it, and which prepare the union of citizens in a common sentiment of mutual good will, not those theological subtleties which stifle the natural affections and perpetuate divisions among members of the commonwealth."

44. In Canada the State teaching has been made unsectarian by the action of the people. In Switzerland it has been secular for many years. It is unsectarian in all the other colonies of Australasia: and it has been unsectarian in Tasmania for several years without developing any element of discord, harshness, inequality, or inefficiency that would justify the tentative adoption of any other method involving additional religious instruction.

45. Having regard to the evidence hereto appended, it might be urged that any deficiency of religious instruction in our public schools is not attributable to defect in the State method. Free and equal access to the public schools for religious instruction is by the Tasmanian Regulations given to ministers of all denominations. Let us see what the Teachers say in answer to Question 14, "does any clergyman give religious instruction in your school?" 98 Teachers out of 134 say "No." That is to say, that 73 *per cent.*, or nearly three-fourths of the public schools, are never visited by the professional teachers of religion. It may be added that of the 36 clergymen reported to have visited a school, four are said to have committed some breach of the Regulations in doing so. Doubtless if this privilege were assailed there would arise a loud and general outcry on the part of ministers who now possess it. Being threatened, it would be a very precious right—at present it would seem that the majority of those possessing it have forgotten that it is theirs.

46. Nor can it be truthfully said that, under existing regulations, religious teaching has been wholly lost sight of. With the exception of 27, all the 134 teachers who have replied to our questions state that a certain portion of the school day is set aside for the unsectarian religious instruction ordered by the Board of Education; and it may be urged, as indicating in a marked degree the success of the Tasmanian system in this respect, that this teaching has been imparted without causing any friction or complaint beyond those few vague and unimportant contingencies referred to by Mr. Inspector Rule in his evidence, and the Local Boards in their replies to Questions 15 and 16. One Local Board tells us that many years ago complaint was made in one instance; and two (of 82) say that objections to religious instruction have led to the withdrawal of children from school.

47. The State being of no denomination, must leave all dogmatic or denominational teaching to other agencies—to the minister, to the parent, and to the Sunday school. The school hours by no means occupy the whole day; there is ample margin of time outside these. There are for all public school children at least two days a week (besides holidays) when the public school makes no demand upon their time or thoughts. Surely it should be sufficient that the public school teacher, during the few hours that his school is open, should in addition to the ordinary routine of primary instruction inculcate the broad principles of morality and the duty of man to man. Happily, it cannot be said of Sunday-school teaching that it has effected, or attempted, no more than has been done by ministers of religion in the public schools. The replies of Local Boards show that—

In 41 schools the average attendance of Sunday-school children is from 60 to 100 per cent.

In 17 ditto, 40 to 60 per cent.

In 5 ditto, 20 to 40 per cent.

In 3 ditto, 10 to 20 per cent.

In 1 ditto, less than 10 per cent.

In 16 the Sunday-school attendance is *nil.*, but, as to 8 of these, explanation is given that there is no Sunday-school which the children can attend.

48. With one exception, we would suggest that the present regulation as to religious teaching be left intact. The exception is, as to compelling the teacher by regulation to impart Scripture lessons. We would prefer to see this left to the discretion of the Teacher himself; it appears to us unwise to enforce this, regardlessly of the teacher's inclination or qualification. A teacher may be fully qualified to impart primary or even secondary instruction, and yet wholly unqualified for religious teaching. The answer of the Rev. J. C. Whall to Question 2 in its entirety deserves especial consideration; we quote here so much of it as directly applies to this phase of the question—"It is impossible, on the one hand, to make sure that the master is duly qualified to give such instruction, or, on the other hand, to prohibit him from general teaching because he is not; while it is very undesirable that the duty of imparting religious instruction should be committed to the hands of any and every one without discrimination."

49. We have thus arrived at the conclusion that public education should be free, secular, and compulsory; and having made education free, the State may justly assume all the powers necessary to the rigorous enforcement of the compulsory clause.

50. At present, through defects, as we think, in the Education law, compulsion is little more than nominal. There is no prescribed minimum of attendance that shall guide the magistrate in his decision what is or is not regular attendance. There is no adequate or effective penalty for evasion of the law. The evidence of the visiting officers, and the example of other Colonies, show the necessity of legislation in these directions. We here give in tabular form the standard of attendance and penalties in force in the neighbouring Colonies:—

More stringent compulsory measures necessary.

	Standard of Regular Attendance.	Penalty.
N. S. Wales	70 days per half-year	1st offence, fine of 5s.; for every subsequent offence, 20s. In default, 7 days' imprisonment.
New Zealand	Half the period in each year during which the school is open	Fine of 40s., and proceedings may be taken week by week. Fines recoverable by distress or commitment.
Victoria	30 days per quarter	As in N. S. Wales.
South Australia	35 days per quarter	Fines as in N. S. Wales. Imprisonment in default of 5s., 7 days; in default of 20s., 14 days.
Queensland	60 days per half-year	1st offence, fine of 20s., and for every subsequent offence, £5. In default, 7 and 30 days' imprisonment.
Western Australia	Number decided by District Boards	

51. Of 19 opinions expressed as to the number of days that should constitute regular attendance (Appendix 21), only four are in favour of less than 40 days per quarter: and, provided that local authorities are empowered to reduce this minimum to 60 days for the half-year during seed and harvest-time, we do not consider 40 days per quarter too much to insist upon, except in the case of half-time or third-time schools.

Standard of regular attendance.

52. With regard to the penalty, we find that the small fine imposed by the present law is too frequently a *brutum fulmen*. In the absence of provision for imprisonment in default there is practically no penalty in many cases, and therefore no sufficient motive for prosecution. We would recommend adoption of South Australian law in this respect.

Penalty.

53. The school ages vary very considerably in different countries—

School ages.

In New South Wales they are 6 to 14	In Western Australia they are 6 to 14
In New Zealand..... 5 to 15	In Tasmania 7 to 14
In Victoria 6 to 15	In France 6 to 13
In South Australia..... 7 to 13	In Switzerland 8 to 16
In Queensland 6 to 12	In Prussia 6 or 7 to 14

We are of opinion that, all local conditions being considered, the school ages in Tasmania have been wisely fixed at 7 to 14. The evidence of Teachers upon this point (Q. 30) shows that 57 approve of the present age regulation; that 25 would recommend the

same number of years compulsory schooling, but with ages 6 to 13 ; that 16 would retain the terminal age of 14, but commence at 5 or 6 ; while 26 offer various suggestions of change,—4 to 13, 5 to 13, 6 to 12, 6 to 15, and 7 to 13.

School distance.

54. As to the school distance, we find considerable uniformity in the practice of the Australasian Colonies. For New South Wales, New Zealand, South Australia, and Queensland, as in Tasmania, this is 2 miles. It is also 2 miles in Victoria for children under 9, but increases to $2\frac{1}{2}$ and 3 miles for children of 9 to 12 and over 12 respectively. Of the answers of Local Boards on this point (Q. 31), 44 are against extension of the distance ; 62 are in favour of extension to $2\frac{1}{2}$ or 3 miles, with reservations as to ages of the children and season of the year ; and 21 recommend extension without reservation. We would submit that it is well to prescribe a 2-mile radius (not 2 miles by road) for the compulsory area, giving power to local authorities to extend this to 3 miles at their discretion.

Exemption.

55. And having in view a system of rigorously enforced compulsion, we consider that the Education Law should as clearly as possible define the grounds upon which exemption from attendance may be claimed, instead of throwing upon local bodies the entire responsibility of deciding what constitutes sufficient ground of exemption. In New South Wales, Victoria, Queensland, and South Australia the exemptions prescribed by law are identical :—1. That the child is receiving regular and efficient instruction otherwise than at a public school ; 2. Sickness, infirmity, fear of infection, or other unavoidable cause ; 3. That there is no public school within the prescribed distance ; 4. That the child has attained “the standard of efficiency.” In New Zealand exemptions 1, 2, and 4 are as above, and 3 is “Road not sufficiently passable.”

56. It may be justly said that 1 and 3 of these exemptions prescribed by the law of New South Wales are the consequential results of other clauses of the Tasmanian Education Act as of the Act of New South Wales. While as to exemption 2, it may be argued, with truth, that its application must be left to that local authority which is now, in Tasmania, the arbiter in all cases of excusable absenteeism. But we would urge that something will be gained, and nothing lost, by grouping the exemptions together in a special clause, and in that respect formulating our law after the manner of the neighbouring Colonies.

Standard of efficiency.

57. But the fourth exemption would be entirely new to the Tasmanian Educational System, and we cannot but endorse the recommendation of the Tasmanian Parliamentary Select Committee of 1882 that this be adopted. We would suggest that every child who passes a fair Fourth Class examination of a Public School shall be entitled to a certificate emancipating him from further compulsory attendance. In adopting this principle Tasmania would only follow the example of her neighbours of Australasia and some countries of Europe. The certificate should be granted by the Inspector and endorsed by the District Board.

Factory Employé Law.

58. As cognate to the question of Compulsory Education, we may here deal with another recommendation of the Select Committee of 1882,—the enactment of a Factory Employé Law prohibiting the employment in factories of children under 12 years of age. Both in consideration of purposes of education and purposes of humanity we must endorse that recommendation. The evidence before us shows the necessity of such enactment : children of less than 12 years of age who should be attending our Public Schools are even now employed in factories ; and, as local industries increase, the necessity of such a law will more and more approve itself alike to educationists and humanitarians.

Standard of education.

59. When the Royal Commission of 1867 had under consideration the limit to which it was desirable that State Primary Education should be extended, they were embarrassed by a widespread feeling that already “the education imparted at the Public Schools exceeded what was necessary or befitting the station and prospects of the larger class of scholars who attended them.” Fortunately, and as we think, wisely, that sentiment was

not allowed to weigh with the Commissioners of 1867. In our opinion the existing curriculum of our Public Schools does not admit of curtailment; and in maintaining the present standard and encouraging Tasmanian youth by liberal educational prizes the Board of Education has done good and effective service to the cause of Education.

60. In reply to those who would impose unnecessarily severe restrictions upon the scope of Public Education, we will quote Arnold again. "It is an alleged disadvantage," says Arnold, "that already popular education in France was carried so far that society began to be dislocated by it,—that the labourer would no longer stay in the field nor the artisan in his workshop, that every labourer would be an artisan and every artisan a clerk. This is the language we have all heard so often from those who think that the development of society can be arrested because a farmer's wife finds it hard to get a cook-maid. It is sufficient to say to those who hold it that it is vain for them to expect that the lower classes will be kind enough to remain ignorant and unlettered merely for the sake of saving them inconvenience." To the question (6) put to masters of Superior Schools, &c.—"Do you think the present standard of instruction in our Public Schools sufficiently high?"—22 reply in the affirmative and four in the negative. If we turn to the evidence we shall discover ample proof that, moderate as is the standard, it has been in the majority of schools above the reach of the great bulk, if not all, of the children taught. The proportion of children who leave school without mastering the Fifth Class course is miserably large. In 14 schools all fail in this respect, in 47 schools the failures are over 75 per cent., in 21 schools they range from 50 to 75 per cent., in 11 schools from 25 to 50, and in 11 schools only are they below 25 per cent.

61. Even if we make full allowance for all legitimate excuses (and irregular attendance is the only good and general excuse advanced), these results indicate a serious defect somewhere, and we are constrained to regard this defect as due partly to insufficient force of the compulsory law, and partly to inefficient teaching power. There seems no reason whatever for assuming that the fault lies in a too elevated standard. Fifteen of the answers to Question 11 (Appendix 21) are to the effect that it is quite practicable for children of ordinary ability to go through the six classes of the Programme of Instruction in six years between the ages of 6 to 12 or 7 to 13; five say that this is possible to children of more than average ability; and two say, "Yes, with superficial results." If, then, we remember that we give the child seven years (from 7 to 14) to master the Programme, it may be admitted that the strain upon the mental resources of the great majority is light enough.

62. It was a recommendation of the Select Committee of 1882 (Appendix 1) that a higher standard should be introduced into the State Schools, with a view of enabling Exhibitioners to enter Superior Schools upon even terms with children whose preparatory training had been received in the better class of Private Schools. But further enquiry has satisfied us that this is uncalled for. The first object of public instruction is to provide the necessary minimum of elementary education for the masses. The Exhibitions awarded now serve as a healthy stimulus to all State School children; but they would have a disastrous effect upon the general proficiency if the teaching power were concentrated upon the few more advanced scholars to the neglect of the many backward ones, who most require attention. Nor does it appear that Exhibitioners under the present system enter Superior Schools at any real disadvantage. The replies to Question 8 (Appendix 21) show that not only is there a strong consensus of opinion favourable to this view, but that the opinions of those whose experience is greatest and most direct in this particular are certainly with us. Mr. Harris (High School) says:—"Exhibitioners from Public Schools are better prepared in English and Arithmetic, but worse in Latin." Mr. Buckland (Hutchins School) says:—"Better in Arithmetic, worse in other subjects." Mr. Johns (Horton College) says:—"They are at a disadvantage at first, but this acts as an incentive, and they generally do well." Mr. Fox (Horton College) says:—"They are better prepared." Mr. Savigny (Launceston Church Grammar School,—see Evidence, p. 10) tells us that he receives some very superior Exhibitioners, but a large number who have come to him were considerably below par, and he attributes the inferiority of some to the fact that there

is too much memory work in the examinations and not enough scope for the exercise of the reasoning powers. He thinks that reason for this complaint would not now exist if, instead of abolishing Latin and Euclid from the Public School curriculum, those subjects had been taught in a larger degree. Mr. Savigny admits that Exhibitioners from Public Schools are better up in Arithmetic than children otherwise trained. After all, the complaint that some Exhibitioners are brilliant scholars, while others are below par, may be said to be inevitable whatever programme of instruction were adopted.

63. We have, then, no desire to see the standard of Education in our Public Schools either elevated or reduced ; but we would urge that greater attention may be paid to teaching by object lessons, and that, as far as practicable, a more technical turn be given to Education, with the utilitarian intention of better qualifying the youth of the State Schools for those labours, trades, and handicrafts in which the great majority of them are to make their career. And we would ask that the Irish National Board Books may not be wholly superseded by the Australian Readers. With the exception of some typographical errors the latter appear to us unobjectionable in a positive way ; they contain much matter which should inculcate general principles of morality ; there is much in them calculated to develop and cultivate the youthful mind ; and they are free from any theological subtleties likely to irritate or annoy the members of any creed : but there is in them, as far as they are rescripts of the Irish Board's or any other school text-books, the negative defect that they omit passages which might as well, or better, have been given. For example, in the copy of Longfellow's Psalm of Life one stanza is omitted presumably because of a reference therein to a God above. Now this is, we think, a purposeless omission, for a reference to God cannot by any possibility offend anybody ; not only Christians, but Deists of all shades would read it with respect, and Atheists (even if it be necessary to consult their feelings) would find it no more offensive than a reference to Zeus, or Mahadeo, or Mumbo Jumbo.

School appliances.

64. Our inspection of several Public Schools has proved to us that much has yet to be done in the way of providing proper furniture and appliances. Doubtless, with the limited means at our disposal, the furnishing of schools with desks and forms must proceed step by step ; but the equipment of State Schools in teaching apparatus of an absolutely necessary character should be undertaken at once. This is particularly essential in respect of maps, for at present there is reason to fear that children are being misled rather than instructed by some of the maps in use,—*e.g.*, in the Newnham School we found a map of Australia of a period prior to the separation of Queensland as a distinct Colony ; in that map Brisbane appears as a town of New South Wales, and, apart from this, the boundary of South Australia, and the division of the Indian and South Pacific Oceans, are incorrect.

Infant schools and Kindergarten system

65. The subject of school appliances naturally suggests reference to the Kindergarten gifts that were imported some years ago, only to lie idle to the present day. It is worthy of consideration whether, whenever accommodation permits, it might not be well to add an infant class to the public school and introduce the Kindergarten method of teaching therein. This system has now been introduced, with admirable results, in the United States and nearly every country of Europe ; and if there be no one in this Colony capable of imparting this system to the teachers, Tasmania might profitably follow the example of America by importing an efficient master or mistress from Germany. The value of the educational effect of the Kindergarten system can hardly be over-estimated : it develops, without unhealthily taxing, the infant intellect ; it inculcates discipline and method by means of exercises that amuse ; it fertilizes the mind for the reception of after teaching in a manner that must prove of eminent advantage to the children and their subsequent teacher. So great is the importance we attach to this agency that we would advise making Kindergarten teaching a part of the model school training.

Drill and gymnastics.

66. Greater attention is, we think, necessary in respect of drill and exercises for the purposes of discipline and physical development. Prussia was in the van of nations in the great advance towards a system of national education, and Prussia has from the earliest

period of her school system recognised the importance of physical exercise. By her present educational code a minimum of two hours' gymnastics a week is insisted upon. In the names given to her superior schools (Gymnasia) we find her appreciation of calisthenics, and the truth of the trite apothegm *mens sana in corpore sano*. Discipline in German schools is excellent, one noticeable feature being the complete and rigorously enforced silence observed, except in so far as school work necessitates speech. Of all the Australasian Colonies Victoria would appear to have made the greatest progress in drill and gymnastics : 507 of the Victorian teachers were in 1881 specially qualified to teach these.

67. As to drill for purposes of discipline, something has been effected in the public schools of Tasmania, but there is very considerable variation in practice and results. Where attention has been paid to this by a teacher who has his school thoroughly in hand, there is that almost mechanical obedience to the word of command which proves the efficacy of drilling ; but in some schools it is as difficult to obtain uniform movement as uniform silence or attention. Paraphrasing the remark made of certain English generals, that not one of them could get a force of 10,000 men out of Hyde Park, we may say that to many of the Tasmanian teachers it would be an impossibility to get 100 children out of a school-room without disorder. We are of opinion that there should be appointed, for the Hobart and Launceston public schools, drill instructors, who might visit all the State schools easily accessible from the two centres.

68. Regarding the primary object of State Education as that of guarding the interests of the whole community from the evil effects of individual ignorance, we cannot but see in the evidence before us proof that the present system does not fully accomplish this, and that there is an immediate necessity of extending the scope of the State educational institutions so that provision may be made for the healthy training of a relatively large number of neglected and destitute children, whose future career, but for State interposition, must be that of vagrancy or habitual crime. At whatever cost, this difficulty ought, in the interests of the commonwealth, to be fully met. The charge to the Colony of maintaining 200 of these children now would be infinitely less than the charge those 200 will impose upon society hereafter if they be allowed to drift into the condition of helpless pensioners or harmful spoilers. But this is only one side of the equation. These children are the raw material out of which remunerative labour may be manufactured. Tasmania is spending £10,000 a year upon importation of labour from the Mother Country ; surely, if this expenditure be justifiable (as we believe it to be), it would be wise in a greater degree to turn to useful account the labour element that is at our door neglected, and through neglect flowing, on and downward, to swell the ranks of the criminal class. The evidence of the Superintendents of Police, Hobart and Launceston, Mr. W. Witt, Dean Bromby, Mr. R. A. Mather, Mr. Greene (the Northern Visiting Officer), and Pastor White (pp. 21, 22, 23, 31, 41, 44, 45, 46), points to the necessity of State action for the preservation or reclamation of scores of Tasmanian Street Arabs.

Reformatories and
Industrial Schools.

69. Pastor White, speaking from personal observation, says there are between 30 and 40 children on the streets of Launceston who, "from their bad morals and filthy persons, would be quite unfit to sit beside the children attending an ordinary public school, and for whom a reformatory, with firm discipline, would be the best thing." He says of these unfortunates that they are frequently guilty of larceny, from the consequences of which the injudicious mercy of the public (he might have added, the absence of suitable gaol accommodation) permits them to escape. He says of them, further, that "unless prevented by a miracle they must become the lower criminals of our country, because they are growing up without any education except that of cunning and larrikinism." He recommends that where this evil state of things is due to parental neglect the child shall be entirely removed from the control and example of the parent, and kept in a reformatory at the parent's expense. Mr. Greene (Visiting Officer), speaking of children of this class, says, "There are certainly not over 50," who wander about the streets, and are, in many instances, fast developing into a dangerous criminal class. The Superintendent of Police, Launceston, says, "I know of several families who entirely neglect to send their children

to school, and it is the offspring of parents of this description who drift into the criminal class." Also, "We have no Reformatory of any description . . . I am thus compelled to condone a great number of juvenile criminal cases. . . . The fact of children being apprehended and getting off scot-free is such an encouragement to other juvenile evil-doers that I deem it frequently better to condone the offence than to make the immunity from punishment they enjoy public." Mr. W. Witt says, "During my 22 years' experience I have known a large number of boys and girls of this class whose names are to be found in the Police and Gaol records since they have grown up. I have observed the necessity for extension of Refuges and introduction of Reformatories, and their establishment would be the greatest boon that could be given to hundreds of our children." The Superintendent of Police, Hobart, tells us that his experience points to the conclusion that an uneducated class is growing up in the city that may become detrimental to the interests of society hereafter. He speaks of the great number "of boys and, in many instances, girls, who are nightly found by the police sleeping in coaches, carts, stable-lofts, and back premises," and brought to the Police Station. "These children are frequently absent for weeks together from their parents, who, in some instances, seem to have no control over them, and, in other instances, the parents having control do not seem to care about exercising it. These vagrant children are taken to the Police Station at night only to be discharged in the morning, as we have no means of dealing with them. We generally dismiss them with a loaf of bread. I have sometimes proceeded against the parents of these children for neglecting to support them. The parents when before the Bench have made the most profuse promises as to their future behaviour to their children, —promises that may have been given effect to for a time, and then a relapse to the old state of things has taken place." Mr. Pedder thus describes the subsequent career of these waifs: "The girls have generally become prostitutes; and in no one instance can I recall a boy brought up in this way who has ever done anything for himself except, perhaps, an occasional single day's work, or shipping on board one of the vessels of our local whaling fleet. These boys ship as whaling hands, only to return after an absence of 18 months, spend their 'lay' in evil courses in the city in the shortest time possible, and most frequently finish up by an appearance at the Police Court and a term in Gaol."

70. Doubtless a more rigorous enforcement of the compulsory clause would bring within the influence of the ordinary public school many children who are now growing up without any education; but there must remain, unfortunately, very many whose cases cannot be adequately met by these means. There are, as Pastor White points out, many children whose moral and physical condition render them unfit to mix with the public school attendants. These are habitual truants, vagrants, and youthful criminals, for whom is required a firmer and more constant discipline than that of the ordinary school. There are many children whom it is desirable to remove from the evil influence of dissolute and neglectful parents, and for these a Reformatory or Industrial School is the only hope.

71. Nor need the cost of such establishments at Hobart and Launceston be greatly burdensome to the State. To some extent the natural guardians of the inmates should contribute to the maintenance of the institution in which their relatives found a home. And in the course of time, if the inmates were trained in useful handicrafts, these institutions should become sufficiently self-supporting to relieve the State from all expenditure upon them.

72. It may be argued that the removal of such children from their parents' control would be a high-handed invasion of domestic life and liberty. It may be said that the recommendation to make parents chargeable with the maintenance of their children in State Reformatories is inconsistent with the recommendation of free primary education in State Schools. We will endeavour, in anticipation of these arguments, to show their fallacy.

73. Admitting in a general way, and to a very wide extent, the freedom of every British subject to regulate his domestic affairs as he thinks proper, it cannot but be granted that there is a necessary limit to this liberty. An Englishman's house is his

castle,—its threshold is sacred,—and he is free to direct all that belongs to it and his private life up to that point where his individual interest merges in the interest of the public. Where ill-effects to society at large result from his misdirection of his affairs, the State may interpose for the general good ; where sanitary laws exist, agents of the State may interfere when individual neglect, albeit in the sacred home precincts, endangers the public health ; where legislation protects a community against nuisances, the business of an individual may be interrupted as being offensive to the neighbourhood ;—in many ways the law of the land usurps the authority of the home-master. And surely no stronger ground for State interference can be conceived than that which exists in the cases of the neglected children whose cause we plead. Homeless, and unthought of by their parents for weeks together ; wandering by night for purposes of mendicancy and theft ; seeking chance shelter in coach, or cart, or empty out-house ; frequent prisoners in the hands of a police which cannot but condone their offence and send them forth free with bread to eat ; clothed only in rags, fed only by chance charity or pilfered victuals, taught only in vice and crime, uncared for and unloved,—shall these unfortunates be left to the vicious control of their natural guardians ? Is it not the bounden duty of the State to intervene and take upon itself a charge which parents have neglected with direful results to the common-wealth ?

74. And in charging parents with the cost of maintenance of such children, we do not demand payment for a primary education which he cannot appreciate : we make him pay for such sufficient food and clothes and care as he must know the value of, although he has failed in his natural obligation to provide them. Our laws already afford means (if not adequate means) by which a father or husband may be made to provide for the wife or children he has deserted, and we only ask that such a law, of a sufficiently stringent character, may be exercised in respect of parents who practically desert their children by casting them loose upon the world to beg or thief, or die, as chance may direct.

75. Before leaving this subject we will endeavour to show the good effect of the institutions we are advocating. Thus writes the Inspector of Reformatories and Industrial Schools of Great Britain in his Report for 1880 :—"That the reformatories have had something to do with the reduction of juvenile crime may be gathered from the fact that in 1854 there were 13,981 juvenile commitments ; four years later the number of committed children under 16 was reduced to 8029, and at the present date, instead of juvenile commitments having increased with the increase of population, they are reduced to about 6800, or less than half what they were in 1854. . . . It no longer answers to educate boys in crime. The schools for young thieves and the gangs of hardened young ruffians which used to be met with in every large town have ceased to exist, and although a boy may not be caught in the first or second offence, he seldom has time to become the hardened and desperate criminal such as might have been counted by scores before Red Hill became the pioneer of reformatories." He adds that experience of the subsequent career of those discharged shows that 75 per cent. of reformatory cases and 80 per cent. of industrial cases turned out well. Such being the effect of these institutions in a country where the criminal class has been rooted for centuries, what may not be anticipated in Tasmania, where it rests with the Government and the people to decide whether a criminal class shall be permitted to establish itself in the first instance ?

76. We consider that, under existing conditions as to population in Tasmania, something might be done to extend the scope of State Education by means of Part-time Schools. There are at present country districts so sparsely peopled that it is hopeless to expect for them any complete measure of public instruction by schools with the minimum attendance of 20 prescribed by regulation ; but it might be practicable, without incurring any very heavy expenditure, to extend some degree of teaching to members of such scattered communities by the establishment of Public Schools which should be open for only two or three days a week each. One active and energetic teacher could undertake the charge of two or three Part-time Schools. For these schools the standard of regular attendance would have to be reduced. Other Colonies of Australasia have recognised the value of Part-time Schools and peripatetic teaching as makeshifts for the time being.

Half-time and Third-time schools.

Evening schools.

77. Night-school teaching might be extended with advantage; and such schools would doubtless be well attended by adults as well as children of 12 to 14 if the teaching power were improved and greater energy instilled into the local authorities. The Regulations permit the establishment of Night Schools, but hitherto it has not been the especial care of anybody to promote education in this direction, and it cannot be said that their establishment has been encouraged. Under efficient and energetic teachers Night Schools might effect much good in respect of classes that Primary Schools cannot reach; but care would always be necessary to prevent attendance at a Night School being substituted unnecessarily for attendance at the Public Day School.

78. We would not propose to make Evening or Night Schools free to the attendants or a burden upon the taxpayer. The experience of Victoria—(see Report of Victorian Commission, Part II.)—proves that free Night Schools are apt to degenerate into play-rooms, better calculated to foster larrikinism than to promote knowledge. A fee of at least 9d. per week should be levied from each pupil, and all the fees collected should be considered the perquisites of the teacher, and the whole payment to be made for his services and the small contingencies involved by keeping up the school.

Superior State schools.

79. With all deference to the valuable opinion of the Hon. H. Butler, we cannot consider the establishment of State Superior Schools necessary at the present time, whatever the future necessities of Tasmania may be in this respect. To us it appears that the Superior Schools established by private enterprise fully supply the present educational needs of the Colony in respect of Secondary and Superior Education. Nor does it seem that Dr. Butler regards a State Superior School as a necessary adjunct of the Public School System, for, although he would recommend the establishment of one, he would not have it directly connected with the Primary State Schools—(Question 2, p. 52). Turning to the other Colonies for enlightenment, we find that, although the New South Wales Education Act of 1880 sanctioned the establishment of State High Schools, none were established up to the close of 1881. In Victoria the State connection with Superior Schools is confined to the endowment (£9000 per annum) of the University. In Queensland Superior Education is encouraged by State aid to Private Schools; and in South Australia the one Superior School (High School for Girls) established under State auspices is self-supporting. Seeing that our recommendations as to Primary Education must involve a considerable augmentation of expenditure, we cannot advise the establishment of a Superior State School for which there is no immediate demand.

Exhibitions and Scholarships.

80. While the rateable expenditure upon Primary Education is far less in Tasmania than in any other of the five neighbouring Colonies, the encouragement given by Tasmania in the direction of Exhibitions and Scholarships is greater than in any Australasian Colony except New Zealand. And Tasmanian liberality in this respect would appear to be abundantly justified by results. The Exhibitions have been a healthy stimulus to Primary Education, and the higher prizes have been won by scholars whose subsequent career has reflected honour upon, and sometimes been of direct profit to, the Colony. Far from recommending any reduction in the educational prizes, we would suggest that there be added to them two Scholarships, of £100 each, tenable for four years at a British or Colonial University, and that if any Scholarship lapse in any year it shall be available (as an additional Scholarship) in succeeding years. And while we would propose to leave Exhibitions at their present number,—six for boys and six for girls,—we would recommend that regard to sex should not be allowed to involve the withholding of any of these while there are qualified candidates of either sex to take them; that is to say, if at any examination fewer than six boys should present the necessary qualifications, then so many more Exhibitions should be considered available for girls who duly pass, and *vice versa*.

Additional Scholarships.

Specialisation of subjects for Scholarships.

81. Greater specialisation of subjects for the Scholarship Examination would seem, from the evidence before us, to be desirable in the interests of the scholar; and this subject, we are informed, is under the consideration of the Council of Education. Of 26 answers to Question 18 (Appendix 21), 19 directly point to specialisation, or greater technicality, as necessary to place the Tasmanian Scholar upon an equal footing with the

youth of the English schools; 17 out of 24 say (Question 17) that the educational equipment which now secures the Tasmanian Scholarship does not effect this. The evidence of this majority is eminently worthy of respect, seeing that of those who express this view some have gone through the Tasmanian Scholars' course, and nearly all have had experience of teaching both in Tasmania and at an English University.

82. As regards the restrictions by which these Scholarships are confined to the youth of the Colony, we think it necessary that a Declaratory Act should be passed for the purpose of clearly defining what constitutes a "Youth of Tasmania." The experience of the Parliamentary Session of 1882 (Dowdell Scholarship question) proves that the existing law is open to antagonistic constructions, and we are of opinion that early steps should be taken by the Legislature to dispose of all possible doubt in the matter. And although we cannot advise that these Scholarships be thrown open to free competition of all colonial youth without restriction, we consider that five years' residence of a boy in Tasmania should be deemed sufficient qualification without too severe consideration of the parents' domicile.

Declaratory Act defining "Youth of Tasmania."

83. Before dismissing the subject of schools we may fitly consider the case of those primary schools which are undertaken by private enterprise, and which, in some instances, exist rather for the conservation of ignorance than for promotion of learning. It is within the knowledge of many who are interested in Education that there are inferior private schools whose existence is due, not to any educational demand that they supply, but to their affording a cheap and convenient means of avoiding education. The teaching at these schools is defective in quantity and quality,—the attendance is to the last degree attenuated,—but the schools exist; and the parent who desires to evade the compulsory clause of the Education Act finds in such a school the means by which he may keep his children very much at home and still more thoroughly untaught.

Private primary schools to be licensed.

84. If our public primary education is to be a success, some provision must be made for dealing effectively with these refuges of ignorance; and we would, therefore, recommend that all private elementary schools be licensed; that registers of attendance be punctually kept up at all such schools; and that the Inspector be empowered to inspect such schools and registers, examine the children attending, and order any child not effectually instructed to be sent forthwith to a public school. The licensing of private schools was advised by the Tasmanian Royal Commission of 1867, who further suggested that uncertificated persons should be deemed disqualified to act as teachers. And in assuming some degree of power to direct private schools, Tasmania would be countenanced by two European countries that are of the first, if not the foremost, in successful public education. In Holland nobody is allowed to give elementary instruction who does not satisfy the State as to his capacity and morality. In Prussia the necessity of examination follows the teacher even into the stronghold of a superior school. The power of inspection and commitment of children to a public school is not without precedent in other countries; and, we would urge, that even were our suggestions wholly novel in their character, we should be justified in making them by those general principles which govern the State's action in other public concerns. The State in Tasmania requires of a medical practitioner that he shall have special qualification and authorisation for his practice; and if State interference be justified by the necessity of guarding the community from that small amount of injury which is the difference in effect between diplomad and undiplomad medical advice, how much greater are the necessity and justification of such interposition when the injury to be avoided is not a trifling physical one, but a very considerable one both morally and materially!

85. We have already suggested that improvement of the teaching power is necessary to the complete success of Tasmanian Public Education. In our inspection of some of the schools noticeable defects in matter and method came under our observation. Here the teaching was of an inferior character; there the discipline was weak; in some instances there was failure in both respects. And the causes of these defects are not far to seek: they may be thus defined:—(1) The admission of candidates to the teaching body

Public School teachers.

without a sufficiently severe entrance examination; (2) the absence of a departmental regulation requiring teachers to qualify for promotion from grade to grade by passing higher examinations at certain intervals; (3) the absence of a training-school of any description; (4) the excessive employment of the time of pupil teachers in teaching to the exclusion of opportunity of learning; and (5) the small salaries paid to all grades, and, consequently, the small inducement held out to eligible persons to enter or continue in the service. Mr. Rule speaks strongly upon this point; and Mr. P. O. Fysh very emphatically remarks of these salaries that they are less than the wages of day labourers and carters.

Examination of teachers.

86. We recognise the difficulty of introducing into Tasmania at once an unvarying rule for examination of teachers such as prevails in Prussia and Holland. In those countries there has been a long period of preparation for members of the teaching body through seminaries, Normal schools, and otherwise. There, also, the supply of excellent teachers is fully equal to the demand. But assuming the existence of better training opportunity, and more substantial remuneration of efficient masters, we might anticipate a large supply of competent persons, and the possibility, without hardship to individuals or peril to the establishment, of a strictly enforced system of examination for appointment and promotion. For the present, we would recommend the introduction of such a regulation and its immediate application in the instance of every new candidate; existing teachers only to be brought under its operation after two years allowed to them for preparation. In making this recommendation, we are asking only for that which the Chairman of the Board of Education has long perceived to be necessary (Evidence, Q. 6., p. 53).

Training Schools.

87. The establishment of a Training School for Teachers was suggested by the Select Committee of 1882, and we must support that suggestion. Mr. Reynolds (Central School, Hobart) has described such a school, and furnished an estimate of cost (pp. 18, 19, Evidence). For £500 Mr. Reynolds' scheme provides training for three students (£50 a year each being allowed for maintenance and allowance of those under training); and Mr. Reynolds says "the number of students might be increased to six or eight with only a small additional expense," meaning, of course, a small additional cost beyond the maintenance charge of £50 per head, which would be £250 per annum for five additional students.

88. But we question the wisdom of commencing the training of teachers in such an ambitious manner, or of creating, at a cost of £350 (apart from maintenance), a college for three students. Three teachers trained after Mr. Reynolds' method would cost £166 per head annually, and be educational luxuries only less costly than the students of Christ's College. We do not see why teachers should not, for the present (and until a separate training school is established), acquire their training in the leading public schools of the Colony at little charge to the State beyond the cost of the student's maintenance. A bonus of £10 might be allowed to the master of each student successfully trained (as in Queensland and South Australia a £5 bonus is given for each pupil teacher trained for successful examination); £45 to £50 per annum should be allowed for maintenance of each student; and there we would close the budget. The interest of the P. T. Smith endowment would provide for one student, and, pending the establishment of a Normal school, the trustees of that fund have no objection to the application of the interest to this end.

Pupil Teachers.

89. The number of Pupil Teachers should be largely increased; some teachers say the number should be doubled. Not only is an increase necessary for the efficient control of classes, but it is required in order that greater opportunity may be afforded to pupil teachers of receiving instruction. "Classes of 30, and a teacher for each, should be your educational shibboleth," said Arnold, and the truth of this is as great now as when these words were spoken.

90. And, certainly, the success hitherto attained by the pupil teacher system of Tasmania fully warrants its extension. Reference to the list of Tasmanian Teachers

(Appendix VI.) shows that (putting aside ten who received their training in Great Britain), the first three upon the list are trained pupil teachers, and that of the first nine on the list seven are trained pupil teachers. According to this list the only two teachers, not trained in Great Britain, who have reached Class I. are trained pupil teachers; of Class II. A., three out of four are thus distinguished; and of Class II. B., two out of five.

91. Seeing what the success of the trained pupil teachers has been, it is almost a work of supererogation to recommend that in all questions of appointment to teacherships preference shall be given to candidates belonging to this body.

92. It is rather by means of the pupil teacher system than by Normal schools that we may hope to see our teaching power augmented and improved. Recent English experience has given rise to some fear that teachers are there being produced in excess of the demand. In a recent number of "The Church Quarterly Review," it is said that "at the present time we are practically doubling the number of teachers every four years..... We are providing 8 or 10 teachers for each one we require." And Mr. Mundella's proposal to employ paid monitors as pupil teachers, lowering the pupil teacher standard to accomplish this, is said to be simply the outcome of a pressing necessity to provide additional outlet for superfluous teaching power.

93. The time is yet remote when Tasmania will be overstocked with teaching power, and she requires at once, and will require for some time, a training institution for her teachers. But this necessary of education would be dearly bought by any sacrifice of efficiency or quantity of the pupil teacher class. Let us quote Mr. M. Arnold's appeal in their behalf. "In naming them (pupil teachers) I pause to implore all friends of education to use their best efforts to preserve this institution to us unimpaired. Let them entreat Chancellors of the Exchequer to lay their retrenching hands anywhere but here; let them entreat the Privy Council Office to propose for sacrifice some less precious victim. Forms less multiplied, examinations less elaborate, inspectors of a lower grade—let all these reductions be endured, rather than that the number of pupil teachers should be lessened."

94. Liberal as Tasmania is in respect to exhibitions and scholarships, it cannot be said Teachers' salaries that the sacrifice she makes in the cause of education generally is commensurate with her position. Comparison of the Statistics of Australian Colonies gives the following figures for cost of public education of the year 1881 :—

	s.	d.
New Zealand, expenditure per head of population (exclusive of buildings)	12	5½
Victoria, ditto	12	3½
Queensland, ditto	10	7
New South Wales, ditto	9	4¾
South Australia, ditto	6	4¾
Tasmania, ditto	3	11½

95. The comparison of maximum and minimum salaries of teachers in the several Colonies exposes the parsimony of Tasmania to some extent, but apart from this it is sufficiently obvious that the low rate of Tasmanian expenditure upon education is mainly attained by low rates of salaries paid to teachers, for which the £7000 collected as fees does not in any degree compensate. The minimum salary of Tasmania is below that of any Colony except New Zealand. The maximum is the lowest of these Colonies, without exception. Fees have raised the emoluments of some few Tasmanian teachers to a respectable figure; but when we consider the gross incomes of all teachers we find the average a very low one; and it is the misfortune of the teachers that the great bulk of the salaries approach the minimum rather than the maximum. The average income of 141 teachers being £120 4s. 2d., we find 87 enjoying (?) emoluments of less than the average, as against 54 whose incomes are above it. From a Return furnished by the Board of Education (Appendix 6), we obtain the following averages of "estimated annual income of teachers from all sources, including value of residence" :—

	£	s.	d.	
9 certificated teachers, trained in Great Britain	378	5	10	} These include salaries of teacher and wife.
2 Class I. Div. B.	271	1	6	
4 Class II. Div. A.	202	6	11	} Fees of male teachers, subject to deductions of $\frac{1}{4}$ for female assistant teacher when teacher has no wife to act in that capacity.
5 Class II. Div. B.	200	0	2	
6 Class III. Div. A.	160	3	0 $\frac{1}{2}$	
28 Class III. Div. B.	141	2	6	
21 male probationers, Div. A.	105	11	6	
10 female probationers, Div. A.	70	19	9	
24 male probationers, Div. B.	74	5	3	
11 female probationers, Div. B.	38	2	0	

And it seems to us that efficiency of the teachers cannot be reasonably expected or justly insisted upon when the remuneration is so miserably low.

96. We would recommend that, while existing teachers are fully compensated for loss of fees, the emoluments of teachers shall for the future consist of—1. Fixed salary according to grade; 2. Payment by results, not exceeding half salary, as in Victoria (in South Australia this may amount to a quarter salary only—in Queensland a capitation allowance is given); 3. Bonus of £10 for training teachers and £5 for training pupil teachers; 4. House or house rent; and lastly, we would suggest that teachers be encouraged to enter and continue in the service by retiring allowances, as in Victoria and South Australia. The abolition of the system of paying teachers in part by fees should be accompanied by repeal of the regulation which permits reduction of a teacher's salary when his school attendance falls below the minimum 20. This regulation is generally condemned at present by those who have experience, and must necessarily impose hardship upon the poorest of the teachers who come under its operation.

97. The Regulations prescribe no scale of salaries of assistant teachers. The assistant is only recognized as wife of the male teacher, or some one acting as assistant in the absence of a wife. In practice the salaries range from £20 to £60. If we include board and lodging in the estimate of wages of domestic servants, the highest salary of assistant teacher is no better than that of a cook,—the lowest would not be accepted by a scullery maid.

Proposed salaries.

98. We would suggest the adoption of the Queensland scale of salaries, dividing the teachers into nine classes as in Queensland and New Zealand, by the New Zealand method of classification, to be hereafter detailed. The salaries proposed are as follows:—

	Males.	Females.		Males.	Females.		Males.	Females.
	£	£		£	£		£	£
Class 1..	200	180	Class 4..	150	130	Class 7..	110	90
2..	186	165	5..	140	120	8..	100	80
3..	170	150	6..	130	110	9..	90	70

Classification.

99. By the New Zealand method teachers are classified both according to attainments and method of teaching,—attainments being distinguished by the five letters A, B, C, D, E, and method by five numerals 1, 2, 3, 4, 5; nine grades are obtained, as follows:—

A 1.	1st grade.	A 4.	A 5.	C 5.
A 2.	} 2nd grade.	B 3.	B 4.	D 4.
B 1.		C 2.	C 3.	E 3.
A 3.	} 3rd grade.	D 1.	D 2.	D 3.
B 2.		E 1.	E 2.	E 4.
C 1.				E 5.
				7th grade.
				8th grade.
				9th grade.

Payment by results.

100. It has recently been proposed by Mr. Mundella that the school grant hitherto calculated upon average attendance shall be variable in amount as the school may appear to the Inspector to be fair, good, or excellent, in regard to—(1.) Organisation and discipline; (2.) Intelligence in method of instruction; and (3.) General quality of the school-work. But, although the Inspector had already the power of diminishing the grant where schools were indifferent in these respects, the application of that power in another direction has been objected to. It is said that “the Inspector had to mulct all schools actually bad; not to classify and reward and compare schools every one relatively

good;" and it is argued that the Inspector will be incapable of classifying excellence which depends upon three degrees (fair, good, excellent) of three distinct qualifications. But we do not see the force of this objection. Granting that our inspection is what it should be, we think that payment by results might be made according to Mr. Mundella's plan.

101. A Pension Fund should be created, and every teacher be required to subscribe thereto a certain per-centage of his salary. It is possible that the time is not far distant when such a measure will be enacted for the whole Civil Service of Tasmania; but, in the absence of any general provision, we would advise that steps be immediately taken in this direction to secure the future welfare of the Public School Teachers. Pensions.

102. We are unable to arrive at any unanimous conclusion in respect of the teacher's liberty to act as lay reader or preacher in the intervals of his school labours. We are all agreed that, as an abstract principle, the liberty of the teacher should be respected; we differ only as to the necessity of this particular restriction. The majority consider that the teacher should be allowed to exercise his discretion in this respect. Teacher's liberty to preach.

103. It cannot be said that the teachers have manifested any unanimous feeling in favour of this form of religious liberty. In their replies to Question 17, 69 consider that they should be free to impart religious instruction out of school hours, and 59 are against this freedom,—10 of these 59 being of opinion that the teachers should be permitted only to teach in the Sunday School of his denomination. Even where the question is that of the teacher's unrestrained freedom, there are 59 teachers in favour of some restriction; and some of these 59 give a very cogent reason for it when they say that preaching would prevent the teacher from giving effective attention to his school.

104. We are unanimous, however, as to the necessity of altering the present regulation in one respect. To all of us it appears irrational to prescribe religious teaching within a seven-mile radius only; for every objection that applies to such teaching within that distance applies to teaching beyond the seven miles, together with the additional objection that the further the teacher travels for this purpose the greater is the tax upon his physical powers and energy for school work. His preaching 8 or 10 or 50 miles from his school would be as generally known as if he preached on his school door-step,—it would have the same tendency to make him a religious enthusiast and to engender suspicion of his bigotry; and, on the other hand, his preaching at the nearest church or chapel of his denomination would no more directly affront people of other creeds than if he travelled 50 miles to meet his congregation. In neither case would persons of other creeds be constrained to listen to him.

105. The present regulation seems to play with the matter; and it is quite possible that the recent Kenner case would never have occurred had greater firmness been shown in handling this difficult question. Either religious teaching by the State schoolmaster is permissible or it is not permissible. If it may be permitted at all, there should be no limitation as to distance; if it may not be permitted, then the restriction should be without limit. If the seven-mile radius was intended simply as an obstacle to the teacher, it was not sufficient; and if it had been made insuperable, the policy of employing it instead of a direct prohibition would have been obnoxious to severe criticism.

106. Our observations tend to the conclusion that Tasmania may be felicitated on the quality of her School Inspection. As far as our enquiry has extended this would seem to be one of the strongest points of the present system. And we would desire to place on record this tribute to the zeal, ability, and admirable impartiality of the Chief Inspector and Mr. Inspector Rule, the two officers of the Department whose official characters and capacities have been familiarised to us during our investigations. Inspection

107. So much of the success of our Public Education depends upon the character of the inspection that no means should be neglected of perfecting this branch of the service. This will, we think, be admitted by all educationists at present; and if our suggestion as to payment of teachers by results be carried into effect, the necessity of maintaining a high

standard of efficiency of inspection will become the more obvious. The appointment of Inspector should be, for this reason, handsomely endowed; but there is another motive for making the position one of considerable emolument,—viz., that the Inspectorship should be made a prize of the Educational Service, to be awarded to teachers of superior merit as the reward of exceptional excellence.

Director of Education.

108. As to the organisation of the Department of Inspection, we would substantially repeat the recommendation of the Select Committee of 1882; our proposal being the amalgamation of the Chief Inspectorship with the appointment of Secretary in one, under the designation of "Director of Education." It is not a matter of any moment how this officer is to be styled; but he should be, in fact, the paid head of the Educational Department, in subordination to the Minister of Education for the time being, and occupying in regard to that Minister very much the relation which now the Under Secretary bears to the Chief Secretary, or the Assistant Treasurer to the Treasurer of the day;—with this exception, that in all questions of appointment, &c. to be determined by the Board of Advice and Patronage, the Director shall be under the direction of the Board.

Central control.

109. In all the Australasian Colonies, except Tasmania, we find the central control of Public Instruction in the hands of a Minister of the Crown. In South Australia, styled "Minister Controlling Education;" in Queensland, "Secretary for Public Instruction;" in New South Wales, "Minister of Public Instruction;" in New Zealand and Victoria, "Minister of Education,"—under various titles a Minister of the Crown is the controlling and responsible head. So is it in Canada, in France, and in Holland, and so, we would urge, should it be in Tasmania,—not nominally, as at present, but as a fact.

Nominal control of Chief Secretary.

110. Nominally, the Chief Secretary is recognised as the central power in educational matters under existing laws and regulations, but, in practice, he is a *roi fainéant*, without responsibility or authority. He may criticise the proposals of the Central Board (his Mayor of the Palace) in respect of a school porch; he may impede improvements of school buildings by his indirect power over the public purse,—but, as to the vital details of public education, he is as powerless and as irresponsible as the children who attend our schools.

Abolition of Central Board.

111. And it is our opinion that the only method of effecting the necessary reform in this respect is by a radical change of the constitution of the controlling agency,—by abolition of the Central Board (an institution unknown in the systems of the countries above referred to), and the transfer of the powers of that Board to a Minister of the Crown, subject to such check and restrictions as we shall point out hereafter. Fully admitting that the Board of Education has heretofore done invaluable service to Tasmanian Public Education—service that has been gratuitously given, be it remembered, always—and recognising as fully the generous zeal and great administrative ability that the Chairman of that Board has exercised for so many years in the cause he loves so well, we are constrained to recommend the abolition of that Board. Meritorious as has been its past career, it is now incapable of dealing effectually with the system that it has fostered. The child that it has nourished for so many years has now outgrown the strength of its nurse, and a more vigorous, a hardier, and a more popular guardian is demanded for its adolescence.

Restriction of power of Minister by Board of Patronage and Advice.

112. But unrestricted power committed to a Minister of the Crown might be employed with very injurious consequences. Political influences might prevail over educational requirements: patronage might be abused for political purposes, to the detriment of departmental efficiency and neglect of departmental claims. This the Victorian Royal Commission of 1882-3 tell us has been the experience of Victoria. And if it be possible to conceive a Crown Minister of purity so spotless that favouritism, nepotism, and political intrigue would be impossible to him, it is safer not to conceive him, or a succession of such immaculate Ministers, by Act of Parliament. It is preferable to adopt the worldly-wise principle (recently transferred from the axioms of whist to political rules) of making it easy to do right and hard to do wrong. Acting upon this principle, we would recommend that in all educational matters the Minister shall be *ex officio* Chairman of a "Board of Patronage and Advice."

113. In Holland and South Australia we find established such a chief controlling agency as we would recommend for Tasmania. In both of these countries the Minister is aided by a Board of Delegates. In Holland the Delegates are deputed by the Provincial Committees; in South Australia by the District Boards of Advice. For Tasmania we would suggest that the Members of the Board of Patronage and Advice be elected from among the Members of District Boards by vote of all Members of School Boards throughout the Colony; that the Central Board consist of not less than nine Members; that the Minister of Education convene meetings whenever business of other than a routine character may require the Board's consideration; and that Members attending such Board meetings receive their travelling expenses and a fixed fee for each day of attendance sufficiently liberal to cover their expenses while absent from home on educational duty. Such a Board would be representative of the whole Colony: it would be popular, because elective; and if the District Boards were so constituted as to attract the most eligible Members that the country can supply, there would be ample and excellent material from which to select a Board of Patronage and Advice.

Board of Patronage
and Advice.

114. Of 18 opinions offered in reply to Questions 25 and 26 (Appendix 21), only three express unreserved satisfaction with the present system of central control; ten are in favour of placing the central authority in the hands of a Minister of Education; two incline to an enlarged and elective Board; one suggests separate Boards for North and South; one, payment of Board Members; and one (the Hon. H. Butler), that a Director of Education be appointed, upon recommendation of the Chairman of Local Elective Boards.

115. This written reply of Dr. Butler conveys a principle more closely approaching that we would adopt than any of the 17 others above referred to; and his reply to Question 14 (p. 53 of the Evidence), confirms his previously expressed opinion in the following terms:—"My objection is to a political officer having the direction and charge of the appointment and promotion of teachers; but, at the same time, whether by the crude means I have described in my answers to questions submitted to me by the Commission, or by a better mode, if a competent Officer could be elected, who would act in conjunction with a Board of Delegates, this plan would, I think, be successful, the paid Director being responsible to the Governor in Council, but not to an individual Minister."

116. The only substantial difference between Dr. Butler's proposal and ours is, that while he would place the central authority in the hands of the Executive, we would give it, with ample restrictions, to an individual Minister who would be directly and absolutely responsible to Parliament and the Country. However gross the mismanagement of the educational system—however loud the outcry against departmental abuses—there would be no possibility of reaching the chief authority were the central control nominally vested in the inaccessible Governor in Council or distributed over the whole Executive. What we feel to be essential is a political chief who shall be directly responsible, and directly approachable in his place in Parliament. Nor can we see in the scheme we propose any reason for the objection raised by Dr. Butler. We recommend that "the direction and charge of the appointment and promotion of teachers" shall be in the hands of the Board of Patronage and Advice, in co-operation with the Minister and Director of Education. We admit that Dr. Butler is privileged to be jealous of the possible abuse of patronage under a new order of things, for it must, at least, be said of the Board of Education that its powers in this respect have been applied with estimable fairness and impartiality: but, recognising the danger of political patronage as fully as he does, we say of our proposed scheme that it cannot possibly be regarded as open to this objection.

117. Replying to Question 20 (Appendix 22), 43 teachers express themselves in favour of a Central Board, as against 42 who think the central control should be vested in a Minister of the Crown.

118. Whether as District School Boards or Boards of Advice, we find this form of local control established in the five neighbouring Colonies,—New South Wales having substituted District Boards for Local School Boards by her "Education Act" of April, 1880;

District School
Boards.

and we find the same form in Canada and Europe. In New Zealand and Victoria these Boards are wholly elective; in Queensland they may be made elective by order of the Governor in Council; in New South Wales and South Australia the members of these Boards are nominated.

119. Following the example so widely set by other lands, we would recommend the adoption of the District Board system, as follows:—School Districts to be proclaimed by the Governor in Council, every such district including such number of schools (one or more) as local circumstances may direct. For every School District a Board of 6 or 9 members to be appointed, the members whereof (as in Victoria, New Zealand, and Queensland) shall be elected by the ratepayers of the district; the members to be elected for a term of three years, one-third of whom would retire annually. Every District Board to have votes for the Board of Patronage and Advice equal in number to the number of schools in the district.

120. In suggesting this course we are acting upon an opinion which is entertained by a small minority only of existing Local Boards: thus, of 80 opinions expressed by Local Boards on the proposed substitution of District Boards for Local School Boards, only 22 are favourable to our view (one Board being divided in opinion); and of 78 replies to the question "should such Boards be elective?" only 14 are with us (three being divided upon this point.)

121. But as to the matter of election of Boards, the teachers are more inclined to our view, 59 being in favour of election, 5 undecided, and 60 in favour of nomination; and as to reconstitution of the Boards, such teachers as have expressed an opinion decidedly recognise the necessity of this.

122. If we turn to the evidence for proof of the failure of the present Local Board system we shall find it in abundance, whether we search in the replies of teachers or in the answers of the Boards.

The Boards being asked how many meetings they have held during the last five years? ten answer "none"; nineteen have held from 1 to 5 meetings; twenty-two from 5 to 10; and twenty-two have held over 10: *i.e.*, 51 have held 2 meetings a year or less, and only 22 have held more than two meetings a year.

123. By Regulation 23 it is prescribed that Local School Boards "shall regularly visit and report upon" the schools placed under their supervision, besides making other occasional reports; and when we ask how often these visits have been made and reports submitted, we obtain the following replies:—

Official visits by Boards—2 frequently; 28 occasionally; 51 never.

Visits by individual Members of Boards—33 frequently; 21 occasionally; 12 very seldom; 18 never.

Reports submitted by Boards—5, five reports or more; 2, three reports; 3, two reports; 1, one report; 55, no report.

And the teachers' replies corroborate the above. Being asked (Question 22) if Local Boards take interest in and render good service to the school? 28 say "yes," and 98 say "no." To the Question (23) whether the present system works satisfactorily? 28 say "yes," and 91 say "no," 2 being uncertain; and when we ask (Question 24) if the usefulness of Local Boards would be increased by extended powers? while 85 out of 121 reply in the affirmative, many of those 85 qualify their answers by suggesting that such powers be given to a reconstituted Board.

124. We fully admit that in the powerlessness of Local Boards, and the scant recognition accorded them by the central authority, may be found ample reason for much of the apathy displayed. The position of members of Local Boards has been so completely false; so fertile of vexatious duties and irksome responsibilities; so barren of dignity and real usefulness, that eligible persons have either stood aloof altogether, or, having accepted the position, have found it impossible to take continuous interest in their unprofitable labour.

125. Whether it be owing to the apathy and inefficiency of Local Boards that the Central Board has come to ignore their existence, or whether the apathy and inefficiency of Local Boards are the consequences of the Central Board's neglect, we need not now inquire. It would do no good to ascertain which is cause and which effect. The fact is apparent that the Central Board has not exhibited any appreciation of the services of Local Boards, or made any strenuous efforts to keep those Boards up to the standard of efficiency. Local Boards have neglected their duty, notably that of submitting the reports required by Regulation 23, without comment by the Central authority (which, in the matter of reports, could not but have been cognisant of a default to which it was itself a party.) The Central Board has so much regarded the Local Board as a useless excrescence that it has been satisfied to retain upon the list of School Board members one who has been dead for five years (Evidence, p. 16, Question 29.)

126. But, making all possible allowance for Local Boards, we cannot close our eyes to the fact that the *personnel* of some of them is inferior. There are members of such Boards who would find it impracticable to pass a fair Fourth class examination of a public school; and there are many members who, be their qualifications what they may, do not, nor ever will, take an intelligent and lasting interest in education. In the sparsely peopled districts, and more particularly in pastoral districts, it would be impossible to find a sufficient number of really eligible persons to form a Board of the most moderate dimensions for each school; and the only means of securing generally such Boards as might be safely entrusted with largely extended powers is by forming School Districts as we propose.

127. There is another reason, and, from the teacher's point of view, a very important one, why District Boards having control over two or more schools should work better than the present School Boards,—there would be less risk of injustice to the teacher through local ill-feeling or the influence of local cliques. It is quite possible for a school conductor to be eminently popular with the people generally, and yet to be in disfavour with a majority of a Local Board. It is possible, and even probable, that in any enquiry instituted into the conduct of a teacher, or management of a school, local feeling and local tittle-tattle may bias a strictly Local Board, and deprive it of that rigid judicial equity which judges every case upon its merits. Teachers, we have reason to know, entertain this opinion.

128. Moreover, it should be pointed out that the system of District Boards has been to some extent introduced already. Reference to the list of Boards will show that many whose names appear therein are members, not of one, but of several Local Boards. And surely, in the appointment of such Boards, it is only just and in consonance with the great principles of constitutional government, that the people who provide the funds for maintaining our school system—the tax-payers—should have a voice in the election of that agency which controls education. This principle has already been adopted in other countries than Australia. Canada has it; and, turning from British possessions, we find it admitted in Prussia and Holland. The popular judgment may, we think, be safely trusted to decide between two or more candidates. We have Dr. Butler's support as to election of members, and, practically, as to substitution of District for Local Boards. (Evidence 14, 15, p. 53).

129. With one exception, to be hereafter referred to, we are unanimous as to the powers that should be extended to District Boards, and, with some slight modifications, we endorse the recommendations of the Select Committee of 1882 in this respect (Clauses I. to VIII., Appendix 1.) The Local Boards, with very few exceptions, adopt this view as to all the clauses. The teachers are greatly in favour of all but Clauses I. and II. (as to both of which, however, many are favourable to the extensions proposed); and the evidence throughout shows the necessity of giving due authority if local supervision and direction are to be of any effect.

Powers of District
Boards.

Clause I. we would adopt as it stands.

Clause II. To this we would propose to add—"The District Board shall be empowered to suspend, pending investigation, any teacher against whom a *prima facie* case of gross immorality has been made out."

But it is in respect of a portion of this clause as it now stands that we cannot arrive at a unanimous conclusion. Three of us take exception to that portion which runs thus : "And similarly the recommendation by a Local (? District) Board that a teacher shall be removed or dismissed should, at least, be regarded as adequate reason for the removal of such teacher." Their objections are that such a regulation would conflict with, and trespass upon, the functions of the Board of Patronage, and might possibly injure the teacher by causing his transfer to an inferior school. The contention of two of us is that such a provision is necessary in the interests of the teacher. It is, they think, undesirable that a teacher against whom a District Board had directed such a recommendation should continue, even to a limited extent, under the control of that Board. It could hardly be expected that, if retained in his school untouched by the District Board's indictment, he would receive thereafter such generous support and cordial co-operation of the local authorities as are indispensable to a teacher's successful discharge of his duties. The greater the injustice done to the teacher in the first instance by the District Board's recommendation, the greater the degree of injustice he would have to fear from that Board thenceforth. However much honesty of purpose might characterise that Board there would be a prejudice against him, all the stronger, perhaps, by reason of that very honesty—for honest men are not infrequently wrong-headed and obstinate, and not quite exceptionally vindictive. On the other hand, there is reason to believe that the Board of Patronage would give fair consideration to such recommendations in this respect as the District Board might make.

Unfortunately, many of the teachers questioned in writing have misunderstood the wording of this clause, and taken the term "removal" as synonymous with "dismissal" not seeing that removal only involves transfer to some other (possibly even a more remunerative) school. But those teachers to whom the true purport of the clause has been explained have fully recognised the justice of this portion and its desirability in the teacher's interest.

Clause III. we would adopt as it stands.

Clause IV. As to this clause we would propose such amplifications as would make it run thus :—"To the District Boards should be given the power of closing the school upon any emergency arising to necessitate such a course ; also of giving a holiday for one day, and of excusing the attendance of children whose labour during harvest or potato planting is necessary to their parents or relatives, provided that every child so exempted shall attend the school at least 60 days during the half-year in which the exemption is allowed."

Clause V. This we would recommend, with the addition of a proviso that the District Board, in permitting the school to be so used, shall be responsible for its cleaning and the safe keeping of it and all the school appliances therein.

Clause VI. This we would adopt in its entirety, understanding that inspection does not include examination, which is the peculiar function of the Inspector.

Clause VII. To this clause we would add a proviso that the establishment of Night Schools be with the teacher's approval.

Clause VIII. This clause we would recommend, in the following modified form :—"To District Boards should be entrusted the power of arranging for firing and petty repairs, a sufficient sum being allotted in each case by the Minister of Education, such sums being fixed by scale in accordance with the nine classes of schools." (*Note*.—In South Australia the teacher receives an allowance for this purpose.) And to these powers we would propose to add the following :—

XXXIX

Clause IX. District Boards shall be empowered to fix the period during which the long vacation shall be held, with the view of adapting the holiday to local labour requirements.

130. In conferring these powers upon District Boards it should be understood that they are accompanied by the following duties and responsibilities :— Duties of District Boards.

1. To meet at least once a month for the dispatch of business.
2. To inspect each school twice a year, and submit report of such inspection to the Director of Education.
3. To exercise general care of the school buildings and appliances.
4. To effect petty repairs within limit of sanctioned independent expenditure, and recommend to Minister of Education all necessary repairs and improvements that are beyond that limit.
5. To see that the schools of their district are conducted in accordance with regulation, and to report to Director any breach of rule.
6. To take active steps for enforcement of the compulsory clause against all persons liable thereto who may evade or defy the law.
7. To investigate any complaint brought against the teacher and report result to the Board of Patronage.
8. To keep up a register of all children of school age in each school area in prescribed form; such register for each school to be kept in the school concerned, and open to inspection of departmental officers.
9. To endorse certificates of efficiency granted by Inspector, and note in register above referred to.

131. The evidence before us conclusively shows that a wide-spread feeling exists as to the necessity of reconstituting the Council of Education upon a broader basis and more liberal principles. This feeling is to be found in the Council itself. The ex-President says: "It is too narrow." The Rev. W. H. Savigny says: "I think the basis of the Council should be widened and the mode of election altered." The Rev. R. D. Poulett-Harris has placed before the Commissioners a scheme of reconstruction (Appendix 2), which, with certain modifications accepted by him, we would recommend for adoption. Of the 24 written replies to the Question 21 (Appendix 21), "Do you approve of the constitution of the Council of Education?" four only are in the affirmative; the remainder express more or less dissatisfaction with the present constitution of that body. The Rev. J. C. Whall thus expresses his opinion: "I think the present principle of co-optation, which makes the Council a close society and gives it the sole power of electing its own members, so astoundingly bad that I am astonished it should have been adopted, and that having been once adopted it should not have long ago been given up. It is not surprising that such a body should fail to enjoy the confidence of the public, as it presents the spectacle of what is practically a private body administering public affairs."

132. We would propose that the Council be reconstituted upon a wider basis, and be made an elective instead of a co-optative body. The scheme we recommend is as follows :— "The Council to consist of 15 members (of whom five shall retire annually), elected by a Senate which shall be open to all permanent residents of Tasmania who are (1) Judges of the Supreme Court, (2) Graduates of any British or Colonial University, (3) Barristers of any English Inn of Court, (4) Medical Graduates or Fellows of British or Colonial Medical Colleges, and (5) all such persons of superior attainments as shall be elected by the Senate upon the nomination of two members. The President to be elected for two years by the united votes of the Council and Senate, his election being conducted together with those of the four other Councillors required to fill the vacancies of the year. Vote by proxy to be permitted for the convenience of country members.

133. By this method, the Senate, growing with the growth of the Colony, would, in the course of time, become a strong and important body. Even in the present it should command a sufficient number of able and cultured men to attain very creditable proportions. It would provide a wider field of selection for the Council than now exists. The Council would be recruited year by year from the Senate by a more popular form of election; and the objectionable close borough system would be abolished.

134. The ordinary business of the Council might be transacted by the Council and Senate sitting together; all extraordinary matters being subjected in the first instance to the consideration of the Council and Senate sitting separately. In the event of disagreement resulting out of votes by order, the two bodies should unite for final disposal of the points of difference, the view of the Council being accepted unless a two-thirds majority of the combined votes were given against it.

School buildings.

135. The result of a visit paid by three of the Commissioners to a newly erected public school was the impression that interior arrangements had in that instance been sacrificed to external appearance. Windows were placed at inconvenient heights and in inconvenient situations as to the interior, because of the architect's desire to obtain symmetry of the *façade*,—giving colour to the idea that when it was planned the architect, having finished the elevation with elaborate care, fitted the ground plan in anyhow. We think greater attention should be paid to interior comfort and economy of space. We would also desire to express our disapproval of the arrangements by which, in some schools, boys and girls are obliged to use a common closet.

Libraries.

136. We are of opinion that Public Libraries should be brought within the scope and under the control of the Educational Department here, as in New Zealand. During the last Parliamentary Session of Tasmania the desirability of according State aid to public libraries was acknowledged by a vote which has not, so far, been applied to the purpose for which it was placed upon the Estimates. It is only proceeding one step further to vest the distribution of such grants in a responsible department that should directly interest itself in the libraries aided by public money.

Land reserves.

137. Again accepting New Zealand as a model, Tasmania should, we think, anticipate future educational requirements by timely reservation of Crown lands. Not only might these reserves be set aside for future school premises, but blocks of land (of 300 acres each) might, in newly settled localities, be assigned to the Department of Education to be held in trust for rental or future sale when the value, without any outlay for improvement, would have increased three-fold or more. We do not feel very strongly the necessity or desirability of these larger reserves. In any case, whether by rental or sale of Crown lands, or by other means, the public estate must provide the funds required for educational purposes; and it may be questioned whether the national purse would not ultimately be the poorer rather than richer, by the withdrawal of Crown land from immediate settlement.

School of Mines.

138. Seeing how much Tasmania owes to her mineral wealth, and how greatly her future prosperity depends upon the success of her mining industry, we cannot but consider that a School of Mines occupies a very prominent position among educational desiderata. Tasmania has, even now, had serious and costly experience of the inefficiency of many prospectors and mining managers. Thousands have been lost by investments in worthless claims upon the recommendation of pseudo experts, whose ignorance of geology and mineralogy were greater than their moral scruples; thousands have been absolutely wasted by unskilful management of claims that might, under the methodical treatment of competent men, prove remunerative. And this condition of things cannot long continue without very deplorable and unnecessary consequences. It must cause heavy loss of capital, depreciation of mining stock, and reluctance on the part of the public to invest in any mines whatever; and it may have the effect of retarding the development of our mineral resources and the national progress for many years.

139. In the Report of the Director of the Bendigo School of Mines for April, 1883, it is said: "A few well-trained students on leaving the school would be able to accomplish much useful work in the district in connection with gold mining. It has been frequently urged that mining managers should have assays made of the tailings at short intervals in order to ascertain what proportion of gold is lost. If it be shown even in one case that a modification of the appliances used for saving gold could be effected at no great cost, such as to ensure higher returns, the benefit to the mine-owner, and indirectly to the country, would be great."

140. The primary object of the Bendigo School of Mines is thus defined: "To impart a thorough training in all branches of theoretical and practical sciences directly bearing on the mining industry—the theory and practice of mining, mine management, mining surveying and mining engineering; to hold periodical examinations and issue certificates of competency in the various subjects taught, which certificates will be guarantees to the public that the holders are thoroughly reliable in their work to the extent of their certificate."

141. Ballarat and Sandhurst have their Schools of Mines, and good work is done by them at a very trifling relative cost to the State. The fees paid by students, the fees for certificates and assays, and voluntary contributions by mining companies and persons interested in mining, constitute revenues that, to a considerable extent, make these institutions self-supporting.

142. And in Tasmania, where (as Mr. Thureau points out) there is special need and special opportunities for a School of Mines, such a school should within two or three years of its establishment be almost, if not quite, self-supporting. Nor need the first cost of starting the school be a very serious charge to the State. Mr. Thureau (Evidence, p. 49) has submitted a scheme by which it is proposed that the Government should grant a subsidy of £2500 for a building, apparatus, books, and other necessities, and, for a limited term of years, a further annual contribution of £3 for every £1 subscribed by the public. But we may fairly question whether an annual subsidy of £3 for £1 will be required: we regard it as almost certain that the mining community will take up the matter in such a liberal spirit that a State contribution of £3 to £2 will be amply sufficient. It is possible also that by utilising the services of Mr. Thureau and the Government Analyst at the outset, the expenditure upon salaries may be kept within very narrow limits without sacrificing efficiency.

143. If only for the convenience of having ores, &c. tested in the Colony by battery or skilled analysis, the mining public should welcome such an institution; and in view to its establishment "in a town as near as possible to mines in full operation" [Mr. Thureau, Clause (6), p. 49], we would recommend that Launceston be selected for the site, as being within easy distance of Beaconsfield and Lefroy; the most centrally situated for Northern mining generally; and the only town besides Hobart where ore is smelted.

144. While asking for consideration of Mr. Thureau's scheme at large, we would call especial attention to the suggestion he makes in the last paragraph of p. 49; viz., "that a clause be inserted in the Tasmanian Mining Regulations making it obligatory that all persons conducting mining, ore-dressing, and ore-smelting processes as managers, shall either produce satisfactory evidence of their fitness, or else qualify themselves at the School of Mines within a period of three years after the school has been initiated." Although Mr. Thureau's proposed clause is impracticable to its full extent at the present time and under present conditions, it points to the necessity of some action in the direction indicated; and if compulsory education be justifiable in any case, it may safely be so considered when the ignorance it would remove has for its effect the sacrifice not only of the fortunes but of the lives of men.

145. We have throughout our inquiry had always in our minds the desirability of Agricultural School. turning education to the best practical account by technical and industrial teaching; and an Agricultural School has been one of the institutions that have come under our

consideration. But although we fully appreciate the value of such a school for both scientific and practical instruction—although we see how greatly Tasmanian farming needs improvement—we do not at this time feel justified in recommending that such a school or college should be originated by the State. It will be sufficient, we think, that the Government subsidise an institution of the sort when private enterprise shall have established it. It cannot be said of an Agricultural School, as of a School of Mines, that its absence entails a constantly recurring and disastrous loss to the community which might be immediately, and to a great extent, avoided by means within our reach.

146. From the evidence before us it would appear that the Boys' Home does excellent work in bringing up boys as agricultural labourers, and this is something in the direction of Agricultural Schools; but we are informed (as indeed we know from our own experience) that the local demand for lads so taught far exceeds the small supply sent forth from the Home. Industrial Schools and Reformatories of the future may add to this supply; and we would suggest that the New Town Farm be turned to greater account as a model farm for the training of youth in farm work.

147. The Boys' Home and the Girls' Industrial School are doing good service as they now exist: the latter, we are told, trains good domestic servants, who are always in demand. We are of opinion, deferring to the views expressed by those who know these Institutions and the Ragged Schools well, that it would be unwise for the State to take under its direct charge any of these institutions now so ably conducted by private agency.

Christ's College.

148. Owing to the nature of the endowments that maintain Christ's College, it may appear doubtful whether this educational institution comes within the scope of our inquiry. But even if we assume that Parliament, as keeper of the public purse, has no power over the funds of Christ's College, that College occupies a too prominent and too phenomenal position in the whole system of Tasmanian Education to escape public attention and public criticism, and it is possible that the expression of public opinion may effect that which was vainly sought through Parliamentary intervention in the Session of 1882.

149. Christ's College—most ambitious of purpose—is at present all but impotent in achievement. Its very able Warden is saddened by its failure. The most that its apologists can say in its favour is that it is not wanted. Let us see what others have to say about it. The Rev. W. H. Savigny observes (Evidence, Question 14, p. 11)—“In spite of the known abilities of its present Warden, Christ's College is, to my thinking, positively injurious to the cause of education.” The Rev. R. D. Poulett-Harris says (Question 10, p. 36) the best thing to do with it is to close it, and husband the endowments until a better opportunity shall arise for attempting to establish a University. The Ven. Archdeacon Hales (Question 14, p. 42), fully concurs in the recommendation of the Christ's College Select Committee of 1882—“That Christ's College be closed and the revenue husbanded.” In his replies to previous questions he expresses his opinion that the College does not fulfil the intentions of the founders, explaining this, and the causes which have led to the failure of the College hitherto. The Hon. H. Butler says (Question 4, p. 53)—“I do not think that Christ's College as at present constituted has any beneficial influence upon the cause of education; and I think this has been proved by the very limited extent to which the colonists have availed themselves of such opportunities as it affords;” and being asked to what causes he attributes this failure (Question 5) says—“That the Institution does not rest upon any fundamental regulations which can cause its acceptance by the general public, nor are the definitions of the modes of examination sufficiently clear to show what the outcome of an education in this establishment would be.” Mr. Walker (Question 14, p. 4), shows how one of the intentions of the founders of 1846 has been disregarded—viz., that “the College was to be in the country, and not in the town;” and in answer to the same question, points out a graceful means of exit by which the College can escape from its present false position. The scheme under which the Institution was re-opened, with the sanction of the Supreme Court of this Colony, provides only for a provisional or *interim* mode of government until the College is incorporated.” It should not be a task beyond the powers of the College Council to put a stop to this *interim*, and very unsuccessful, mode of government.

150. In concluding our remarks upon Christ's College, we would call attention to the very effective results of husbanding the College revenues during the period between its closure at Bishopsborne and re-opening in Hobart—(*vide* Report of the Christ's College Select Committee of 1882) ; and deprecate waste of the improved estate upon the education of some three scholars.

151. We will now recapitulate our recommendations in brief:—

1. (a.) That Public Education in Tasmania be compulsory, the school ages (7 to 14) and compulsory distance (two miles radius) prescribed by the present Regulations being adhered to, provided that District Boards shall have authority to extend the distance to three miles. Education compulsory.
- (b.) That a "standard of regular attendance" of 40 days per quarter (subject to reduction by District Board to 60 days during the half-year) be prescribed.
- (c.) That a "standard of efficiency" shall be prescribed, the attainment of which shall authorise a child to receive a certificate of emancipation from further compulsory attendance.
- (d.) That exemptions from attendance, 1 to 4, mentioned in paragraph 55, be laid down by law.
- (e.) That the penalties for breach of the compulsory clause be, for the first offence, a fine of 5s., and for every subsequent offence, fine of 20s. ; in default of which, seven days' and fourteen days' imprisonment respectively.
2. That Public Primary Education be free, the whole charge thereof being met out of Consolidated Revenue. Free.
3. (a.) That the State Schools retain their present secular character, existing Regulations being only modified to the extent of making the sanctioned Bible teaching optional to the teacher. Secular.
- (b.) The Regulation which prohibits a teacher's preaching within seven miles of his school to be amended or rescinded ; but whether such preaching should be wholly prohibited, or left to the teacher's option, we are not agreed (see paragraphs 102-5).
4. (a.) That the present Curriculum of our Public Schools be retained at the present standard, greater attention being given to technical teaching and object lessons, and further consideration to the abolition of the Irish National Board Books and Royal Readers. Curriculum.
- (b.) Drill and gymnastics to be more fully recognised as part of the educational course.
5. (a.) That all Teachers of Public Schools not specially exempted be required to qualify for appointment and promotion by examination ; and that (after a period of grace) no Teacher shall be retained in the service unless he holds the necessary certificate of his grade. Teachers.
- (b.) That Teachers' salaries be increased as proposed in paragraph 98 ; the fixed salary being supplemented by (1) results payment not exceeding half salary, (2) bonus for training Teachers and Pupil Teachers, and (3) pension upon retirement after 15 years' service.
6. That the number of Pupil Teachers be increased to meet the requirements of schools, and that preference be given to Pupil Teachers in making appointments to teacherships. Pupil Teachers.
7. That, to meet pressing necessities, the training of a limited number of Teachers be immediately undertaken at the best Public Schools of the Colony ; the interest of the P.T. Smith Endowment being applied to maintenance of one such Teacher. Training School.

Private Elementary
Schools.

8. That all Private Elementary Schools be licensed, and the masters (or mistresses) required to keep up a register of attendance of pupils; that such schools and registers be subject to examination and inspection by the Departmental Inspector, who shall be empowered to order any inefficiently instructed children to be sent to a Public School.

Superior Education.

9. (a.) That while it is, for the present, unnecessary to establish State Superior Schools, it is desirable to increase the grants by which Superior Education is encouraged, as follows:—

Scholarships.

Two of £100 each, tenable for four years, to be added.

Exhibitions.

Twelve now prescribed to be awarded without the present insistence as to sex of the recipient.

- (b.) That the Scholarships be open to all candidates who have resided in the Colony during the five years preceding the examination; and that it is necessary to make this clear by amendment of the present law, and, in any case, to define with greater exactitude what constitutes a "youth of Tasmania" within the meaning of the Act.

Other Schools.

Industrial Schools.

10. (a.) That it is absolutely necessary that immediate action be taken to extend the advantages of moral and intellectual training by means of (1) Industrial Schools for destitute and neglected children and habitual truants, and (2) Reformatories for youthful offenders and children of depraved habits.

Reformatories.

Half-time and Third-time Schools.

Evening Schools.

- (b.) That the Educational System be extended in respect of (1) Half-time and Third-time Schools, and (2) Evening Schools.

Infant Schools.

Kindergarten.

- (c.) That there be an extension of the Public School classes to provide greater facilities for infant teaching, the Kindergarten system being introduced into such infant classes.

School of Mines.

- // (d.) That a School of Mines be established in Launceston.

Agricultural School.

- / (e.) That the New Town Farm be conducted as a Model Farm, with the view of making it in some degree an Agricultural School.

Libraries.

11. That Public Libraries be aided by the State, and regarded as appertaining to the general scheme of Public Education.

Land reserves.

12. That timely reservations of Crown land be made for future requirements as to school premises, and also to provide an Education Fund in the future.

Central control.

Minister of Education.

Director.

13. (a.) That the central control be vested in a Minister of the Crown, who will be aided by a paid Director and a Board of Patronage and Advice; the Board, in conjunction with the Minister and Director, having sole and entire authority in respect of the appointments, promotion, reduction, dismissal, reward, and punishment of Teachers.

Board of Patronage
and Advice.

- (b.) That the Board of Patronage and Advice be constituted of Members of District Boards elected by votes of all District Boards in the Colony; Members of this Board to receive their travelling expenses and a fixed fee for attending each Board Meeting.

Local control.

District Boards.

14. That the local supervision of Public Schools be entrusted to District School Boards; such a Board (of 6 or 9 Members) being elected for each School District proclaimed by the Governor in Council; candidates to be elected by the ratepayers of the district.

Powers of District
Boards.

15. That the following powers be conferred upon District School Boards:—

I. All communications or reports made by or to the Teachers to pass through the District Board.

II. While the power of appointment and promotion of Teachers is vested in the Board of Patronage and Advice, no appointment should be made to or promotion in a Public School without the approval of the District Board.

The District Board should be empowered to suspend, pending investigation, any Teacher against whom a *prima facie* case of gross immorality has been made out.

- III. District Boards to decide whether the minimum or maximum ages of compulsory attendance require alteration to meet the particular circumstances of their district; also, of extending the radius prescribed for compulsory attendance where local conditions make such alteration desirable.
- IV. To District Boards should be given the power of closing the school upon any emergency arising to necessitate such a course; also, of giving a holiday of one day, and of excusing the attendance of children whose labour, during harvest or potato planting, is necessary to their parents or relatives, provided that every child so exempted shall attend the school at least 60 days during that half-year in which the exemption is allowed.
- V. District Boards may authorise the use of a Public School (out of school hours) for other than school purposes, provided that they become responsible for the cleaning necessitated by such use, and the safe keeping of it and all the school appliances therein when thus used.
- VI. District Boards to inspect their schools twice a year, and submit a report of such inspection to the Director of Education; a copy of such report being given to the Teacher for his information and any necessary comment or explanation.
- VII. The power of establishing Night Schools, in conformity with Regulations, and with the Teacher's approval.
- VIII. The power of arranging for firing and petty repairs, a sufficient sum being allotted in each case by the Minister of Education according to the class of school.
- IX. District Boards to fix the period during which the long vacation shall be held, with the view of adapting the holiday to local labour requirements.
16. That the District Board be required to perform the duties defined in Paragraph 132. Duties.
17. That greater attention is necessary to interior arrangements of school accommodation and to the offices provided for the children. School buildings.
18. That the time not having arrived for a Tasmanian University, it is desirable to extend the basis and liberalise the mode of election of the Council, while strengthening it, by creating, out of a larger body of Members, both a Council and a Senate. The Council and President to be elected from among the Members of the Senate. The Senate to consist of persons selected or elected in the manner described in Paragraph 130. Council of Education.
19. That, in the interests of both education and humanity, a Factory *Employé* Law be enacted, whereby the employment of children of less than 12 years of age in factories shall be prohibited. Factory *Employé* Law.

Given under our hands this 19th day of June, 1883.

E. N. C. BRADDON, *Chairman*.
R. D. POULETT-HARRIS, *M.A.*
JAMES SCOTT.
W. H. D. ARCHER, *B.A., M.L.*
STAFFORD BIRD.

Speaker's Room, House of Assembly, 8th March, 1883.

SIR,

IN order that Mr. H. T. Maning, Secretary to the Royal Commission on Education, may be placed in a position to accompany Members of the Commission on such tours of inspection as they may be called upon to make, I have the honor to request that the Hon. the Speaker may be asked to relieve Mr. Maning from his duties as Clerk Assistant of the House of Assembly whenever and for as long as he may be in attendance upon the Commission.

I have the honor to be,

Sir,

Your obedient Servant,

The Hon. the Chief Secretary.

E. N. C. BRADDON, *Chairman.*

Speaker's Room, House of Assembly, 9th March, 1883.

SIR,

I HAVE the honor to forward herewith a copy of a Resolution unanimously carried at a meeting of the Royal Commission on Education held to-day, and to request that the sum asked for thereby be placed at the disposal of the Royal Commission.

I have, &c.

STAFFORD BIRD,

Pro Chairman of the Commission.

The Hon. the Chief Secretary.

"That the sum of £100 being wholly insufficient to cover the expenses of the Royal Commission (the Members of which have to travel over a considerable portion of the other Colonies), the Chief Secretary be requested to place a further sum of £400 at the disposal of the Commission."

Chief Secretary's Office, Hobart, 10th March, 1883.

L. 980.

SIR,

I HAVE the honor to acknowledge the receipt of your letter of the 8th instant, in which you request that the Hon. the Speaker may be asked to relieve Mr. H. T. Maning, the Secretary appointed to the Royal Commission on Education, of his duties as Clerk Assistant of the House of Assembly whenever necessary to enable him to accompany the Commissioners on such tours of inspection as they may be called upon to make.

In reply, I have to inform you that the Government, when recommending His Excellency to issue the Commission, did not contemplate the Members undertaking tours of inspection, but designed that the meetings should be held in Hobart, under which circumstances it would be unnecessary to apply for leave of absence for Mr. Maning.

I have, &c.

W. R. GIBLIN,

For Chief Secretary, absent.

E. N. C. BRADDON, *Esquire, M.H.A., Chairman Royal Commission on Education, House of Assembly.*

L. 980.

Chief Secretary's Office, Hobart, 13th March, 1883.

SIR,

I HAVE the honor to acknowledge the receipt of your letter of the 9th instant, forwarding copy of a Resolution passed at a meeting of the Royal Commission on Education requesting that an additional sum of £400 be placed at the disposal of the Commission to cover the expenses of the Commissioners when travelling over portions of the other Colonies.

In reply, I have to inform you that, as mentioned in my communication of the 10th instant, the Government never contemplated that the Commissioners would hold their meetings elsewhere than in Hobart, or that they would propose to visit the other Colonies in quest of information, and they are not prepared to recommend the expenditure of Public funds for the purpose indicated in your letter.

I have, &c.

W. R. GIBLIN,

For Chief Secretary, absent.

E. N. C. BRADDON, *Esquire, M.H.A., Chairman of the Royal Commission on Education.*

Speaker's Room, Hobart, 3rd April, 1883.

SIR,

In reply to your No. 980 of the 10th ultimo, I have the honor, on behalf of the Royal Commission, to solicit reconsideration by the Government of their letters of the 8th and 9th idem, and the resolution referred to in the latter communication.

In reiterating their proposal to visit the other Colonies (for the purpose of acquiring local and personal knowledge of the working of the other colonial educational systems), the Commissioners are moved by an earnest conviction that such extended enquiry is absolutely necessary to the effective discharge of the duty consigned to them. Fully appreciating the very great importance to the country of the subject they are dealing with, they would respectfully deprecate such restriction of their enquiries as would be certain to reduce the value of the results. They naturally desire to make their Report as full and as convincing in its terms as possible, and strongly feel that it would be false and absolutely wasteful economy to place too narrow a limit on the materials out of which that Report will have to be prepared.

The Commissioners would prefer that their Report should be condemned for its faulty treatment of adequate and accurate data rather than have its deficiencies excused by insufficiency of means and opportunities.

To demonstrate the necessity of personal enquiry made upon the spot, I would instance the Colony of New South Wales. There a new educational system came into force in 1880, whereby were introduced many radical changes identical, to a considerable extent, with those recommended by the Tasmanian Select Committee of 1882.

By the new law of 1880 in New South Wales, the chief control of the educational system was vested in a Minister of Public Instruction; the Central Board (or Council of Education) was dissolved; the public schools of the Colony were grouped as School Districts under District Boards, old School Boards appointed for each several schools being dissolved, and the teachers were remunerated by fixed salaries instead of mixed payments by salaries and fees.

Now it is, your Commissioners think, of the utmost importance that they should see for themselves, and see thoroughly, how this new system works, and the extent to which it has proved effective. In theory, the system approves itself to our minds as excellent. We would judge for ourselves what it is in practice,—its defects, its successes, and its popularity. Of the practical working of the system, the New South Wales Reports and other papers at our disposal, complete as they may be in their theoretical aspect, afford hardly any information. A few hours spent in conversation with Inspectors, Public School Teachers, and Members of District Boards of New South Wales, would give more information of a practical character than a life-long study of Blue Books and Returns, and would, as to many points, be the only means by which an accurate and independent opinion could be arrived at.

As a somewhat analogous case, I may mention that when, in 1859, a Royal Commission was appointed to enquire into the condition of the Public Schools in England (no mention being made of an enquiry extending beyond Great Britain), Mr. Matthew Arnold was sent as Assistant Commissioner to France, Switzerland, and Holland, to study the systems in operation in those countries.

Now, as regards the Tasmanian Royal Commission, there are three reasons why the Commissioners should travel in other countries which did not obtain (at any rate to the same extent) in the case of Mr. Arnold,—

1. The Tasmanian Commissioners are especially enjoined to enquire into the condition of education in the neighbouring Colonies.
2. The educational systems existing in the Colonies of Australia are of more recent introduction than those established in France, Switzerland, and Holland when Mr. Arnold visited those countries.
3. The information to be got from Colonial Blue Books and educational papers is necessarily less complete and of smaller practical utility than that which flows from the very ample sources of those European countries which are in the van of the educational movement.

Your Commission can only assume that it is on the score of expense that their field of observation would be restricted to Tasmania, and they would respectfully urge that the saving of £150 or £200 by such a limitation would be the worst kind of economy.

By the restriction of the Commissioners' sittings to Hobart there will result an absolute waste of money; for if in the examination of witnesses living in Launceston and its neighbourhood, the sittings were held in Launceston, there would be a direct substantial saving in the cost of witnesses.

There are many arguments that might be advanced in support of the position taken by the Commission in this matter, but of these I will only advance what would seem the most conclusive, viz.,—the necessity of obtaining information by *viva voce* examination of witnesses. This necessity is fully admitted in respect of the enquiry into the Tasmanian system. It is so decidedly felt to be essential that many witnesses are now being examined by the Royal Commission, although a few months ago the Parliamentary Select Committee were engaged in examining witnesses on the same subject. If this be the case in respect of a system with which the Commissioners are familiar—a system with which they are or have been officially connected, and which exists in the country wherein they live—how much more essential must it be to examine witnesses whose evidence would show how a foreign system worked!

E. N. C. BRADDON.
R. D. POULETT-HARRIS.
JAMES SCOTT.
B. STAFFORD BIRD.

Chief Secretary's Office, Hobart, 17th April, 1883.

SIR,

I HAVE the honor to acknowledge the receipt of your letter of the 3rd instant, requesting, on behalf of the Royal Commission on Education, a reconsideration by the Government of their letters of the 8th and 9th idem, and the resolution referred to in the latter communication.

In reply, I desire to say that, after a full consideration of the reasons given by you, the Government still adhere to the opinion that it is not necessary the Commission should visit the adjacent Colonies to make personal enquiries on the subject of education, as the voluminous reports and other documents received from South Australia, Victoria, New South Wales, Queensland, and New Zealand,—and which have been placed at the service of the Commissioners,—should in themselves be adequate to enable the Commission to form a correct judgment, practically as well as theoretically, of the working of the educational systems in force in those Colonies.

Although it was originally contemplated that the Commissioners should hold their meetings only in Hobart, if they consider that good results would follow from visiting and taking evidence in other parts of the Colony, the Government would offer no objection to their doing so.

I have, &c.

E. N. C. BRADDON, Esquire, M.H.A., Chairman
Royal Commission on Education.

WM. MOORE.

MINUTES OF MEETINGS.

THURSDAY, MARCH 1, 1883.

The Commission met in the Speaker's Rooms, House of Assembly, at 2 P.M.

Present.—Messrs. E. N. C. Braddon, B. S. Bird, and the Revs. James Scott and R. D. Harris.

Mr. Braddon laid upon the Table the Commission, together with a letter from the Chief Secretary to himself, dated 31st January, 1883, forwarding the Commission.

Letter and Commission read.

Mr. E. N. C. Braddon was appointed Chairman.

The Chairman laid upon the table the Report of the Royal Commission on Education of 1867 (H. A. Paper, No. 44).

The following Resolutions were agreed to:—

1. That the appointment of Mr. H. T. Maning as Secretary to the Commission be recommended to the Chief Secretary.
2. That the Government of this Colony be requested to make arrangements for meeting such expenses as may be necessarily incurred in pursuing the enquiries of the Commission.
3. That the Chief Secretary should be requested to communicate with the Ministers of Education in the adjoining Colonies asking them to furnish the Commission with the various Acts, Reports, and Regulations setting forth the history and system of Education in their respective Colonies.
4. Resolved, That the following witnesses be summoned to give Evidence before the Commission:—Rev. J. W. Simmons, Friday, 2nd March, 2-15 P.M.; Mr. John M'Intyre, Friday, 2nd March, at 3 P.M.; Mr. Jas. B. Walker, Tuesday, 6th March, 11 A.M.; Mr. W. H. Kidd, Wednesday, 7th March, 11 A.M.; Rev. W. H. Savigny, Wednesday, 7th March, 2-15 P.M.
5. That the Commission should meet on Friday, 2nd March, at 2-15 P.M.

Adjourned at 1 o'clock P.M.

FRIDAY, MARCH 2, 1883.

The Commission met at 2-15 P.M.

Present.—Mr. E. N. C. Braddon (Chairman), Mr. B. S. Bird, and Revs. James Scott and R. D. Harris.

The Minutes of last meeting were read and confirmed.

A request from Mr. John M'Intyre, to be excused giving Evidence before the Commission, is read and acceded to.

A letter from the Secretary of the Board of Education, with books used in the system of public education in Tasmania, was laid upon the table, and read.

The Rev. J. W. Simmons was called in and examined.

The Rev. J. W. Simmons withdrew.

The following Resolutions were agreed to:—

- That the following witnesses be summoned to give Evidence before the Commission:—Mr. J. Macfarlane, Tuesday, 6th March, 3-15 P.M.; Mr. L. Castray, Tuesday, 6th March, 2-15 P.M.

That the Commission should meet again on Tuesday, 6th March, at 11-15 A.M.

Adjourned at five minutes past 4 o'clock P.M.

TUESDAY, MARCH 6, 1883.

The Commission met at 11-15 A.M.

Present.—Mr. Braddon, Rev. James Scott.

Mr. Braddon laid letters from the Secretaries to Education Departments in Victoria and New South Wales accompanying the books and papers required for the use of the Commission on Education.

The Minutes of last meeting were read and confirmed.

Mr. James Backhouse Walker was called in and examined.

Mr. Walker withdrew.

The Commission adjourned at ten minutes past 1 P.M.

The Commission met at fifteen minutes past 2 P.M.

Present.—Mr. Braddon, Mr. Bird, Revs. James Scott and R. D. Harris.

Mr. Luke Richard Castray was called in and examined.

Mr. Castray withdrew.

The following Resolutions were then agreed to:—

Mr. T. Stephens to be summoned for Thursday, 8th instant, at 11 A.M., and Mr. H. C. Hurst, of Green Ponds, for 3 P.M. on the same day.

That the Chief Secretary be addressed on the subject of the expenses of Members of the Royal Commission on Education whilst absent from their residences on the business of that Commission, and that he should be requested that a fixed daily allowance be allowed in addition to actual travelling expenses, thus doing away with the unnecessary trouble and indignity of having to submit bills for hotel expenses and other charges.

Mr. John Macfarlane was called in and examined.

Mr. Macfarlane withdrew.

The Commission adjourned at 5.20 P.M.

WEDNESDAY, MARCH 7, 1883.

The Commission met at 11.15 A.M.

Present.—Messrs. Braddon, Bird, Archer, and the Rev. James Scott.

The Minutes of last meeting were read and confirmed.

Mr. W. H. Kidd was called in and examined.

The Commission adjourned at 1.10 P.M.

The Commission re-assembled at 2.15 P.M.

The Rev. W. H. Savigny, of Launceston, was called in and examined.

The Rev. W. H. Savigny withdrew.

Mr. W. H. Kidd was recalled and further examined.

Mr. W. H. Kidd withdrew.

The Commission adjourned at 5.30 P.M. till Thursday, 8th March, at 10 A.M.

THURSDAY, MARCH 8, 1883.

The Commission met at 11.15 A.M.

Present.—Messrs. Braddon, Bird, Archer, and the Rev. James Scott.

The Minutes of last meeting were read and confirmed.

The Commission prepared a series of Questions for submittal to the various School Boards and Teachers in the Colony.

Mr. Thomas Stephens, Chief Inspector of Schools, was called in and consulted thereon.

The following Resolution was agreed to:—

That the Secretary of the Education Department and the Hon. P. O. Fysh be written to, asking them to forward, for the information of the Commissioners, any Reports, Papers, or Correspondence they might have on the subject of the proposed establishment of a Training School for Teachers.

The Chairman laid upon the table a letter from the Chief Secretary, dated the 7th instant, informing him that the Government had granted £100 for the necessary expenses of the Commissioners; had given to them the power of franking and using telegraph lines on public service; and had appointed Mr. H. T. Maning Secretary, as requested in letter of the 1st instant.

Resolved, That the Chief Secretary be written to asking him to relieve Mr. H. T. Maning from his duties as Clerk Assistant of the House of Assembly when in attendance on Members of the Commission on any tours of inspection they might deem it necessary to make.

The Commission adjourned at 1.10 P.M.

The Commission re-assembled at 2.20 P.M.

Present.—Messrs. Bird, Braddon, Archer, and the Revs. R. D. Harris and James Scott.

Resolved, That the following witnesses be summoned:—Mr. W. J. J. Reynolds, Central School, Friday, 9th March, 2.30 P.M.; Mr. James Rule, Inspector of Schools, Friday, 9th March, 10 A.M.; Rev. J. W. Brammall, Sorell, Friday, 9th March, 11.30 A.M.

Mr. H. C. Hurst, of Green Ponds, was called in and examined.

Mr. Hurst withdrew.

Resolved, That Messrs. Archer and Braddon inspect some of the schools of the North, and that the other Members of the Commission inspect some of those of the South, during the current month.

Resolved, That Messrs. Archer, Bird, Scott, and Braddon leave Launceston for Melbourne, and visit the Australian Colonies, by the second steamer in the first week of April.

Resolved, That the sum of £100 being wholly insufficient to cover the expenses of the Royal Commission on Education, the Members of which have to travel over a considerable portion of the Colonies, the Chief Secretary be requested to place a further sum of £400 at the disposal of the Commission.

Resolved, That the Secretary of the Education Department be requested to procure the following Returns:—

1. Return of certificated Teachers, distinguishing those who have been regularly trained in England or elsewhere from those who have obtained certificates of competency under the Board of Education, and the annual income of each.
2. Return of numbers of Pupil Teachers who have passed through their apprenticeship, and the number of ex-Pupil Teachers now in charge of schools, and how many of them have obtained certificates of competency.

The Commission adjourned at 5.35 till Friday, the 9th March, at 10 A.M.

FRIDAY, MARCH 9, 1883.

The Commission met at 10 A.M.

Present.—Messrs. Archer, Bird, and Rev. James Scott.

In the absence of Mr. Braddon, Mr. Bird was voted to the Chair.

The Minutes of last meeting were read and confirmed.

The preparation of a series of questions to be forwarded to Teachers under the Board of Education was proceeded with.

The Rev. C. J. Brammall, of Sorell, was called in and examined.

The Rev. C. J. Brammall withdrew.

The Commission adjourned at 1.10 P.M.

The Commission re-assembled at 2.30 P.M.

Present.—Messrs. Bird, Archer, and the Revs. James Scott and R. D. Harris.

The Rev. C. J. Brammall was further examined, and withdrew.

Mr. W. J. J. Reynolds, Master of the Central School, was called in and examined.

Mr. Reynolds withdrew.

Resolved, That the Chief Secretary be requested to authorise the Government Printer to perform any printing the Commission might deem necessary.

Resolved, That the Questions prepared at last meeting for Local School Boards be forwarded to them as soon as received from the Government Printer.

TUESDAY, MARCH 20, 1883.

The Commission met at 4 P.M.

Present.—Mr. Bird, and the Revs. James Scott and R. D. Harris.

In the absence of Mr. Braddon, Mr. Bird was voted to the Chair.

The Minutes of the last meeting were read and confirmed.

The following letters from the Chief Secretary were laid upon the Table by the Chairman and read :—

1. 10th March, 1883.—Acknowledging receipt of letter from Mr. Braddon requesting that the Hon. the Speaker be asked to relieve Mr. H. T. Maning, the Secretary to the Royal Commission on Education, of his duties as Clerk Assistant of the House of Assembly whenever necessary to enable him to accompany the Commissioners on such tours of inspection as they might be called upon to make, and intimating that as the Government in recommending His Excellency to issue the Commission did not contemplate the Members making tours of inspection, it would not be necessary to apply for leave of absence for Mr. Maning.
2. 10th March, 1883.—Acknowledging receipt of letter from Mr. Braddon, requesting that a daily rate for expenses for living, in addition to actual travelling expenses, should be allowed to Members of the Commission, and intimating that the Government approved of an allowance of one guinea a day to those Members not residing in Hobart or its immediate neighbourhood when in the discharge of their duties they have to visit the Capital.
3. 13th March, 1883.—Acknowledging receipt of letter from Mr. Braddon, on the 9th instant, forwarding a copy of a Resolution passed at a meeting of the Royal Commission on Education, requesting that an additional sum of £400 be placed at the disposal of the Commission to cover their expenses when travelling over portions of the other Colonies, and stating that for reasons stated in the letter of the 10th instant the Government were not prepared to recommend the expenditure of public money for the purpose indicated.

Resolved, That any further action on the part of the Royal Commission on Education respecting the Hon. the Chief Secretary's letter be deferred until a full meeting of its Members had been held and the said letters discussed and considered, and that the Chairman be requested to convene such meeting at his earliest convenience.

The Commission adjourned at 5.15 P.M. till 10 A.M. on Wednesday, 21st March.

WEDNESDAY, MARCH 21, 1883.

The Commission met at 10 A.M.

Present.—Messrs. Bird and Scott.

Mr. Bird was voted to the Chair.

The Minutes of last meeting were read and confirmed.

A series of Questions to be forwarded to Teachers under the Board of Education was completed.

The Commission adjourned at 12.10 P.M. until Thursday, the 22nd March, at 9.30 A.M.

THURSDAY, MARCH 22, 1883.

The Commission met at 9.30 A.M.

Present.—Mr. Bird, and the Revs. Jas. Scott and R. D. Poulett-Harris.

Mr. Bird was voted to the Chair.

The Minutes of the last meeting were read and confirmed.

A series of Questions to be forwarded to the following persons was prepared :—All Tasmanian Scholars now in the Colony; all University Graduates; Members of the Council of Education; Members of the Board of Education; Masters of the Superior Schools, Scotch College, and City School; leading Ministers of Religion of the different Denominations; Miss Lucy Garrett; Rev. W. Hogg.

Resolved, That the Questions prepared for Teachers under the Board of Education be circulated as soon as received from the Government Printer.

The Commission adjourned at 11 A.M.

SATURDAY, MARCH 24, 1883.

The Commission met at 11 A.M.

Present.—Messrs. Bird, Braddon, and the Revs. James Scott and R. D. Harris.

Mr. Braddon took the Chair.

The Minutes of last meeting were read and confirmed.

Resolved, That the Commission visit the Hobart Gaol on Monday, the 26th instant.

Resolved, That the following witnesses be summoned for Tuesday, the 27th instant :—Superintendent Pedder, at 11 A.M.; Mr. Witt, at 12 noon; Dean Bromby, at 2:30 P.M.

Resolved, That the Chief Secretary be written to asking him to fix a day and hour for the Members of the Commission to wait upon him with reference to the correspondence that has recently passed between him and the Commission.

The Chairman laid upon the Table a letter from the Education Department, New Zealand, stating that the books and papers asked for had been forwarded.

The books and papers forwarded by the Queensland Government were laid upon the Table.

The Commission adjourned at 1:30 P.M.

TUESDAY, MARCH 27, 1883.

The Commission met at 11 A.M.

Present.—Messrs. Braddon, Bird, and the Rev. James Scott.

Mr. Braddon took the Chair.

The Secretary laid upon the Table a letter from the Hon. Chief Secretary's Department, stating that on the Chief Secretary's return to town a day would be fixed to receive the Commission.

Mr. Superintendent Pedder was called in and examined.

Mr. Pedder withdrew.

Mr. W. Witt was called in and examined.

Mr. Witt withdrew.

The Commission adjourned at 1:15 P.M.

The Commission met at 2:30 P.M.

The Rev. Dean Bromby was called in and examined.

The Rev. Dean Bromby withdrew.

Resolved, That the following witnesses be summoned :—Mr. R. A. Mather, 11 A.M., Wednesday, 28th March; Rev. F. E. Stephenson, 12 noon; Father Sheehy, 2:30 P.M.; Very Rev. Dean Beechinor, 11 A.M., Thursday, 29th March; Hon. P. O. Fysh, 12:30 P.M., Thursday, 29th March; Mr. Ireland, 2:30 P.M., Thursday, 29th March; Rev. A. Doctor, 11 A.M., Friday, 30th March.

The Commission adjourned at 5:30 P.M.

WEDNESDAY, MARCH 28, 1883.

The Commission met at 11 A.M.

Present.—Messrs. Braddon, Bird, and the Rev. James Scott.

Mr. Braddon took the Chair.

The Minutes of last meeting were read and confirmed.

The books and papers forwarded by the Education Department of New Zealand were laid upon the Table.

The Rev. F. E. Stephenson was called in and examined.

The Rev. F. E. Stephenson withdrew.

The Commission adjourned at 1 P.M. for the purpose of inspecting the Hobart Gaol.

The Commission re-assembled at 3:5 P.M.

The Rev. Father Sheehy was called in and examined.

The Rev. Father Sheehy retired.

The Chairman laid upon the Table a letter from the Secretary to the Board of Education enclosing the Reports of the School Inspectors on the Pupil Teacher system required by the Commission.

The Commission adjourned at 5:20 P.M.

THURSDAY, MARCH 29, 1883.

The Commission met at 11 A.M.

Present.—Messrs. Braddon and Bird, Rev. James Scott.

The Minutes of the last meeting were read and confirmed.

Mr. A. Ireland was called in and examined.

Mr. A. Ireland withdrew.

A request from the Hon. P. O. Fysh to be excused from giving evidence before the Commission at the time named in his summons, was read and acceded to.

Resolved, That the following witnesses be summoned :—Mr. R. H. Eyton, Friday, 30th March, 2:30 P.M.; Rev. Father Kelsh, Tuesday, 3rd April, 11 A.M.; Hon. P. O. Fysh, Tuesday, 3rd April, 3 P.M.

The Commission adjourned at 1 P.M.

FRIDAY, MARCH 30, 1883.

The Commission met at 11 A.M.

Present.—Messrs. Bird, Braddon, and Rev. James Scott.

The Minutes of last meeting were read and confirmed.

Mr. R. A. Mather was called in and examined.

Mr. R. A. Mather withdrew.

Resolved, That Mr. Henry Hunter be requested to attend and give evidence before the Commission at 2.30 P.M., if convenient to him.

A letter was received from Mr. Hunter requesting that his examination be deferred to a more convenient time.

The Commission adjourned at 1 P.M. till Tuesday, 3rd April, at 11 A.M.

TUESDAY, APRIL 3, 1883.

The Commission met at 11 A.M.

Present.—Messrs. Bird and Braddon and the Rev. James Scott.

Mr. Braddon took the Chair.

The Minutes of last meeting were read and confirmed.

The Rev. Father Kelsh was called in and examined.

The Rev. A. Doctor, of Sorell, was called in and examined.

The Rev. A. Doctor withdrew.

The Commission adjourned at 1 P.M.

The Commission met at 2.30 P.M.

Mr. H. Hunter was called in and examined.

Mr. H. Hunter withdrew.

The Hon. P. O. Fysh was called in and examined.

The Hon. P. O. Fysh withdrew.

A draft letter to the Hon. the Chief Secretary was read and adopted.

Resolved, That Mr. R. H. Eyton be summoned for 11.30 A.M., Wednesday, 4th April.

The Commission adjourned at 4.50 P.M.

WEDNESDAY, APRIL 4, 1883.

The Commission met at 2 P.M.

Present.—Messrs. Braddon, the Revs. James Scott and R. D. Harris.

The Minutes of last meeting were read and confirmed.

The Rev. R. D. Poulett-Harris was examined.

The Commission adjourned at 3 P.M.

FRIDAY, APRIL 6, 1883.

The Commission met at 11 A.M.

Present.—Messrs. Bird, Braddon, the Revs. James Scott and R. D. Poulett-Harris.

Mr. Braddon took the Chair.

The Minutes of last meeting were read and confirmed.

Resolved, That the Questions prepared on March 22nd be distributed at once.

The Commission adjourned at 1 P.M.

THURSDAY, APRIL 26, 1883.

The Commission met at 2.30 P.M.

Present.—Mr. Bird (Chairman), Revs. R. D. Poulett-Harris and James Scott.

The Minutes of last meeting were read and confirmed.

The Chairman laid upon the Table a letter from the Chief Secretary, under date 17th April instant, stating that the Government still adhere to their opinion that it is not necessary the Commission should visit the adjacent Colonies, but that if the Commissioners consider that good results would follow from their visiting and taking evidence in other parts of Tasmania than Hobart, the Government would offer no objection to their doing so.

The Chairman reported that papers and reports on educational matters had been received from South Australia.

Mr. George Stewart, Truant Officer under the Board of Education, was called in and examined.

Mr. Stewart withdrew.

Mr. John Pierce, Conductor Collins-street Ragged School, was called in and examined.

Mr. Pierce withdrew.

The following Resolutions were agreed to :—

1. That any answers to Queries addressed to Conductors of Public Schools, or Chairman of Local School Boards, not in at this date shall not be considered.
2. That the Secretary be instructed to call a meeting of the Commission at Launceston on Wednesday, the 2nd May, and that the following witnesses be summoned :—Mr. Green, Truant Officer, Thursday, 3rd May, 11 A.M.; Mr. James Rule, Inspector of Schools, 3rd May, 3.30 P.M.

The Commission adjourned at 5.30 P.M.

WEDNESDAY, MAY 2, 1883. (*Launceston.*)

The Commission met at 3 P.M.

Present.—The Rev. James Scott, Messrs. Bird, Archer, and Braddon (Chairman).

The Minutes of last meeting were read and confirmed.

Resolved, That the Commission inspect the Beaconsfield Public School on Friday, the 5th instant, and that of Lefroy on Monday, the 7th instant.

Resolved, That the Ven. Archdeacon Hales be summoned for Thursday, the 3rd May, at 12 o'clock.

Resolved, That a series of Questions, prepared by the Chairman, be forwarded to the Hon. the Minister of Education, New South Wales, with a request that he distribute them to gentlemen interested in or connected with education, and also informing him that it is of importance that answers be received during the next three weeks.

The Commission adjourned at 4:30 P.M.

THURSDAY, MAY 3, 1883. (*Launceston.*)

The Commission met at 11 A.M.

Present.—Messrs. Bird, Braddon, and the Rev. James Scott.

The Minutes of last meeting were read and confirmed.

Evidence was read and discussed.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 2:30 P.M.

Mr. James Rule, Inspector of Schools, was called in and examined.

Mr. J. Rule withdrew.

Mr. James Coulter, Superintendent of Police, Launceston, was called in and examined.

Mr. Coulter withdrew.

Resolved, That the Rev. Father Gleeson be summoned for Saturday, the 5th instant, at 11 A.M., and the Very Rev. Dean Beechinor at 11:30 A.M. on the same day.

The Commission adjourned at 5:10 P.M.

SATURDAY, MAY 5, 1883. (*Launceston.*)

The Commission met at 4:30 P.M.

Present.—Messrs. Braddon, Bird, and the Rev. James Scott.

Mr. Braddon took the Chair.

The Ven. Archdeacon Hales was called in and examined.

Archdeacon Hales withdrew.

Resolved, That the Commission visit Beaconsfield School on Monday, the 7th instant.

The Secretary was instructed to write to the Minister of Education, Victoria, requesting him to forward copies of the most recent Report of the Royal Commission on Education in that Colony.

The Chairman reported that the Commission had visited the Public Schools at St. Michael's and Beaconsfield.

The Commission adjourned at 5:30 P.M.

TUESDAY, MAY 8, 1883. (*Launceston.*)

The Commission met at 11:40 P.M.

Present.—Messrs. Archer, Braddon, and Scott.

Mr. Braddon took the Chair.

The Minutes of last meeting were read and confirmed.

The Very Rev. Dean Beechinor was called in and examined.

Dean Beechinor withdrew.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 2:30 P.M.

Mr. F. C. Green, Truant Officer, Launceston, was called in and examined.

Mr. F. C. Green withdrew.

A letter was read from the Rev. C. Price requesting to be excused attendance as he was leaving the Colony.

Pastor White was called in and examined.

Pastor White withdrew.

The Chairman reported that the Commission had visited the Public Schools at Newnham and Lefroy.

The Commission adjourned at 6:20 P.M.

WEDNESDAY, MAY 9, 1883. (*Launceston.*)

The Commission met at 9:30 A.M.

Present.—Messrs. Braddon, Bird, and the Rev. James Scott.

Mr. Braddon took the Chair.

The Minutes of last meeting were read and confirmed.

Mr. Rule was called in and further examined.

Mr. Rule withdrew.

Mr. Thureau was called in and examined.

Mr. Thureau withdrew.

Resolved, That the Commission visit the Public Schools at Longford and Perth to-day.

The Commission adjourned at 12:30 P.M.

FRIDAY, MAY 11, 1883.

The Commission met at 11 A.M.

Present.—The Revs. R. D. Poulett-Harris and James Scott, and Messrs. Bird and Braddon.

Mr. Braddon took the Chair

The Minutes of last meeting were read and confirmed.

The Chairman reported that the Commission had visited the Public Schools at Longford, Perth, Campbell Town, and Ross, and also Horton College.

Resolved, That the Chief Secretary be requested to place a further sum of £100 at the disposal of the Commission for expenses incurred, or yet to be incurred, in the course of their enquiries.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 2:20 P.M.

Tabulation of Evidence proceeded with.

The Commission adjourned at 10:10 P.M.

SATURDAY, MAY 12, 1883.

The Commission met at 10:30 A.M.

Present.—Mr. Braddon, who proceeded with the tabulation of Evidence.

Consideration and tabulation of Evidence proceeded with.

The Commission adjourned at 10:30 P.M.

MONDAY, MAY 14, 1883.

The Commission met at 10 A.M.

Present.—Mr. Braddon, who proceeded with tabulation of Evidence.

Tabulation of Evidence proceeded with.

The Commission adjourned at 10 P.M.

TUESDAY, MAY 15, 1883.

The Commission met at 11 A.M.

Present.—Messrs. Archer, Bird, Braddon, Rev. R. D. Poulett-Harris.

Mr. Braddon took the Chair.

The Minutes of the last meeting were read and confirmed.

The Commissioners discussed and tabulated the Evidence and Returns received.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 2:30 P.M.

Consideration of Evidence proceeded with.

The Commission re-assembled at 7:30 P.M.

Consideration of evidence resumed.

The Commission adjourned at 10 P.M.

WEDNESDAY, MAY 16, 1883.

The Commission met at 10 A.M.

Present.—Messrs. Braddon, Bird, Archer, and the Rev. R. D. Poulett-Harris.

Mr. Braddon took the Chair.

The Minutes of the last meeting were read and confirmed.

Tabulation of evidence proceeded with.

Resolved, That the Hon. Henry Butler, Chairman of the Board of Education, be requested to attend and give evidence before the Commission this afternoon.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 2 P.M.

Tabulation of evidence resumed.

The Chairman read a letter from the Hon. Henry Butler, stating that he would attend on Friday, the 18th instant, in the afternoon.

Resolved, That Mr. T. Stephens, Inspector of Schools, be summoned for Thursday, the 17th May, at 3 P.M.

The Commission adjourned at 10 P.M.

THURSDAY, MAY 17, 1883.

The Commission met at 10 A.M.

Present.—Messrs. Bird, Archer, Braddon, and the Revs. James Scott and R. D. Poulett-Harris.

Tabulation of evidence proceeded with.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 2.30 P.M.

Tabulation of evidence proceeded with.

Mr. T. Stephens was called in, and a list of written questions handed him, with a request that he would supply written answers.

Tabulation of evidence proceeded with.

The Commission adjourned at 10.10 P.M.

FRIDAY, MAY 18, 1883.

The Commission met at 10 A.M.

Present.—Messrs. Braddon, Archer, Bird, and the Revs. James Scott and R. D. Poulett-Harris.

The Minutes of last meeting were read and confirmed.

Tabulation of evidence proceeded with.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 2.30 P.M.

The Hon. Henry Butler, President of the Council of Education and Chairman of the Board of Education, called in and examined.

The Hon. Henry Butler withdrew.

Preparation of Report proceeded with.

The Commission adjourned at 10.5 P.M.

SATURDAY, MAY 19, 1883.

The Commission met at 10.30 A.M.

Present.—Messrs. Bird, Braddon, the Revs. James Scott and R. D. Poulett-Harris.

The Minutes of last meeting were read and confirmed.

Preparation of Report proceeded with.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 2.30 P.M.

Preparation of Report resumed.

The Commission adjourned at 10.20 P.M.

MONDAY, JUNE 18, 1883. (*Longford.*)

The Commission met at 7.30 P.M.

Present.—Messrs. Bird, Braddon, Archer, and the Revs. James Scott and R. D. Poulett-Harris.

The Chairman took the Chair.

The Chairman laid upon the Table the Draft Report.

The consideration of Draft Report proceeded with.

The Commission adjourned at 11.30 P.M.

TUESDAY, JUNE 19, 1883. (*Longford.*)

The Commission met at 10.30 A.M.

Present.—Messrs. Scott, Braddon, Archer, and the Revs. James Scott and R. D. Poulett-Harris.

The Chairman took the Chair.

The consideration of draft Report was proceeded with.

The Commission adjourned at 1 P.M.

The Commission re-assembled at 3 P.M.

Consideration of Report proceeded with.

The Report as amended was adopted.

Sundry accounts were passed for payment.

The following Resolutions were unanimously agreed to:—

That the Members of the Royal Commission on Education place on record their appreciation of the ability and labour bestowed by the Chairman, Mr. Braddon, on the preparation of the Report.

That the Chairman apply for a further advance of £100 to defray the expenses incurred by the Commission.

The Commission adjourned at 5 P.M.

WEDNESDAY, JULY 4, 1883.

The Commission met at 4 P.M.

Present.—Mr. Bird and the Rev. R. D. Poulett-Harris.

The Minutes of last meeting were read and confirmed.

Resolved, That such portions only of the Evidence of the Teachers of Public Schools be printed as are not inserted in the synopsis of their answers.

The Commission adjourned at 5 P.M.

EVIDENCE.

FRIDAY, MARCH 2, 1883.

REV. J. W. SIMMONS *called in and examined.*

1. *By Mr. Braddon.*—You are the Rev. J. W. Simmons, a Minister of the Congregational Church? I am.
2. You are a Member of a Local School Board under the Central Board of Education? I am,—the Free Public School, and also the Committee of the Ragged School.
3. As a Member of Local School Boards, have you found the present system of management by the Central Board satisfactory? I have found it most unsatisfactory.
4. Will you point out in what particulars you deem the system a failure? We have no power whatever as Members of a Local School Board,—we simply meet and make suggestions to the Central Board, which are rarely attended to.
5. In your opinion, does this want of power result in eligible people refusing seats on Local School Boards? Yes, many people are disinclined to act in consequence.
6. Please state a case in which your Board has experienced a want of power? The cottage of the caretaker of the Free School, of whose Board I am a Member, was pulled down. This necessitated the appointment of a new caretaker; the Central Board, without reference to the Local Board, named 1s. 6d. per week for the service; an arrangement was ultimately come to with the present caretaker to perform the work for 4s. a week.
7. Have you known other instances in which the existence of the Local School Board has been thus ignored? Difficulties with junior teachers as to their attention to Drawing and Singing Classes have been attended by the stoppage of salary by the Central Board, without reference to the Local Board.
8. In regard to details of school management, have you known the Central Board to take action without reference to the Local Board? Yes, frequently.
9. *By Mr. Bird.*—Does your Local School Board meet regularly? Quarterly.
10. And are reports furnished to the Central Board regularly? Usually some representation has been forwarded.
11. *By Mr. Braddon.*—Has your Local School Board been made acquainted beforehand with the intention of the Inspector to conduct his examination or inspection? The Chairman, but not the Members of the Board.
12. Does the Inspector inform your Board of the result of his examinations? A copy of his report is sent to the Chairman, but not to the Members of the Board; the sending of such documents to the Local Board would be useless.
13. Did not the ignoring of your Local School Board to which you have referred occur after a long interval between meetings of that Board? Yes; but it is only fair to state that the Chairman, the Rev. Mr. Shoobridge, was always willing to call a meeting should occasion arise. This is simply putting the difficulty in another form; meetings might be called, but the want of authority would render them practically of no utility.
14. Through whom were recommendations from the Local School Board to the Central Board sent? Through the Chairman of the Local Board.
15. *By Rev. James Scott.*—Are not the results of the examinations made public in any way? Only by means of the Inspector's Report to the Chairman, which ordinary Members of the Local Board never see. It would not occur to them to ask for the Report.
16. *By Mr. Braddon.*—Under what conditions does the Free School exist? As a Free School the teachers are not allowed to receive fees for tuition. It was first started as an Infant School to be supported by voluntary contributions, but afterwards passed into the hands of the Central Board of Education. When first commenced, in 1871, the amount paid to schools by the Central Board for free education was £248 3s. 6d. In 1882 no other Public School in Hobart received free scholars. The effect of this appears to be to create class distinctions of an extremely objectionable character.
17. What is the average attendance at the Free School? I think about 170, but I am not positive.
18. *By Rev. James Scott.*—And what class of children attend the Free School? The school is made up chiefly of two classes,—the boarded-out children, and those whose parents are in receipt of aid from the Benevolent Society. It is also attended by children whose parents make declaration that they are unable to pay school fees.
19. Do you think, from your knowledge of the Free School and the class of children who attend it, that those children could not be advantageously received into and taught in the ordinary schools under the Board of Education? I do not think there is the slightest reason why they should not. In Sydney all classes are taught at the same schools, and the system answers admirably,—in fact, is what a public system should be,—for the people, without carrying the brand of poverty.
20. *By Mr. Bird.*—Are the children attending the Free School of different denominations? Yes, there are Protestants and Roman Catholics.
21. Does the course of instruction correspond with that of other Public Schools? Yes.

22. *By Rev. James Scott.*—Does the master give religious instruction? As far as he can; he is bound down by rule in this respect. The Scripture lessons, as in other Public Schools, are used, and the school daily is opened and closed with the Lord's Prayer.

23. *By Mr. Bird.*—Is an opportunity afforded to children to withdraw when religious instruction is being imparted? Yes, most certainly, if they wish it.

24. Do you know whether the standard reached in the Free School is as high as in the other schools under the Board of Education? It is, in those branches which are taught.

25. *By Mr. Braddon.*—You have had experience of the Hobart Ragged Schools? I have.

26. Will you briefly describe the character and object of these schools? The children educated in them are supposed to be destitute; we secure the children's attendance; many of their parents are aided by the Benevolent Society; there is an annual distribution of clothing; and the schools are greatly strengthened by the Ladies' Committee.

27. Children are educated of all ages? Yes, up to 14 years.

28. What is the system of Education practised? We have the Board of Education books, and the schools are examined by the Board's Inspector.

29. But as regards children of tender age unable to cope with the ordinary educational course? A modification of the Kindergarten system is adopted.

30. To what extent has that system been carried out? The answer to this question will also apply to the Infant Room in Murray-street. The Kindergarten system is understood to require apparatus and space. Our school-rooms have not sufficient space. In Murray-street we have applied to have the room enlarged for the sake of the children, but without effect. The system is that practised in Glasgow and Edinburgh, with its movements, varied exercises, and object lessons, accompanied by singing,—thus preparing children for more advanced classes. There is little or no room for marching exercises.

31. *By Rev. James Scott.*—Referring to your statement that you thought that Free and Paying Schools under the Board of Education might be worked together, do you think that the Ragged Schools could be merged in the other two? No; there are children in the Ragged Schools who could not be placed under ordinary control, but who must be dealt with as a domestic mission.

32. *By Mr. Bird.*—Please inform us why you think the Ragged School cannot be merged in the general system? There may be a few children in the Ragged Schools who could be received into the ordinary schools, but the majority are of a class requiring a peculiar care which could not be provided in a Public School system. The name may be objectionable, but there are difficulties in the way of alteration.

33. How far do you think a rigid enforcement of the compulsory education clause would reduce the source from which the Ragged School is supplied? Very little indeed. I do not think we have a child on our books in the Ragged Schools whose father is earning 30s. a week. School fees from a man earning that amount, when he has a family of seven or eight children, would be oppressive.

34. *By Rev. R. D. Poulett-Harris.*—Have you paid teachers for the Ragged School? Yes.

35. *By Rev. James Scott.*—Do you not think that giving the children clothes is often only the means of enabling their parents to obtain money for indulgences at the pawn-shop? I do not think so. I believe the parents respect their children's claims in that regard most thoroughly.

36. Do you think the system of Public Education generally deficient in respect of object lessons and trade teaching? Yes, I do.

37. Would it not be more consistent with the intention of a national system of compulsory education that the children should be instructed in a more practical way as regards making them useful artisans and handicraftsmen, and that cultivation as against education should be more thought of? I do; but not to the lowering of the educational standard.

38. To what extent have you found that the minds of school children in this Colony are developed by the present system,—by object lessons, or otherwise? There is a difficulty in clearly understanding this question.

39. Have you found many instances that children run through their lessons parrot-like, without understanding what they are reading? As a rule, I think they do; but that defect might be remedied by adopting a searching system of cross-examination.

40. Have you had any experience of Night Schools? There is one in connection with the Ragged Schools.

41. Can you inform the Commission as to the character of that school? It is of a useful nature, the boys being taught some kind of work as well as being kept under supervision.

42. Is it open to adults as well as youths? I am not certain.

43. Do you consider the extension of Night Schools desirable? Most desirable.

44. Will you favour the Commission with your opinion as to any modification of the present system of Public Education,—whether as to matters of control, direction, or general details, including the question of management of the Free and Ragged Schools? Time is required to answer this question with any degree of satisfaction. The distinction between our Public and Private Schools involves an idea of degrading poverty very detrimental to the public system. In Public Schools children are at work when their more favoured companions in private establishments are enjoying with their teachers a much needed rest. In school rewards, too, the Council of Education is most liberal in prize-books to successful scholars; in Primary Schools, unless private friends or Local Boards pay the bookseller (which appears to be the extent of their power), the children are left unnoticed and unrewarded;—nothing to cheer the teacher, and no spirit of emulation for scholar. The present system, either as regards increase of salary or prospect of promotion, gives little encouragement to painstaking men and women. Any public system worthy of the name

should confer honour on those admitted to its provisions, and carry them forward to the advantages and degrees of a Colonial University,—in a word, as an illustration, the system of King Edward's Foundation, the Primary School leading up to High or Grammar School, and on to University. The Cornell University scheme would, in many instances, be an improvement in new lands. There a young man may spend half his time in manual labour, more than paying his way, and the other half in book work. In Victoria, I think, a young man who has won the University Scholarship for four years may spend the first half at the University, retire to enter business, and subsequently return to complete his course. Young men in business might be encouraged by the establishment of Workmen's Colleges, and permitted to go up for certificates in distinct subjects leading up to A.A. and B.A. Degree. Any thorough public system must be free, and, in the hands of teachers of strong moral character, the religious question should be deprived of much of its usual anxiety. As to the Ragged Schools, I should like them to possess all the elevating properties of a thoroughly free system. An Education Department, under a permanent responsible Head, might be some improvement. So far as Local Boards are concerned, either abolish them or make them realities : in such a matter election by popular vote appears to answer elsewhere.

TUESDAY, MARCH 6, 1883.

JAMES BACKHOUSE WALKER, *Esq.*, called in and examined.

1. *By Mr. Braddon.*—You are a Member of the Central Board of Education? I am.
2. Have you had any experience of the system of Central Board management during your term of office? Only that obtained by sitting on the Board and attending its meetings since my appointment in June last.
3. Have you attended many meetings? I believe I have attended all that have been held since I became a Member of the Board,—the ordinary monthly meetings and some other special meetings.
4. Has your experience as a Member of the Central Board led you to form any opinions upon the present system of Public Education and educational control? It has. As I have said, my experience as a Member of the Central Board has been only short; but I may mention that I was a Member of the Local Board of Bathurst-street School for 10 or 12 years.
5. *By Rev. James Scott.*—You have spoken of the monthly meetings of the Board: do you consider that monthly meetings are sufficient to exercise the control and supervision that an undertaking of such magnitude as the system of Public Education demands? I do not.
6. Can you suggest any improvement? I think that if the Board met more frequently its Members would acquire a more perfect knowledge of the details and working of the system, and be the better able to perform their functions. They would also be able to give fuller consideration to matters coming before them. The same result might be better attained by the Board relegating different branches of the work to Committees, as is done by Municipal Councils.
7. Does the Board find it necessary, between its monthly meetings, to delegate its authority to the Chairman or Secretary? A large amount of routine work is brought prepared by the Secretary for the Board's approval.
8. But suppose, in a sudden case of emergency arising, such as a Local School Board wishing to close their school, would the Chairman act on his own authority, or summon a meeting to decide the point? The Chairman would act; and I believe would usually submit his action for the approval of the Board at its next meeting,—at least in questions of importance.
9. *By Rev. James Scott.*—Does your experience as a Member of the Central Board lead you to believe that the present system of educational control is as satisfactory as the appointment of a responsible departmental Head, subordinate to a Minister of the Crown, would be? I think that many of the defects attributed to Board management are really due to imperfect departmental organisation. While the individual officials do their work ably and well, the great defect in the present system is a general want of responsibility and subordination in the department. For the satisfactory administration of the department a closer and more undivided attention and a greater expenditure of time are required from its Head than can be expected from any one holding the position of an unpaid Chairman of the Central Board. Most of the defects at present existing would, I think, be removed if the department were reorganised under a permanent paid professional Head, who would be the Director of Education, and to whom all other officials should be subordinate, he himself being directly responsible to the chief controlling power, whether Board or Minister. The Director should, I think, be a Member of the Board *ex officio*, if that form of control were retained, as he would then be in a position to assist that body in its deliberations. The comparative advantages of government by a Board or by a Minister of the Crown, is a question more open to difference of opinion. Besides the variations in system and administration which would be likely to ensue in consequence of changes of Ministry, the most serious objection to Ministerial control is the danger of political influences being brought to bear in making appointments of teachers. The recent experience of Victoria shows how grave an evil this may become under a political Head. On the whole, I should say Board management seems preferable, as giving greater stability and steadiness of plan, with more independence, and an entire freedom from political influence. As I have said, the Board does not at present give the requisite time to administer the system effectively. A smaller Board, meeting weekly, and acting through the Director, would probably be a very efficient governing body. The Colonial Secretary, as head of the department, should be a member *ex officio*.
10. *By Mr. Braddon.*—You have taken considerable interest in the cause of Education generally? I have.

11. *By Rev. James Scott.*—Do you think the present system of Local School Board management has been a failure, and if so, will you point out any defects which you think may have led to that failure? and do you think it possible to alter their constitution beneficially, or improve them by giving them extended power? The present system of Local Boards has been to a considerable extent a failure, though where there has been an energetic Chairman, a most useful influence has been exerted. The failure may be attributed partly to want of power and responsibility, but chiefly to general want of interest in educational matters. The powers of Local Boards should be limited to strictly local matters, in dealing with which a considerable discretion might be committed to them; but they should not have power to appoint teachers, or be allowed under any circumstances to interfere with the teaching or with the teacher's management of the school, except to suspend in cases of gross misconduct. It would be a great improvement to have fewer Local Boards, each Board to have a group of schools under its supervision. Elective Boards with large powers would be very undesirable in the present circumstances of the Colony. I believe the choice must be absolute between central control on the one hand, and independent local administration, with schools supported by local rates, on the other. There would be great danger, if not a certainty, of complete disorganisation in attempting to combine the two systems.

12. *By Mr. Braddon.*—Have you arrived at any conclusion as to the desirability of making Public Education more general and practical, and of bringing within the scope of the State system Schools for Agriculture and Industrial Schools, Kindergartens, Ragged Schools, and Reformatories? I think that the Public Schools—which ought to be called “State,” or “Common” Schools—should be distinctively and fundamentally Elementary Schools, and that industrial education should not be attempted in them. A very desirable addition to the present course of instruction would be some very simple elementary science and hygiene; and for girls, domestic economy might be usefully added to the sewing now taught. Kindergartens, with object lessons, would be very valuable if and wherever competent teachers could be found. Reformatories and Industrial Schools, where children are kept under permanent restraint, require such exceptional management as to render it undesirable to include them in the general system of Primary Education. The present management of Ragged Schools affords advantages which would probably be lost by placing them under Government control; the name might be changed with advantage. To effect much general improvement in the method of Education in the Public Schools a larger body of thoroughly trained teachers is the principal requisite. This can only be obtained in course of time by the establishment of an efficient Training Institution, and by a much larger expenditure of public money than at present.

13. You have made the subject of Christ's College an especial study: can you briefly give a history of the foundation of that institution,—its purpose, its endowments, and the connection, if any, existing between the present foundation and that College, which Sir John Franklin contemplated establishing as the nucleus of a Tasmanian University? The history of Sir John Franklin's attempt to found a College and of the establishment of Christ's College in connection with the Church of England, as derived from printed official documents and from contemporary newspapers and pamphlets, is contained in some letters lately addressed by me to and published in the *Hobart Mercury*. I beg to refer the Commission to the pamphlet containing a reprint of these letters, a copy of which I produce. It will be seen from the facts there stated that there was no connection of any sort between Sir John Franklin's projected College and the one actually established at Bishopsbourne, except the name and a certain general resemblance in the design. The first was to have been an undenominational institution supported by the Government out of public revenue, the second was a distinctively Church of England institution endowed by the private donations of members of that Church.

14. Do you think that the College as at present existing is an educational success, or fulfils the intention of its founders? It has not been a success as regards the number of students attending, but I am unable to offer any opinion on the course of instruction given. The great obstacle to success is, I think, the want of any considerable number of students desiring the education which the College can give. The scheme under which the institution was re-opened, with the sanction of the Supreme Court of this Colony, provides only for a “provisional or *interim* mode of government until the College is incorporated.” The original intention of the founders in 1846, as expressed in printed documents and speeches, includes three leading ideas, viz.—(1.) The institution was to be an incorporated collegiate body as distinguished from a school. (2.) Instruction in the doctrines of the Church of England was to be an essential and prominent part of the course of education. (3.) The locality was to be in the country and not in a town.

15. Do you consider that the opening of the College at Hobart instead of some central point in the country was a measure tending to ensure success? There might be advantages attending each situation which would be wanting in the other.

16. Can you suggest any change in the character, conduct, or locality of the College which you think desirable, or likely to have beneficial results? I cannot offer any suggestion.

17. Does the Council of Education, in your opinion, adequately fulfil the charge committed to it? So far as I am able to form an opinion, the Council of Education has done its work very well, considering the intrinsic difficulties attending any system of Superior Education in a small Colony, and taking into account the small amount of money placed at its disposal by Parliament.

18. Can you suggest any useful modification of the Council's constitution? The principle of election by co-optation seems to me objectionable, as tending to narrow the Council to a body representing one set of ideas, and too exclusively one set of men. Direct nomination by the Governor in Council would be preferable to the present system of election. The suggestion lately made by the Rev. R. D. Poulett-Harris, to allow the Council to associate to itself a certain number of graduates of Universities, members of the learned professions, and others would be a gain in the direction of comprehensiveness, and would, I think, strengthen the hands of the Council. If legislation were thought desirable, Mr. Harris's plan might be modified more or less. For instance, a considerably larger body, but including the Members of the present Council, might be nominated by the Governor, forming a sort of Senate, exercising deliberative and legislative functions.

The Council, either as at present or reduced in number, would form the executive body charged with the administration of the system. To secure harmony of action between the two bodies, a certain number of the Members of the Council might retire annually and their places be supplied by election by the Senate.

L. R. CASTRAY, *Esq.*, called in and examined.

1. *By Mr. Braddon.*—Your name is Luke Richard Castray, and you are Secretary to the Ragged Schools Association, and Chairman of the Local School Board, Battery Point? Yes.

2. As Chairman of the Local Board of the School at Battery Point, have you found that the present system of educational control works effectively? Certainly not.

3. Will you point out the particulars in which you consider it defective? The Board is simply useless, having no control over school affairs, and is powerless to act in any way in the interests of the school. The Teacher communicates direct with the Central Board, and as an act of courtesy only, shows the correspondence to the Chairman of the Local Board. To have to do with Local Boards is simply to enact a farce.

4. Has this powerlessness of the Local Boards the effect of deterring eligible persons from acting upon such Boards, and weakening the interest of those who are Members? Decidedly so, and to such an extent that it is almost impossible to get a meeting of the Board; anything the Board may suggest in the interests of the School is sure to come to naught. The Board has all zeal and interest to work well in the interests of the School, but its hands are completely tied for lack of power.

5. Do you think that eligible Local Boards would be obtained, and would be effective, if sufficient reasonable powers were entrusted to them? I do, most certainly, if sufficient reasonable powers were given to them; in fact, if the same powers were granted to Local School Boards as the General Hospital Board possess, they could render great assistance in the cause of education.

6. *By the Rev. R. D. Poulett-Harris.*—Have you made any representation in writing or otherwise to the Central Board as to the powerlessness of the Local Board? Yes. My predecessor as Chairman, Mr. Philip Turner, filled the position from 1874 to 1879, and repeatedly did so by letter at the request of the Local Board, bringing under the notice of the Central Board the disgraceful state of the school premises at Battery Point, but to no purpose, and 13 years' rent has been advanced to the Churchwardens to put up a lean-to to the Church, no provision being made for repairs. I, too, as Chairman, wrote to the Honorable Dr. Butler and the Government to see if anything could be done, but I was told that the Board had no funds to meet the exigencies of the case. I may remark that the Battery Point School is one of the best under the Board of Education, and it is disheartening to the Teacher to be in such discomfort. I addressed a letter on the subject to the Honorable Dr. Butler, giving cover to a letter from Mr. M'Phee, the Head Teacher of the School, copies of which letters I now lay before the Commission:—

Hobart, March 22, 1881.

SIR,

I do myself the honor to enclose copy of a letter of date 8th instant, addressed to me by Mr. M'Phee, Head Master of "The Battery Point Public School," disclosing a state of things as regards the school premises most reprehensible, and such as should not be allowed to exist in any civilised country.

I cannot wonder at the indignant terms used by Mr. M'Phee; and the Local School Board deeply sympathise with that gentleman and his teachers in the discouraging circumstances in which they are placed, not only as regards their health, but future prospects in life also,—a position from which they should be relieved as soon as possible.

This complaint is no new one, as representations have been made to the Board of Education time after time, extending now over a period of years, without any satisfactory result.

One cannot rise from a perusal of Mr. M'Phee's letter without feeling humiliated that a state of affairs such as described by him should have been tolerated so long; and I feel satisfied that if prompt action is not now taken in the matter, that the Battery Point Local School Board will soon cease to exist, as its Members would prefer resigning in a body rather than enact a farce by holding a position in which they are powerless for good as regards the best interests of the School.

Trusting that you will kindly bring this matter under the serious consideration of the Board of Education at its meeting to-morrow afternoon,

I have, &c.

L. R. CASTRAY, *Chairman of the Battery Point Local Public School Board.*

The Honorable DR. BUTLER, M.E.C., Chairman Board of Education, Hobart.

Battery Point Public School, Hobart, March 8, 1881.

DEAR SIR,

To comply with your request to be furnished with particulars respecting repairs, &c. required in the School-room and on the premises, I find that little more is necessary than to transcribe a letter I addressed to you on the same subject under date 12th March, 1879.

Of the items therein mentioned, only one has now to be omitted—that relating to fencing. Other matters mentioned then have gone on from bad to worse; and during last winter the roof, which two years ago was tolerably sound, leaked very badly in one place, and slightly in several other places.

The Board's Architect, H. Hunter, Esq., went over the School-room and premises some months since, and will, I believe, support my statement that the following repairs and improvements are urgently required, some of them absolutely necessary:—

1. Washing and coloring walls and ceiling, and painting woodwork.
2. Fastening certain desks and forms.
3. Draining and gravelling yards.
4. Hanging a door, and repairing floors and seat of boys' closets.
5. Repairing roof and spouts.
6. Providing a place to keep fuel.

The state of the yards and closets during the wet weather of last winter was such as to be a disgrace to civilisation. The children had to walk through mud to reach the School-room door, and had to wade through water to get to the closets and urinal; indeed, on several occasions the boys' closets, and once the girls', were quite inaccessible. For months a pool of stagnant water lay in the girls' yard; and Mr. Hunter can bear witness to its condition, and to the condition of the closets, at a time when no rain had fallen very recently.

The School is, at the present time, in a very prosperous condition; and it is on record that it is in a very satisfactory condition as regards efficiency; and I think I cannot be considered unreasonable if I complain that, while other teachers have had, or are about to have, their School-rooms and premises made comfortable and wholesome, mine should be allowed to remain in such a condition as regards comfort and health that it can be fitly described only by the epithet "disgraceful," since it is one directly opposed to all the teachings of hygiene.

If I should seem to have written in too strong terms, my excuse must be that I feel strongly on the subject. To me it is one of the gravest importance, since a continuance of existing conditions is quite certain both to injure my health and diminish my income.

The heavy rain this morning gave a foretaste of what may be expected during the next six months at more or less frequent intervals—wet patches on floor, ceiling, and walls; a large proportion of the yard under water, especially the girls'; and an inflow of surface water into the cesspools of the closets.

I have, &c.

L. R. CASTRAY, Esq., *Chairman Local School Board.*

M. M. M'PHEE.

7. *By Mr. Braddon.*—Will you suggest any additional powers that you think should be entrusted to Local Boards? I think full and ample powers should be given the Local Boards to manage and control the School, otherwise, as I said before, their existence is a farce. I think Local School Boards should enjoy the same powers as does the General Hospital Board. It was only recently that Mr. M'Phee pointed out to me that a Monitor had not given him satisfaction, and not wishing to injure the boy, he had suggested that he be removed to a country school, and named a female teacher in his place. I had no power to move in the matter, but simply sent the matter on to Mr. Richardson, the Secretary to the Board.

8. Do you agree with the recommendations of the Select Committee of last Session as to the extended powers of Local Boards? I do, entirely.

9. *By the Rev. James Scott.*—You refer to the ineffective correspondence carried on by Mr. Turner: did not the Central Board ultimately carry out some repairs? Yes.

10. Did the Central Board, in carrying out those repairs, confer with the Local School Board? They effected the repairs apart from the Local Board.

11. There is a new School in course of erection at Battery Point? Yes.

12. Has the Local Board been consulted in any way as a Board in reference to the selection of the site, nature of building, or in any other way in reference to the erection of the new School? No. As a matter of courtesy the plans were shown to the Local School Board at the instance of the Honorable Mr. Dodds.

13. *By Mr. Braddon.*—Have you, as Chairman, in a general way experienced neglect by the Central Board of your recommendations, or in any failure to consult your Board upon important matters concerning the School under your supervision? I cannot charge them with neglect; and though inattention has been shown to our requests, I consider it not to be the Central Board's fault, but owing to defective legislation.

14. *By Rev. R. D. Poulett-Harris.*—When your Board meet, what do they discuss, and what do they do? We discuss the interests of the School, and deplore our inability to forward them.

15. *By Mr. Braddon.*—Have you received notice beforehand of intended inspections or examinations of your School, or been made acquainted with the result thereof? No, except on the last examination, when the Teacher casually mentioned the fact to me.

16. Do you think the Public School system would work more effectively if placed under the control of a Departmental Head, in subordination to a Minister of the Crown? I certainly do, as I consider unpaid services are always unsatisfactory: no gentlemen can gratuitously give that attention to such duties as they would if properly remunerated.

17. Do you think that the present system of Public Education is of a sufficiently wide scope and practical character as regards those classes for whom it is mainly intended—i.e., the classes which are not in a position to avail of education in Superior Schools? In other words, should there be added to our present school system the following additions:—Agricultural Schools, Industrial Schools for education of Artisans, Kindergartens for cultivation of children of 3 to 6, Ragged Schools for poor orphans or children of destitute or neglectful parents, and Reformatories for criminals? I think it would be a most desirable step to initiate those systems of teaching.

18. Will you describe the character and operations of the Ragged School? This information is fully given in the last year's Report, of which I can supply you a copy.

19. Does the Ragged School operate as an Infant School? We have Infant Schools in connection with the three Ragged Schools.

20. Has there been any attempt to introduce the Kindergarten system into that Infant School? No, there has not.

21. *By the Rev. James Scott.*—Are the attendants of the Ragged School only the children of those parents who are unable to pay school fees? Certainly.

22. You are aware that it has been frequently stated that children attend the Ragged School whose parents are well able to pay for their schooling? I am.

23. How do the Ragged School Committee act when a case of this kind is reported? When the matter was first brought up, a Special Committee was appointed to visit each School separately and in turn, with instructions to make rigid enquiries, and to report if there were children in the School whose parents were able to pay for them. In consequence of these enquiries, some 20 or 30 children were removed from the Schools. After that an instruction was given to the Teachers in each School not to admit children except under the approval of the Local Committees, so that the Chairmen might verify each case: so that all cause of abuse is now well guarded against.

24. Was it found that the children who were excluded from the Ragged School went to the ordinary Public Schools in Town? It is a remarkable fact that many of the parents so valued the teaching in the Ragged School that they offered to contribute towards the school fees to keep them there; but this offer being against Regulations, could not be entertained. I greatly fear that some of these excluded children are now waifs in the streets.

25. *By Mr. Braddon.*—Is there any admixture of the criminal class with non-criminal in the Ragged School? Not that I am aware of.

26. Is there any speciality in the teaching at these Ragged Schools? No, there is not; but the standard of learning attained is not inferior to that of the other Public Schools.

27. The Ragged Schools are not under control of the Central Board? No.

28. Do they suffer by absence of this particular control? No.

29. Do you think that compulsory primary education should be made wholly free? I do not feel myself competent to express an opinion on this subject.

30. Would it, in your opinion, detract from the efficiency of these Ragged Schools if they were placed under control of a paid Director of Education? I think so; as taking that step would most likely deprive the School of that extraneous help now given by ladies and gentlemen who take a great interest in the Schools. I can only explain this surmise by stating that my experience is that when State interest steps in Private interest declines; the School would thus lose the aid and interest of many generous helpers.

JOHN MACFARLANE, *Esq.*, called in and examined.

1. *By Mr. Braddon.*—Your name is John Macfarlane? Yes.

2. You have had considerable experience and taken considerable interest in the Associated Ragged Schools and Boys' Home? Yes; nearly four years' experience as Governor and Treasurer of the Boys' Home, and the same as Treasurer of the Ragged School.

3. Will you describe the purposes and practical work of those institutions, and the results obtained? The Ragged School, first, I believe educates a large number of children who would not otherwise get that education; I do not mean reading and writing only, but moral education, which can only be got by mixing with those who will instil pure principles into the mind. The majority of Ragged School children whose career has been traced after leaving school have turned out satisfactorily, with very few exceptions indeed. The same remark applies to the Boys' Home.

4. Both these Schools provide education for children more or less destitute? They do.

5. Is there any admixture of the criminal with the non-criminal class either in the Ragged Schools or Boys' Home? I cannot speak positively on this point as regards the Ragged School; but I know they associate with convicted children out of school sometimes. In the Boys' Home they do not admit convicted children.

6. There is, then, no refuge of the character of a Reformatory for convicted children? Not for boys; there is a Reformatory for Girls from 14 to 18 years of age, in the Barracks.

7. Do you think such an institution necessary? Most certainly.

8. What is the character of the teaching in the Boys' Home? The teaching does not extend to the work of artisans and handicraftsmen. Gardening, housework, milking, and the simpler branches of education—reading, writing, and arithmetic.

9. *By Rev. R. D. Poulett-Harris.*—From whence are the inmates of the Boys' Home Industrial School recruited? Are they boys who have been before a Magistrate, and have been sent to the Boys' Home to save them from the contamination of the Gaol? Yes, that is so; and the Magistrate's order gives the Home authorities the authority of parents over them. We receive 5s. each per week from the Government for their keep.

10. *By Rev. James Scott.*—Is the Boys' Home a denominational institution? Yes; it is a Church of England Institution, by the stipulation of Mr. Kennerley, the founder. A child of any denomination will be received, but will be brought up under the teaching of the Church of England forms.

11. *By Mr. Braddon.*—Is there any other similar Industrial School for Boys of other denominations? No, this is the only one; but there are two for girls, the Roman Catholics having one, at St. Joseph's Orphanage.

12. Do you consider that sufficient provision in this direction exists? If the present Institution was a little enlarged, I think so. We rarely have had to refuse boys for want of space.

13. Does the exclusive character of the Boys' Home account for paucity of applications for admission? Not to my knowledge.

14. Is there not, then, need of some extension of refuge of this character so as to include all denominations? There may be need of some extension, but not a very pressing one.

15. *By Rev. R. D. Poulett-Harris.*—Do you, and the other gentlemen and ladies who are interested in the Ragged Schools, enter them and teach? We have a General Committee for the three Ragged Schools. The ladies teach sewing, and clergymen impart undenominational instruction.

16. If the children absent themselves from school, does your Visiting Committee look them up? No; but the Teachers do so voluntarily, and when occasion arises call on Mr. Stuart, the Inspector of absentees.

17. *By Mr. Bird.*—Would Free Schools under the Board of Education meet the ordinary educational needs of such children as attend the Ragged School? I do not think so.

18. In what do the children of Ragged Schools gain advantage beyond that afforded by Free Schools? They gain the advantage of the private interest of the ladies and gentlemen who visit the Ragged Schools, which exercises an influence on the children over and above that of paid teachers. This interest would not last if the schools were under the control of the State, in my opinion.

19. *By Mr. Braddon.*—If the Ragged School Committees were styled Local Boards, and left with the full powers they now have, would they not continue to exercise an active supervision and take the same interest in those Schools, even though the Schools were brought under the Central control and within the general scheme of State Education? My idea is that they might do so for a time, but would soon, in most instances, become apathetic. I cannot speak positively on this point.

20. Then Ragged Schools have a charitable purpose as well as educational, inasmuch as aid in clothing, &c. is concerned? Yes.

21. *By Mr. Bird.*—Do you think the gifts of clothing and occasional treats to the Ragged School children are the means of inducing attendance? Not to any great extent. The attendance does increase about treat time in Voluntary Schools, but the Ragged School is a compulsory one, and so is not affected so much.

22. Are there many children in the Ragged Schools of the same class of poor children as are found in many of the Public Schools? I do not know; I have never been in the Public Schools.

23. Are there many children in the Ragged Schools whose parents can afford to pay for their schooling? Not any, to my knowledge. Very strict enquiries are made as to the ability of the parents to pay before the children are admitted.

24. Do you know whether any of the children of the Ragged Schools pass into Public Schools for the purpose of necessary instruction in higher classes than exist in the Ragged School? I have known a few cases of the children leaving the Ragged School to go to Public Schools; but the reason given was that the parents or family had become able to pay the fees.

25. Does it appear to you that some parents of these children would prefer the State School instruction if they could afford it? In some cases they prefer the Ragged School.

26. *By Mr. Braddon.*—Would it be an improvement upon the present teaching of the schools if the industrial education were of a more extended character? Most decidedly.

27. Is that extension practicable, in your opinion? I should think so, but it means the expenditure of money.

28. Have you formed any opinion upon, or had any experience in, the Public School system outside of the Ragged Schools and Boys' Home? I have not.

29. *By Mr. Bird.*—Is the opportunity given to Ragged School children to withdraw from school when religious instruction is being imparted? Not that I know of; there is no rule on the subject.

30. Do any of the children withdraw from school when religious instruction is given? Not to my knowledge.

31. Are you aware whether any parents feel it to be a grievance that their children are compelled to attend when religious instruction is given? I am not.

32. *By Rev. James Scott.*—At what age do boys leave the Home? About 14 or 15.

33. How many boys have been apprenticed from the Home? Speaking from memory, about 100, chiefly farm servants.

34. *By Mr. Braddon.*—Have you more of these farm servants in the Home than you can find employers for? No; the demand for them is far greater than we can supply. We have only about 30 boys in the Home at once.

35. *By Rev. James Scott.*—Do you know what proportion of Roman Catholics attend the Ragged Schools? I cannot say positively, but they are not many.

36. Are the school-books used in the Ragged Schools those which are employed in schools under the Board of Education? Yes,—the Australian Reader.

37. Do you think them satisfactory in respect of cultivation, object teaching, &c.? Yes, I think so, on the whole.

38. Will you add any suggestions on this subject which have not been elicited in the course of your examination? The law with regard to the enforcing the attendance of absentees from school is, I am told, very indefinite, so that if a child attends once or twice in a month it is difficult to punish the parents.

WEDNESDAY, MARCH 7, 1883.

MR. W. H. KIDD, *Launceston, called in and examined.*

1. *By Mr. Braddon.*—How long have you occupied the position of Teacher under the Board of Education? Since November, 1855. I was engaged at home in the Old Country.

2. What changes have occurred in the Education system since that? No changes, so far as the System is concerned; there may have been some slight changes as to salaries and other details. There was only one Board when I first joined the service; then it was divided into the Northern and Southern Boards; and they were again afterwards amalgamated.

3. There were no Local School Boards at that time? No, not as far as my memory serves. I think special visitors were appointed to visit the schools. Major Cotton was, I think, Inspector when I joined.

4. Have you found the present system of control by Local School Boards effective? No; because the Local Board have so little power to act for the good of the school. They might come between the Teacher and the Central Board, but can do no good of themselves.

5. Do you consider that this want of power detracts from the usefulness of Local Boards? I think so; and it also takes away that interest that Members of the Local Board should have in their work.

6. Have you experienced the want of some local authority with power to act, and sufficient interest in the school to work in its cause? I have frequently, especially when repairs were needed.

7. Are Local Boards, as now constituted, sufficiently considered or consulted in school matters? I speak of the Local Board of my own school, which I know would like to be more frequently consulted; and I think it would be better if they were, as they would then take a more active interest in the school, which would be a great advantage to it.

8. Does this ignoring of Local Boards deter eligible and desirable persons from assuming positions as Members? I think it has that effect, and also creates a desire to get rid of the office.

9. Do you think that it is advisable to invest Local Boards with the extended powers recommended by the Select Committee of the Session of 1882. (See Appendix No. 1.) We will take the clauses *seriatim*:—

I. & II. I approve of this generally.

III. I agree with this, if all cases were brought before the Board and fairly considered on their own merits; but not for the Board to delegate its power to the Chairman, leaving him to do alone the judicial work of the Board,—not that the Chairmen desire to fill this position, but in many instances, from force of circumstances, they are compelled to accept it.

IV. I agree with this, because the Local Boards are the best judges as to the circumstances which may require the closing of their schools.

V. I think so, so long as the Teacher is not inconvenienced and his work is not hindered.

VI. I also agree with this.

10. *By Rev. James Scott.*—Would you go a step further, and allow the Local Boards, if competent, to examine the school as to educational advancement? Certainly, if it was done in a friendly spirit and in the interests of the educational cause.

VII. I see no objection, provided they only sanction the establishment of a school which the teacher wished to open. I also think there should be some provision to prevent Night Schools being attended by those children who only do so to excuse themselves from attendance at the Day Schools. In their present state I deem Night Schools a hindrance to public education on that account.

VIII. I agree with this view.

11. Have you given any attention to the Kindergarten method of teaching? I have not. My sole experience has been of that system which was exercised in the Free Church Normal Seminary, Edinburgh, whence I came.

12. Do you think it desirable that a system of Infant School teaching of a compulsory character for children of the poorer classes, aged 3 to 6, should be introduced? I would not make that compulsory. I think children should not go to school before they are six years of age; if before that, it should be a voluntary attendance on the child's part. I have some children at my school who come at an early age; but they come simply for their parents' convenience, or because they wish to accompany their elder sisters or brothers. To an extent they go through the same work as their seniors, but there is no compulsion used, and they are allowed great liberty by Mrs. Kidd.

13. Is sufficient provision made in Launceston and the Country Districts with which you are acquainted for instruction of destitute children and reform of youthful criminals? There is ample provision made for the destitute children, but not for the criminal class. A case came under my notice quite recently. A boy, a former scholar, broke into the school; he was apprehended, and convicted of theft; in consequence he was sent to the Boys' Reformatory, as there was no other place open to him. Scholars are termed free and admitted at the Board's Schools if their parents declare themselves unable to pay the school fees; but I consider the Board's allowance to teachers for these free scholars a most unfair one.

14. Are children, after conviction of any crime, allowed to enter into the Public Schools and mix with the ordinary attendants? So far as my own school is concerned we would object to receive them; but the case of the boy previously quoted is the only one that has come under my notice.

15. *By Mr. Bird.*—You think, then, that the poorer classes of children whose parents cannot pay the school fees should be admitted into the ordinary schools? I do. Why not?—poverty does not imply immorality on the part of parents or their children.

16. *By Mr. Braddon.*—Are you in favour of any system of Free Education? I would not advocate any change in that direction.

17. Would not a wholly Free System of Education work more smoothly and with greater effect than the present, if teachers were paid by results,—i.e., both by numbers taught and class of teaching? Speaking as a Teacher, I do not think it would be advisable to pay by results; nor do I think it would assist the cause of Education.

18. *By Rev. James Scott.*—Are there many children within the school ages in Launceston who do not attend school? From what Mr. Green, the Inspector of Absentees, says, I believe there is a considerable number; but I am not able to say how many.

19. Do you approve of Free Education in any form? No, not yet, at all events. I think it is a stimulus to the Teacher to have a fee connected with the scholars received into his school, nor do I think compulsory Education at all inconsistent with the parents paying for their children's schooling.

20. *By Rev. James Scott.*—Do you think that a stricter enforcement of the compulsory clause, and a severer punishment for breaches thereof, would be beneficial to Education if instituted? I do think it would be.

21. Is it desirable that employers of labour should be restrained from employing the children within school ages? I think it is.

22. When was the last meeting of the Local School Board of the Elizabeth-street School, Launceston, held? In 1879.

23. Are the school premises occupied by your school rented, or the property of the Board of Education? They are rented, at £50 per annum. I have paid this rent out of my own pocket since the year 1879.

24. *By Mr. Braddon.*—Can you suggest any change in the educational course of our Public Schools that would be of advantage to the bulk of the attendants, whether as to books in use or subjects taught? I think the subjects taught are all that could be wished; but I think the books used in our schools are not of the best, and might be improved on. I think the Chief Inspector is of the same opinion.

25. Have you found the present method satisfactory in respect of qualifications of pupil teachers? It could be improved upon, but the question is how to get at it? When pupil teachers are wanted we give notice to the Local Board to that effect, and a pupil teacher is advertised for; three are supposed to be selected by the Master of the school, with the concurrence of the Chairman of the Local Board. This choice is notified to the Chairman of the Central Board; the Inspector appoints a time and examines the applicants; but it is not always the best scholars who apply, and even when they are appointed they very frequently resign the office of pupil teacher should any better position offer itself, even before their term of four years is up. Pupil teachers are indentured in the Old Country, but the desire in Great Britain for employment as pupil teachers is far greater than it is here. Whenever an opportunity for improvement offers our pupil teachers resign, having got a good education and pay in the meanwhile. I think comparatively few enter upon the duties of pupil teacher with the intention of following it as a calling.

26. *By Mr. Bird.*—If a higher salary was offered to pupil teachers do you think they would sign indentures for, say, five years? I think not, unless greater prospects of ultimate advancement were opened to them.

27. *By Mr. Braddon.*—Do you think that a Training School for Teachers would have a good practical result? I think we are not ripe for such a step yet. Till there is a greater desire on the part of the young to become teachers a Training School would be of very little importance.

28. *By Mr. Archer.*—Do you think that another more advanced class in the schools would be an advantage,—one where pupil teachers could bring their education to a higher standard as well as teach in the school? I cannot answer that question, not having had any experience in the matter. Mr. Archer's idea is worthy of consideration.

29. Do you think the examinations for teachers are sufficiently severe? I think they might be made more severe, and that Latin, French, Greek, and Mathematics might be included to a slight extent. At Home that is the plan adopted, and in my old school not only did the pupil teachers learn these subjects, but even the scholars were prepared for the High School or even the College.

30. *By Rev. R. D. Poulett-Harris.*—Do you think that, on the whole, the system of Education, primary and superior, works fairly well for the benefit of the Colony? It would work well indeed if you could secure the regular attendance of the children. Tasmanians do not understand the great privileges they enjoy under their Educational system,—any failure in the system is due to the apathy of the people alone.

REV. W. H. SAVIGNY, *Head Master Church Grammar School, Launceston, called in and examined.*

1. *By Mr. Braddon.*—You are the Rev. W. H. Savigny, Head Master of the Church Grammar School, Launceston? I am.

2. You have naturally taken a great interest in the subject of Education generally? Will you favour the Commission with your opinion as to the system of State Education now in force in this Colony? I have only given my attention to the general system of Education of the Colony as far as it concerns my own school. As a matter of business, in fact, my whole attention has been given to raising the school of which I am Principal. My experience of Public School boys is confined to those who come to me as Exhibitioners from those Schools. I consider it but reasonable to expect that a number of boys such as these, who are, so to speak, selected from the whole Colony, should show attainments considerably above the average. I do get some very superior boys,—the results of subsequent examinations prove this; but I also get a large number of Government Exhibitioners who are considerably below par. I attribute this (with all due deference to the authorities) to the fact that there is too much memory work in the examinations, and not enough scope for the exercise of reasoning powers. If, instead of the small portion of Latin and Euclid that had to be done in old times being done away with, they had increased the quantity of those studies, my opinion is that I should not have to make the complaint I am now doing.

3. *By Rev. R. D. Poulett-Harris.*—Do you not find the boys from the Public Schools well up and well taught in Arithmetic? I do.

4. *By Mr. Braddon.*—Would you, then, recommend this wider instruction in Latin and Euclid for adoption in all the Primary Schools?—or might there not be, in lieu of this, a larger teaching by means of object lessons or other cultivation calculated to meet the future requirements of the bulk of the students? I think the object would be most effectually arrived at by the institution of an easy examination in Latin and in the First Book of Euclid, because the proficiency in these two subjects would show not only powers of verbal memory, but also those of comparison, judgment, and reason.

5. *By Mr. Braddon.*—Do you think it desirable that special training of candidates for Exhibitions from Public Schools should be provided in all the schools, or only in centres of groups of schools? In all, if practicable.

6. *By Rev. James Scott.*—Would the establishment of a Superior Public School in any place where the extent of population would permit, obviate to any extent the difficulty which, in your experience, at present exist? I think the end would be attained more or less by giving the Public Schoolmasters the authority to teach the higher class subjects. I know of one man in the North who has been, I think, the most successful in his boys gaining the Exhibitions; yet this man was deploring to me the other day the fact of his not being allowed to prepare his scholars properly for the higher studies.

7. *By Mr. Braddon.*—Would the teaching of Latin and Euclid to the few of our Public Schools be at all likely to impair the teaching of the bulk of the students? Certainly not,—no more than the teaching of extra subjects, as Singing, Music, &c. would do. The one would have as much effect as the other.

8. *By Mr. Bird.*—Do you think the general standard of education in Public Schools should be raised above what it now is? I do not think so.

9. *By Mr. Braddon.*—Do you consider that the Exhibitions now given to successful candidates of Public Schools have the effect of encouraging and stimulating the bulk of those attending? Most decidedly so.

10. *By Rev. R. D. Poulett-Harris.*—You are a Member of the Council of Education? Yes.

11. Have you seen a scheme proposed by me for a re-constitution of the Council of Education on an enlarged basis? do you approve of it? Without pledging myself to say I approve of the whole of that scheme, I approve of the spirit of it, though objecting to certain of its details. I think the basis of the Council should be widened and the mode of election altered.

12. Do you think it desirable that the whole of the Tasmanian Scheme of Education, which is now under a rather wide control, should be placed under the direction of a Director of Education, subordinate to a Minister of the Crown? The probability is that such a change would not be beneficial. The appointment of a Minister of Education in Victoria has not been a success.

13. *By Mr. Braddon.*—Is it your opinion that the time in Tasmania is ripe for the introduction of a University? Certainly not.

14. Do you consider that the existence of Christ's College in its present form operates in any manner beneficially upon the cause of education, or fulfils or promises to fulfil the requirements of a University to which the Public Schools would be feeders? In spite of the known abilities of its present Warden, Christ's College is, to my thinking, positively injurious to the cause of liberal education. When the time comes for a Tasmanian University, I do not think Christ's College will have been the nucleus of it.

15. Do you know anything of the past history of the College, and the nature and purposes of its endowments? Not sufficient to speak on the subject.

16. *By Rev. R. D. Poulett-Harris.*—Is there any portion of the Council of Education's system in which you think improvement could be made under the present control, supposing there is no further legislation on the matter? I think a change might be made with advantage in the subjects taken up by the candidates for the A. A. Degree and the Tasmanian Scholarship. I give this opinion, relying upon the great alterations which have been made in the systems of study both at Oxford and Cambridge. In both these Universities an undergraduate at a very early period of residence is allowed to throw up Latin and Greek altogether, and eventually to take his degree by passing an examination in some essentially modern science. The Public Schools of the Old Country have naturally followed the lead of the Universities, and the Handbooks of Science, edited by such men as Roscoe and Huxley, form parts of the schemes of work in many of the leading schools in Great Britain. Our educational authorities should, in my opinion, be influenced by these examples, and so modify their schemes as to encourage to a greater extent the teaching of such things as "Applied Science," "Zoology," "Botany," "Chemistry,"—all taught in a practical way, whether in the field or in the laboratory.

17. *By Rev. James Scott.*—Do you think the present system of filling up vacancies as they occur in the Council of Education a desirable one? I do not.

18. *By Mr. Braddon.*—Do you consider the A. A. and Scholarship Examinations are satisfactorily conducted at present? I think they are.

19. *By Mr. Bird.*—Do you think it desirable to increase the number of scholarships to be competed for under the Council of Education? I think more good would be secured to the Colony by giving four scholarships of £100 each than two of £200 each.

20. *By Rev. R. D. Poulett-Harris.*—Does it occur to you that it would make our scholarships only available for comparatively well-to-do persons? No doubt to some this would seem an objection; but, still, the person gaining a scholarship of even this reduced amount would be able to carry out his studies at Melbourne or Sydney.

21. *By Mr. Bird.*—Should not the value of the scholarship be such as to enable scholars who have no other means to attend at some good University in Great Britain or in the Colonies? I think so.

22. *By Mr. Braddon.*—Do you not think that, under existing conditions, it is preferable that scholars should go to an English University rather than to a Colonial one? You assume by that that scholars will not go to an English University. I think that where there is the slightest chance parents will send their sons to one, and I think that the society and associations of an English University are preferable to those one might naturally expect to find in the Colonies.

23. Would you describe the result of the University course as successful in the instances of those scholars who have gone to an English University? There have been a few instances where our scholars have done creditably, but I cannot recall a single case in which any one of them has done brilliantly.

24. As in respect of superior education you would advocate the introduction of modern applied Sciences and in lieu of Classics and Mathematics, so in regard to primary education you may think it desirable to make education practical by industrial teaching? No; to me it seems fraught with insuperable difficulties.

25. Do you think that the Kindergarten system might with advantage be introduced into this Colony? I cannot express an opinion on the subject, not having made a study of it.

26. *By Rev. R. D. Poulett-Harris.*—Do you think, on the whole, the system of Public Education in Tasmania, primary and superior, has worked fairly well for the benefit of the Colony? I do. And if you had taken your Commission to Sydney at the time I left it, some 10 years ago, you would have found it far superior to the system in force there. I think the spirit of our Council of Education is such, that where improvement is obvious and practicable that improvement will be carried out.

27. *By Mr. Bird.*—Is it your opinion that under the system of compulsory Public Education Christian instruction should have a place in the ordinary lessons? I think it is desirable to have such teaching.

28. *By Mr. Braddon.*—Do you think sufficient provision exists in the direction of Refuges for orphan and neglected children and Reformatories for convicted criminals? I do.

29. *By Rev. James Scott.*—Do you think scholarships, when they are not taken up in any one year through a want of successful competitors, should not lapse, but continue to be available in after years when competitors are more abundant? Decidedly.

THURSDAY, MARCH 8, 1883.

MR. HENRY C. HURST, *Public School Teacher, Green Ponds, called in and examined.*

1. *By Mr. Braddon.*—Your name is Henry C. Hurst, and you are a teacher in the Public School at Green Ponds? Yes.

2. How long have you been in the service of the Board of Education? Some 17 or 18 years.

3. Have you found that the present system of central control by the Board of Education has worked smoothly and effectively? In the main, I think it has.

4. To what extent has your Local Board interested itself and aided in the control of the school? As a body the Local Board has not done so at all; but the Chairman has personally always taken a great interest in the school and assisted greatly. Another Member of the Board takes a great interest in the school, though he does not often visit it.

5. The Local Board has not, as a body, exercised any large interest in the school? Decidedly not.

6. To what do you attribute this apathy? I feel it is mainly owing to the fact that they have got no power to act in the interests of the school. The Chairman himself told me the other day that the Board felt there was nothing for them to do, and so did not convene meetings.

7. Have you ever experienced any inconvenience arising from this want of local power? Yes, on one occasion. I applied to the Local Board for permission to close the school; it was recommended by the Local Board, but disapproved of by the Central Board. This is the only time I have been personally inconvenienced. I wished to close the school on the occasion of the annual steeplechase at Bothwell, an event which is always regarded as a local holiday. It was perfectly useless opening the school, as no children would attend. Since then I have never applied for the closing of the school, and that is some seven years ago.

8. *By Rev. James Scott.*—Was the holiday refused by the Central Board at one of its meetings, or by the Chairman on his own authority? The letter was signed by the Chairman, as far as my memory serves, and stated that the Board of Education could see no reason why the school should be closed against any children who might attend.

9. Have you known instances of delay arising out of this want of local authority to deal with the details of school government? I cannot say I have.

10. *By Mr. Braddon.*—Do you think that the present system would be improved by extension of the powers of the Local Boards? I think it would, decidedly.

11. Are you in favour of those extended powers recommended by the Select Committee of 1882, Clauses 1 to 8? I agree with all of them, except Clause 2, the first portion of which clause I do not hold with,—that portion placing the appointment or promotion of teachers under the control of a Local Board; and I also consider the examination of the school once a year by the Local Board would be quite sufficient. The annual examination by the Inspector takes place invariably during the last quarter of the year, and I believe if the Local Board made theirs during the second quarter it would meet every requirement. More frequent examinations would, in my opinion, cause an undue and unnecessary strain both upon teachers and children.

12. Is it desirable and practicable to introduce in some form industrial teaching, agricultural, &c., which would tend to make the children useful members of the community as laborers, artisans, and so forth? I think the present lessons are quite sufficient, and that any child who can pass satisfactorily in the 6th class of a Public School is well able to fight the battle of life in any ordinary capacity. My own opinion is that if the State finds them the education they are now receiving, that is as far as it should go; considering the limited time there is for imparting general education, I do not think it would be wise to attempt to impart technical knowledge.

13. Do you think it desirable to devote more of the school teaching to object lessons and other means of developing the observing powers of the children? I consider object lessons are a most desirable means of imparting instruction to children; but, as there is no restriction as to the time set apart for this purpose, it is for individual teachers to say if more of the school teaching should be devoted to it.

14. Are the school appliances, books, maps, furniture, &c. supplied to Public Schools generally sufficient or the best that could be expected under the circumstances? As a rule, I think they are; but as to "Readers," I should say that the new Australian Reading-books are not all that could be wished, judging from what I have seen of them. I think the Royal Reader is one of the best Readers extant, because the lessons are more interesting and varied. You cannot expect to make children good readers unless you interest them in what they are reading. The words in this series are not so difficult as in the others. I have noticed children joining my school from schools in which the Royal Reader is used are better readers than my own scholars. These children may do other lessons indifferently, but I attribute their good reading to the use of the Royal Reader. I think the Australian Reader is an improvement on the Irish Reader.

15. *By Rev. James Scott.*—Do you think it would be desirable to give more time to the imparting of Education about common things than is usually devoted to that purpose in a Public School? That might be done by object lessons, and when object lessons are given those are the sort of subjects which are taught. I do think more time might be given to this class of instruction.

16. *By Mr. Braddon.*—Are Night Schools, Half-time Schools, and Infant Schools established in sufficient number to meet the requirements of the Colony as far as your experience extends? I think Night Schools might be more numerous than they are with advantage to the community. The Board give encouragement to the teachers to open them when necessary. As for Half-time Schools, more might be beneficially established. I do not see how Infant Schools could be established in the Country Districts with good results; they might be of advantage in augmented numbers in thickly populated districts.

17. *By Rev. R. D. Poulett-Harris.*—Do the Board of Education recognise the Night Schools as part of their Educational system? They do.

18. And does the teacher of a Night School receive the fees? He does.

19. *By Mr. Braddon.*—Have you given any consideration to the Kindergarten system? I have not.

20. Have you experienced any difficulty in collecting school fees? Not any great difficulty. I have sometimes had to take them "in kind," or go without them; in some country districts this is a common case.

21. What arrangements are made for the fuel of your school? None, except those I make myself. I have to provide it under the Board's Regulations; occasionally I have had a little fuel given me.

22. *By Mr. Archer.*—Is a dwelling-house provided for you? Yes.

23. *By Mr. Braddon.*—Do you think it desirable that a standard of regular attendance should be fixed? I do, and that every child should attend not less than three days a week.

24. *By Mr. Archer.*—Do you think the increase of Night Schools would affect the attendance of the children at the Day Schools? Not if the minimum age of the children attending the Night Schools was limited to 14. Frequently my younger pupils ask permission to leave school early to go rabbiting. I am certain if these children were allowed to attend Night School under a certain age, they would absent themselves from Day School altogether.

25. Do you think the examination of teachers under the Board of Education is sufficiently extended? I think it is now.

26. Is it desirable, in your opinion, that a Training School for Teachers should be established? If it could be established it would be a great advantage to teachers.

27. *By Mr. Archer.*—Do you think there would be any advantage in increasing the number of pupil teachers in Public Schools, so that each pupil teacher would have more time to devote to self-education and less time to teaching? I think pupil teachers have a great deal to learn, and under the present system all their time is supposed, in school hours, to be devoted to the practical work of teaching. The Head Teacher is supposed to devote special time to teaching them after-school hours,—one hour a day. I think an increase of the number of pupil teachers would be an advantage to the Head Teacher and the school, if not to themselves.

28. *By Mr. Braddon.*—Might not the end aimed at by a Training School be attained by utilising one or two of the larger Public Schools at Hobart and Launceston in this direction? Yes, as I have known many of the young teachers trained in our Public Schools turn out well; so I cannot think the present pupil teacher system has been a failure so far.

29. Are you in favour of making Education free as well as compulsory, the teachers receiving, in lieu of fees paid by parents, additional salaries proportioned to effective character and attendance of their schools? In my position as teacher I should hail the change.

30. *By Rev. R. D. Poulett-Harris.*—From your general remarks I gather that you consider the present system of Public Education works fairly well? I do; but I think at the same time the Local Boards should have their powers extended.

31. *By Mr. Archer.*—Do think that sufficient discretionary power is allowed to the teachers of the schools in the choice of subjects for Education? I think there is, and that it is not too limited. The Board supply us with a certain programme or standard up to which we are supposed to educate the classes; if we do that, they do not interfere with us further.

32. *By Mr. Bird.*—Do you give religious instruction every day, and at what hour? Every day, from 9 to half-past.

33. Do you give such instruction to the whole school at once, or in the classes separately? To the whole school at once.

34. What is the character of the instruction you give, and what books do you use? I give them verbal lessons from the Bible itself,—not from the specified lesson text-books.

35. Do you comment on the Scripture lesson you read? No; I make it more a Scriptural narrative lesson, and comment only as far as it is necessary to bring the truths to be learnt within the understanding of the children.

36. If religious truths occur in reading the lessons, do you call particular attention to them? I do not.

37. Do any children withdraw from the school by their parents' wish when religious instruction is given, and are you careful to ascertain the parents' wish in the matter? I always exclude those children whom I know to be Roman Catholics from the Scriptural lesson, having first supplied their parents with the Board's printed instructions on the subject.

38. Do you think that your practice in this matter is general? As far as my personal experience goes, I do.

39. Do many of the children of your school attend Sunday School? The majority.

40. Does your experience lead you to think the Public School children generally attend Sunday Schools? I think the majority do.

41. Do you use any other books than those authorised by the Board? I do not.

42. Is there any large number of children in your neighbourhood who attend no school? Not a large number; but there are a few.

43. Has compulsory action been taken to procure the attendance of absentees, and has such action had the effect of securing regular attendance? No action of the kind has been taken.

44. Is the attendance of those on the rolls fairly regular? Fairly so, except in individual cases. This remark applies to free scholars as well as those who pay.

45. What special means do you use to procure full and regular attendance? The best means I find is to give the children marks for attendance; they then attend in the hope of gaining prizes by means of these marks at the end of the term.

46. What measures do you adopt to secure the attendance of absentees? I point out to parents the advisability and advantage of sending their children to school. In one case the Superintendent of Police was spoken to,—the children were then at once sent to school. I think it impolitic for the teacher to exercise any special means of coercion with the parents.

47. Could a larger attendance be secured were compulsory measures adopted, and would it be advantageous to adopt such a course? I think a few more scholars might be compelled to attend with advantage to themselves.

48. Have you any free scholars? Six or eight.

49. Have you any free scholars where parents ought to pay? No, I think not.

50. By whose authority are such children placed on the free list? By the sole authority of the Chairman of the Local Board, and as he is Warden of the District, he has an intimate knowledge of the means of most of the parents.

51. Is that the usual authority exercised in admitting free scholars to other schools? From my own experience, I think so.

52. Is it well that that authority should rest with the Chairman alone? No; I think that power should be vested in the Local Board.

53. Would it be desirable to make the distance for compulsory attendance three or four miles in the case of any of the children during any portion of the year? I think the distance might be extended to three miles for all children over 10 years of age; some children come five miles to my own school. I think the compulsory age for attendance at school should be from 6 to 12, instead of 7 to 14 years of age.

54. Would you approve of Local School Boards having authority to inspect and examine the schools periodically. I would.

55. State about what proportion of children leave the schools before they are competent to pass examination in the 5th or 6th Class. Fully one-half leave the school before they can pass the 6th Class examination, because they enter the school at so advanced an age that they have to leave before they can enter that Class; one-fifth leave before they can pass the 5th Class examination,—thus leaving less than one-fourth who attain the highest standard.

56. Generally speaking, could children with ordinary diligence pass in the 6th Class by attending school from the age of 6 until the age of 12 is reached? Yes; from what I have seen, children of ordinary ability could, with a fairly regular attendance.

57. *By Mr. Braddon.*—Do you think that the instruction imparted by pupil teachers is of a satisfactory character? Speaking again from my own experience, I think so.

58. *By Rev. James Scott.*—Do you think that the present minimum of 20 scholars might be reduced with advantage, in order to supply the wants of thinly peopled districts? I do.

FRIDAY, MARCH 9, 1883.

REV. C. J. BRAMMALL *called in and examined.*

1. *By Mr. Bird.*—You are the Rev. C. J. Brammall, and you live at Sorell? Yes.

2. Have you had any experience in Public Schools, or in other school teaching? I have, since 1847.

3. Was this experience in this Colony entirely? No; in this Colony since 1855.

4. *By Rev. James Scott.*—What experience have you had in connection with the Public Schools of the Colony? Very little in Hobart; but I have had considerable experience in the Country Districts since 1868.

5. In what capacity? As a visitor and as a member of Local School Boards?

6. How many of those Local School Boards have you been connected with, and in what capacity? I am at present connected with three, but have been a Member of all the Local Boards in the District of Sorell, and Chairman of the greater number.

7. In your opinion is the present working of the Local Board system satisfactory? I think not.

8. Please state in what particulars you think it unsatisfactory? In the first place, Local School Boards are irresponsible in a measure to the Central Board; on the other hand, they seem to have no power to act. In my experience the proceedings of the Local Boards have been extremely irregular,—frequent meetings, but no minutes kept; and, as far as I know, no full record made of the proceedings of any of the Local Boards with which I have been connected.

9. Are the Chairmen of the Local Boards with which you are associated elected annually? No.

10. When the Chairmen engage in work officially, is it on their own responsibility or by the direction of the Local Boards? Sometimes on their own responsibility, and sometimes by directions given in an irregular manner by the Local Boards?

11. Are the representations made by the Chairmen of Local Boards to the Central Board always attended to? I think so, invariably, but not always promptly.

12. *By Mr. Archer.*—Do you think the powers of the Local School Boards—(see Appendix 1)—might be advantageously extended in accordance with the suggestions of the Select Committee on Education in 1882? Please consider them *seriatim*.

I approve of Clauses I. and II.

Clause III. I do not approve of. It would be an invidious task for Local School Boards to regulate either age or distance from which children should attend school. My own opinion is that from six to seven as the minimum age, but that the maximum age might still be 14 years. I also think that if a child is educated up to a certain standard it might be freed from school attendance at 12 years of age.

Clause IV. I agree with.

Clause V. I think in this Clause an appeal should be allowed on the part of the teacher, and on the part of a minority of the Local Board.

Clauses VI., VII., and VIII. I see no objection to.

13. *By Mr. Bird.*—If Local Boards were given these extended powers, and had the oversight over groups of schools, would a better class of members be obtained? I think so. I know of members of Local Boards under the present system who do not even know where the school building is.

14. Do you think members of Local Boards should be elected by ratepayers or parents, or appointed as they now are? I do not think the majority of ratepayers or parents would take any trouble in the election, consequently the power of electing would be in the hands of a few.

15. Would that apply also to the election of a separate Board for each school, as well as to the election of District Boards? Equally to both.

16. How could the interest of Local Boards generally in the schools be ensured? By giving them the extended powers recommended in the Report of the Select Committee on Education.

17. *By Rev. James Scott.*—Are there many children within the school age in your district who do not attend any school? Yes.

18. To what do you attribute this? To the loose manner in which the compulsory clause has been framed.

19. You think that it might be made much more severe with advantage? I do.

20. Do you think that, in addition to the infliction of a fine, imprisonment for a brief term would be an advantage for infringements of the compulsory attendance clause? I do not, because the clause does not define what should be considered as attendance. Parents who are compelled to send their children to school will send them, perhaps, once in a fortnight. My idea as to what ought to be the interpretation of that clause is, that "attendance" should mean at least four days in the week, as that is the attendance which gives the teacher a claim for fees for children on the free list.

21. Are there many free scholars in the schools which come under your notice? Yes.

22. How are the free scholars admitted to the school? In some schools on the proper certificate of the Chairman of the Local Board, with the concurrence of two or three of the Board Members; in others, by the teacher, without certificate, in which case the teacher loses the fees.

23. When the fees are paid, is it always in cash or sometimes in kind? Sometimes in kind, I think.

24. Is it your opinion that the present minimum of 20 in country schools might be reduced with advantage? It is.

25. Do you know of any hardship to a teacher arising from the rigorous exercise of the Board's power to close the school when its attendants do not number 20? There was a school closed in my district under these circumstances a few years ago. This was simply because the parents had not been compelled to send their children to school. After the school had been closed the parents of the non-attending children said they would then have sent them, and consequently might have been made to do so before; the district would

not then have lost the school. The Cherry Tree Opening School is the one to which I refer. I see in the last annual appointment of Local School Boards that Bream Creek is omitted. I am aware that the minimum attendance has not been reached for some time, but I could name some 30 children who might attend.

26. But, within your experience, has it never occurred that the minimum number has not been attained owing to the weather, roads, or some other unavoidable cause,—both teachers and parents being free from blame? It has.

27. Have you known an instance of a school being closed under those conditions? Yes; I know an instance in which the female assistant was dispensed with from those causes.

28. Can you offer any suggestion by which you think the want of education in thinly populated districts could be supplied? If there was any person in the district competent to teach, I think a small grant in aid should be made. I also think that some assistance might be well given to parents of two or three families who were prepared to make some sacrifice and club together to engage a teacher for their children. This assistance should be in proportion to the number of children he actually taught, say half the expense of the teacher if the children numbered 10, and so on in proportion.

29. Are proper precautions taken by the Central Board at the annual appointment of the Local School Boards to secure the consent of the persons so nominated? In this year's list, on one of the Local Boards in my district I see the name of a person who has been dead some five years.

30. What is your practice as to imparting religious instruction in the Public Schools in your own district? I impart religious instruction in all the Public Schools within reach as regularly and frequently as practicable, from 9 to half-past in the morning, and in the last half hour of the afternoon.

31. *By Mr. Bird.*—Are any means taken to allow the children of other denominations than your own to retire when that religious instruction is being imparted? Yes.

32. Are children of the various denominations present with the cognizance and approval of their parents whilst that religious instruction is being imparted? Yes.

33. *By Rev. James Scott.*—Do you think the present standard of Education might be extended with advantage? I think it is sufficiently high already.

34. *By Mr. Bird.*—Do you think any large proportion of children in the country districts attain proficiency in the 5th or 6th Class? I do not. There are very few country schools in my district in which there is a 6th Class.

35. *By Rev. James Scott.*—From your own observation, into which Class do children generally get before leaving school? Few get beyond the 4th Class.

36. If children of average ability attend school regularly from 6 to 12 years of age, would they reach the 6th Class before leaving? Yes.

37. *By Mr. Bird.*—Are the qualifications of teachers generally sufficient? That is a difficult question to answer directly. I consider aptitude for teaching of more importance than high attainments. I think the educational attainments of teachers as a rule are quite sufficient.

38. *By Rev. James Scott.*—What is the usual practice for providing firing in the schools under your charge? The teacher sometimes provides the firing himself, but not always.

39. You have stated that you have withdrawn from several Local School Boards,—what was your reason for so doing? Because I thought the compulsory clause should be given rigorous effect to. I was one of the most active members of those Boards, and did not think I was the proper person to invoke the aid of the compulsory measures?

40. *By Mr. Archer.*—Do you think that a system of free and compulsory education would work better than the present system? I am not at all sure that it would.

41. Do you think that the present system of School inspection is all that can be desired? With three Inspectors, it should be.

42. *By Mr. Bird.*—Do you know whether religious instruction is given by the teachers generally? I believe it is.

43. Do you know what the character of it is? I think the teachers generally confine themselves to the lessons found in the reading-books supplied by the Board of Education.

44. Have you heard of any dissatisfaction arising from the religious instruction given by teachers? I have not.

45. Are there any denominational or private schools in your district? There are not.

46. Is there a sufficient number of Public Schools to meet the requirements of the district? Yes, all full-time Schools.

47. Do you regard Free Schools as a necessity for the poorer and more destitute class of children? Certainly not in the country.

48. Is the present mode of training teachers by the pupil teacher system efficient? I think it might be improved upon.

49. Do teachers thus trained often become very efficient? I am not prepared to say often; but certainly some thus trained are very efficient. I think there are more defects in the efficiency of the trainers than in the system.

50. Is the establishment of a Training School for Teachers desirable? I think so.

51. Could such a school be established in connection with a large Public School? I cannot see why it should not.

52. Have you watched the system of Exhibitions from Public to Superior Schools? I have not.

53. Do you think that a system of Free Education would be likely to produce a better attendance at the schools? I do not.

54. Would you think it desirable that a teacher should be paid partially according to the results of examinations as to the children's proficiency? I am not prepared to answer this question.

55. Do you think the present system of central control over the Educational system of the Colony is perfect, or would it be better to centre the control in a paid professional Head in association with, and subordinate to a Minister of Education? I think that would be a better course.

56. *By Rev. James Scott.*—Does your last answer refer to the Council of Education also? It does not.

57. Do you think the present mode of electing Members to vacancies in the Council of Education a good one? I think the Council should have a voice in the matter, but not full power to elect.

58. *By Mr. Bird.*—Is it desirable to increase the number of scholarships under the Council of Education? I should be sorry to see the number increased at the expense of the value.

59. Do you think that four scholarships of £100 per annum each would be more valuable to the youth of the Colony than two of £200 each? I do not.

60. *By Rev. R. D. Poulett-Harris.*—Then you consider that the present system of Primary Education works well? Fairly well.

61. Has anything presented itself to you as a definite blot in the system which, if you had the power, you would wish to rectify? I think if the Training School for Teachers were established we would get on much better.

MR. W. J. J. REYNOLDS, *Master Central School, called in and examined.*

1. *By Mr. Bird.*—You are Mr. W. J. J. Reynolds, and you are the Master of the Central School? I am.

2. How long have you been in the service of the Board of Education of Tasmania? Nearly 17 years; but I have been teaching some 30 years.

3. You had a certificate of competency from the English Council of Education? I had, having received my training in the Cheltenham Training College, where Dr. Bromby was the Principal.

4. Do you consider the present system of Central Education control works satisfactorily? I think, in a small Colony like this, that system is likely to be more satisfactory than if the Department were controlled by a paid Head and Minister of Education.

5. If there was a paid professional Head in connection with the Minister of Education, do you think that course would meet the requirements of the Colony better than the present system? I do not think it would. No such experiment has to my knowledge been tried in any Country or Colony except Ceylon, where they have to deal with natives and where law is rather arbitrary. In New Zealand all the work is done by Boards, and in a most satisfactory manner. In some of the other Colonies the Minister of Education is the only paid Head. In this small community there would scarcely be enough work for a Minister of Education and paid Head two days a week, and the expense of two such officials would be sufficient to pay for a Model School, and raise the incomes of 50 of the worst paid teachers £20 a year (£900 + £600 = £1500.)

6. Then do you think that the Board of Education has, on the whole, administered the system satisfactorily? I do, on the whole.

7. *By Rev. James Scott.*—Do you think that the Board of Education, meeting as it does once a month, and meetings occasionally lapsing, is competent to manage the affairs entrusted to it? I do. In New Zealand, where Boards are thoroughly tested under the new system, the usual time of meeting is once a month. Here, though a meeting may lapse, a special meeting may be called at any time when there is a press of business, and this is often done.

8. Speaking of your own knowledge, is the work of the Board of Education carried on in the interval between its meetings by the Secretary or any other of its officers? All routine work is carried on under the direction of the Chairman in the interval between the meetings of the Board. All other matters are left to the consideration of the Board.

9. In the event of it being the case that the work is carried on by the Chairman or Secretary in such intervals, do you consider that preferable to having a paid professional Head? This is certainly preferable to a paid Head, for he may have prejudices; but in a case of difference between the masters and Inspectors, or the masters and Local Boards, &c., the Central Board acts as a jury, and all its chief discussions are open to the Press.

10. *By Mr. Bird.*—Has not some difficulty been experienced by your Board in getting its representations attended to by the Central Board? Only so far as repairs to the building are concerned.

11. Have those repairs been at length effected? They have.

12. *By Rev. James Scott.*—Is it your opinion that the removal of the pupil teacher (referred to by Mr. Chas. Walch before the Select Committee on Education, 1882) by the Central Board, without reference to the Local Board, has impaired the efficiency of the school? The case referred to by Mr. Chas. Walch was not a pupil teacher at all, but that of an assistant justly entitled to promotion. Mr. Walch must have been under a misapprehension. I have often felt great inconvenience when Assistants have been removed before others have been appointed in their places, and this has at times greatly impeded the work of the school.

13. Would you approve of Local School Boards being elected by ratepayers? I should.

14. Do you think the ratepayers generally would interest themselves in such elections? I think they would.

15. Do you think a better class of persons would be procured by election than by the present system of appointment? I do.

16. Do you think Members of Local School Boards would take a deeper interest in school work if elected than if appointed as at present? I do. I think if they were elected by the people they would feel they held a responsible position. They have no such feeling now whilst they are appointed by Government.

17. Do you think District School Boards, each of which would have control over several schools, would be preferable to a Local Board for each school? I do most decidedly, and I have considered this question carefully. In New Zealand the practice has so far answered well.

18. Do you think that the popular interest would be greater in District Board elections than in elections for Local Boards for each District School? I do. In some places in Tasmania it is difficult to find eligible candidates who can and will take sufficient interest to fit them to be members of a Local Board.

19. Do you generally approve of the recommendations made by the Select Committee on Education, 1882? (See Appendix I.) Please go through them *seriatim*.

I. Certainly not. This would only cause delay in all communications. The Local Board would have to be called together; perhaps there would not be a quorum for some time; then, when there was one, the letter would have to be forwarded to the Central Board, then referred to the Inspectors, and back the same way again.

II. I cannot answer this paragraph, as I do not believe in a paid Head of the Department other than a Minister of the Crown.

III. I agree with this recommendation.

IV. I agree with this also.

V. In towns this is very undesirable. In country places the school would always be wanted, for if one person or denomination had it all the rest would want it. A Public School should not be used but for Public School purposes. A great deal of damage is often done to buildings by Sunday scholars (who are seldom under proper control), and at evening meetings. The result is that the teacher is often blamed for that for which he is not responsible.

VI. If Local Boards had this duty to perform, what school would they take for their guide or standard? Not having a Public School training, the Local Boards may often require the teacher to teach something altogether contrary to the system of Public School work. Then, the refusal to carry out the suggestions of the Local Board may call into requisition the power contained in paragraph *b*.

VII. I do not agree with this.

VIII. I do not agree with this.

IX. The power of fixing a standard of competency should rest entirely with the Inspectors.

20. Does the Pupil Teacher System produce a fairly qualified class of teachers? I think it does.

21. Is there any difficulty in getting pupil teachers to engage in the service of the Board of Education? There is a difficulty, chiefly arising from the insufficient salaries paid them.

22. Would it be desirable to indenture pupil teachers for 4 years, as is done in England? If it could be done it would be desirable; but I think it would result in there being fewer applicants for the position.

23. Is the employment of pupil teachers as assistants in the school very advantageous during the earlier years of their training? In some cases they are of great assistance.

24. Can you suggest any improvement in the Pupil Teacher system? I have reported on this subject to the Central Board, and shall be happy to furnish the Commission with that report.

25. What proportion of pupil teachers secure certificates of competency? I am not able to answer this question.

26. Do many of the pupil teachers who commence go through with their course of training? The majority do so.

27. Would a Training School for Teachers be likely to produce a more highly qualified class? Undoubtedly it would, in conjunction with the present system.

28. Has the time come, in your opinion, for the establishment of such a school in Tasmania? Certainly, if not on too large a scale.

29. Should such a Training School be a separate establishment, or a Model School in connection with one of our large schools? A Model School in connection with one of our larger schools.

30. Has your experience qualified you to offer an opinion as to the method and management of Model Schools? I consider it has. I had a full term of training at one of the best Training Colleges in England, and I was at one time offered the mastership of the Model School in connection with that institution, but I had the day before unfortunately accepted another appointment.

31. Will you briefly describe such a Model School as you think would be adapted for the requirements of the Colony?

A Model School.

(1.) *The Buildings.*—For a Model School in a city like Hobart the position should be central, so that it might command children from all parts. The school building should be of a modern type, containing the best apparatus. There should be a master's residence not far from the school, where the students should live with the Principal.

(2.) *The Staff* should consist of the Principal, who has had a full time of training in one of the chief Training Institutions in England, and who should have full charge of the Model School; a Second Master, who should be able to manage the whole school when necessary, and to instruct the pupil teachers; a Female Assistant to superintend the sewing classes and undertake the usual duties of an ordinary teacher; and there should be the usual number of pupil teachers and assistants according to the attendance, as well as the students under training. Three at a time would be ample for the requirements of this Colony. These should be selected from the most deserving of the young teachers of the various schools who had completed their full term as pupil teachers. (The Second Master might be selected from the most promising of the students after the training.)

(3.) *Duties.*—The Principal should superintend the whole, arranging for and giving lectures in method to the students in training, whose time should be devoted to teaching and study alternately under the direction and supervision of the Principal. Criticism lessons should be a daily preparation and practice. The students should reside with the Principal and have the advantage of his home example. The rules drawn up and submitted for the Board's approval should detail the time for recreation, evening studies, and Sunday duties; in fact, the course of life should be as much as possible the life of a student in a Training Institution in England. In addition to the lectures by the Principal of the Model School on school management, the students might visit at stated times Christ's College, or any other high scholastic establishment, to receive tuition in such subjects as the Board of Education should direct,—which subjects should comprise English, Mathematics, Chemistry, together with Latin and French, or one of these languages only. Instruction in the last-named should not be permitted unless the students' knowledge of English Grammar, Literature, and Arithmetic were such as would pass with credit the A. A. Degree. Thus the extra subjects would prove a stimulant to proficiency in English and Arithmetic, which proficiency is necessary for every Public School teacher. Drawing and Singing—essential subjects in English schools—should also form part of the instruction here.

(4.) *Probable Cost per Year.*—The School would take the place of an ordinary Public School, and the only additional expense would be, say, £50 extra to the Principal; £150 for a Second Master; about £40 each for the board of the three students, £10 or £15 each for their own use upon receiving a good report from the Principal; about £50 for fees for extra instruction out of the Training Institution; and some £100 a year for rent of master's residence and other contingencies. So that, in my opinion, for £500 a year a Model School might be established that would meet the present requirements of Tasmanian Public Schools. The number of students might be increased to six or eight if it were thought necessary, with only a small additional expense. The Cheltenham Training College, which ranks among the first in England, and which educates annually more than 100 masters, was, I believe, commenced somewhat in a similar way.

32. *By Rev. R. D. Poulett-Harris.*—You have sent many successful Exhibitioners from the Goulburn-street Public School? I have.

33. I presume you have always found it necessary to give them special instruction over and above the school work? Very little.

34. It has been found by the Head Masters of the Superior Schools that the boys who come to them from the Public Schools are at a great disadvantage, not having had any teaching in Latin, French, or Euclid. Would you consider it desirable that the examinations for Exhibitions from Public to Superior Schools should include any Latin, French, or Euclid? I think it would; but Public Schools would require a more competent staff of assistants to enable the Master to give sufficient time to impart instruction in these subjects.

35. *By Rev. James Scott.*—Do these Exhibitions work to the general advantage of the school? I believe they do; but in very large schools the Head Master cannot sufficiently confine his teaching to the upper classes, having so much general supervision.

36. Does the after career of these Exhibitioners justify the continuance of these Exhibitions? Yes, so far as I can speak, which is of those boys who have left my own school. Two have gained Tasmanian Scholarships, and are working in Tasmania,—one as Second Master of the High School, and the other as one of the Inspectors of Schools.

37. *By Mr. Bird.*—Are you in favour of a continuation or extension of the Exhibition system. I think it might be altered with advantage.

38. Will you indicate in what way? Some Exhibitions might be given to those who pass exceptionally good examinations in the Sixth Standard. An Exhibition might occasionally be given to the school or schools which pass the best annual examination.

39. *By Rev. James Scott.*—Do you think that four Scholarships of £100 a year would better advance the cause of education than two of £200 a year? I do not. I think it would be better to give two of £200 a year, tenable at a British University, and two of £100 a year each, tenable at a Colonial or British University.

40. *By Rev. R. D. Poulett-Harris.*—On the whole, do you think the Tasmanian Scheme of Education works fairly well for the benefit of the Colony? I do.

41. *By Mr. Bird.*—Is religious instruction imparted at all in your school? Yes; before 10 A.M.

42. Is it imparted to the whole school at once, or in classes separately? In classes separately.

43. From what books are the religious lessons taken? They are all oral lessons.

44. Are they of a doctrinal, historical, or preceptive character? Historical and preceptive, never doctrinal.

45. Do clergymen attend the school frequently? Yes.

46. Are there many children whose parents object to the religious instruction given? None have objected; but only children of the denomination of the clergyman are taken into the class, except at the express wish of the parents.

47. And are those children allowed to withdraw? They are.

48. *By Rev. James Scott.*—Does the clergyman who attends your school confine himself to imparting religious instruction to children of his own denomination? He does, except in cases mentioned in 46.

49. Is the religious instruction imparted by the clergyman who visits your school of denominational or of a general character? Of a general character.

50. *By Mr. Bird.*—Have you any free scholars at your school? None.

51. Do you think it desirable that free scholars should be in separate schools in large centres of population rather than associated with the paying scholars. I do.

52. Do you think that sufficient provision is made in Hobart for the education of the lowest, most destitute, and depraved classes of children? I do.

53. *By Rev. James Scott.*—If children of average ability attended school regularly from 6 to 12 years of age, would they be able to attain to the 6th Class standard? They would in most cases, but it generally takes longer in consequence of irregularity.

54. What proportion of the scholars who enter school pass a creditable examination in the 5th or 6th Class before leaving? Last year (1882) there was an average of 11 per cent. passed through the 5th and 6th Classes in the Central School. I cannot say what proportion of the rest will reach these classes. It depends upon the time they are at school.

55. *By Mr. Bird.*—Do you think it desirable that the system of Free Education for all Public Schools should be introduced? I think that in some respects a free system would work beneficially, but it would be open also to grave objections.

56. From what source should the cost of education be defrayed, if it was made entirely free? By a general special education rate.

57. Do you think that better attendance would be secured by a system of Free Education? Generally I think there would be.

58. Why do you think a Free System preferable to the present one? Some parents make the excuse that they cannot afford to pay for their children. One holiday a week is sufficient to induce some parents to keep their children away the whole week. There would, however, be this disadvantage of the Free System,—all classes would have to mix, and it is a question whether the mixing of good and carefully brought up children with rough, neglected, and probably vicious ones, on the doubtful chance of elevating the latter, would not be productive of serious evil rather than good.

59. If the Free System of Education was introduced, do you think that teachers should receive a full salary from the State, or be paid partially by results and attendance? If the system in vogue now were abolished the present masters should receive salaries commensurate with their incomes at the time of the change. A small per-centage should then be given for results and attendance, which should be divided *pro rata* among the *whole* of the teachers.

60. Have you had opportunities of judging of the effect of compulsory measures? The state of the present law prevents it being a thorough success.

61. What number of days should be the minimum of attendance for a child per week? Three days.

62. *By Rev. James Scott.*—Would the establishment of any Superior Public School in any locality where the extent of population permits supply a want now existing under the present system? It would, if the children attending it had previously attained the 6th Class standard.

63. Is it your opinion that all teachers in all Private as well as Public Schools should be certificated? Most certainly it is.

64. *By Mr. Bird.*—Is it desirable to alter the present scale of School Fees? I do not think so.

65. *By Rev. James Scott.*—Are there any other suggestions or alterations in the present system you would like to suggest?

(a.) *Holidays.*—There is an insufficiency of holidays in Board Schools. All Public Schools should have five weeks, in addition to casual days, such as Public Holidays. In London and other large cities in England that time is given,—three weeks in summer and two at Christmas. In country places this is considerably increased, according to the length of harvest. In New South Wales they have five weeks. In New Zealand I believe there are more. But in Tasmania the Public Schools have only three weeks,—therefore no holidays from Christmas to Christmas, except a day now and then. This is too much strain upon the brain of both teachers and scholars, and it is difficult to say what evil is caused thereby.

(b.) *Changing Teachers.*—There is a practice of changing the pupil teachers after they have finished their apprenticeship, and sending them to another school for a time. I have never heard of such a practice before, and I feel satisfied that the plan is a bad one. It takes away a teacher when his services are valuable to the school, and he is often only undoing in another school what he has taken years to learn.

(c.) *Permanent Assistants.*—There is no provision in the Tasmanian Scheme of Education for appointing assistants to take a place between the head master and the ex-pupil teachers. There is really no one in the large schools who is able to carry on the duties of the master in case of illness or of absence from any other cause. Some of the ex-pupil teachers could be employed as permanent assistants at a fair salary.

(d.) *Physical Science, Singing, and Drawing.*—A fee of, say, £3 a year for each subject should be given to all teachers who teach either or all of these three important branches of education in their respective schools. When these subjects were added to the English Programme of Instruction a similar plan was adopted, and answered well.

(e.) *Gymnasia.*—A small gymnasium should be erected in the play-ground of each Public School (under cover if possible). A contract to supply 100 schools with swings and bars would cost the Colony very little, and they would last for 20 years.

(f.) *A Public School Clerk.*—There is a considerable amount of clerical work connected with the large Public Schools in Tasmania. It often takes up a deal of valuable time for the Head Teacher to make out returns, which almost anyone could do. The London School Board appoint officers, who are not engaged in teaching, to make up weekly and other returns, each taking several schools, thereby releasing the teachers from these duties and enabling them to devote their whole attention to the instruction of the children. This plan is much praised. It might be adopted with advantage in Hobart, and at a very little cost. The Visiting Officer might do this besides his other duties, at an outlay to the State of about £25 a year.

(g.) *Tree Planting.*—Some arrangements should be made by which English trees should be planted in all the play-grounds belonging to the Public Schools of this Colony. They would shelter from the heat in summer, and they would not prevent the little sun in winter from reaching the children in their recreation time. Where it is possible, small garden allotments of a few yards square should be given to the elder pupils attending each school, so that habits of industry, economy, &c. might be cultivated by the children.

(h.) I thoroughly agree with the Board's Rule No. 20, and I believe nine-tenths of the other masters agree with me. A teacher who works hard all the week does an injustice to his school if he engages himself to heavy work on Sunday. He wants all the time that he is not employed in public school duties to rest his mind. It is a well-known fact that if it were not for this Rule many masters, especially in the country, would be morally bound to preach, superintend Sunday Schools, &c., or they would in all probability lose the assistance of those who are best able to assist them in keeping up the numbers of their schools. This Rule protects them.

(i.) *Salaries of Assistants.*—With regard to the new Rule concerning the increase of the salaries of assistants, I quite agree that they should have more pay, but I think it exceedingly unjust that this should come out of the masters' incomes. In these prosperous times, when all other public servants are having an increase of salary, the masters of the large Public Schools are to have a *reduction* so that the assistants may have more. The Head Teacher is not even consulted on the matter of disposing with part of his income; neither is he offered compensation for this breach of contract. The master, at the time of his appointment, entered into an agreement with the Board of Education that he was to receive the *whole* of the fees. The assistant entered into no such contract. The arrangement would have been just enough if the master had been offered a corresponding increase to his small salary as compensation. I should like to see every teacher share in the profits of the school he is in, providing that the Head Teacher is not a loser.

TUESDAY, MARCH 27, 1883.

F. PEDDER, *Esq.*, Superintendent of Police, Hobart, called in and examined.

1. *By Mr. Braddon.*—You are Mr. Frederick Pedder, Superintendent of Police, Hobart. I am.
2. You have had opportunities of seeing a great deal of the waif and stray children of the Hobart population? I have.
3. Can you state the number of Hobart children between the ages of 7 and 14 who do not attend school? There are upwards of a hundred who never attend school.
4. What number of these are between the ages of 12 and 14 years? A large proportion of them.
5. *By Rev. James Scott.*—Do you think that those children who do not attend school are exempted by the permission of the Local School Boards? I do not.
6. *By Mr. Braddon.*—Where the exemption is sought under Section 3 of the public Act 37 Vict. No. 11, do you consider that there is generally good reason for the exemption? Upon enquiry made at several of the factories in the city there appears to be a large number of boys whose ages average from 9 to 14 years employed, receiving wages from 5s. per week upwards.
7. To what extent is exemption in all the cases of non-attendance authorised by Local School Boards? From enquiry made I am unable to ascertain that exemption has been asked for in any case for years past.
8. Does your experience point to the conclusion that an uneducated class is growing up in the City, that may become detrimental to the public interests hereafter? It does; and this conclusion is forced upon me by my daily experience of the evil results accruing to children from non-attendance at school of any kind; also from the great number of boys, and in many instances girls, who are nightly found by the police sleeping in coaches, carts, stable lofts, and back premises, and brought in to the Police Station. These children are frequently absent for weeks together from their parents, who in some instances seem to have no control over them, and in other cases the parents having control do not seem to care about exercising it. These vagrant children are taken to the Police Station at night only to be discharged in the morning, as we have no means of dealing with them. We generally dismiss them with a loaf of bread. I have sometimes proceeded against the parents of these children for neglecting to support them. The parents, when before the Bench, have made most profuse promises as to their future behaviour to their children,—promises that may have been given effect to for a short time, and then a relapse to the old state of things has taken place.
9. Is this vagrancy of the children generally attributable to neglect of parents to support them? Yes; and the neglect is generally fostered by the idle and dissipated habits of those parents.
10. Have you had an opportunity of seeing what was the subsequent career of these street Arabs, and to what extent they became useful members of society? I have; and the retrospection is not a happy one. The girls have generally become prostitutes; and in no one instance can I recall a boy brought up in this way who has ever done anything for himself, excepting, perhaps, an occasional single day's work, or shipping on board one of the vessels of our local whaling fleet. These boys ship as whaling hands only to return after an

absence of 18 months, spend their "lay" in evil courses in the city in the shortest time possible, and most frequently finish up by an appearance at the Police Court and a term in Gaol. This shipping in the whaling vessels is a most common cause of the neglect of children. Wives—mothers—frequently complain to us that their husbands have "shipped" for a term of perhaps 18 months, leaving them unaided to provide for the family during that period, with the risk, also, of the man returning at the expiration of that time totally destitute should the whaling voyage turn out unsuccessful; the women and their families are then thrown on the Benevolent Society. We have no means of preventing these men leaving their wives and families in this manner, as they are only embarking into a recognised mode of gaining a livelihood. Again, when the boys of this class grow to a size when they might be of some use in supporting their mothers and younger brothers and sisters, they not unfrequently get into bad company and get led away to intemperate excesses, and whilst in that state accept an advance from the shippers for the whalers, and are then compelled by law to go to sea, leaving their dependents unprovided for.

11. Do you think sufficient provision is made for the children of Hobart in the way of Infant Schools for those of tender age, Refuges for neglected or destitute children, and Reformatories for juvenile criminals? I think so, for educational purposes; but I do not think there are enough Refuges or Reformatories. I do not think the Boys' Home is nearly a sufficient provision for the destitute boys of our City. If another Reformatory could be established at once I am sure there would be a constant average of 40 or 50 inmates, who would be boys having committed some offence that would deserve a sentence of from three to four years in the Reformatory, during which time their minds and characters would become sufficiently matured to enable them to withstand temptation. We had to send four boys of this class to the Hobart Gaol the other day, having nowhere else to forward them.

12. *By Mr. Bird.*—Would the larger number of these waifs of the street be unfit, from their physical or moral condition, to attend the Ragged Schools of the City? Generally speaking, they are unfit.

13. *By Mr. Braddon.*—Are there any considerable number of children in the City for whom a Refuge or Reformatory is desirable? About fifty.

14. Can you give approximately the proportion of educated to uneducated offenders (native born) who have come under your official observation? In reply to the question that we always put to this class, a large majority state they can read and write, but I am unable to vouch for the truth of the statements.

MR. W. WITT *called in and examined.*

1. *By Mr. Braddon.*—You are Mr. W. Witt, Registrar of the Benevolent Society, Hobart? I am.

2. Has it come under your observation that many of the Hobart children, neglected and destitute, are untaught in any school? It has; there are a large number of this class. I observe this in my visits of inspection.

3. Can you explain how it is that these children are thus without means of education? Generally from great neglect on the part of the parents, but in some instances by the inability of the parents to provide the children with suitable clothing to attend school. This inability is frequently caused by the intemperate habits of one or both of the parents.

4. In the administration of charitable relief, does your department endeavour to enforce school attendance on the part of those children whose parents are on the relief roll? It does; they are obliged to present a copy of a certificate given by the teacher of the school at which their children attend. I place a form of certificate before the Commission.

School.

Hobart,

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I HEREBY CERTIFY that the under-mentioned Child _____ ha _____ attended the above-mentioned School during the Week ended Friday, the _____ for the number of days mentioned below.

Conductor.

No.	Name.	No. of Days attended during the Week.	Residence and Remarks.

NOTE.—This Certificate is to be presented to the Relieving Officer by the parent or guardian of the Children on the day of payment of Charitable Allowance.

5. *By Mr. Bird.*—Does the threat of the withdrawal of charitable relief generally result in the attendance of the children? In most instances it does.

6. Do many fail to bring the requisite certificate? Very few indeed.

7. *By Rev. James Scott.*—Is the relief withheld if the certificate is not produced? Only in extreme cases of persistence in not doing so, and then chiefly as a warning to others.

8. *By Mr. Bird.*—Do these children attend school with regularity? Yes, generally; though we have sometimes to administer a reprimand to parents for the irregular attendance of their children. On these occasions an excuse is always forthcoming as to illness, or being urgently required at home.

9. Have you observed whether this class of children become useful members of society? I believe many of them do.

10. *By Mr. Braddon.*—And do you attribute this to being the result of education? I do. Many of these children are very good scholars as far as their teaching goes.

11. Do you think that the tendency of the neglected or destitute children of our community is in the direction of habitual crime? I do.

12. Have you observed the necessity for extension of Refuges and introduction of Reformatories? I have; and their establishment and introduction would be the greatest boon that could be given to hundreds of our children.

13. *By Mr. Bird.*—Do you think that a more practical turn might with advantage be given to the education of these children,—I mean by industrial teaching? I do think so.

14. *By Rev. James Scott.*—Do you think that the fact of the compulsory clause being more strictly enforced would bring some of the waifs now in our streets within the operations of the Ragged and Free Schools? I do.

15. Have you observed the subsequent career of the neglected and destitute children of Hobart who have grown up without care or education, and will you say whether their careers are generally of utility to the community? During my 22 years' experience, the time the Education Act has been in operation, I have known a large number of boys and girls of this class whose names are to be found in the Police and Gaol records since they have grown up.

16. Do you think that education and the restraint that accompanies it would preclude such demoralisation? I do think so, to a great extent.

17. To what do you mostly attribute the vagrancy of the Hobart children? To the neglect of the parents, and then drunkenness. There is no getting away from the fact that intemperate parents invariably neglect their children.

18. Are there any considerable number of children in Hobart for whom such a refuge as the Boys' Home is desirable or necessary? The number is great, but I cannot exactly say what it is, as they have distinct Ragged Schools.

19. *By Mr. Bird.*—Do you visit the Free School? I do. I am a member of the Local Board of the Murray-street Free School.

20. Are all the children in the Free School of destitute parentage? I believe they are; they are supposed to be so. The schoolmaster under our Board acquaints us with any change of circumstances by which parents may be enabled to pay; their names are taken down, and they are compelled to do so.

21. *By Mr. Braddon.*—Is there any objectionable admixture of criminal with non-criminal classes in the Free School? Not that I know of.

22. *By Mr. Bird.*—Is there anything in the character or the habits of the children who attend the Free School which renders them unfit to be scholars at the Public Schools? No, there is not. Generally speaking, I see nothing in them which should exclude them from a Public School,—nothing but the inability of the parents to pay fees.

23. You are not aware of the attendance of any criminal children or those of criminal parentage at the Free Schools? I am not.

24. *By Mr. Braddon.*—Does your School Board frequently meet for dispatch of business? Not frequently.

25. Is the powerlessness of Local Boards a cause of apathy in its members? I think so, to a great extent.

26. Can you say to what extent the non-attendance of Hobart children at school is authorised by Local Boards under provisions of 37 Vict. No. 11? Very rarely; a few instances have come under my notice. These exemptions from attendance were only granted for very valid reasons.

THE VERY REV. DEAN BROMBY *called in and examined.*

1. *By Mr. Braddon.*—You are the Very Rev. Dean Bromby? I am.

2. You have had opportunities of seeing something of the waif and stray children of the Hobart population? I have: there are two Ragged Schools in my Church district, and I am virtually Chaplain of the Girls' Industrial School, though not so in name.

3. Does your experience show that any number of Hobart children escape from all educational direction? It does.

4. Can you attribute this to any cause or causes? Speaking from information given me, it does. All who speak of the compulsory clauses of the Education Act say they are so deficient that children who wish it can escape from its control. An excuse which I find most productive of evil results is that of the parents who state that their children are being taught at home, or attend night schools, or that their services are necessary to them and so do not attend day school. Not being aware of any systematic working of night schools in Hobart, I think it would be a good thing to have these excuses investigated to test their truth or otherwise. Night schools, if developed and systematically worked, would, I am sure, greatly help education in the poorer classes. I say this from my own experience. Each winter we have a night school in Lower Collins-street attended by at least 60 boys, whom we find most eager to attend the school.

Many lads joined entirely ignorant, and are now well advanced in the elementary branches of education, and came to the school at first with the expressed idea that it was only for amusement. This school is conducted by voluntary agencies.

5. *By Mr. Bird.*—Do you think that night schools at which a charge is made would be equally popular with this class? A slight voluntary charge is made at this school, 2*d.* or 3*d.* a week. If night schools were managed in the same way, especially by ladies as at present, I think a small weekly fee would be gladly paid.

6. What number of children are there in the Girls' Industrial School, and are they entirely Protestants? Between 40 and 50,—they all profess to belong to the Church of England. We have had Roman Catholics in the school, but none since they have had an Industrial School of their own.

7. Then there is a similar institution for Roman Catholic girls? Yes, in Harrington-street. The late Father Dunne took me over it once. I know nothing further of it than that their system seems similar to ours, with the exception that it is managed by the Sisters of Charity instead of by paid teachers.

8. What class of girls are there in the Girls' Industrial School? Destitute children, not criminals.

9. Do you think these two schools are sufficient to meet the requirements of Hobart in this direction? I have never heard of a child being refused admission through want of space, and yet, from my knowledge of the destitute class, I feel many other children ought to be sent to similar institutions.

10. *By Mr. Braddon.*—What is the character of the teaching at the Industrial School? Very similar to the Ragged School system. Besides the Matron, they have a regular staff of teachers who instruct them in reading, writing, arithmetic, and needlework, as well as in domestic work. They contribute largely to their support by working, and would do more if they could get it. They regularly receive religious instruction on Sunday from ladies who visit the school; I impart it myself on other days.

11. Have you seen anything of the after career of girls educated at the Industrial School? I have; and the average career has been decidedly satisfactory, comparing it with the class of children from the Queen's Asylum. The girls go to service direct from the Home.

12. Is the supply of domestic servants from Industrial Schools equal to the demand? I should say, No.

13. Is there any adequate industrial teaching for boys in Hobart? I think there are many destitute boys who should be trained as tradesmen to a far greater extent than is the practice at the Boys' Home, where, I believe, they are only taught agricultural labour.

14. *By Mr. Bird.*—Do you think that it is the duty of the State to establish Industrial Schools for all the destitute and neglected classes of children, or should that be left to the philanthropy of the citizens? While preferring the latter course in theory, I think the present state of the Colony demands the former.

15. Do you consider that an extension of educational influence in the direction of Reformatories for juvenile offenders would have beneficial results? I do. And over and above this class there is a lower stratum of society verging on the criminal class who might well be reclaimed, and for whom Industrial Homes, if I may use the term, might well be established. Reformatories for convicted offenders are most necessary also to preserve the children so convicted of trivial offences from the contamination of the Gaol.

16. Have you had any experience of the Tasmanian system of Public Education? Yes, a good deal during the last 18 years, though not very recently.

17. Have you formed any opinion as to the operation and any defects of the present system? The only two points on which I hold any strong opinions are,—first, that the Local School Boards should possess greater power than is at present vested in them; if this greater power is given them I am sure there will be a corresponding increase in their usefulness. And, secondly, that no great improvement will take place until a Normal College for Teachers is established.

18. Do you approve of the recommendations of the Select Committee of 1882 as to extension of powers of Local Boards?—(See Appendix No. 1.)—Please consider the clauses *seriatim*. I fully concur with all the clauses contained in the recommendations of the Select Committee for 1882, with one exception. In Clause (4) I should suggest the advisableness of providing for necessary firing by the allotment of a sufficient sum by the responsible Minister. Experience has led me to believe that any other arrangement is unsatisfactory. I should like to see a clause introduced giving the Local School Boards more power in dealing with the question of *important* repairs and alterations in connection with the school premises.

19. Would not the purpose of a Training School for Teachers be to some extent attained by keeping a certain number of pupil teachers at one of the leading Public Schools of the Colony, the interest arising out of the Smith Endowment being devoted to cost of living of the poorer of this class? I think that would be the best plan of feeling our way to the establishment of a Normal School for Teachers?

20. Have you considered whether the central control of our primary educational system would be better vested in any other hands than those of the Board of Education? I have long felt that it would be advisable to have a responsible Minister of Education. I am also in favour of the appointment of a paid professional departmental Head to the Education Department; but at the same time I should not like to see the present Board of Education done away with unless it was found quite impossible that the two systems could co-exist. The Board of Education has done good work in its time.

21. *By Mr. Braddon.*—Would you approve of a Central Board constituted solely of nominee members? Hardly; I think that the elective system would be the best. It seems to work well in England. I am not quite sure whether the Colony is ripe for the system yet, but I am confident the principle is a sound one.

22. *By Rev. James Scott.*—In your opinion is the present constitution of the Council of Education a satisfactory one? I certainly am opposed to its present system of self-election, which I consider entirely

opposed to the whole spirit of legislation of the present day. I cannot say I have seen any other great blots in the system and constitution.

23. *By Mr. Braddon.*—Do you think it desirable to enlarge the Council by adding to the number of its members? I am in favour of such an enlargement.

24. *By Rev. James Scott.*—Would you think it desirable to establish additional scholarships of, say, £100 per annum each, to be tenable either at British or Colonial Universities? I think, considering the increase of population in Tasmania, and the rapid development of education, that it would be well to increase the number of prizes. If two scholarships were requisite some years ago, more are most certainly needed now.

25. *By Mr. Bird.*—Is it your opinion that compulsory education should also be free? Or is it undesirable to make it free to any except those who are unable to pay for it? I am not in favour of a sweeping system of free education, as it seems to me to be an injustice that those people who pay individually for their own children's education should have to pay for other people's tuition by taxation.

26. Do you find that the provision for religious instruction in Public Schools is generally satisfactory? In theory I think it is.

27. Is it well to make it every teacher's duty to give religious instruction at certain hours, or is it sufficient to give facilities to clergymen or teachers who wish to do so to give such instruction at certain fixed hours? I think religious instruction at stated hours on the part of teachers should be optional, and not compulsory. Ministers of religion could also be admitted, as at present, at certain stated school hours. I think this could be managed without much friction or unpleasantness.

28. Do you think that a system of payment by results, based on examinations in secular subjects, would be better than the present mode of paying teachers? I think that the initiation of such a subject would often tend to the encouragement of teachers in country districts.

29. Would you be in favour of the establishment of denominational schools which should be supported by a system of payment by results? I think any denomination should have the opportunity of endeavouring to establish schools assisted by such a system.

30. Do you think that the association of the paying with the free children is desirable? I am in favour of the two classes being taught in the same school.

31. Do you think that the presence of the free children ever deters the better class from attendance, or that the presence of the better class deters the free? I do not think either class deters the other from attending to any large extent. I certainly have never known an instance of a free child having been kept away by the presence of the better class, and I think whatever partial evil may arise from the admixture of the classes is more than counterbalanced by the good which follows.

32. *By Rev. James Scott.*—Have you thought of any means by which the State might encourage education in remote districts by the establishment of Half-time Schools and schools with an average of 20 attendants? I think I should like to see the minimum attendance lowered to a certain extent,—what extent I am not prepared to say.

33. Do you think that all who engage in teaching as a profession should have certificates of competency, whether connected with the Board of Education or not? I do.

34. Do you consider it advisable that the employment of young children in factories should be restricted by legislation? Judging by England's experience, I say most decidedly Yes.

35. *By Mr. Bird.*—Do you consider that the children of the Ragged Schools are of such a class as might well be taught in the Public Schools? I think the Ragged School children are best taught in those schools, and would probably be neglected if not taught in that class of school.

36. If the Ragged Schools were brought under the Board of Education as Free Schools, do you think that the benevolence of the present friends of the Ragged Schools would be continued towards the children? I think they had better remain as they are at present,—not under the Board of Education. It is a great point to have an outlet for benevolence, and I question much if that benevolence would be continued if these schools were placed under the care of the Board of Education.

37. *By Rev. James Scott.*—Was it the intention of the original founders of Christ's College that it should be a denominational institution? I think it was, most decidedly,—both that of the original founders as well as that of those who re-established it on its present basis; but I think it was also intended that the advantages of the College should be shared by students of all denominations.

38. *By Mr. Braddon.*—What is the connection between the Christ's College of Sir John Franklin's scheme and the subsequent institution? I am unable to answer that question.

39. As a member of the Council of Christ's College, do you consider that the College as at present conducted fulfils the purpose of the founders, or is of real practical advantage to the cause of Education? It fulfils the purposes of the founders as far as it goes, and is of value to the cause of Education to the limited extent of the students now studying therein.

40. Would you call the College a success at present, or say that it promises to be the nucleus of a University? I cannot honestly do so at present; but I see no reason why it should not be the nucleus of some future effort in the direction of a University, even retaining its present denominational character, but to be open to students of all denominations.

41. *By Rev. James Scott.*—Could you not suggest some means by which, through the action of Parliament or otherwise, the endowments connected with the College might be more fully utilised than at present without doing injury to the original intentions of the founders? Certain means to this end are, at the present time, before the Council of Christ's College.

42. *By Mr. Braddon.*—How often do the Council of Christ's College meet? Quarterly regularly, with occasional special meetings.

WEDNESDAY, MARCH 28, 1883.

THE REV. F. E. STEPHENSON *called in and examined.*

1. *By Mr. Braddon.*—You are the Rev. F. E. Stephenson? I am: the Superintendent Minister of the Wesleyan Church, a member of the Ragged School Committee, and have been on Local School Boards both in the town and country.

2. Speaking from past experience, do you consider that Local School Boards are properly constituted or have sufficient powers? From my own experience I think Local School Boards are very far from being invested with proper powers, and I have been greatly dissatisfied on this matter. I was on the Local School Board at St. Leonard's for a period of three years, during which time I was never summoned to a single Board meeting. When I left Launceston I sent in my resignation to the Central Board of Education, and complained of having been so entirely ignored. I never received any answer to my letter, nor heard of any particular attention being called to it. I think, also, that the election of Local School Boards might safely be entrusted to the ratepayers in each district, and matters of local interest connected with the school placed in the hands of the Local School Board to deal with,—this in itself would be an education for the community generally. Under the present system Local School Boards are apathetic.

3. To what do you attribute this apathy? to want of power to act? Most certainly.

4. Could a sufficient number of competent educated gentlemen be secured for the St. Leonard's Local Board if there were inducement to act in that capacity? I think so, as it is a district where a number of educated gentlemen reside. I again say that more power and responsibility might well be entrusted to Local School Boards, even to the extent of appointing teachers. I am sure that this extension of Local School Board powers would be beneficial to the cause of public education. I speak from experience gained in connection with the Boards of Management in Victoria.

5. Do you consider it advisable to supersede the present system under which each school has its Local Board, in favour of School Districts,—i.e., two or more schools grouped together under the control of one Board? In some cases it would be desirable, though in many it would be unnecessary. The only possible objection to such a system would be that it might give rise to local jealousy.

6. Do you approve of the extension of powers of Local Boards recommended by the Select Committee of 1882?—(See Appendix No. 1.) Yes.

7. Are you in favour of having a Central Board of Education, or a paid departmental Head subordinate to a responsible Minister of the Crown? I have no very decided opinion on the subject, but if a Minister of Education be appointed I think it would be better to have a Board of Advice to co-operate with him. In view of the fact that a Minister of Education in Victoria has used his position as a political engine, I am rather uncertain as to the advantage of the appointment of such a Minister to act with a paid subordinate alone.

8. *By Mr. Bird.*—Do you, in your capacity as a clergyman, visit any of the Public Schools to impart religious instruction? I do not.

9. Is it customary for ministers of your denomination to visit schools for such a purpose? I do not think it is; there may be individual cases, but I do not think it is done to any extent. I have not time to visit regularly, and I think irregular teaching of that sort is of but little value.

10. Do the children of your denomination generally attend Sunday School? They do.

11. Do you approve of the Regulation of the Board of Education which directs every teacher to give religious instruction to the children? I do, perfectly.

12. Is it well that all teachers, irrespective of their character and fitness to give religious instruction, should be compelled by the Regulations to impart it? I do not see any particular objection to it. I think the religious instruction that teachers are expected to give is simply the Bible in its historical character, and I think this may well be imparted by the teachers. I think the very fact of the recognition of the necessity for religious instruction in schools, and the requirement made of the teachers to give such instruction, would be likely to exert a beneficial effect in maintaining the moral character of the teachers and the pure tone of the school. I should much deplore any change which would make the Public Education system of the Colony entirely secular. I do not see what justification the Government has for taking the management of Public Education unless it does give religious instruction. Public Education by the State is only justified by the fact that it tends to ensure greater morality, order, and security; and I believe no system of Education would effect these objects unless it be based upon religious principles.

13. Do you think that the moral training of the children is sufficiently secured by the instruction given by teachers in Scripture history and narrative? I do not quite know. I should like to see more instruction given, but at the same time I believe if more was attempted it would give rise to opposition to any instruction on religious subjects being given at all. I think that the present facilities which are afforded to clergymen to give religious instruction, in addition to that given by teachers, is sufficient.

14. If the State undertakes to give religious instruction, should it not also see that its teachers are qualified to give it? I think persons who are fit to be teachers at all, and whose moral character is such that they are deemed worthy to be placed in the care of children, may safely be entrusted with the religious instruction that is required by the Regulations of the Board of Education.

15. *By Rev. James Scott.*—Would you be satisfied to entrust the instruction of your children in Bible history and narrative to a Roman Catholic teacher, for instance? I should have no objection, and would far rather they should be so taught than have religious instruction omitted altogether.

16. *By Mr. Bird.*—Would you regard an irreligious teacher, a sceptic, or what you would call an unbeliever, as a proper person to give religious instruction? I should not regard such a person fitted to fill the position of teacher, and should regard avowed infidelity as a sufficient ground of protest against his appointment as a teacher in the first instance. I should not object to an unbeliever, in any other sense than that of an avowed infidel, giving religious instruction, provided he was a man of moral character.

17. But you would prefer that such instruction should be given by better qualified teachers and clergymen? Yes, certainly.

18. If every facility is given to clergymen and religious teachers to instruct children in school at some time during the day, would not that meet all requirements? I prefer to hold to the present system, by which there are not only facilities given for religious instruction, but teachers are also expected and compelled to give it. If it were left optional to teachers, little or no instruction of the kind would be given.

19. *By Mr. Braddon.*—Is there, so far as you know, any general or considerable feeling of jealousy in respect of religious matters among those connected with Tasmanian Public Schools? I have met with no feeling of the kind amongst parents or the public generally. I think objections of that kind are entirely confined to a few theorists.

20. Would it be calculated to improve the class of teaching if all teachers, whether in public or private schools, were required to pass examinations and take out certificates? I do not think the state of the country would justify that course, and that in many places in the country districts it would stop education being imparted altogether, there not being sufficient inducements for a highly qualified teacher to open a school in a thinly populated district: I am speaking of private schools. I think, with regard to public school teachers, that they should be compelled to have certificates; but, at the same time, I think their remuneration should be increased in proportion to the excellence of their certificates. I have noticed that some public school teachers are not competent, but I think if the salaries were better good teachers would be more plentiful.

21. What is your opinion as to making education free as well as compulsory? I do not think it desirable. I think it better to let those pay who can do so,—they will appreciate education more, and I think secure a more regular attendance at the schools. At the same time I should like to see poor parents dealt liberally with as regards their children's schooling.

22. Does not the payment of fees by some, whilst for others the fees are remitted, cause jealousy and unpleasant class distinctions? I know the system sometimes causes unpleasantness and dissatisfaction amongst the parents of school children, some of whom state that the children of neighbours quite as well off as themselves are being educated at the expense of the State whilst they are compelled to pay for their children. There is no distinction made by the children themselves as to free or paying scholars unless the teacher sets the example.

23. Has not the fee system this result,—that a good teacher may hesitate to enforce attendance in which he has a direct pecuniary interest? I have never heard of any delicacy of the kind on the part of teachers; but I think there should be some public prosecutor to enforce attendance, and relieve the teachers from such a duty.

24. *By Rev. James Scott.*—Do you think that the standard of education in our Public Schools might be raised with advantage, and its basis widened so as to embrace Mathematics and Classics, and thus prepare scholars better for the higher schools? I fancy the present standard in the Public Schools is quite sufficient, and that the exhibitions to superior schools meet all requirements. Teachers also give extra instruction in the higher branches of education out of school hours.

25. You are a member of the Council of Horton College? I am.

26. In that capacity have you considered the constitution of the Council of Education, and do you approve of it? I think that the constitution of the Council of Education would be more popular if it were of an elective and not a nominee character, and the public would have far greater confidence in it. I think it most objectionable that the Head Masters of two or three of our large schools should be on the Council of Education unless the same privilege is extended to all schools of a similar class. The Managers of Horton College have always found it a grievance that the Principals of other schools were in the Council and the College was entirely unrepresented. I do not object to individuals, but only to the system on principle. If those Principals of large schools now on the Council of Education were other than the honourable men they are, their pupils might possibly obtain an advantage by the subjects fixed and arrangements for examinations being made to suit them.

27. In addition to existing Tasmanian Scholarships of £200 a year, do you think that it would be advisable to institute others of less value, say £100 a year, to be held in Colonial or British Universities? I think it would be well to do as much in that direction as possible, but I doubt if more can be done at present. From common report I gather that there is a sufficient strain on the public liberality already.

28. *By Mr. Bird.*—Would you be in favour of the establishment of denominational schools which should be subsidised by the system of payment by results of secular teaching? I am not.

29. Do you think that that is the general feeling in your denomination on the question? I think so; I am sure there is no general desire to disturb the present system.

30. Can you offer an opinion as to the best method of educating the waifs and strays of our larger towns? I am not prepared to give any definite answer to that question.

31. *By Mr. Braddon.*—Are you in favour of the restriction laid upon teachers in respect of their acting as lay preachers? No, I am not. No specific restriction is laid upon teachers as to the employment of their time out of school hours, except in regard to acting as lay preachers and Sunday School teachers; therefore I consider this distinction a most invidious and unworthy one to make. Teachers do not require it for their protection; neither does the Board require it for its protection. Any case of a teacher neglecting his school work, or acting indiscreetly out of school hours, can be dealt with by the Local and Central Boards on its own merits.

32. Will you favour the Commission with your opinion upon the recommendations of the Select Committee of 1882 as to—(a.) Training School for Teachers. (b.) Standard of regular attendance. (c.) Factory employé law. (d.) Standard of competency.—(See Appendix No. 1.) On these points I approve in general of the recommendations of the Select Committee.

33. Have you any further remarks to make upon existing defects in, or possible improvements of, the present system of State Education? I think in its principles the present system is a very good one, and well satisfies the people generally. Improvements are wanted principally in its administration, central and local, and a more liberal expenditure is required in order to secure better buildings and better payment of teachers.

THE REV. FATHER SHEEHY *called in and examined.*

1. You are the Rev. Joseph Aloysius Sheehy, a Minister of the Roman Catholic Church? I am.
2. You have had experience in the public system of primary education in Tasmania? To no greater extent than having been a member of the Local School Board at New Norfolk some years ago, and as a visitor of St. Joseph's and St. Luke's (Free) Schools.
3. Are there any other institutions of a similar class for the destitute Roman Catholic children in Hobart? No; except at the Convent, where there is an elementary school for poor children.
4. Or in other parts of the Colony? There is another convent in Launceston, but I think all children are charged an admission fee there. At the Church of the Twelve Apostles in Launceston there is a distinction between the different classes of children in the schools, but a charge for education is made there also.
5. Speaking from your experience as a member of a Local School Board, do you consider that the present system of public education is in all respects satisfactory? I may state that from the first I have been opposed to the whole system, and that speaking from my own experience I consider it futile, if not worse, as I always have been convinced that Local Boards were powerless to do what was expected of them.
6. In what particulars did you find the system defective in its religious aspect? The first and leading fault I found with the system in my time was that the hour in the morning placed at the disposal of clergymen for imparting religious instruction to children was a most inconvenient time for them. You say the time now is the first and last half hour of the school day,—those times would be equally inconvenient for ministers of religion. My own impression is that religious education should be spread through the whole of the day, so as to pervade and permeate the whole order, discipline, and teaching of the school from its opening to its close.
7. Is there not, in respect of the bulk of the children attending Public Schools, opportunity for obtaining religious instruction outside the school-room, whether by Sunday Schools or home teaching? Yes; but not of a nature that will be of any practical good to the children in their after lives, especially the children of the present day.
8. Do you think that the religious teaching as conducted by the teachers should go further than it does at present? The system at present neither inculcates religion nor excludes it. In my humble opinion there can be no system of teaching religion that is not exclusively doctrinal and dogmatic too; in that sense teachers of public schools, simply as teachers, are not competent to give adequate religious instruction, especially where children of different denominations come under their charge.
9. What, then, is the method by which you would propose securing doctrinal and dogmatic teaching in the Public Schools? The question is so large, and the experience of America being before us, I should think I am justified in saying that there is but one solution to the difficulty,—either to have religious schools, or non-religious schools, in the strictest sense of the word.
10. Under existing conditions do you think it practicable to have religious schools throughout the Colony? Judging from what I happen to know of this and two of the neighbouring Colonies, I think the difficulty would not be so formidable as at first sight might appear. There would at most be only three classes of schools,—schools to meet the advanced ideas of the day,—free, secular, and compulsory; schools in which the Bible is permitted and ordered; and schools which our Church, and possibly a portion of the Anglican Church, would possess in every sense of the word, having masters of our own religions appointed to their charge, and the school atmosphere permeated with and pervaded by religious influences during the whole of the day.
11. How would you propose giving effect to this system in localities (such as exist largely in this Colony) where the school attendance is little over the minimum required by law (*i.e.*, 20), and the different creeds are three or four in number? In those instances it would, of course, be impossible to carry out my proposals. I think that in the present state of the Colony we happen to be in a better position than either Victoria or America are to fix on one general system of public education, as we should not have vested interests or such like obstacles to hinder us from adopting either the Poor School Catholic Committee plan in dependence upon the Privy Council in England; or the fair and simple plan of "Payment by Results." I presume the present system of education here will be succeeded either by a Public School system such as they now have in Victoria and America, or by a comprehensive scheme in which the State will provide for the secular education of every child in the land at the same time that it respects the parental rights and duties of every father in the land. In this latter scheme those outlying schools could be provided for somewhat as they are at present, but where those who wish to have religious as against non-religious schools will be paid for them if they comply with whatever orders are laid down by the regulations of the central authorities for education.
12. Have you observed any religious jealousy or antipathy in those of different denominations who, as parents or children, are connected with the Public Schools? I cannot say that I have. It is not the case amongst growing school children, but this is due to indifference on the part of the children to any religion at all,—another objection to the establishment of non-religious as against religious schools. I am glad to see, however, that in the children of old colonists there will never be those fierce, easily aroused outbreaks of religious antipathy that their parents may have been tempted to give way to.

13. What do you mean by non-religious? By non-religious I mean where there is no Bible reading or religious instruction whatever. This prohibition of the use of the Bible has been one of the great difficulties in which we have been placed, by being obliged to join the secularists against our wish in not allowing the Bible to be read in Public Schools, though the whole system of our religion is to accustom the young with the name of God and the works of Christ. I also mean by a non-religious school, one in which this world and utilitarianism is the sole teaching, and Christian teaching as such is ignored in connection with the sanctioning of a hereafter.

14. Would you prefer a non-religious system to the present one if you could not get religious schools established? I have no preference or no choice; but I would only accept a system by which our own religion is taught by our own teachers, and I would concede the same to other denominations in any and in every way they could ask it.

15. From your knowledge of the Colony, do you suppose that the system you desire can be adopted anywhere except in the cities of Hobart and Launceston? Yes, in other but not in all parts, especially when we are going to make a new departure. We have no vested interests to abolish as they have in Victoria; and a simple plan would be to treat all as the Roman Catholic School Committee was and is dealt with by the Government in England,—that is to say, where we can have proper school buildings and duly certified teachers, and the requisite average attendance, Government grants are given by Parliament. We have such schools, receiving no aid from Government, in Brighton, Port Cygnet, and Oatlands, &c. We have been keeping up these schools even at the disadvantage of receiving no Government assistance. We could do far better if we had even only a share of the Government aid, and I do not see any difficulty in any other system that may be proposed working harmoniously with that which we ask for.

16. Would you recommend that the standard of secular education be raised in our Public Schools, whether the system of religious education you desire is established or not? Decidedly; and in the system I am speaking of I would like it especially, because I am persuaded that the competition that would be given rise to by granting those who desire religious schools what they want, would be made still greater, and such subjects would then be added to the educational course as would at once prepare the children for the technical duties of life which are at present greatly wanting in our system.

17. Would not the raising of the standard as you recommend unnecessarily interfere with private school enterprise? Not under a general system of Government aided education such as we should have then; and, under any circumstances, it would not interfere with such schools as the High School and Hutchins' School.

18. Would you recommend the establishment of superior Public Schools? In large towns I think something might be done in that way.

19. Do you approve of primary education being compulsory? Under reservations necessitated by my former answers, Yes.

20. Would you approve of education being free? In the present circumstances of the Colony, I think not. When the idea was first started it was for the benefit of the gutter children, and they are not the children who have benefited by the change. I think a small fee might well be paid.

21. Do you think that there is sufficient provision for the education of the gutter children of our large towns? Judging from what I see about me in Hobart, I should think not.

22. Could you offer any further suggestion in relation to needed improvement or alteration in our entire educational system? None, further than that in the interests, as I sincerely believe, not of *this or that* denomination of Christians, but of Christianity itself, the Commission will in their wisdom lay the stress it deserves on any system of public education, whether similar to the Canadian plan or that of the voluntary schools in England, or a comprehensive scheme such as I spoke of in answer to Question 11, that may come under their notice, that will ensure full liberty of action and confidence to all as regards the method of combining religious with secular education for the children of all parents who conscientiously make the demand in that sense. So that if some citizens wish to maintain schools exclusively secular, let them by all means have their full *pro rata* share of the public moneys set apart for education; if other citizens wish to have religious, or, as it is called, denominational education, let the State help them also: and let such aid be in every case proportioned to the numbers benefited, and the success obtained in such instruction as the State judges necessary to form good citizens. In this way, I respectfully submit, the school grievance, from a religious point of view, would be banished from politics, and, whilst enhancing the efficiency of the teachers by introducing the leaven of competition between their various schools, a cordial feeling of amity, arising from the fact that all know they have equal rights and privileges, would reign between the members of the different religious denominations; and so all would be content, both people and State,—the former by fair play and even-handed justice, the latter by simply paying for what it contracts—*i.e.*, “payment by results.”

THURSDAY, MARCH 29, 1883.

MR. A. IRELAND *called in and examined.*

1. *By Mr. Braddon.*—Your name is Alexander Ireland, and you are Principal of the Scotch College Hobart? I am.

2. Speaking from your experience of Tasmanian Education generally, do you think that the present system works effectively? I think it might be greatly improved.

3. Will you point out the directions in which you think improvement might be attained? As the Principal of a private school I have felt the course hitherto pursued in disposing of the Council's Exhibitions extremely unfair. Candidates from private schools have to compete with those from what were

formerly called "superior," and which I still regard as *privileged schools*. If our candidates fail to secure an Exhibition, we have to suffer the discredit of such failure; if they succeed, we lose them, and, in many instances, those associated with them. In this way private schools are drained of their very best material, and clever boys who would in all probability continue their studies where they were so successful, are, in consequence of the Council's regulations, drafted off to recruit the ranks and swell the Degree list of the few privileged schools. The public have been so habituated to the removal of successful candidates from private to superior schools that they now seem to consider such a course absolutely necessary to the holding of these Exhibitions. Thus a prejudice has been created in the public mind against private schools, and the healthy emulation which the granting of these Exhibitions was intended to stimulate is neutralised, and the object of their institution in a great measure defeated. In my opinion the evil complained of would be remedied by making the Exhibitions tenable at the school where the Exhibitioner was trained, unless it can be shown in any particular case that the teaching staff of that school is incapable of qualifying said Exhibitioner for the A.A. Degree examination.

4. *By Rev. James Scott.*—Will you point out the direction in which you think the constitution of the Council could be satisfactorily altered? I think it should be placed either on a wider, or a much narrower basis than it is at present; no Principal of any school should be a member of the Council to the exclusion of other schools; and its meetings should be open to the Press.

5. *By Mr. Braddon.*—Will you particularise the manner in which you would propose to extend the basis of the Council? I am not prepared to do so; but if the future education of the Colony is to be presided over by a Council, it should be a more representative body than it now is. I am of opinion that the whole system of Public Education would be placed upon a more satisfactory footing if it were worked under the control of a Minister of Education. Such an officer would be responsible to Parliament for his administration, and Parliament being composed of representatives of the people, a guarantee would be afforded that the Educational Act would be carried out to the satisfaction of those who contributed by taxation to support the system.

6. Your replies to the above questions mainly refer to the effect of the present educational system upon Private Schools: will you state any defects you are aware of in the existing control or conduct of the Public Schools? I have been told that undue attention is given by some teachers to a certain class of pupils attending their schools to the neglect of the junior classes and poorer scholars. I think the original design of Public Education was to educate in the elementary branches only those children whose parents were unable to do so. As matters now stand, many parents well able to send their children to high class institutions prefer sending them to Public Schools only on account of the lower scale of fees.

7. Are you acquainted with any other defects of the Public School system apart from the prejudice of the interests of private schools? I have not given the subject much thought, but I have frequently heard it said that more attention ought to be given to the class of children for whom the Public Schools were originally intended.

8. Do you think the existing control by a Board of Education satisfactory? I think the whole scheme of Education would be better administered if under the control of a responsible Minister, as suggested in my reply to the fifth query.

9. Are you in favour of the system of control recommended by the Parliamentary Select Committee on Education of 1882?—(See Appendix 1.) I should prefer it to the present system.

10. Do you approve of the recommendations of the above Committee as to the re-constitution of Local Boards and extension of powers of those Boards? I quite agree with them.

11. Would it be desirable, under these circumstances, to have a Central Board of Patronage, to preclude the abuse of patronage by the political head? I think it would.

12. What are your views as to the recommendations of that Select Committee as to—(a.) Training School for Teachers. (b.) Elevation of standard of education. (c.) Standard of regular attendance (d.) Factory employé law. (e.) Standard of competency. (f.) Free and compulsory education?—(See Appendix 1.) See my answers to the questions contained in the circular you sent me.

13. Do you think it desirable that all teachers in public or private schools should be necessarily certificated? Some precautionary measures should be adopted to prevent unskilled teachers or immoral persons being entrusted with the education of children. But good scholars do not always make good teachers, and many really excellent teachers would fail to do themselves justice in a competitive examination where good scholarship was the main test; hence the injustice of subjecting all to the same rigid examination, and classifying teachers according to the results thus obtained.

14. Have you any personal knowledge of the extent to which educational influence fails to reach the destitute, neglected, and criminal classes? I know there are many neglected waifs in our midst receiving a vicious education and immoral training, who will doubtless ere long punish society for its culpable indifference and neglect. By educating and caring for these neglected ones now, the State would save itself the expense and trouble their future crimes must entail.

15. *By Rev. James Scott.*—Do you think the system of Public Education would be benefited by the reservation of public lands to the extent of, say, 10 or 20 acres in the neighbourhood of schools wherein such lands were available? I do not see the necessity for reserving so large an area as 10 or 20 acres. In all townships there should be a sufficient reserve for school premises and large play-ground.

16. Do you think that youths studying in the Colony, whose parents may not be resident in Tasmania, should be disqualified from holding Exhibitions under the control of the Council of Education, or the Tasmanian Scholarships? I am not prepared to give a decided opinion on this matter, although I am inclined to think the native-born youth of the Colony deserve some consideration and protection in this matter.

FRIDAY, MARCH 30, 1883.

MR. ROBERT ANDREW MATHER *called in and examined.*

1. *By Mr. Braddon.*—Your name is Robert Andrew Mather? It is. I am Chairman of the Benevolent Society and of the Boys' Home Committee, and also a member of the Central Committee for boarding out destitute children, and of the Ragged Schools Committee. Members of the Boarded-out Children's Committee always see in their visits that those children attend both day school and Sunday school.

2. Does your experience in connection with these institutions tend to show that sufficient provision exists in Hobart for bringing neglected, destitute, and criminal children under educational influence? At the Benevolent Society we always make it a rule that the children who do not attend school do not have their rations issued to them. I do not think anything like the whole of the destitute children in our streets attend school, and there are a great many yet to be reclaimed. There is a Reformatory about to be established for the criminal class of destitute children at the Cascades by the Government; the building, which is well adapted for the purpose, is now in course of preparation.

3. Can you now say, or can you ascertain approximately, the number of infant waifs for whom no present provision exists? I am not aware of the numbers, nor can I estimate them; but they are considerable.

4. At whose instigation is this Reformatory projected? At the instigation of a Committee of gentlemen, of whom Mr. J. B. Mather was one.

5. By whom is provision to be made for maintenance of this Reformatory? By the Government; but it may possibly be aided by voluntary subscriptions.

6. *By Mr. Bird.*—Who is to have the control of the Reformatory? It will be entirely controlled by the Government.

7. Do you suppose that the functions of the Committee will cease as soon as the Reformatory is established? I do not think so.

8. Has any agreement been made between the Government and the Committee in reference to the conduct of the Reformatory? No.

9. Do the boarded-out children and the children of parents assisted by the Benevolent Society attend the Free School and Ragged Schools? They do.

10. Do you often find it needful to give clothing to these children to make them presentable at school? Sometimes; but the ladies of the Ragged School Committee supply most.

11. Do you think that many of the class within the school age are kept from school for the sake of what they may earn? In very many cases.

12. *By Mr. Braddon.*—Do you think it desirable to extend the system of industrial teaching in Hobart in view to bringing up children to useful occupations? I do, most certainly; and it is a great regret to me that the Boys' Home is only sufficiently large to receive about 35 boys.

13. Has it come under your observation that many children (the raw produce of honest and useful labour) are, for want of opportunity, growing up to swell the criminal class? Yes, it has; and there are only too many children of that description.

14. Is there at present in Hobart any system by which children of the criminal class are separated from others in schools or gaol? None; we have only the gaol to send them to. At the Boy's Home convicted children are not received, unless it has been for some very trivial offence. They are not kept distinct in any way when in gaol from the older and more hardened criminals.

15. I was under the impression that there were some other arrangements made besides that? There are also classes for religious instruction taught by ladies, and the children attend two services a day.

16. In the case of the Girls' Industrial School, can you inform us what caused it to be changed from an undenominational to a denominational institution? I cannot say. Since the Girls' Industrial School was established in the Barracks the girls have attended St. David's Church, and Mr. Bromby has filled the position of religious instructor to the establishment. The original intention was that it should have been entirely undenominational.

TUESDAY, APRIL 3, 1883.

THE REV. THOMAS KELSH, *of Campbell Town, Minister of the Roman Catholic Church, called in and examined.*

1. *By Mr. Braddon.*—Your name? Thomas Kelsh.

2. Have you had any experience of the Public system of Education in Tasmania? I am a member of several Local School Boards, and have always taken a great interest in the question of Education.

3. Speaking from your experience as a member of Local School Boards, do you consider that the present system of Public Education in Tasmania is entirely satisfactory? I do not.

4. Will you specify any defects that have come under your observation? I consider the want of proper religious training with the secular education a most radical defect in the system; also that the powers entrusted to Local School Boards are far too insignificant, and that if those powers are not enlarged that there is very little good in the existence of the Local School Boards. I also am convinced there is a large amount of moral injury done by mixing boys and girls together in large schools,—in many schools both sexes sit and work in class together. They should be kept distinct.

5. Do you approve of the extended powers of Local Boards recommended by the Select Committee of 1882?—(See Appendix I.) Please consider them *seriatim*.

Clause I. I agree with.

Clause II. I am opposed to. I would not leave the power of appointment in the hands of Local School Boards, nor the power of removing teachers, as some Local Boards might have private reasons for opposing the appointment of a teacher or working his removal that might not be shared by the majority of the parents of the children attending the school. I know of some instances in which the Local Boards have objected to a schoolmaster because of his religion, though acknowledging at the same time that he was a good teacher.

Clauses III. and IV. I approve of.

Clause V. I think this power should be left in the hands of the Central Board.

Clauses VI. to VIII. I am in favour of.

6. Are you in favour of converting Local Boards into District School Boards? To a certain degree I am, but would like to see such a system adopted in settled districts regarding schools within a radius of not more than ten miles.

7. Is it, in your opinion, desirable to vest the central control of the Education system in a Director of Education subordinate to a responsible Minister rather than a Central Board? I should like to see a responsible Minister of Education appointed, but the Board of Education still to exist and be in subordination to him.

8. Would a Board of Advice or Patronage, of which the Minister of Education would be *ex officio* Chairman, meet your view in this case? It would.

9. Do you agree with the Select Committee's recommendations as to—(a.) Normal Schools. (b.) Standard of regular attendance. (c.) Factory employé law. (d.) Standard of competency? I do, unreservedly. (See Appendix I.)

10. Are you familiar with the French system of public instruction as it existed in 1859–60? I am not.

11. You know that more than three-fourths of the French people were at that time members of the Church of Rome? Yes.

12. Are you aware of the fact that at that time the system of religious teaching in the French schools was almost identical with that now existing in Tasmania? No, I am not; and I can hardly think that such could have been the case.

13. *By Rev. James Scott.*—What defects in your opinion exist in reference to religious instruction under the present system, and what changes would you suggest? I think more attention should be paid to religious instruction than there is at present. It should not be confined to only one hour or half-hour in the day. I would not wish Bible teaching and catechising to go on all day, but there should be some plan adopted by which religious teaching could be indirectly conferred upon the children. This cannot be done in mixed schools; but if there was a system of payment by results, schools of different denominations could be established.

14. Could you give the Commission information of any system of education at work in any mixed community which meets your approval? From what I have heard and read relative to the Canadian system, I should recommend that a similar system be tried in Tasmania.

15. Do you know of any instances in which the religious convictions of the children of your Church have been tampered with at the Public Schools of the Colony? I cannot at this moment recall any direct attempt to proselytize children, but I have heard of many cases where those religious convictions have been ridiculed by both masters and pupils, and where Protestant teachers have exacted the attendance at Protestant religious instruction of Catholic children without troubling themselves to ascertain whether the Catholic parents objected or consented to such a course.

16. Have the priests, or other authorised parties in connection with the Church of Rome, been hindered in any way at any time from obtaining the freest access to the Public Schools in order to give religious instruction to the children of your Church? I know of no such case.

17. Have you thought of any means by which the State might encourage the education of children in remote districts, where half-time schools or schools with an average of 20 scholars cannot be established or maintained? Nothing, excepting a capitation fee. I think the Government should deal liberally with teachers in allowing a fee for each child.

18. *By Mr. Braddon.*—Is there not at present a general feeling of harmony existing between children of different denominations attending mixed schools? I suppose so, generally speaking; but there have been cases to the contrary in different parts of the country, and the harmony would not be imperilled by the establishment of schools in which religious teaching of a distinctive character would be given.

19. Do you think the payment by results system practicable in this Colony? I think so, in general centres of population; but there are some places where the system would not do, and where the general system might be necessary. We have denominational schools, supported by voluntary contributions, at Jerusalem, Tunnack, New Town, Port Cygnet, Brighton, Oatlands, Green Ponds, and Campbell Town, as well as in Hobart and Launceston.

20. To what extent do the children of your faith receive religious instruction in their homes or at Sunday Schools? In their homes I cannot say, except that they are taught their morning and evening prayers, and prepare their catechism, &c. for Sunday School where such schools exist; but it is difficult to get people fitted to conduct Sunday Schools in places where there are no resident clergymen.

21. Would you approve of Bible reading in mixed schools? Certainly not; for the Bible is too sacred a book to be made a class-book, and too difficult to be interpreted by any one's private judgment.

22. *By Rev. James Scott.*—How many of the children of your Church are there of school ages in Tasmania, and how many attend Sunday School? I have no statistics whereby to form an estimate of the number.

23. Will you add any suggestions that may occur to you in relation to the subject of public education? I would suggest that though the State may not pay from the public funds for religious instruction in school, permission should be given religious denominations to impart whatever religious doctrines they may think proper in their respective schools, whilst the State deals solely with the secular instruction imparted therein. As the Protestants generally of every sect appear satisfied with Bible reading in school as religious instruction, religious claims would be satisfied by providing three classes of schools; viz.—1. Mixed schools as at present existing; 2. Where Bible reading was permitted; and 3. Where religious teaching in conformity with Catholic views was imparted. Where the population was too scattered to warrant the existence of these schools the present Public School System would necessarily be made use of.

THE REV. ALEXANDER DOCTOR, of *Sorell*, called in and examined.

1. *By Mr. Braddon.*—Your name? Alexander Doctor, a Minister and Moderator of the Presbyterian Church.

2. Have you had any experience of the Tasmanian system of Public Education? I have, having been on eight Local School Boards for various periods.

3. Will you say how far you agree with the recommendations of the Parliamentary Select Committee of 1882 as to—(a.) Proposed change of central control. (b.) Re-constitution of Local Boards. (c.) Increased powers of Local Boards. (d.) Training School. (e.) Standard of regular attendance. (f.) Factory employé law. (g.) Standard of competency. (h.) Free and compulsory education.—(See Appendix No. 1.)

I approve of Clause I.

Clause II. I do not agree with, being in favour of a distinct School Board for each district. I am of opinion that local men on the School Boards would do well, if they got any encouragement, to act on behalf of their school. As an instance of the way in which Local School Boards are ignored by the Central Board, a gentleman was sent down to examine and report upon the necessary repairs to a school building of whose Board I was a member; no notice of this visit was given to the Chairman or any of the members of the Local School Board.

I agree with Clauses III., IV., and V.

Clause VI. I am also in favour of; but I should prefer to see the inspection once a year instead of twice.

Clauses VII. and VIII. are also an improvement.

A Training School for Teachers is necessary, but I have no wish to see education in the Training School made compulsory.

Standard of regular attendance is, I think, a very necessary measure.

Standard of competency I also agree with, to be open to children of 10 years of age and upwards.

Education to be compulsory, but not free.

4. Are you in favour of the introduction of a higher standard of instruction in the Public Schools? and, if so, to what extent would you have the standard elevated? I am, most certainly.

5. Do you think it desirable that the Public School system should trench upon the ground occupied by superior private schools? I do not think it could, for if a private school was doing good work it would hold its own, if it was not it would give way.

6. Is there any danger, in your opinion, of making a State system of compulsory (and possibly free) education too ambitious in character? I do not think so.

7. Do you consider it desirable that all Public School teachers should be certificated? I do, most assuredly. As an instance of the evil an incompetent teacher may do, I know of one school whose attendance roll was reduced by 75 per cent. in consequence of being held by such a class of teacher.

8. Can you suggest any change by which our Public School system could be made more effective in the industrial direction, and better calculated to bring under educational influence the waifs and strays of the chief towns? I know nothing of the system in Hobart, but I was examiner at the Greenock Reformatory for about six years.

9. *By Rev. James Scott.*—Do you think that the present mode of compulsory religious instruction could be modified or improved? I do not think it could. You cannot compel a minister to attend, though you can force the teacher to impart religious instruction at certain intervals. I certainly would not make the teaching either more dogmatic or doctrinal.

10. Would you approve of a system of denominational education? Certainly not.

11. Have you any other suggestion to make to the Commission? No.

HENRY HUNTER, *Esq.*, called in and examined.

1. *By Mr. Braddon.*—Speaking from your own experience as a Member of the Central Board, do you consider that that body has time and opportunity for the effective control of the educational system of the Colony? I do not.

2. Do you think the central control would be more effective if it were vested in a responsible Minister, with a paid departmental head subordinate to him, and a Board of Advice or Patronage to check the exercise of political patronage? The supreme control is, and has always been, vested in a Minister of the Crown (the Honorable the Chief Secretary), and I should think all desired ends might be attained by the appointment of a well qualified and well paid Departmental Head or Director, with such a Board of Advice as suggested.

3. Is it in your opinion desirable to extend the powers of Local School Boards in the direction indicated by the Select Committee of 1882?—(See Appendix 1.) I think their powers might be extended with great advantage, provided that in the necessary reconstitution of the Boards care be taken that the members possess the qualifications requisite to entitle them to occupy such a position.

4. Are you in favour of reconstituting the Local Boards by grouping schools together, as occasion demands, under one District Board? Yes, with a judicious selection of representative members of the principal religious denominations in such districts.

5. Will you favour the Commission with your opinion upon the following recommendations of the Select Committee of 1882?—(See Appendix No. 1.) (a.) Training School for Teachers. (b.) Elevation of standard of teaching in Public Schools. (c.) Standard of regular attendance. (d.) Factory employé law. (e.) Standard of competency. (f.) Education free as well as compulsory. (g.) Teachers to be certificated. I agree with the chief recommendations of the Select Committee on the above heads, but my many professional duties prevent me from giving the time to the consideration of these matters which they deserve. The period is approaching when I trust our increased population will justify the establishment of a Training School for Teachers. At present I believe such an institution would be found to involve too large an addition to our educational vote.

6. Are you satisfied with the present system in so far as the teaching is of a secular character, avoiding all doctrine or dogma likely to give offence to any of the children attending? I think the existing Regulations give all possible facilities for religious instruction in public undenominational Schools; namely,—a certain period is set aside in each day during which those properly authorised may visit the schools and give religious instruction to children whose parents desire it for them. This privilege, it is to be regretted, is not very fully taken advantage of, owing in a very great measure, I believe, to a want (in the generality of country schools at least) of proper class-room accommodation.

7. *By Rev. James Scott.*—From your remarks I gather that the work of the Central Board consists largely in ratifying the action of the Chairman and Secretary? It does.

8. What amount of discretion, if any, is vested in the Chairman and Secretary by the Central Board? The entire detail work of the Department is virtually in the hands of the Secretary (Mr. Richardson), an excellent and highly deserving officer, who conducts all correspondence, &c., subject to the direction and approval, in matters of importance, of the Chairman of the Board, whose invaluable services in this cause for so long a period are deservedly acknowledged by all classes. Affairs of minor importance are dealt with by the Secretary, probably sometimes without the Chairman's previous knowledge or concurrence. Communications that are considered by the Chairman of sufficient consequence, besides all the Inspectors' reports and other such documents, are circulated amongst the members of the Board for their perusal and remarks, and are then discussed at next meeting, unless some urgency in the meantime has rendered it necessary for the Chairman to take action, in which case that is reported to the meeting, and I think I may say invariably meets with approval. The Board for several years past has been called together only monthly, and a meeting not unfrequently lapses for want of a quorum.

9. What defects, if any, in your opinion, exist in the School system of Tasmania in reference to religious instruction, and what changes would you suggest? I cannot suggest, under our present School system, any advantageous change in reference to religious instruction: but I would urge that every possible encouragement and inducement should be given to clergymen and others who are charged with like duties to see that the opportunities offered by the Regulations are availed of, so that it may never be said there is a desire to exclude religion—which should form the basis of all learning—from our Public Schools.

10. Do you know of any instances in which attempts have been made to proselytize the children of your Church at any of the Public Schools of the Colony? I do not.

11. Have the authorised teachers of religion of your Church any difficulty in gaining access to the State Schools in order to impart religious instruction to the children of your Church? They have not, that I am aware of, beyond that arising from the want already referred to,—proper class-room accommodation.

12. *By Mr. Braddon.*—Have you any other suggestion to make in respect of the Tasmanian system of Education? At present I have not.

THE HON. P. O. FYSH *called in and examined.*

1. *By Mr. Braddon.*—Will you describe the principal results which followed the Report of the Royal Commission on Education in 1867? Compulsory attendance, the establishment of Local School Boards, free education, and an increase in the number of Inspectors; and, although deferred, yet ultimately the repeal of those regulations which necessitated local subscriptions for new school-houses ere their being provided.

2. As far as you have means of observing, has the control by a Central Board been satisfactory? The progress of State Education in 1883 is much more satisfactory than it was ten years ago, but to what cause this is attributable I do not consider myself competent to express an opinion; but, still, the present results are not of such a satisfactory nature as might have been expected from such a system.

3. Would you prefer to see the central control vested in a Minister of Public Instruction, with a Director of Education subordinate to him, and a Board of Patronage or Advice? Though there are very many apparent advantages in the appointment of a Minister of Education responsible to Parliament, and especially if such Minister could, under all political exigencies, be relied upon for an unswerving devotion primarily to public instruction, yet I much fear the influences which are exercised by constituencies, especially at periods of elections. The difficulty might be met and the advantages secured by a paid Chairman of the Central Board, whose actions would be immediately amenable to Parliament by a Parliamentary appointment of a Member of the House, as in the case of the Speaker, lasting only with the Parliament, and not dependent upon the life of the Ministry. The care of all educational matters would fall to such Officer, Ministers would be relieved from denominational claims, and Members be expected to qualify for the office, much to the advantage of the cause of Education generally. At present the cause of Education in the Tasmanian Parliament is like that of India in the Imperial Legislature,—it deeply concerns but few; and anything expected to enlist a healthier interest by a large number of Members in educational matters is worthy of a trial.

4. Will you favour the Commission with your opinion on the following points, suggested or recommended by the Select Committee of 1882?—(See Appendix 1.)

- (1.) Training School for Teachers.—I regret being unable to construct any plan which will accomplish this with the Smith Trust Fund, and that hitherto the tentative plan set out in the correspondence of his late Lordship Bishop Bromby and myself with the Board of Education has not been practically tested; but the donors' intention of keeping alive the attention to this most important subject has been successful, and, as a Trustee of that Fund, I heartily endorse the report of the Commission on Education, House of Assembly Paper 106, 1882,—“That the absence of a Training School is a defect in the system and a link missing in the chain of gradation by which the pupil teacher rises to the charge of a school.”
- (4.) Factory Employé Law.—At present the pressure for labour at harvesting periods is too great to define, except without serious results, any fixed age under which a child shall not find employment. The compulsory clauses of the Education Act should be extended wherever Public School accommodation is provided and reasonably accessible for children, and so a necessity for factory employé law be obviated; but Local Boards should have power to relax its regulations at seasons of harvest.
- (5.) Standard of Competency.—I defer to better informed opinions than my own upon this subject; but I know enough of the system and the teachers to see the necessity for a standard below the attainment of which no teacher should be employed. On what principle are the children in outlying and sparsely populated districts entrusted to the tuition of men who have mistaken the calling for which Nature has fitted them? If the equal claim of each family in the State to educational advantages be admitted, there should be no disparity between the quality and the quantity supplied to all.
- (6.) Education Free as well as Compulsory.—Free as well as Compulsory and Secular Education are three very large and important questions, upon which I dare not commit myself to writing without more reading and consideration than I can afford. But every citizen has an opinion, and mine is decidedly that compulsory education has proved a boon: my reading and experience confirms the tendency I have always had to favour free, compulsory, and secular education as a State duty at the cost of the General Revenue. If compulsion of attendance with religious teaching can be justified in the circumstances of large countries where denominational scruples may be respected, there exists no similarity here, where most of your out-of-town districts scarcely support one school, and the optional system has been a failure. Religious teaching is a parental, not a State duty; and as I should resent State interference with the religious teaching of my children, so also should all parents. As to cost, we are too apt to look for method where there is no similarity of circumstances; and the opinion of the report of the Royal Commission of 1867, of which I was a Member, is still my opinion, namely,—“That if direct taxation for education be advisable under any circumstances, it is evident, in our opinion, that it must be made imperative by the Legislature—not left to local option.”
- (7.) Payment of Teachers by Fixed Salaries.—I deprecate the system of partial payment by fees,—it divides the attention of the teacher between his bodily necessities and the duties he owes to the mental culture of his charge, and instead of popularising him with parents and children, has a contrary effect. Education should be the great, the only object of the teacher, and how to economise cost should be separated from him. With a fixed minimum salary I would like to associate the payment by results' system, and a liberal increase of pay upon present rates. Parliament has been too mean in its provision for Education. It appears incredible, but the Departmental Returns show that at fifty Public Schools the pay of a teacher, *plus* the school fees, does not exceed £80 per annum, and a very large number of these are at £20, £30, £40, and £50 per annum, and in some of these cases the pay may be for services of both master and mistress. The pay of day laborers and carters varies from £78 to £120 per annum! The London Public School Board, after trial of various systems, has “decided to pay by fixed salaries;” and having increased the pay, the supply of qualified teachers followed. This may point to a remedy for the better supply of very many now indifferently taught Public Schools.
- (8.) Reconstruction of Local Boards by creating District Boards.—(9.) Increased Powers of Local or District Boards.—The advantages to be gained by the substitution of District for Local Boards are not, in my opinion, to be compared with those which a larger development of local interest in the education of youth would secure. Local Boards have not yet had a fair trial; by all means give them adequate powers before innovations.

5. Do you think that teachers should be certificated, and that the system of payment is satisfactory? I have already answered this in my replies to question 4.

6. Have you, as Trustee of the Smith Endowment Fund, any suggestion to make as to the disposal of that fund in a practical way? Replied to in answer No. (1).

7. Do you consider it desirable to make public instruction in the Colony other than secular? This question has been dealt with in my reply No. 4.

8. Can you suggest any means by which the waifs and strays of Hobart and the large towns may be more effectively brought under educational influence, whether by Ragged Schools, Refuges, or Reformatories? The prolonged interest maintained in Ragged Schools by philanthropic individuals, whose time and money have been freely devoted to a class not usually reached by Board Schools, is worthy of much consideration; and as philanthropy will live even though statecraft may cease, and as Government interference is more likely to dry up than feed the fountain, I deprecate any interference, and would leave to disinterested Christian workers the care for those classes of children who for education cannot be brought into the Government Schools.

THE REV. R. D. POULETT-HARRIS *called in and examined.*

1. *By Mr. Braddon.*—Your name? Rev. R. D. Poulett-Harris, Rector of the High School. I am one of the original Members of the Council of Education. I was Examiner for the Public Schools Exhibitions for some years; I am also an Examiner of Pupil Teachers.

2. As a Member of the Council of Education, has your experience shown that the construction of that body is on a satisfactory basis? I should like to see some alteration in its construction, as I do not consider it at present altogether satisfactory. It is very slow in taking action, even in matters of importance; and this, I think, not merely from a spirit of caution, but rather from a certain apathy consequent on the nature of its constitution.

3. What changes do you consider desirable to give greater efficiency to the Council of Education? I have proposed a scheme for enlarging the basis of the Council, which I now lay before the Commission.—(See Appendix 2.) In it I propose to include in the Council all Graduates of British Universities in the Colony, all Fellows of the Medical Colleges, and all regular Barristers called to the English Bar.

4. Would you recommend the appointment of a Senate in addition to the Council? That is part and parcel of the scheme I have referred to.

5. Do you think that the system of appointment to either the Council of Education or Boards of Public Education would be improved by substitution, in whole or in part, of election for nomination? I should not recommend popular election as regards the Council or Board of Education; but I think Local School Boards might be appointed in whole or in part by local election. But I have no experience of the subject to give weight to this opinion.

6. Is it your opinion that the time has arrived for the establishment of a University in this Colony? I was favourable to the scheme for that purpose which was rejected in the Legislative Assembly.

7. Do you consider that there are now available in this Colony adequate material, as to members of Council and Senate and Examining Professors, to give hope of a University being successful? I think we have six or seven men who, if they were placed in Universities and released from their present duties, would well suit as University lecturers and examiners. We certainly have the men, if they had the opportunity of undertaking the work. But if a University was established on a different basis, and with liberal endowments, it might, perhaps, be the best plan to go to England for entirely new men. We have gentlemen here now who could educate to a standard equivalent to that of a creditable English University Degree.

8. Does Christ's College, as now existing, promise to become the future University of Tasmania? As it now exists I do not see much chance of its developing into such.

9. Do you think that the expenditure upon this institution is attended by any adequate results beneficial to Education? I think not.

10. Would it be advisable, in your opinion, to close this College and husband the endowments that maintain it until a better opportunity shall arise for attempting to establish a University? I think that is the best thing to do with it.

11. From what you have seen of Exhibitioners examined by the Board of Education and sent to Superior Schools, should you say that the present system of Public School teaching is of as high a standard as is necessary, or generally complete so far as the objects of the State are concerned? From my own experience, the boys who come from the Public Schools to the Superior Schools are very well taught, especially in Arithmetic; but they are generally clever smart boys, the best selection of the schools from whence they come. I think it would be an improvement if these boys were taught a little Euclid and Latin to fit them for their future career in the higher schools; as it is, they are at a disadvantage.

12. Have those Exhibitioners from Public Schools who have come under your observation done well in Superior Schools? A good proportion have done so, but not all by any means.

13. Do you think it practical, or desirable, that teaching of Latin and Mathematics should be introduced in all Public Schools? I do not think it desirable; for the boys who come at a very early age are picked boys, and I do not think them an average sample of the general material of the school. I think it desirable that boys who are being specially prepared for the Exhibitions should be taught a little Latin and Mathematics to fit them for their superior school training. I should like, therefore, to see an easy Latin paper and the first twenty propositions in Euclid introduced into the examination paper.

14. Are you of opinion that the present system of religious teaching in our schools should be continued, —i.e., that there should be some religious instruction by the teachers without any of a doctrinal character?—

or would you advise having the teaching wholly secular, or more widely extended in its religious aspect? If it was a choice between secular and denominational education, I should say denominational; but I think there is a medium course by which religion can be recognised without being denominational. When the Hutchins School was established as a Church of England denominational school other denominations united to establish the High School, in whose foundation deed it was made a stipulation that the Bible should be read every day, which makes it a Christian though not a denominational establishment.

15. Do you think that such institutions as the High School and other Superior Schools could be lifted out of the groove of proprietorship or denominationalism, and brought into closer connection with the State system of Education, and thus be made more useful and permanent, and their advantages brought within reach of a wider circle of State subsidies or endowments of land, as is the case in New Zealand?—and do you think that such a change would be desirable? I think it would be desirable that the leading Grammar Schools should be endowed, and not dependent on numbers; if endowed they would naturally come under State supervision.

THURSDAY, APRIL 26, 1883.

MR. GEORGE STEWART, *Visiting Officer under Board of Education, called in and examined.*

1. *By Mr. Bird.*—Your name? George Stewart.
2. You are Visiting Officer under the Board of Education? I am.
3. What is the extent of the District under your charge? Hobart, Sandy Bay, and New Town; but my services are frequently required in the country. I have been as far as Oatlands in the discharge of my duty, and also to many of the intermediate districts.
4. Do you consider one officer sufficient to give effect to the compulsory clauses of the Education Act, within the limits you mention? No.
5. In whose hands is the working of the compulsory clause left in those places you so seldom visit? In the Municipalities the Superintendents of Police ought to attend to it; I have frequently heard of their doing so in the rural districts. In the country districts the Local Boards are supposed to give information for the Police to act upon.
6. Do the difficulties to enforcing school attendance, to which you referred in your evidence before the Select Committee of 1882, still exist? and do you still find it very difficult to enforce anything like regular attendance? The same difficulty still exists.
7. Do you find the indifference as to the children's school attendance rests chiefly with the fathers or the mothers of those children? With the mothers.
8. To what causes do you chiefly attribute the neglect of parents to send their children to school? In most instances to drunkenness; sometimes to poverty; frequently to indifference. Another cause is the desire of parents to gain a few shillings a week by sending their children to work instead of to school. In I knew of one case, the father was such a confirmed gambler he had not the money to provide decent clothes for his children to attend school in.
9. *By Rev. James Scott.*—Do you know of any cases in which the children are prevented from attending school by the poverty of the parents, such poverty caused by costly and improvident habits, such as keeping sporting dogs, or game fowls, &c.? I have not known any cases of this description, but a case did occur in which a woman, having stated she was unable to pay school fees for her children, managed to find money to defray the expenses of a trip to Melbourne and back.
10. Can you give us any idea of the number of children in Hobart who are irregular in their attendance at school? I cannot.
11. Can you state roughly the number of children who leave school to go fruit or hop-picking? About 120, mostly from the Ragged Schools and Free School, Murray-street, and a few from the Public Schools.
12. Do you know the number of children within the school ages in Hobart employed in regular labour, such as jam factories, &c.? No.
13. Can you give some instances in which Chairmen of Local School Boards have exempted children from school attendance? The Local School Board, Glenorchy, granted exemptions to all children over the age of nine years in order to go fruit picking.
14. *By Mr. Bird.*—To what schools are the truant children about Hobart usually sent? To the nearest Public School, by the Magistrate's order; but if I state the parents are unable to pay school fees he then makes an order for their admission to Murray-street Free School.
15. Would it not be desirable that the children of poor but respectable parents should be sent to the Public Schools and not to the Free Schools? I do think so, for I have noted several cases in which parents strongly object to their children associating with the class who attend Free Schools?
16. Do you often find the plea that the children attend Private Schools offered as an excuse for the non-attendance of children at Public Schools? I do.
17. Do you attempt to verify that statement by enquiry at the Private Schools named? I do.
18. And do you generally find the statement correct? I do, as far as the fact of the child actually attending goes; but I have no means of verifying the regularity of that attendance. I have known of a case where the parents sent the shilling a week to the teacher and sent the child out to work, the payment of the fee securing it being considered an attendant of the school.

19. Do you find the teachers of Private Schools ready to give you information as to the attendance of children at their schools? Some are, and some are not.

20. About what number of children do you suppose attend private primary schools of an inferior class? I furnished a return to the Board of Education two years back showing the number to be, as near as I can remember, 1500, and I think the number has increased since then.

21. Have you any idea of the number of unmanageable and neglected children in Hobart who attend no school at all? About 40 or 50, who are scattered through all parts of the city.

22. Have you ever endeavoured to enforce the attendance of this class of children at school? I have, but with small success, owing to defective Act.

23. Can you give me the number of children within the school ages in Hobart? I am unable to answer this question.

24. Can you offer any suggestions for rendering the compulsory attendance clause more effective, such as specifying the minimum number of days for attendance, facility for inquiry in Private Schools, or keeping annual rolls of all children of school age? The minimum number of days for attendance I would suggest should be three in the week. Private schools should be compelled to keep a register of attendance, and should be open for inspection to any officer appointed to carry out the law.

MR. JOHN PIERCE, *Master of the Collins-street Ragged School, called in and examined.*

1. *By Mr. Bird.*—Your name? John Pierce.

2. You are Master of the Collins-street Ragged School? I am.

3. How long have you held that position? Nearly two years.

4. Have you had any previous experience? Yes, previous to coming to the Colony, in Voluntary Ragged Schools I was Treasurer of a British School now under the Board of Education, and Superintendent of a Ragged School.

5. Are Ragged Schools being discontinued in England to any great extent? We discontinued ours as soon as the Board Schools were instituted, throwing the onus of educating the children on the Board Schools. I know the Ragged Schools exist still, and I think the London Ragged Schools do also.

6. *By Rev. James Scott.*—You have referred to the discontinuance of a Ragged School in which you were interested,—will you inform us of the effect that change made to the children who attended that school? The children were at once absorbed in the Board School, and were, I believe, benefited to a great extent by having a more regular and efficient education.

7. Did the charity and influence of ladies and the outside public extended towards those children die away when the school was done away with? It did; but still the children gained by the change. I know of one case in which the children of a drunken carpenter and a prostitute were forced by the Inspector to attend school in spite of the declaration of the parents that they were too poor to provide them with suitable clothing. The children attended school for a few days in a state of semi-nudity, but after that period appeared in their places decently clad, their parents having found the money to pay for it when they saw it was impossible to evade the obligation.

8. *By Rev. James Scott.*—With reference to your own school in Collins-street, how is it in respect of regularity of attendance? With a roll of 140 I have great difficulty in getting an attendance of 90, and the number attending four days a week is less still.

9. *By Mr. Bird.*—What measures do you adopt to secure regular attendance at your school? The teachers visit the homes of the scholars and send other children to look up the absent ones. The Truant Officer visits the school about once a fortnight, when a list of incorrigible offenders is given to him; we do not, however, trouble him with any children from whom we can get an attendance of 50 per cent.

10. What attendance do you think should be insisted upon ordinarily? The lowest attendance required by the English law is two-thirds of the school days. I saw a case in a recent English paper in which the parents of a child were fined, though its attendance had been 107 out of 209 days.

11. *By Rev. James Scott.*—Speaking of your experience of Home schools, can you inform us of the system there of dealing with incorrigible truants? Each district is placed under the control of a School Board, and each school under that of a School Committee, whose members are not necessarily on the School Board. The Truant Officer is the servant of the School Board. The School Committee inspect the registers, and irregular attendances are reported by them to the School Board, who instruct the Truant Officers to take action. The School Committee assist in the visiting, and their representations are attended to by the School Board. In the larger towns there are Truant Schools of a reformatory character. When truant children are placed at these schools they are entirely removed from their parents' influence and control, and the discipline is of a very severe character. Each School Board pays all the expenses of their Truant Officer.

12. *By Rev. R. D. Poulett-Harris.*—Have the English School Boards the power of levying rates? No, they have not; they issue a precept upon the local authority for any money they require, of which money they have the uncontrolled expenditure. In the case of towns the precept is issued upon the Corporations, in the country districts upon the Poor Law authorities.

13. *By Mr. B. S. Bird.*—Have you many children about your school whose attendance is so irregular as to require the action of the Truant Officer? I generally have to give him a list of half-a-dozen names at each visit.

14. Do you think there are others who are altogether overlooked by him? I believe there are a good many whom the Truant Officer never reaches. In England each school district is divided, and visited by ladies and gentlemen who compile a list of every child of school age in their district: thus every child would be made to appear on some school register, and its attendance checked. I should like to see a similar system here.

15. Are there any of the entirely neglected and unmanageable class of children in the neighbourhood of your school? There are.

16. What do you think should be done with them? I think they should be sent to such Truant Schools as I have described the existence of in England. I know of a case in this town in which a mother had a daily battle with her child in the endeavour to make him attend school, sometimes one or both of them appearing with their faces streaming with blood, so energetically was the cause of education fought on the one part and resisted on the other; the boy was, however, ultimately the victor, but since that victory has been lodged in H. M. Gaol for theft. In another case, a boy's attendance at school was generally preceded by a spirited chase round the wharf by his mother; on the mornings the mother did not succeed in overtaking her son my pupil did not put in an appearance. For children of this description the Truant School system would be a great advantage. Another advantage in our English school system is, that employers of juvenile labour are carefully watched and are subject to a heavy fine if children under school age or without a certificate of educational proficiency are found on their premises. A certificate can be obtained by any child of 12 years of age possessing average ability, provided its attendance had been fairly regular; the certificate being granted by the Government Inspector at his annual examination.

17. Is the inability on the part of parents to pay school fees generally occasioned by intemperate, improvident, or other bad habits? In some cases; but there are also many widows who are unable to pay from actual inability, also parents who are unable to assist to educate their children from indigence caused by sickness.

18. Can you make any other suggestions which would be of assistance to the Commission in considering the educational system in Tasmania? School Boards are formed in England by a requisition from five inhabitants to the Education Department, stating that in their district the education in their district is inefficient or insufficient. The Education Department order the local authority to make inquiry into the facts,—if they are confirmed a board is ordered to be formed, if the local authority neglect to form one a Government Inspector appoints one. The Government Inspector at an annual examination gives certificates for successful passing of the required standard, and in that way the School Board, if the education and attendance is efficient, can earn rather more than one-third of the whole expenses of the school, the school fees pay another third, and the balance, greater or less according to the amount earned by the children from the Government grant, is made up by the local rates. The teachers are selected by the boards, whose interest it is to obtain efficient teaching so that a large grant may be earned and the local rates saved. The teacher is paid a definite salary, and not more than 10 per cent. of the Government grant. About 30 per cent. of the Government grant is for attendance (two-thirds of the school days). Private schools need not be interfered with, if some arrangement were made whereby children under fourteen who are wanting to go to work may obtain a certificate. Parents would at once see to it that their children attended a school where the education was such as would enable the children to get a certificate. Inefficient schools would thereby be quickly closed. In some districts in England where juvenile labour is much used, a system of half-time is adopted to meet the case for children of a certain age and who yet cannot pass the required standard to claim complete exemption.

THURSDAY, MAY 3, 1883.

JAMES RULE, *Esq.*, *Inspector of Schools*, called in and examined.

1. *By Mr. Braddon.*—Is it not an anomaly in the present system, that while pupil teachers are only eligible for promotion as pupil teachers when they have passed an examination, those same pupil teachers may be promoted to teacher or assistant teachership without any qualifying test whatever? It is an anomaly; but it is to be explained in the following manner: The presence of an adult female teacher is desirable in all mixed schools, and on this account the Board has been obliged to accept the services of female assistants with a low standard of qualification when others have not been obtainable. Their presence in school gives greater confidence of propriety in the management.

2. Do you consider that there now exists any sufficiently direct influence upon the management of Public Schools to cope with any disorganisation in their working, or other failure in practice or discipline calling for active or early interposition? There is not; and this (I believe) will not be provided without considerable extension in the authority of Local School Boards.

3. *By Mr. Bird.*—What are the special powers with which to meet such cases Local School Boards should possess, and would Local Boards or District Boards best meet the requirements referred to? The Local Boards should have power to enquire into every case of alleged misconduct on the part of a teacher, and also have the power to summon witnesses, and, when they deem it necessary, to suspend teachers from their duty pending enquiry; but I do not consider that Local School Boards as at present constituted could in all districts be safely entrusted with wider authority.

4. You have stated in your written answers to the circular sent you that the religious lessons given by teachers are sometimes doctrinal? I have; and in explanation I may submit the following remarks and recommendations which I have prepared as part of my Report to the Board of Education for the year 1882:—"There are reasons to be urged for making the Public Schools more neutral than they are at

present with regard to debatable religious questions. It is true that no loud complaints have been expressed on 'the religious difficulty,' except by those who condemn 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 belief. 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 consider error in religious belief (*i.e.*, divergence from their own belief, as all must interpret error) a deadly sin, and hold misbelievers in reprobation; and I have noticed that some teachers take this intolerant position, and in their Scripture lessons make it evident that they assume as a matter of course the intention of the Regulations to be, not only that Scripture History shall be taught, but that the interpretation they have been led to adopt is the interpretation intended by the Board to be inculcated, 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. It is, however, obvious that this is quite foreign to the spirit of the Public Schools Act, which contains nothing to make it incumbent on the Board to include religious instruction in their school course, but expressly prohibits the exclusion of children on account of religion. No one that has carefully and impartially considered this matter can believe that the Board ever intended to have debatable religious doctrine taught at the public expense, the obvious intention of the Regulation being to encourage Bible reading as a help in children's moral education. It is an important question, therefore, to consider how and with what results the Regulations in this respect are carried out. The way in which some teachers carry them out has just been described. In the majority of schools there is nothing doctrinal taught directly in connection with Bible reading, though it is difficult for an earnest teacher holding strong religious beliefs to avoid indirect influence, favouring his own belief, 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 little 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 have led me to the conclusion that Bible lessons in the Public Schools are not essential to their efficiency in training children in good conduct and right feeling. The fact has always been observable that not a few teachers, who are earnest in matters of faith, but ignorant and unsympathetic in children's feelings, aspirations, and modes of thought, though they exercise a silent influence 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 growth in morals. No teacher need resort to espionage, but to fill his place efficiently he must keep his eyes open and learn to understand the inner meaning of outward visible signs."

5. Does the practice of imparting such religious instruction prevail to any great extent? No.

6. Has it been your habit to call the attention of teachers to such violation of the spirit of the Regulations as you have referred to? Yes, generally with the result of calling forth a theological disquisition from the teacher.

7. *By Mr. Braddon.*—Do you think that the introduction of an education rate would have the result of making Public Education unpopular?

8. To what extent are you in favour of the various recommendations of the Select Committee of 1882? I agree in the opinion "that School Boards should be utilised" for the better government of the schools, —(See my answer to question 198 of the Select Committee)—but would preclude them from interference with the course of instruction prescribed by the Board of Education. I also agree in the opinions "that the absence of a Training School is a defect in the system of education at present existing;" "that a higher standard should be introduced into the Public Schools;" "that a standard of regular attendance should be fixed, subject to such exceptions as may be made by Local Boards for good and sufficient reasons;" "that a standard of competency should be prescribed, and children above 12 years of age who have reached that standard should receive certificates relieving them of all necessity for compulsory attendance;" and "that education should be made free as well as compulsory." I do not now agree in the opinion that a Minister of Education with a permanent Head of the Department should supersede the Board of Education. Since I gave my evidence before the Select Committee I have read a progress report issued by the Victorian Royal Commission on Education, which has shown me the value of a Board in preventing the exercise of political influence in the appointment and promotion of teachers. I do not concur entirely in the recommendation to appoint a Chief Inspector as "paid professional Head of the Department" . . . "with two Inspectors subordinate to him." It would be anomalous to put one of three Inspectors performing similar duties in different districts in authority over the other two. Still it is desirable to have a paid Head of the Department acting as Chairman of the Board, being qualified by wide experience and administrative ability. I do not, with the Select Committee, endorse the opinion that "to make the various Inspectors equal in rank would only end in the complete destruction of all discipline." Experience has not justified it. I would respectfully point out that the Select Committee's statement, "That Inspectors do not consider it necessary to inform Local Boards of their intention to examine and inspect schools," is only partially correct. I consider it necessary to give, and do give, the Local Boards notice through the teachers, according to a prescribed form, when the schools are to be examined. It is not generally necessary to give the Boards notice of ordinary inspection.

FRIDAY, MAY 4, 1883.

JAMES COULTER, *Esq.*, *Superintendent of Police, Launceston*, called in and examined.

1. *By Mr. Braddon.*—As Superintendent of Police you have ample opportunity of judging the extent to which waifs and strays of the population escape all educational and refining influence? Yes; I have more than ordinary opportunities.

2. Can you say what number of children there are in Launceston which come under the categories of destitute, neglected, or criminal? I am unable to say, as only those children who have drifted into the criminal class come directly under my notice; but these criminal children have generally been neglected, and that neglect has led them to crime.

3. Are there sufficient means existing for bringing these children under the shelter of homes, schools, or reformatories? There are not. We have no Reformatory of any description, and I am thus compelled to condone a great number of juvenile criminal cases, there being absolutely no provision made for dealing with offenders of that description, except for those committed to the Gaol, and Magistrates constantly refuse to commit children there. The fact of children being apprehended and getting off scot free is such an encouragement to other juvenile evil-doers that I deem it frequently better to condone the offence than to make the immunity from punishment they enjoy public.

4. What number of Launceston children are there between the ages of 7 to 14 who do not attend any school? I cannot say, but the Visiting Officer will, I think, be able to give you this information. I do know of several families who entirely neglect to send their children to school, and it is the offspring of parents of this description who drift into the criminal class.

5. Is there, in your opinion, undue occupation of children of tender age in factories of Launceston? I think not, as there is no industrial occupation for such children in Launceston.

6. To what is the vagrancy of Launceston children attributable? They certainly are not detained from school by extreme indigence, very few children in Launceston lacking clothes and the necessaries of life. I attribute it more to the want of parental home control, and to a culpable indifference on the part of their fathers and mothers as to their herding with other children in the streets at late hours of the night. You frequently find young children in the streets at 10 o'clock at night, a practice which must lead to vice and bad results.

7. Is there sufficient provision for the children of less than 7 years of age in the shape of infant schools? There is not. There is only one school of that description in Launceston, and it will not hold anything like the number of children we have here of the age for which it is intended.

8. Would there be a larger attendance if there was fuller accommodation? I believe there would.

9. To what do you attribute primarily this readiness to lapse into crime? To a variety of causes, but primarily to the lack of control on the part of parents, and facilities they afford their children for self-indulgence during their youth. I do not attribute it absolutely to the lack of education; but I consider that the very fact of having to attend school for a certain number of hours a day has in itself a certain moral influence, and engenders regular habits which will fit them to enter upon industrial occupations when the fitting time arrives. The fact is, idleness is the chief source of crime.

10. Can you say what proportion of the criminal class known to you can be described as educated in any degree? Hardly any, except those who have committed breaches of trust, forgery, &c. The criminals who are committed for violent offences are almost entirely uneducated; some of them may be able to read and write, but only to an extent that makes doing so a labour to them, and a labour they would be most unlikely to undertake.

11. *By the Rev. James Scott.*—Except in the facilities offered for boarding out of children, what other means of providing for destitute children exist in Launceston? The Girls' Home, and Mr. Kennerley's Home in Hobart, to which we sometimes send boys.

12. We are struck by the absence of Ragged Schools in Launceston similar to those in Hobart: is this absence felt to be a want? It is; and the fact of their not being established, and the children who should go to them classified and prevented from attending Government Public Schools, causes the Government Schools to be unattended by a large number of children who would otherwise benefit by them. I sent my own children to the Government School for a time, but had to withdraw them, as they were rapidly suffering by their association with the mixed classes who attended the school. This difficulty would be got over if the lower classes of children were sent to the Ragged Schools.

13. Do you think that the children of Launceston, regarded as the raw material of labour,—i.e., as artisans, mechanics, labourers—of the future, are turned to the fullest account? If not, what proportion of his valuable force runs to waste? The number of children trained as artisans in Launceston is, I think, in proportion to the population, greater than that of the Old Country. Still they are not turned to the fullest account, because there are so many parents who only think of immediate advantage, and put their children to occupations from which they obtain the earliest return, but which may do nothing towards fitting them for a useful career in after life.

SATURDAY, MAY 5, 1883.

THE VENERABLE ARCHDEACON HALES, *of Launceston*, called in and examined.

1. *By the Chairman.*—You are a Member of the Council of Christ's College? I am.

2. Do you know the number of scholars now being educated at Christ's College, and the aggregate cost of their education? When last in Hobart I was told three.

3. During the last Session of Parliament you presented a petition on the subject of Christ's College on the ground that that Institution was not founded by Sir John Franklin? I did, representing that the College was not an institution founded by Sir John Franklin, but by the Bishop, clergy, and laity of Tasmania.

4. What was the information upon which your petition of last Session was based? I got most of my information from the Hon. T. Reibey's pamphlets, and the Scheme and Appendix published by the Bishop in 1877.

5. Can it be clearly shown that no portion of the endowments, public or private, which were to have supported the College of Sir John Franklin's scheme, have passed into the possession of the present College? First, subscriptions were given to the Christ's College, founded by the Bishop, clergy, and laity of Tasmania, and the donors gave them expressly with this intention. I cannot say what they would have done had Sir John Franklin's scheme been carried out instead of this one. There are two items in the subscription list,—one given by the Society for Promoting Christian Knowledge, and one by the Society for the Propagation of the Gospel: I do not think these subscriptions would have been given to any other than a Church of England institution, but personally I have no knowledge of the subject. There are no public endowments to the College. The Government promised the College 500 acres at Blackman's River under certain conditions, but those conditions were never carried out. As far as I am aware none of the funds given to the original College are enjoyed by the present College.

6. To what extent was Sir John Franklin's scheme of a College carried into effect? I have no knowledge beyond what is stated in West's History of Tasmania.

7. Do you consider that the existing College fulfils the intentions of its founders? I do not.

8. Will you give your reasons why you consider there has been a failure in this respect? It originally failed, as I have been informed, through want of attention to the accounts and the absence of economy: debts increased, expenditure proceeded unchecked, till the Trustees were compelled to close it. It is now a failure, because it supplies no public want. Were it in the country, and its charges lower, I think it would succeed. Even were scholars abundant, it has no suitable buildings for their reception, and no money to provide them.

9. Was it the intention of the founders collectively that the College should be exclusively maintained for the education of divinity students of the Church of England? I think not.

10. Was it to be denominational to the extent of excluding others than the Church of England students? I believe it was intended to be denominational, but not to exclude any respectable youth from receiving such advantages as it could confer in the shape of education.

11. There was, then, to be religious toleration to a liberal degree? Yes; the students had to attend the Church of England services and prayer, but there was no attempt made to proselytize. It was conducted on principles similar to those which characterize Horton College at the present time.

12. Were Sir John Franklin's views in this respect to be followed out in their entirety? I am not aware what his views were, beyond the fact that he was very anxious that the education of the young men of the Colony should be aided by some such institution as a College.

13. Was the College as it existed at Bishopsbourne a greater success than that now existing in Hobart? For a time it was much greater.

14. Will you inform the Commission how far you agree with the recommendations of the Christ's College Select Committee of 1882, and what steps you consider necessary to make the College a success? The Select Committee recommend that Christ's College be closed and the revenue husbanded. With this I agree. They also recommend it to be re-opened "in conformity with the terms of Sir John Franklin's Minute." With this I disagree, as it would be a violation of trust. Sir John Franklin failed to found his proposed institution, and the Church of England then founded Christ's College. "To pass an Act to protect the endowments . . . so that Christ's College may become . . . a national institution," would be an act of spoliation and high-handed tyranny, unless the Church through the Synod requested the Parliament to do so. Even in that case, living donors of gifts should have the privilege of withholding their consent or having their gifts returned.

15. Is there anything else that you would like to bring under the notice of the Commission on this subject? If the Royal Commission will not recommend confiscation, but as the guardians of public property suggest only such interference as will not extend to the ownership and free judgment of the Church, I am sure their suggestions would be received with respect, and would carry weight. I may say that, in a letter received by me from Canon, now Bishop, Sandford, he expressed great anxiety about Christ's College, as he had read my petition to the Legislature. He also had the advantage of conferring with Archdeacon Marriott, whom I had thought dead, and said that the Archdeacon was much troubled at the proposed action of Parliament against which I protested. The Bishop stated also that he would communicate with the two Church Societies, which had made large grants to Christ's College.

The Very Rev. DEAN BEECHINOR called in and examined.

1. *By the Chairman.*—You have had some experience of the Public Schools of Tasmania? I have, in various parts of the Colony.

2. Have you found the educational system work satisfactorily? Most unsatisfactorily as a rule, owing to the constant difficulties that arise as to religious instruction. Catholic parents, as a rule, do not approve of the schools, nor do we (the clergy) attempt to compel their children to attend them for that reason.

3. What is the objection on the part of Roman Catholics to sending children to the Public Schools? We object for many reasons: First—We do not approve of children of differing creeds being huddled

together in the same school, as our experience proves it provokes religious bickerings and indifferentism. Second—We consider the provision made for the religious education of Catholic youth in Public Schools altogether inadequate. We object because the teachers frequently do not keep strictly to the rules of the Board of Education for religious instruction, either as to time or as to the classification of the children so instructed. I visited unexpectedly one school during the hour set apart for religious teaching and found the master teaching children of all denominations at the same time. I reminded him that this was a violation of the Board of Education's rules, and counselled him to respect them in future. He faithfully promised to do so, but on a subsequent visit I found the practice still continued.

4. Have you known frequent instances of teachers violating the regulations in this respect? I have.

5. Did you bring this to the notice of the Board of Education? In the case I mentioned I told the teacher if I caught him again I would report him officially to the Board of Education, thus giving him another chance.

6. Are you aware of any other instance of this breach of rule? In visiting another school in the same district I found the same thing going on.

7. Did you report these breaches of rule in any case? I did not.

8. Have the teachers referred to continued to err in this manner? I cannot say, having left the district after my second visit and warning to the teacher first referred to, and so have had no chance of knowing what course is now pursued, but that teacher is still in the Board's employment. I believe the schoolmistress who committed the second breach of rules referred to has since relinquished her occupation as a teacher.

9. You have not noticed this in other districts? I have not, but I am informed that it is of frequent occurrence over the Colony. When I left the country districts there were many schools I never visited, simply because I looked upon the whole system as a failure as far as the teaching and recognition of our religion was concerned. I have heard constant and bitter complaints from Roman Catholic parents of their children being instructed with those of other denominations.

10. Would you approve of the system if the regulations as to religious teaching were strictly observed? No.

11. Then what other objection have you to make to the system? Even if the Board's regulations as to religious instruction were strictly adhered to, we consider the men who are teaching in the schools incompetent and unfitted to teach religion, and far more so to interpret the Scriptures, which would be done according to their own views and at their own caprice. We do not consider it the duty or mission of teachers in a Public School to impart religious teaching, and do not wish children of our Church to receive from such a source even the moderate amount of religious instruction prescribed by the Board of Education.

12. You do not consider the teachers qualified to superintend the very moderate and limited religious teaching prescribed by the text-books used in Tasmanian Public Schools? I do not; especially as the majority of the teachers under the Board are not of the Roman Catholic Church, and consequently are, in our eyes, quite unqualified to give our children religious instruction in the hours set apart for that purpose, or to draw their attention to any religious truths that may present themselves during the general school hours.

13. Do you think the present system is too secular in its character? It is altogether secular as far as we are concerned, as we cannot avail ourselves to any extent whatever of the religious instruction imparted.

14. How does your reasoning apply when the teacher is a Roman Catholic, as in the instance of many schools in Tasmania? Very little better than when the teacher is of another denomination.

15. On what ground would your objection rest, then? Because many of the Roman Catholic teachers have very little religion themselves, and therefore are unable to impart it. Even if a Roman Catholic teacher is competent and successful in other branches of the Board's educational system, we should object to him imparting religious instruction to the school children of his own creed without having first known him as well instructed and a practical Catholic.

16. What course of State education for Roman Catholic children would meet your views in this matter, and at the same time be practicable? The usual curriculum of education as in any Public School at the present time, but when Roman Catholic children predominate we would have a master of our own faith to teach them, and to instil our religion into them whenever opportunity occurred during the day. I consider that religion should be thoroughly diffused through the school training.

17. Then, where the majority of children were Wesleyan, or Independent, or Primitive Methodist, you would have the teacher nominated by the Church authorities of either of those denominations? I would. [I do not mean that the teacher who represents the majority should obtrude his particular religious views upon the minority.]

18. Would that satisfy you? No; nothing would satisfy me but payment by results.

19. May I ask what you mean by payment by results? That a known impartial Government Inspector should inspect the schools, report the result, and then pay the Church authorities of the particular denomination to which the school belonged in accordance with its proficiency, and let the Church authorities deal with the remuneration of their teachers.

20. Would such a system be practicable in Tasmania? In populous districts it would be practicable for all,—but, speaking for ourselves, we would in every instance prefer, and be best pleased with it.

21. Would the nomination of the teacher by the Church authorities (suggested in answer to Question 17) make the school more popular to the minority whose religious views were not consulted in the appointment? I cannot speak positively. There may be some who would find fault, but I think that on the whole it would be fairly acceptable.

22. *By Rev. James Scott.*—Have any efforts been made by your Church to direct the attention of the school authorities to the breach of the regulations referred to by you? Yes; some of our clergy on Local Boards have repeatedly drawn the attention of the Board to the matter, without success.

23. In the case of any distinct breach, what has been the result of those complaints? The same thing has occurred again.

24. Is the incompetency to teach religion to which you have referred the result of want of intelligence on the part of the teacher, or because they did not belong to the Roman Catholic Church? Not to the want of intelligence in secular matters, but to the want of proper training in those appertaining to religion. An intelligent teacher in secular affairs, even though a Roman Catholic, would be deemed incompetent to teach religion in a school if he had not been specially trained for the duty, and was proved to be competent by us.

25. If a teacher belonged to the Roman Catholic Church, and was of fair ability, good character and standing, would you wish religious instruction to be imparted by him to children of other denominations? I would not. It would be as unfair to the children of those denominations as it is to the Roman Catholic children at present, and we would rather our children had no religious teaching at all than have them taught by one we did not authorise and approve of. As it is, we have to connive at and tolerate our children attending such schools, though we never encourage them.

26. How would scattered districts be provided for if all denominations were paid as you propose? In that case Catholics would tolerate the system that at present obtains as a lesser evil than total ignorance, always supposing no interference with particular religious tenets.

27. What number of children are in attendance at the Convent schools. Convent, 300, school average 250; Boys' School, about 90.

28. What provision is made at these schools or otherwise for education and care of the poorer children of the Roman Catholic community? The parents who can pay have to do so, but all are allowed to attend school free if in indigent circumstances. As a rule, the parents pay a nominal fee so as to escape the charge of their children receiving an education by charity, and many of them feel strongly on this point. We have 80 scholars, chiefly infants, in our schools who do not contribute anything.

29. Do these institutions provide for care of all the Roman Catholic waifs of Launceston? They do.

30. What is the number of destitute or neglected children (Roman Catholic) in Launceston? I have no idea, but they are not so numerous as in the South.

TUESDAY, MAY 8, 1883.

MR. F. C. GREENE, *Visiting Officer, Launceston, called in and examined.*

1. *By the Chairman.*—How long have you acted as Visiting or Truant Officer? Nearly nine years.

2. To what extent have you found the compulsory clauses of the Act to be evaded? It is largely evaded by parents who keep their children away from school, and when summoned and fined are unable to pay the fine. Many children of the city also do not attend the Public Schools, and stay away on their own account, though sent by their parents.

3. Do you attribute this in any degree to the ineffectual character of the Compulsory Act? Yes; I attribute it to the present Act being inoperative as regards those parents on whom it is not possible to levy to enforce payment of fines; and also because there are no means of checking the habitual "truanting" of some children whose parents have little or no control over them.

4. Have you had opportunities of observing the extent to which destitute and neglected children of Launceston exist without hope of proper training or education? Yes; I am constantly amongst them.

5. Will you state the number of children of this class, and the manner in which they might best be brought under the influence of education? The number is not large,—certainly not over 50; but the parents of this class of children are quite indifferent to the education of their children, and severe measures must be resorted to to force them to see that their children attend school regularly. I believe the only means of obtaining regular attendance would be to imprison those parents who failed to insist on the attendance of their children. Many parents will not send their children to school, though they are in constant work and receiving good weekly wages; as from their dissolute habits they have no property on which a levy can be made, they can thus laugh at the fine of the Magistrate.

6. What is the present condition of these children, and what may they be expected to develop into if they persist in their present mode of life? They wander about the streets, and in many cases are fast developing into a dangerous criminal class.

7. Are any number of these children absolutely destitute, as being without parent or relative to support them? I do not know of a single case.

8. Have any of them been convicted of criminal offences? A few only have been convicted of petty larceny; but there would be more charges against them if people would take the trouble to prosecute.

9. Would the establishment of an Industrial School, or an agricultural or a model farm, provide a refuge for these children from which they might be expected to be sent out useful and valuable members of society? I think so, provided the authorities had full control over them, and the discipline and training was of a suitable kind.

10. *By Rev. James Scott.*—Would the establishment of a Ragged School similar to that in Hobart be of any use? I think a school of that class would be very little use here, and that the attendance would be no better than it now is.

11. You stated that the imprisonment of parents would meet the case? I did; and I think it by far the best means of obtaining regular attendance.

12. Have you any knowledge of the number of children in Launceston attending schools other than the Public Schools? I am unable to say exactly; but some four years ago I made an approximate return showing an attendance of 1406 children, and the number has increased considerably since that time.

13. The number of 50 you mentioned constitutes the total number of children who do not attend any school in Launceston? It does, and many of these occasionally attend some school, whilst others, though of a school age, could not be compelled to attend.

14. What proportion of children within the school age attend night schools alone? There are six night schools in Launceston, with an aggregate attendance of about 130 scholars, a large proportion of whom are within the school age, but are at work during the day.

15. Of the 1400 children who are attending private schools, how many are attending schools of a superior class? I cannot say, but I know there are some private schools in Launceston of an inferior kind, and in which the teachers are incompetent. There are 46 private schools in Launceston.

16. You say there are 46 private schools in Launceston,—can you say what proportion of them are presided over by incompetent teachers? In 10 at least the teaching power and discipline is bad.

17. Have you any further suggestions to make on the subject of Education? Yes. I wish to make the following suggestions, in the belief that if they can be carried out they will effectually remedy what are generally admitted to be serious defects in the present Public Schools Act. They are:—

- (1.) The Act should state what is to be considered as regular attendance; viz., the number of days in each week, month, or quarter.
- (2.) Distance from parents' residence to the school to be measured by the "nearest available route." Many children at present, who live within a comparatively easy distance from school by availing themselves of "bush tracks," cannot be made to attend, as they reside more than two miles distant measured by the road.
- (3.) Distance might with advantage be increased to three miles from school, leaving it to the Magistrates or Local School Boards to decide whether children should be compelled to travel this distance. Members of Local Boards, who are generally well acquainted with the state of the roads in their districts, could easily decide whether there were any obstacles in the way or attendance.
- (4.) The age at which children are compelled to attend might also be reduced to six years with great advantage to many country schools in thinly-peopled districts, and the Local School Boards could decide whether children of that age, from ill health or other causes, should be exempted.
- (5.) Parents should in all cases pay costs on being summoned, and ordered by Magistrates to send their children to school.
- (6.) Parents should pay fine and costs on being again summoned and convicted of disobeying Magistrates' order. In default of fine being paid parents should be imprisoned. This is, I believe, the law in England and Scotland, and nothing else will be effectual in the case of some parents; though I do not anticipate that it will be necessary to put it in force except in very flagrant cases of neglect.
- (7.) In the case of habitual truants, I would suggest that they be incarcerated for short periods, and also receive a flogging. The ordinary punishment which they receive from the teachers has no effect in causing them to attend properly; but if they were deprived of their liberty, and punished as I have suggested, the evil would soon be removed. Teachers of schools who have had experience of the evil admit that this is the only remedy, and many parents would willingly acquiesce in it.
- (8.) An Industrial School or Training Farm for incorrigible boys should be provided, if possible, away from the town.
- (9.) Private school teachers should be compelled to keep a register of attendance of all children at their schools. At present the attendance of many children at these schools is a mere sham; but I have no means of obtaining particulars where there is a disposition to withhold them.
- (10.) There should be some guarantee that teachers of private schools are competent, as otherwise they compete unfairly with Public School teachers.

PASTOR WHITE, *Baptist Minister, Launceston, called in and examined.*

1. *By the Chairman.*—You have had opportunities of seeing something of the waifs of Launceston,—can you say approximately what number of destitute and neglected children and juvenile offenders there are in Launceston for whom it is desirable to provide an educational refuge or reformatory? Yes, I have had six years' experience amongst them. I should say there are between 30 and 40 of the children you describe in Launceston, and who, though not destitute of food, from their bad morals and filthy persons would be quite unfit to sit beside the children attending an ordinary Public School, and for whom a reformatory with firm discipline would be the best thing. Children of this class in Launceston are never destitute of food,

as they are constantly the recipients of charity in the streets. They are also frequently guilty of larceny, &c., though they do not appear before the Magistrates, as people do not care about prosecuting. They should be punished much oftener than they are, and not let escape through miscalled mercy. It would be a much greater blessing to them if they were punished and stopped at an early period of their vicious career.

2. What are the probabilities of these children growing up into useful members of society? None whatever; and unless prevented by a miracle they must become the lower criminals of our country, because they are growing up without any education except that of cunning and larrikinism.

3. In what manner could these children be most effectively brought under educational and moral influences? One plan would be to get some of the neighbours to undertake the cleansing of the children and see they attended school, and in the school so attended to have a separate class-room for those who were not sufficiently clad; but an objection to this course would be that the parents might constantly interfere with the children's attendance at school. Another objection would be that the children would be only separated from the evil influences of their parents for a few hours during the day, and would then again come under their baneful influence. On the whole I think a reformatory would be the best remedy; but I should like to see parents made to support their children in such an institution, and imprison them if they failed to do so. Taking children out of parents' hands at a nominal charge, or not charging them at all, would only encourage them to neglect their children.

4. Would not that course be calculated to instil in the minds of the parents a feeling of enmity against their children? Nothing could make them treat their children in a worse manner than they are now doing, —leaving them in the streets, dirty, neglected, and exposed to the influence of every description of vice.

5. Do you think that the introduction of industrial and agricultural schools, at which children could be instructed in useful labour as well as elementary education, would meet the requirements of this case? As far as the children are concerned they would be a boon and a blessing; but taking the children from parents, and freeing them from any pecuniary obligations for their support, would only be encouraging those parents in their improvident and dissolute habits.

6. Then you would propose legislating to the effect that the State should be empowered to remove a child from its parents' control and assume the guardianship at the parents' expense? I would, most assuredly; and then parental neglect and improvidence will be no excuse for evading parental duties.

7. Does local industry offer any considerable opportunity of honest employment and, therethrough, an honest career to the vagrants you refer to? It does not. Business people are chary of employing them, being aware of their previous habits and character; and their wild lawless life unfits them for continuous effort, and makes it hard for them to brook any control.

8. *By Rev. James Scott.*—Could a reformatory be made self-supporting? I do not think so.

9. *By the Chairman.*—Would there be a very large demand for boys and girls brought up at a reformatory or industrial school? I think there might be after the institution had made a name for itself by careful training of children.

10. How do you account for the absence of any such reformatories in Launceston, having in view the facilities afforded by law for such institutions? I cannot account for their absence, except by ascribing it to the culpable apathy of the people to the future of their street waifs.

11. Is the existence of these waifs, while they are allowed to run wild and unchecked, calculated to increase the number of such characters in future? Undoubtedly.

12. Have you any other suggestion to make on the subject of Public Education, more particularly in its aspect of the neglected and deserted children? Yes. I think that the police should have the power and be strictly enjoined, in order that their circumstances may be enquired into, to apprehend any children within the school ages whom they may find running loose in the streets during school hours. Till this is done I cannot hope for any great improvement in the condition of the children.

JAMES RULE, *Esq.*, *Inspector of Schools*, recalled and further examined.

1. *By the Chairman.*—How would you propose to raise the standard of instruction in the Public Schools?—(See written answer 21.) By adding a Seventh Standard, embracing practical Mathematics and instruction in elementary Physical Science.

2. Have you found it generally noticeable that from want of method in teaching, or other causes, many children in Public Schools read lessons of which they have not grasped the meaning or purpose? Yes, I have.

3. To what do you attribute this? Generally to want of ability in the teacher. It is sometimes noticeable in schools where teachers are themselves well read, but who have not thought it worth while to observe whether children read intelligently or not, only confining themselves to asking questions as to the meaning of words, without any reference to the context.

4. Do you consider the text-books now in use in the Public Schools the best available for the purpose? I should hesitate to say they are the best available, but I consider them fairly good.

5. Have you particularly noticed anything objectionable, or any errors requiring correction in these books? I have; the Meiklejohn & Sonnenschein series is better for teaching reading; but in primary schools, where the majority of children will attend no other schools, it is desirable to embody in the reading-books as much useful knowledge as possible, consistently with the main purpose of teaching to read. The older series of Irish Readers, and some others, aimed too much at this secondary purpose, and were of little value for the primary purpose. The adoption of the series now in use is, I consider, a good compromise.

6. You have not seen any indication in them of dogmatic teaching on the one hand, or atheistical tendency on the other? Not in either respect,—I have observed nothing objectionable in them, except a few typographical errors.

7. Has complaint ever reached you, from Roman Catholic priests or others, that teachers were disobeying the departmental regulation that prohibits denominational teaching of religion? None whatever.

8. *By Rev. James Scott.*—Do you know any instance in which children have received religious instruction contrary to the Regulations of the Board? On one occasion I found a Roman Catholic Catechism being taught by a monitor during the first half hour of morning school. On another occasion I was led to suspect a breach of the Regulations by finding a Roman Catholic Catechism on the teacher's table during school hours.

9. *By the Chairman.*—Do you consider that a School of Mines, established under State auspices and aided at least out of the General Revenue, would be of advantage to the community of Tasmania? It would, I believe, be a very great advantage.

10. Have you any such experience of such institutions as will enable you to offer suggestions in regard to the establishment of one in Tasmania? I have had no personal experience of such institutions; but from what I have heard and read, I would venture to advise that Physics and Chemistry be taught as a basis for the knowledge imparted in a School of Mines.

11. Would it be, in your opinion, advantageous to the community to establish Industrial and Agricultural Schools, by means of which the waifs of the population might be diverted from a career of crime to one of useful industry? I believe it to be a very desirable and practicable undertaking.

12. *By Mr. Bird.*—Can you suggest any plan by which such a school can easily be established? I have had no experience to warrant any suggestions.

13. *By Rev. James Scott.*—What is the population of your District, and what is the number of children within the school ages in it? Population, in round numbers, 49,000; children between 5 and 15, 11,500; between 7 and 14, 8200.

14. What is the number of the children on the rolls in your District, and what is the proportion not attending any school? The average number of children on the rolls last year was 4184; of these 3347 were within the statute age. I estimate that fully 3000 children within that age in my district are not attending the public schools, or any efficient private schools.

15. What means would you recommend as best calculated to bring about a more satisfactory state of things? To bring the school attendance to a more satisfactory per-centage of the population, I would recommend—(1) that no fees should be charged for children's attendance; (2) that when the number of children within a thinly-peopled district is not sufficient for a half-time school, 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; (3) that the principle of local self-government in education be adopted, within such limits as will secure efficiency and uniformity of standards. In explanation of these recommendations I would refer the Commissioners to my answers to their printed questions concerning fees, and the constitution of Local Boards.

16. Would the allowance of a capitation fee to teachers be helpful in the case of those who live in remote districts and could not be thus grouped? The case supposed is one in which payment by results would be applicable. It might be possible once a year to assemble children thus privately taught for examination by an Inspector.

17. What per-centage of children have reached and passed the Third Standard? 14.39 per cent. of all examined were found qualified in Reading, Writing, and Arithmetic for a position above the Third Class.

18. Can you tell us the total number of children in the Colony within the statute age? The mean population of the whole Colony for the year 1882 being taken in round numbers at 117,000, the children between 5 and 15 may be reckoned at 28,000, and those between 7 and 14 at 19,500. One-fourth of these numbers being deducted as representing children attending efficient private schools, it follows that the children who might reasonably be expected to be found attending Public Schools was 21,000, and those under legal obligation to attend, 14,500.

19. *By Mr. Bird.*—Do you think it desirable to make the full payment of country teachers' salaries dependent upon their keeping up the average of 20? No. As long as they are retained as teachers the full salary should be paid.

20. When the falling off in attendance in the cases referred to is owing to the negligence of the teacher, would you recommend reduction of salary or dismissal? I would make the alternative warning and dismissal, not reduction of salary.

21. Do you think that any unnecessary hardship has been inflicted by the action of the Board in substituting capitation fees in lieu of salary in the cases of teachers whose average attendance has fallen below 20? Most instances are cases of hardship, and I do not consider it necessary to persist in the practice?

22. Are the Inspectors invariably consulted with reference to appointments and promotions? The Inspectors are often, but not always, consulted. The cases in which they are not consulted are, I believe, those in which the Board are satisfied as to the information already in their possession.

23. Is it desirable that in all the minor appointments the Inspectors should be consulted? It is desirable.

24. Have you ever known any appointment or promotion made in opposition to the expressed advice of the teachers? I cannot recall one instance.

25. With reference to your answer to printed question 18, what alteration of the standards of examination for teachers would you suggest? That question cannot be answered hastily. It is desirable that the Inspectors should confer on such a matter as this. In making the suggestion I had no intention of implying that I had a scheme prepared.

26. Will you, after consideration, briefly indicate the line that such revision of the standard of examination of teachers should take? The revision should be directed towards an improvement in the qualifications of teachers, especially probationers, and the removal of inconsistencies that have in the course of years resulted from piece-meal regulations.

27. Is there an efficient and uniform standard adopted in all districts for the examination and classification of scholars, so that something like an equal standard of proficiency is really possessed by all who are returned in the several classes? Yes. A perusal of the Programme of Instruction in the Board of Education's Rules and Regulations, page 10, will show that no serious divergence can be anticipated in the examination by different Inspectors.

28. Are you consulted by the Central Board in the matter of erection of buildings, alterations, improvements and repairs, &c.? Generally.

29. Are your recommendations usually acted on? Generally.

30. Are there any exceptional cases where inconvenience, or unnecessary, insufficient, or improper expenditure has been incurred by disregarding your advice? I cannot recall one instance of this kind, excepting that long before the erection of the Launceston School upon its present site I pointed out that the nature of the ground would cause great additional expense.

31. Have you ever made recommendations regarding needed improvements, or increased out office accommodation for boys and girls, which have not been attended to? I believe that all recommendations have been attended to sooner or later; it has sometimes happened that local hindrances have prevented a speedy remedy of the defects noticed.

32. Do you know whether the Central Board made any practical use of the papers on the Pupil Teacher system which were furnished by several teachers in 1877? No important change ensued.

33. Are new regulations framed and the general business of the Board of Education conducted under the counsel or suggestions of Inspectors, or independently thereof? Sometimes with, and sometimes without the advice of the Inspectors.

34. In the passing of regulations regarding purely educational matters, are the Inspectors consulted, and is their advice in such matters always followed? I cannot recall an instance of the kind in which the Inspectors were not consulted. I am not aware of changes having been made contrary to the concurrent opinions of the Inspectors.

35. On what principle are Exhibitions awarded when the number of passes exceed the number of Exhibitions provided? It is purely competitive amongst those reaching the minimum standard, and only the first six in the list of boys and girls respectively receive Exhibitions.

36. Would you recommend that the number of Exhibitions from Public to Superior Schools be increased? No.

37. Why do you approve of twelve Exhibitions, as at present, being provided, when you would approve of the number being increased? I am not prepared to recommend an increase of Exhibitions, because the system of Exhibitions cannot possibly be expanded to carry forward the education of all the children who ought to reach a satisfactory standard in Public Schools; and if the State undertakes to give them secondary education, it must be otherwise than by Exhibitions. The number at present awarded acts effectively as a stimulus to Public Schools.

38. *By the Chairman.*—Are the privies at Public Schools ever used in common by both boys and girls? and, if so, is this desirable? There are too many schools in which there is only one for both boys and girls; but it cannot be said to be common, inasmuch as the teacher takes care to allow girls a short recess in the play-ground while the boys are kept in the school-room, and *vice versa*.

39. Is it your experience that the low salaries and slow promotion injuriously affect the service by causing teachers to leave it? I have observed this to be a fact; but more harm is done by the prevention of good teachers entering the service.

G. THUREAU, *Esq.*, Launceston, called in and examined.

1. *By the Chairman.*—You are Inspector of Mines? I am.

2. Do you think it desirable that a School of Mines should be established in this Colony? Yes.

3. Will you specify the advantages to the community that might be anticipated from a School of Mines? At present our mine managers are chiefly supplied from Australia: if a School of Mines were established that want would in time be supplied by Tasmanians having passed through a School of Mines. As there is so great a variety of ores and valuable minerals found in Tasmania, special study of same has become a necessity even on the part of Australian mine managers, because of certain metalliferous deposits occurring here being wanting in most of the Australian Colonies.

4. How would you suggest that such a school should be established, having regard to the necessity of attaining the highest practicable efficiency with a narrow limit of expenditure? The Government might offer a certain subsidy per annum first, students to pay fees towards the salary of instructors.

5. To what extent might a School of Mines be made self-supporting? A subsidy would be necessary at first; afterwards the fees would be of considerable assistance. Tests, by analysis or by battery, if the school be equipped with all appliances, would ensure an income.

6. Might not your services and those of the Government analyst be availed of in this direction? If my time permits I shall be happy to assist. Cannot speak as to the Government Analyst.

7. Will you submit a scheme for such an institution, and make any further remarks that may occur to you as of importance in this matter? Yes. (Scheme herewith).

SUGGESTIONS towards a Scheme for the proposed School of Mines in Tasmania.

(1.) The proposed School of Mines should be formed under the authority of Government, and the authorities should be represented at the Board or Council of Regents by Nominees.

(2.) This executive and administrative Council of Regents should be elected from gentlemen eligible through their knowledge of educational matters, and should include a due proportion of such as possess some knowledge of mining or the sciences taught by the instructors.

(3.) Including Government Nominees, the Board of seven members should elect their President and Vice-President every two years.

(4.) The subscribers of one guinea per annum should have a vote each at the election of the Council annually, and a contribution of five guineas should be the fee of life governors.

(5.) The School of Mines should be located in a town, as near as possible to mines in full operation.

(6.) A sum of, say two thousand five hundred pounds, should be requested of Government as a subsidy for a building, apparatus, books, and other necessities. A further subsidy of three pounds to every pound publicly contributed should be granted the School by Government for the first years, in order to provide for the remuneration of capable instructors, a curator, and secretary, &c.

(7.) As there are already Schools of Mines in Australia and New Zealand which are largely subsidised by the governments, and which are to a great extent Schools of Designs merely for male and female students, it would be incumbent for the Tasmanian School to offer such advantages as are not possessed by those elsewhere in order to attract students from thence who under existing circumstances cannot derive that peculiar training of a *bonâ fide* School of Mines at home, and who would therefore patronise an outside establishment free from all local considerations, if Tasmania could assure them a practical course of instruction similar, but on a smaller scale, as in the European Schools or Academies of Mines. It should also be remembered, that at Ballarat and Bendigo there are no regular courses of study such as is herein strongly recommended; the students there attend irregularly, or qualify themselves in one or two subjects, leaving others equally necessary in abeyance.

Courses or Classes of Instruction for one, or, better, two years.

(Note.) "Candidates should have passed through a preliminary course of education in college, State schools, &c., enabling them to follow and understand the lectures or tuition of instructors upon their various subjects; if not, they should attend the second or preliminary classes first, until sufficiently advanced to take higher rank."

First Class Subjects.

- a. Geology: to include lectures, practical demonstrations from standard specimens, use of microscope, with other tests, and field excursions.
- b. Mineralogy: ditto, ditto, crystallography, and use of blowpipe.
- c. Chemistry: Rudimentary lectures, advancing to qualitative and quantitative analysis, dry or wet process; battery or other tests.
- d. Applied Mechanics: Lectures and drawing from models or plants of machinery in action, hydraulics, steam and water power practice in workshops.
- e. Mining: Lectures; mode of occurrence of mineral and metalliferous deposits; search for same; methods for working and winning economically and systematically; steam engines, water motors, pumps, winding and pumping machinery, tools, treatment of minerals and ores by mechanical process or smelting in order to produce substances or metals of commercial value, &c.; excursions to and inspection of mines in the vicinity.
- f. Mathematics, as requisite for above subjects.
- g. English Language: Book-keeping, as needed for mining offices or mine managers, &c.

Second Class.

To comprise all the subjects of those in the First Class, but not the higher branches. Certificates after examination in this class to be confined to underground managers, engine-drivers, battery managers, and smelters.

Students to write from dictation, or *ex tempore*, *verbatim*, or otherwise, the lectures given for examination by the instructors.

Examinations

Should be held for the regular students every twelve months.

Persons desirous to obtain the School's Certificate of Competency as mine manager, underground manager, mine engineer, engine-driver, amalgamator, battery manager, and smelter, may be examined by a Board of Examiners to be appointed, on their paying fees from five to two guineas each for every branch in the profession.

It is suggested that a Clause might be inserted in our present Regulation of Mines Act, 45 Vict. No. 8, 1881, rendering it necessary and compulsory for all persons conducting mining, ore dressing, and ore smelting processes as managers in Tasmania, either to produce satisfactory evidence of their fitness, or else to qualify themselves at the proposed School of Mines within a period of, say three years, after the school has been initiated; after that period no evidence in Courts of Law should be deemed admissible from persons not so qualified either by documentary proof of competence, or Certificates from the School.

Fees.

	£	s.	d.	
For the whole course of two years, at the rate of	21	0	0	per annum.
For one year's course only	12	12	0	"
Special Subjects, each	5	5	0	
Courses of Non-consecutive Lectures, (eight)	1	1	0	

Admission to Popular Lectures, One Shilling each.

Special Analyses of all kinds of substances to be paid for on the scale of the Government Analyst.

Special Mining Reports on Mineral or Metalliferous deposits on similar scale, if undertaken by the School through its own instructors.

As a preliminary step it would perhaps be advisable to confine the number of subjects to be taught in the hands of as few instructors and officers as possible, until the income derived from all sources is assured, and more instructors can be paid, partly by salary and partly by fees, as the School extends.

For instance: it is possible that Nos. 1, 2, 4, and 5 subjects could be taught by one instructor; No. 3, ditto; and 6 and 7 by a third instructor; and it is very possible likewise that the Secretary and Curator could, besides his other duties, take some of the above subjects until he could be fully employed for the whole of his time.

THURSDAY, MAY 17, 1883.

THOMAS STEPHENS, *Esq.*, *Inspector of Schools*, called in and examined.

1. *By the Chairman.*—How would you propose to raise the standard of instruction in the Public Schools? By improving the efficiency of the teachers and the discipline of the Department so as to ensure the observance of rules and instructions.

2. Have you found it generally noticeable that, from want of method in teaching or other causes, many children in Public Schools read lessons of which they have not grasped the meaning or purpose? This is a common defect in some schools.

3. To what do you attribute this? It may be the result of negligence on the teacher's part, or of inexperience in the art of teaching, or of both combined.

4. Do you consider the text-books now in use in the Public Schools the best available for the purpose? The reading-books now in use are, on the whole, the best that are available.

5. Have you noticed anything objectionable, or any errors requiring correction, in these books? There are errors to be met with here and there, as is always the case in first editions. I have not noticed anything that I could call objectionable.

6. You have not seen any indication in them of dogmatic teaching on the one hand, or atheistical tendency on the other? I have not seen any such indications.

7. Has complaint ever reached you from Roman Catholic priests, or others, that teachers were disobeying the departmental regulation that prohibits denominational teaching of religion? No such complaints have reached me.

8. Do you know any instance in which children have received religious instruction contrary to the Regulations of the Board? I am not aware of any such instance.

9. Do you consider that a School of Mines, established under State auspices, and aided at least out of the General Revenue, would be of advantage to the community of Tasmania? I have elsewhere recommended the establishment of schools of practical science. The term School of Mines is, perhaps, too restricted. I do not think it desirable to set up such schools in opposition to, but rather in connection with, existing secondary or grammar schools. The general education up to the age of, say, 16 years should not be interrupted; but the student should be enabled to spend a portion of his time under scientific training in an institution of the kind contemplated by the question.

10. Have you had any such experience of such institutions as will enable you to offer suggestions in regard to the establishment of one in Tasmania? Of the institutions referred to with which I have some personal acquaintance, the Ballarat School of Mines may be cited as an instance which might be studied with advantage in planning something of the kind for Tasmania, and also the scheme for technical instruction in Sydney. The College of Physical Science at Newcastle-on-Tyne, in connection with the University of Durham, is one of the best models to follow, though it goes far beyond what is practicable here.

11. Would it be, in your opinion, advantageous to the community to establish Industrial and Agricultural Schools, by means of which the waifs of the population might be diverted from a career of crime to one of useful industry? Theoretically speaking, it would be desirable to establish such schools; but the practical difficulties are very great here, where it is impossible to find persons qualified by ability and experience for managing such establishments. Unless an absolute guarantee for their proper culture and training can be obtained, it is better that such waifs should be under the public eye and amenable to the influence of ordinary means of improvement than that they should be herded together in public institutions.

12. Can you suggest any plan by which such a school can easily be established? I am not prepared to suggest any plan at present. An enquiry into the educational and industrial training of the Boys' Home might show how far such an experiment has been successful under exceptionally favourable conditions.

13. What is the population of your district, and what is the number of children within the school ages in it? There are no means of ascertaining the numbers in particular inspection districts: the total population at the time of the last Census (1881) was 115,705. The total number of children between the ages of 7 and 14 years was 17,125, of whom 8677 were boys, and 8448 girls.

14. What is the number of children on the rolls in your district; and what is the proportion not attending any school? The total number of children on the rolls in December, 1881, was (including the Hobart Ragged Schools), 9811. The total number of children between the ages of 7 and 14 years, returned at the time of the last Census as not attending school was 1984. Many of these had left school, being beyond the ordinary school age, and others would eventually come under instruction; but, on the other hand, many must have been returned as attending school whose attendance is so irregular as to be quite valueless for the purposes of education.

15. What means would you recommend as best calculated to bring about a more satisfactory state of things? The Education Department would have to be organised and worked like any other department in order to prepare the way for improvement. The other chief essentials are the provision of reasonable facilities for preparing teachers for their work, and the promotion of efficiency by discouraging the employment of unsuitable persons, and rewarding skilled and faithful services.

16. Would the allowance of a capitation fee to teachers be helpful in the case of those who live in remote districts and could not thus be grouped? All allowances in the shape of capitation fees are objectionable in public elementary schools like ours; but it is desirable to give teachers a direct interest in securing a larger and more regular attendance. I do not understand to what the expression "could not thus be grouped" is intended to refer.

17. What per-centage of children have reached and passed the Third Standard? Putting the most liberal construction upon what is meant by passing the Third Standard, I should estimate the number at about 18 per cent. of the ordinary attendance.

18. Can you tell us the total number of children in the Colony within the statute age? This question is answered under 13.

19. Do you think it desirable to make the full payment of country teachers' salaries dependent upon their keeping up the average of 20? The Public Schools Act forbids the maintenance of schools with an average attendance under 20 except under special regulations. I do not think that teachers who are not in any way responsible for the low attendance should have their salaries reduced.

20. When the falling off in attendance in the cases referred to is owing to the negligence of the teacher, would you recommend the reduction of salary or dismissal? When the low attendance is due to the negligence or inefficiency of the teachers, it would be better that they should seek other employment rather than remain at reduced salaries.

21. Do you think that any unnecessary hardship has been inflicted by the action of the Board in substituting capitation fees in lieu of salary in the cases of teachers whose schools have fallen below 20? In some cases hardship has been experienced by deserving teachers under the regulations referred to above (19), but a small attendance is often an indication of inefficiency of one kind or another.

22. Are the Inspectors invariably consulted with reference to appointments and promotions? I am unable to say what is the general practice. The Chief Inspector is occasionally consulted in reference to some of the minor appointments.

23. Is it desirable that in all minor appointments the Inspectors should be consulted? It is not easy to see how efficiency, especially when it entirely depends on professional skill and faithful service in the teachers, is to be secured without consulting the professional staff about all appointments,—or, indeed, without making the professional staff responsible for the conduct of all business connected with the schools.

24. Have you ever known of any appointment or promotion made in opposition to the expressed advice of the teachers? I have had no opportunity for many years past of knowing exactly what steps are taken in connection with appointments, nor whether they have been made in opposition to the advice of teachers.

25. With reference to your answer to printed question 18, what alteration of the standards of examination for teachers would you suggest? The standards were originally constructed so as to be in harmony with those of the neighbouring Colonies, with such modifications as I found necessary to suit local circumstances. Since that time great changes have been made elsewhere, and I could not recommend any specific alterations without carefully comparing other systems of classification, nor without an opportunity of consulting the Inspectors and other persons qualified to advise on the subject.

26. Will you briefly indicate the line that such revision of the standards of examinations of teachers should take? In the syllabus for the First Class it would be desirable to make Latin or French an essential subject. The standards in Mathematics require to be revised, and the other subjects modified, so as to simplify the examination and at the same time secure a more thorough knowledge of each. Candidates for the higher certificates should be required to show a competent knowledge of the subjects which they are expected to teach under the head of "Object Lessons." This would bring in Elementary Science. Drill, Singing, and Drawing should be more formally recognised. Teachers who had once passed creditably in a given subject might be exempted from the necessity of bringing it up again. If there were a University in Tasmania it would be very desirable that candidates for the higher certificates should pass certain specified examinations in the University course.

27. Is there an efficient and uniform standard adopted in all districts for the examination and classification of scholars, so that something like an equal standard of proficiency is really possessed by all who are returned in the several classes? The Programme of Instruction gives a general outline of what is required to justify the position of a scholar in a particular class; but, where there is no general supervision, the interpretation of such standards varies according to the individual opinion or experience of the teacher or examiner, and such uniformity in practice as is required to test the relative efficiency of different schools and teachers is not obtainable.

28. Are you consulted by the Central Board in the matter of erection of buildings, alterations, improvements, and repairs, &c.? I am sometimes referred to in connection with improvements, and have had some cases referred to me for report after the plans and specifications have been prepared.

29. And are your recommendations usually acted on? It is impossible for me to say whether my recommendations are generally acted on or not. In some cases alterations have been made; but, as a general rule, I do not know what action is taken in the matter. Nor would it be possible for a Chief Officer, whose official time is wholly occupied in the routine work of inspection, examination, &c., to keep himself informed on questions which only incidentally, and at long intervals, come under his notice.

30. Are there any exceptional cases where inconvenience or unnecessary, insufficient, or improper expenditure has been incurred by disregarding your advice? This is answered, as far as I am able to answer it, under the last question.

31. Have you ever made recommendations regarding needed improvements, or increased out-office accommodation for boys and girls, which have not been attended to? There are many instances in which no result has followed the reporting of defects, and others in which the action taken has shown that the nature of the defects and the proper mode of remedying them have not been understood.

32. Do you know whether the Central Board made any practical use of the papers on the Pupil Teacher System which were furnished by several teachers in 1877? I am not aware that papers on the subject were furnished by teachers. If action had been taken upon any such papers I should probably have heard of it.

33. Are new regulations framed and the general business of the Board of Education conducted under the counsel and suggestions of Inspectors, or independently thereof? Individual opinions are sometimes asked for, but the professional staff has nothing to do, at present, with the framing of regulations or the conduct of general business.

34. In the passing of regulations regarding purely educational matters, are the Inspectors consulted, and is their advice in such matters always followed? In purely educational matters the opinions of individual Inspectors are, I believe, generally obtained; but there is no officer outside the professional staff who could collate such opinions, or advise the Board as to which should be adopted. Certain questions relating to examinations are usually referred to the Board of Examiners.

35. On what principle are Exhibitions awarded when the number of passes exceed the number of Exhibitions provided? The names of candidates are arranged in order according to the number of marks obtained. The Exhibitions are not confined to those who pass creditably, and anyone who does not fall below a fixed minimum standard may obtain an Exhibition if he is sufficiently high on the list.

36. Would you recommend that the number of Exhibitions from Public to Superior Schools be increased? I am not aware of any ground on which an increase in the number of Exhibitions can be recommended at present.

37. Are the privies of Public Schools ever used in common by both boys and girls? This is a matter on which I have had to call attention repeatedly in my reports. Even where there are separate offices there is often a want of proper separation of the sexes, and the prevalent practice of turning all the children out at the same time to relieve the calls of nature is almost always objectionable. It is probably supposed that all teachers attend to such details of management as a matter of course; but the whole question, with many others which cannot be settled by fixed rules, requires authoritative regulation and supervision.

38. Is it your experience that the low salaries and slow promotion injuriously affect the service by causing teachers to leave it? I am not aware of any instances in which eligible or efficient teachers have left the service in consequence of low salaries or slow promotion; but such a result is likely to happen unless openings for the advancement of deserving teachers are created by the removal of those who after a fair trial have proved incompetent or unsuitable for the charge of schools.

In reference to the foregoing answers I wish to state most emphatically that no blame is imputed directly or indirectly to any persons connected with the working of the Educational System. Speaking from long official experience, I am able to state that no department can show more faithful and zealous service; that, if defects are apparent, they are a natural result of the system itself; and that the present condition of things is mainly a consequence of insufficient provision in past years for the executive agency on which efficiency depends, and other circumstances over which the Board of Education had no control.

T. STEPHENS, *Chief Inspector of Schools.*
19th May, 1883.

FRIDAY, MAY 18, 1883.

The Hon. HENRY BUTLER, President of the Council of Education and Chairman of the Board of Education.

1. *By the Chairman.*—How long have you held the positions of Chairman of the Board of Education and President of the Council of Education? I have been Chairman of the Board since February, 1865, and President of the Council during the last two years.

2. You are in favour of State Superior Schools: do you think that at the present time the establishment of such an institution is desirable? I am, most certainly; and I think there is adequate room for such an institution in the principal towns, Hobart and Launceston, and that it might be extended in time to other centres of population which could afford a supply of superior scholars.

3. Would you regard these Superior Schools as directly connected with the Public Schools, and make the latter feeders to the former? Not so, entirely, for the reason that the adoption of that course would preclude the possibility of private enterprise in teaching; but I regard it as essential that all children, whether educated at private schools, at home, or at public schools, should have to pass a certain examination, of a standard which would fit them to enter such superior schools.

4. Do you think that Christ's College, as at present constituted, has any beneficial influence upon the cause of education? I do not think so; and I think this has been proved by the very limited extent to which the colonists have availed themselves of such opportunities as it may afford.

5. Can you suggest the causes of the present failure of this institution, or suggest any remedy for existing defects? That the institution does not rest on any fundamental regulations which can cause its acceptance by the general public, nor are the definition of the modes of examination sufficiently clear to know what the outcome of an education in this establishment would be.

6. Are you in favour of obliging all Public School teachers not specially entitled to exemption to undergo examinations for the various grades? Certainly yes.

7. Has there been frequent or any complaint made to the Central Board of teachers abusing their power of imparting religious teaching? No; in my whole experience, extending over some 18 years, I have only known of three cases which have called for intervention. Two of these were in the very early periods of the Board's existence, when the Roman Catholics infringed the Board's regulations. The management of the schools, in both these cases, was at once changed. The other case I refer to was the recent one of a schoolmaster, Mr. Kenner.

8. Do you consider it desirable to impose any further restriction or limitation than is now in force upon religious instruction in the schools? I think the present system is perfectly satisfactory.

9. Would you allow all teachers to read Scripture, as now prescribed, without exception? Yes, as now prescribed. I should not take the individual views of the teacher into consideration, feeling that, if competent for his office, he would be bound to adhere to the regulations imposed upon him.

10. Would you approve of a change in the regulations in this respect, by which the reading of Scripture in school should be made optional to the teacher? Provided that the present security as given to the different religious bodies to impart instruction in their tenets was continued, and full facilities afforded them. I do not consider that the master should interfere with religious instruction in any way.

11. Are you of opinion that the system of State education in this Colony could be beneficially extended so as to include Infant schools, Industrial schools, Ragged schools, and Reformatories? I think it would be to the interests of the State that all these institutions should be under the superintendence of those on whom the principal responsibility devolves. The mixture of alienated schools with those under the direction of the Government has been found to be a fertile source of discord. There is no doubt that the assistance given by benevolent people to Ragged and Industrial schools has been very beneficially used, but it certainly introduces into the system the management of schools by religious communities, which is undesirable. I do not, in this remark, refer to the different orphanages, which can best be dealt with by the system now in use.

12. Do you think it to the interest of the State that such institutions should be extended so as to bring a much larger number of neglected and orphan children within the influence of education, and more particularly of education of a technical and practical character? I think it would be very desirable; but the question of that which is desirable and that which is practicable occurs here,—I believe, in antagonism. I have not yet found in my researches in education questions that much good has been done in the way of technical education beyond that received at a Public School.

13. Would you recommend the introduction into large centres of population of the Kindergarten system? Many years ago I imported a series of the Kindergarten gifts into the Colony, and distributed them amongst the then principal teachers, but did not find they were adequately used.

14. In your answer to Question 26 you recommend that Local Boards should be elected, and that the Chairmen of such Boards nominate for Government approval a Director of Education: would you approve of the system existing in Holland and South Australia, under which the central control was vested in a Minister of the Crown, aided by a Board of Delegates from Provincial School Commissions? My objection is to a political officer having the direction and charge of the appointment and promotion of teachers; but, at the same time, whether by the crude means I have described in my answers to questions submitted to me by the Board, or by a better mode, a competent officer could be elected, who would act in conjunction with a Board of Delegates. This plan would, I think, be successful; the paid Director being responsible to the Governor in Council, but not to an individual Minister.

15. Speaking from your experience, should you say that local control would be improved in character and efficiency by substituting District Boards for the present School Boards? I believe there would be very little change when it is found (as the returns testify) that gentlemen who interest themselves in education in the district are usually nominated to four or five School Boards; but I am, at the same time, of opinion that there is a great necessity for some change, as the representatives of the various religious bodies in the community almost demand as a right that they should be on every Local Board within their sphere of action. This is most undesirable.

16. *By Mr. B. S. Bird.*—In your written answers to questions previously put to you in reference to making provision for additional scholarships of £100 each, to be tenable at a Colonial or British University, you expressed a doubt whether such a sum would be sufficient to cover the expenses of the University course: would you be in favour of providing two such additional scholarships of, say £100 or £150 each, if that sum be sufficient, or do you consider that the present number of scholarships is sufficient? If the sums be adequate for the purpose I should like to see an increase.

17. Will you be so good as to inform the Commission what recommendations of the Select Committee of 1882 meet with your approval? With Paragraph No. 1 I concur. It is now the practice to refer all papers to the Local Boards; also all applications for leave of absence and copies of the reports of Inspectors on the schools. I dissent from Paragraph 2, as it would enable Local Boards to punish a teacher who might be distasteful to them, and cause differences among the Local Boards. Paragraph No. 3 would be an improvement, but it could only be done by enactment. I see no objection to Paragraph 4, provided that it is not made a means of ministering to local religious bodies. I do not concur with Paragraph 5. It

was attempted in Victoria, and the schools and furniture were much injured, so that the Government had to impose a fee to prevent the abuse—bands, Independent Order of Oddfellows, &c. Did not think it necessary to provide buildings for their purposes. I see no objection to Paragraph 6; but no means are provided to carry out any such requirement. I see no objection to Paragraph 7—but it is substantially acted upon at present. I see no objection to Paragraph 8.

QUERIES addressed to all Inspectors of Government Schools in Tasmania.

1. Is the standard of instruction in the Public Schools sufficiently high? And would the adoption of a higher standard be prejudicial to the interests of good Private Schools?
2. Is a respectable degree of proficiency attained in the schools?
3. Do any larger proportion of the children leave the schools before they are competent to pass an examination in the 5th or 6th Class?
4. Is there any noticeable difference in the degrees of proficiency attained between Town and Country Schools, or between the schools of particular districts?
5. To what do you generally attribute the low average of proficiency, *when it obtains*?—to inefficient teaching power, to a defective system of teaching, to peculiarity in the class of children, to irregular attendance, or to any other cause?
6. Do the published results of examinations reveal any marked improvement in the schools, either as to their management or discipline, the degree of proficiency attained, or in any other particular, since the Inspecting Staff has been increased from one to three Inspectors?
7. Is the attendance at the schools generally as large and regular as might reasonably be expected?
8. To what is the low attendance, where it prevails, chiefly attributable?—to the indifference or insufficiency of teachers, the carelessness of parents, or neglect of the Local Boards to take steps to procure attendance?
9. Would you recommend that certificates of exemption from attendance be given to all children whose parents apply for them in rural districts during harvest, or hop and fruit-picking seasons, or that no such certificates should be issued to any except those who have passed examinations up to a certain standard?
10. Should the employment of children in factories within the school age be prohibited by law?
11. Are compulsory measures generally enforced in the case of non-attendance? And are they attended, when enforced, with satisfactory results?
12. Is it desirable that there should be a fixed minimum number of days in each year, or each quarter, during which attendance at schools is compulsory?
13. Do you approve of the compulsory system as it is at present administered, or could you offer suggestions for its amendment, or for the procuring of more regular and larger attendance?
14. Can you speak favorably of the character and respectability of the teachers, apart from their teaching qualifications?
15. Is the teaching staff generally as efficient as could be desired for the work of our Public Schools?
16. Is there a general increase of efficiency in the teachers as years add experience, or is such improvement only exceptional?
17. In what is the teachers' inefficiency most generally apparent,—in discipline, in attainments, or in teaching power?
18. Is the standard for the examination of the several classes of teachers such as you would desire to see it?
19. Could a better qualified class of teachers be procured by a moderate increase of salaries, or could certificated teachers from Great Britain be obtained at the present rate of remuneration; or can a superior staff be hoped for only by making better provision for the training of teachers ourselves?
20. What provision is made for the training of teachers?
21. Would you favour the establishment of a Model School, in which all who intend to devote themselves to Public School teaching may be prepared for their profession?
22. Can you briefly describe such a Model School as would suit the requirements of this Colony, particularly as to its size, character, and arrangements?
23. Is much difficulty experienced in obtaining the services of pupil teachers?
24. What is the cause of the difficulty?
25. Are male or female pupil teachers most readily procured?
26. Should pupil teachers be required, as in England, at the outset of their training, to sign indentures to serve a certain fixed time as pupil teachers, and afterwards as head teachers or assistants under the Board?
27. Can you offer any suggestions for the improvement of the Pupil Teacher system pending the establishment of a Training School, or as to other means of supplying the necessary staff?
28. On what is the appointment or promotion of teachers dependent?
29. Do any complaints reach you of the use or severity of corporal punishment in the schools?
30. Would you recommend that corporal punishment be abolished?

31. Do you approve of half-time schools where the attendance of 20 cannot be procured within a radius of two miles from the school?

32. Is it desirable to extend the distance from which attendance shall be compulsory from two miles to three during the summer months?

33. Can you suggest any method by which widely-scattered groups of six to twelve children each could receive instruction, so that the children of shepherds and other lonely settlers in the bush might share in the advantages of national education?

34. Could Night Schools be more extensively and advantageously established than they are now?

35. Do you approve of the reading-books in use, or would you prefer some others?

36. Are Scripture lessons given to any extent by the teachers, and what is the character of the lessons they give,—historical, preceptive, or doctrinal?

37. Are you aware whether it is regarded by the parents as objectionable that the teachers should give religious lessons?

38. Are you aware of any objection being offered by parents to the religious character of any of the lessons in the reading-books?

39. Do you think it desirable that Bible lessons should be given in the Public Schools?

40. Would you be in favour of drill and gymnastic exercises in all Public Schools?

41. Is the method of teaching infants and small children capable of improvement?

42. Is the Kindergarten system an effective one? And could it be adopted in connection with our Public School system with advantage?

43. Is the knowledge of common things, of ordinary natural phenomena, and of those products of nature and manufacture with which all children should be early familiar, generally imparted?

44. Would you approve of technical education in relation to the simple industries being imparted in the Public Schools?

45. Do complaints ever reach you that the teachers pay more attention to the children who pay fees than to those who are free?

46. Has the association of paying and free scholars in the same school any injurious or annoying effect on the school as a whole, or on the individual scholars?

47. Is it desirable that, where the poorer class of children exist in sufficient numbers, Free Schools should be established for them?

48. Would you be in favour of making the Public Schools free to all children, or of continuing the present system of payments by all who are able to pay?

49. In the event of Education being made free, how do you think the cost should be met? Out of General Revenue, by local tax, or by a general education tax?

50. Are the incomes of all classes of teachers fairly good as compared with the teachers of other countries?

51. Do the assistant teachers generally receive, in addition to their paid salaries, a fair proportion of the fees?

52. Would you approve of a system of partial or entire payments of teachers by results? And will you state your reasons for or against such a system?

53. Does the system of Exhibitions to Superior Schools work well? Does it promote the general efficiency of the school or raise its status? Or is the effect in the school generally the reverse of good, in consequence of the teacher's time and attention being given to the candidate for the Scholarship to the neglect, to some extent, of the rest of the school?

54. Is it usual for the Exhibitioners to distinguish themselves at their studies at Superior Schools?

55. Are the methods of preparing candidates, and the standard of attainments for the Exhibition suitable?

56. Could you suggest a better method than that in existence whereby boys and girls of unusual ability in the Public Schools might be provided with the advantages of education in Superior Schools?

57. Would you recommend that Latin and Euclid be included among the subjects of examinations for Exhibitions?

58. Are many of the school buildings the property of religious bodies, and is their use for Public Schools open to objection, and to what objection?

59. Are the school buildings which are vested in the Board used for religious purposes, and is such use desirable?

60. Is the school furniture of a sufficiently suitable and substantial class?

61. Are you of opinion that the exclusive power of appointing teachers to, and their promotion in connection with, Public Schools should be vested in the central authority? Or is it your opinion that the approval of Local Boards should be necessary before any appointment to, or promotion in, a Public School takes place?

62. Can you offer any additional suggestions for the improvement of our Educational System, especially with regard to the general control and conduct of public instruction in the work of the schools, whereby larger and more regular attendance, higher attainments, greater parental and local interest, and better results generally might be procured?

ANSWERS of the following gentlemen:—

1. T. Stephens, Esq., Chief Inspector.
2. James Rule, Esq., Inspector.
3. A. Doran, Esq., Inspector.

Answers by T. STEPHENS, Esq., Chief Inspector of Schools.

1. The Programme of Instruction defining the standards of classification and instruction in Public Schools gives, as is customary, only an outline of the subjects taught. If interpreted according to the intention with which it was framed, and faithfully worked, the standard is sufficiently high for any Primary School: the higher grades are satisfactorily reached in very few of the existing schools. The Programme requires revision, but an alteration which should include branches that are now left to the better class of Grammar Schools would go beyond the recognised limits of primary instruction, and would probably affect such schools prejudicially.

2 and 3. The degree of proficiency, both maximum and average, attained in different schools varies so widely that these questions cannot be answered in general terms. On reference to the table in the last Report of the Board of Education, showing the ages and classification of 9266 scholars on the rolls at Christmas, 1881, it appears that 8598 children, or 92·90 per cent. of the total number, had not passed beyond the grade of proficiency indicated by the Fourth Class, and that 2497 of these were over 11 years of age. Many children never reach even this moderate standard of proficiency, and, considering the fact that most of the children for whom the Public Schools are chiefly designed must go to work at about 11 or 12 years of age, it will be evident that a large proportion must annually leave the schools before they have been sufficiently grounded in the essential branches of elementary instruction. The above *data* are supplied by the teachers' own returns of classification, and experience has proved that the actual standard in many schools is considerably below the teacher's estimate.

4. The average standard of proficiency is much higher in some districts than in others; but no distinct line can be drawn, speaking generally, between town and country schools as regards their relative efficiency.

5. Inefficiency in the teaching staff,—which may be caused by natural inaptitude for the profession, by defective education, by inexperience in the arts of teaching and management, by the absence of energy and industry,—or by all these combined, and irregularity of attendance, are the two chief causes of a low average of proficiency in the schools. The regularity of the attendance depends mainly on the efficiency of the teaching, and when this has been defective for a long series of years the appointment of a good teacher will not at once provide a remedy. The standard of proficiency depends very little on the class or social position of the children,—the best results are sometimes obtained where they would be least expected. It may be noted here that the essential elements of education are occasionally imparted better in a school which does not teach beyond a Fourth Class standard than in one of much higher pretension.

6. The improvement which might result from an addition to the Inspectoral Staff could not, under any circumstances, be measured by statistical returns until after the lapse of some years, and there are no means at present of determining the amount of *general* improvement from a comparison of the results of examination in particular districts. Satisfactory progress in one district may be attended by a corresponding depression elsewhere, the standard of efficiency being merely shifted by the transfer of competent teachers from one place to another.

7. The attendance is sometimes as good as can be reasonably expected, and without any enforcement of compulsory measures; but such schools are exceptions to the general rule.

8. A low attendance is generally a direct result of general or special inefficiency in regard to the conduct of the school, and of carelessness of the parents, which commonly proceeds from the same cause. The Local Boards, as a rule, desire to promote regular attendance.

9. It is not, in my opinion, desirable to prevent the issue of certificates of exemption at the times when the labour of children is urgently required by their parents in work suited to their age and strength; but the issue of such certificates requires supervision and restriction,—as, for instance, where exemption is given for six weeks at a stretch, twice in the year, without any regard to the irregular attendance of the children during the remaining part of the year.

10. It is highly desirable that the employment of children in factories under the age of 10 should be prohibited by law, and that between the ages of 10 and 13 it should be only permissible where the children have been educated up to a given standard. The standard could not well be made higher at present than the ability to pass satisfactorily an examination in the subjects prescribed for the Fourth Class. Some relaxation of the legal restriction might be advantageously permitted in the case of half-timers, who should be required to attend school regularly for not less than two hours a day.

11. I have very little personal knowledge of the steps taken to enforce the compulsory measures; but it does not appear that satisfactorily regular attendance is ever the result. I have sought in vain on visiting schools for cases which would show that attendance is a consequence of the operation of compulsory measures.

12. The chief objection to defining a minimum legal attendance is that the *minimum* in such cases usually becomes the *maximum*; but, on the whole, it would be desirable that a period should be defined, say not less than 30 days in each quarter. The London School Board requires an attendance of not less than four days in each week.

13. Without official knowledge of the working of the compulsory system in its various details, it is impossible to specify exactly the points in which it fails or in which it requires amendment. Many persons attribute its failure to a too liberal interpretation of the exemption clauses of the Act, and to the undue leniency of the Magistrates, and these are doubtless among the chief obstacles to the effectual working of the system. Even where the offence is proved, and the parents warned, it does not appear that the cases

are systematically followed up, and the parents compelled to learn that the law must be obeyed; nor does it seem to be understood that non-attendance for a very brief period, without formal exemption, is *prima facie* evidence of violation of the Act, though no period of legal attendance is defined. I am strongly of opinion that prosecutions under the Act should not be left to the discretion of any subordinate officer; that they should be seldom undertaken, and never without full enquiry into all the circumstances of the case; that when the offence is proved there should be no option but to impose a minimum fine; and that all cases brought before a Bench of Magistrates, and not dismissed, should be submitted again at intervals of not less than one month, with the view of ascertaining whether the parents are, in the terms of the Act, "sending their children to school." I do not think that the compulsory system will ever be generally enforced until the cordial co-operation of those who control the police of the island is secured, and I believe that such co-operation will be readily available if the proper steps are taken to secure it. There is one important point which should not be overlooked. All experience has shown that good schools are the best agencies for promoting attendance, without requiring the intervention of the law, and it is a grave question whether a parent ought to be compelled to send a child to any school which cannot be described as more or less "efficient."

14. In regard to personal character and respectability, the teachers, speaking generally, will compare favourably with those occupying similar positions in other countries.

15. The teaching staff is not generally as efficient as could be desired.

16. There are several instances of marked improvement commencing from a very low standard of efficiency, and there are some teachers originally competent who are always moving onward. Such instances are exceptional. In the majority of cases it may be said that there is some progress, but that it does not either meet or keep pace with the growing needs of the community.

17. A want of practical acquaintance with improved methods of teaching the elementary subjects is the most noticeable deficiency. The power of controlling children is generally to be met with, but really good discipline is somewhat rare. The average standard of attainments is also rather low. The indolence or indifference of the teacher is sometimes the cause of the failure of a school, and the necessary remedy for this defect is rarely applied. Energy and industry are the most important qualifications; one teacher will do more real educational work in six weeks than another of equal attainments in six months.

18. The standards of qualification for certificates should be raised, but a slight modification of the existing regulations would suffice. In most respects the standards of examination for certificates are sufficiently high if the possession of adequate practical skill in teaching and management is more strictly insisted on. The intermediate steps should be gained by improved proficiency in this respect, and by continuous good service, provision being made for uniformity in the application of rules to practice. It is bad both for the school and the teacher that the latter should be encouraged to be always preparing for an impending examination, when he ought to be giving his undivided attention to the practical details of his business. In the examination of provisional and probationary teachers considerable latitude must be allowed: for small country schools the qualifications required are not such as can be tested by highly pitched standards of examination. Teachers of a high class will not and ought not to remain where there is no scope for their abilities, and there are better means of improving the standard of qualification in the lower grades than by increasing the difficulty of the examination.

19. To increase salaries without requiring better qualifications would not mend matters; though it would certainly be desirable to make such increase immediately available as soon as reasonable competency should be shown. Certificated teachers from Home could be obtained for the salaries and emoluments offered by the present Regulations, and it would be well to occasionally introduce such teachers for the double purpose of keeping up the standard and of making provision for local training, which is of all things the most needed. Any large importation of teachers would necessitate the dismissal of a corresponding number of deserving persons who only require the means of qualifying themselves for their duties. It must be remembered that in about 70 per cent. of the Public Schools the attendance ranges from 10 to 35 scholars, and the State can hardly be expected to provide highly qualified masters for work which is within the compass of a competent teacher of infants elsewhere.

20. There is no regular provision for the training of teachers. The operation of the Pupil Teacher system as a means of preliminary training has not been particularly successful.

21. The absence of any institution corresponding to the Model Schools in other countries is, as I pointed out more than twenty years ago, the most prominent defect in the Tasmanian system. A Model School would do all the work of an ordinary school in the best possible way, and would supply, with other subsidiary means, what is now urgently required in the shape of systematic preparation for the profession of teaching.

22. A description of such a Model School as the circumstances of the Colony require is given in a Report to the Board of Education, dated 13th May, 1882, which is in the possession of the Commissioners. —(Appendix 3.)

23. A difficulty is sometimes experienced in obtaining the services of eligible candidates for the office of pupil teacher.

24. The difficulty sometimes is a result of defects in the school itself; but it is also caused by the fact that the remuneration is not, at the outset, sufficient to induce much competition. Increased salaries would remove the latter difficulty, but the increase should be contingent upon a better guarantee for efficient training than now exists.

25. There is little difficulty in obtaining female candidates in Hobart. In Launceston there has always been less competition among both sexes. Speaking generally, female candidates are most easily procured.

26. It would not be desirable for the pupil teachers to sign indentures unless a longer period of probation were enforced, and positive evidence of aptitude for the profession previously obtained. The office might easily be made sufficiently attractive without recourse to formal apprenticeship, which would increase the difficulty of securing eligible candidates. In any case the engagement should not extend beyond the end of the pupil teacher's course; the State should never be bound to provide for persons unsuited for the profession of teacher, though able to pass the necessary examinations.

27. This question is partly answered under 24 (last clause). Strict supervision over the working of the system would ultimately effect an improvement; but provision should be made for the employment of assistants in place of pupil teachers where the circumstances require such a substitution, and where eligible persons are available.

28. Candidates for employment, if their qualifications have not been previously tested by some recognised standard, have to pass an examination in the elementary subjects more or less satisfactorily. I do not know exactly how the question of appointment to particular schools, or of promotion from an inferior to a better school, is generally determined. The promotion of a teacher from class to class is dependent partly upon the opinion of the Inspector who last visited his school, and partly upon the result of an examination.

29. No formal complaints of severity of corporal punishment have been made to me for many years past. I have had occasionally to caution or reprimand teachers on the subject, but I have no means at present of knowing whether any general abuse of the teacher's power prevails.

30. Some discretionary power must be left to the teacher, but provision should be made to guard against its abuse. The subject is too wide to be fully discussed in a few lines.

31. Half-time schools are never popular with parents, and to be efficient they require special qualifications which can be rarely secured even for the higher class of schools. Under careful regulation they may sometimes be made very useful.

32. It is difficult to make a hard-and-fast rule about the compulsory distance, or to vary it according to the season of the year. It would be well to increase the limit prescribed by the Act from two to three miles for children over nine years of age. There are many instances, both here and in the other colonies, of children walking from four to six miles, where the school has been good enough to be attractive.

33. It would be impossible to devise a plan which would meet all such cases. I have endeavoured for some years past to find instances in which instruction could be made available to widely scattered families, but without success. Any application for aid in such circumstances would be favourably considered by the Board.

34. It is probable that means might be found for extending the establishment of night schools. The present arrangements do not sufficiently meet widely differing local conditions.

35. With the addition of a Primer for infant classes, the series lately introduced will, when completed, be well suited to the wants of Public Schools.

36. I cannot state to what extent the rule as to Scripture lessons is obeyed by teachers who are not directly under my supervision. So far as my authority has extended, I have required such lessons to be regularly given, and they are confined to instruction in the history and narratives of the Old and New Testament.

37. Some Roman Catholic parents, under the direction of the authorities of their Church, object to their children receiving the so-called religious instruction; others wish them to have the same teaching as the rest of the children. No complaints are made, nor will be, if the teacher knows his duty and does it.

38. I have never known any objection raised by parents to the religious character of any of the lessons in the reading-books. The lessons referred to are probably those in the Irish Series, which have been nearly superseded.

39. I think that in the hands of an ordinary teacher the Bible is not a suitable book for Public Schools, and that only those text-books should be used which have been compiled for purposes of general religious instruction. Setting aside the question of the importance of this kind of instruction as a basis of morality, I may remark that no person can be described as educated who is ignorant of the outlines of Scripture History, and that the examination of pupil teachers and others from the State Schools of Victoria has furnished me with illustrations showing how, under a strictly secular system, such ignorance may become general. I may add that under the recent as well as former legislation in New South Wales the term "secular instruction" includes precisely the same kind of Scriptural teaching as is indicated by the Rules of the Board of Education here. These are nearly identical in principle with the Rules of the Common Schools of Canada, as well as most of those of the Mother Country.

40. Drill, with the modifications required for mixed schools, ought to be introduced into all schools.

41. There being no school in which teachers can be instructed in the modern methods of even ordinary infant school training, it follows, as a necessary consequence, that the prevalent mode of teaching young children is sadly defective.

42. Fröbel, whose system of infant training is popularly known as the Kindergarten, is well known as one of the most highly-gifted and successful of those who, following in the steps of Pestalozzi and his successors, have devised schemes for preparing very young children for the systematic instruction of the ordinary elementary school. I introduced a set of the Kindergarten apparatus more than twenty years ago; but my answer to the last question (41) will show that there has hitherto been no opportunity for attempting an experiment with the system. It is only in a much modified form that it is applicable to Public elementary schools in which everything is supplied by the State: the business of providing and keeping up the supply of small pointed sticks, peas, wooden bricks in great variety, carefully prepared strips of paper of divers colours, worsted balls, geometrical patterns in pasteboard, and the other miscellaneous articles which ingenuity has devised for the amusement and instruction of young children, would require the creation of a new department, and a year's experience would probably bring about a reaction which might be very prejudicial to the interests of education. But if my long cherished scheme for providing some means of training for all classes of teachers be carried into effect, it would be desirable that one of the qualifications of the mistress of the Model Infant School should be a thorough acquaintance with the principles of Fröbel's system, with some practical experience of its operation in a good English school.

43. The power of imparting a knowledge of ordinary natural phenomena, and the other subjects which are intended to be included under the head of object lessons, is rarely met with at present.

44. Technical instruction, as the term is generally understood, belongs to the province of the secondary school. A competent knowledge of the chief subjects of elementary education is an indispensable preliminary.

45. No such complaints have reached me.

46. In many instances there is no real difference as regards social position, or otherwise, between paying and free scholars, and the chief inconvenience from the latter class is that they are generally irregular in their attendance. It is from children who are neglected at home, either in personal cleanliness or manners, that injurious or annoying effects chiefly proceed, and these children will generally be found on the free list, but not always. If the teacher is properly supported in the exercise of legitimate authority there is practically no difficulty in the matter under ordinary circumstances.

47. In the rural districts separate schools for poor children are neither necessary nor desirable. In large towns, where the lowest class represents a lower stratum of social condition than is to be found in country villages, there are some strong arguments for separate schools, one of which is the mutual avoidance of children of the two distinct grades of the poorer classes, and this is not always to be overcome by even the best teachers. It would probably, however, be found possible by judicious management to gradually bring within the range of the ordinary Public School the greater number of those who are now taught in institutions specially designed for the instruction of destitute children, and for the rest some industrial training should be provided.

48. If it were only a question of providing a number of deserving teachers with a sufficient and tolerably certain income without any exertion on their part beyond that of the faithful discharge of duty within the walls of their school-rooms, the argument in favour of making the schools free to all would be very strong. The question of the increased cost to the State is quite a secondary consideration; but it may be well to see what this would amount to in the case of Hobart alone. The accommodation now available here in the Public Schools, including those whose buildings are Church property, is not fairly adequate for more than about 1000 scholars. The number of children between the ages of 5 and 14 years is, according to the last Census, 4046, and the great majority of these would soon claim admission if education were made free. The purchase of sites, and the erection and furnishing of suitable buildings would cost, say, £20,000 to begin with, and as much more as soon as the use of school-houses which belong to religious bodies, or are otherwise unsuitable, should be discontinued. The annual cost of the maintenance of the Hobart Public Schools is about £3400, of which about one-third is obtained from school-fees. Under a system of Free Education the annual cost could not well be less than £10,000 a year, and it must be borne in mind that as soon as the principle of the sole responsibility of the State was established there would be an ever-increasing demand for a more liberal outlay in every item of expenditure. The consequences as they would affect private schools of all classes, nearly all of which would be eventually impoverished or closed, have also to be seriously considered. It is sometimes said that a system of compulsory education is incompatible with the payment of school-fees, but this is sufficiently refuted by the experience of the Mother Country. In the ten years following the introduction of compulsory measures into England and Wales (1870-1880), while the increase of population was from 22,000,000 to 25,000,000, the average daily attendance in elementary schools increased from 1,152,389 to 2,750,916 without any diminution in the rate of fees. Even the Ragged School children taken over by the London School Board began to pay fees when it was found that payment was expected. Three of the essential conditions necessary for securing efficiency in schools are already provided for by our system,—the competency of the teacher as tested by examination, his practical skill as determined by periodical inspection, and the stimulus given by partial dependence upon the people among whom he works. If the last be removed its place has to be supplied by a variety of checks, which are harassing to the teachers, complicated in their operation, and unsatisfactory in their results. There would be less objection to the abolition of school fees if the compensation in lieu thereof were provided in part by local taxation, instead of wholly by the State.

49. If education were made free, the major portion of its cost should still be defrayed, as now, by grants from the General Revenue: there is more elasticity in such a source of income than in the revenue raised by direct taxation, which is apt to be cut down to the lowest possible amount. The proportion of the annual cost already borne by the State, which also undertakes the whole responsibility for the erection, repair, and furnishing of the schools, is at the rate of £2 14s. 3½d. for each child, leaving a balance of £1 0s. 11¾d. per head to be met by means of school fees or otherwise. In England the total cost per head in Board Schools is £2 1s. 11¾d., of which only 15s. 7¾d. is derived from Government grants. In the other countries of Europe, and in the North American Colonies, the direct liability of the State, whether the schools are free or not, is very small. The annual cost of education in the Province of Ontario in 1879 is stated to have been \$3,226,728, towards which the sum of \$252,564 was contributed from Legislative grants. Whether the direct payment from the State be large or small, it must be relatively large enough to secure the control which is necessary for efficiency and to guarantee the independence of the teacher, and it would be matter for regret if the proportion were reduced here. But the balance should, I think, be provided locally. It might be well to meet a possible demand for free schools by making their establishment permissive in any Municipal District which should be willing to furnish the teachers with fair compensation for the loss of school fees; the amount of such compensation, if raised by a rate, would not be felt in wealthy districts, and assistance might be given in poor districts by the State.

50. Before instituting a comparison between the incomes of teachers in Tasmania and those of teachers in other countries, it is necessary to have the means of comparing the amount of work imposed and the extent of qualifications required here and elsewhere; and to go fully into such details would carry one far beyond the limits of an answer to this question. The actual incomes are both higher and lower in Tasmania than in England and the neighbouring Colonies; that the good incomes are exceptional, and the low incomes numerous, is attributable to the smallness of the great majority of schools, and to the employment of persons who would not be recognised as teachers in other countries, and whose incomes cannot be taken into account in making a comparison. The *maximum* income from official sources of trained or certificated teachers from the Mother Country is, according to the latest returns in the possession of the Board, £766 13s. 3d., and the *minimum* £161: the two teachers who received less than £230 have been but a short time in the Board's service. The average income of the teachers of the above class is £378 5s. 10d., and that of the rest of the certificated teachers not regularly trained is £161 18s. 4d. The average income of head teachers in England (1880-1) was £121 2s. 7d. for masters, and £72 12s. 8d. for mistresses. Of the former 79·10 per cent. received less than £150, and of the latter 86·19 per cent. less than £100 a year. All of these

must be certificated teachers. Without going further into details of comparison, it may be said that the average incomes of both certificated and uncertificated teachers are lower than is desirable, and that it is of the highest importance to the community that those who enter the service should have both the motive and the means for qualifying themselves for higher and therefore better remunerated grades of classification than most teachers are now able to claim. Much may be done in this direction by giving effect to existing regulations.

51. Assistants have not hitherto received a proportion of the school fees. The Board has recently taken measures for putting in force a regulation of 1879, which provided for an increase of their salaries by such means.

52. The system which is known by the name of "payment for results" is founded on the scheme introduced by the adoption of the Revised Code in England, which was less an educational experiment than a financial measure for confining within definite bounds the annually increasing expenditure on elementary education. Those who have had the best opportunities of becoming practically acquainted with educational work have, almost without exception, always been opposed to the principle of the scheme, and the proofs of its weakness were so continually made evident through the reports of H. M. Inspectors and otherwise that the ingenuity of the authorities had to be severely taxed year by year to modify its details without abandoning the principle. In describing the low educational standard of French conscripts who had passed through the elementary schools, Matthew Arnold remarked:—"This fact is painfully suggestive to those who have had some experience of the Revised Code, and know what must be its inevitable results. Our iron walls are year by year becoming more contracted; and though a seventh standard has been added to the Code the mechanical ruts into which we have been driven have none the less been gradually shutting out the educative influences on which the permanence of the school work mainly depends. So effectually is *intelligence* being banished out of our schools that some Inspectors admit that a boy may pass with credit through all the grades of the Code and yet arrive at manhood as ignorant as the conscripts referred to. The teachers suffer from this lifeless system as well as the pupils." It would be easy to accumulate a mass of similar testimony from England and the Colonies, and from the writings of foreign critics on the English system of "payment for results," but, as the scheme has ceased to be compulsory in the Mother Country, it is only wasting ammunition to attack it. I may, however, venture to quote a few lines from my General Report for 1867, in which the subject is discussed at some length, and opinions are expressed which are strengthened by later experience:—"Only the lower and more mechanical part of training is capable of being measured by scales and standards, and represented by an equivalent in the shape of pounds, shillings, and pence as remuneration for work done. The higher and nobler duties,—the exercise of moral influence, the maintenance of discipline, the inculcation of good habits, the patient labour in counteracting the effects of evil associations and example, the cultivation and development of intelligence and the reasoning faculties,—all these are beyond the reach of the educational statistician. And the inevitable tendency of the 'result' system must be to lead a teacher to regard as the most important of his labours those which pay him best, and to degrade the system of education into a lifeless and mechanical routine." The one good point of the Revised Code was that it directed attention to the importance of individual examination of scholars. A partial payment of teachers by results is already secured by our existing Regulations, under which the salary is made to depend partly on attainments and partly on the efficiency of the school as tested by successive examinations; but the teacher's income is not liable to a yearly reduction on account of each and every scholar who, from any cause whatsoever, fails to pass the examination for "results."

53. The chief merit of the system of Exhibitions is that they reward a certain number of deserving scholars and induce them to continue their studies: their effect upon the school depends upon the teacher's sense of duty. The tendency of all schemes of competitive examination is to draw the teacher's attention away from the mass of his scholars and concentrate it upon those who happen to possess the particular qualifications which are likely to tell in such competitions; and though no one would be justified in saying that such a result is universal or general in the schools which send up Exhibitioners, it is one that should never be lost sight of by those who control education. It may be doubted whether the object of establishing the Exhibitions was to practically confine the competition to those who, in addition to their regular school work, have the advantage of private instruction out of school hours; and it is a question for consideration whether schools which are not efficiently conducted as a whole should be allowed to send up candidates at all.

54. The chief qualifications by which Exhibitions are gained are a good verbal memory and the capacity for application to study, and these combined with a sound elementary education generally lead on to further successes.

55. There are no special methods of preparation. The standards of attainment are very properly regulated by the range of the subjects of instruction in primary schools.

56. The whole business of competition for Exhibitions requires careful supervision and control, but no radical alterations in the system, so far as it goes, appear to be necessary at present. It is, however, evident that the great majority of parents can feel no particular anxiety to secure for their sons the education afforded by the ordinary Grammar School, and that the establishment of institutions for practical and scientific training, such as the *Realschulen* of Germany, Technical Schools, or even Agricultural Schools, is much to be desired.

57. The teaching of subjects outside the Public School course will always tend to draw the primary teacher away from his proper work, and it is therefore not desirable that such subjects should be embraced in the examinations. Mr. J. G. Fitch, whose experience as a Teacher, an Inspector, a University Lecturer, a Member of Royal Commissions connected with Education, and otherwise, entitles him to speak with authority, says:—"The truth is that at the age of 12 or 13, at which it is fitting to select a pupil for an Exhibition, Latin ought not to be required at all. It is of far more importance to secure that his intelligence shall have been quickened by the ordinary discipline of a good primary school than that he should have been exceptionally trained for the Exhibition, and he will learn Latin all the better and faster in the higher school for having received such discipline. Moreover, the primary school has no right to sacrifice the interests of the mass of its scholars to those of the exhibitioner; and in the interests of the mass it is impossible to defend the teaching of a few fragments of Latin Grammar which have no relation to anything

else they are learning or are likely to learn." It must not be argued from this that the teacher need not know any subjects which are not systematically learnt by his pupils. It is almost an axiom with educational authorities that a teacher cannot explain English properly without a knowledge of some other language than his own.

58. Many of the school buildings are the property of religious bodies. Their use for Public School purposes sometimes tends to confuse the line of distinction between denominational and unsectarian schools; their floor space is often inconveniently blocked up by church furniture; and in the case of injury to the school property or to the buildings themselves through wanton mischief or negligence, it is always difficult to determine with whom the responsibility lies for their due protection.

59. The first and last of the foregoing objections are equally applicable to the use of Public School buildings for religious purposes. It is also inconsistent with the terms of the statute which declares that such buildings "shall be for ever exclusively devoted to Public School purposes," and a lengthened gratuitous use has sometimes led to the assertion of a sort of claim to such occupation. There are exceptional cases in which some latitude may be reasonably allowed, and the objections would be materially lessened if a moderate fee were charged for every occupation of the school-room for other than Public School purposes, a plan which has been successfully adopted under similar conditions in some of the neighbouring Colonies.

60. The furniture is generally substantial, but often unsuitable, and sometimes inadequate. Greater liberality on the part of the Board might be recommended in this direction if due provision were made for responsibility for the care of the school property; but the selection, planning, and supply of all furniture and apparatus require to be under professional supervision.

61. So long as the salaries of teachers are paid by the State the power of appointing and removing them must be vested in the central authority; this is a settled principle all over the world. The question of appointment or preferment of teachers should be as sedulously guarded from the bias of local favouritism on the one hand as from the influence of political interest and pressure on the other; but I am strongly of opinion that no teacher should be forced upon any community who has failed elsewhere through positive inefficiency or misconduct, and that all appointments should be made, as far as possible, in conformity with the views of those who are best qualified to judge of the requirements of the particular district.

62. From the general tenor of the foregoing answers, which are respectfully submitted to the consideration of the Commissioners, it will be understood that I do not recommend any radical alteration in the existing system, but rather a general and thorough revision of the Regulations which govern its working, and the introduction of such modifications and improvements as experience of its weak points and the altered circumstances of the Colony have shown to be necessary. Whether the supreme authority be invested in a Board or a Minister, the means of securing efficiency must always be the same, and the first requisites are unity in the principle and practice of management, and direct personal responsibility in every grade of the service from the lowest to the highest. In a State system of Education, the central control of schools, the inspection and examination, the training and appointment of teachers, the planning and furnishing of school-rooms, and the regulation of other matters of school economy, are all parts of the motive power; and if these are entrusted to different executive agencies, each practically independent of the others, there will always be confusion and cross purposes in the working of the best scheme that can be devised. It is unwise to expect very much from local supervision, especially where there is no financial liability. An extension of the districts of Local Boards so as to make them coterminous with Municipal Districts or similar areas in Police Districts, with Committees or Special Visitors for the several schools, would, however, be a vast improvement on the existing system.

Answers by JAMES RULE, Esq., Inspector of Schools.

1. I do not consider the standard of instruction in the Public Schools sufficiently high, nor that the adoption of a higher standard would injure good private schools.

2. The average degree of proficiency is not satisfactory.

3. The great majority leave school before they are competent to pass an examination in the Fifth or Sixth Class.

4. There are very noticeable differences in the degrees of proficiency in different schools; but their position in town or country has generally little connection with these differences, except that districts very thinly peopled are seldom provided with teachers equal in ability with those appointed to the larger schools.

5. Mainly to inefficient teaching power and to irregularity in attendance; very seldom, if ever, to peculiarity in any class of children.

6. A comparison of the results of my examinations during the five years ending December, 1881 (See the Board's Report for that year), show that on the whole the schools under my supervision were slowly progressing in efficiency. There has not yet been time sufficient to produce any marked improvement since the appointment of a third Inspector.

7. No.

8. All three causes contribute, in varying degrees; but the principal cause is the carelessness of parents, or their need, real or supposed, for the services of children at home.

9. I would recommend, but only in necessitous cases, the grant of certificates of exemption to children over twelve years of age upon their attaining a fair standard of proficiency, say the Fourth.

10. The Public Schools Act ought to be made sufficient to prevent the employment of children in all work, including that of factories; necessitating absence from school. I see no reason for a special Factory Act.

11. Compulsory measures are enforced in some districts, but not in the majority. The results, where compulsion is attempted, are seldom satisfactory. Generally the forced attendance is very irregular; and, unless the children are admitted under a free certificate, the teacher receives no fees for their instruction. Still, I believe that the law as it stands is not altogether ineffectual. The apprehension of legal proceedings may, in many cases, prevent their necessity.

12. I think it desirable to fix a minimum number of days for attendance in each quarter, a difference being made for the quarter in which the vacation occurs.

13. The compulsory law at present is not sufficiently definite. A minimum of attendance ought to be stated. In the absence of extenuating circumstances satisfactory to the Local School Boards, the punishment for obstinate recusancy ought to be heavier. The Local Boards ought to have authority to enable them to satisfy themselves as to the character of the Private Schools or home instruction mentioned by parents as a reason for keeping their children from the Public Schools.

14. In character and respectability the teachers are not inferior to any other class in the community.

15. No.

16. The cases in which experience has been turned to good account in improved work are the minority.

17. Most generally in discipline and teaching power.

18. The standards of examinations for teachers require thorough revision.

19. An improved means of training, and a moderate increase in salaries, with reasonable security against reduction, would secure better qualified teachers in the Colony. Certificated teachers would not, I believe, emigrate from England to take charge of schools here at the present rates of remuneration, except the few large schools that have hitherto been considered prizes in the Department.

20. Our "Pupil Teacher System" is the only provision for the training of teachers.

21. Yes.

22. Any of the larger schools, well officered and found in material, could be used as a Model School. The essential point is that the Principal shall be able to train teachers, and shall have under his authority a permanent staff sufficient to relieve him from ordinary class teaching.

23. There is difficulty in obtaining the services of male pupil teachers, especially in Launceston.

24. The inferior prospects of Public School teachers compared with those of persons choosing other occupations.

25. Female pupil teachers are more readily obtained than male.

26. An agreement similar to that prescribed in the English Code for the year is advisable.

27. To amend the Pupil Teacher system, I would recommend the adoption of the scale provided for English Schools in last year's code; wherein it is prescribed that no more than three pupil teachers be allowed in a school where the Principal has no certificated assistant, and that no more than one additional pupil teacher be allowed for each certificated assistant. Our large schools depend too much on pupil teachers, who are taken into the service too young and too ignorant to give efficient help. Their day's work in school is too exhausting to permit their doing justice to their own studies, and few pass their final examination with credit, while a large per-centage fail. The reduced scale above-mentioned being adopted, I would recommend that double the number mentioned in the scale be appointed to each school, in order that every pupil teacher may have a half-day for study, as the students in the English Training Colleges have, while during the other half-day they are learning to teach.

28. On attainments and good service—(See the Board's Regulations, clauses 60 to 76 inclusive.)

29. I have heard rumours concerning the severity of individual teachers. No complaint has ever reached me since the year 1877.

30. It is not advisable to prohibit it entirely.

31. Yes.

32. Yes.

33. It might be found practicable, in some sparsely-peopled districts, to establish schools with a minimum of six or seven children attending under itinerant teachers giving two days a week to each of three schools.

34. There is room for great improvement in the work of night schools. The advantages they offer have not, in the majority of districts, been appreciated properly. A satisfactory attendance has seldom been maintained. Night schools ought to be more generally established. In a place where many youths past the day-school age are very ignorant, a good staff of volunteer teachers could, with professional advice, effect a great amount of good.

35. The series recently adopted is suitable.

36. Most of the teachers give Scripture lessons. The instruction is generally historical. Sometimes moral lessons are deduced from the Scripture narratives, but not judiciously in all cases. I have heard doctrinal teaching.

37. Roman Catholic parents generally object to their children attending the Scripture lessons given by Protestant teachers. Some have expressed to me such objections. Where objection is made the children remain out of doors during the first half-hour in the morning.

38. In the new series recently adopted there are no lessons of a professedly religious character. I never heard of parents objecting to those in the old series.

39. It is desirable for all children to be made properly acquainted with the Bible; but, in the present state of opinion, it is not with justice practicable to have it read or taught in the Public Schools.

40. Yes.

41. Yes.

42. Among English-speaking people the Kindergarten system has, I believe, been most largely adopted in America. With educationists there, opinions vary as to its merits. I approve of its fundamental principle, viz.—the necessity for keeping children busy and interested, giving them healthy physical exercise, and suitable training in perception and reasoning. In a modified form the system could with advantage be adopted in our schools.

43. Not generally.

44. Yes.

45. No.

46. I have never observed or heard of any such effect on the school, or on individual scholars; but it is generally found that free certificates granted to one family make others unwilling to pay fees.

47. I do not consider it desirable. Free Schools, in the same town or district with schools for poor people where fees are charged, have a pauperising effect, like the "free certificate" system. They are very different from Free Schools open to all, without any poverty qualification.

48. I should be in favour of making the Public Schools free to all. Any exception would give them a pauperising influence. State-bestowed benefits open to all do not pauperise people; but those for which they must plead poverty do, unless they are accompanied with disagreeable hardships. Any such qualification to the benefits afforded by the Public Schools would defeat the purpose of their existence, and be unjust to the children.

49. I consider it most expedient to make up the difference in cost by local taxation.

50. I believe that they are not as good.

51. They have not hitherto received any portion of the fees.

52. It is generally a sufficient payment by results when a teacher is promoted for good service, and degraded or dismissed for negligence or inefficiency. The system of payment by results, as generally understood, has a tendency to narrow the instruction and make it too mechanical. Inspectors feel constrained to allow a "pass" to all that reach their minimum standards, while valuable results that cannot be tabulated earn no pecuniary recompense.

53. Fairly well. Cramming is prevented as far as possible. The advanced classes participate in the instruction given to intending candidates. No case of neglect of a teacher's proper work for the sake of candidates has ever come under my notice.

54. It has been usual.

55. I consider them suitable.

56. I can suggest no better means than those at present available, except the establishment of Public Grammar Schools in large centres of population: In such schools all pupils reaching a satisfactory standard in the primary schools or elsewhere might have their education continued if their parents so wished it.

57. For children under twelve years of age Euclid is too severe a study, but elementary Latin might be taught without forcing their mental powers or hindering their instruction in more important subjects.

58. Many buildings, the property of religious bodies, are still used as Public Schools. Their use is open to these objections:—

Under a divided responsibility as to the safety of the buildings and furniture avoidable damage frequently occurs.

The internal arrangements of the school are generally cramped by the floor space being encumbered with chapel furniture.

Schools held in Church buildings are readily believed to be denominational, and in some cases their usefulness has been thus impaired.

59. Under exceptional circumstances, school-rooms vested in the Board are allowed for religious purposes. It is not desirable that they should be so used.

60. No.—(See my General Report for the year 1877, page 15 of the Board's Annual Report.)

61. The ratification of all appointments of teachers, and their promotion from class to class, ought to be retained by the Central Board; but it would be advisable that the selection and nomination of teachers to vacancies should devolve on properly constituted Local School Boards.

62. I would recommend as a salutary change a considerable amount of local self-government with regard to Public Education. It would be advisable, I consider, to declare throughout the Colony comprehensive School Districts, and to make the establishment of a School Board imperative on every district, the ratepayers electing the members. The Boards should be empowered to levy a rate for the maintenance, cleaning, and warming of school buildings; the provision of apparatus; and the subsidising of the Government salaries received by the teachers, a minimum subsidy in proportion to salary being prescribed, but discretion allowed to Local Boards in exceeding the minimum. The local authorities ought to have the duty of selecting and nominating teachers for appointment to vacancies, with the strictly enforced condition that their qualifications shall be approved by the Board of Education. In cases of alleged misconduct on the part of teachers the local authorities ought to enquire and adjudicate, subject to appeal to the Board of Education. The Local Boards should also be empowered to grant occasional holidays, not amounting, with the annual vacation, to more than six weeks in one year; to use the school-rooms, or to grant their use, for such local purposes as might not interfere with the proper conduct of the schools; and to fix the periods of the annual vacation to suit local convenience. On the Local Boards should also devolve the duty of determining the number of schools required in the districts and their position. The Boards ought to be armed with authority sufficient to make the compulsory law effectual; and, with this view, they ought to have power to inspect Private Schools in order to ascertain their sanitary condition, the attendance, and the standards of proficiency attained. I believe that local self-government in education, with discretionary power to increase teachers' emoluments, would result in a healthy competition for the services of good teachers, and soon make a satisfactory supply available.

Answers by A. DORAN, Esq., Inspector of Schools.

1. In the three essential subjects the standard is, in my opinion, high enough in Classes I. to IV.; in V. and VI. it could be raised to advantage. In other subjects the programme is rather indefinite, and no provision is made for elementary science.

Not necessarily. Various higher subjects of instruction form part of the curriculum of good private schools which, for obvious reasons, do not enter into the Public School course.

2. Speaking generally, satisfactory proficiency is attained.

3. I believe so; but, as I have held only one annual examination of the schools in my district, I have no records in my possession which would enable me to speak with certainty on this matter.

4. I have not examined any town school, but it is reasonable to suppose that the teachers of town schools, who have had greater experience in school management and work under favourable conditions, would have better results to show.

I have not observed any marked difference in degree of proficiency between the schools of particular districts. As a rule, the standard in thinly peopled districts is lower than that in large centres of population.

5. In many instances the causes specified operate conjointly to produce a low standard. Absence of special training for the scholastic profession and irregular attendance are the chief causes.

6. As I had not previously inspected many schools which were examined by me in the latter half of last year, comparison of the published results of examination would furnish no reliable data on the heads mentioned.

7. It is not.

8. Chiefly to the defective working of the compulsory clauses of the Act.

9. The difficulty would, to some extent, be obviated by empowering Local Boards, with the approval of the Central Board, to alter the annual vacation to a time convenient to the district. In addition to this a pass in a particular standard should be required to exempt a child from attendance at such times.

10. The employment of children who have not passed a prescribed standard of competency should be prohibited.

11. No. The evidence of the Visiting Officer before the Select Committee seems conclusive. I have no further information on this matter.

12. Yes ; an attendance of 30 days each quarter should be compulsory.

13. No ; I do not approve of the system as at present administered.

I venture to offer the following suggestions, which have been urged elsewhere :—

i. A standard of regular attendance of 30 days in each quarter should be prescribed.

ii. The limits of age should be altered to 6—12, subject to the attainment of a prescribed standard of competency.

iii. The grounds of exemption from attendance should be more stringent, and clearly defined.

iv. The statutable distance should be determined by the School Board.

v. Every teacher should be required to furnish a return of irregular attendants, with a statement of the parents' reasons for the absence of their children.

vi. An attendance register should be kept at private schools.

vii. Truant children who are not amenable to parental control should be punished.

viii. Fines for non-attendance should be expended on repairs and improvements of schools.

14. Yes ; no cases of irregularity of conduct have come under my notice on the part of the teachers in my district.

15. It is as efficient as can be expected in the absence of any special provision for training teachers.

16. Through limited experience I am unable to give a definite opinion on this matter.

17. In ability to maintain discipline and in teaching power.

18. It is not. The examination for teachers in the Fourth or Probationary Class should embrace the entire programme of instruction. In the other classes the range of subjects is too limited, and the standard not high enough. The rules with regard to the Examination and Classification of Teachers require revision.

19. Either of these alternatives is possible ; but it seems to me for many reasons desirable that we should make better provision for the training of teachers ourselves, who would thus, at an early stage, form a practical acquaintance with the special requirements of our own educational system.

20. At present very little provision is made for training teachers. The practice prevails of drafting a probationary teacher, after he has passed a satisfactory examination, to a good school for a limited period to learn school management.

21. Such a school is a great desideratum.

22. I have not had sufficient opportunity of observing the organization of Model Schools to enable me to offer any practical suggestions on this subject.

23. I believe it is difficult to obtain the services of eligible pupil teachers.

24. Distaste for the vocation, and the rate of remuneration.

25. I believe female pupil teachers are more readily procured.

26. Pupil teachers should be required to sign indentures here, as in England, but "at the close of their engagement they should be perfectly free in the choice of employment. If they wished to continue in the work of education they might become assistants in elementary schools, or provisionally certificated for immediate service in the charge of small schools."

27. Ex-pupil teachers might be appointed as temporary assistants at an increased salary.

28. The information is contained in Rules and Regulations (60-76).

29. No complaints have been made to me.

30. No ; it should be reserved for serious cases of misconduct. A corporal punishment book should be kept, in which the circumstances of each case in which corporal punishment is used should be recorded. It should not be administered in the presence of the entire school.

31. I should like to see the distance extended to three miles ; in some cases I know the children come five miles daily with great regularity. The establishment of the half-time schools would depend upon local circumstances,—*e.g.*, whether the centres of population which support the half-time schools were not too far from one another to prevent the teacher's travelling to and from them.

32. Yes ; the distance might be increased to three miles, with a discretionary power on the part of the Local Board to reduce the radius in exceptional cases.

33. Where the children are too scattered to admit of the establishment of a permanent school, third-time schools, or a system of itinerating teachers, might supply its place.

34. Yes ; particularly in towns "to provide means of improvement for adults and for youths who are prevented from attending the day schools by reason of some useful employment. Special attention should be given to certain industrial studies, as book-keeping, &c."

35. The series in use is incomplete. I should prefer the "Royal Readers" (Collins & Co.)

36. Speaking generally, provision is made for Scripture lessons in the time-tables of the schools in my district, 9—9.30 A.M. As far as I know, the lessons are of a historical and preceptive character.

37. I have been informed that it is so regarded by some parents.
38. I am not.
39. It seems to me, for many reasons, inexpedient that the teachers in State Schools should be required to give Bible lessons.
40. Certainly. Scarcely any provision is made for systematic physical education in our schools, in favour of which so many reasons exist.
41. Yes; it is wearisome to young children through not presenting sufficient variety of subject, and renders the maintenance of discipline difficult, besides giving unpleasant associations with the thought of learning.
42. We have recent testimony as to its effectiveness: J. G. Fitch (Lectures on Teaching, p. 197)—“Experience shows that children who have been disciplined on this system are found (1) to have got the rudiments of writing, counting, and drawing, and to be better prepared for the ordinary subjects of school instruction than others; and (2) to have obtained in an indirect way a good deal of useful training, which shows itself in quickened sensibility and prompter intelligence.” It cultivates the faculty of observation, but does little or nothing to encourage reflection. As the success of Fröbel’s method depends in a great degree on the teacher’s personal qualifications, it would be undesirable to adopt it without some special means for training teachers in its principles.
43. Object lessons are given on the topics mentioned, and a good deal of information is contained in the reading-books in use.
44. I do not think it possible to impart technical instruction in the Public Schools without encroaching on the time required for other subjects. Technical education may well be left to Science and Art and Industrial Schools.—(Vide Science and Culture, Huxley, p. 72. Transactions of Social Science Congress, 1879, p. 406.)
45. No complaints have yet reached me on this matter.
46. It has a tendency to that effect. The abolition of a differential scale of fees would give rise to an improved tone in the school as a whole by removing the grounds of the invidious distinction that now exists, and would preclude jealousy and irritation on the part of individual scholars.
47. It would be desirable to remove all need for their establishment by making the educational system entirely free.
48. I should be in favour of making the Public Schools free to all children.
49. Out of General Revenue.
50. As compared with Victoria, we find that in that Colony with regard to incomes, “the six highest paid to male teachers ranged from £477 18s. to £515 18s.; and to the six highest female teachers, from £312 11s. to £320 13s. The six lowest paid to male teachers are £93 10s. up to £100 12s.; and to female teachers, the lowest £73 up to £78 17s. Pupil Teachers.—The males for their four years get respectively £20, £30, £40, and £50 per annum; and the female pupil teachers, £16, £24, £32, and £40 respectively. Workmistresses are paid £30 a year.” These incomes represent a higher average than obtains in Tasmania. Upon the whole I think the incomes of the teachers of all classes are fairly good as compared with those in other countries, but those of head teachers are liable to great irregularity and considerable fluctuations through school fees.
51. By a recent regulation their salaries are supplemented by the addition of 10 per cent. of the school fees.
52. I approve of a system of partial payment by results, in which the *quality* as well as the *number* of passes would be taken into account and the general merit of the school. The reason in favour of such a system is that it acts as a direct incentive to the production of fair average proficiency. Against the system of partial payment by results it is argued as follows:—“Its details presuppose in all children ability to make equal progress in a given time, and since in practice this would show an enormous amount of failure, unless a rather low standard of attainments were fixed, the requirement almost necessarily becomes the ability to reach a low minimum standard in each subject of examination. The quality of the passes should be taken into account, as well as the proportion in the higher standards, and further, an estimate should be formed of all the important elements in a school’s character,—the staff, the tone, the discipline, the order, routine arrangements, the nature and extent of special instruction in additional subjects, such as music, drill, science, and literature. According to the average or total marks under all these heads, percentage of passes being one, schools might be divided into degrees of merit, and the grant allotted by allowing so many shillings per head on the average attendance, the amount of the capitation to vary with the merit of the school.”—(Transactions Social Science Congress, 1879, p. 408.) A system of entire payment by results, as generally understood, would be unsuited to the requirements of the Colony, and would result in a serious waste of either effective teaching power or perpetuate the employment of inefficient teachers.
53. Very well. It promotes the general efficiency by offering substantial rewards as inducements to progress, and thereby arousing a spirit of emulation in the scholars. It raises the status of the school by the improvement in tone that results from consideration of the performances of competitors for the Exhibitions. The Board Exhibitions have had indirectly a salutary effect in raising the standard of higher education in this Colony from the fact that the exhibitors have induced keener competition for the most substantial rewards of the educational system.
- No; it has a beneficial effect. I believe it is very exceptional for a teacher to neglect his duties for the sake of a competitor for the prizes of the system.
54. Yes; a return would show that many had acquitted themselves creditably.
55. I can offer no reasonable objection to the mode of preparation so far as it has come under my notice; and the standard is well suited to the age, class, and circumstances of the scholars.
56. The present system continues to work well, and I am unable to suggest a better.
57. No; the candidate for Public School Exhibitions would acquire no satisfactory proficiency in Latin and Euclid, which are more advantageously begun at the superior school.
58. Many of the school buildings in my district are the property of religious bodies. From their construction they are unsuitable for school purposes,—e.g., the Chairman of a Local School Board writes: “I think it desirable to draw the attention of the Central Board to the fact that there is very inferior accommodation for school purposes, the present building (the church) being destitute of a fireplace for the winter months, and at any rate too cramped.”

They are deficient in point of light, heat, and ventilation, and ill-adapted for the arrangement of school apparatus and the organization of classes.

59. In some instances, with the sanction of the Central Board.

It is not desirable, from the fact that trouble is sometimes caused to the teacher through his having to clean the room and re-arrange the furniture.

60. Much of the older furniture is unsuitable; recent issues are of a superior and substantial character.

61. I am of opinion that this power should be vested in the central authority.

As a precaution against an undesirable appointment, it seems advisable that the Local Board should have the power "to decide whether they will receive into the district a teacher who has been suspended during the last year, or at any time removed from his post for misconduct, the department being bound to give the Board notice beforehand in all such cases."

62. (a.) It seems advisable to assimilate the general control of our educational system to that which obtains in the adjacent colonies, by the appointment of a Minister of Education, without radically changing its distinctive features.

(b.) Much could be done towards securing the objects named by reconstituting Local Boards, and investing them with a judicious increase of authority.

QUESTIONS to be answered by Local School Boards, transmitted by the Royal Commission on Education.

1. State description of School Buildings, whether brick, stone, or wood; and give dimensions of length, breadth, and height of all the rooms?
2. State whether the building is vested in the Board of Education, or on what tenure it is held.
3. Does the building afford the necessary accommodation for the pupils in attendance?
4. Are there suitable outbuildings and an ample playground? and what is the extent and character of the playground?
5. Is there a Teacher's residence with the school property? if so, is it detached? and what is the extent of the accommodation?
6. In what state of repair are the school premises, including the Teacher's residence, if any?
7. Has application been made, and when, for repairs, improvement, or enlargement? and, if so, with what results?
8. Is any repair, enlargement, or improvement of the school premises required now for which application has not been made? if so, describe them?
9. Are the school furniture and appliances generally suitable and sufficient?
10. State the number of Local Board meetings held each year for the last five years, and give reasons for failing to hold such meetings?
11. State whether the communications made by the Local Board to the Central Board have generally been promptly attended to?
12. Does the Teacher, during any portion of the hour from 9 to 10 A.M., regularly impart religious instruction in Scripture History and Narrative?
13. Is the Teacher careful to ascertain the views of parents regarding the religious instruction of their children, as directed by Rule 4 of Rules and Regulations?
14. Does the Teacher use any other reading books than those approved of by the Central Board?
15. Have you heard any complaints that the Teachers impart denominational or sectarian rather than general religious teaching?
16. Have objections to religious instruction led to the withdrawal of any children from your School?
17. Do Ministers of Religion ever attend your school to impart religious instruction to children of their own denominations?
18. How many such visits have been paid by Ministers during the past year? and, if made by more than one Minister, how many have been made by each?
19. About what proportion of the children generally receive such instruction from the Clergy?
20. Is the comfort of the children duly secured in cold weather, and at whose expense is the firing provided?
21. What number of scholars were on the rolls for the last three years, and what was the average attendance?
22. Is the attendance of any children procured by the enforcement of compulsory measures?
23. Are compulsory measures always resorted to in all known cases of non-attendance of children who might well attend school? and, if not, state whether any special or general reason exists for such failure to have resort to compulsion?
24. Can you give us any instances in which regularity of attendance has been procured by compulsory measures?
25. Does the Board resort to persuasive rather than compulsory measure with the parents of non-attending children, and with what success?
26. Do individual members of the Local Board frequently visit the School?
27. Are official visits of the Board paid to the School, and with what frequency?

28. How often have reports been sent by the Local Board to the Central Board each year during the last five years?

29. Do these reports, when sent, always proceed from the Board at any of its meetings; or do they most frequently proceed from the Chairman alone without the knowledge of the other Members of the Board?

30. How many children are there in the School paying reduced fees, and how many on the free list?

31. Does the Teacher admit scholars at reduced rates, or receive any as free scholars, without the knowledge or sanction of the Board?

32. Are any scholars on the free list whose parents are able to pay the ordinary or reduced fees?

33. Has the Teacher much difficulty in collecting his fees, and is he frequently compelled to take payment in kind instead of cash?

34. Is the school building used for religious or for public meetings or entertainments?

35. If used for religious purposes, state for what denominations, and how often used?

36. Does the use of the school-room for religious or other purposes cause any dissatisfaction among the parents, or interfere in any way with the order, conduct, and welfare of the school?

37. Is corporal punishment much employed in the School?

38. Are any complaints made by parents of the infliction of corporal punishment on the children?

39. Will you ascertain, by careful enquiry, how many children of your School attend Sunday School?

40. Is the school building kept clean, and at whose charge is it so kept?

41. Would you deem it desirable that the distance from which attendance at school is compulsory should be extended from two to three miles during any part of the year?

42. Does the Board ever visit the School for the purpose of inspection or examination, and would the Board desire to have authority under regulation to do so?

43. Do you consider that the constitution of Local School Boards would be improved if Members were elected (in whole or part) by ratepayers or otherwise?

44. Do you think that Local Boards would be more efficient if they were reduced in number and groups of schools were placed under control of each Board?

45. What is your opinion of the suitability of the books used in Public Schools for the purpose of instruction?

46. To what extent do you agree with the following recommendations of the Select Committee on Education, 1882:—

Extension of Powers of Local Boards.

(a.) All communications or reports made by or to the Teacher should pass through the Local Board.

(b.) While the power of appointment and promotion of Teachers should be vested in the paid head of the department (subject to approval by the Minister of the Crown), no appointment should be made to or promotion in a Public School without the approval of the Local Board, and similarly the recommendation by a Local Board that a Teacher should be reduced or dismissed should at least be regarded as adequate reason for the removal of such Teacher.

(c.) Local Boards should have the power of deciding whether the minimum or maximum ages of compulsory attendance require alteration to meet the particular circumstances of their district; also of extending or reducing the maximum radius prescribed for compulsory attendance where local conditions make such alteration desirable.

(d.) To the Local School Board should be given the power of closing the School upon any emergency arising to necessitate such a course; also of giving a holiday for one day, and of excusing the attendance of children whose labour during harvest time is necessary to their parents or relatives,—this power being practically conferred upon a Local Board by the clause of the Compulsory Act above referred to.

(e.) It should be left to the discretion of the Local Board to authorise the use of a Public School (out of school hours) for other than school purposes.

(f.) Local School Boards should be empowered and required to inspect their Schools twice a year, and to submit a report of such inspection to the Director of Education; a copy of such report being given to the Teacher for his information, and any necessary comment or explanation.

(g.) The power of establishing Night Schools in conformity with Regulations should be vested in the Local Boards.

(h.) To Local Boards should be entrusted the power of arranging for firing, and effecting of petty repairs, a sufficient sum being allotted in each case by the responsible Minister for the latter purpose, while the firing might be provided for by a small local rate or arrangement with those in the neighbourhood who are interested in school work.

(i.) A standard of regular attendance should be fixed, subject to such exceptions as may be made by Local Boards for good or sufficient reason.

(j.) A standard of competency should be prescribed, and children who have reached that standard shall receive certificates relieving them from all necessity of compulsory attendance.

(k.) Factory employé law for prevention of employment of children under 12 years of age in factories.

(l.) Establishment of Training School for Teachers.

47. Is it, in your opinion, desirable that encouragement should be given to the establishment of Night Schools and Half-time Schools?

48. Do you think the system of Public Primary Education should be extended in the direction of Infant Schools (Kindergarten system), Industrial Schools, Ragged Schools for orphans and neglected children, and Reformatories for youthful convicted criminals?

THE following gentlemen have forwarded replies from the Local School Boards of which they are Chairmen :—

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| <ol style="list-style-type: none"> 1. Trinity Hill, Rev. G. W. Shoobridge. 2. St. Michael's, James Coope. 3. Penguin Creek, Thomas M. Clerke. 4. Stanley (Circular Head), George Anderson. 5. Forest (Circular Head), George Anderson. 6. Black River, George Anderson. 7. New Town, Rev. Canon Mason. 8. Northdown, E. R. Thomas. 9. Dover (Port Esperance), David Chapman. 10. North Motton, Major Patrick Callaghan. 11. Longley, Rev. W. Blackett. 12. Epping, W. H. Gibson. 13. Longford, Rev. J. J. M'Kernan. 14. Black Brush, Jeremiah Tonks. 15. Scottsdale, John Cunningham. 16. Franklin, Rev. J. M. Bayley. 17. Green Ponds, Thos. Gorringe. 18. Castra Road, Colonel A. Crawford. 19. Pontville, J. J. Butler. 20. Wynyard, A. H. Boyd. 21. Richmond, W. C. Simmons. 22. Constitution Hill, F. F. Butler. 23. Sorell, E. R. Bilton. 24. Mole Creek, Henry Rockliff, jun. 25. Hamilton-on-Forth, E. N. C. Braddon, M.H.A. 26. Margate, John R. Worsley. 27. Jerusalem, Alfred Nichols. 28. South Arm, G. H. B. Gellibrand. 29. Oyster Cove, A. H. Smith. 30. Emu Bay, Robert A. Murray. 31. Ringarooma, A. R. Wettenhall. 32. Dulcot, Rev. D. B. Tinning. 33. Beaconsfield, Charles Baird. 34. Cressy, Rev. J. M. Norman. 35. Somerset (River Cam), C. J. M'Kenzie. 36. Muddy Plains, William May. 37. Hagley, Col. R. C. D. Home. 38. Springfield, H. A. Percy. 39. Lower Jerusalem, William Greenlaw. 40. Swansea, Fredk. Shaw. 41. Honeywood, Osborne Geeves. | <ol style="list-style-type: none"> 42. Forcett, Robert Rollings. 43. Wattle Grove, J. H. Walter. 44. Bracknell, Isaac Lansdell. 45. Rose Vale, Rev. W. Law. 46. Hastings, John Hay (Tertius). 47. Flowerdale, Geo. Easton. 48. Port Cygnet, Henry Garth. 49. Frederick-street, Launceston, Rev. Chas. Price. 50. Brown's River, Charles Harrison. 51. Winkleigh, A. Campbell. 52. Long Bay and Three Hut Point, F. H. Ward. 53. Nugent, Amos Hayton. 54. Murray-street, Rev. G. W. Shoobridge. 55. Kelleve, Richard Copping. 56. Molesworth, Alfred Sawyer. 57. Don, Thomas W. Hardy. 58. Macquarie-street, G. P. Adams. 59. Macquarie Plains, Rev. T. Garrard. 60. Orford, J. C. Turvey. 61. Sassafras, John Rockliff. 62. Campbell Town, Charles H. Leake, M.L.C. 63. Gould's Country, A. Johnston. 64. St. Leonard's, Rev. A. Cass. 65. Torquay, A. Young. 66. White Hills, Rev. A. Cass. 67. Bathurst-street, Chas. E. Walch. 68. Upper Piper's River, William Wilson. 69. Turner's Marsh, William Wilson. 70. Ulverstone, A. G. Dixon. 71. Battery Point, L. R. Castray. 72. Irish Town, Rev. J. J. M'Kernan. 73. Rokeby, C. F. Percy. 74. Elizabeth-street, Launceston, Rev. Jas. Lindsay. 75. Red Hills, Rev. J. Evans. 76. Abbotsham, A. M. Reid. 77. Waratah, Jas. Seagrave. 78. Glengarry, Robert Lamont. 79. Wattle Hill, John Walker, jun. 80. Sandy Bay, F. W. Mitchell. 81. Lefroy, C. D. Sullivan. 82. Spring Bay, G. A. Mace. |
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[The figures indicate the parties whose answers are given to the several questions as they correspond with those in the list above.]

Question 1. *State description of School Buildings, whether brick, stone, or wood; and give dimensions of length, breadth, and height of all the rooms.*

1. Two rooms, one 66 by 42 feet, and the other 40 by 21 feet, each 16 feet high.
2. Wood. Length of room, 24 feet; height, 8 feet 6 inches; width, 12 feet; skillion rooms, 12 feet each; height, 9 feet 6 inches.
3. Wood—18 by 30 feet, by 10 feet high.
4. School-room—39 by 20 feet, and 14 feet high; class-room, 9 by 20 feet, and 14 feet high. Teacher's residence—Six rooms: two each 13 feet 6 inches by 14 feet by 10; one, 13 feet 6 inches by 11 feet 6 inches by 10 feet; one, 11 by 10 feet by 7; one, 14 feet 6 inches by 13 feet 6 inches by 9 feet 10 inches; one, 14 by 13 feet 6 inches by 9 feet 10 inches.
5. School-room—Length, 21 by 16 feet; height, 8 feet. Teacher's residence—One room, 16 by 12 by 8 feet; one, 12 by 8 by 8 feet; one, 10 by 8 by 8 feet.
6. Wood, on a stone foundation. School-room, 25 by 15 by 12 feet; sitting-room, 12 by 10 by 10 feet; bed-room, 15 by 8 by 10 feet; kitchen, 15 by 15 by 10 feet; store-room, 10 by 5 by 8 feet.
7. Stone. The school-room is 60 by 25 feet and 18 feet high; class-room, 18 by 14 feet, and 10 feet high. There are two entrance-porches, with hat and cloak-racks,—one for the boys and one for the girls.
8. Wood—Four rooms and two attics. School-room, 27 feet 6 inches by 14 feet by 10 feet 6 inches.
9. Weatherboard, plastered inside, on stone foundation. Principal room, 33 by 18 by 12 feet; cloak-room and class-room, 14 feet 8 inches by 12 feet, and 10 feet high.

10. One room—30 by 15 by 11 feet.
11. Wood—24 by 16 by 8 feet.
12. Wood, stone foundation. School-room, 25 by 15 by 11 feet.
13. Brick—50 feet long, 20 feet wide, 14 feet high.
14. Stone building. School-room, 28 by 15 by 10 feet ; four other rooms of ample size, and detached kitchen.
15. Wood. One room, 50 by 15 by 8 feet.
16. Brick. Large room, 40 by 20 by 12 feet ; class-room, 16 by 16 feet.
17. Brick. School-room, 27 by 23 by 10 feet 9 inches.
18. Wood. School-room, 39 by 14½ by 9 feet.
19. Stone. School-room, 29 feet 6 inches by 17 feet by 11 feet 6 inches ; class-room, 15 feet 6 inches by 14 feet by 11 feet 6 inches.
20. Wood—37 by 18 by 11 feet.
21. Stone. School-room, 32 by 16 by 10 feet ; class-room, 20 by 13 by 10 feet ; two small rooms, each 13 by 10 by 10 feet.
22. The school is held at the Baptist Chapel, rented from the trustees for six months ; but a new school-house is nearly finished,—weatherboard, stone foundation.
23. Stone school-room, 35 by 15 feet ; Nos. 1 and 2, 14 feet 6 inches by 12 feet each ; No. 3, 9 feet 6 inches by 9 feet ; No. 4, 16 feet 6 inches by 12 feet 6 inches ; each room is 10 feet high.
24. Wood—30 by 17 by 11 feet.
25. Wood. School-room, 35 by 17 feet 3 inches by 14 feet.
26. Wood—30 by 18 by 12 feet.
27. Brick. Two rooms, 23 by 17 feet, and 12 by 12 feet.
28. Brick. School-room, 30 by 15 by 12 feet ; three small rooms, 12 by 9 by 8 feet.
29. Wood. School-room, 30 by 15 by 10 feet.
30. Wood—50 by 14 feet 6 inches by 8 feet 9 inches.
- 31.
32. Wood. School-room, 18 by 15 feet ; class-room, 18 by 9 feet ; hat-room, 24 by 6 feet.
33. School-room, 40 by 25 by 12 feet.
34. Wood. School-room, 50 by 18 by 11 feet.
35. Wood—20 by 20 by 11 feet high in one room.
36. Wood—12 by 15 feet. Teacher's rooms, two in number, 14 by 13 by 12 feet high ; two back rooms, 14 by 10 by 8 feet high.
37. One—brick. Dimensions of rooms in Hagley School-house :—Kitchen, 14 by 14 feet 6 inches ; No. 1, 16 by 12 feet ; No. 2, 16 by 16 feet ; No. 3, 16 feet 6 inches by 10 feet ; upstairs, No. 4, 16 by 16 feet ; No. 5, 16 by 12 feet ; No. 6, 16 by 13 feet 6 inches ; No. 7, 8 by 6 feet ; passage, 14 by 4, 8 by 16, and 16 by 4 feet,—each room 10 feet high ; class-room, 23 by 15 by 13 feet 6 inches ; school-room, 40 by 20 by 13 feet 6 inches.
38. Wood—22 by 14 feet, 11 feet length of stud.
39. Brick—26 by 22 by 9 feet high.
40. Stone. School-room, 25 by 17 by 13 feet 6 inches ; class-room, 17 by 14 by 13 feet 6 inches.
41. Wood, stone foundation—40 by 20 feet ; height, 10 feet.
42. Weatherboard building, on stone foundation. The school-room measures 30 feet 2 inches by 14 feet 8 inches by 9 feet, and is the only room used for school purposes. It is provided with two fire-places.
43. Wood—26 feet long by 26 feet.
44. Wood, on stone foundation. One room, 15 feet 5 inches by 29 feet 5 inches ; 9 feet high.
45. One room of wood—Length, 30 feet ; breadth, 15 feet ; height, 10 feet.
46. Hardwood—40 by 20 by 13 feet, one room.
47. One wooden building—20 feet 5 inches by 15 feet 5 inches ; height, 14 feet.
48. Wood. One room, 40 feet 8 inches by 14 feet 7 inches ; 9 feet high.
49. Wood, on stone foundation—40 by 18 feet ; height, 18 feet ; class-room, 16 by 14 feet ; height, 11 feet.
50. Brick. School-room, 45 feet long, 35 feet broad ; walls, 14 feet ; 25 feet to roof. Residence, four rooms, 11 feet 6 inches by 14 feet 6 inches.
51. Good substantial wooden buildings. One room, a porch, with brick chimney, 30 by 15 feet ; 10 feet high.
52. Wood, Gordon—25 by 18 by 10 feet. Ditto, Long Bay—32 by 16 by 12 feet.
53. Wood. School-room, 20 by 14 by 10 feet 6 inches ; living-rooms, 12 by 12 by 9 feet, and 12 by 10 by 9 feet.
54. Brick. Two rooms : one, 60 by 24 by 11 feet ; and the infant-room, 20 by 24 by 11 feet.
55. Wood—31 by 17 by 10 feet.
56. Weatherboard, stone foundation, and brick chimneys. School-room, 24 by 14 by 10 feet ; teacher's dwelling, 12 by 12 by 10 feet ; each dining-room and bed-room, kitchen and lobby at back, 12 by 12 feet and 6 by 6 feet.
57. Wood. Length, 50 feet ; breadth, 20 feet ; height, 12 feet.
58. Stone. School-room—Length, 75 feet ; average breadth, 24 feet ; average height, 20 feet. Class-room—Length, 12 feet ; breadth, 12 feet ; height, 8 feet. There are two rooms about the same size as the class-room, occupied by caretaker.
59. Wood—32 feet 6 inches by 16 feet 6 inches ; 10 feet 4 inches to wall-plates, 3 feet 10 inches ceiling.
60. Wood. Length, 20 by 10 feet, and 10 feet high.
61. Wood. Length, 30 feet ; width, 18 feet ; height, 12 feet.
62. Brick, on stone foundations, in a reserve of five acres,—viz., half-acre school premises, half-acre garden, four acres play-ground ; one room, 13 by 10 feet 6 inches ; one, 15 by 13 feet ; one, 13 by 12 feet,—

each 9 feet 6 inches in height ; one, 13 by 12 feet ; one, 13 by 13 feet,—each 9 feet in height ; school-room, 45 by 20 feet, and 18 feet high ; class-room, 20 by 12 feet, and 12 feet high ; porch, 17 by 7 feet, and 10 feet high.

63. Only one room (wooden)—32 by 18 feet ; 10 feet high.

64. One room (stone)—41 feet 8 inches long, 17 feet 7 inches wide, 13 feet 2 inches high.

65. Weatherboard, on stone foundation. One room, 32 by 16 feet, 12 feet high ; one, 32 by 9 feet, height 10 feet sloping to 7 feet.

66. One room (wood)—length, 22 feet 6 inches ; breadth, 13 feet ; height, 13 feet.

67. Brick. Two rooms, each 54 by 28 feet ; 25 feet high to apex of roof ; two rooms, each 22 by 21 feet ; 19 feet high.

68. Wood—30 by 15 by 8 feet.

69. Wood—29 feet 8 inches by 17 feet 8 inches by 9 feet high, with an outer porch 8 by 6 feet.

70. Wood—30 by 20 by 12 feet. Only one room.

71. Stone school-room—110 by 16 by 13 feet ; a recess, 28 by 20 by 13 feet ; class-room, 28 by 30 by 13 feet.

72. Wood. School-room, 24 feet long, 16 feet wide, 11 feet high ; kitchen, 14 feet long, 12 feet wide, 9 feet 6 inches high ; bed-room, 11 feet long, 12 feet wide, 9 feet 6 inches high.

73. Building, five-roomed weatherboarded cottage. School-room, 24 feet long, 10 feet high, 12 feet wide ; kitchen, 15 feet long, 7 feet high, 10 feet wide ; sitting-room, 12 feet long, 10 feet wide, 8 feet high ; first bed-room, 10 feet long, 7 feet high, 10 feet wide ; second bed-room, 12 feet long, 9 feet wide, 8 feet high.

74. The first four questions need no reply, as a new and commodious school is in process of erection.

75. Wood—32 by 16 feet, 11 feet high to wall-plate.

76. Wood, stone foundation—29 by 17 by 11 feet.

77. Wood—45 feet long, 20 feet broad, 13 feet high.

78. Wood—30 by 15 by 10 feet.

79. Brick, with stone foundation. School-room, 25 by 16 feet 6 inches, and 14 feet high ; parlour, 16 by 13 feet 3 inches, and 9 feet high ; kitchen, 13 feet 3 inches by 10 feet 6 inches, and 9 feet high ; bedrooms (upstairs), 13 feet 3 inches by 12 feet 9 inches high ; ditto, 13 feet 3 inches by 10 feet 6 inches,—and 8 feet high.

80. Brick and shingled—37 feet in length ; 20 feet in width ; and 17 feet in height.

81. Wood, completely lined with pine—45 feet long, 18 feet 6 inches wide ; walls, 14 feet to ceiling ; with large porch and brick chimney. Painted and varnished inside and out.

82. School-room and teacher's residence of stone, outbuildings of brick. School-room, 28 by 16 by 15 feet ; porch, 7 feet 6 inches by 7 feet 6 inches by 9 feet. Rooms in residence—One, 16 by 14 by 10 feet 6 inches ; one, 14 by 14 by 10 feet 6 inches ; and one, 14 by 12 by 10 feet 6 inches ; kitchen, 14 by 10 by 8 feet 6 inches.

Question 2. *State whether the building is vested in the Board of Education, or on what tenure it is held?*

1. The property of the Church of England ; rented by the Board of Education for £30 a year, which sum must be expended in repairs.

2. Vested in the Board of Education.

3. Leasehold, held from year to year.

4. Vested in the Board of Education.

5. Vested in the Anglican Synod Church Trustees.

6, 7. Vested in the Board of Education.

8. The building is the property of the Board.

9. Vested in the Board of Education.

10. Rented from the Primitive Methodist Community at £5 per annum.

11, 12, 13, 14. Vested in the Board of Education.

15. Gratuitously placed at the disposal of the Board by the Trustees.

16. Vested in the Board of Education.

17. Rented by the Board from year to year.

18. Granted to Board of Education by Church of England, on condition of keeping it in repair.

19. Rented by the Board of Education.

20, 21, 22, 23, 24, 25, 26, 27, 28. Vested in the Board of Education.

29. On sufferance.

30. Vested in the Board of Education.

31. Rented.

32. Rented at £6 per annum.

33. Rented by the week.

34. Vested in the Board of Education.

35. Rented from year to year.

36, 37. Vested in the Board of Education.

38. The Board of Education hold the building for school purposes until May 30th, 1883, conditional on certain repairs being effected, which have been done.

39. Leased by Board of Education for four years from November, 1880.

40, 41, 42, 43, 44. Vested in the Board of Education.

45. Belongs to the Congregational Union of Tasmania, and is occupied by the Board of Education ; rent, *nil*.

46. Yearly rental from the Good Templars.

47, 48. Vested in the Board of Education.

49. The Board's property.

50. Board of Education hold building by lease for 21 years.

51. Building erected at two-thirds cost by Central Board, and one-third by the inhabitants, on ground transferred to the Board as a gift by a private individual.

52, 53. Vested in the Board of Education.

54. Board of Education (legal title doubtful).

55, 56. Vested in the Board of Education.

57. Upon lease, terminating in June next.

58. Vested in the Board of Education.

59. Yes : 99 years' lease.

60. The church is used for the school by permission of the minister.

61, 62. Vested in the Board of Education.

63. Rented to Board of Education at £12 a year.

64, 65, 66. Vested in the Board of Education.

67. The property of the Board.

68, 69. Vested in the Board of Education.

70. Rented from year to year.

71. It is leased from the Wardens of St. George's Church.

72. Board of Education.

73. The Board rent it by yearly agreement.

74.

75. Leased by the Churchwardens of Episcopal Church to the Board for school purposes.

76, 77, 78, 79. Vested in the Board of Education.

80. The land and buildings are vested in a sole surviving grantee thereof, subject to certain undeclared trusts for religious purposes ; the premises are let to Central School Board for £10 a year, to be laid out in repairs.

81, 82. Vested in the Board of Education.

Question 3. *Does the building afford the necessary accommodation for the pupils in attendance?*

1, 2. Yes.

3. No ; in warm weather it is suffocating.

4. Yes ; might accommodate 20 more than the present maximum attendance (65).

5. Barely.

6, 7, 8, 9. Yes.

10. Yes, at present.

11, 12, 13, 14, 15. Yes.

16. No ; additional accommodation required.

17. Yes, except that the class-room is too small.

18, 19, 20, 21, 22, 23, 24. Yes.

25. No.

26, 27, 28, 29. Yes.

30. No.

31, 32. Yes.

33. No.

34, 35, 36, 37. Yes.

38. No.

39. Yes.

40. Ample.

41. No.

42. The building affords the necessary accommodation for the pupils in attendance at the present time.

43. Yes.

44. It does not ; the children have been taken on the verandah, and when the weather was too rough they were sometimes taken into the shed or stable to give room.

45, 46. Yes.

47. Yes ; for holding and seating the number of scholars attending the school the Local Board consider it will be sufficient for that purpose for next five years ; but the building is in no way suited for carrying out any of the systems of organisation in vogue in Europe, Great Britain, or the United States.

48. Comparing the attendance during the past three years, the Board is of opinion that the time is fast approaching when the accommodation will be insufficient.

49. Ample.

50, 51, 52, 53. Yes.

54. The large room, Yes ; the infant room requires enlargement.

55. No.

56, 57. Yes.

58. Yes, at present.

59. Not when there is a full attendance,—above 60 children.

60. No.

61. Large enough at present.

62, 63. Yes, at present.

64. No ; much too small.

65. Yes, at present.

66. Yes.

67. No.

68. Yes.

69. No, not nearly.

70. It does.

71. Yes, for the present, but is quite unsuited for the purpose of a school.

- 72. Yes.
- 73. No.
- 74.
- 75, 76. Yes.
- 77. Ample accommodation for pupils in attendance at present.
- 78, 79. Yes.
- 80. The accommodation is ample.
- 81. No ; the building is far too small.
- 82. School-room crowded when attendance full.

Question 4. *Are there suitable outbuildings and an ample playground? and what is the extent and character of the playground?*

- 1. The area of the playground is 1 rood 30 perches. The outbuildings are fairly satisfactory.
- 2. Ample playground,—quarter of an acre.
- 3. Outbuilding fairly convenient ; playground about quarter of an acre.
- 4. Sufficient outbuildings, but require repair, and would be better for alterations which have been duly suggested in the proper quarter. No proper playground ; most of school site being in front of teacher's residence, and being taken up with small garden, children mostly play in the street. It is highly desirable that more attention be paid generally to the playgrounds connected with the schools,—*e.g.*, sheds for shelter in wet weather would be a great boon to the children, at small expense.
- 5. Yes ; playground quarter of an acre, grass lawn.
- 6. Yes ; playground a heathy plain of waste land surrounding the school.
- 7. The outbuildings consist of two closets and an open shed. The closets are placed too near to the school buildings and residence. There are two spacious playgrounds, one for the boys and one for the girls.
- 8. No outbuildings except two closets ; playground one acre, with about 40 stumps upon it, rendering it unfit for a playground.
- 9. There are suitable outbuildings, but there is very little playground.
- 10. Outbuildings suitable ; no playground,—the children are allowed to play in an adjoining paddock.
- 11. No outbuilding.
- 12. A skillion at the back is much required. An acre fenced in as a playground.
- 13. No outbuildings ; playground small, about half an acre for boys and girls.
- 14. Yes ; playground three-quarters of an acre.
- 15. No suitable outbuildings ; playground two acres in extent, used as a burial ground.
- 16. Playground about half an acre ; outoffices fairly suitable.
- 17. Yes ; playground about half an acre.
- 18. Suitable outbuildings and playground.
- 19. Suitable outbuildings ; very small playground.
- 20. One acre for school and teacher's residence ; playground for girls only.
- 21. Yes ; nearly one acre.
- 22. Yes ; one acre, dry and suitable.
- 23. Yes ; boys' insufficient, half an acre, divided by paling fence.
- 24. Yes ; any quantity of bush.
- 25. Neither suitable outbuildings nor playground. The school stands upon a site within two acres of land reserved for the purpose, but all, except the bare school site and a small yard, is bush and not available as a playground.
- 26. Yes ; playground half an acre.
- 27. Yes ; playground, grass paddock, three-quarters of an acre.
- 28. Outbuildings out of repair ; playground one acre, very dry and suitable.
- 29. Water closets only ; playground half an acre, bush land unfenced.
- 30. No ; playground quarter of an acre, rough and stony.
- 31. Yes ; one acre.
- 32. Outbuildings rather deficient ; playground one acre.
- 33. No outbuildings except double water closet ; no playground.
- 34. Yes ; boys' playground half an acre, girls' ditto quarter of an acre.
- 35. Yes ; about half an acre playground.
- 36. Yes ; the playground is ample, dry, and airy.
- 37. Outbuildings suitable, but out of repair ; playground about one acre, in grass.
- 38. No outbuildings ; half an acre of playground unfenced.
- 39. Suitable outbuildings, with about three acres of English grass playground.
- 40. Outbuildings suitable, and new school site 1 rood 35 poles ; two-thirds playground for boys, one-third ditto for girls. It is suggested that a shed in the playground be erected for shelter in wet weather.
- 41. Not the first clause ; no proper playground.
- 42. There are three outoffices, all in good repair ; playground nearly two acres, and is situated on the side of a sloping bank. The soil is of a sandy nature.
- 43. Yes ; half an acre playground.
- 44. Outbuildings ample ; playground small, about 120 rods, and very rough, being rocky.
- 45. Yes ; the playground consists of one acre, church property, and unlimited Government land.
- 46. Suitable outbuildings ; playground half an acre, rough.
- 47. None, except a closet ; the playground is sufficient, consists of half an acre.
- 48. Two water closets ; the extent of the playground is under one acre, and unsuited for the purpose, being a narrow strip of ground.
- 49. Yes ; half an acre, suitable for requirements.
- 50. Yes ; 142 feet long, 34 feet wide.
- 51. Yes ; playground about half an acre in extent, roughly cleared and gravelly soil.

52. Yes; Long Bay, six acres; Gordon, half an acre.
53. Yes; one acre, not yet fenced or cleared.
54. Yes; the playground is covered with loose gravel and stones, its area is 60 by 40 yards.
55. Ample.
56. Yes; playground about $1\frac{3}{4}$ acres.
57. Yes; playground covers nearly half an acre.
58. Suitable outbuildings; but not ample playground,—boys' playground, 47 by 16 yards; girls' ditto, 18 by 11 yards.
59. Outbuildings sufficient at present; playground small, quarter of an acre.
60. Yes.
61. Outbuildings sufficient; playground very small.
62. A lavatory, bath-room, and laundry required; playground ample, being four acres.
63. Insufficient outbuildings; no playground.
64. Yes; about three-quarters of an acre.
65. Yes; the playground is half an acre of uncleared ground.
66. Yes; about three-quarters of an acre.
67. The outbuildings are passable, and the playground is ample and well fenced in,—it is divided into two portions, one in the front and the other at the rear of the school, each 90 by 88 feet.
68. Yes; one acre, not fenced and full of stumps.
69. Playground is too small, but might be made large enough if an acre of land at back, at present belonging to the Episcopalians, could be got.
70. Yes; playground four acres, church property.
71. No; there is a yard 35 by 30 feet.
72. Yes; playground one acre.
73. Yes; about three-quarters of an acre.
- 74.
75. Half-acre of grass land; shed.
76. No outbuildings; an ample playground, but greatly encumbered with heavy logs; five acres.
77. Grounds unsuitable as to outbuildings; not fenced in; extent of ground, 3 roods 20 perches.
78. Outbuildings unsuitable; extent of playground one acre, greater part of it covered with timber and fern, unfenced.
79. Playground $1\frac{1}{2}$ acres, nearly square; outbuildings suitable, with the exception of closets, which are not in a proper place.
80. Yes; the playground is moderately large, but should, for the purposes of the school, be divided.
81. Yes; playground consists of one acre fenced and divided, and three acres unfenced.
82. Tenders have been received for another outbuilding; playground three-quarters of an acre, half of which could be improved by levelling and draining.

Question 5. *Is there a Teacher's residence with the school property? if so, is it detached? and what is the extent of the accommodation?*

1. There is no Teacher's residence.
2. No residence.
3. There is none.
4. Yes.
5. Attached.
6. Yes, attached.
7. Yes; no, though divided by a passage from the rooms' used for school purposes. It has seven rooms.
8. Yes.
9. There is a Teacher's residence attached to the school consisting of kitchen, 12 by 14 by 10 ft. high; a bed-room, 14 by 10 ft. 7 in., skillion roof, damp and unwholesome; small parlour, 12 by 10 ft., and pantry 4 by 4 ft.
10. No residence.
11. Yes; detached, 24 by 12 ft.; three rooms.
12. Attached; two rooms, 13 by 14 by 10 ft., and 15 by 14 by 10 ft.
13. Yes; detached; large roomy house, 10 rooms.
14. Yes; attached; accommodation ample.
15. No; detached and built on school reserve, Ellesmere; accommodation, 4 rooms.
16. No Teacher's residence.
17. Yes; under same roof, six rooms.
18. There is a Teacher's residence erected by the Board of Education immediately adjoining the school; it is of wood, containing two rooms and skillion.
19. Yes, attached; four rooms and kitchen detached.
20. Yes; detached, four rooms.
21. No.
22. Attached; three rooms.
23. Yes; attached; sufficient for small family.
24. Cottage, three rooms and kitchen.
25. Yes; attached; two rooms, 14 by 12 by 9 ft., and 12 by 12 by 9 ft., skillion roof.
26. Yes; attached; two rooms.
27. Yes; detached; four rooms, with outbuildings.
28. Teacher's residence adjoins school-room; consists of three very small rooms, at present out of order.
29. Two small rooms; attached to school-room.
30. Yes; attached; four rooms.

31. Yes ; detached ; accommodation meagre.
- 32, 33. No.
34. Yes ; attached ; six rooms.
35. Yes ; private, detached ; six rooms.
36. Yes, forming one building with the school, containing four rooms.
37. Yes, adjoining the school, six rooms and kitchen.
38. No.
39. A residence attached to school, containing four rooms and out buildings.
40. Teacher's residence attached ; six rooms,—two sitting-rooms, three bed-rooms, and kitchen.
41. Yes ; attached ; four very small rooms, quite unfit for a family.
42. There is a Teacher's residence attached to the school-room ; there are five rooms, respectively 15 ft. 2 in. by 10 ft. 6 in., 15 ft. 2 in. by 9 ft., 14 ft. 2 in. by 8 ft., 15 ft. 5 in. by 9 ft. 6 in., 10 ft. 8 in. by 9 ft. 6 in. The heights of the various rooms are very various, ranging from 5 ft. 6 in. to 12 ft.
43. Yes ; not attached ; two rooms, one 14 by 11 ft., the other 12 by 11 ft.
44. The Teacher's residence and school are attached. The residence contains four small rooms, the two back rooms are skillions ; parlours, 12 by 13 ft. 6 in. ; bed-room, 12 by 13 ft. 6 in., 9 ft. high ; kitchen, 10 ft. 6 in. by 15 ft., height, 7 ft. 4 in. ; pantry, 10 ft. 6 in. by 8 ft. 6 in., height, 7 ft. 4 in.
45. No Teacher's residence erected.
46. No.
47. No Teacher's residence, but the Central Board have the question of erecting one now under their consideration.
48. Yes ; not detached ; three rooms of following dimensions :—Kitchen, 11 ft. 3 in. by 11 ft. 9 in. ; bed-room, 11 ft. 5 in. by 11 ft. 5 in. ; sitting-room, 15 ft. 5 in.
49. Six ; very good.
50. Teacher's residence attached to school ; not good accommodation.
51. Yes ; detached ; slabbed two-roomed cottage.
52. Yes,—Long Bay, attached ; four rooms, 9 by 19 ft., one room, 12 by 14 ft. Gordon, no residence.
53. Yes ; detached ; two rooms.
54. There is no Teacher's residence.
55. Yes ; attached ; four rooms.
56. Yes ; attached ; parlour, bed-room, lobby, kitchen, and verandah.
57. Yes ; attached ; six rooms.
58. No Teacher's residence.
59. No ; money voted, but tenders not put out.
60. No.
61. Detached ; 7 rooms.
62. Attached,—and answered by No. 1.
63. No.
64. There is no Teacher's residence.
65. The Teacher's residence is detached ; four rooms,—two rooms, 12 ft. 6 in. by 12 ft., 10 in. high ; one room, 19 ft. 9 in., 9 ft. high ; one, 10 ft. 9 in., 9 ft. high.
66. No.
67. There is no Teacher's residence.
- 68, 69. No.
70. There is ; detached, and built on five acres adjoining present site belonging to the Board of Education ; four rooms.
71. No.
72. Yes ; attached ; *see* answer to No. 1.
73. Yes ; attached ; sitting-room, kitchen, two bed-rooms.
74. No ; an allowance for rent.
75. None ; the Teacher has to provide her own residence.
76. Yes ; attached ; two rooms, each 11½ by 11½ ft., which are quite insufficient for Teacher's accommodation.
77. No residence for Teacher.
78. Teacher's residence ; detached ; two rooms.
78. Yes ; house, four rooms ; attached.
80. No Teacher's residence on the land referred to, nor is there a Teacher's residence in connection with the school.
81. Yes ; detached ; three rooms.
82. Yes ; attached : *see* No. 1.

Question 6. *In what state of repair are the school premises, including the Teacher's residence, if any ?*

1. The ceilings require renewing.
2. At present undergoing repairs.
3. School premises in good state of repair.
4. School-room needs repair, as the rain comes in at some of the windows ; residence substantially in a good state of repair, but most of the rooms and passages need papering.
5. In the last stage of decay.
6. In good repair.
7. The whole building is in a fair state of repair. There are a few defects in the spouting and parts of the roof which have not been remedied, though attempts have been made to do so since the workmen finished their contract in the latter part of 1881.
8. Buildings in fair repair : there are a few leaks in the roof, and the inside wants papering. The whole of the outside requires painting.

9. In fair repair.
10. Very good.
11. Not very good.
12. Good, having just been repaired.
13. School premises good ; residence requires repairing. Two months since Government Inspector reported on requirements of same, but nothing has since been done.
14. They have lately been thoroughly repaired.
15. School very bad indeed. Teacher's residence in good repair generally, but will require new shingling shortly.
16. School premises in good order, repairs effected last year.
17. Fair repair, but the roof is getting faulty.
18. All in fair order.
19. Fair state of repair.
20. Fair.
21. Very fair ; fence between school and church needs repair ; verandah, new roof and spouting.
- 22.
- 23, 24. Good.
25. In very bad repair, roof of school leaks considerably, the shingles being decayed.
26. In a good state of repair.
27. Very fair, but the water-closets need much improvement.
28. School-room and adjoining rooms are out of order.
29. Building requires painting and roof repairing, chimney smokes very badly.
30. Very bad.
31. Good.
32. In fair repair.
- 33.
34. Lately put in thorough repair by Board of Education.
35. No ; good repair.
36. Good repair.
37. Now being put in repair.
38. Very fair.
39. Requires shingling very badly.
40. Just put in thorough repair.
41. Fair.
42. The school premises have lately been repaired by the Board of Public Works, and are now in a fair state of repair.
43. Good.
44. The whole of the building is in good repair.
45. In good repair.
46. Medium.
47. The school is in good repair.
48. Leaky in parts.
49. Very good.
50. Building has been in pretty good repair till lately ; now requires cleaning, painting, &c.
51. School buildings in very good repair ; ditto outbuildings, but residence in ruinous condition, beyond repair.
52. In good repair, but roof of Teacher's residence faulty.
53. Fair.
54. Good.
55. Good repair, one room leaky.
56. Very good.
57. School-room in fair repair, residence considerably out of repair, large portion of ceiling down in one room, chimneys smoke, paper dirty.
58. School premises in a fair state of repair.
59. Fair.
- 60.
61. Fair condition.
62. Slight repairs needed, and additions as stated in No. 4.
63. Good repair.
64. Fair.
65. They are now being repaired.
66. School fair ; Teacher's residence very bad.
67. The school building is in very very repair.
68. In a deplorable state.
69. Roof wants shingling afresh.
70. Has been in bad repair, but at present undergoing repairs.
71. Far from good ; a small sum has recently been spent in effecting temporary repairs. A new building is in course of erection.
72. All good.
73. Good.
74. Broken windows.
75. The school-room will require shingling in a year or so, but is in passable repair.
76. Good, except roof of one of private rooms requires re-shingling, and the school fireplace requires attention.

77. School premises in fair state of repair, but a number of petty repairs promised still unexecuted.
78. A few repairs needed to school premises.
79. School premises, including teacher's residence, in good repair.
80. In good repair.
81. With the exception of some broken windows, in good repair.
82. Very much out of repair.

Question 7. *Has application been made, and when, for repairs, improvement, or enlargement? and, if so, with what results?*

1. Repairs have, from time to time, been made by the churchwardens of Trinity School. The Board of Education have paid the rent in advance in order that the roof might be re-shingled.

2. The present repairs are granted by the Central Board.

3. No application has been made for repairs, but such has been made frequently for suitable school-rooms and teacher's residence.

4. Yes; to schoolroom only, teacher's residence having been thoroughly repaired about a year ago. Application has been referred to Officer of Public Works Department, who has made necessary specification. It is to be assumed that the work will be done.

5. Has been frequently repaired by the Board of Education. Is now no longer worth repairing. Application has been made for a site in a more suitable position. A new school will probably be built as soon as the negotiations with the V.D. Land Company for a site is concluded.

6. Repairs, enlargement of kitchen, painting, &c. done in 1879; also repairs and painting in 1882.

7. Yes. An application was made in December, 1880, for considerable repairs to the whole buildings. The result was the work done in 1881.

8. An application was made to the Board, but the reply was that they had more urgent claims.

9. Yes. Application has been made lately for repairs and increased accommodation, without any result.

10. No.

11. Application was made for repairs, but without effect.

12. Application made 14th February, 1882; only just completed.

13. School just enlarged after delay of two years. Great delay in supplying closets, school being without such accommodation for past five months. Present delay, however, is owing to a difficulty in obtaining tenders.

14. All that have been applied for.

15. Several applications made for new school-house, and any amount of promises made, but nothing more.

16. Application made last November for teacher's residence. Reply received that the matter was under consideration.

17. Not lately. The people of the district applied to the Board of Education for new school premises; a favourable reply has been received.

18. Application was made for enlargement of the schoolroom in 1881, and received ready attention. The work was completed in latter part of last year.

19. Yes, for repairs and improvements; always attended to.

20. No application since erection of present building.

21. Repairs effected to building last spring.

22.

23. Improvements are now being made.

24. No.

25. Application has been persistently made for about two years, with no result at present beyond re-roofing, in a bungling manner, of the teacher's residence, although £800 were voted for a new school during last Session of Parliament, and plan of that building shown to, and approved of by, the Chairman of this Board five months ago.

26. No application has ever been made.

27. Yes; successfully.

28. Application made to the Board of Education for repairs to school on 9th May. Recommended the repairs to be done as soon as possible.

29. Not for some years.

30. Application for a new building was made on December 19, 1881; September 30, and October 21, 1882. Inspector Rule has looked at some sites on township with the view of procuring one suitable for a new school.

31. No.

32. Not required.

33.

34. Frequently, from time to time; enlargements and repairs promptly effected.

35. No.

36. The Board of Education suggested painting, which is done.

37. No application made to or through the Board.

38. Application made February, 1882, for repairs, according to terms of tenure. *Vide* No. 2. Granted immediately.

39. No repairs applied for; but a resolution had been made by the Local Board to ask the Central Board to shingle building.

40. Yes. Answered by Q. 6.

41. Yes, on 14th of December, 1881; school repairs only.

42. Application was made at the instance of the Board of Education, some 18 months ago, for repairs to the schoolroom, residence, &c., and these repairs were carried out by Public Works Department about three months ago.

43. Yes, above 12 months since. Good results.
44. Application for a class-room as far back as 26th April, 1881. Result (copy): "The matter of the proposed new class-room must stand over for the present until the necessary funds are provided by Parliament."
45. Application made successfully for brick chimney, at a cost of £5, May and June, 1881.
46. None.
47. An application was made a few months ago for repairs and improvements, and these have all been executed, with the exception of the teacher's residence, as referred to in Answer 5.
48. Repairs, *e.g.*, whitening of outside, fence and gate erected, and roof attended to, as per specification. The Board is of opinion that either the specification was at fault, or that the work was not done in accordance therewith, the result being exceedingly unsatisfactory.
49. An application for enlargement and repairs was made to the Board of Education in the early part of 1882. The work was commenced in December last, and completed in January, 1883.
50. Application for some repairs about two years ago, attended to.
51. Application made in 1881 for repairs to school and new teacher's residence; the former effected immediately after application, the residence unattended to up to present date.
52. No application.
53. No.
54. In April, 1881, application was made to the Central Board for repairs to the fencing of the playground. At the same time attention was drawn to the dangerous condition of a dilapidated brick cottage standing in the playground. In December, 1881, ditto, and application was also made for the enlargement of the infant room. In the beginning of 1882 the cottage referred to was pulled down by order of the Corporation of Hobart, and the fencing was renewed about the same time. In December, 1882, application was again made for the enlargement of the infant room. Nothing has yet been done.
55. Yes; in November repairs effected.
56. The school premises have lately been painted and kitchen added; also the school reserve fenced by Government out of grant for school purposes.
57. Application made for repairs to residence, June 26, 1881. Nothing whatever done, nor any reply received to communication.
58. Application was made for repairs and improvements early in 1881, after which the premises underwent extensive repairs.
59. Application for enlargement (October, 1882) allowed. Nothing done.
60. Improvement has been recommended.
61. Application made for repairs about two years ago, and were done.
62. Not lately.
63. Application has, at various times for the last two years, been made for a public school, without effect.
64. Application has been made for enlargement. Tenders have been invited, but none received.
65. A verandah and an extra fireplace to the school were applied for on 3rd November, 1882, and are now being erected. Some improvements in sanitary arrangements were suggested; have not been made.
66. Yes. School-house repaired about 18 months since.
67. Application for repairs had been made repeatedly for many years without any result; but about two years ago considerable repairs were effected, and since then much has been done to improve the buildings. In reference to "enlargement or improvement," permit me to quote from a letter I addressed to the Board of Education on 3rd July, 1882, as instructed at a special meeting of the Local Board:—"That the present building is not adapted for carrying out the approved modern system of education.—That the arrangement and construction of the rooms are faulty.—That one of the essentials of a good school building is wanting, viz.—a large, bright, and properly arranged infant schoolroom.—That, according to the recognised authorities, the cubic space is not sufficient for the number of children that assemble in the building."
68. Yes; applications have been made, 21st December, 1881, without any result.
69. Tender has been accepted for the erection of a new school, and for the conversion of present building into a teacher's residence.
70. Yes, with the above results.
71. *Vide* No. 6.
72. School just repaired.
73. No.
74. No; repaired by teacher.
75. None has been made.
76. Yes; and the necessary repairs have recently been carried out.
77. Applications have been made, but without any satisfactory result.
78. In May, 1881, a statement of repairs needed was sent to the Central Board; nothing further has been heard of it.
79. Repairs recently done at Christmas last.
80. No application necessary under the circumstances.
81. Application has been made to the Board of Education for an addition to the school building, which application was promptly granted, and another similar building to the present school-house is being erected adjoining.
82. Yes; contract entered into.

Question 8. *Is any repair, enlargement, or improvement of the school premises required now for which application has not been made? if so, describe them?*

- 1.
2. None.
3. New and suitable premises have long been required.
4. Only the papering of teacher's residence.

5. No recent application has been made.
6. No.
7. Yes ; to the spouting.
8. There are not any needed which are not applied for, with the exception of a class-room.
- 9, 10. No.
11. A shelter for the children and teacher's house.
12. A skillion at the back.
- 13, 14. No.
15. A new school-house.
16. Yes ; additional school accommodation.
17. See reply to last question (7).
18. Yes ; an additional room (skillion) to the teacher's residence is very desirable for the accommodation of his family. A closet also is much needed to the same premises. Several large logs, remnants of the forest, still encumbering the grounds, should be hauled together and burnt. The east fence requires shifting, three panels renewing, and the south fence of the teacher's residence to be replaced with post and rails. No application has been made for these works.
19. No.
20. A shed is required for children in wet weather, also the playground to be fenced in. There is only one closet for girls, a separate one is required for boys. The fireplace in the school-room requires to be pulled down and rebuilt, for which application for approval has not yet been made.
21. Fence needs repair ; verandah, new roof and spouting.
22. None.
23. It would be an advantage if the school-room was higher and wider.
24. Chimney to kitchen.
- 25, 26. No.
27. The present dilapidated post and rail fence should be replaced by a paling fence. Water-closets need improvement.
28. Repairs urgently required.
29. Building requires painting and roof repairing. Chimney smokes very badly.
30. A new teacher's residence.
31. Yes ; school-room and kitchen to teacher's residence.
32. No.
- 33.
34. No.
35. More room required.
36. Porch wanted to shelter school-room door, and dining-shed for children.
37. No.
38. A new building is required.
39. Building requires shingling and floor nailing down.
40. The shed referred to in question No. 4.
41. Yes ; three gutters want renewing.
42. There is no improvement required at present for which application has not been made.
43. An additional room for the teacher, and the school-room lined and ceiling repaired.
44. Two rooms to residence, and the allotment fenced.
45. Yes ; the building needs painting, and fresh spouting is required.
46. None, save the playground.
47. The teacher reports that the brick chimney which has been very recently constructed needs heightening. It is considered that the ventilation of the school would be improved if the windows opened from above instead of below, as they do at present.
48. The Board is decidedly of opinion that an entirely new school-house and teacher's residence are imperatively required, those at present in existence being quite inadequate to their purpose in respect of accommodation, sanitary condition, and durability.
49. None.
50. Building requires cleaning, painting, &c.
51. Yes ; inside school-room requires painting up to level of window-sills, the rest should be white-washed, the porch enlarged to accommodate children's hats and wraps. A four-roomed residence urgently required.
52. Repairs to roof of teacher's residence required.
53. Yes ; the roof, hearths, and chimneys require rectifying, and the playgrounds clearing, fencing, and draining.
54. Nothing beyond the enlargement already referred to.
55. One room requires repair, and class-room enlarging.
56. No.
57. New school-room.
58. Yes ; more ventilation required, and the inside walls require colouring.
59. None.
60. It is quite desirable that a suitable room should be built for the accommodation and comfort of the children. If not done it will be quite impossible to ensure a regular attendance during winter, some of the children travelling a distance of five miles.
61. Gravelling the school-yard ; garden fence and a gate.
62. Same as stated in No. 4.
- 63.
64. Teacher's residence much required.
65. The playground should be cleared. The school-house requires roof ventilation.

- 66. No.
- 67. I have asked for all that is necessary.
- 68. No.
- 69.
- 70. Not for school premises at present, but two rooms are required for teacher's residence.
- 71. *Vide* No. 6.
- 72, 73. No.
- 74.
- 75.
- 76, 77. No.
- 78. The roof of school-room needs spouting, the walls painting or good whitewash.
- 79. As stated in No. 4. Closets need removal.
- 80. Slight repairs to out-offices required, but no application has been made for same.
- 81. No.
- 82.

Question 9. *Are the school furniture and appliances generally suitable and sufficient?*

- 1. They are not very good.
- 2. An extra supply has just been granted.
- 3. Yes, for the present accommodation.
- 4. Yes.
- 5. Yes, at present.
- 6. Yes.
- 7. The desks might be improved upon. They are of the old type—heavy and cumbrous.
- 8. The furniture is sufficient, but there is only one serviceable map.
- 9. Yes.
- 10. Limited. A further supply is about being applied for.
- 11. Yes.
- 12. Yes, with the exception of a desk, which is much required.
- 13. No, but expect from advices shortly to be fully supplied.
- 14. Generally suitable.
- 15. Yes, generally. Large Map of the World required.
- 16. No; a supply of maps and blackboards required.
- 17. Fairly so.
- 18. Generally suitable and sufficient, but a teacher's stool and two maps, of the World in hemispheres and of Palestine, are needed.
- 19, 20, 21. Yes.
- 22. No; one desk and large form required; also a set of maps, a larger supply of free stock, a clock, two blackboards, one easel, a counting-board.
- 23. Yes.
- 24. Yes, with exception of maps. Maps of Asia, England, and America required.
- 25. No.
- 26, 27, 28. Yes.
- 29. Yes; desk and stool for teacher and map of Tasmania wanted.
- 30. No.
- 31. Yes.
- 32. Not quite when the attendance is full.
- 33. Sufficient for the present room.
- 34. Fairly so, but could be improved.
- 35. Forms and desks required.
- 36. Books, slates, and maps are needed.
- 37. Yes, generally.
- 38. Yes.
- 39. Generally sufficient.
- 40. Yes, with the exception of maps, of which a new set is required.
- 41. Fairly so.
- 42. The school furniture, &c., with the exception of the maps, is generally efficient and suitable. The maps, however, are entirely out of date, being printed some 30 years ago.
- 43. Yes.
- 44. Two desks, two forms, and one blackboard.
- 45. Yes, except a deficiency of slates.
- 46. Yes, at present.
- 47. The furniture is sufficient, but maps are required.
- 48. Quite out of repair and unsuitable in every way.
- 49, 50. Yes.
- 51. Yes, with the exception of a few more maps, such as that of Tasmania, Africa, Asia, and America.
- 52. Yes.
- 53. Maps required; otherwise satisfactory.
- 54, 55, 56. Yes.
- 57. No; maps out of date.
- 58. Sufficient, but not of the best description.
- 59, 60. Yes.
- 61. A stool and small table for needlework.
- 62. Yes, fairly suitable.

63, 64, 65, 66. Yes.

67. Very far indeed from being suitable and sufficient. The desks and seats are primitive in design and ancient in construction, part having been removed from the Orphan Asylum at New Town when that institution was broken up. The appliances are very deficient, and utterly unworthy of the central school of the capital city.

68. Yes.

69. There is as much furniture as can be utilised in the limited space at command, but not enough for the actual requirements of the scholars. As to the furniture itself, the desks would be much improved if they were fitted with shelves underneath to hold slates and books like those at the Battery Point School.

70. They are.

71. On the whole, yes.

72. Yes.

73. No.

74.

75. Quite adequate to present requirements.

76. Yes, but maps of Tasmania and Australasia are required.

77. Suitable for present requirements.

78. Suitable and sufficient.

79. Yes.

80. Desks not suitable; ledges to same required to prevent slates, &c. from slipping down, which frequently happens.

81. Yes. School furniture has been supplied, whenever required, of a suitable kind.

82. An additional easel would be very useful.

Question 10. *State the number of Local Board meetings held each year for the last five years, and give reasons for failing to hold such meetings?*

1. One meeting of the Local Board has been held during the last five years. Two others have been summoned and have lapsed for want of a quorum. I believe that the powers given to Local Boards are not sufficient to enable them to be of much practical use, or to induce the members to take an active interest in the schools. This particular Local Board has only consisted of four persons for some years past, and the presence of three of them is required to form a quorum.

2. From October, 1877, to October, 1882, only one meeting was held, that was in my predecessor's time as Chairman. Since October last, 3 meetings.

3. Six. Local Board was disgusted with its status, and consequently took little or no interest in local educational affairs.

4. During the last five years 13 meetings have been held; 74 meetings in all since the Board was established.

5. See answer by No. 4. Same Chairman.

6. See answer by No. 4. Same Chairman.

7. 1878, one. 1879, none. 1880, three. 1881, two. 1882, two.

8. One in 1878. One in 1879. Two in 1880. Not any in 1881. One in 1882.

9. For some time no records of meetings have been kept, but on average there have been about half a dozen yearly.

10.

11. Four.

12. Five meetings held within four years. School established 1879.

13. 1878 none. 1879, three. 1880, one. 1881, two. 1882, two.

14. 1877, four meetings. 1878, two. 1879, two. 1880, three. 1881, two. 1882, two.

15. Nine meetings. The Board considered themselves powerless, and their existence a farce, and for this reason took very little interest in the school.

16. 1878, none. 1879, two. 1880, two. 1881, three. 1882, three.

17. None; no business requiring attention.

18. No meetings. Our community is small and scattered, and in the latter respect so are the members of our School Board. The two clergymen reside at the Forth, fifteen miles distant from the school-house. Mr. S. Crawford lives a mile and a half north of the spot, and I myself exactly five miles to the southward, with a wretched road intervening. Mr. Carstairs is the only member whose home is really near the school. Mr. Goold's name appears on the list in error; he has been dead some time.

Our school is small and its affairs do not need more supervision than can be given in an occasional visit by one or other members of the Local Board.

I have seen no occasion, nor has any member suggested to me, at any time during the last two years the desirability of calling a meeting. Indeed the only subject that I can recollect within that period that required any discussion on our part had reference to the recent addition to and repairs of the school buildings, and those points I talked over with the members at hand, either at their own houses or as we met casually. This is the only mode of settling such matters that is really convenient to ourselves. A formal meeting could scarcely be arranged except for an evening, and that would generally mean for each of us a ride home in the dark over a West Devon road,—a thing to be avoided if possible.

19. 1878, two. 1879, one. 1880, four. 1881, two. 1882, two.

20. Not able to state number of board meetings held during the last five years; one meeting was held within the last two years; great difficulty in obtaining a quorum, and no business to transact.

21. Five meetings during the last five years; no quorum present at other meetings when called; no urgent business.

22. Nine; it was not found necessary to have meetings oftener.

23. Thirteen.

24. 1878, none. 1879, one. 1880, none. 1881, one. 1882, two. 1883, one.

25. Fifteen meetings have been held from commencement of 1879 to last meeting of 1883. Previous to 1879 no meeting held later than 1874. The reason why meetings have not been held more frequently is that no practical good comes of them owing to the powerlessness of Local Boards. But for this Board having occasionally met with the view of urging the necessities of the place as to increased improved school accommodation, it is not likely that there would have been anything like the numbers of meetings that have been held.

26. Eight meetings have been held; the reason for not holding meetings being no business to transact.

27. 1878, one. 1879, one. 1880, three. 1881, none. 1882, two. As many meetings have been held as the business of the school required.

28. Twelve; no business required to be done.

29. 1877, two. 1878, two. 1879, five. 1880, two. 1882, none. Unable to give reasons.

30. Two meetings; till quite recently the members of the Board have nearly all lived at such distances from Emu Bay that great difficulty was experienced in securing a quorum.

31. For two past years, our existence of school, ten meetings.

32. Five.

33. Two; business generally conducted without formality.

34. 1878, 1879, 1880, and 1881, three. 1882, one.

(a) For a considerable time the Local School Board consisted practically of the Chairman and only one other resident member. Formal meetings were not held. The two members consulted, and the Chairman transacted the routine business accordingly. (b) The functions committed to Local Boards are such as to render frequent meetings unnecessary. In urgent matters beyond the powers of a Local Board, (such as, *e.g.*, closing the school on account of the outbreak of infectious diseases), the Chairman has acted on his own responsibility, and his action has always been upheld by the Central Board.

35. One meeting 1881.

36. Five busy men have the sub-control of a small school of very young children, and nothing has turned up to justify calling them together.

37. There have been no meetings for two or three years.

38. Six meetings since establishment of school, 30th May, 1881.

39. Six meetings inclusive of present one.

40. One in 1882.

41. In 1877, six. 1878, three. 1879, one. 1880, three. 1881, three. 1882, four.

42. No minute book has been kept by the Local Board. Several meetings have been held during the period stated, but cannot say how many.

43. Two each year.

44. No record kept.

45. Six.

46. No great necessity.

47. The Local Board was first appointed in July, 1882, and has since that time held five meetings.

48. Twelve meetings during the past five years. The powers of the Board being limited, but little interest was taken.

49. 1878, four. 1879, four. 1880, three. 1881, three. 1882, four. The two quarterly meetings lapsed through too few members attending to form a quorum.

50. No meeting I as Chairman have visited the school regularly, and attended to the necessary business.

51. In 1878, one. In 1879, one. In 1880, one. In 1881, one. In 1882, none. No business requiring special attention.

52. 1878, four. 1879, three. 1880, four. 1881, three. 1882, three.

53. School opened in July, 1882; one meeting.

54. Eight meetings of the Local Board have been held since July, 1879. No meeting had been held before that date for four years.

55. One.

56. The school has only been in existence a little more than two years. During the first year Local Board met once a month, but during present year no meetings have been held owing to Local Board becoming disgusted with parents of children, and their inability to enforce attendance. The school is closed now for want of required attendance and the small allowance made the teacher,—about £25 per annum.

57. Six meetings only held during last five years. Copy of Resolution passed at meeting of Local Board, 26th June, 1888,—“That the Board having heard the correspondence read, and observing a communication dated 26th June, 1881, from our local Chairman to Secretary of Central Board, referring to matters affecting the interests of Don School, had not been answered, consider the want of courtesy displayed in this neglect should be recorded in our minutes, and the dissatisfaction of Board at such treatment, which is so calculated to dispirit Local Boards in their efforts for the improvement of schools. The Local Board feel so discouraged at the treatment they have received from the Central Board, that unless their resolutions and suggestions for the advancement of the school meet with more prompt attention they shall feel compelled to tender their resignations to His Excellency the Governor, stating at the same time their reason for resigning.”

58. A Board meeting was held in the year 1882, at which the present Chairman was elected. No other meetings have been held during the last five years. Probably there has been no special business requiring the consideration of the Board.

59. Only started in 1881.

60. Not aware of any record being kept.

61. About one meeting each year. Work generally left to Chairman.

62. In 1878, six meetings. In 1879, 2 meetings. In 1880, one meeting. None in 1881 and 1882, as not being required. The school and master's residence attached being completed in 1878, and the ground.

fenced around, there was no question of repairs ; and the master giving entire satisfaction, there was nothing arising to require meetings of the Local Board,—only small matters that the Chairman and the members of the Local Board *near* attended to. As 'tis said, "Happy is the nation which has no history," so may be the school which has few Local Board meetings, as 'tis the chronic state of disrepair many schools are in, or some misconduct, which requires them.

63. Ten times within three years.

64. No meetings have been held for the last five years. Want of interest on the part of the Local Board.

65. 1878, three. 1879, one. 1880, one. 1881, five. 1882, five. Other meetings were called, but lapsed for want of quorum. Local Board has so little authority that meetings are seldom required, and members residing at a distance hardly ever attend.

66. None held. Lack of interest on part of the Local Board.

67. The meetings of the Local Board have been :—In 1878, one. In 1879, none. In 1880, one. In 1881, none. In 1882, two.

The reasons for there being so very few meetings of the Local Board is to be found before 1881, in the fact that the previous representations of the Local Board had never been attended to, and consequently there was no use whatever in holding meetings ; and since the beginning of 1881, in the fact that the school had been repaired, and under the new master was ably and successfully conducted ; and further, that the Chairman of the Local Board undertook the necessary correspondence with the Board of Education.

68. One in 1878. Six in 1879. None in 1880. One in 1881. None in 1882. Reasons, no business to transact.

69.

70. One in 1880. One in 1881. One in 1882. Two in 1883.

71. 1879, two. 1882, two. No other meetings held during the five years, members being dissatisfied with their position.

72. Meetings, one ; no business to transact.

73. 1879, four. 1880, one. 1881, none. 1882, four. 1883, one.

74. We held meetings until we saw they were useless.

75. None the last three years.

76. There have been 12 Local Board Meetings held during the last five years, besides several informal meetings, of whose proceedings it was not considered necessary to make any record in the minute book.

77. No encouragement given to hold meetings under existing regulations. School not in existence five years.

78. In 1878, one. 1879, four. 1880, none. 1881, one. 1882, none. Reasons for small number of meetings : first, everything going pretty smooth in school ; second, the limited powers of Local Board making meetings almost a farce.

79. Two each year.

80. Only three formal meetings. Several informal meetings between Chairman and Honorary Secretary and one or more of other members, on matters of trivial importance. The business of the Local Board during the period in question has been very unimportant ; the powers of Board so very limited, and some of the members being resident in different parts of the city, are the causes of the small number of meetings.

81. In 1877, 2 meetings. In 1878, 2 meetings. In 1879, one meeting. In 1880, one meeting. In 1881, three meetings. In 1882, three meetings were held. The school buildings being under the control of trustees, and being kept in repair by them, there was no business requiring the Local Board to meet often.

82. No meeting held, the school being under the supervision of the local Chairman and the resident members of the Board. Some members of the Board residing at Buckland, 16 miles away, business has been done by the local members without formal meetings.

Question 11. *State whether the communications made by the Local Board to the Central Board have generally been promptly attended to ?*

1.

2 and 3. Yes.

4. Invariably.

5. See answer by No. 4. Same Chairman.

6. See answer by No. 4. Same Chairman.

7. Not always promptly. Of late years more promptly.

8. No, not as far as our experience extends.

9. Yes, promptly attended to.

10. Yes.

11. No.

12. Not always.

13. No.

14. Yes.

15. Yes, always.

16. Generally.

17 to 24. Yes.

25. No.

26. Yes, every communication has been attended to.

27. No ; there have been delays and apparent disrespect to the Local Board.

28. Always promptly attended to and courtesy shown.

29 to 31. Yes.

32. Very fairly.

33. Yes.

34. Always with the greatest promptness.

35. Yes.

36. They have made no communications.
37. No applications have gone through the Board.
38. Yes.
39. Promptly attended to.
- 40 and 41. Yes.
42. All communications from the Local Board to the Central have generally been promptly attended to.
- 43.
44. They have, with one exception,—to supply the Board with a copy of the Rules and Regulations.
45. Yes.
- 46.
47. All communications of the Local Boards have been promptly attended to.
- 48 to 53. Yes.
54. They have not been promptly attended to. See answer to question 7.
55. Yes, very promptly.
- 56 and 57. Yes.
58. Prompt attention appears to have been paid.
59. No.
60. Yes.
61. They have.
- 62 to 64. Yes.
65. Yes, of late.
- 67 to 73. Yes.
74. We have never got anything done.
75. No communications made the last three years.
76. Yes, with the exception of the applications for the erection of a teacher's residence, which, although their receipt has always been promptly acknowledged, have not had the effect of causing any steps to be taken for the accomplishment of the object desired.
77. Correspondence promptly attended to, but the business connected with the same is slow and not very satisfactory.
78. With the exception of repairs stated in No. 7, communications fairly attended to.
79. Communications promptly attended to.
80. Invariably so.
81. Most promptly attended to; and in this respect the business arrangements of the Board compare most favourably with those of any of the Educational Departments in the adjoining colonies with which the members of the Local Board are acquainted.
82. Yes.

Question 12. *Does the Teacher, during any portion of the hour from 9 to 10 A.M., regularly impart religious instruction in Scripture History and Narrative?*

1. Yes, by means of "Scripture Lessons on Old Testament and New Testament History," issued by the Board of Education.
2. No.
3. Yes, half an hour each day.
- 4 and 5. Yes.
6. No. The majority Catholics, and no separate room.
7. The school opens with a short religious instruction. Scripture History and Narrative are fully discussed in the lessons on these subjects which occur in the series of Reading Books.
8. Yes, during the first hour.
9. Yes.
10. No.
- 11 and 12. Yes.
- 13 and 14. No.
15. Yes.
16. No.
17. Yes.
18. Yes, as far as the books available admit. They are limited to "Scripture Lessons, Old Testament," Nos. I. & II., the latter terminating with the approaching passage of the Jordan by the Israelites. The other similar books on hand are "Scripture Lessons, New Testament," Nos. I. & II., thus leaving a vast gap in religious history from Joshua's pending entry into Canaan down to the advent of our Saviour. It is most desirable this should be rectified.
19. Yes, half an hour every day.
20. Yes.
21. Yes, from 9.30 to 10 A.M.
- 22 to 24. Yes.
25. Yes, as far as Board Regulations permit.
26. No.
- 27 to 29. Yes.
- 30.
31. Yes.
32. No.
33. Yes, daily.
- 34 to 36. Yes.
37. Yes. Mr. Baxter, who has just left, gave religious instruction twice a week.
38. Yes, up to the time the books were issued.
39. Yes.

40. Yes, from 9 A.M. to 9:30 A.M.
41. Yes, from 9 to 9:20 A.M.
- 42 and 43. Yes.
44. They do.
45. Yes, 9 to 9:30 A.M.
46. Yes.
47. Copies of Scripture History and Narrative not having been supplied, no religious instruction has been imparted.
48. No.
49. Yes ; except when the Clergyman does so.
50. Yes.
51. Yes, usually ; except on such occasions as wet days, when there are but few present.
- 52 to 54. Yes.
55. Yes, from 9 to 9:30 A.M.
56. I believe not.
- 57 to 60. Yes.
61. Not regularly.
62. Yes, from 9 to 9:30 A.M.
- 63 and 64. Yes.
65. No.
66. Yes.
67. At present, four days in the week.
68. Yes.
69. No.
- 70 and 71. Yes, from 9 to 9:30 A.M.
72. Occasionally on Mondays and Fridays a portion of the hour from 9 to 10 is devoted to Scripture History, simply historical.
- 73 and 74. Yes.
75. Not now, as the Teacher was told by the Inspector to discontinue.
76. Yes, during four days in each week a portion of that hour is employed by the Teacher in imparting religious instruction in Scripture History and Narrative.
77. No religious instruction given. First half-hour devoted to history in the higher classes, and poetry is learned by the lower classes.
78. Yes, for one half-hour daily.
- 79 and 80. Yes.
81. No. The Teacher states that he has no time to devote to religious instruction, and simply opens and closes the school with the Lord's Prayer.
82. Yes.

Question 13. *Is the Teacher careful to ascertain the views of parents regarding the religious instruction of their children, as directed by Rule 4 of Rules and Regulations?*

1. Yes.
2. Parents are not consulted.
3. Yes.
4. Yes, very careful.
- 5, 6, 7. Yes.
8. We believe the teacher ascertains the parents' wishes and complies with them.
9. Yes.
10. Religious instruction is not given at all.
11. No.
12. Yes.
- 13.
- 14, 15. Yes.
16. No.
17. Yes.
18. He has never made special enquiry on these points, as no children of Roman Catholics are attending the school.
- 19 to 25. Yes.
- 26.
- 27, 28, 29. Yes.
- 30.
- 31, 32, 33. Yes.
34. Not personally, but through the children.
35. Yes.
36. No, not needed.
- 37 to 41. Yes.
42. So far as I can ascertain, he does.
43. Yes, although some of the parents object to teaching religion in Public School.
44. Not heard of any complaints.
- 45, 46. Yes.
47. *Vide* 12.
- 48, 49. Yes.
50. No children attend at the present time but what are allowed to receive religious instruction.
51. We fully believe so.
- 52 to 55. Yes.

- 56. I cannot say.
- 57. No.
- 58. Yes.
- 59. Being all of one denomination, not thought necessary.
- 60. Yes.
- 61. No exception taken, regular instruction given.
- 62, 63, 64. Yes.
- 65. None being given ; it is not necessary.
- 66, 67, 68. Yes.
- 69.
- 70 to 73. Yes.
- 74. Teacher knows the wishes of parents.
- 75 to 79. Yes.
- 80. All the children are members of the Church of England except two, and the teacher believes that all the parents are aware of the nature of the religious instruction imparted to the children.
- 81. Yes. While the Lord's prayer is being said the children of Jewish parentage withdraw as desired by their parents ; all others remain.
- 82. Yes.

Question 14. *Does the Teacher use any other reading-books than those approved of by the Central Board?*

- 1 to 64. No.
- 65. The Local Board has not been supplied with a list of books sanctioned by the Central Board.
- 66, 67, 68. No.
- 69. Chambers' History of England.
- 70 to 77. No.
- 78. Not to the knowledge of the Local Board.
- 79 to 82. No.

Question 15. *Have you heard any complaints that the Teachers impart denominational or sectarian rather than general religious teaching?*

- 1 to 7. No.
- 8.
- 9 to 50. No.
- 51. None.
- 52 to 66. No.
- 67. None.
- 68 to 73. No.
- 74. Never.
- 75. Not for many years.
- 76, 77. No.
- 78. Never heard any complaints.
- 79. No.
- 80. We have not.
- 81, 82. No.

Question 16. *Have objections to religious instruction led to the withdrawal of any children from your School?*

- 1 to 5. No.
- 6. Yes.
- 7. No.
- 8.
- 9 to 41. No.
- 42. I have never heard of a case.
- 43. Yes.
- 44. Not any.
- 45. No.
- 46. None.
- 47. *Vide* 12.
- 48. No.
- 49. Not that we are aware of.
- 50. No.
- 51. None.
- 52, 53. No.
- 54. Not that the Board is aware of.
- 55 to 70. No.
- 71. Not to my knowledge.
- 72 to 77. No.
- 78. Never heard of any children being withdrawn from school on that account.
- 79. No.
- 80. Not that we are aware of.
- 81, 82. No.

Question 17. *Do Ministers of Religion ever attend your school to impart religious instruction to children of their own denominations?*

- 1. Yes.
- 2. None.
- 3 to 6. No.

7. A clergyman of the Church of England.
 8. No.
 9. Yes.
 - 10 to 12. No.
 13. Yes. One drawback has hitherto been limited accommodation of school.
 - 14, 15. No.
 16. Yes; the Roman Catholic only.
 17. Yes.
 18. No; Ministers have merely entered the school as visitors.
 19. Yes; Church of England.
 - 20, 21. No.
 22. Not for the last two years, and seldom before that.
 23. Yes.
 24. One Wesleyan Minister gave religious instruction once.
 - 25 to 28. No.
 29. Very seldom.
 - 30 to 32. No.
 33. No, but they are aware of their privilege.
 34. The Incumbent of the parish has attended to impart undenominational religious instruction.
 35. A second room where Ministers could take the children to impart religious instruction would be desirable. In this school no such room being procurable they (the Ministers) have not been able to give the children the instruction they would wish.
 36. No.
 37. Yes.
 - 38, 39. No.
 40. Yes.
 41. Catholic priest occasionally lately.
 42. The Church of England Minister attends frequently to impart religious instruction to the children.
 43. No.
 44. Not any since 1874.
 45. No.
 46. Yes.
 47. The Ministers have hitherto imparted religious instruction in the school-room.
 48. No.
 49. Sometimes.
 50. No; the Town Missionary formerly met the children once a week.
 - 51, 52. No.
 - 53, 54. Yes.
 55. No.
 56. I believe the Church of England Minister did for a few times.
 - 57, 58. Yes.
 59. Yes.
 - 60, 61. No.
 62. Not of late.
 63. Occasionally yes.
 - 64 to 66. No.
 67. Yes; one Minister of the Church of England.
 - 68, 69. No.
 70. Very seldom.
 71. The Rev. Canon Smith only, who imparted religious instruction on the 18th and 25th January, 1882. The Visitors' Book shows that the same gentleman attended for the same purpose on 21st November, 1872. No visits are recorded between these dates.
 72. No.
 73. Yes.
 - 74, 75. No.
 76. No Ministers of Religion have ever made use of this privilege as far as this school is concerned.
 77. The time set apart for religious instruction unsuitable for non-resident clergymen to attend to.
 78. No.
 79. Yes.
 80. Only one Minister has called.
 81. No. Ministers frequently attend as visitors, but do not give religious instruction, nor is the giving of such encouraged, as a rule, by the teacher, as it interferes with the time table.
 82. No.
- Question 18. *How many such visits have been paid by Ministers during the past year? and, if made by more than one Minister, how many have been made by each?*
1. Thirty-three, by a clergyman of the Church of England.
 - 2 to 6. None.
 7. Thirty-five.
 8. Not any.
 - 9.
 - 10, 11. None.
 12. One.
 13. Twenty-three.
 - 14, 15. None.

16. Thirty-eight visits by one minister.
17. Two, by an Anglican clergyman.
18. None.
19. Weekly, by Episcopalian minister.
20. None.
- 21.
22. None.
23. Twenty-one.
24. One.
- 25, 26. None.
27. One.
28. None.
29. Two ministers visited, but not for instructive purposes.
- 30 to 33. None.
34. Six.
- 35, 36. None.
37. Being a broken year, only twenty-three visits paid, by Church of England clergymen.
- 38, 39. None.
40. Forty, by Rev. J. Nethercott only.
41. None.
42. Thirteen visits were paid last year (1882) by the Church of England minister for imparting religious instruction.
- 43 to 45. None.
46. Six.
47. *Vide* 17.
48. None.
49. Twenty-one.
50. Not any for religious instruction.
- 51, 52. None.
53. Five, by one minister.
54. Fourteen such visits were paid by a clergyman of the Church of England.
- 55.
56. I do not know ; only by minister of Church of England.
- 57, 58. None.
59. Twenty-three, by minister of Church of England ; regularly since permission given.
- 60 to 62. None.
63. Four times, by one minister.
64. Thirty, by Church of England only.
65. No.
66. Five, Church of England only.
67. One minister has made thirty-six visits.
- 68 to 70. None.
- 71.
72. None during school time.
73. Eight, by Rev. H. R. Finnis.
74. None.
75. Not for religious purposes, but sometimes for visits and cursory examination.
76. Ministers have occasionally visited the school during the past year, but not with the object of imparting religious instruction to the scholars.
- 77, 78. None.
79. Eight visits by Protestant minister.
80. No visit to the school has been made during the past year by any minister of religion.
81. None ; as visitors three visits have been paid by the parish church clergyman, and one by Arch-deacon Hales.
82. None.

Question 19. *About what proportion of the children generally receive such instruction from the clergy ?*

1. About five-sixths.
- 2 to 6. None.
7. Nearly half the children
8. Not any at the school.
9. All.
- 10 to 12. None.
13. Nearly one-third.
- 14, 15. None.
16. About one-sixth.
17. About nine-tenths.
18. None.
19. About $\frac{3}{8}$ ths.
20. None.
- 21.
- 22.
23. All.
- 24.

- 25, 26. None.
27. None in school hours.
- 28 to 32. None.
- 33.
34. All.
- 35.
- 36.
37. Less than one-third.
- 38, 39. None.
40. About two-fifths.
41. One-fifth.
42. Over three-fourths of the children receive religious instruction from the clergy.
43. None.
44. Seven-eighths.
- 45.
46. The whole.
47. *Vide* 17.
48. None.
49. Four-fifths.
- 50, 51. None.
- 52.
53. The whole of them.
54. Rather more than half.
- 55.
56. About one-half.
- 57.
58. Not any.
59. All who can read.
- 60 to 62. None.
63. All except Roman Catholics.
64. All, with the exception of the few Roman Catholic children.
65. No.
66. All.
67. Not quite half.
- 68, 69. None.
70. All, save two.
71. About five-sixths.
72. None,—see answer to 17.
73. All.
- 74 to 77. None.
- 78.
79. All Protestants.
- 80.
- 81, 82. None.

Question 20. *Is the comfort of the children duly secured in cold weather, and at whose expense is the firing provided?*

1. Yes ; the Teacher pays for the fuel out of his own pocket.
2. The parents agree to establish a rate among themselves to pay for wood.
3. Yes, at the Teacher's expense ; the fireplace is too small to give sufficient heat.
4. Yes ; at the expense of the Teachers, with some assistance voluntarily given by the parents.
5. Yes ; provided by the teacher.
- 6, 7. Yes ; at the Teacher's expense.
8. It is ; at the expense of the Teacher.
9. Yes ; at the expense of the parents.
10. As well as can be done under the present system. The children and teacher collect wood and make and keep a fire.
11. At the Teacher's.
12. Yes ; firing provided at the Teacher's expense.
13. Yes ; by voluntary collection from the children by one of the parents, and by the Teacher.
14. Yes ; firing provided by the Teacher.
15. No ; firing supplied by Teacher.
16. Yes ; at the expense of teacher and children, principally the latter.
17. Yes ; at the Teacher's expense.
18. Yes ; the Teacher provides fuel, with some assistance.
19. Yes ; firing provided partially by parents and partially by Teacher.
20. No. In absence of the late Teacher the Board is not able to answer question fully. Only one fireplace in schoolroom, which smokes, and is too small.
21. Fire in each room at Teacher's expense.
22. Children fairly comfortable ; at the expense of the schoolmaster.
23. Yes ; at the expense of the Teacher, with occasional assistance from parents.
24. Yes ; by the Teacher and children.
25. The comfort of the children is considered, but at the Teacher's cost.
26. Yes ; by subscriptions.
27. Yes ; at the expense of neighbouring gentlemen interested in the school.

28. Yes ; the parents of the children supply wood.*
29. As far as a smoky chimney will allow of ; the Teacher supplies firewood at his own expense.
30. No, it has been impossible to do so in the present building ; firing is provided principally by schoolmaster.
31. Yes ; by the Teacher.
32. Yes ; at Teacher's charge.
33. Yes ; at the Teacher's expense.
34. It generally falls upon Teacher, and sometimes an occasional load of firewood is sent by a neighbour.
35. Yes ; of teacher.
36. Yes ; friends and neighbours contribute.
37. Yes ; at Teacher's expense.
38. Yes ; firing at expense of Teacher.
39. Yes ; by teachers and parents.
40. Yes ; at the Teacher's expense.
41. Yes ; by master last two years, formerly by parents.
42. The Teacher provides firing at his own expense, and sees that the comfort of the children is duly secured in cold weather.
43. Yes ; the Teacher's expense.
44. Yes ; at the expense of the Master at present.
45. Yes ; at Teacher's expense.
46. Yes ; at expense of Schoolmaster.
47. There is no shelter for children during recess at mid-day, and as the children stay at the school all day it is considered that this should be provided for, and that the school-room should not be used during this period ; some firewood is brought by the boys, and some provided by the Teacher at his own expense.
48. Yes ; at Schoolmaster's expense.
49. Yes ; sometimes the Local Board, sometimes the parents and Teacher.
50. It is ; firing is provided for four months at the expense of the Teacher.
51. None ; children have had to gather their own firewood,—a bad practice. We would like to endorse Section (h) of the extension of powers of Local Boards.
52. Fires kept in winter at Teacher's expense.
53. Yes ; the Teacher, assisted by a neighbour.
54. Three fires are provided during the winter, the Board allowing four shillings weekly for fuel.
55. Scarcely ; by Teacher assisted by two or three friends.
56. Yes ; the Schoolmaster's.
57. Yes ; firing mostly provided by children.
58. Yes, so far as fire is concerned ; firing provided at the Teacher's expense.
59. The room very cold in winter, the boards not fitting properly now ; the Master's.
60. No, there not being a fireplace.
61. Sufficient warmth, but a cloak-room or large porch needed ; firing provided by the Teacher.
62. Firing is provided chiefly at the Master's expense, entailing a heavy and unjust charge on him.
- 63, 64. Yes ; at expense of Teacher.
65. An additional fireplace was thought necessary, and is being supplied ; firewood is still supplied by the Teacher, though in October, 1881, the Torquay Local Board pointed out the hardship of his being compelled to do this. The Local Board is of opinion that firing should be provided by the Government.
66. Yes ; at the expense of the Teacher, which is unjust.
67. Yes ; jointly by the master and children.
68. They receive such comfort as the building will afford ; the parents supply firewood.
69. Yes ; at expense of Teacher.
70. No fireplace in the school-room.
71. No ; the firing provided by the Teacher.
72. Yes ; wood plentiful.
73. From the nature of the school-room impossible to warm ; at the Teacher's.
74. Yes, one fire allowance.
75. Always a good fire when necessary ; now and then the parent of a child will send a load, otherwise the trouble, &c. falls on the Teacher.
76. Yes ; at expense of the parents.
77. Yes ; firing provided by the Teacher principally, which the Local Board consider is too much to expect the Teacher to be responsible for, especially in a climate like Bischoff.
78. The comfort of the children is fairly secured in cold weather, but might be better if there was a rule that the fire should be alight when the children enter school at 9 o'clock ; firing provided by parents whose children attend school, and the Teacher.
79. Yes ; firing provided at expense of Teacher.
80. The school is intensely cold in winter, there being only one small fireplace ; what fuel is consumed is contributed by the scholars and Teacher.
81. Yes ; at the Teacher's expense.
82. Yes ; provided by the Teacher sometimes, assisted by a member of the Local Board.

Question 21. *What number of scholars were on the rolls for the last three years, and what was the average attendance ?*

1. There were on the rolls in 1880, 494 ; in 1881, 175. In 1882, 157 new scholars were admitted, making 781 who had been on the rolls for the three years. The average attendance for the whole period was 131.
2. The teacher newly appointed cannot supply the information at present.
3. 67, and average attendance for the three years 132.

4. 1880—On rolls, 81 ; average, 49. 1881—74 ; average, 35. 1882—89 ; average, 36.
5. 1880—On rolls, 42 ; average, 23. 1881—51 ; average, 27. 1882—67 ; average, 28.
6. 48, 40, and 47 ; average, 45.
7. 1880—On the books, 196 ; average attendance, 102. 1881—174 ; average, 117. 1882—158 ; average, 94.
8. Number on the rolls for 1880 was 56 ; for 1881, 67 ; for 1882, 64. The average attendance for 1880, 23.55 ; for 1881, 25.56 ; for 1882, 23.63. The average on rolls for the three years was 62.33 ; and the average daily attendance for the three years was 24.24.
9. 50, average 42 ; 52, average 41 ; 53, average 44.
10. Daily average, 10.6.
11. Average, 17.
12. Average, 12.25.
13. Number on the rolls, about 350 ; average, about 100.
14. 1880—29 ; average, 19. 1881—32 ; average, 20. 1882—29 ; average, 16.
15. 1880—30 ; average, 15.5. 1881—39 ; average, 15. 1882—44 ; average, 14.5.
16. 1880—126 ; average, 72. 1881—152 ; average, 85. 1882—166 ; average, 90.
17. 1880—102 ; average, 58. 1881—88 ; average, 54. 1882—96 ; average, 57.
18. 1880—51 ; average, 19.16. 1881—49 ; average, 23.37. 1882—51 ; average, 24.49.
- 19.
20. 1880, 42 ; 1881, 42 ; 1882, 50.
21. 1880—71 ; average, 29. 1881—77 ; average, 41. 1882—76 ; average, 39.
22. 66 on the rolls, 31 average attendance (by two last reports).
23. 1880—61 ; average, 26.92. 1881—58 ; average, 29.19. 1882—65 ; average, 31.48.
24. 1880, 60 ; 1881, 57 ; 1882, 56.
25. 1880—68 ; average, 46. 1881—66 ; average, 45. 1882—73 ; average, 50.
26. 1880—54 ; average, 30. 1881—52 ; average, 24. 1882—45 ; average, 21.
27. 1880—60 ; average, 25. 1881, no record. 1882—44 ; average, 21.
28. 15.70 on roll, 12.17 average.
- 29.
30. School records now in possession of Central Board.
31. 32, 20.
32. 23 ; average, 14.
33. 1882—268 ; average, 121.
34. 1880—51 ; average, 27. 1881—85 ; average, 49. 1882—99 ; average, 60.
35. 1880—average, 11 ; 1881—average, 16 ; 1882—average, 47.
36. Mr. Baxter having just left the school, the Board cannot say ; Central Board has the returns.
- 37.
38. School opened 30th May, 1881. Number of distinct scholars on the roll for remainder of year, 25 ; average number on roll, 17 ; average attendance, 15 ; average attendance for 1882, 21.
39. 1880—On rolls, 45 ; average attendance, 19.51. 1881—36 ; average, 21.91. 1882—35 ; average, 20.12.
40. Number on roll, 51 ; average daily attendance, 36.
41. 1880—100 ; average, 63. 1881—98 ; average, 59. 1882—106 ; average, 70.
42. 1880—Number on rolls, 47 ; average attendance, 26. 1881—42 ; average, 26. 1882—42 ; average, 24.
43. 26, 17.
44. Average attendance for 1879, 37.34 ; 1880, 30.51 ; 1881, 41.12.
- 45.
46. 1880—Number on rolls, 51 ; average, 32.7. 1881—49 ; average, 30.6. 1882—50 ; average, 29.0.
47. Average number on roll 14 for the whole period (since 13th March, 1881).
48. 38 in 1880 ; 35 in 1881, 24 in 1882 ; average attendance—26 in 1880, 22 in 1881, 14 in 1882.
- N.B.—The school was closed on September 1, 1882, and re-opened 15th January, 1883.
49. 80 ; average, 46.
50. Number on rolls, 1880—176 ; average daily attendance, 65 days. 1881—218 ; average, 78. 1882—281 ; average, 95.
51. 1881—43 pupils ; average attendance, 20. 1881—46 ; average, 20. 1882—44 ; average, 20.
52. Average, 1881—Long Bay, 13 ; Gordon, 10. 1882—Long Bay, 13 ; Gordon, 11. 1883—Long Bay, 14 ; Gordon, 13.
53. 23 since school was opened ; average, 19.5.
54. The number on the rolls for 1879 was 330 ; for 1880, 302 ; for 1881, 285. The average attendance during that time has been 142.
55. 1880—69 ; average, 33. 1881—76 ; average, 42. 1882—73 ; average, 37.
56. During the last two years, since the school was opened, the maximum on the roll was 27. The average attendance was about 17 for the first year ; during the latter period it fell off to about 10.
57. Total number on roll, 186 ; average attendance for past three years, 64.75.
58. Number of scholars on the rolls during last three years, 294 ; average daily attendance, 75.
59. In existence two years ; average, 36 ; gradual increase, largest attendance, 63.
60. This school was established in July of last year, and since that time there has been 20 scholars on the roll, with an average attendance of from 14 to 15.
61. 1880—Number on rolls, 91 ; average attendance, 38. 1881—112 ; average, 46. 1882—94 ; average, 33.
62. 1880—No. on rolls, 127 ; average on register, 79.16 ; average attendance, 58.00. 1881—131 ; average on register, 88.66 ; average attendance, 62.17. 1882—128 ; average on register, 89.45 ; average attendance, 65.53.
63. For the last two years, 104 ; average up to end of March last, 34.

64. 97.
 65. On rolls—1880, 101 ; 1881, 92 ; 1882, 78.
 66.
 67. I am informed that this information can only be obtained from the Board of Education.
 68. For 1879, 35 on rolls ; 1880, 42 ; 1881, 40. Average—1879, 23 ; 1880, 21 ; 1881, 20.
 69. Number on rolls—1880, 70 ; 1881, 100 ; 1882, 122. Average attendance—1880, 29·27 ; 1881, 52·41 ; 1882, 60·13.
 70. Number on rolls, 171 ; average for each year, 30·33.
 71. 1880—total, 343 ; 1881, 363 ; 1882, 353. Average attendance—1880, 175 ; 1881, 190 ; 1882, 194.
 72. 30.
 73. 19, 21, 25.
 74. 727, 756, and 768 on roll ; 364, 389, and 367 average.
 75. On rolls—1880, 33 ; 1881, 37 ; 1882, 37. Average—1880, 20 ; 1881, 18·32 ; 1882, 16·20.
 76. On rolls—1880, 47 ; 1881, 68 ; 1882, 62. Average—1880, 18 ; 1881, 37 ; 1882, 32·01.
 77. On rolls—1880, 111 ; 1881, 156 ; 1882, 159. Average weekly number on rolls—1880, 53 ; 1881, 89 ; 1882, 83. Average attendance—1880, 34 ; 1881, 59 ; 1882, 56.
 78. On rolls—1880, 49 ; 1881, 53 ; 1882, 49. Average—1880, 25·9 ; 1881, 26·6 ; 1882, 26·5.
 79. On rolls—1880, 40 ; 1881, 40 ; 1882, 42. Average—1880, 22 ; 1881, 25 ; 1882, 25.
 80. The average on the rolls for the period referred to in this question is 25. The average attendance is 19·98.
 81. The total number of scholars on the rolls for the last three years was 357. The average attendance being—For 1880, 59·13 ; 1881, 72·60 ; 1882, 103·47 ; average, 78·40.
 82. On rolls—1880, 40·84 ; 1881, 32·34 ; 1882, 38·01. Average—1880, 31·86 ; 1881, 26·44 ; 1882, 32·76.

Question 22. Is the attendance of any children procured by the enforcement of compulsory measures ?

1. With reference to the success of compulsory measures my opinion is that they have not been so successful as they might be if some definition of attendance at school were given in the Act. The law at present is evaded by children being sent to school once or twice in the week only.
 2. No.
 3. Not of late.
 4 to 6. Yes.
 7. No.
 8. Occasionally notices have been sent to parents, but there have been no prosecutions.
 9. We have no difficulty in getting children to attend, with persuasion and a small amount of pressure from the Police Constable occasionally.
 10 to 15. No.
 16. Yes.
 17. Yes, in a few instances.
 18. No.
 19. None at present.
 20 to 23. No.
 24. Yes, in two cases with the desired effect.
 25 to 30. No.
 31, 32. Yes.
 33. No.
 34. Virtually, though not actually.
 35 to 39. No.
 40. Not at the present time.
 41. Yes.
 42. In several cases the attendance of children has been secured by compulsory measures.
 43. No.
 44. No ; compulsory measures have not been used.
 45. No.
 46. None.
 47. Compulsory measures have not hitherto been resorted to, but the matter is about to form the subject of consideration by the Local Board.
 48. No.
 49. To a very limited extent.
 50. Yes, not many.
 51. None.
 52, 53. No.
 54. Yes, with only partial success.
 55 to 57. No.
 58. So far as can be ascertained the law has not been actually enforced.
 59. No ; because list of non-attendants at the school furnished to Central Board not attended to for nearly three weeks.
 60. Not as yet.
 61. No.
 62. In some instances compulsion has been of service in securing attendance.
 63, 64. No.
 65. Yes.
 66. No.

- 67. Only in a few instances.
- 68, 69. No.
- 70. No reason.
- 71. As children in Hobart migrate from school to school, and from public to private schools, the effect of the compulsory clause can be known only to those whose duty it is to enforce it.
- 72. None.
- 73. Other measures have succeeded.
- 74. I do not think so.
- 75. It has not been desired, neither has it been enforced, because the teacher has heard of its causing much ill-feeling when done.
- 76 to 78. No.
- 79. At the request of the Local Board, Superintendent of Police has visited several defaulting families.
- 80. Only three children of one family.
- 81. No.
- 82. Parents have been cautioned.

Question 23. *Are compulsory measures always resorted to in all known cases of non-attendance of children who might well attend school? and, if not, state whether any special or general reason exists for such failure to have resort to compulsion?*

- 1.
- 2. Compulsory measures have never been enforced.
- 3. See answer to previous question. There ought to be a Truant Inspector, who could undertake several school districts. The task of prosecuting parents for neglect, &c. should not be performed by Local Board, as it brings neighbours in antagonistic contact, &c.
- 4. It has been the practice of this Board to send warning notices to defaulters in the first place. If these were not attended to summonses have been issued and an order made. In a few instances fines have been inflicted. There has for some time, however, been a growing disinclination on the part of the Board to take action in a matter which ought to be the business of the police. A short time ago the Board procured a visit to the district of the Truant Officer, who relieved them of the odium of prosecution,—an odium which tends to prejudice their influence with the parents.
- 5 and 6. See answer by No. 4.—Same Chairman.
- 7. In June 1870, the Central Board appointed an officer to visit the parents of children who did not attend regularly. When any cases of non-attendance have been communicated to the Board, they have applied for a visit from this officer, which, as far as the Board are aware, has had the desired result.
- 8. No. We know of no special reason, except that the Board do not care to take harsh measures.
- 9.
- 10. No; because resorting to compulsory measures would cause an ill-feeling between the Boards and the people, which is not desirable in a small community. When education is free and absolutely compulsory by law, with proper persons appointed to look after defaulting parents, then, and then only, will careless parents send their children to school.
- 11. No.
- 12. The matter has been placed in the hands of the Central Board.
- 13. No.
- 14. Unnecessary hitherto.
- 15. No compulsion used; parents when asked always promised to send their children, but very often failed to do so.
- 16. Yes.
- 17. Yes, in all known cases.
- 18. No. Compulsory measures have been threatened, but have never been put in force; attendant trouble and expense too great to incur whilst loopholes for escape of the culpable parties are so ready to hand.
- 19. Generally.
- 20. No; reason, bad roads.
- 21. In many cases notice has been given by Chairman to the parents. No other compulsory measures resorted to.
- 22. The plan has been tried and partially failed; and we find the Act can be evaded.
- 23. No.
- 24. No; but they might be.
- 25. Compulsory measures have not been resorted to until other and milder ones have been tried; so far the latter have been attended with success.
- 26. No; no reason exists.
- 27. None necessary at present.
- 28. Never had occasion to resort to compulsory measures.
- 29. Not as yet; it being considered that the Act is not stringent enough.
- 30. No; there is not sufficient or proper accommodation for those who attend voluntarily.
- 31. Yes, as far as possible, the nearest Court being twenty miles away over a very bad road, and absence of Justice of the Peace.
- 32. Not always; a general unwillingness to act as informers.
- 33. Building not large enough to enforce.
- 34. There has been no necessity for extreme measures.
- 35.
- 36. No; the late Chairman did his best to carry out such provision, but unsuccessfully.
- 37. The Board are not aware of any such cases.
- 38. There are no cases of non-attendance.

39. No compulsory measures have been resorted to, persuasion being generally successful.
40. Yes.
41. Yes, where persuasion has failed.
42. There being a private school in the district, the compulsory attendance clause is evaded sometimes by sending the children to the private school for a time.
43. No ; in consequence of the apathy of the police, compulsory measures have not been resorted to.
44. Not any.
45. No.
46. No, none.
47. *Vide 22.*
- 48.
49. No ; persuasive, generally.
50. Yes.
51. No ; on the general principle that children's services are indispensable to their parents at harvest time and like occasions, owing to scarcity of labour in the district.
52. Compulsory Act in its present state not considered workable.
53. No.
54. Compulsion is not always resorted to, because the legislation upon the subject does not fix a minimum standard of school attendance, and thus attempts at compulsion are easily thwarted.
55. None.
56. No. They were resorted to on one occasion, and the cases fell through, as the sufficiency of Magistrates was not present, and it had such an injurious effect on the parents that they withdrew their children altogether ; and in one case, where there were five in the family attending school, they were sent to New Norfolk school, a distance of seven miles, to evade the compulsory clause, although the present school is not more than half a mile distant from their house.
57. No.
58. The names of absentees, after a certain time, are handed to the visiting officer, unless in cases of sickness ; the parents are warned by him ; attendance of the children follows.
- 59.
60. No ; there being no occasion to resort to compulsory measures within the stated distance.
61. Dislike to enforce the law.
62. Compulsory measures have been resorted to in some instances, and the Board are of opinion that the compulsory clauses should be more generally enforced.
63. Compulsion not necessary here.
64. No ; school-room too small.
65. Yes, whenever such cases are reported to the Board.
66. No ; the proper officer lives at too great a distance from the village.
67. As Chairman I have never had to put in force compulsory measures. The visitor under the Board of Education has made a return of children who have been compelled to attend the under-mentioned schools under the compulsory clauses of "The Education Act :"—Central School, 32 children, of 17 families. (This return extends over some years.)
68. No ; reason—more can be done by persuasion than compulsion.
69. Want of room prevents the Board from compelling attendance.
70. More can be done by persuasion than compulsion.
71. No, beyond giving information to the Board's visiting officer on his monthly visits.
- 72 and 73. See answer to 22.
74. Law not effective somehow.
- 75.
76. Any attempts to enforce compulsory measures have been unsuccessful. The Magistrates invariably let off the delinquent parents, on the ever ready plea that their children are taught at home, no matter how utterly illiterate the parents themselves may be.
77. No ; compulsory clauses invidious, and no one wishes to act. The Local Board suggest that the police should be instructed to act in isolated districts.
78. Compulsory measures have not been resorted to ; the Local Board is averse to resort to compulsion, believing that it would cause ill feeling between the members of the Board and their neighbours.
79. Compulsory measures have been at various times resorted to.
80. This matter has been left to the officer appointed for that purpose by the Central Board.
81. No compulsory means have ever been resorted to ; the members of the Local Board being unwilling to perform the duties of summoning officers, and are of opinion that either the police should perform such duties, or that an officer be appointed to visit school districts for that purpose.
82. The want of a legal definition of what constitutes attendance in the act. This Board suggests four days per week.

Question 24. *Can you give us any instances in which regularity of attendance has been procured by compulsory measures ?*

- 1.
2. Compulsory measures have not been tried.
3. Yes, on one or two occasions after the Act first came into force. The Act is defective, denoting that the framers were anxious to steer a middle course.
4. No ; regularity of attendance cannot be procured by compulsion, as the Act does not define attendance ; but it has frequently been procured by persuasive measures.
5. See answer by No. 4, same Chairman.
6. See answer by No. 4, same Chairman.
- 7, 8. No.

- 9.
- 10 to 13. No.
14. Compulsion has never been resorted to.
15. No.
16. Yes.
17. In most of the compulsory cases the attendance is irregular, there being no power to compel regular attendance.
- 18 to 21. No.
22. In three or four instances parents were summoned and the Magistrates threatened to fine them if they did not send their children more regularly, and afterwards there was an improvement in attendance for some months.
- 23.
24. No.
25. No; but instances may be given of additional regularity resulting out of persuasion and the threat of compulsion.
- 26 to 30. No.
31. Yes.
- 32, 33. No.
34. Cannot specify particular instances, but the members of Local Board have, both individually and collectively, used efforts successfully by threatening to enforce the clauses.
- 35.
36. No; compulsory measures have been tried with no good results.
- 37 to 39. No.
40. In compulsory cases the children have made a fair average.
41. Yes.
42. Some years ago regularity of attendance was procured by compulsory measures.
- 43 to 46. No.
47. *Vide 22.*
48. No.
49. For a limited time only.
- 50 to 55. No.
56. No instance in this neighbourhood.
- 57 to 59. No.
60. Not any.
61. No.
62. Yes.
- 63.
64. No.
65. All the parents proceeded against have complied with the order. We have no definition of regularity of attendance.
66. No.
67. None.
- 68 to 72. No.
73. See 22.
74. No.
- 75.
76. No. The feeling in this neighbourhood, at least among the majority of the people, is that if education is to be compulsory it ought to be free, and that it is wrong to compel a man to send his children to school and at the same time make him pay for their education. The writer takes the opportunity however of disclaiming any sympathy with such views, and considers that the present system is as liberal as could be desired.
77. No.
78. None.
79. No.
80. Only in one instance.
81. No, but children have attended after parents were threatened.
82. Yes.

Question 25. *Does the Board resort to persuasive rather than compulsory measures with the parents of non-attending children, and with what success?*

1. The Board cannot be said to take any action in the matter.
2. Persuasive measures have been used with success.
3. The Board has not resorted, as a rule, to the persuasive or compulsory measures.
4. Frequently, with very partial success.
- 5, 6. See answer by No. 4, same Chairman.
7. Persuasion has been resorted to by individual members of the Board.
8. The Board has hitherto done very little, but in the summer time there are very few who do not attend.
- 9.
10. Yes; but not generally successful.
11. The persuasive is found to act the best; in some cases law must be resorted to.
12. Persuasive, but not always successful.
13. Compulsory measures are not resorted to at present.
14. Yes; usually with success.

15. Yes ; persuasive measures.
16. The compulsory measure is necessary with but few parents.
17. The Board has taken no action in the matter.
18. To persuasive rather than to compulsory measures, with fair results.
19. Yes ; with varying success.
20. No.
21. Yes ; persuasive.
22. Generally the parents are written to by the Chairman ; persuasion does not often answer.
23. Persuasion rather than compulsion, with partial success.
24. Yes ; the Board never has resorted to compulsory measures,—it was left to the Truant Officer.
25. Persuasive ; successfully.
26. Yes ; with fair success.
27. Yes ; and with success.
28. Always ; and have found it answer.
29. Members have done so, mostly without success.
30. No.
31. Yes.
32. Yes ; with considerable success.
33. Yes.
34. Yes ; successfully. But persuasion would be of little effect were it not backed up by fear of the law.
35. Yes ; with fair success.
36. Persuasion, with very little success. Owing to want of labour families have to be self-dependent, and young children can contribute their quota of help.
37. Have had no occasion to try.
38. Yes.
39. Persuasive ; generally with success.
40. Yes ; with good success.
41. Yes ; with fair success.
42. To persuasive rather than to compulsory measures, and generally with success.
43. To persuasive measures.
44. The Board acts on the persuasive, with success.
45. Yes ; persuasive measures are adopted with great success.
46. Yes ; with very partial success.
47. *Vide* 22.
48. No.
49. Yes ; satisfactory.
50. Yes ; succeed in some instances.
51. The conciliatory rather than the compulsory has always been the Board's policy, with fair results.
52. Yes ; with poor success.
53. Yes ; with partial success.
54. The teacher uses persuasive measures with some success.
55. Yes ; with very little success.
56. Persuasive measures have been tried, but with very little success.
57. To persuasive rather than compulsory measures.
58. Persuasive rather than compulsory successful, I believe, for the time being.
59. Persuasive measures hitherto have fairly succeeded.
60. Yes.
61. Persuasion has been used with some effect.
62. Yes ; with some success.
- 63.
64. The building is so small that the Board does not urge the attendance of more children.
65. A warning is sometimes given before adopting compulsion.
66. Persuasive.
67. The Local Board has no occasion to interfere in this matter. The master and the visitor always use persuasive measures first, and generally with success.
68. Yes ; with good success.
- 69.
70. Yes ; with good success.
71. It does neither.
72. To persuasive.
73. Yes.
74. The Board leaves this in the hands of the Government Officer whose stated duty it is.
75. Board done nothing.
76. Persuasive ; sometimes with success.
77. Persuasive measures have been resorted to, but with very little effect.
78. The Board always tries persuasive measures, and with fair success.
79. Persuasion ; and generally successful.
80. There has not been any necessity for appeals to parents, either by persuasion or compulsion, except as above stated.
81. Yes ; and have induced parents to send their children in some instances. But where there are many private schools of an inferior kind, it is difficult to ascertain whether the children attend school regularly.
82. Yes.

Question 26. *Do individual members of the Local Board frequently visit the school?*

- 1, 2. No.
3. Not as often as they should. However, they have promised better behaviour for the future.
4. Some frequently ; others occasionally ; others not at all.
- 5, 6. Occasionally.
7. No.
8. Occasionally, but not frequently.
9. No.
10. They visit, but not frequently.
11. No.
12. No ; two occasionally.
13. Yes.
14. Generally.
- 15, 16. No.
- 17, 18. Occasionally.
19. Frequently visited by one member.
20. Yes.
21. Occasionally.
22. Not often.
23. No.
24. Very seldom.
25. Yes, ninety visits.
26. No.
27. One in 1882.
- 28 to 33. Yes.
34. The Chairman only. The other members have tried the experiment and abandoned it as useless, their visits tending to interrupt school work, without any compensating advantages.
35. Seldom.
36. Very seldom.
37. With the exception of the Church of England minister, the members of the Board have not latterly done so.
38. Yes.
39. Occasionally.
40. Yes, often.
41. Occasionally.
42. With the exception of the Chairman, individual members of the Local Board hardly ever visit the school.
43. Yes, frequently.
44. Occasionally.
45. Yes.
46. No.
47. No ; the Chairman has visited the school on several occasions.
- 48, 49. No.
50. Not very often ; only myself.
51. Occasionally.
52. Yes.
53. Not frequently.
54. Occasional visits are paid by members of the Local Board.
55. Not frequently.
56. Occasionally.
57. Yes.
58. The school is occasionally visited by the Chairman of the Local School Board.
59. No, with the exception of Chairman.
60. Yes.
61. Not often.
62. Yes.
63. Occasionally.
64. The Chairman of the Local Board visits the school at least once a week, the other members never.
65. Not so often as is desirable.
66. The Chairman only.
67. No.
- 68 to 70. Occasionally.
71. Seldom or ever.
72. No ; long distance prevents such visits.
73. No.
74. The Chairman regularly.
75. No.
76. Yes.
77. Only occasionally.
78. Individual members of the Board occasionally visit school.
79. Yes.
80. None but the Chairman.
- 81, 82. Yes.

Question 27. *Are official visits of the Board paid to the School, and with what frequency?*

1. They are not paid at all.
2. No official visits are paid.
3. Only very occasionally.
4. The Board never pay official visits.
5. See answer by No. 4, same Chairman.
6. See answer by No. 4, same Chairman.
- 7 to 9. No.
10. They visit, but not frequently.
- 11, 12. No.
13. Official visits of Board confined to days of meeting.
14. No.
15. None lately.
16. Only when Board meetings are held.
- 17, 18. No.
19. No authority to do so.
- 20 to 23. No.
24. Sometimes.
25. Only at the periodical examinations of the Inspector.
- 26 to 28. No.
29. Yes, once every month between meetings of the Local School Board.
30. Two official visits during past 12 months.
31. Yes ; once every three months.
32. No, not in a body, of the Local Board.
33. Rarely.
34. Not often. Their visits as a Board would, save for some special purposes, be fruitless.
35. None.
36. Official visits are not paid to the school.
37. No.
38. Yes, at all school examinations, &c. There has been no occasion for such.
39. No official visits.
- 40, 41. No.
42. Official visits of the Local Board are not paid to the school.
43. Yes, twice a year.
44. Not frequently.
45. Once a year.
- 46 to 49. No.
50. Seven times last year.
51. No.
52. Occasionally.
53. No.
54. Such visits have been made annually.
55. No.
56. While the Board met every month meetings were held in the school alternately.
57. Occasionally.
58. There do not appear to have been any official visits paid to the school recently.
59. No official visit from Inspector for the last 18 months.
60. No.
61. Few, if any, official visits paid.
62. Occasionally. Monthly returns certified to by Chairman.
63. Generally at examination by Inspector.
64. Only as above.
65. Meetings of the Board are occasionally held at the school-house just before the school closes, when members inspect the working of the school.
66. By the Chairman only.
67. Only by the Chairman.
68. There are no official visits paid.
69. No.
70. There are no official visits paid.
71. No.
72. No. See answer to 26.
73. No.
74. When they can be of service.
75. No.
76. Yes, about twice a year.
- 77, 78. No.
79. Once a year.
80. No official visits made by the Board.
81. No ; the Local Board has no power to examine.
82. No.

Question 28. *How often have reports been sent by the Local Board to the Central Board each year during the last five years?*

1. I am not aware that any reports, as distinct from letters, upon matters connected with the school, have ever been made to the Central Board, or that any provision is made for such reports.

- 2, 3. None.
4. Communications on matters connected with the school are sent to the Central Board as occasion requires. The letter-book shows during 1878, 4; 1879, 10; 1880, 3; 1881, 6; 1882, 3.
- 5, 6. See answer by No. 4, same Chairman.
7. These reports are not required by the rules for the guidance of Local Boards, and have not been sent to the Central, no necessity for so doing having arisen.
8. No reports have been sent, so far as we can learn, regarding the work of the school.
9. None.
10. About once a year.
11. None have been sent.
12. Reports have not been asked for and have not been sent.
13. Reports of business have been regularly sent after each Board meeting.
14. Numerous reports have been sent.
15. None, as regards school.
16. Never.
17. There have been none sent.
18. No special reports on the state of the school have been made by the Local Board; such reports are made twice a year by the Inspector.
- 19.
20. In consequence of the death of local Chairman, not able to answer this question; none sent or applied for during the last two years.
21. No reports made by the Board, except with reference to school repairs.
- 22, 23. No reports sent.
- 24, 25. Never.
26. Three reports have been sent in.
27. Eight reports from 1878 to 1881; one in 1882.
28. No official reports have ever been sent.
- 29.
30. None sent or applied for.
31. Once a year for the two years the school has been in existence.
- 32, 33. None.
34. We fail to comprehend this question. The only "reports" within the province of the Local Board are such as relate to irregularities on the part of a teacher. None such have been necessary.
35. None.
36. None have been sent. The School Inspector visits and reports.
37. No reports through the Local Board.
- 38.
39. Two in 1880, one in 1881.
- 40, 41. None.
42. No reports from the Local Board have been sent to the Central Board within my term of office.
43. No reports, excepting repairs to school.
44. None.
45. Cannot say.
- 46.
47. None.
48. Not to the knowledge of the present Board.
49. None.
50. None requested.
51. Never, save the teacher's monthly reports countersigned by the Chairman.
52. Reports never sent.
53. No reports have been sent.
- 54.
55. None.
56. A few reports were sent by the Chairman with the authority of the Board,—during first year about two or three,—treating of complaints of the teachers by some of the parents.
57. Not sent at all, as a rule.
58. No reports have been sent during the last five years.
59. *Vide* answer to question 10.
60. Not any that I am aware of.
61. None.
62. Each month, as stated in answer to 27.
63. Yes; ten times within three years.
64. None ever sent.
65. No reports have been necessary, save as to state of buildings, furniture, &c.
- 66, 67. None.
68. Four in 1879, one in 1881, none in 1882.
69. None.
70. One in 1880, one in 1881, one in 1882, and two in 1883.
71. On two occasions.
- 72.
73. None sent.
74. Not aware that any such reports were expected.
75. None.
76. Many letters relating to the working of the school, the condition of the school premises, and other matters during the past five years, have been sent to the Central Board, but no formal reports have been submitted by the Local Board at regular intervals.

77. No reports have been sent to the Board.
 78. No reports have been sent to the Central Board, the Local Board not being aware that it was customary to do so.
 79. No reports.
 80. Only once during that period.
 81. In 1877, five communications ; in 1878, three ; in 1879, four ; in 1880, two ; and in 1881, three. In 1882, four communications were addressed to the Central Board.
 82. No.

Question 29. *Do these reports, when sent, always proceed from the Board at any of its meetings, or do they most frequently proceed from the Chairman alone without the knowledge of the other Members of the Board?*

- 1.
2. No reports have been sent.
- 3.
4. Frequently from the Chairman, who does not on all occasions (when communication with the Central Board is necessary) call meetings, but in all matters of importance consults with such other members of the Board as are within reach.
- 5 and 6. See answer by No. 4.—Same Chairman.
- 7.
- 8.
- 9.
10. Certified copies of all proceedings of the Board are forwarded to Central Board for information. On other matters the Chairman communicates direct, reporting to Local Board at next meeting.
11. Always from the Board.
12. No reports sent.
13. In reports sent, the Chairman acts as mouthpiece of the Board.
14. From the Board.
- 15, 16, and 17. None sent.
18. See answer to previous question.
- 19.
20. None sent.
21. Most frequently from the Chairman.
- 22.
- 23.
24. None sent.
25. No reports made by anybody, and none ever called for by Board of Education.
26. Always proceed from the Board.
27. From the Board at its meetings.
28. No reports ever sent.
- 29.
- 30.
31. No, from Chairman, but read to Board at next meeting.
32. None sent.
- 33.
- 34.
- 35.
- 36.
37. Any reports latterly have been sent by the Chairman.
- 38.
39. From the Local Board's meetings.
40. None paying reduced fees. Five on free list.
41. *Nil*.
42. Reports, if made, would proceed from a Board meeting.
43. Always proceed from Local Board.
44. *Nil*.
45. From the Local School Board.
- 46.
- 47.
- 48.
- 49.
50. None requested.
51. None sent.
- 52.
- 53.
- 54.
- 55.
56. All other communications have been sent by the Chairman without the knowledge of the other members of the Board.
- 57.
- 58.
59. *Vide* answer question 10.
- 60.
- 61.
62. From the Chairman.

63. From the Local Board.
- 64.
65. All communications have proceeded from the Chairman after consulting the Board.
- 66.
- 67.
68. Generally from the meetings of the Board.
- 69.
70. Generally from the meeting of the Board.
71. By the Chairman, but with the knowledge of the Board.
72. From the Board as a body.
- 73.
- 74.
- 75.
76. All communications from the Chairman are sent with the knowledge and approval of the other members of the Board.
77. No reports or complaints would be sent to the Central Board without the knowledge of the members of the Local Board.
- 78.
- 79.
80. The report last above-mentioned emanated from the Board, and was forwarded by the Chairman.
81. Those communications from the Chairman, by direction of the Board generally. Mere matters of routine are sometimes transacted by the Chairman alone.
82. From Chairman alone.

Question 30. *How many children are there in the School paying reduced fees, and how many on the free list?*

1. Fifty-one at the reduced fee of threepence and three at three halfpence. There are none absolutely free.
2. The parents and teacher make special arrangements. None on the free list.
3. All the children are paying reduced fees: such was the custom before the present teacher took charge, and he finds it difficult to alter it, although many of the parents are in a position to pay the full fee. None up to date on the free list.
4. On free list, 5; paying reduced fees, 2, pay 6*d.* each instead of 7*d.*
5. Three on the free list. The teacher has to take what fees he can get, no one paying more than 6*d.* a week.
6. None at reduced rates; none on the free list.
7. Eighteen paying reduced fees; 17 on the free list.
8. The majority of the children pay less than the regulation fee. There are 11 free scholars on the list.
- 9.
10. None reduced; 2 on the free list.
11. None reduced; 1 on the free list.
12. None.
13. Reduced fees about 24.
14. Three reduced fees and 7 free scholars.
15. None.
16. About 6 paying reduced fees and 16 on free list.
17. Eight paying reduced fees; 6 on free list.
18. Three reduced; none free.
19. None at present.
20. None reduced; four free.
21. Fourteen at reduced rates; 10 free.
22. Twelve at reduced rates; 11 on free list.
23. Six at reduced fees; 3 on the free list.
24. Twenty-five paying reduced fees, and seventeen free.
25. Reduced, 9; free, 9.
26. None paying reduced fees; 7 on the free list.
27. Three paying reduced fees; eight free.
28. None.
29. Payments of fees are very irregular, the teacher in no case charging the full fee. Fifteen on the free list.
- 30.
31. None.
32. None reduced; 10 on free list.
33. Thirty-five free and at reduced rates.
34. During year 1882—reduced, 18; free, 11.
35. Reduced, 5.
- 36.
37. No free list.
38. None; free list, 6.
39. Three at reduced rates. No free scholars.
- 40.
41. Three reduced; 19 free.
42. There are at present 12 scholars on the free list attending school, the others pay the full fee.

43. Six ; none on free list.
44. At the present 9 free ; 1 reduced fee.
45. Owing to the poverty of the district, all, except one, are either on the free list or paying only reduced fees.
46. Nearly all paying low fees ; 5 only on free list.
47. Three children at one time paid reduced fees, but there are none doing so at present. There are none on the free list of the Central Board. The mistress has admitted two scholars free of charge without the sanction of the Local School Board, on permission given by the Central Board before the Local Board was constituted.
- 48.
49. Ten ; 15.
50. About 6 ; about 30.
51. Five children paying reduced fees ; none on free list.
52. Six reduced fees ; 1 free scholar.
53. None ; 5 on free list.
54. It is entirely a free school.
55. Five reduced ; 15 free.
56. None on reduced fees. For some time 3 out of a family of 5 were admitted free, and when the concession was stopped, as the Board considered the parents were able to pay, the whole of the children were received ; they lived just beyond the prescribed distance.
57. Nineteen pay reduced fees ; 13 are on free list, but 4 are the teacher's children.
58. Fifteen paying reduced fees ; 6 free.
59. None ; on free list, 7.
60. There are 8 paying, and 12 on the free list.
61. March, 1883—27 at reduced fees ; 10 free list.
62. About 5 or 6 paying reduced fees ; about 24 on free list.
63. Three on free list ; remainder full fees.
64. Four free.
65. Four on reduced fees ; 6 free.
66. One on the free list.
67. Twenty children pay reduced fees. There are no free scholars.
68. None on reduced fees ; 5 on free list.
69. Thirty-one.
70. Seven on the free list ; none paying reduced fees.
71. There are no free lists in town schools. Boarded-out and pauper children are ordered to attend the school, for whose instruction no payment is made.
72. None paying reduced fees ; 6 on free list.
73. None.
74. Last year 20 on free list ; 39 at 3*d.* per week.
75. Two families of 4, some small children, pay 10*s.* per quarter ; 4 at 5*s.* per quarter ; and others I take what I can get, as I know they are poor, and have a great objection to be on the free list, which I now never use.
76. None.
77. No children on free list at present.
78. None at reduced rates ; 5 on free list.
79. No children paying reduced fees.
80. Thirteen scholars on the reduced scale of fees list ; and three, being members of the teacher's own family, on the free list.
81. No children paying reduced fees ; 8 on free list.
82. Eighteen paying reduced fees ; 6 on free list.

Question 31. *Does the teacher admit scholars at reduced rates, or receive any as free scholars, without the knowledge or sanction of the Board?*

1. In the case of very young children they are admitted by the teacher into the infant division of the school at the reduced rate of 3*d.* per week. Children other than those paying reduced fees have been admitted by order of the Chairman of the Local Board.
2. The parents and teacher make special arrangements ; no free scholars.
3. None for which he receives Government pay.
4. Teacher receives no free scholars without the sanction of the Local Board.
5. No free scholars admitted without the sanction of the Board.
6. No.
7. He does. Parents in most cases bring their children to him, and, as he knows the circumstances of most of them, he admits some at reduced fees. On behalf of the teacher, it is well to state that this is purely a matter between himself and the parent. The loss arising from diminished fees not only affects his present income, but also the amount he might otherwise claim as a retiring allowance. No scholars are placed on the "free list" without the sanction of the Local Board.
8. No.
- 9.
- 10 to 12. No.
13. Yes, at reduced rates ; but never any on free list.
14. No.
15. None on free list.
- 16, 17. No.
18. The teacher admits certain scholars at reduced rates and others gratis to induce their attendance, as from distance of residence or ages of children the parents could not be compelled to send them to school.

- 19, 20. No.
 21. Free children with sanction of Chairman, other children at reduced rates by the teacher.
 22 to 24. No.
 25. The teacher does not consult the Board about reduced rates.
 26. Yes.
 27 to 33. No.
 34. Reduced rates? Yes, where parents are poor and not wishing to be put on free list. Free scholars?
 No.
 35. Yes.
 36. No.
 37. Not aware of any.
 38 to 46. No.
 47.
 48. No.
 49. Under special circumstances.
 50. The teacher has admitted the few she has, but does not receive any child as a free scholar without my sanction and written form.
 51. He receives at reduced rates without sanction of Board, but not free scholars.
 52, 53. No.
 54. Besides those children admitted to the school by the Local Board, others are admitted by recommendation from the Benevolent Society or the Board's Visiting Officer, or the Visiting Officer of boarded-out children.
 55. Yes, sometimes; reduced fees.
 56. No.
 57. Yes, at reduced rates. No, as to free scholars.
 58. Yes; but not unless there is some good reason.
 59, 60. No.
 61. Scholars at reduced rates admitted by teacher; free ones by the Board.
 62. Some; but no free scholars admitted without knowledge of the Board.
 63 to 66. No.
 67. The master has the sanction of the Board.
 68 to 70. No.
 71. Yes.
 72. No.
 73. A few.
 74.
 75. I never applied but once, and Rev. E. Walsh told me he could not conscientiously give a free certificate.
 76. There are no free scholars.
 77. When there are more than three children in a family a reduction is made in fees, and no free scholars are received without the sanction of the Local Board.
 78, 79. No.
 80. This matter is generally left to the discretion of the teacher.
 81. No; children on free list must have a voucher from the Chairman of Local Board.
 82. No.

Question 32. *Are any scholars on the free list whose parents are able to pay the ordinary or reduced fees?*

- 1 to 5. No.
 6.
 7. No. Most of them are boarded-out children.
 8. No.
 9. Not at present.
 10 to 21. No.
 22. Not to the knowledge of the Local Board, who carefully consider the subject at every meeting.
 23 to 29. No.
 30. Yes.
 31 to 37. No.
 38. Hardly; there are three which may possibly be able to pay in the future.
 39. None.
 40. Only one whose parents might be able to pay.
 41 to 49. No.
 50. Some few have lately been found able to do so, and are now taken off the free list.
 51, 52, 53. No.
 54. Not with the knowledge of Local Board.
 55, 56. No.
 57. Yes, two.
 58. No.
 59. We are doubtful, but will make strict enquiries.
 60. No.
 61. Perhaps some of the parents might pay reduced fees for some of their children.
 62, 63, 64. No.
 65. The Board do not know of any.
 66 to 70. No.

- 71. No free list.
- 72, 73. No.
- 74. None at present.
- 75. I have none such as are generally understood by this term.
- 76. There are no scholars on the free list.
- 77, 78, 79. No.
- 80. Not to the knowledge of the Board.
- 81. There are not supposed to be any admitted free whose parents can afford to pay. In general they are the children of very poor parents.
- 82. No.

Question 33. *Has the Teacher much difficulty in collecting his fees, and is he frequently compelled to take payment in kind instead of cash?*

- 1, 2. No.
- 3. There is a difficulty in collecting fees ; no, he is not compelled so to do.
- 4. No, to both questions.
- 5. Yes.
- 6. Sometimes ; sometimes in kind, sometimes not at all.
- 7. Not much ; there are two or three cases where the teacher has received very little remuneration from the parents ; he has received remuneration in kind from a few, but the articles supplied were at a fair cost, and were as good to the teacher as their equivalent in cash.
- 8. The teacher informs us that he finds it difficult to collect, and has sometimes to take payment in kind at excessive prices.
- 9.
- 10. No difficulty ; nothing in kind.
- 11. Yes.
- 12. No.
- 13. Very little ; sometimes.
- 14. Yes ; is not compelled to take payment in kind.
- 15. No difficulty.
- 16. There is considerable difficulty in collecting fees ; no fees taken in kind.
- 17. No.
- 18. Very little difficulty ; no payment in kind.
- 19. He has difficulty in collecting some.
- 20. In absence of late teacher, not able to answer this question.
- 21. Does not take payment in kind ; not any great difficulty in collecting fees.
- 22. Yes, and often has to take payment in kind or would not get paid at all.
- 23. Not much.
- 24. No.
- 25. There is difficulty about collecting fees ; teacher has often to wait for harvest,—has £20 owing to him now ; he has not been actually compelled to take payment in kind, but has done so in the instance of parents of the poorer class as a matter of accommodation to them.
- 26. No difficulty is experienced in collecting fees in money.
- 27. The present teacher has had little experience in this school ; the former teacher had some difficulty in collecting his fees.
- 28. None ; never.
- 29. Yes.
- 30. Believe that teachers have experienced slight difficulty with some parties ; payments always in cash.
- 31, 32. No.
- 33. Cash payments, but has much difficulty in collecting.
- 34. This subject does not come under our cognizance, but we believe that there is little difficulty.
- 35. Not much ; in cash.
- 36. Not much ; occasionally in kind.
- 37. No difficulty, as far as the Board know.
- 38. No.
- 39. Very little difficulty ; not compelled to take payment in kind.
- 40. Very little difficulty in collecting fees.
- 41. No.
- 42. The teacher has no difficulty in collecting his fees, and is not compelled to take payment in kind instead of cash in any case.
- 43. The teacher does not always get money.
- 44. No difficulty ; kind occasionally accepted instead of cash.
- 45, 46. No.
- 47. The fees, with one exception, are paid regularly ; payment in kind is not practical.
- 48.
- 49. Not any.
- 50. Not at present time ; no.
- 51. Never much, if any, difficulty ; never required to take it in kind.
- 52, 53. No.
- 54.
- 55. There is a difficulty ; sometimes received in kind.
- 56. Yes, in almost all cases ; he is glad to take payment in kind, such as milk at 6d. per quart.
- 57. Sometimes.

58. Not much difficulty ; a certain per-centage he never expects to get, but it amounts to very little ; not compelled to take payment in kind instead of cash.

59. Not as a rule.

60, 61. No.

62. Yes, and occasionally receives payment in kind.

63. No.

64.

65. The Local Board believes that no teacher at the Torquay school has been able to collect the fees due to him. Collection of fees by the teacher, the Local School Board think, places him in an undesirable position, and is prejudicial to the school.

66. No.

67. In some cases ; no payment in kind.

68. Not much difficulty.

69. No.

70. Yes.

71. Parents get in arrears with their payments frequently, and when pressed to pay, remove the children ; no payments in kind.

72, 73. No.

74. Not much on the whole ; only with a few.

75. Some few noble exceptions ; I have, but as a general rule school fees are grudgingly paid.

76. No, he has no difficulty in collecting the fees.

77. No difficulty is experienced in collecting fees ; all pay in cash.

78. No difficulty in collecting fees ; paid in cash.

79. No difficulty.

80. No difficulty whatever.

81. The teacher has great difficulty in collecting the fees, and frequently fails to get them at all. The parents of the children attending this school are chiefly from the adjoining Colony of Victoria, and not having been used to do so, object strongly to pay fees ; the fees are a constant source of disagreement between the teacher and the parents.

82. No.

Question 34. *Is the school building used for religious or public meetings or for entertainments?*

1. The school building is used for Sunday school purposes by the Church of England, and occasionally for entertainments and parish meetings.

2. No.

3.

4 to 6. No.

7. Very rarely, and always with the consent of the Central Board, recommended by the Local Board.

8. It is sometimes used for entertainments by permission of the Central Board.

9. Occasionally.

10. For religious and Sunday school meetings only.

11 to 13. No.

14. For divine service only.

15. Yes.

16 and 17. No.

18. It is used for divine service by the Church of England minister and lay reader ; and very occasionally for tea meetings in connection with that church.

19 to 21. No.

22. Where the school is at present held is a Baptist Chapel, and is used for religious purposes.

23. No.

24. Religious meetings only.

25 to 27. No.

28. Yes, both.

29. Yes.

30. No.

31. Yes.

32. For religious meetings only.

33. Owned by Gospel Hall Committee.

34. Upon rare occasions it has been usual for public entertainments in aid of local objects, but never without the joint consent of conductor and Central and Local Boards.

35 and 36. Yes.

37. Occasionally.

38. For religious purposes.

39. There has only been one magic lantern entertainment.

40. No.

41. Yes, for public meetings and entertainments.

42. The school building is used for religious service, and has at different times been used for concerts, &c.

43. No.

44. Religious services and entertainments.

45 and 46. Yes.

47. The school building has not been used for any but school purposes.

48 and 49. No.

50. It is not.

51. No.
52. For divine service.
53. Used for religious purposes.
54. No.
55. Yes, for religious purposes.
56. Yes.
57. No.
58. Not used for any other than school purposes.
59. It was applied for for one Sunday evening service each month.
60. It is used by the English Church for divine service.
61. Road Trust holds meetings.
- 62 to 65. No.
66. Yes.
- 67 to 69. No.
70. Yes, for religious meetings.
71. Used as a Sunday school.
72. Occasionally used for religious purposes.
73. No.
74. Yes.
75. As an Episcopal Church.
76. Yes, for religious services once or twice a month, and for concerts on two occasions only.
77. No.
78. Used for religious meetings, and occasionally for select music and readings.
79. For religious meetings.
80. The building is used regularly for religious purposes, and occasionally for entertainments.
81. Not for religious purposes at present ; occasionally for public meetings, &c.
82. No.

Question 35. *If used for religious purposes, state for what denominations, and how often used?*

- 1.
- 2, 3. Not used.
- 4.
- 5.
- 6.
7. On one occasion within the last five years, for a tea meeting. The tea meeting was in connection with and with the object of raising funds for a Church of England Sunday School, but no meeting of a religious character was held.
8. Never used for religious purposes.
9. Not so used.
10. Used for Primitive Methodist services.
- 11 to 13. Not used.
14. Church of England, every alternate Sabbath.
15. For all denominations ; no account kept.
- 16, 17. Not used.
- 18.
- 19.
20. Not used.
- 21.
22. It is used by Baptists and Independents.
- 23.
24. Wesleyan,—two on Sunday and once during the week.
25. Not used.
- 26.
- 27.
28. Church of England, usually once a month.
29. Church of England, once a month.
- 30.
31. Church of England, once a fortnight.
32. Church of England, once a month ; Roman Catholics, twice a year.
33. Blue Lights sect every Sunday.
34. Never so used.
35. Church of England.
36. By the Church of England, once every Sunday.
37. Twice for Church of England services, with sanction of Central Board.
38. Free Church of Scotland, weekly.
39. For no religious purposes.
- 40.
41. Not used at all.
42. It is used for religious purposes every alternate Sunday, by the Church of England minister and Presbyterian minister in rotation.
43. None.
44. Church of England, not regular.
45. By Congregationalists when required, so as not to interfere with school work.
46. Congregational Sunday School weekly.

- 47.
- 48.
- 49.
50. None.
51. Never.
52. Church of England, fortnightly.
53. Church of England, twice a month.
54. No.
55. Churches of England and Scotland, twice a month.
56. By the Church of England, once a month.
- 57.
58. Not used for religious purposes.
59. The Central Board refused, but allowed the use for Sunday School.
60. The building belongs to the Church of England.
61. Not used.
62. None.
- 63.
64. Not used.
65. No.
66. Church of England, every Sunday.
67. See No. 34.
68. No.
- 69.
70. Church of Rome, used once a month.
71. Church of England, every Sunday.
72. Catholics, once a quarter.
- 73.
74. Church of England, every week.
75. Formerly the first Sunday in the month.
76. Church of England and Congregationalists.
77. No.
78. Presbyterians, once every Sunday.
79. Episcopalians, once a month ; Presbyterians, once a month.
80. By Episcopalians and Wesleyans, every Sunday.
81. When used for religious purposes (Church of England and Wesleyan) alternately every Sunday, it caused no dissatisfaction, nor interfered in any way with the welfare of the school.
- 82.

Question 36. *Does the use of the school-room for religious or other purposes cause any dissatisfaction among the parents, or interfere in any way with the order, conduct, and welfare of the school?*

1. I am not aware that it does.
2. No.
3. Not used.
- 4.
- 5.
- 6.
7. No.
8. No, as it is not so used.
- 9.
- 10, 11. No.
- 12, 13. Not used.
- 14, 15. No.
- 16, 17. Not used.
18. No.
- 19.
20. Not used.
- 21.
22. No.
- 23.
24. No.
- 25.
- 26.
- 27.
28. Not in the least.
29. No.
- 30.
31. No; it is the Church.
- 32 to 38. No.
- 39.
- 40.
41. No.
42. The use of the school-room for religious purposes does not cause any dissatisfaction among the parents, and does not interfere in any way with the order, &c. of the school.
- 43.

- 44 to 46. No.
 47.
 48.
 49.
 50. Not used.
 51.
 52, 53. No.
 54.
 55. No.
 56. Not directly. But in the case of this school the portion of the attendants on Divine worship antagonistic to the teacher, and the action of the Government in fencing in the reserve, have taken advantage of the services to annoy the teacher in a great many ways, such as loitering about the building for several hours on Sunday, and making unreasonable requests of the teacher for accommodation, &c.
 57.
 58.
 59. No; on the contrary there was always a large attendance.
 60 to 62. None.
 63.
 64. Not used.
 65, 66. No.
 67. See No. 34.
 68. No.
 69.
 70. No.
 71. No. The property of the Board of Education has, however, occasionally been damaged by the Sunday School children.
 72. None.
 73.
 74. It does interfere.
 75. Not in the slightest degree.
 76, 77. No.
 78. No dissatisfaction, and does not interfere in any way with the welfare of the school.
 79. No.
 80. Not so far as the Board is aware of.
 81. *Vide* 35.
 82.

Question 37. *Is corporal punishment much employed in the School?*

- 1 to 3. No.
 4. Appears to be employed moderately, and with discretion.
 5. Yes.
 6. No.
 7. No; it is seldom resorted to, and only in flagrant cases.
 8. No.
 9.
 10. No; except in extreme cases.
 11 and 12. No.
 13. Very seldom.
 14. No.
 15. Not necessary.
 16. No.
 17. No; very seldom.
 18. No.
 19. Not at present.
 20. No.
 21. Slightly.
 22 to 26. No.
 27. Moderately.
 28. Very moderately.
 29 to 33. No.
 34. Matters relating to discipline of school do not come under our notice unless complaints be made.
 35. No.
 36. Not very much.
 37 to 39. No.
 40. Not much required.
 41. No.
 42. To the best of my knowledge corporal punishment is not much employed in the school.
 43 and 44. No.
 45. Only in cases of persistent disobedience.
 46. No.
 47. Corporal punishment has not been much needed, and has not therefore been often employed.
 48. No.
 49. Not very much.
 50. Very little indeed.

- 51 to 56. No.
- 57. We think not, though complaints have been made.
- 58. Not to any great extent.
- 59 to 66. No.
- 67. Not beyond what is absolutely necessary.
- 68. No.
- 69. Not more than usual.
- 70. No.
- 71. Corporal punishment is inflicted by the head teacher only.
- 72 and 73. No.
- 74. Not much.
- 75. No, only a small cane.
- 76. No, very sparingly.
- 77. Corporal punishment used to a small extent when necessary.
- 78. Corporal punishment moderately employed.
- 79. No.
- 80. Corporal punishment is seldom resorted to.
- 81. No ; corporal punishment of a severe kind is rarely employed.
- 82. No.

Question 38. *Are any complaints made by parents of the infliction of corporal punishment on the children ?*

- 1 to 4. No.
- 5. Yes ; one recently investigated by the Local Board.
- 6 to 8. No.
- 9. No complaints have been made to the Board.
- 10 to 15. No.
- 16. None have been received for some months yet.
- 17, 18. No.
- 19. Not lately.
- 20 to 34. No.
- 35.
- 36. No.
- 37. No complaints have been made.
- 38 to 41. No.
- 42. No complaints have been made to me by parents of the infliction of corporal punishment on the children.
- 43, 44. No.
- 45. Very seldom. None with present teacher.
- 46. None.
- 47. No complaints have been made to the Local Board.
- 48. No.
- 49. We have heard of none.
- 50. I have not heard of any.
- 51. None.
- 52. Not with present teacher.
- 53 to 56. No.
- 57.
- 58. No complaints to my knowledge.
- 59 to 70. No.
- 71. Not to my knowledge.
- 72, 73. No.
- 74. Not for some time past.
- 75. No occasion has arisen for them to do so.
- 76, 77. No.
- 78. One complaint during six years.
- 79. No.
- 80. No complaints have reached the Board directly or indirectly.
- 81, 82. No.

Question 39. *Will you ascertain, by careful enquiry, how many children of your School attend Sunday School ?*

- 1. Thirteen children out of 114 who were present on March 16 did not attend any Sunday School, the cause in most cases being that the children were of very tender years.
- 2. None.
- 3. Sixty-six.
- 4. Out of 74 children on the rolls 52 attend Sunday School.
- 5. About 15.
- 6. Eighteen.
- 7. About nine-tenths.
- 8. About one-half.
- 9. The greater proportion attend Sunday School.
- 10. About one-half.
- 11. Fifteen.

12. All except 1.
13. Nearly all.
14. Nine.
15. Twenty-five.
16. Almost all the children.
17. The majority.
18. Twenty.
19. All, or nearly so.
20. The majority.
21. All.
22. About half; the other half are Roman Catholics.
23. Thirty-six.
24. All except 5, who are Roman Catholics.
25. Thirty-seven out of a present roll of 84.
26. Seven.
27. Ten.
28. There is no Sunday-school here.
29. No Sunday School here.
30. All.
31. Fifteen.
32. None.
33. Three-fourths.
34. If not all, exceptions must be very rare.
35. Ten.
36. There is no Sunday School.
37. Nearly all.
38. Twelve.
39. None.
40. Thirty-three attend Church of England Sunday School; 5 attend the Roman Catholic Sunday School.
41. Nearly all.
42. There being no Sunday School in the district none of the children attend one.
43. Six.
44. Seven-eighths.
45. All except Roman Catholics.
46. The whole, except 2.
47. Three.
48. Nearly all.
49. No Sunday School.
50. Nearly all the children old enough attend Sunday School.
51. Twenty-six.
52. Long Bay, 12; Gordon, *nil*.
53. None.
54. More than two-thirds.
- 55.
56. None.
57. Attending Sunday Schools, 63.
58. Attending Sunday School, 134.
59. Nearly all.
60. No Sunday School in the locality.
61. About half.
62. Nearly all.
63. Twenty-nine.
64. Nearly all, with the exception of the Roman Catholics.
65. All the children attend one or other of the Sunday Schools, about half regularly, the others very irregularly.
66. All.
67. The master has asked each scholar individually, and from their replies finds that 94 per cent. do attend Sunday School.
68. All but the children belonging to the Church of Rome.
69. Twenty-six.
70. None.
71. A very large proportion; I cannot say exactly how many.
72. No Sunday School at hand.
73. All.
74. In so large a school cannot exactly say, but believe the scholars are all, or nearly all, at Sunday School.
75. Two only.
76. Twenty-five.
77. Eighty-seven attend Sunday School out of 90 at present on rolls.
78. Thirty-two children attend Sunday School.
79. No Sunday School.
80. Eighteen of the scholars regularly attend a Sunday School held in the building.
81. The whole of the children attend Sunday School, excepting four—three of Jewish and one of Roman Catholic parentage.
82. All the children.

Question 40. *Is the school building kept clean, and at whose charge is it so kept?*

1. The school-room is kept clean at the expense of the teacher and the authorities of the Sunday School, the latter paying one-third of the cost.
2. It is kept clean by the teacher, without allowance.
- 3 to 5. Yes; at the teacher's expense.
6. Yes; by the teacher.
7. Yes; at the teacher's expense.
8. It is kept clean at the teacher's expense.
- 9.
10. By the trustees of the building.
11. Kept clean at the teacher's expense.
12. Yes; at teacher's expense.
13. Head teacher is responsible. We consider some scholars should assist.
14. Yes; at the teacher's expense.
15. Fairly; at schoolmaster's cost.
- 16, 17. Yes; at the teacher's expense.
18. It is swept daily, at the expense of the teacher. A small allowance might be made for this and an occasional scrubbing of the room.
- 19 to 23. Yes; at the teacher's expense.
24. Yes; by the Local Board.
25. The school is kept as clean as possible, at the teacher's charge. During the winter the muddy state of the ground round the school makes it difficult to keep the floor in anything like a satisfactory state of cleanliness. Gravelling the school path and yards round the building would effect considerable improvement.
- 26 to 29. Yes; at teacher's expense.
30. Yes; by the elder scholars.
- 31 to 36. Yes; at the teacher's charge.
37. Fair average cleanliness; teacher's expense.
- 38 to 41. Yes; by the teacher.
42. In all my visits I have found the school in a tidy condition. It is kept so at the teacher's own charge.
- 43 to 46. Yes; at teacher's expense.
47. The school building is kept clean. The sweeping is done by the elder girls on school days. Whatever else is required is performed by the teacher.
- 48, 49. Yes; by the teacher.
50. The school-room is well swept, watered, and dusted every day by some one the teacher employs.
51. Kept clean by the female pupils, who sweep it daily.
52. No provision made; kept clean by the teacher.
53. Yes; by the teacher.
54. The school is kept clean at the expense of the Central Board.
- 55, 56. Yes; at teacher's charge.
57. Kept clean free of charge.
58. Kept clean by a caretaker, who is allowed by the Central Board the use of two small rooms at the back of the school for her trouble.
59. It was originally cleaned at the expense of the parish, and has been ever since, although the use of it has been refused.
60. Yes; at the teacher's expense.
61. As clean as the yard will allow; by teacher.
- 62 to 66. Yes; at teacher's expense.
67. Yes; the caretaker resides on the premises rent free.
- 68 to 72. Yes; at the teacher's expense.
73. The teacher keeps it as clean as possible.
- 74 to 77. Yes; at the expense of teacher.
78. Fairly clean; partly at teacher's charge and partly those interested in school work.
79. Has been well kept by the teacher.
80. The fund for cleaning the school is contributed by subscriptions from the teacher and Board of Education, members of the Church of England and of the Wesleyans, who use the building.
81. Yes; at present by the teacher, previously by the religious denominations and the teacher jointly.
82. Kept clean by teacher. The outbuildings have been cleaned at the teacher's expense, which amount ought to be refunded him.

Question 41. *Would you deem it desirable that the distance from which attendance at school is compulsory should be extended from two to three miles during any part of the year?*

- 1.
2. To three miles for six months.
3. Yes, to three miles during the summer months.
4. Yes, when roads are good and weather fine, there can be no reason why children should not walk three miles to school.
- 5 and 6. See answer by No. 4.—Same Chairman.
7. Question not applicable to this district.
8. We think the distance should be extended to three miles during the summer months, and the average attendance struck on the whole year instead of on the half.

9. During the summer months three miles is not too far.
10. Should be extended to three miles, giving the Board authority to exempt during winter, &c.
11. Three miles in fine weather.
12. Yes, during the summer months.
13. No; great objection to over two miles in bush districts.
14. Yes, in the summer.
15. No.
16. Yes; during the summer months only.
17. Yes.
18. No, not in this district, where the roads are usually so bad; even in summer an extended distance would be too severe on the younger children.
19. Yes; extended to three miles.
20. Yes, for six months in the year.
21. Not in this district.
22. It should be extended to three miles in the summer.
23. No.
24. Yes; three miles in summer and two in winter.
25. A majority of the Board are in favour of giving to Local Boards the discriminatory power of extending the distance to three miles.
26. To be extended to three miles during November, December, January, February, March, on condition of an alteration being made in the ages.
27. Three miles for six months; two miles for six months.
28. No.
29. Yes; from 1st November until 1st May.
30. Yes; for six months in summer, when sufficient accommodation is provided.
31. Yes.
32. Not for any under nine years, and then should have good roads.
33. No.
34. No; six miles a day is too far for some children.
35. If left to Local School Board to decide in certain cases, I would recommend the distance to be extended to three miles.
36. Yes, in summer time.
37. No, certainly not.
38. Yes, most undoubtedly; say from 30th October to 15th April.
39. For those above seven, three miles radius.
40. We suggest that the distance be extended to three miles during the whole year.
41. Yes, during the summer months.
42. Yes, from 1st October to 31st March following, let the distance for compulsory attendance be at least two and a half miles.
43. Yes, most decidedly.
44. We approve of the distance being increased from two miles to three.
45. No.
46. Yes, during summer.
47. The Local Board consider it desirable to extend the distance to three miles during six months of the year.
48. Yes, during the summer months.
49. No.
50. Yes, during the six months' longest days.
51. Not desirable.
52. Yes, in summer.
53. No.
- 54.
55. Yes, except in the winter.
56. Yes, certainly. In outlying districts the parents think very little of sending small children much greater distances in all seasons.
57. No.
58. Depends greatly on the age and constitution of the children.
59. Yes, but the distances in the several cases should be left to Local Board.
60. Yes in country districts, at all times of the year.
61. Three miles in summer.
62. For children of nine and upwards, the Local Board would recommend that the distance be extended to three miles.
63. Yes, in summer time.
64. Yes, during the summer.
65. The distance could be extended with advantage to three miles for children over ten years of age all the year round; exceptionally heavy rain only being accepted as an excuse for non-attendance.
66. Yes, during summer.
- 67.
68. It should be extended to three miles during nine months of the year.
69. Local Boards should have a discretion in the matter.
70. It should be extended to three miles during nine months of the year.
- 71.
72. No.
- 73 and 74. Yes.
75. It might during the summer.

76. From September to May, both inclusive, the distance might with advantage be extended to three miles.

77. Two miles sufficient in winter.

78. We do not think it would be desirable to extend the distance from two to three miles in the case of children from seven to ten years of age, but for children above that age it might be beneficial to do so.

79. Two miles, with discretionary power to Local Boards to extend.

80. Yes during the summer, but not during the winter.

81. Yes; the distance for country schools could be extended to three miles in summer time.

82. Yes, in summer or fine weather.

Question 42. *Does the Board ever visit the school for the purpose of inspection or examination, and would the Board desire to have authority under regulation to do so?*

1. The Board does not visit the school for these purposes.

2. They never visit for that purpose, but desire to do so.

3. Sometimes. Yes.

4. Several members of the Board have always been in the habit of visiting the school before the Christmas holidays for the purposes of examination and distribution of prizes. Nothing would be gained by giving them authority under regulation to do so.

5, 6. See answer by No. 4, same Chairman.

7. No; they consider that no such power is granted by the regulations. They think it advisable that authority should be given to Local School Boards to do this as Boards, but not to individual members.

8. The Board as a body never visit the school, and we think it would be a good thing if the Board had power to examine the school quarterly.

9. No.

10. Have done so; would desire authority for this purpose twice a year. Consider inspection should be compulsory,—at least once a year, prior to the Christmas vacation, when prizes ought to be distributed. This occasion should also be made use of for bringing the parents and friends of the children together, thereby creating a greater interest in school matters than is shown at present.

11. Yes.

12. They do not at present, but think it desirable they should have the power.

13. No.

14. Have no power. Yes.

15. No; they would wish to have authority.

16. No; the Board think they should have authority once a year to do so.

17. No; such authority would be desirable.

18. Individual members of the Local Board visit occasionally, but have not done so in a body. It might be desirable that if such visits were made by the Board collectively, it should be authorised to examine the pupils.

19. No; the Board does not desire the authority.

20. No; do not consider it necessary.

21. The Board does not visit; would like power to do so.

22. No; the Board does not wish to have the power.

23. No; but desire to have such authority.

24. No; desire to do so.

25. The Board does not visit the school for purpose of examination, except as to awarding of prizes, which are provided by private effort. The Board think they should have the power.

26. No; the Board has no desire to have authority to do so.

27. Not at present; but would like to have authority to do so.

28. Only individual members. Yes.

29. No.

30. No; do not consider it necessary.

31. Yes.

32. No; but think the Board should have authority to do so.

33. Individual visits prove sufficient.

34. Notice of examination is given, and we are allowed to be present, but may not so much as ask a question.—Yes, most desirable. A master might cram the children upon certain questions, and put those only in his examination. The Local Board, even if aware of this, could not interfere.

35. No; would desire it should do so.

36. The Board does not officially visit the school; but surely its members ought to have authority to inspect and examine.

37. They do not; but they consider that the duties, status, and privileges of Local Boards should be more clearly defined.

38. Yes.

39. If the Board under existing regulations have no authority, Yes.

40. Not collectively, but individually.

41. No; not desirable.

42. The Board does not visit for inspection or examination. They feel satisfied with the report of the Inspector, which is forwarded to them by the Central Board.

43. No; the Board would wish to have authority to do so.

44. For inspection only; the Board desire the authority.

45. Yes.

46. No.

47. No. The Local Board consider that it would be desirable that their members should have full authority to inspect the school, the premises, the out-buildings, and everything and arrangement connected with the school which might conduce to the material well-being of the institution and the scholars.

48. Not at present ; but the Board deems authority to do so advisable.
49. No. Yes.
50. I frequently go into the classes and question them. Do not want authority.
51. They have never done so as a body, but would desire authority.
52. Authority to do so considered desirable.
53. No ; but would desire to have authority to do so.
54. The Local Board visits the school for purposes of inspection once a year. It does consider it desirable that authority for the purposes mentioned should be given it by express regulation.
55. No. Yes.
56. The Board on one or two occasions met earlier for the purpose of seeing the children at work. It would be advantageous for the Board to have authority to satisfy themselves (in certain cases) that the children were being taught properly,—such as when complaints are made to them by parents of their children not making sufficient progress, &c.
57. Members of this Board are always invited to attend by Mr. Rule at his examination, and desire no further authority in this direction.
58. Members of the Board have visited the school for inspection. Such authority appears to be unnecessary.
59. No.
60. Yes.
61. If the Board depute competent persons.
62. Individually the Board has no such desire, having confidence in the Inspector.
63. The Board, not having authority, do not inspect or examine ; but would desire to have such authority under regulation.
64. The Chairman only visits for this purpose every week, and thinks that it would be desirable to have authority under regulation to do so.
65. The Board visits the school, as stated in answer to No. 27. Occasionally individual members examine the children. Authority to examine appears to be implied under the regulations, otherwise it should be distinctly given.
66. The Chairman only visits for this purpose, and thinks that it would be advisable to have authority under regulation to do so.
- 67.
68. No ; and they do not desire to have authority to do so.
69. No. Yes.
70. No ; and they do not desire to do so.
71. Individual members have made visits of inspection, not examination. The Board does desire such authority.
72. Individual members occasionally visit it for inspection only.
73. No.
74. The Board has done so.
75. Notice is given when the Inspector is on his annual examination, but as a body they do not visit.
76. We think it desirable that authority should be acquired to visit the school for the purpose of inspection or examination, but not necessarily to interfere with the duties of the teacher.
77. No visits are paid by the Board for the purpose of inspection or examination. The Board think it desirable to have authority to do so.
78. The Board does not visit the school for inspection or examination ; desires to have authority to do so.
79. Desire to have authority.
80. They do not visit the school for the purpose referred to, but think it advisable that authority under regulation should be given to the Local Boards.
81. No. The Board has no power to make any examination or inspection in reference to tuition ; nor, in their opinion, is it desirable that they should have, such being better left to the Inspectors.
82. Yes, they do ; no further authority necessary.

Question 43. *Do you consider that the constitution of Local School Boards would be improved if Members were elected (in whole or part) by ratepayers or otherwise ?*

1. I think that Local Boards would be greatly improved if some at least of their members were elected by ratepayers or others.
2. No ; better as they are locally interested.
3. I believe the time is approaching when altered circumstances will render election of members beneficial.
4. The constitution of the Boards would most likely be deteriorated by local elections. The Central Board may always, by careful enquiry, ascertain who are the most suitable men in a district—there would be no guarantee that ratepayers would elect such.
5. See answer by No. 4, same Chairman.
6. See answer by No. 4, same Chairman.
7. No.
8. We think the existing system answers all the requirements of the district.
9. No.
10. No ; it is believed the present system is by far the best, because generally the most intelligent and best men in each district are invited and selected.
- 11, 12. No.
13. No, not under present circumstances.
14. No.
15. Yes.

16. No ; the appointment of suitable persons by Government is better.
17. No.
18. Not in remote and sparsely populated districts like this.
19. No.
20. The Board considers that Local Boards should be elected in whole or in part by the ratepayers of the district ; but this is a question that requires greater consideration than the Board has at present been able to devote to it.
21. All elected by ratepayers, but I fear it could not be carried out.
22. The present system answers well enough ; election would be undesirable.
- 23, 24. No.
25. Majority of Boards consider election by nomination preferable.
26. Yes, wholly by ratepayers.
27. The present system appears to act very well.
- 28 to 30. No.
31. Yes.
32. In part.
33. Yes.
34. Yes, wholly elected. The *ex officio* element is a mistake, being in many instances without direct interest in the particular school.
35. No.
36. It might work better.
37. Very doubtful.
38. No.
39. Members of Board should be elected by ratepayers living within the same radius from which children come to school.
40. We are unable to see any advantage, so far as this district is concerned, of altering the method of election.
41. No.
42. The present system of appointing Local Boards, if carried out as was originally intended when they were formed, would I think meet with the object intended.
43. Most decidedly not.
44. We think the ratepayers should have a voice in the matter.
- 45, 46. No.
47. The Local Board are of opinion members might in whole or part be elected by the ratepayers, but they think the subject requires a greater amount of consideration than they can at present give it.
48. No.
49. Not at all.
50. No.
51. We do, by careful legislation as to qualification in voting.
- 52, 53. No.
54. It is the opinion of this Board that such an alteration as is mentioned would improve the constitution of Local Boards.
- 55, 56. No.
57. The opinion of the Board is that two-thirds of the members should be elected.
58. No.
59. Better as at present.
60. No.
61. It would probably be an improvement.
62. No.
63. Yes.
64. The present system is the best.
65. Not in country districts.
66. No ; the present system is the best.
- 67.
68. No.
69. No, as making Boards elective would bring sectarian feelings into play.
- 70 to 72. No.
73. Yes.
- 74, 75. No.
76. Yes, and that they should be elected in whole.
77. The present system is the most satisfactory for the election of members.
78. We consider Local Boards would be greatly improved if members were elected wholly by ratepayers residing within a reasonable distance of the school for which they vote.
79. No.
80. Yes, if the Board was reduced to three in number.
81. No ; from the experience of members who have seen the constitution of Boards of Advice in Victoria, the present or nominee system is preferable.
82. We do not recommend any alteration.

Question 44. *Do you think that Local Boards would be more efficient if they were reduced in number and groups of schools were placed under control of each Board ?*

1. In Hobart, I think that one Local Board for the town would be much more efficient than a separate one for each school, as at present.
2. No ; the distance would be too great.

3. Decidedly not, to both questions.
4. This has practically been done in this district, where all the schools have been under the control of Boards composed of nearly the same members. The arrangement would probably be an advantage in the large towns; as it would facilitate the choice of the best men; but in country districts it would often necessitate travelling long distances to attend meetings, &c., and it is to be feared men would not be found who would be willing to undertake the honorary work of such an onerous character.
- 5, 6. See answer by No. 4, same Chairman.
7. No; unless the members were paid, as there are very few who could spare the time to devote to this work.
- 8, 9. No.
10. No; one school is considered quite enough for each Board to look after.
11. No.
- 12.
13. Yes; most necessary in many districts.
14. No.
15. Yes.
16. Yes. In the Huon District several persons are on two or three different Boards, and one Board could manage several schools with efficiency. The Chairman of this Board, being Chairman of Victoria and Upper Huon Boards, has to give three half-days to obtain answers to these questions, when one General Board would suffice to answer for each school; and two other gentlemen are on the three Boards named also.
17. No.
18. Certainly not in the country; such a system could only work in towns like Hobart and Launceston.
- 19, 20. No.
21. Do not think they would be more efficient.
- 22 to 24. No.
25. Majority of Board would have present system adhered to.
- 26 to 30. No.
31. Not in this district.
32. No.
33. Yes.
34. Certainly not; they should be truly local.
35. We do not.
36. No advantage in reducing to three groups of schools; would not do in the country.
37. Doubtful.
38. The Local Board is divided in opinion.
39. Local Boards would be less efficient if reduced. Do not think it advisable to group schools under one Board.
- 40, 41. No.
42. Each school would be better managed by a separate Local Board.
43. It is a great mistake to appoint men on Local Boards who will not attend; no less than four members of this Local Board have never attended at all since the school was established nine years since.
44. We do not.
45. No.
- 46.
47. No. The Local Board think that the proposed arrangement would only tend to intensify existing evils, which are mainly caused by the difficulty of securing a quorum at their meetings, owing to the great distances members live away from the schools. Take, for example, the Flowerdale Board: The Chairman lives $3\frac{1}{2}$ miles from the school; one member at the Boat Harbour, 4 miles away; three members at or near Wynyard, $3\frac{1}{2}$ miles away; three members at Emu Bay, $15\frac{1}{2}$ miles away; one member at Mount Bischoff, 40 miles away. The Chairman has held meetings at Wynyard to secure a quorum.
48. No.
49. Not in this district.
50. No.
51. We do not.
52. No.
53. Yes.
54. It is thought that Local Boards would be more efficient in towns if they were reduced in number and constituted as suggested above. In each town one Board for all the schools would, it is thought, be an improvement. Such a Board might consist of one person nominated to represent each school and of an equal number elected by the ratepayers.
55. Yes.
56. No; it is a very difficult matter to get them to attend to one school properly.
57. The majority of this Board think that if Torquay, Formby, and Don were grouped together, each School Board having three members (two elective and one nominee), it would secure a far abler consideration of any matter of interest, place any discussion outside of local jealousy, and would command attention from Central Board. A minority thinks this centralization would abate local interest.
58. No.
59. Better as at present, so far as country schools are concerned.
60. No; certainly not.
61. If a reduced Board meet periodically for a district it might be better.
62. No; the possession of local knowledge must be of advantage in management of schools.
- 63, 64. No.
65. No; only to members resident in the area connected with it, who attend meetings or take any interest in the school. The Board consider that membership should be restricted to residents within two or three miles of the school.

- 66. No.
- 67.
- 68 to 70. No.
- 71. Yes.
- 72. Yes ; most necessary in many districts.
- 73. Yes.
- 74. Doubtful if it would.
- 75. No.
- 76. In rural districts it would not answer, but in towns and centres of population the system would prove beneficial and effective.
- 77. No ; not suitable for country districts.
- 78. We do not think Local Boards would be more efficient if reduced in number and groups of schools placed under the control of one Board.
- 79 to 81. No.
- 82. We do not recommend any alteration.

Question 45. *What is your opinion of the suitability of the books used in Public Schools for the purpose of instruction ?*

- 1.
- 2. Very good.
- 3. Latterly the books are far more suitable, especially the books introduced teaching colonial geography.
- 4. The only books uniformly used in the Public Schools are the reading books, and here (the Australian Series) now leave nothing to be desired. Many of the other books kept in stock by the Board appear to be unsuitable, and as teachers in remote country districts are dependent upon the Board for their supply, they have often to use antiquated publications, while a better class, such as those referred to (Collins) might be had.
- 5 and 6. See answer by No. 4, same Chairman.
- 7. That they are suitable, as far as they have had the opportunity of judging.
- 8. We think the Australian Series good, but have no opportunity of comparing them with others.
- 9. Not competent to give an opinion.
- 10. Books generally approved of.
- 11. Suitable.
- 12. We consider them good.
- 13 and 14. Good.
- 15. Yes ; with the exception of geography.
- 16. The new books now in use are very good.
- 17. Cannot express an opinion.
- 18. The selection appears suitable.
- 19. Generally suitable.
- 20. Are quite suitable.
- 21. Good.
- 22. They are suitable, and a great improvement on those formerly used.
- 23. Would prefer Royal Readers.
- 24. Very good.
- 25. The Board has had no opportunity of comparing those in use with other books.
- 26. Quite suitable.
- 27 and 28. Very suitable.
- 29. We do not approve of the Irish Series of lesson books, considering them inconsistent with the general rules of the Board of Education, as the religious instruction contained in them should not be read by children of the Roman Catholic persuasion. The Australian Series are an improvement, but above the present classification.
- 30. We are quite satisfied.
- 31. Approve of new class books.
- 32. Very good.
- 33. Would recommend the use of Royal Readers.
- 34. The subject does not fall within our province.
- 35. We think them tolerably suitable.
- 36. Generally very good.
- 37. Appears to have answered very well.
- 38. The Australian Series lately issued is excellent.
- 39. Quite suitable.
- 40. The Australian Reader is very suitable, but a wider range of reading matter would be an acquisition. Other text books used are of the best description.
- 41. Quite suitable.
- 42. The books used in the Forcett School for the purpose of instruction are to the best of my knowledge suitable for the purpose.
- 43. I cannot suggest any improvement.
- 44. Very satisfactory.
- 45. The Australian Series are good, but full of errors.
- 46. Generally, yes.
- 47. Quite suitable.
- 48. We consider them generally suitable.
- 49. Suitable.

50. Generally good. Better history required.
51. We consider them well adapted, with the late additions.
52. We consider the books suitable.
53. Think the Royal Reader Series more suitable.
54. They are considered suitable for the purpose.
55. The Royal Readers are far preferable.
56. In the lower branches I think them quite to the purpose. Of the more advanced ones I cannot offer an opinion.
57. For several years the books used here have been very unsuitable.
58. The books seem to be suitable.
59. Having consulted with the master, we reply to this question, yes, as a rule, but consider it would be advisable that this school should be supplied with a few books of higher education—such as Cornwell's Geography, Morrell's Grammar, Ince and Gilbert's History, &c.
60. Books quite suitable.
61. Good and sufficient.
62. We have heard no complaint.
63. The books used in this school are very suitable.
64. Books now in use are suitable.
65. The Board believe the books in use to be suitable.
66. Books now in use are suitable.
- 67.
68. They are quite suitable.
69. We consider they are suitable.
70. They are quite suitable.
71. The reading books being free from sectarianism and moderate in price, are fairly suitable; they are an improvement on those lately superseded.
72. Good.
73. Room for improvement.
- 74.
75. Suitable.
76. We consider the Australian Series of the Messrs. Collins as far as issued very suitable.
77. The books used in Public Schools seem suitable enough for present requirements.
78. We consider the Australian Series quite suitable.
79. Suitable.
80. They appear to be suitable, but the question is one upon which the Board do not feel themselves qualified to give an opinion.
81. The books now used are very suitable.
82. The Board approves.

46. *To what extent do you agree with the following recommendations of the Select Committee on Education, 1882:—*

Extension of Powers of Local Boards.

- (a.) All communications or reports made by or to the Teacher should pass through the Local Board.
- (b.) While the power of appointment and promotion of Teachers should be vested in the paid head of the department (subject to approval by the Minister of the Crown), no appointment should be made to or promotion in a Public School without the approval of the Local Board, and similarly the recommendation by a Local Board that a Teacher should be reduced or dismissed should at least be regarded as adequate reason for the removal of such Teacher.
- (c.) Local Boards should have the power of deciding whether the minimum or maximum ages of compulsory attendance require alteration to meet the particular circumstances of their district; also of extending or reducing the maximum radius prescribed for compulsory attendance where local conditions make such alteration desirable.
- (d.) To the Local School Board should be given the power of closing the School upon any emergency arising to necessitate such a course; also of giving a holiday for one day, and of excusing the attendance of children whose labour during harvest time is necessary to their parents or relatives,—this power being practically conferred upon a Local Board by the clause of the Compulsory Act above referred to.
- (e.) It should be left to the discretion of the Local Board to authorise the use of a Public School (out of school hours) for other than school purposes.
- (f.) Local School Boards should be empowered and required to inspect their Schools twice a year, and to submit a report of such inspection to the Director of Education; a copy of such report being given to the Teacher for his information, and any necessary comment or explanation.
- (g.) The power of establishing Night Schools in conformity with Regulations should be vested in the Local Boards.
- (h.) To Local Boards should be entrusted the power of arranging for firing, and effecting of petty repairs, a sufficient sum being allotted in each case by the responsible Minister for the latter purpose, while the firing might be provided for by a small local rate or arrangement with those in the neighbourhood who are interested in school work.
- (i.) A standard of regular attendance should be fixed, subject to such exceptions as may be made by Local Boards for good or sufficient reason.
- (j.) A standard of competency should be prescribed, and children who have reached that standard shall receive certificates relieving them from all necessity of compulsory attendance.
- (k.) Factory employé law for prevention of employment of children under 12 years of age in factories.
- (l.) Establishment of Training School for Teachers.

1. I agree with the following of the recommendations :—(a), (b), (c), (e), (i), (j), (h), (l)
2. (a.) Yes. (b.) I think the Local Board should have a voice in the matter. (c.) Yes. (d.) Yes. (e.) Yes. (f.) I think it requisite. (g.) Yes. (h.) I approve of the suggestion. (i.) Yes. (j.) It would be desirable. (k.) None here. (l.) It is desirable for good teachers.
3. (a.) All reports certainly should. (b.) Yes, fully agree with this. (c.) to (g.) Yes. (h.) Yes, but Department should pay all such charges. Do not believe in local rating unless town and country districts are dealt with similarly. (i.) to (k.) Yes. (l.) Population of Colony not large enough to warrant so heavy an expenditure. Space forbids, but I could show there are at present available and efficient means of supplying schools with well-trained teachers.
4. (a.) All communications made by the teachers are supposed at present to pass through the Local Board (except such as are of a strictly personal character.) Teachers are often reprimanded for not so forwarding them. (b.) The Board disagree *in toto* from this recommendation. Appointments and promotions of teachers should be made only on the recommendation or with the concurrence of the Board's Inspectors, who surely are the best qualified to judge of a teacher's fitness for a given position. If a teacher makes himself obnoxious to a Local Board, or to the inhabitants of his district, there is a remedy under existing regulations. Local Boards have the right to bring any complaints against a teacher before the Central Board; and as far as the experience of this Board goes, the Central Board has always treated their representations with courtesy, and has been ready to act upon any recommendation made on good and sufficient grounds. If the recommendation in question were carried it would imply that Local Boards were infallible, and would place teachers at their mercy, without the right of appeal. (c), (d), (e.) Might reasonably be conceded. (f.) Quite unnecessary where the services of professional Inspectors are periodically available. If the recommendation could be carried out there is no useful end that it would serve; besides, the competency of Local Boards to pass judgment on points of professional detail may fairly be doubted. (g.) Nothing to be gained by this recommendation. Local Boards have only to suggest the establishment of night schools, and the Central Board would doubtless carry out the suggestion if practicable. The real difficulties in the way of establishing night schools are the indifference of those for whose benefit they are intended, and the little inducement there is under present regulations for the teachers to sacrifice their leisure. (h.) So long as payment of fees is required from parents, a small annual charge might be added to the fees to defray the cost of firing. The recommendation in regard to petty repairs is a good one. (i), (j.) Very desirable. (k.) The compulsory clauses of the Education Act, if carried out, would prevent such employment. (l.) Of paramount importance. Teaching, especially elementary teaching, being an art, requires a special training for those that follow the profession.
- 5, 6. See answer by No. 4, same Chairman.
7. The Members of this Board think that the suggestions of the Select Committee on Education, 1882, upon—(a.) Cannot be carried out, as it would entail a large amount of work upon the Chairman of Local Board, and either numerous meetings of the Board or great delay in forwarding returns and other communications or reports. (b.) Are well worthy of consideration. (c.) Are good, as they propose to confer powers upon Local Boards in regard to matters which a Local Board can best deal with. (d.) Ought to be carried out. (e.) Propose to confer power on Local Boards which they are better able to judge of than the Central Board. (f.) Are good, and likely to increase the interest of members of Local Boards in their School. (g.) Would be for the benefit of a certain class in the community, and the Local Boards would be able to judge as to the necessity for a night school. (h.) Are considered good, if "a sufficient sum is allotted in each case by the responsible Minister" for *both* purposes, but this Board strongly object to the proposed "small local rate" or arrangement with those in the neighbourhood to provide firing. (i), (j), (k), (l.) Are considered good suggestions.
8. We agree with all except (k.), and think that the State should provide the firing.
9. (a.) No. (b.) to (i.) Approve. (j.) Heartily approve. (k.), (l.) Approve.
10. (a.) Yes, except routine business. (b.) The opinion of Local Boards should be attended to. We do not consider it advisable directly to allow Local Boards power to interfere too much, because the powers of a Local Board if used for annoyance or interference with a teacher (as it might be), would injure a school. A good system of Government supervision, with loyal assistance from the several Boards, is preferable. (c.), (d.) Yes. (e.) Yes, in all matters connected with the welfare of the people, but on no account for religious ceremonies of any sort. (f.) Yes, and report if they consider it necessary. Reporting should not be compulsory. (g.) Yes; on condition that applications from at least eight persons willing to attend be made to the Board. The success of night schools is considered doubtful. (h.) Yes, by contract, at the expense of the State. (i.) to (l.) Yes.
11. (a.) (b.) Yes. (c.) Most desirable. (d.) It should be left in the hands of the Local Board. (e.) to (i.) Yes. (j.) (k.) No. (l.) Yes.
12. (a.) This Board thinks that matters of importance should be referred to Local Boards before being dealt with, but that in ordinary matters this is not necessary. (b.) We agree with this recommendation. (c.) to (e.) Yes. (f.) We think the Board should have the power to examine the school once a year. (g.) Yes. (h.) That a sufficient sum should be provided by the responsible Minister for all purposes mentioned in this section, and that any application should go through the Local Board. (i.) Yes. (j.) Quite agree with this.
13. (a.) to (e.) Yes. (f.) Approved. Board to inspect, but not examine. (g.) to (h.) Yes. (l.) Yes, particularly for candidates for employment.
14. The Local Board entirely agrees with every section.
15. (a.) to (k.) Yes. (l.) Most desirable.
16. (a.) to (c.) Yes. (d.) No; the present rule works well. (e.) Yes, subject to veto by the head of the Education Department. (f.) Yes. (g.) No; the teacher should have power in the matter. (h.) to (l.) Yes.
17. Recommendations agreed with, with the following exceptions :—(b.) Such extended powers are not desirable. (f.) Official inspection by the Board once a year would be quite sufficient.
18. (a.) Approved. (b.) It would be an act of courtesy, and one probably attended with advantage to all interested, to consult the Local Boards in the first instance on any appointment made to or promotion in

public schools, but that "the recommendation by a Local Board that a teacher should be reduced or dismissed should at least be regarded as adequate reason for the removal of such teacher" appears scarcely compatible with justice. Such recommendation might well form ground for strict inquiry being made into any misconduct alleged against the teacher, but the final decision and disposal of the case should then rest with the Central Board. (c.) Approved. (d.) Full concurrence given to this recommendation. (e.) Assuredly. (f.) Agreed to. (g.) Yes. (h.) Yes; but would not Parliamentary authority be required for the levy of a rate, however small, for providing fuel?—though the existing scale of school fees could scarcely be made lower they are objected to by many as too high,—what would such persons say to an additional assessment on them for firing? (i.) Good. (j.) Approved. (k.) Should be introduced. (l.) A measure full of promise.

19. (a.) to (e.) Yes. (f.) No. (g.) Yes. (h.) As far as regards repairs. (i.) to (l.) Yes.

20. (a.) to (e.) The Board approves. (f.) In so far as relates to examination of school and school premises, but if it refers to the examination of scholars the Board considers it better to leave the subject to the Government Inspector. (g.) to (i.) The Board approves. (j.) The Board approves of a standard of competency, provided it does not release children from attending school under 12 years of age. (k.), (l.) The Board approves.

21. (a.) Do not think it desirable. (b.) We think the Local Board should have this power. (c.), (d.) Local Board should have the power. (e.), (f.) Yes. (g.) The power of giving permission to teachers should be vested in the Board, but not compulsion. (h.) We think that the sum of money allotted by the responsible Minister should provide for both repairs and firing. (i.) Agreed to. (j.) to (l.) We think these rules desirable.

22. (a.) They certainly should. (b.) This is desirable. (c.) Also desirable. (d.) Local School Boards should have these powers. (e.) This would be desirable. (f.) A good rule. (g.) We agree with this recommendation. (h.) We think the Local Boards should be entrusted with the power of arranging for firing and petty repairs, a sufficient sum being allotted in each case by the responsible Minister for both purposes. The latter recommendations as to firing would not work. (i.) This is a desirable rule. (j.) This is also desirable. (k.) This does not apply to this district. (l.) This is very desirable.

23. (a.) Important communications should. (b.) Agree. (c.) Should have such power. (d.) Desire such power. (e.) Yes. (f.) Once a year. (g.) Yes. (h.) Should be trusted with such power. (i.) A standard should be fixed. (j.) to (l.) Yes.

24. (a.) (b.) Yes. (c.) No. (d.) to (l.) Yes.

25. (a.) to (l.) Yes.

26. On the whole we think they would answer.

27. We quite agree with all the proposals in this question.

28. (a.) Certainly not. (b.) to (l.) Yes.

29. We approve of "Extension of Powers of Local Boards."

30. (a.) to (e.) We approve of these. (f.) If this refers to the examination of scholars, the Board think it better to leave it to the Government Inspectors. (g.) We approve of this. (h.) We approve of this, and think that a small local rate would be the best means of providing for firing. (i.) We approve of this. (j.) We approve of this, provided children are not to be exempted from attendance under 12 years of age. (k.) (l.) We approve of these.

31. To the whole extent fully.

32. (a.) Don't think so at all. (b.) In every case, by all means. (c.) Yes, certainly. (d.) Yes, by all means. (e.) Yes. (f.) Certainly. (g.) By all means. (h.) We consider it very necessary that the Minister should supply a sum of money for both firing and repairs. (i.) Yes. (j.) Certainly. (k.) By all means. (l.) Just what is wanted.

33. Perfectly approve of them.

34. (a.) Unnecessary, useless, and troublesome to all parties,—simply "red-tape and routine!" (b.) Extremely objectionable, as being, at least, open to abuse. The condition of a teacher should, as far as possible, be independent of local control and personal or political influence. The Central Board, under the advice of its Inspectors, and with its wider knowledge and experience of the character and capacity of the teachers, should be the best judge as to the propriety of making appointments, removals, or dismissals. (c.) Quite unnecessary, and probably injurious. The system should be as simple and uniform as possible. Besides, Local Boards already possess powers sufficient for remedy in this direction, so far as the minimum is concerned, viz.,—by issuing certificates of exemption. It is unlikely that they would desire to extend the maximum. In effect this proposal would empower a Local Board to over-ride and amend the Act of Parliament so far as the locality was concerned. (d.) They should be empowered to grant such a holiday under restrictions as to frequency, &c. The power of closing school would be useless. In such cases prompt measures and immediate action are necessary. Before the Local Board could hold a meeting the mischief would be done. In several instances, and whenever occasion demanded, the Chairman of this Local Board has, upon his own responsibility, immediately closed the school; and the Board of Education has always confirmed his action. In such urgent cases the Chairman of the Local Board should be empowered to send free telegrams to Education Office. As to the third point, Local Boards now hold this power. It is worse than useless to burden the regulations with unnecessary complications. (e.) Certainly; but only with consent of conductor. (f.) Yes, provided the Boards were elective. (g.) Better left, as now, to the conductor. Where there was sufficient inducement he would, if possible, establish one. But where day duty was heavy it would be oppressive to impose night work in addition. (h.) As to repairs, very requisite. But as to firing, let the master have an allowance for this purpose, as formerly, and let the Local Board report if he fail to make proper provision. How could Local Board collect local rate or subscription? how prevent the master from using the fuel extravagantly or for his own purposes? (i.) Impracticable in country schools,—at all events until education be free, as in Victoria. (j.) Positively injurious to the children and very disheartening to teachers, retaining all the drudgery of elementary teaching, and withdrawing the most promising pupils. This subject would be also modified by free education. (k.) Necessary where factories exist. (l.) Much needed. At present, many of the teachers not having been properly trained, there is a want of uniformity in the system of instruction and discipline, especially in matters of

detail. Consequently when one of the frequent changes in the conductorship of a Public School occurs the children have to unlearn much of their previous training and to commence again under a method differing more or less from that of the previous teacher.

35. (a.) Should pass through the Board. (b.) Should be with Board's approval. (c.) Agree with this. (d.) This power should be given. (e.) The Board should have power. (f.) Not necessary. (g.) Yes. (h.) Repairs only in hands of Board. (i.) Agreed to. (j.) We do not think so. (k.) Yes. (l.) We think so.

36. (a.) No improvement. (b.) No advantage in it. (c.) It would be well that the Local Board had such power. (d.) The Board should have such power to close the school; the latter part we are doubtful about. (e.) Such discretion is better left with the Central authority. (f.) A formal inspection seems superfluous here. (g.) Yes. (h.) Local Board should have power and funds to effect petty repairs; firing is provided by arrangement. (i.) This question is not clear. (j.) We believe a standard of competency is prescribed. (k.) A good and proper law. (l.) There should be a good Training School for Teachers.

37. (a.) Very necessary. (b.) Very good; but removal of teacher only after searching enquiry by Central Board. (c.) Yes. (d.) Certainly. (e.) Yes. (f.) Yes, provided they do not infringe on the duties of the Inspectors. (g.) Yes. (h.) Certainly. (i.) Very desirable. (j.) Yes. (k.) Yes. (l.) Very desirable.

38. Fully.

39. We heartily agree with each and every clause.

40. (a.) to (e.) Agree with these. (f.) We think this unnecessary if the regular Inspector visit the school twice a year. (g.) Yes. (h.) Quite agree with this so far that the Local Board be entrusted with this power; but think that the sums required should come from the General Revenue, as the collection of a local rate would entail considerable inconvenience. (i.) Very good clause. (j.) Very good. (k.) Agree with this. (l.) Quite necessary.

41. (a.) Extension of powers to some extent. (b.) Not desirable. (c.) to (e.) Yes. (f.) Not desirable. (g.) to (l.) Yes.

42. (a.) Yes. (b.) I believe that such power should be granted to the Local Board. (c.) to (e.) Agree with these recommendations. (f.) If Government pay Inspectors to inspect and report on the schools we feel satisfied with their report, and do not desire to be required to inspect and examine the schools. (g.) Agree with this recommendation. (h.) Local School Boards should have the power of expending small sums on petty repairs, and should have the management of arranging for firing by arranging with persons in the neighbourhood to bring a load of wood now and again. (i.) to (l.) Agree to these recommendations.

43. The Local Board quite agree with the recommendations of the Select Committee on Education.

44. (a.) It would take more time than the Local Board could afford to carry this out to the letter. We do not disapprove of it altogether; for instance, one teacher came to Bracknell, asked for the keys of the school, and we had not the least intimation of his appointment. Again, the last removal we had no knowledge of officially. (b.) We do not agree to the Local Board having such power. (c.) This we think advantageous. (d.) This is a step in the right direction. (e.) Yes. (f.) This we approve of. (g.) (h.) Yes. (i.) Standard three days per week. (j.) Approve. (k.) Yes. (l.) Any such institution would be a boon.

45. (a.) and (b.) Yes. (c.) Decidedly yes. (d.) Yes. (e.) No. (f.) Once a year. (g.) Yes; if the different sexes meet on different nights. (h.) Yes; but no local rate. (i.) to (l.) Yes.

46. (a.) Not necessary. (b.) to (l.) Yes.

47. (a.) The Local Board approves of this. (b.) (c.) (d.) (e.) The Local Board approve of these proposals. (f.) No; so far as relates to the school premises and its arrangements, the Local Board should have power to inspect, but examinations should be left to the Government Inspector. (g.) to (i.) Yes. (j.) We approve of a standard of competency, provided boys under twelve are not exempted from attendance. (k.) The Local Board approves of this. (l.) Yes, we highly approve of this.

48. (a.) Yes. (b.) We are of opinion that "an appointment to, or promotion in a Public School" should be subject to the approval or otherwise of the Local Boards. Also that in the event of a full meeting of the Local Board their recommendation should be so regarded. (c.) Yes, as to both. (d.) Yes. (e.) We are of opinion that it should. (f.) We are of opinion that they should be. (g.) Yes. (h.) No. (i.) Yes. (j.) We think that this should be so. (k.) We approve of this law as it stands. (l.) Yes.

49. (a.) and (b.) Yes. (c.) Very desirable. (d.) Necessary in this district. (e.) to (g.) Yes. (h.) Very essential. (i.) Yes. (j.) Very necessary. (k.) Should be strictly enforced. (l.) Much required.

50. Approved.

51. (a.) We certainly think they should. (b.) Cordially agree with it. (c.) Not agree with it at all. (d.) Agree to it. (e.) Agree to it. (f.) Cordially approved of. (g.) Certainly. (h.) We think it very desirable. (i.) An excellent proposal; the want of such standard of regular attendance is a great drawback. (j.) By all means. (k.) Should be rigidly enforced. (l.) Very desirable.

52. We agree with all the recommendations.

53. (a.) Quite unnecessary. (b.) Yes. (c.) Yes, subject to appeal to head quarters. (d.) (e.) Yes. (f.) Yes, once a year. (g.) Yes, with the teacher's acquiescence. (h.) (i.) (j.) Yes. (k.) There should be such a law. (l.) Training schools should be established.

54. The Local Board gives a general agreement to the recommendations referred to.

55. (a.) No. (b.) Approved of. (c.) Do not desire such power. (d.) Yes, the whole of this. (e.) Religious or public meeting; no other. (f.) Yes. (g.) Yes, with the approval of teacher. (h.) Yes, object to local rate. (i.) to (l.) Yes.

56. (a.) Too inquisitorial. (b.) I do not agree with it all. It places too much power in the hands of Local Boards, who are not always impartial enough to use it justly. (c.) I quite agree with that. There should be some discretionary power used in carrying out the compulsory clause, and also in deciding as to distance. (d.) to (g.) *In toto*. (h.) Yes, if such can be arranged; but it should not be left entirely dependent on those in the districts, who as a rule like to starve their pastors. (i.) to (l.) Yes.

57. (a.) Yes. (b.) This power of recommending reduction or dismissal of teachers might safely be delegated to the Boards if the schools were grouped together under one Board; but would be of question-

able benefit under existing system, and in the opinion of this Board the Local School Boards should not have any voice in the appointment of teachers. (c), (d.) Yes. (e.) Yes, at any rate in outlying districts. (f.) The clause is vague; we think inspection is better in the hands of an expert like Mr. Rule. (g), (h), (i), (j.) Yes. (k.) No factory, nor any children employed in the works here. (l.) Very desirable.

58. (a.) Unnecessary, as the Board can always be referred to when required. (b.) The Local Board does not approve of the recommendations. (c.) The Local Board should have such powers. (d), (e.) Yes. (f.) Local School Boards should be so empowered, and such reports would be advantageous. (g.) Yes. (h.) A sufficient sum should also be allotted for firing, as well as for repairs, as it is considered that the present arrangement by which many of the schoolmasters pay for fuel, is oppressive. (i.) Yes. (j.) Yes, but not to apply to children under 12 years of age. (k.) Yes. (l.) Very necessary.

59. (a.) Certainly not. (b.) We agree to this, with a rider to the effect that if the teacher be recommended by the Local Board for promotion that this recommendation should be attended to. (c.) The former part answered below—*vide* (j.); to the latter half we reply we think the Local Board should have the power. (d.) We quite agree with this clause. (e.) Certainly. (f.) We agree to this. (g.) Yes. (h.) We think this should be done, and that the necessary fuel should be provided from the same source, the Local Board arranging for the same at the lowest possible rate. (i.) Yes, but not less than four days each week. (j.) Yes.—*Vide* answer to (c.) (k.) It should be prevented. (l.) We require more information to answer this.

60. The Board approves of the recommendation of extension of powers to Local Boards.

61. (a.) The general business should come through the Board. (b.) The Local Board might have a voice in the matter. (c) to (j.) Yes. (k.) Good. (l.) Training schools for teachers desirable if the country can afford it.

62. (a.) to (g.) Approved. (h.) Fuel and petty repairs should be provided for by the responsible Minister. (i.) to (l.) Approved.

63. (a.) We think all communications or reports made by or to the teachers should pass through the Local Board. (b.) We think no appointment should be made to or promotion in a public school without the approval of the Local Board, and that the recommendation by a Local Board that a teacher should be dismissed or reduced should be deemed as adequate reason for the removal of such teacher. (c.) Yes, we think so. (d.) We think such powers should be given the Local Boards. (e.) Yes. (f.) Local Boards should be required to inspect their schools at least twice a year, and should be empowered to inspect their schools at any time a report of such inspection might be desirable. (g.) We think so. (h.) The Local Board should be entrusted the power of arranging for firing and effecting petty repairs, a sufficient sum being allotted for both by the responsible Minister. (i), (j.) We think so.

64. (a.) to (g.), and (i.) to (l.) Recommendations of the Select Committee on Education, 1882, approved. (h.) To the Local Boards should be entrusted the power of arranging for firing and effecting petty repairs, a sufficient sum being allotted in each case by the responsible Minister for both purposes, as practically the amount paid for firing does and still would come out of the pocket of the teacher, which, considering the present high price of living in Tasmania, and the miserable pay received by him, is unjust.

65. (a.) All communications between the teacher and the Central Board should pass through the Local Board. Communications between the teacher and Inspector should be direct. (b.) Appointments should be made by the Department. The Local Board should have the power to suspend, and insist on the removal of a teacher, giving reasons. Dismissal from the service to rest with the Central Board. (c.) The power proposed would lead to inequalities in regulations depending more on idiosyncracies of Boards than the varying conditions of localities. (d.) Power to close the school in an emergency should be given, immediate report being made to the Central Board. Power to give a holiday might be conferred, but this is of minor importance. The power of exemption already existing should be continued. (e.) Yes, in localities where no convenient building can be hired. (f.) Agreed to. (g.) Night school should be under the control of the teacher entirely. (h.) The Government should supply firing, as is now done in the case of police stations, etc. The Local Board agree with the proposal for effecting repairs. (i.) It is very necessary a standard should be fixed. (j.), (k.) Agreed to. (l.) Very necessary.

66. Sub-divisions (a.) to (g.) and (i.) to (l.) Recommendations of the Select Committee on Education, 1882, approved. Sub-division (h.) To the Local Board should be entrusted the power of arranging for firing and effecting of petty repairs, a sufficient sum being allotted in each by the responsible Minister for both purposes, as practically the amount paid for firing does and still would come out of the pocket of the teacher, which, considering the present high price of living in Tasmania, and the very miserable pay received by them, is unjust.

67.

68. (a.) No. (b.) Better remain as it is. (c.) No alteration in the maximum or minimum of ages, but that the maximum radius be extended from two miles to three during nine months of the year. (d.) Yes. (e.) No. (f.) Yes. (g.) No. (h.) Better remain as it is at present. (i.) We agree with that remark. (j.) Do not agree with that. (k.), (l.) We agree with that.

69. (a.) Communications affecting the discipline or well being of the school, relating to appointments, removal, or leave of absence of teachers or monitors, should pass through the Local Board. Ordinary communications not. (b.) to (f.) We concur. (g.) Yes; but the school should not be opened if the teacher is unwilling to undertake the duty of conducting it. (h.) The cost of firing, cleaning out offices and school-building, and of executing petty repairs, ought to be defrayed out of a sum to be placed at the disposal of each Local Board. (i.) to (l.) We concur.

70. (a.) No. (b.) Better remain as it is. (c.) No alteration in the maximum or minimum of ages, but that the maximum radius be extended from two miles to three during nine months of the year. (d.) Yes. (e.) No. (f.) Yes. (g.) No. (h.) Better remain as it is at present. (i.) We agree with that remark. (j.) Do not agree with that. (k.) and (l.) We agree with that remark.

71. I agree with the recommendations of the Select Committee, with the following exceptions:—(b.) I think the power of appointment should be vested in the paid head of the department only. (f.) This duty

should be left to one of the Inspectors of Schools. (h.) I am decidedly of opinion that a sufficient sum should be allotted for firing, as well as for petty repairs.

72. (a.) to (d.) Yes. (e.) and (f.) Approved. (g.) to (l.) Yes.

73. (a.) to (l.) Yes.

74.

75. (a.) to (e.) Yes. (f.) Yes; it would be advisable for the Local Board to visit at the time of the Inspector's visit. (g.) Yes. (h.) We think that the best arrangement *re* firing, should be that the Central Board place a sum of money in the hands of the teacher for that purpose. (i.) That the minimum be four days attendance per week. (j.) and (k.) Yes. (l.) Absolutely necessary.

76. (a.) We think that all communications of importance, such as reports, should pass through the Local Board, but there are at times communications of an unimportant character which it is not necessary for the Local Board to peruse, and which would only be delayed by such a course. (b.) to (f.) Approved. (g.) We think the teacher should have a voice in the matter. (h.) We approve of this recommendation, but think that the Government should also arrange to defray the cost of firing. (i.) to (l.) Approved.

77. (a.) Reports should pass through the Local Board as at present. (b.) and (c.) Yes. (d.) Local Board should have power by all means. (e.) Yes. (f.) Opinion equally divided on this question. (g.) Yes. (h.) In all cases the expenses of firing and other petty repairs should be provided for by the general revenue. (i.) A standard of regular attendance should be fixed. (j.) Very desirable to have standard of competency before children should be relieved of compulsory measures. (k.) Employers should be prevented from engaging children under twelve years of age, or until certificate of competency has been complied with. (l.) Establishment of training schools for teachers would certainly be a step in the right direction.

78. We agree with all the recommendations of the Select Committee on Education.

79. (a.) All communications should pass through the Local Board. (b.) Agree to the whole statement. (c.) Local Board should have the power in both parts of the statement. (d.) Local Boards should have such powers. (e.) Local Boards should have such discretionary power. (f.) Once a year. (g.) Such power should be vested in the Local Board. (h.) Agreed to. (i.) Yes; but country schools to have a lower standard than town schools. (j.) and (k.) Agreed to. (l.) Yes.

80. The Board fully agree with the recommendation of the Select Committee as to sub-sections (c.), (d.), (e.), (f.), (g.), (i.), (j.), (k.), (l.), but think that with respect to sub-section (a.) that all communications or reports made to or by the teacher should pass direct to the Central Board or Minister of Education, but a copy of such communications, where affecting the powers or duties of the Local Board, should be sent to the Chairman or Secretary. (b.) And as to sub-section (b.) that the Local Board should not have the power of appointment or dismissal under any circumstances, but should have the right of hearing complaints and forwarding the result to the head office; the power of appointment to be in the hands of the paid head of the department, subject to the approval of the Minister. (h.) The Board agree with the recommendation contained in this sub-section, except as to the method of providing the former by a local rate, which would be expensive and inconvenient out of all proportion to the amount to be raised.

81. With the whole of them, except a portion of section (h.), thinking it better, as the amount required is small, that the firing be provided for out of a sum to be allotted for such purpose, and the effecting of petty repairs by the Department of Education. The necessity of such a grant is apparent to all who have seen the half ruinous condition of our Public Schools. Rates are troublesome and costly to collect.

82. (a.) No. (b.) That a new teacher should be subject to the approval of the Local Board. (c.) Approved of. (d.) Yes; approved of. (e.) No. (f.) Yes; approved of. (g.) Should be left at the master's discretion. (h.) to (j.) Approved of. (k.) Does not apply here. (l.) Yes.

Question 47. *Is it, in your opinion, desirable that encouragement should be given to the establishment of Night Schools and Half-time Schools?*

1. Night schools of a permanent character are likely, I think, to do a work which it is desirable and reasonable for the State to encourage with substantial help.

2. Yes, where required.

3. I do not believe in half-time schools. Night schools should be encouraged.

4. Yes, where the attendance does not warrant the establishment of full schools.

5. See answer by No. 4, same Chairman.

6. See answer by No. 4, same Chairman.

7. Yes.

8. We are in favour of night schools and half-time schools.

9 to 11. Yes.

12.

13. Yes, but on a more liberal basis.

14. Yes.

15. Yes; they would be a great boon to farming districts and towns.

16. Yes.

17. Night schools might be encouraged in districts where education has previously been neglected, and half-time schools would be useful in thinly populated localities.

18. Yes, to the establishment of night schools, affording to many the only means of redeeming lost time; but half-time schools under ordinary circumstances are regarded as of little or no value.

19 to 23. Yes.

24. Yes, to night school, but not to half-time schools.

25, 26. Yes.

27. Encouragement should be given to night schools, but we do not approve of half-time schools.

28. Yes.

29. We approve of night schools, and decidedly object to half-time schools.

30, 31. Yes.

32. Yes, certainly.
- 33.
34. Night schools, yes. Half-time schools would be useful in sparsely populated localities, or for factory children.
35. We think it desirable.
36. A half-time school is certainly better than no school.
37. Very desirable.
38. We consider it undesirable to establish night schools in country districts, but approve of half-time schools in very thinly populated parts.
39. Very desirable.
40. Yes, wherever necessary.
41. In certain localities, yes.
42. It is desirable that encouragement should be given to night schools; but half-time schools do not, to my experience, work in a manner satisfactory to the teacher and parents.
43. Yes; but the teacher should be paid in thinly populated districts for a less number than 10 in attendance, that being the number fixed by the Board of Education to enable the teacher to receive any payment.
- 44, 45, 46. Yes.
47. We approve.
48. We are in favour of night schools, but not of half-time schools.
49. Yes.
50. Night schools might be useful in towns.
51. Yes, so far as night schools are concerned; No, with reference to half-time schools.
- 52, 53. Yes.
54. They should be encouraged where they are required.
- 55 to 58. Yes.
59. Yes, in certain cases.
60. Does not apply to this school.
61. Under certain circumstances.
62. Yes, as suitable to particular districts.
63. Yes.
64. Night schools and half-time schools most desirable.
65. Yes.
66. Night schools and half-time schools most suitable.
- 67.
68. Yes.
69. As to night schools, yes; as to half-time schools, no.
70. Yes.
- 71.
72. Yes, but Board should be more liberal.
73. Yes.
74. Yes; especially in country schools.
75. Yes, certainly.
76. We think it desirable that encouragement should be given to the establishment of night schools wherever practicable, but we disapprove of half-time schools.
77. It is not desirable to give encouragement to half-time schools, but night schools might be encouraged where good attendance can be insured.
78. In our opinion night schools should be encouraged where practicable. We do not think half-time schools should be encouraged.
79. Desirable.
80. Most desirable.
81. Yes.
82. Of night schools only.

Question 48. *Do you think the system of Public Primary Education should be extended in the direction of Infant Schools (Kindergarten system), Industrial Schools, Ragged Schools for orphans and neglected children, and Reformatories for youthful convicted criminals?*

- 1.
2. I think it desirable.
3. Do not coincide with Kindergarten system in this Colony. To rest of question, very desirable.
4. The expense would forbid their establishment in any but large centres of population; but Infant Schools on any approved system, conducted by specially trained teachers, would be a great boon.
- 5, 6. See answer by No. 4, same Chairman.
7. The general opinion of the Board was favourable to this proposal, but no decision was formally come to upon it.
8. We cannot give an opinion.
9. Approve.
10. Yes, for orphans and youthful criminals only. Neglected children should be treated as orphans, their parents prosecuted and placed in gaol, where they could be better employed than being at liberty and getting or producing children for other people to support, especially in this country where labour is so remunerative.
11. Yes.
- 12.
13. Approved.

14. Yes.
 15. Yes, where practicable.
 16. Yes.
 17. Such schools would be beyond the requirements of the country districts, but might be extended in the large centres of population. Reformatories for youthful criminals are much required.
 18. Would doubtless be extended with beneficial results.
 - 19 to 21. Yes.
 22. This question we have not sufficiently considered, and therefore cannot answer.
 - 23 to 26. Yes.
 27. We consider this proposal only applicable to large towns.
 - 28 to 30. Yes.
 31. Yes, thoroughly.
 32. Yes.
 - 33.
 34. Infant Schools are, in our opinion, of doubtful benefit. Children in these Colonies are generally rather too precocious, and there is great danger in pushing their education at too early an age. These schools could only be established in the towns. Industrial and Ragged Schools should be maintained by Government, and be under the control of the Education Department, with special regulations. Reformatories, as being penal establishments, should be controlled by special Boards, the moral character, rather than the mental powers, of the children being under treatment. These should have no connection with the Education Department.
 35. Yes.
 - 36.
 37. An open question.
 38. We approve of all these where the circumstances of the locality render them desirable or capable of adoption. In this district they will not be applicable.
 39. We certainly do.
 40. Yes.
 41. No.
 - 42.
 43. I do not think it ought to be extended in country districts.
 - 44 to 46. Yes.
 47. We certainly approve.
 48. We approve of such extension.
 49. Advisable as regards Reformatories and Industrial Schools.
 50. Decidedly ; very much needed.
 51. We cordially approve of it.
 - 52, 53. Yes.
 - 54.
 55. Yes.
 - 56.
 57. Board think their opinions immature, and decline to pronounce.
 58. The Local Board considers such extension undesirable, but would recommend that all schools in any manner supported or subsidised by Government should be subjected to regular and efficient inspection.
 - 59.
 60. Does not apply to this school.
 61. Hardly.
 62. The Public School system appears to satisfy all requirements for ordinary education, but Reformatories for juvenile criminals are considered desirable.
 63. Yes.
 64. All these schools, especially the Infant Schools and Reformatories for youthful convicted criminals, are urgently needed.
 65. Infant Schools are hardly applicable to rural districts. The Local Board consider it impossible too strongly to urge the establishment of Reformatories for youthful convicts.
 66. All these schools are much needed.
 - 67.
 - 68 to 70. Yes.
 - 71.
 72. Approved.
 73. Yes.
 74. Consider that these should be kept separated from this system.
 75. Not in the direction of Infant Schools ; but for all the rest.
 76. Yes, by all means.
 77. In centres of large populations.
 78. We think the system of Public Primary Education should be extended in the direction of the different classes named.
 79. System should be extended.
 80. The extension of the system in the direction indicated would be a public boon.
 81. Yes. No one acquainted with the Colony can doubt the urgent necessity for the establishment of Industrial Schools and Reformatories ; the absence of which latter is a disgrace to the Colony.
 82. Yes.
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QUESTIONS to be answered by Masters of Superior Schools, and other persons interested in Primary and Superior Education, transmitted by the Royal Commission on Education.

1. Do you regard it as a part of the duty of the State to make provision for the primary education of the young?
2. Is it the duty of the State to impart special religious instruction to the young? Or should the State only inculcate the general principles of morality, and afford facilities for clergymen or other duly qualified religious teachers to impart more special religious instruction at the school out of school hours?
3. Do you think it an undue interference with the liberty of the people for the State to make Education compulsory?
4. If Education is compulsory, should it also be free to all, or free only to those who are unable to pay for it?
5. If free to all, would you deem it best to pay the cost out of the general revenue of the Colony, or to raise it by local rates or by a general education tax?
6. Do you think the present standard of instruction in our Public Schools sufficiently high?
7. Though the standard may be sufficiently high for the great bulk of the children, would it be desirable to extend the range of subjects for the sake of the remainder, and particularly for the better preparation of exhibitioners for their work in Superior Schools?
8. Do you find exhibitioners generally as well prepared to begin their work in the Superior Schools as boys of their own age who come from Private Schools?
9. Would you be inclined to increase the number of Exhibitions to Superior Schools? [NOTE.—This question may be regarded as applying alike to the Exhibitions awarded by the Board of Education to boys under 12, and to those awarded by the Council to boys under 14 years of age.]
10. Would it appear to you an undue and unnecessary encroachment on the field occupied by private enterprise in Superior Schools if the State were either to very much raise the standard of instruction in the Primary Schools, or to establish Superior Public Schools?
11. Judging from your experience of boys in Superior Schools, would you think it quite practicable for boys or girls of ordinary ability to go through the six classes of the Programme of Instruction in six years, between the ages of 6 and 12 or 7 and 13? (Programme appended herewith.)
12. As a friend of education, would you be in favour of compelling such constant attendance (wherever such attendance is possible) as would be likely to procure for every capable scholar the highest acquirements the school affords?
13. For what number of days in the quarter should attendance be required?
14. Should children under "home tuition," or those attending private Primary Schools, be liable to examination in order to their exemption from attendance at Public Schools?
15. Should private school teachers be required to hold a certificate of competency in order that attendance at their schools shall pass as "attendance" under the Act?
16. Are the Council of Education Scholarships accomplishing as fully as is desirable the object for which they were established?
17. Does the educational equipment which has secured the Tasmanian Scholarship place our youth as well at the commencement of their University career as the youth who come from the great schools of England?
18. Can you suggest any change in the subjects or system of examination for the Tasmanian Scholarship which would be of advantage to the scholar at his University?
19. Do you think that the number of scholarships might be increased with advantage, without increasing the annual expenditure,—as, *e.g.*, by providing four scholarships of £100 each, tenable either at approved British or Colonial Universities; or, with an increased expenditure of £200 per annum, by providing, in addition to the two of £200 each now tenable in a British University, two more of £100 each, tenable either at a Colonial or a British University?
20. Do you think it would be desirable to throw open the Tasmanian Scholarships to others than the youth of Tasmania?
21. Do you approve of the constitution of the Council of Education?
22. Can you suggest any advantageous alteration in it?
23. Do you think the time has come for the establishment of a University in Tasmania?
24. Pending the establishment of a Tasmanian University, how do you think the Council of Education might best bring within the reach of a larger number than now participate in them the advantages of the higher intellectual culture?
25. Do you think the central control of our public primary education by the Board of Education is efficient and satisfactory?
26. Do you think it preferable, in lieu of the Board of Education, to substitute some other directorate or controlling authority? if so, will you state in whose hands that direction and control should be?
27. Are there any other suggestions you have to offer in relation to the improvement of our Educational system?

PROGRAMME OF INSTRUCTION.

CLASS I.

READING.—Tablets; First Book (Irish Series).

WRITING.—Single letters on slates from copy on black-board and tablets, and from dictation.

ARITHMETIC.—Figures up to 20 on slates from copy, and from dictation; oral addition and subtraction of numbers up to 10.

OTHER SUBJECTS.—OBJECT LESSONS. RHYMES.

[Children may be placed in the Upper Division of Class I. as soon as they are able to read the early lessons of the First Book with tolerable fluency.]

CLASS II.

READING.—Second Book.

WRITING.—On slates (round-hand), sentences from copy, and words from dictation; in copy-books, elementary lessons.

ARITHMETIC.—Simple Addition and Subtraction, with Notation up to four places of figures; and the Multiplication Table.

OTHER SUBJECTS.—GEOGRAPHY.—First notions. OBJECT LESSONS. RHYMES. NEEDLEWORK.

CLASS III.

READING.—Third Book.

WRITING.—On slates, sentences dictated from Reading Book; in copy-books, text and round-hand.

ARITHMETIC.—Simple Rules, with Addition of Money; the Tables of Money and Weights.

OTHER SUBJECTS.—SCRIPTURE LESSONS.—No. 1, Old and New Testament (Irish Series), or their equivalents. GRAMMAR.—Parts of Speech. GEOGRAPHY.—Map of Australasia, and Outlines of Map of World. OBJECT LESSONS. NEEDLEWORK.

CLASS IV.

READING.—Fourth Book.

WRITING.—On paper from dictation, and from copy.

ARITHMETIC.—Compound Rules, including Reduction; the Tables of Weights and Measures.

OTHER SUBJECTS.—SCRIPTURE LESSONS.—No. 2, Old and New Testament (Irish Series), or their equivalents. GRAMMAR.—Parsing. GEOGRAPHY.—Australasia, and Map of World in detail. OBJECT LESSONS. NEEDLEWORK.

CLASS V.

READING.—Fifth Book.

WRITING.—On paper from dictation; abstracts of lessons.

ARITHMETIC.—Practice and Proportion; the theory of Fractions.

OTHER SUBJECTS.—SCRIPTURE LESSONS. GRAMMAR. Analysis of simple sentences. GEOGRAPHY.—Europe. OBJECT LESSONS. NEEDLEWORK.

CLASS VI.

READING.—Sixth Book.

WRITING.—On paper from dictation; abstracts of lessons.

ARITHMETIC.—Vulgar and Decimal Fractions, Interest.

OTHER SUBJECTS.—SCRIPTURE LESSONS. GRAMMAR. GEOGRAPHY. ENGLISH HISTORY—Outlines. OBJECT LESSONS. NEEDLEWORK.

[A progressive improvement in intelligence and style of working, as well as in range of subjects, will be expected to be found in children who are advanced beyond the junior classes. No credit will be given for knowledge of subjects assigned to the higher classes if there be any deficiency in the elementary work.]

READING BOOKS.—The Books of the Irish Series constitute the standard Reading Books for Public Schools, and may not be superseded by any other publications without the written sanction of the Board.

NOTE.—Each Class may be subdivided into two or more Divisions, the lowest being styled Division 1. Children may be classified in the first instance according to their proficiency in Reading; but they are not to be promoted from any Class until, in the subjects of Reading, Writing, and Arithmetic, they have reached and passed the standard of instruction assigned to that Class. Promotions from Class to Class, or Division to Division, are, as a general rule, to be determined by examinations held by the Teachers at stated times, not less frequently than once in six months.

The Nominal Lists prepared for the Inspector's annual examination will include all the Children attending the School arranged as they stand in their regular Classes; but children who at the time of the examination have been less than one month in any such Class may, with the Inspector's sanction, be examined with the Class from which they have been recently promoted.

THE following gentlemen have forwarded replies:—

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| <ol style="list-style-type: none"> 1. Rev. J. C. Whall, M.A., Christ's College. 2. Henry A. Perkins, Esq., M.D., Hobart. 3. Rev. John Bennett, Principal Latrobe Academy. 4. Rev. Chas. Price, Launceston. 5. Rev. T. Kelsh, Campbell Town. 6. Rev. F. Shann, City School, Hobart. 7. Rev. John G. Millard, Launceston. 8. S. P. H. Wright, Esq., Glenorchy. 9. His Honor Mr. Justice Dobson, Hobart. 10. A. Ireland, Esq., Principal Scotch College, Hobart. 11. Rev. A. Doctor, Sorell. 12. Rev. Dr. Nicholson, D.D., Hobart. 13. Rev. George Clarke, New Town. 14. Rev. John V. Buckland, B.A., Head Master Hutchins School, Hobart. 15. G. Patten Adams, Esq., Hobart. 16. Rev. J. W. Simmons, Hobart. 17. F. Leicester Butler, Esq., Barrister at Law. | <ol style="list-style-type: none"> 18. Ven. Archdeacon Hales, B.A., Launceston. 19. Rev. F. E. Stephenson, Hobart. 20. Rev. G. F. Archer, B.A., Hobart. 21. Rev. R. D. Poulett-Harris, M.A., Rector High School, Hobart. 22. Hon. Henry Butler, Hobart. 23. Alfred Dobson, Esq., Hobart. 24. J. W. Tibbs, Esq., B.A., Hobart. 25. H. Gardiner, Esq., M.A., Hobart. 26. Bishop Murphy, D.D., Hobart. 27. The Very Rev. Archdeacon Hogan, Westbury. 28. W. Knight, Esq., M.A. 29. T. Stephens, Esq., M.A., Hobart. 30. Rev. H. D. Atkinson, B.A., Circular Head. 31. Claude H. W. Johns, Esq., B.A., Horton College, Ross. 32. William W. Fox, Esq., B.A., Head Master Horton College. |
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[The figures indicate the persons whose answers are given to the several questions as they correspond with those in the list above.]

Question 1. *Do you regard it as part of the duty of the State to make provision for the primary education of the young?*

1. Most certainly. The State confers certain privileges and imposes certain duties upon its citizens, and it is therefore its duty to do all in its power to enable them to appreciate the one and discharge the other. It is, moreover, answerable for the general well-being of all its members, and as education is a valuable agent for the amelioration of society, and calculated to promote the repression of crime, it is the duty of the State to make the best of it for the securing of these objects.

2. Yes.

3. Yes, for the needy young; not for others.

4 to 8. Yes.

9. I do.

10. I regard it as the duty of the State to make provision for the primary education of the destitute and neglected, and of assisting to educate those whose parents are unable to do so without some assistance.

11. Yes.

12. I consider it the unquestionable duty of parents to provide for the education of their children, and of the State to provide for the education of those whose parents are unable to do so.

13. In the present condition of society I think it is the duty of the State to make provision for the secular part of primary education. It is the natural duty of parents, but the State must either make parents do it or, failing that, may take the duty on itself.

14. For the primary education of the young of people in poor circumstances,—I mean to place education within the reach of all.

15 to 17. Yes.

18. I do.

19, 20. Yes.

21. I think so.

22. I do so regard it as assisting to bring up useful citizens and diminishing crime.

23. I regard it as a part of the duty of the State to make provision for the primary education of the young.

24. Most assuredly I do.

25. I do.

26. I reply that it is the duty of the State, for its own protection, to make the provision for the primary education of those of the young who are unable to pay, and provided that it is based on religion. Education being a thing of value is worth paying for in order to be duly appreciated, and it is not complete nor beneficial unless based on religion; for I consider that religious instruction should be the basis of secular instruction, should go hand in hand with it, so as to create a religious atmosphere around the young; whose minds should be imbued from their tenderest years with a knowledge of the supernatural end for which they were created, and frequently during the school hours to refer their thoughts, words, and actions to the honor and glory of God.

27. Yes, for those who are unable to pay for their education.

28. I regard it as a part of the duty of the State to make provision for the primary education of the young; but I hold that such provision should not necessarily be gratuitous or supersede the education available from private sources and consistently with the religious opinions of the parents.

29, 30. Yes.

31. I believe it distinctly the duty of the State, or the Government of the State, to care that every child has a sufficient amount of education to enable it to discharge efficiently in after life the duties of its station. That the State should endeavour to make each individual of its people an accomplished member of society seems to me Utopian.

32. I regard it as the imperative duty of every civilised State to provide for the primary education of the young.

Question 2. *Is it the duty of the State to impart special religious instruction to the young? Or should the State only inculcate the general principles of morality, and afford facilities for clergymen or other duly qualified religious teachers to impart more special religious instruction at the school out of school hours?*

1. This is a point on which my views have undergone very considerable modification. I am now distinctly of opinion that, provided all due care is taken to give all reasonable facilities for special instruction to their own children by ministers of the various denominations, it is very much better that the ordinary State paid teacher should confine himself to the inculcating of the general principles of morality. My reasons for adopting this view are as follows:—

- (1.) It is impossible, on the one hand, to make sure that the master is duly qualified to give such instruction; or, on the other hand, to prohibit him from general teaching because he is not; while it is very undesirable that the duty of imparting religious instruction should be committed to the hands of any and every one without discrimination.
- (2.) It would be utterly impossible for such master, if a conscientious adherent of his own particular sect, to avoid putting his own construction on passages involving doctrinal considerations. This would be unfair under a system of education which compels the attendance of all.
- (3.) The ministers of the various denominations are the most fitting teachers of their own doctrines, and presumably the most capable of imparting them.
- (4.) Such an arrangement would prevent jealousy, otherwise unavoidable, and would make the community more inclined as a whole to acquiesce in the State demands, as they would have no fear of attempts to proselytize.
- (5.) I am no believer in a system of religious education which consists simply in the reading or the learning of passages of Scripture unaccompanied with comment or explanation. My own experience as a child has taught me that such a system leads to the imbibing of erroneous ideas which it often takes long to eradicate. On the other hand, if explanation once begins, it is practically impossible to place any limit to its extent, and the door is consequently opened to the objections which I have urged above.

It must be clearly understood that my adherence to the position I have taken up depends entirely on the willingness of the State to afford ample opportunity for special religious instruction by the ministers of the various denominations. If it is not willing to do this, then I consider it its duty at all hazards to impart such religious instruction itself. I am no friend to a purely secular form of education which takes no count of religion and leaves the children to get religious instruction as they best can.

2. No. State should only inculcate general principles of morality by its own teachers, but should afford no facilities for clergymen or religious teachers.

3. It is not the duty of the State to do this, nor to arrange for clergymen or others to do it. Morality should certainly be taught.

4. It is not the duty of the State to impart special religious instruction. Impart principles of morality, and permit ministers to visit the school by arrangement with teachers during school hours or otherwise.

5. I believe it to be the duty of the State, not of itself to impart religious instruction to the young, but to respect the conscientious convictions of every creed, and, while demanding efficiency in inculcating secular knowledge, to allow each denomination to communicate that secular knowledge with or without religious instruction according as each denomination may judge opportune.

6. I think the State should impart special religious instruction. This, I think, may be done on unsectarian grounds by means of the Irish Board's Old and New Testament Lesson Books. The lessons therein are admirably selected, are framed carefully to avoid mere sectarian dogma, and in the hands of even a moderately competent teacher are calculated, in my opinion, to afford all the elementary religious teaching needed in youth. I consider the use of these or equivalent text-books in school far preferable to the relinquishment of the religious element or to the employment of clergymen or others out of school hours. Few clergymen have time for such work, and no clergyman is cordially acceptable to others than those of his own communion or sect.

7. I think it very desirable that the present system which requires teachers to give some Scriptural instruction, and which affords clergymen an opportunity of supplementing this, ought not to be interfered with. In addition to this I would include other qualified religious teachers: in some instances, clergymen could not afford the requisite time, and so provision would be made by which the work could still be done.

8. I think the State should only inculcate the general principles of morality, and afford facilities to clergymen or others qualified to give special religious instruction at the school-house.

9. I do not think it practicable in this Colony for the State to undertake to teach in its schools the dogmatic religious tenets of the various churches. The most it can do is to inculcate general principles of morality, and afford equal opportunities to ministers of all religions to impart such further special religious instruction as they may deem essential.

10. I think it will be readily admitted that on the kind of training our youth receives depends in a great measure the future character of the Colony. As man has eternal as well as temporal interests at stake, his education should be such as to fully discipline and develop his moral as well as his mental faculties; and, for such a purpose, a system from which the moral and religious element is wholly eliminated must be not only defective but positively dangerous both for the individual and the State. History affords abundant evidence of the fact that not mere material civilization (which is the outcome of a purely secular training), but a thorough Christian education, will give stability to a nation. The public and official utterances of some of the most thoughtful and liberal minded of statesmen, clergymen, and journalists of

the present day—men of high culture and well qualified to speak with authority on the subject—go to prove that the infidelity, atheism, and lawlessness in many countries, such as France, the United States of America, &c. are mainly attributable to the irreligious and secular education of the young. It is the duty of the State, then, to see that the youth of the Colony receive a moral training according to a Divine standard with the view of moulding them into right principles and habits of action. I am convinced that nothing but right moral principles, obtained from the Bible and indurated by early training into confirmed habits, will enable the young to battle successfully with the evils they will have to encounter. I have said moral principles obtained from the Bible, for if we ignore the only recognised standard of faith and duty, every man may then become his own law-giver. I am not prepared to specify the mode in which the State should discharge this duty, but effective measures of some kind should be adopted if the Colony would avert the fearful retribution which its continued indifference and culpable neglect must entail. It is quite plain that under existing circumstances the day-school teacher, with so many subjects which he must teach, and teach thoroughly, and trammelled also by the opposition of conflicting creeds, is precluded from doing much, if anything, in this matter; and Sabbath-school instruction cannot supply adequate moral instruction. Secular instruction for six days in the week, with perhaps the demoralizing influence of evil example both at home and among his fellows, leaves a youth but little chance, despite the few hours of religious training he may receive in one day out of seven, to grow up a useful and honourable member of a Christian community.

11. The State should inculcate the general principles of religion and morality, and leave the teaching of special religious doctrines to clergymen or other duly qualified persons.

12. I think the giving of special religious instruction to the young is specially the duty of parents and the Churches: but I am, at the same time, decidedly of opinion that the State, in providing for the education of the young, is morally bound to see that religious instruction be not excluded from the schools. Education without religion has often been found to be an instrument of evil rather than of good. The present condition of the world affords abundant proof of this. Although, therefore, it may not be the function of the State to teach the special doctrines of Christianity, it is, I respectfully submit, incumbent on the State to provide for the young mind being brought into contact with the Word of God, which is the true foundation of all true religious knowledge. It is plain that if the Bible be excluded, the only effectual means of teaching even the general principles of morality is excluded.

13. The State is not competent to undertake the religious part of education. It involves an inquisition into the faith of the masters and the adoption of some standard by which it may be tested, and it would at once bring on a conflict with those citizens who might object to the standard of the Government. The State can furnish no security against the sceptical teaching of the sceptic, or the denominational teaching of the believer; but I think that facilities should be given for religious instruction by clergymen or laymen approved by the parents, but not so as to break in any way on the common order of the work in school hours.

14. I do not think it possible under present circumstances.

15. I consider it the duty of the State to impart special religious instruction to the young.

16. The State should teach general principles of morality and religion, leaving special instruction to other agencies.

17. I do not consider it to be the duty of the State to impart special religious instruction. Let the master give general religious instruction to all those whose parents do not object, keeping clear of doctrine as far as possible, whilst facilities are given to clergymen or other duly qualified teachers to instruct those whose parents may object to the teaching of such master.

18. Education consists not merely of instruction,—that is, of teaching and training the mind in subjects useful to enable a person to get on in life,—but also of forming right motives for conduct. If this latter be omitted, the natural tendencies to vice and crime are supplied by the remaining processes of education with weapons for their exercise, and are made more dangerous. Instruction in morals will be feeble if their ground and authority are not clearly and fully taught. The welfare of mankind is part of the ground, but is not sufficient when the supposed interests of an individual clash with those of the community. A man must be taught that the Creator forbids vice and wrong, and that he is bound to obey, though he should suffer. Even this motive is insufficient until he learns to love the good and to hate the evil, and no teaching has ever shown such power to do this as the story of Jesus Christ,—and it is found to be adequate. The State can only act upon common sentiment: if that is not Christian it cannot teach Christianity; if it is Christian, then no reasonable objection can be made by any section of Christians against readings about Jesus Christ extracted from any correct translation of the Greek Gospels. Such readings are to be found in the Irish Books professed to be used in these schools. I observe, however, with regret, that these books are being quietly put out of the schools in favour of a new book from which such lessons are excluded, and that morals, as well as Christianity, are almost entirely ignored. This is a change uncalled for by the community; contrary to the professions of the Board; and certain to be disastrous in its effects.

19. If the State undertakes the education of the young, I regard it as its duty to see that that education includes religious instruction. The grounds on which the State undertakes the work of education are,—(a) That as its people are educated its wealth is increased. (b) That security and good order are thereby promoted. (c.) That the influence and power of the nation are thus increased. Now these objects, especially the second, are, I believe, secured by education only in proportion as that education is of a religious character. An education without religion will, I believe, be useless in effecting the very ends which alone justify the State in undertaking the work of education. It may, however, be asked: "If the State undertakes the secular part of education, cannot parents and Churches be depended on to supply the religious?" I answer, "No." As to parents, large numbers of them, if public education is provided, regard themselves as freed from all responsibility, and do not understand the distinction made by the advocates of secular education, or the reason for it. As to the Churches, if there were one national and wealthy Church it might do this work; but with the differences in the Churches,—many of them, too, being undermanned,—I believe that they could not of themselves do the work of elementary religious instruction efficiently. It is asked, "Cannot the State confine itself to the 'general principles of morality?'" I reply that these cannot be successfully taught,—that is, taught so as to have much influence upon the life, except

upon the basis of directly religious teaching. For instance, the immorality of falsehood cannot be easily shown to a little child except by reference to the existence of a God and to His displeasure with lying, &c. Such considerations as these make one think it desirable to continue the present plan in which teachers are required to give elementary biblical instruction, which ministers of religion may arrange to supplement if they choose.

20. No. Afford facilities, &c. for clergyman, &c. out of school hours.

21. I find it hard to answer this question. My own feeling is, that it is the duty of a Christian State to see that the young are brought up as Christians; but I recognise the difficulty of applying this principle, especially where there is no Church Establishment.

22. I do not think that it is the duty of the State to impart special religious instruction, having in view the fact that the Government, on a previous occasion, with the concurrence of the Parliament, has agreed to pay a commutation instead of the definite sum provided in the original Constitution of the Colony for certain defined religious bodies. Irrespective of that cause, on general principles I am of opinion that in our primary schools, where the pupils receiving instruction correspond in their family circles to so many and varied religious opinions, it would be impossible in a small community to divide the schools into so large a number as to secure to each of the pupils special religious instruction by the master having the charge of the school. Every instructor of youth has the occasional opportunity arising to inculcate the general principles of morality. I am of opinion that the highest tone of religious feeling is to be obtained by the participation in home worship. The sense of responsibility in securing this daily re-acts on parents and children. Beyond this, it is desirable that all facilities should be afforded to clergymen, and others competent, to impart religious instruction at such times that will not interfere with adequate attention to school duties.

23. It seems to me to be practically impossible for the State, in these days, to impart special religious instruction to the young. The schoolmaster should as much as possible inculcate general principles of morality, and facilities should be afforded to clergymen or qualified religious teachers to impart special religious instruction. I have not sufficient experience of the working of the Public Schools to venture an opinion as to whether, having regard to discipline and convenience, the instruction should be imparted in or out of school hours. It is to be regretted that so few clergymen or teachers of the different denominations avail themselves of the facilities at present afforded by the Board of Education for imparting religious instruction.

24. I think that the State should impart religious instruction to the young *through its clergy*, and not through its ordinary schoolmasters. Further, I believe that the facilities afforded to the clergy by the Board of Education are ample for the purpose.

25. In my opinion it is no part of the duty of the State to impart special religious instruction to the young. I think special religious instruction should be kept quite distinct from the ordinary school work; otherwise, it becomes task-work, under pains and penalties, and religion is thereby, in many cases, rendered hateful instead of lovely in the eyes of the young. The State has discharged its duty when it has provided for secular education, embracing, of course, the general principles of morality; but the most ample facilities should be afforded to clergymen and others for imparting special religious instruction at the school out of school hours.

26. In case the State educates at all, it is its duty to provide for special religious instruction, through the recognised religious authorities, but not to impart it. To inculcate the general principles of morality to the young is, in itself, insufficient, for, in order to be effective, it should be grounded on Christian morality, which is founded on dogma,—such as the existence of a personal all-seeing God, the atonement for sin, future rewards and punishments, and sacramental grace, &c. I believe that the imparting of special religious instruction at the school, out of school hours, to be inadequate, without touching the theoretical question.

27. It is the duty of the State to provide, not to impart, special religious instruction in schools established by the State. To inculcate the general principles of morality to the young is, in itself, insufficient, for, in order to be effective, the sanction enjoined by the Christian law is necessary,—such as future rewards and punishments, the existence of an all-seeing personal God, atonement for sin, and sacramental aid,—all which imply the necessity of dogma. As to imparting religious instruction at the school out of school hours, while none is given in the school, I deem it inadequate to a complete education, for I consider that religious instruction should be the basis of secular instruction, should go hand in hand with it, so as to create a religious atmosphere about the young, whose mind should be imbued from the tenderest age with a knowledge of the supernatural end for which they are created, and frequently during school hours made to refer their thoughts, words, and actions to the honor and glory of God.

28. Where the State refrains from special religious instruction generally, it would be illogical for the State to impart such instruction to the young. I think facilities should be afforded to clergymen or other duly authorised denominational teachers to impart special religious instruction in school hours.

29. Yes; provided that there is no interference with the rights or conscientious scruples of the natural guardians of the children, and that due supervision is maintained by competent officers over the teaching. To leave children to the chances of instruction afforded by casual or infrequent visits of persons who are under no responsibility to the State, is, so far as regards a large proportion of the scholars of Public Schools, to practically deprive them of all opportunities of religious instruction.

30. I do not think it desirable for the State to impart "special religious instruction," because it would be found difficult in practice to avoid *sectarian* teaching and the introduction of the dogmatic tenets which happened to be agreeable to the teacher. The general principles of morality ought certainly to be taught, both directly as a part of the educational scheme, and indirectly in the general management of the school and instruction of the pupils. Facilities might be afforded to clergymen,—but they are at present, and my own experience leads me to infer that very little use is made of them. I do not approve of clergymen coming into State schools and selecting the lambs of their particular folds and imparting religious instruction to them. The fittest place for religious teaching is the Sunday-school; and if Sunday-schools were properly conducted, and made attractive to children, they would become adequate to all religious needs. It is certainly better to keep teachers away from "religious" instruction, as at present understood.

31. Religious and moral education I believe a more general want than purely secular instruction in this Colony; and it would be a remunerative expenditure to try and ensure in cases, where ministers of religion are inaccessible, that a thorough conception of the moral duties of a man to his fellows, and a citizen to the State, should be early inculcated, and good conduct and pure morals fostered. As ministers of religion are often careless, incompetent, or otherwise inefficient, and, moreover, as there is no check on their efficiency,—no standard by which to measure work done,—I venture to recommend the ensurance of its faithfully being attempted, to entrust the moral and religious training to the schoolmaster, while affording every facility to the recognised teachers of religion to pursue their work in their own style. As it seems to me that the moral depravity of a community is more costly than even the intellectual, I deem it well worth while to attempt some well-considered scheme for moral education of the people in early life, rather than shelve the undoubted difficulties of the subject by confining the attention of the State to secular education. Having read and thought on the subject to some extent, I am inclined to name the Bible as a principal text-book on this subject, and most excellent guide to the teacher in his moral lessons. I know of no other book which seems calculated to be equally useful.

32. I think that religious instruction—meaning instruction in the Scriptures—should be a part of the school work. The question is beset by grave difficulties, but, in my opinion, some of these might be met by using the Bible, or selected lessons from it, as one of the school reading-books. An exception might be made in the case of children of parents,—Jews, Roman Catholics, and others,—who object to our Bible. I do not see how any attempt to impart religious knowledge by clergymen or others out of school hours can succeed. If persons could be found to undertake the work with any regularity, the children could hardly be expected to attend after school hours.

Question 3. *Do you think it an undue interference with the liberty of the people for the State to make Education compulsory?*

1. No; certainly not. It is the duty of the State in matters of education, as in all else, to do what it considers best for and most calculated to promote the welfare of its citizens, and of the citizens to acquiesce in the same. My answer to Question 1 will bear further on this point.

2. No.

3. Compulsion should be limited to the elements to save the State from barbarism.

4. No.

5. No, when provision is made as above for non-interference in religious matters.

6, 7. No.

8. I think that education should be compulsory.

9. I have always held the opinion that it was the duty of the State to enforce the due education of its youth, and, acting upon this opinion, in 1868 I procured the approval of my colleagues, Sir Richard Dry and the Hon. T. D. Chapman, to my introducing a Bill to Parliament to make education in Tasmania compulsory. In working out the details of the measure I had the valuable assistance of the Hon. H. Butler. The measure was carried by a very small majority, but it placed Tasmania in the position of being the first portion of the British Empire (except, I think, Heligoland) in which the principle of compulsory education received the sanction of law.

10. Education should be compulsory. It has been clearly demonstrated that neglected children form the raw materials out of which full-grown criminals are made. No man has a right to rear a brood of vicious larrikins and let them loose on a civilized community. When, therefore, parents cannot or will not educate their children the State is bound, for its own protection, as well as in the interests of such neglected children, to interfere and undertake the task.

11. No.

12. I do not.

13. As a rule the State may make education compulsory without infringing upon the rational liberty of the subject, but it is a rule with exceptions, such as the ill-health of a child, mental infirmity, distance from a school-house, and so forth. I am of opinion that education should also be free to all. The exemption from payment of those who are unwilling or unable to pay the fees is, under our present system, a constant source of dissatisfaction. Drunken parents, for instance, can often pay if they would, but will not, and the Local Boards are shut up to the choice of either admitting their children free or leaving them to run wild. Poor parents who pay the fees think it hard that their neighbours who are better off than themselves should be allowed the privilege of educating their children without cost because they are dissolute and improvident heads of families.

14 to 17. No.

18. I think education should be compulsory.

19. No; because the liberty of the individual must yield to what is essential to the general welfare of the community.

20. No.

21. I think not.

22. The State in modern times interferes with the liberty of the subject so far as requiring that children shall obtain the necessities of life: certainly the provision of primary education should also be peremptorily secured for them.

23. I am decidedly of opinion that the State should make education compulsory, not merely upon the ground that education is a good thing for children, and tends to make them grow up more useful members of society, but because a certain amount of education is as necessary for a child's mind as food and clothing is for its body. A child who grows up without education suffers a cruel and, probably, a permanent injury which may, perhaps, be worse than any physical injury can be. So soon as the influence of education is more widely spread we may hope that the neglect of a child's education will be considered as disgraceful. Compulsion may eventually become a dead letter, as it is in Germany, and parents will educate their children willingly, and not because they are forced to do so.

24. I believe in compulsory education. Far from it being undue interference with liberty, I consider it absolutely necessary to the safety of society.

25. I think not.

26. I do not think it would be an undue interference with the liberty of the people for the State to make education compulsory under the above reserve of religion, and as such free only to those unable to pay, and the cost to be defrayed out of the General Revenue.

27. I think that in schools where provision is made for special religious instruction education may safely be made compulsory by the State.

28. I do not think it an undue interference with the liberty of the people for the State to make education compulsory.

29. No.

30. Not only, in my opinion, ought education to be made compulsory by the State, but I do not think the State can do its duty towards the young by any other method. Compulsory education answers admirably elsewhere, why not in Tasmania? I have had a good deal of experience in the matter, having been a pretty active Chairman of several Local School Boards since their introduction, and I most unhesitatingly denounce the present system as inadequate, and vexatious to all who are interested in the education of young people. Parents of children in country places will not deny themselves for the sake of a little "schooling." Compulsory education seems only natural, and would save members of Local Boards a great deal of worry and trouble, and give far better opportunity to the teachers for obtaining satisfactory results.

31. Education to a certain standard—sufficient for a man to understand his duty to his neighbour, his privileges and duties as a citizen, and to appreciate the necessity and value of honest work—should be, as far as possible, inevitable; while leaving every liberty to the people to direct the education of their children in accordance with their own intentions respecting their future.

32. I am of opinion that education should be compulsory.

Question 4. *If Education is compulsory, should it also be free to all, or free only to those who are unable to pay for it?*

1. Only to those who are unable to pay. Though education is a duty, it is also a privilege, and may fairly be paid for as such. What is worth having is worth paying for in education as in all else. I think experience goes to prove that people as a rule place a higher estimation on that which costs them something than on that which they get free gratis for nothing.

2. Free only to those unable to pay.

3. Free only to those unable to pay.

4. Free only to those who are unable to pay?

5. Free only to those who are unable to pay for it.

6. Free only to those unable to pay for it.

7. For those only who are unable to pay, otherwise the State would be entering into competition with private individuals. Then, again, persons have no right to expect the State to do that for them which they are well able to do for themselves.

8. It should be compulsory, and free to all because it is compulsory.

9. I do not think that education, because it is compulsory, should therefore be free to all. On the principle that no man should be allowed to cause danger or annoyance to his neighbour, so a parent should not be allowed to bring up his child in ignorance and vice, rendering it probable that he will become a source of mischief to his fellow men. I look upon the education of the mind of the child as being as much the duty of the parent as the nourishment of its body. When he has sufficient means the parent should provide for education as he does for food, where he is unable to do so the State should aid him. In answering the question, whether in my opinion education if compulsory ought not to be free, I was influenced to a great extent by the consideration of what appeared to me practicable. To exemplify what I mean, when I introduced the bill to render education compulsory the financial position of the Colony was such as to place free education amongst those things which were out of the region of practicable politics. Whether it is so still is a question for politicians to decide. On mature consideration, I desire to state that I think that in *principle*, where education is compulsory it ought to be free? The State is greatly benefited by the addition to its numbers of well trained and educated citizens; and I am of opinion that as the benefit is common to the community at large, it is not fair to impose by law the burden of attaining this result upon the pocket of the parent alone. He has already a heavy burden to bear in the maintenance of his children; and in contributing to the general revenue he would be contributing his quota as a member of the community toward the education of his children were the schools maintained out of the public purse.

10. Free only to those who are unable to pay.

11. Free only to those who are unable to pay.

12. Free only to those who are unable to pay.

13. See answer to Q. 3.

14. Free only to those who are unable to pay for it.

15. Free only to those who are unable to pay for it.

16. Free to all.

17. Free only to the latter.

18. I think it sufficient to make the fees moderate and easy for families.

19. Free only to those who are unable to pay for it.—(a.) Because a free system increases the burden of taxation on those who are not directly and personally benefited, as, for example, persons having no children, or those who do not care to send their children to State schools. (b.) Because local interest would not be excited to the same extent in schools entirely supported out of the public revenue as where the parents by payment of the fees bear part of the cost, neither would there be in such a case the same claim for local participation in the management as under the present system. (c.) Because in making payment direct from their own pocket parents will value the education most, and will send their children to school with most regularity.

20. Free to those only who are unable to pay. There cannot be many unable to pay 3d. a week.

21. I think that education is likely to be much more highly appreciated where people have to pay for it than where it comes as a gift.

22. Following out the previous question, where parents can provide adequate nourishment and clothing for their children they are compelled to do so, I think the same theory should obtain with reference to primary education.

23. This is a difficult question, and one of the greatest importance to us as a young and growing community. The wrong step in either direction may hereafter lead to disastrous results. It does not at all seem to follow that because education is compulsory it should therefore be absolutely free; and as at present advised, I am of opinion that it should be free only to those who are unable to pay for it. One of the arguments used in favour of free education, namely, that some families are branded with the stigma of pauperism because they cannot afford to pay for the education of their children, appears to me to be sentimental rubbish. A man ought not to marry unless he can provide his children with the necessities of life, including some amount of teaching. To use the argument of a writer on political economy, parents in bringing children into the world incur the responsibility of feeding, clothing, and educating them (*i.e.* educating them up to a certain point), and if they undertake this responsibility without being able to fulfil it they justly deserve to bear the stigma of pauperism. In this Colony great abuses exist with respect to out-door relief afforded to so-called paupers, and if parents, who by practising a little economy could afford to pay some school fees, were let off free, such a system would probably tend still further to pauperise the community. In fact, if the law provided that every person could legally call upon the State to pay for the education of his children we should be introducing a kind of Poor Law system. I am aware that the "free" system exists in Victoria and in some other few countries; so does the system of "protection;" but the existence of such systems in those particular countries does not prove that the systems are the best or the fairest. Give free education and you encourage the improvident and thoughtless to look to the State for help in too many other directions. Up to what standard are children to be educated at the expense of the State? If the system of free education were once introduced it would be almost impossible to change it, however much an alteration might be desired. Some strong arguments may of course be advanced in favour of free education, and difficulties no doubt exist in carrying out the present system. The teacher may meet with hindrances, and incur odium in collecting the fees, and the question arises whether he ought to be placed in such a position. Such a state of things may tend to prejudice his influence with parents and children. Would it be possible for some Government or public officer in the district to collect the fees?

24. In a Colony like this, where we have *no real poor*, I object to free education. I think that free education is liable to be undervalued by children and parents, particularly by the latter. If it is found necessary to have free education (in exceptional cases), there should, in Hobart and Launceston, be a special free school, and no free scholars should be taken at ordinary Board Schools; in this way the list would be minimised. There should be no Ragged Schools.

25. I am strongly of opinion that education should not be made free except to those who are unable to pay for it. I regard it as the duty of the parent to provide for the education of his child; and I believe that when he does this he takes more interest in the child's progress; he sees to its attendance at school, and he is directly impelled to the exercise of that parental control the absence of which is in many cases so manifest in these colonies. I think the State should be slow to relieve parents of any part of their responsibility for the proper up-bringing of their children.

26. See answer to Q. 3.

27. I should advocate free and compulsory education only for those who are unable to pay for it.

28. I think it should be free only to those who are unable to pay for it.

29. There seems to be no reasonable ground for relieving parents who are not paupers from all pecuniary responsibility for the education of their children.

30. Free to all.

31. Education should be free to all, but... (see answer to Q. 5).

32. It should be free only to those who are unable to pay for it. Very few in this Colony are so poor as not to be able to afford to pay the very moderate fees of the Public Schools, and what costs something is likely to be more highly valued than what is simply given.

Question 5. *If free to all, would you deem it best to pay the cost out of the general revenue of the Colony, or to raise it by local rates or by a general education tax?*

1. It seems to me that the term "free education" is somewhat of a misnomer. It is, rather, a question between direct and indirect payment. Money will have to be found somehow for the carrying on of the work, and if it does not take the form of a direct contribution on the part of the parent, it will take that of indirect taxation. Some of the lower classes will, I suppose, be freed; but the rest of those who take advantage of the public schools, or who pay large sums for the education of their children elsewhere, will have to pay for the education of their own children and for that of their poorer neighbours also. Local taxation would, I think, be objectionable in that, under such a system, the incidence of taxation would not be equal, but would depend upon the needs of each particular community; whereas it is not particular communities, but the State in general, that is now concerned. The imposition of an education tax would seem to have the effect of taking away with one hand what was given with the other; and therefore, if one of the three plans mentioned must be adopted, I am inclined to support the first, as, although the same amount of money would be required, it would give an air of greater reality to the boon, inasmuch as the money would come from a fund voted for the general purposes of government, and not from one formed for a particular object.

2. Answered in Q. No. 4.

3. Much as the Poor Rates are raised.

4. Not free to all.

5. As at present, out of the general revenue of the Colony.

6. I would advocate the raising of funds for the education of those unable to pay for it by a general Education Tax.

7. To be paid out of the general revenue.
8. Under existing circumstances, I am in favour of the cost being paid out of the general revenue of the Colony. Local taxation would in some districts lead to local obstruction.
9. I think that, if the cost is to be paid at all, it should not be paid out of local rates if that would give the local authority control over the schoolmaster. Upon the whole, I think that the general revenue is the fairest source from which to defray the cost.
10. Many could not, and others would not, avail themselves of the benefits of a free education for the young, and it would be unjust to tax such for the education of those who were differently situated or were less scrupulous. In educational matters the State might safely follow the precedent established in connection with surgery and medicine,—let those pay who can, and to those who cannot, give medicine and medical attendance gratis : so with education.
- 11.
12. I am convinced that to make education free to all is unwise, and the provision for those who are not able to pay I think should come out of the general revenue.
13. I do not think that in the present state of the Colony it would be wise to raise the money for compulsory education either by local rates or by a special education tax. I should say that perhaps one half of the parents in the community care very little about the teaching of their children,—too little, at any rate, to make any sacrifice for such an object. They did without learning themselves, and they do not see why their children might not get on as well without so much schooling. The time I hope will come when a large share of the cost will be raised, as in the English Board Schools, by a local and specific rate; and I think that should be kept in view as the plan that shall be ultimately adopted. One necessary step in the right direction might be taken at once, namely, to divide the whole Colony into Education Districts (say six), besides Hobart and Launceston, which should be kept by themselves. Until the country is so mapped out the rating in different districts would be very unequal. Provisionally, therefore, if education is to be free, I think the cost should be borne by the general revenue.
14. Out of the general revenue.
- 15.
16. In the present state of public feeling, out of the general revenue. When ratepayers generally become more thoroughly interested in public questions, the local rate would not be without a decided advantage.
- 17.
18. If free to all, the cost should come from the general revenue.
- 19.
20. If free (which I would not have it), pay cost out of general revenue, not local rates. A tax would be hard upon parents who send their children to private schools.
- 21.
22. The desirable mode of applying taxation for educational requirements has long been a study for the statesman. I would incline to the opinion that it would be most desirable that the expenditure should be defrayed out of the public revenue. It becomes the policy of the State for the general benefit induced. If supplied by local rates, experience tells us that the schools are starved, as is generally the case in America. I am so insufficiently informed as to the details of the supply by a general educational tax that I am unable to form an opinion.
23. The question does not suggest the basis upon which the local rate or the general education tax would be levied, but whatever the system might be, I should deem it by far the best plan to pay the cost of free education out of the general revenue of the Colony.
24. *Vide* answer to Q. No. 4.
25. In view of my answer to Question 4, I need not answer this.
- 26.
27. Under the reserve made, I would have the cost defrayed out of the general revenue of the Colony.
28. I think the economy encouraged by the rate being local would, perhaps, be more than counterbalanced by the possible inadequacy of the provision made in certain cases.
29. If free to all, education should be partly maintained at the cost of the State, which is thus enabled to exercise necessary control, and to stimulate local interest in the education of the young. Local payment in some shape or other is considered a necessary condition all over the world, except in some of the Australian Colonies,—whose experience is too brief to allow them to be safe guides.
30. It might be better, all things considered, to pay the cost of education out of the general revenue of the Colony.
31. Education should be paid for by a general tax falling with greater weight on those best able to pay, and exemption from this tax be granted to those who pay for the education of their children at superior schools. While in England local taxes or rates are just, here they seem likely to fall unfairly upon a few in many of the remoter parts of the Colony.
32. If free to all, the cost should be paid out of the general revenue, as in other State Departments.

Question 6. *Do you think the present standard of instruction in our Public Schools sufficiently high?*

1. I do not know enough of the working of Public Schools to give an answer of any practical value to this question. The exhibitioners do not come under my notice till after some years' training at the superior schools.
2. No.
- 3, 4, 5. Yes.
6. I do.
7. As far as I can judge, it is not sufficiently high.
8. I am not prepared to answer this question.
- 9.
10. I am of opinion that as far as secular education is concerned the State does quite enough when it provides elementary instruction for the destitute and the poorer classes.

11. Yes.
 12. I do.
 13. The standard of the Public Schools is not, I think, sufficiently high for those who might go further; for the great majority, I fear that, as it is, they fall short of really mastering it.
 14. Yes, as far as I am acquainted with it, and the purposes it is intended to fulfil.
 - 15, 16. Yes.
 17. Cannot say.
 18. I think the present standard high enough.
 19. Yes, I think so.
 20. Yes, for the great bulk of the children.
 21. I think so.
 22. Yes, for the large majority of the children who attend the primary schools.
 - 23.
 24. The present standard of instruction is quite high enough. I think that a plain, sound education can be obtained at our Board Schools, and that they are doing excellent service in turning out useful young colonists.
 25. I think the standard sufficiently high for the great bulk of the children.
 26. Yes, for the humble classes.
 27. I think the present standard of instruction sufficiently high for the great bulk of the children; but for the remainder, or for those who are able to pay, I would recommend intermediate schools, where the range of subjects may be extended so as to prepare pupils for their work in superior schools.
 - 28.
 29. Very different interpretations are put upon the prescribed standard of instruction. As it is understood by properly qualified teachers, it is sufficiently high for any primary school.
 30. I think the present standard might be raised with advantage,—if not in all cases, yet where the Inspector considered it desirable.
 31. I consider the present standard of secular education sufficiently high; but the efficiency of its curriculum might be enhanced by greater rewards and more frequent examinations. The moral education in this, as in other English speaking countries, is in a lamentably inefficient condition.
 32. I am not sufficiently well acquainted with the present standard of instruction in our Public Schools to answer this question. If the programme appended to Questions be thoroughly carried out I think it is as much as can be expected from the bulk of the children attending these schools.
7. *Though the standard may be sufficiently high for the great bulk of the children, would it be desirable to extend the range of subjects for the sake of the remainder, and particularly for the better preparation of Exhibitioners for their work in Superior Schools?*
- 1.
 2. Yes.
 3. I think the State has nothing to do with Superior Education.
 4. No.
 5. Not at the public expense.
 6. I am unable to see where the line could be drawn in any extension of the range of subjects of instruction in our Public Schools in justice to private teachers.
 7. The advantages would be great for the reason assigned, and besides it would benefit the scholars generally by creating a spirit of greater emulation throughout the school.
 8. See answer to Q. 6.
 - 9.
 10. It would not be desirable to extend the range of subjects for the remainder, because so little assistance is granted to the masters of Public Schools, that such an extension of range of subjects with a view to preparing a few for exhibitions would mean the neglect to a great extent of the larger number, and thus the main and legitimate object for which Public Schools were introduced would be defeated.
 11. No.
 12. I confess I do not see the necessity of any new regulations in the direction indicated.
 13. See 6.
 14. Yes; but I think fees should then be charged for the additional labour involved, and it should not be allowed to interfere with the main object of such schools.
 15. I consider an extension of the present range of subjects in Public Schools unnecessary.
 16. Yes.
 17. I think it would be advantageous if those going in for exhibitions were taught Latin, as in Classics exhibitioners are always at a great disadvantage as compared with the majority of boys of their age.
 18. The chief public advantage of exhibitions is to raise the general standard of effort to be made by all children. The test ought to be proportioned to their requirements; if too stringent it ceases to be useful to the many.
 - 19.
 20. I do not think it would be desirable.
 21. I think it would be well that the boys who are likely candidates for exhibitions should get a little Latin and Euclid before their examination. For want of these subjects they enter the Grammar Schools at a disadvantage, and that often produces a discouraging effect, influencing their whole school career. But I am not prepared to say that Latin ought to be part of the regular school course—even of the head classes in the Public Schools. If the Board of Education introduced it into the examination for exhibitions, the masters of the Public Schools would probably find the means of giving some special instruction to the candidates.
 22. I do not think it desirable for the interest of the exhibitioners; the present programme is sufficiently wide, and also advanced, for children under twelve years of age, if they are to be well grounded in the most essential qualifications.
 - 23.
 24. I should like to see added to the present list of subjects for the Board's Exhibitions a little Euclid and Algebra. I find the Board's exhibitioners as a rule so thoroughly grounded in arithmetic that it is

always a matter of regret to me that they have not made a start in the other two subjects. Five new subjects—Latin, Greek, French, Algebra, Euclid—is rather a heavy list for a Board's exhibitor to manage in the two years' reading he is allowed for a Council's Exhibition. If they took up Euclid to Book I. Prop. 12, and Algebra as far as Simple Equations, they would have got a capital start.

25. I think it a desirable thing that exhibitors should have some knowledge of the rudiments of Latin.

26. No.

27. See answer to Q. 6.

28. I do not think the general efficiency of the school should be endangered by extending the range of subjects taught in school hours, for the benefit of the few.

29. To extend the range of subjects would be simply to tempt the teacher to act as private tutor to a few selected scholars, to the injury of the mass.

30. Certainly some greater facility should be afforded the teacher for the preparation of exhibitors. This might be done by the appointment, where deemed necessary by the Inspector, of an additional assistant teacher. At present it is quite impossible for a head teacher to devote the necessary time and attention to the preparation of exhibitors without neglecting the ordinary prescribed work of the school.

31. I should prefer greater thoroughness to larger range of subjects, and trust to the Superior Schools to carry the work further. All that is needed to educate, that is, to bring out the faculties of a boy, is, if properly handled, furnished by the present standard, and any lad with his senses awakened by thorough teaching in the existing standard is far more easily advanced to a high pitch of knowledge and intelligence, and in a shorter time, in the Superior School, than one furnished with more facts and fewer powers. A single thought has more educational power than a thousand facts stored in the memory.

32. In my opinion the range of subjects might well be extended for the sake of others, and particularly for those who are intended to compete for exhibitions. These exhibitors come to the Superior Schools with no knowledge whatever of Latin, French, Algebra, or Euclid, and therefore cannot without undue pressure be prepared in these and other subjects required for a Council's Exhibition in the two years allowed them for the work.

Question 8. *Do you find Exhibitors generally as well prepared to begin their work in the Superior Schools as boys of their own age who come from Private Schools?*

1.

2. Am not a teacher ; but should not believe it likely.

3.

4. Generally.

5. Yes.

6. No.

7. I should think not, chiefly because the standard is lower, and there is probably less care bestowed upon special cases.

8. See answer to Q. 6.

9.

10.

11. No experience.

12. I am not sufficiently acquainted with the facts to enable me to judge.

13. The masters of our higher schools can best answer this question.

14. In arithmetic rather better ; but in other subjects not so well prepared.

15. I have had no experience.

16. Generally speaking, boys from the public schools are better grounded, and therefore better fitted for superior, than boys from private schools.

17. With the exception of Classics, the exhibitors I have met when at school were always as well, if not better, prepared to begin their work in superior schools as any others.

18.

19.

20. No experience.

21. Better as regard English and Arithmetic, but worse in Latin.

22. I think so ; the best indication is the proportion of success which they attain in their competition for the higher exhibitions.

23.

24. In the subjects they present, undoubtedly I do. My complaint is the paucity of the subjects.

25. I do, with the exception that most boys of their age coming from private schools have some knowledge of Latin.

26. I am not sufficiently acquainted with the results of private schools to answer this question.

27. I believe they are.

28.

29. This question is intended chiefly for masters of Grammar schools. So much depends upon the particular public or private schools between which a comparison is made, that it can hardly be answered satisfactorily, except in very general terms.

30. So far as my experience goes, I think the exhibitors from State schools are able to hold their own with those from private schools.

31. Boys coming from the public schools are often put at an initial disadvantage by not learning certain subjects which are taught alike at private preparatory schools and superior schools, but their ability being good, this acts rather as an incentive. The position that they take at Horton College at any rate is not by any means an inferior one : witness several of our best boys at present.

32. The exhibitors are generally better prepared to begin their work in superior schools than others of the same age. But this is to be explained by the fact that these exhibitors are the best boys from the public schools, and boys generally of more than average ability. The same boys coming from a good private school would probably be quite as well prepared.

Question 9. *Would you be inclined to increase the number of Exhibitions to Superior Schools?*

[NOTE.—This question may be regarded as applying alike to the Exhibitions awarded by the Board of Education to boys under 12, and to those awarded by the Council to boys under 14 years of age.]

1.

2. Yes; provided No. 7 were put in force.

3. Don't know what Exhibitions already exist.

4. No.

5. Not at present.

6. Yes, to a limited extent.

7. Most certainly. I think it of immense value in a system of progressive education such as is fostered by Exhibitions and Scholarships, to bestow them freely, for we are not merely to consider the benefits resulting to those who gain these advantages, but also the great gain to a much larger number of scholars.

8. I am not aware that any increase in the number of Exhibitions to Superior Schools is required at present; the girls have never yet claimed the whole of the six allotted to them. But I would recommend that if the girls do not take their full number, the surplus should be given to the boys, if qualified. I have been too short a time in the Council of Education to give an opinion on their Exhibitions, (those of the Council.)

9.

10. In reply to Questions 9 and 19, I may remark that the only objection I have to Scholarships being granted is, that the Colony which pays for the education of those who take them seldom reaps the benefit of their services in after life. If our system of education only provided for the A.A. Degree, the youths taking that degree would be placed on a sufficiently advanced footing to give them a good start in life, and in a position which would enable them by perseverance and study to secure the higher degrees awarded by the Melbourne University, and such students would be more likely to remain in the Colony than those who have been sent to England as Tasmanian Scholars. Then, instead of spending £1600 as now provided for the maintenance of eight Tasmanian Scholars in England, the same amount might be more usefully spent in assisting a much larger number of Associates of Art in attaining the degrees granted by the Melbourne University, as well as in considerably increasing the number of Exhibitions to Superior Schools, at, say, £8, £12, £16 per annum respectively.

11. No.

12. I would not. The inducements to pursue learning are already very ample. Excellent and desirable as learning is, it is quite possible to put it out of its due proportion of influence, and thereby disturbing the equipoise in the various associations of life. The present circumstances of our own Colony are not altogether without indications of a tendency in this direction.

13. I think not at present.

14. I think the present number quite sufficient. (The number to Superior Schools has been increased lately.)

15 and 16. Yes.

17. An increase of the Board Exhibitions would, I think, be advantageous. Considering the number who enter, the Council's Exhibitions are at present sufficient.

18. The number of Exhibitions is, in my view, rather too great than too little, and I think cost more than they are worth. I would prefer to see them much reduced, and small prizes in larger number given instead. The effect would be more widely spread.

19.

20. No.

21. The number of Exhibitions at the disposal of the Council has recently been raised from 2 to 5. I am not prepared to recommend a further increase at present. The six at the disposal of the Board have been supplemented by six others appropriated to girls. Amongst the boys there are generally so many who come above the minimum required for an Exhibition that I should like to see the number increased. It might be done by throwing the 12 Exhibitions open indiscriminately to boys and girls; but, judging by the results of the last few years, this would considerably diminish the number of female exhibitioners.

While on this subject, I would wish to draw attention to one particular in which the Council's Exhibitioners are at a disadvantage as compared to those who hold their Exhibitions under the Board of Education. The latter get a boarding allowance of £5 a quarter if their parents reside more than 5 miles from a Superior School. The Council's Exhibitioners get no such advantage; and yet in the case of a pupil from the country, whose parents are not well off, some such assistance is just as needful as in the case of the other boys. One instance, which I will adduce, has drawn my attention forcibly to this anomaly. A boy, whom I will designate as R., obtained an Exhibition under the Board of Education. He came from a country school, and received the boarding allowance as well as the Exhibition. In two years' time he obtained a Council's Exhibition. Accordingly, for nearly two years past he has drawn from the Treasury £14 3s. 4d. every quarter (£4 3s. 4d. the Board's Exhibition, £5 boarding allowance, and £5 Council's Exhibition), but his original Exhibition expires at the end of June, and with it, unfortunately, the boarding allowance comes to end, just when the boy most needed it. R. is a most meritorious pupil; his parents are by no means in affluent circumstances, and the reduction of his quarterly incomings from £14 3s. 4d. to £5 will be most severely felt by them. That his original Exhibition should expire at the end of the 4 years for which it was granted is all right; but it is hard that the boarding allowance should go with it. The Council's Exhibition of £20 a year is manifestly insufficient to maintain a boy at school as a boarder, and in fact merely covers the expense of school fees and books.

22. I am of opinion it would be desirable: as the number of the juvenile population increases they would be more heavily handicapped each year.

23.

24. I think that the number of Council's Exhibitions is quite sufficient. No boy deserves an Exhibition who does not reach the 600 standard, and now that the Council has increased the number of Exhibitions from 2 to 5, a very large proportion of boys who reach that standard will receive Exhibitions. With

regard to the Board's Exhibitions also, I am strongly opposed to the number being increased. So few candidates present themselves that already far too large a proportion obtain Exhibitions. Further, one of the results of largely increasing the number of Exhibitions would be to take a large number of the children of the poorer classes from useful mechanical trades, a calamity which is even now beginning to show its presence among us.

25. In the event of a sufficient number coming up to the standard, I should like to see the number of Board of Education Exhibitions increased. I think the present number scarcely in fair proportion to the population. I do not see any immediate reason for increasing the number of Exhibitions at the disposal of the Council of Education, inasmuch as these were increased in number only last year, and no candidate reached the standard without getting an Exhibition. There is one matter in connection with these Exhibitions to which I wish specially to refer. The holders of Board of Education Exhibitions whose parents do not reside in the neighbourhood of a Superior School receive a boarding allowance, while the holders of Council Exhibitions in a similar position receive none. I think a boarding allowance should in such cases be made to Council Exhibitioners who are not at the same time Board Exhibitioners.

26. I would be inclined to increase the number of Exhibitions to Superior Schools, provided they were open to schools other than the public schools.

27. I would approve of an increase in the number of Exhibitions to Superior Schools, and would suggest that the Exhibitions awarded by the Board of Education should be open to pupils of private schools, as those awarded by the Council of Education.

28.

29. The number of competitors, and the number of those who distinguish themselves in the examinations are so small relatively to the population, that it would not be easy to make out a case for increasing the number of Exhibitions of either description.

30. I think the number of Exhibitions might be increased with advantage.

31. I am of opinion that the number of Exhibitions should be sufficiently great to give every deserving lad a fair chance, but I am not in a position to know if this be already the case.

32. I think the number of Council's Exhibitions is sufficient for the present. If increased, I do not think that candidates would be found to take them. But I should like to see the Board's Exhibitions increased from six to twelve, and the subjects of examination made to include the rudiments of Latin or French, and Algebra. I recommend some increase in the work for the reason mentioned in my answer to Question 7. How can a boy of 12, who has no knowledge whatever of Latin, for instance, be expected to know enough of it in two years to enable him to pass an examination in a Book of Virgil and Cæsar? It may be answered that it has frequently been done. I am well aware of this, but from 20 years' practical experience in this matter, I can affirm that it is never done without undue pressure on both candidates and their teachers.

Question 10. *Would it appear to you an undue and unnecessary encroachment on the field occupied by private enterprise in Superior Schools if the State were either to very much raise the standard of instruction in the Primary Schools, or to establish Superior Public Schools?*

1. I find some difficulty in answering this question. Generally, I am of opinion that the State is in no way bound to concern itself with private enterprise; and in large communities, like those, for instance, of Victoria and New South Wales, where there is ample room for the action of the State and for private enterprise as well, I think the establishment of superior public schools a very desirable proceeding: but the question assumes a somewhat different aspect in a small colony like our own. The superior schools started by private enterprise have for many years carried on at their own cost the higher education of the Colony, and, as far as I can see, they satisfy the needs of the Colony. As long as this continues to be the case I think it would be a somewhat harsh, if not an actually unfair proceeding to place in competition with them State schools, especially if the education given in them were free; a course of action which, as far as I can see, could have but one result,—the ruining of the private schools and the casting on the shoulders of the Government the entire education of the Colony. If the Government should wish to do anything of this kind, it seems to me that a better course would be to subsidise the existing schools so as to enable them to lower their present charges, and to bring them into closer relationship with the primary schools by instituting examinations, a successful passing of which should enable a student to pass from one into the other. In this way the State might effect its object, and at the same time leave the field open for private enterprise.

2. No.

3. The State should give *sound primary* education to those unable to get it for themselves; but it has nothing to do with "superior schools."

4, 5. Yes.

6. Most certainly it would so appear.

7. I think not.

8. I think the State is doing as much as is required at present for superior education. Give the people a good plain education, based on the three R's, and let those who wish for more work their own way up with the aid already given by Government.

9. The State should not, I think, establish superior public schools. So far as the duty of the State is concerned, I think it has been fully performed when it has given a sound elementary education without soaring into the regions of Greek and Latin or Higher Mathematics.

10. Most certainly it would. The introduction of free education into the Colony of Victoria closed hundreds of high class private schools there, and ruined many who were either the proprietors or head masters of such institutions. The step suggested in this query, if carried out, would certainly entail similar results here.

11. No.

12. I am rather inclined to think so.

13. I do not think that the State ought to raise the standard of the primary schools "very much" higher than it is ; and while I should like to see two superior schools (one in Hobart and the other in Launceston) provided by the State, it would seem very unfair to compete with the private grammar schools already existing. Unless, by negotiation with the Trustees of these schools, they could be taken over by the State and their interests compensated, it would be wrong to set up rival establishments and to sustain them out of the public revenue. Of course, if the instruction in such schools were seriously defective it would alter the case.

14. Yes. There are only about 350 pupils taught in the grammar schools of the Colony (*i.e.* the "superior schools" so called by the Council of Education); and many of these are sons of parents who reside in the other Colonies.

15. Either to raise the standard of instruction in primary schools, or to establish superior schools, appears to me uncalled for.

16. No.

17. This course would tend to lower the present superior schools, and would be quite unnecessary if the number of Board exhibitions were increased.

18. I think it would be unjust to raise the standard of primary schools, or to establish superior public schools. It would be unfair to many capable persons of both sexes, would tend to kill self-reliance, and aid the injurious tendency to rely on the Government for everything.

19.

20. Yes ; "an undue and unnecessary encroachment."

21. I should consider it such.

22. I am of opinion that it would be desirable for the State to establish superior grammar schools for the purpose of the higher education. It would necessarily encroach on the field occupied by private enterprise, but the advantages would be greater. There would be more definite and uniform instruction, and the support of the State would preclude some of the difficulties that have arisen on account of the want of support to our superior schools. This was so much felt some years since that propositions were made that our leading schools should be subsidised by the State.

23. No, as to both questions.

24. The standard in the primary schools is high enough, and the superior schools of the Colony are doing their work so satisfactorily that any interference with them is quite uncalled for.

25. I think the State is not called on to raise the standard in primary schools, except in so far as to encourage the study of Latin on the part of those about to become candidates for exhibitions. Further, I think there is no necessity whatever for the establishment of superior public schools. The expense would be considerable. There are superior schools.

26. I would consider the change intimated an undue and unnecessary encroachment on private schools.

27. I think the establishment of superior schools by the State would be an undue and unnecessary encroachment on the field occupied by private enterprise.

28. I think it would be an undue and unnecessary encroachment to supersede private by public superior schools.

29. The education afforded by the ordinary grammar schools, which are presumably those referred to under the term superior schools, is as good as can be fairly expected where there is no endowment. Either of the alternatives named would appear to be an undue and unnecessary interference with their work. It would be preferable for the State to promote the higher education by giving such aid to schools of a semi-public character, not mere private schools, as might stimulate efficiency ; and it would also be desirable to establish in each of the two principal towns a school of practical science, in which a part at least of their school time might be spent by those who desire other advantages of instruction than are afforded by the ordinary grammar school course.

30. I can see no objection to the establishment of superior schools by the State ; for in my opinion education, in all its branches, is more likely to be satisfactorily and thoroughly attended to by the State, where the best methods and regular inspection would be secured, than by any system of "private enterprise" in the matter.

31. I imagine that the private enterprise already exhibited in the case of superior schools is of an elastic nature, and the supply would equal the demand, whenever made. The expense of a superior school education is its great drawback. To erect another superior public school would, it seems to me, be unnecessary ; and in the present state of the educational demand in the Colony, it would not necessarily be either much required or used.

32. I cannot see that raising the standard of instruction in the primary schools would be injurious to the masters of private schools, so long as the education given in the primary schools is not free. I think that with the increase in the subjects taught it is only fair that a corresponding increase should be made in the master's fees.

Question 11. *Judging from your experience of boys in Superior Schools, would you think it quite practicable for boys or girls of ordinary ability to go through the six classes of the Programme of Instruction in six years, between the ages of 6 and 12 or 7 and 13 ?* (Programme appended.)

1. I think children of average ability ought to be able to master the contents of the appended Programme in the time suggested.

2. Yes.

3. I think so.

4. Yes.

5. Practicable for youths of rather more than ordinary ability between those ages.

6. Quite practicable ; not creditable to any boy or girl of ordinary powers to fail therein.

7. I think so.

8. I do not know : ask the Inspector of Schools.

9. Any boy of great ability, whose exceptional powers might be a loss to the State if they remained less fully trained, can now secure an Exhibition to a Superior School to work up to a Scholarship.

10. I do.

11. No experience.

12. I think it quite practicable to carry the children through the Programme in six years, but at the ages specified it could only be with a very superficial knowledge of many of the subjects included in the Programme. I decidedly think that in many cases the scholars are far too rapidly moved from one subject to another.

13. The Masters of the High Schools can best answer this question.

14. Yes.

15. Yes.

16. On a general average, yes. There are, however, many cases where ordinary children have not the mental ability.

17.

18. I think so, in a fashion.

19.

20. No experience, but I should think it quite practicable.

21. I do not think that children of 13 of merely average ability can ever be relied upon for working decimals accurately however well they may have been taught. All the rest might be done between 7 and 13 by children of fair average ability.

22. Practicable to a few of the more intelligent pupils, but not to the great proportion. I think great advantage is derived by the combination of an Infant School; the children learn habits of obedience, and usually take interest in this preparatory stage. For all purposes of practical utility a pupil who has mastered the 4th class of the Programme has received a fair elementary education.

23.

24.

25. My experience does not enable me to answer this question.

26. I believe that boys and girls from 7 to 13 years of ordinary ability capable of going through the Programme referred to within six years.

27. It appears to me that six years would be sufficient for boys and girls of ordinary ability, between 7 and 13 years, to go through the six classes of the appended Programme of Instruction.

28.

29. The Programme of Instruction which I drew up for the Board of Education nearly twenty years ago is by no means perfect, but it was not finally decided on until experience had proved that boys and girls of ordinary ability, who had attended school regularly under competent teachers, might pass a satisfactory examination in the sixth class at or about the age of 12 years.

30. For boys and girls of ordinary ability under 12 years of age I think the standard is somewhat high, and as the advantages should be made accessible to the greatest number possible, perhaps the standard might be lowered; but I must admit that I have no very wide experience in the matter.

31. I certainly think the scheme by no means an unreasonable demand from children of the ages mentioned.

32. From my experience I think it quite practicable for average boys and girls to go through the six classes of the Programme in six years if there has been anything like regular attendance at school during the time.

Question 12. *As a friend of education, would you be in favour of compelling such constant attendance (wherever such attendance is possible) as would be likely to procure for every capable scholar the highest acquirements the school affords?*

1, 2. Yes.

3. Perfectly constant attendance should be compelled, except for sufficient reason.

4, 5, 6. Yes.

7. Yes, on the principle that if a thing is worth doing at all it is worth doing well.

8. I am in favour of constant or regular attendance being enforced.

9.

10. As a friend of education I would be in favour of requiring every child to make the most of his or her opportunities for self-improvement.

11. Certainly.

12. Yes, I think the State quite right in making the general law of attendance compulsory, but at the same time I feel the difficulty of laying down specific and binding rules on the subject. There are so many circumstances to be considered, such as the health of the children, the condition of the family, &c. that the question of compulsion requires to be very considerably dealt with. Were it my own case, I would, as a parent, feel strongly inclined to hold myself entitled to be the judge as to when my children should attend and when not. Nevertheless, there are so many who are blameworthy in this matter that for the children's sake, and for the good of the community, some regulation seems necessary.

13. Certainly not. Parents may think a certain amount of schooling enough in view of the career of the child, and while the State may well impose a minimum of years for which every child must attend school, to push compulsion beyond that point would be tyranny.

14. Yes.

15. I am not in favour of such compulsory attendance.

16, 17, 18. Yes.

19.

20. Yes.

21.

22. Certainly; the modifications introduced into the present clauses of the Education Act render it inoperative.

23.

24. I am in favour of compelling attendance when it is possible, and that is of course making due allowance for local matters in country districts.

25. Certainly.

26, 27. Yes.

28. I think such attendance should be as regular as possible in a general way. Possibly, however, a periodical press of out-door work in the district suitable for children might be a reason for a suspension of school work.

29. I am strongly of opinion that regular attendance should be enforced as far as possible; but that indirect means, such as the improvement of the efficiency of the schools, should be tried before the enforcement of compulsory measures through the agency of the law.

30. I would certainly compel the constant attendance of every child, unless it held a certificate of exemption from the Chairman of the Local Board.

31. Nothing but serious indisposition or other unaccountable accident can justify a child's absence from school while under training for future duties and privileges.

32. I think that attendance, where possible, should be compulsory, that every child may obtain the best education afforded by the school.

Question 13. *For what number of days in the quarter should attendance be required?*

1. The higher per-centage the better,—certainly two-thirds, three-fourths if practicable.

2. About sixty days.

3. Fifty or sixty days.

4. Four full days weekly.

5. About sixty days.

6. I think for at least three-fourths of the total number of days.

7. I should make the days of instruction as many as possible with a due regard to the health of teachers and scholars. In schools generally holidays are too long.

8. Cannot say. Ask the Inspector of Schools.

9.

10. I would advocate punctual and regular attendance wherever practicable.

11. One-half of the school days in each quarter.

12. See Answer to Q. 12.

13.

14. Every day.

15.

16. Taking the year round, say an average of four days per week.

17. About 50 days.

18. There are 65 days in a quarter. Deduct 15 for holidays, and 15 for the necessities of the poor, then an attendance of 35 days might fairly be required.

19.

20. There are times when children's help is wanted for hop-picking, &c., when leave of absence might be given, perhaps by the Chairman of the Local Board on the recommendation of the teacher.

21.

22. Forty-five days, unless illness or unforeseen circumstances occur, which should be accounted for.

23.

24. About four-fifths of the number of school days.

25. Not less than 40. I should almost be disposed to say 50, except in cases where distance, &c. can be pleaded as a reasonable excuse for absence. Nothing tends so much to retard the progress of children at school, and to prevent efficient class teaching, as irregular attendance.

26. I would advocate 48 days of regular attendance in the quarter.

27. Four days in the week, or fifty-two days in the quarter.

28.

29. The *minimum* of legal attendance might be well fixed at 30 days in the quarter; but there should be in the hands of the chief authority a power to make enquiry, and take legal action if necessary in the case of any children found idling about the streets or elsewhere during the regular school hours.

30. The attendance should be required on every school day in the quarter, and although this might not be possible in practice, it should be generally understood that children were *expected* to attend regularly and continuously. Leave of absence from school should be asked for from the Local School Board.

31. Subtracting holidays, which in the case of public schools should be equal in length and of a fortnight's duration each, the quarters should contain 58 days of actual school work, or thereabouts,—eleven weeks school and a fortnight's holidays at the end.

32.

Question 14. *Should children under "home tuition," or those attending private Primary Schools, be liable to examination in order to their exemption from attendance at Public Schools?*

1. Yes, most certainly. My own experience in England goes to prove that, even with the upper classes, "home teaching" often means "no teaching," and I am certain that my fellow masters will bear me out when I say that one of a schoolmaster's greatest difficulties consists in teaching a boy of 13 or 14 who has been kept at home till that period, merely getting such desultory instruction as the parents' other duties will permit them to afford. The father is often out all day, and comes home at night tired, and little inclined to go through the drudgery of teaching his children. The mother is busy about her household duties, and has not sufficient time. The child itself is often "made useful" about the house, and the result is either no teaching at all, or but a very partial and unsatisfactory one. My opinions are just as

strong with regard to private schools. The days of Dotheboy's Hall are, perhaps, gone by, but there is not the slightest doubt that many still take up the work of education as a mere monetary speculation; without enthusiasm or proper qualification, and if a boy taught by them is afterwards sent to a Public School, he often has to begin by *unlearning* what he knows before proper and legitimate teaching can be brought to bear upon him.

2, 3, 4. No.

5. I think not, if it is certain they are regular attendants.

6. I think not; a certificate from some well-known and respected person, say minister of religion, should suffice to prove attendance at such private school or the reception of such home tuition.

7. Yes, if only as a guarantee that they are receiving competent instruction.

8. I do not think the time has come for such a stringent measure; it may be practicable at a future date.

9.

10. A certificate from some responsible and reliable person that the children referred to were receiving due attention and making reasonable progress, should be sufficient.

11. Yes.

12.—Questions 14 and 15.—Taking these two questions together, I would not consider it necessary to require both the examination of the children and a certificate of competency from the master, and as I would prefer the certificate, my answer to Question 14 would be, No; and to Question 15, Yes.

13. Only in very extreme cases, and where there is strong *prima facie* reason for suspecting evasion and falsehood. Nothing is more distasteful to Englishmen than domestic inquisition, and while the liability should be retained, the examination ought not to be made except in cases that seem to be glaringly evasive. To use the power requires the utmost caution, or it will provoke great irritation.

14. Yes.

15. No.

16. In many instances this would appear to be quite unnecessary. Where deception is suspected, by all means.

17. No, I should think it quite unnecessary.

18. Certainly not. An imperious public necessity, which does not exist, would alone justify such interference with private action.

19.

20. Those under "home tuition" (often a convenient excuse); not those attending private primary schools.

21.

22. I think so in both cases, otherwise no system of compulsory education can be efficiently carried out.

23.

24. I strongly object to "home tuition," and think that it should be discouraged altogether except where distance or ill-health make it absolutely necessary. For those attending Primary Schools, *vide* answer to Q. 15.

25. It would be rather invidious to insist on this.

26. I reply in the affirmative to both those questions.

27. I would object to the suggestion contained in this question.

28. Only in so far as may be necessary to establish the general character of the teaching in any such private primary school.

29. The excuse of "home tuition" is often a mere pretext for evading the Act, and should not be admitted without strict enquiry into the circumstances and the standard of instruction. I do not think that the test of examination should be applied so long as regular attendance at any school is satisfactorily proved.

30. Certainly they should be liable to examination, as, according to my views, private primary schools are a delusion and a hindrance in the way of education, and this would tend to diminish the number of such schools.

31. All children of a certain age, say 13, should be required to show an adequate amount of knowledge, at least up to the standard of the scheme. This should apply equally to those under private tuition and at home, and certificates should be granted of the result. This certificate should be made of value,—as by attaching a vote at municipal elections, by fine for non-possession and non-production.

32.

Question 15. *Should private school teachers be required to hold a certificate of competency in order that attendance at their schools shall pass as "attendance" under the Act?*

1. Yes, most certainly. My answer to Question 14 holds good as answer to this question also. I will go further, and say that I should think it an admirable thing if the State took the whole system of education into its hands,—so far, at any rate, as to *allow no one whatever*, either in primary or other schools, to teach without holding some such certificate. I do not think the State bound in this matter to consider in the slightest degree the "liberty of the subject." It is a matter in which, to my mind, the subject has no right to liberty. This private and unauthorized teaching by utterly incapable and unprincipled persons is a curse to any land where it exists, and I should most heartily congratulate Tasmania if she took the initiative in putting an end to it.

2. Yes.

3. No.

4. No.

5. No, for parents generally are anxious about the instruction, and private teachers for their own sakes attend to their competency to teach up to some standard.

6. Not under the existing educational management.

7. Yes.
8. I think that *no person whatever* should be allowed to teach without a certificate of competency or diploma issued by competent examiners.
9. I think private school teachers should be required to hold certificates of competency in order that attendance at their schools should be recognised as "attendance" under the Act. I introduced a clause to this effect into my Bill of 1868, but it was met by violent opposition and rejected, although it accepted all those then engaged teaching, and the holders of certain degrees.
10. Whenever there is occasion to doubt the competency of a private schoolmaster to teach efficiently the subjects named in the Board's Programme of Instruction for boys, he should be required to give the necessary guarantee of efficiency or find some other employment.
11. No.
12. See Answer to Q. 14.
13. A certificate of competency may hereafter be required, but we are not sufficiently advanced in our scheme of Public Schools to make it politic at present.
14. Yes.
15. No.
16. Very desirable.
17. This, also, I should think unnecessary.
18. I think not; it would be tyranny.
- 19.
- 20.
- 21.
22. This proposition is most desirable. In the majority of countries giving much attention to education, certificates of competency in different grades are required. It has been long mooted, but it has not been taken up by the public.
23. No.
24. It is unnecessary to interfere with the teachers of private schools in the manner proposed. In a Colony like this, where such facilities are afforded for education, and where the standard of education is already high, it seems quite evident to me that a teacher must stand or fall on his own merits; thus there is no danger of bad teachers keeping schools.
25. If the teacher of a private school is incompetent he will speedily go the wall, and I think it therefore unnecessary to require such a teacher to hold a certificate of competency.
26. Yes.
27. I would approve of private school teachers being required to hold a certificate of competency if aided by the State.
28. Yes, unless such competency be guaranteed in some other way, as, for instance, by any such teacher being a graduate.
29. It would be inconsistent to require a certificate of competency in the case of private teachers when it is not required to be held by teachers of public schools, and the enforcement of such a condition would be impracticable in the present condition of things.
30. Private school teachers should be compelled to hold a certificate of competency, and be subject to examination by the Inspector.
31. It would undoubtedly be a great hardship to many valuable teachers to compel any such certificate of competency unless it were at first liberally granted to all existing teachers without examination. The obliging the boys and girls themselves to be competent in their learning would soon eliminate all incompetent teachers, and most effectually.
32. In my opinion all school teachers, of whatever kind, ought to hold a certificate or other guarantee of their competency for the work they undertake.

Question 16. *Are the Council of Education Scholarships accomplishing as fully as is desirable the object for which they were established?*

1. Not as fully as desirable, but, perhaps, as fully as possible under present circumstances. Three, four, or five candidates for Scholarships worth £800 is a sadly small per-centage, but till something is done towards encouraging higher education, I do not see how an alteration is to be effected. This is to my mind one more argument in favour of the establishment of a University. (For other reason, see answer to Question 23.)
2. They are accomplishing the object for which they were established, and might be made to do so more fully.
3. Do not know; doubt it.
4. Yes.
5. I think so.
6. At present, I think they probably are, under existing circumstances and regulations. With improved conditions I think their usefulness would be enhanced.
7. I think not.
8. I think these "Scholarships" are creating too many scholars of a class for which our small community affords inadequate scope. I do not think it wise to produce, at the cost of £800 to £1000 per annum, scholars who transfer their talents and acquirements to other Colonies far better able to pay for them.
9. The benefits of the Scholarships have been twofold. First, by offering such noble prizes, they have encouraged much earnest work amongst the youth of the Colony; and secondly, they have been the means of sending home yearly our most proficient youths to obtain the benefits of training in some British University. Most of them have returned, and the Colony is now beginning to reap the advantage of their presence amongst us. I, however, look upon the former as the greater benefit of the two. I think that the Scholarships still effect the objects for which they were established.

10. Questions 15, 16, and 17—see reply to Questions 9 and 19.

11. I believe so.

12. I do not feel quite competent to answer this question, although I am not aware of any cause for doubting it.

13. The Council of Education Scholarships are more than fairly accomplishing the object for which they were established. There are very few institutions of which it can be said that they accomplish their end "as fully as is desirable."

14. Yes, if that object was the raising of the standard of education in the Colony.

15. I believe so.

16. No.

17. As far as I can see, yes.

18. They have done all I ever thought they could do, and have helped in some degree to raise the scholastic standard.

19.

20. Assuming "the object for which they were established" to be that stated in the Preamble to the Act, I think the Council of Education Scholarships are "accomplishing" that object, although from sundry causes (which are now receiving the earnest consideration of the Council of Education) hardly "as fully as is desirable."

21. I think they are accomplishing their object very well; that they might do so better is possible, perhaps, and if possible, desirable.

22. It is impossible to give a definite reply to this question, as recent discussion has evidenced that very varied views were held by those who originally interested themselves in accomplishing this object—one section holding the opinion that it was done to secure a more uniform and determinate system in our principal schools, qualifying the pupils for subsequent professional careers; others that it would be a longer period of pupilage, and in that way become a pecuniary benefit to the schools; and many that it would be a general stimulus to education, offering a large and substantial prize to be attained. In that view, I think, it has been successful, the increasing list of candidates, and the higher marks obtained from year to year, will prove this.

23. "The Scholarship Act," 22 Vict. No. 21, speaks of the combined object of the establishment of the Council and the endowment of the Scholarships as being "to encourage the pursuit of a regular and liberal course of education among the youth of the Colony, and to enable its inhabitants to participate in the benefits resulting from the advanced state of mental culture in Great Britain;" and the eleventh section of the Act shows the object of the endowment to be that there may always be eight of the most proficient of the youth of Tasmania receiving the advantage of a liberal education at the seats of learning in the mother country. So far as I am aware these objects are being fully accomplished, except that there have not always been the full number of eight Scholars. As to the Scholars who have availed themselves of the endowment the Colony has reason to be very proud of their conduct and achievements. It may be that the framers of the Act anticipated that all the Scholars who went Home would return to settle permanently in Tasmania, and if this were one of the objects in establishing the Scholarship such object has not been achieved. It is only natural, however, that some Scholars should go further afield, and I see no ground of complaint on this account. The Colony gains a benefit in many ways, even in the case of those Scholars who do not return. I think the system works well, and has done much to raise the standard of education in the Colony.

24. I think that they are.

25. I think so.

26. From public rumour I consider that the Council of Education Scholarships are accomplishing the objects for which they were established.

27. I am not sufficiently acquainted with the working of the Tasmanian Scholarship scheme to give an opinion on it.

28. I think the Tasmanian Scholarships are accomplishing their object in a great measure. As to the desirability of certain modifications in the scheme of examination in the direction of specialisation, and also of what is generally called science teaching, I would venture to direct the attention of the Commissioners to a memorandum lately presented to the Council of Education by certain former Tasmanian Scholars, which memorandum would doubtless be made accessible to the Commissioners. [This also answers Questions 16 and 17.]

29. As fully as was probably expected by the original promoters, but not quite so as regards the general interests of the Colony.

30. Perhaps not, but I have not much direct experience.

31. It is not quite self-evident, nor quite apparent from the manner of conducting the examination, what is the object of the Tasmanian Scholarship. If it be to fit men, by allowing them the highest education of the Mother Country, for valuable work—educational, scientific, or professional work in the Colony—there are many causes of failure. The failure of Tasmanian Scholars to devote themselves to Tasmania is, perhaps, as striking a feature as any in the system. The endowment provides the fortunate possessor with what is in University eyes a most magnificent income for a Scholarship, but it leaves very little choice of life before the Scholars. At Cambridge, if he enter, at any rate for the Mathematical Tripos, he works on different lines from his old path, and he has great gaps in his reading to fill which should have been earlier made good. A Tasmanian Scholar would have a poor show for an open scholarship at most of the Colleges in Cambridge.

32. I think the Council of Education Scholarships are accomplishing the object for which they were established, but whether or not as fully as is desirable I cannot say. Personally, I am satisfied with the Council's endeavours to attain that object. I think, however, that the tendency to increase the work prescribed for the various Examinations under the Council should be revised. More candidates, and better prepared in their work, would be sent in but for this continual raising or altering of the standard required.

Question 17. *Does the educational equipment which has secured the Tasmanian Scholarship place our youth as well at the commencement of their University career, as the youth who come from the great schools of England?*

1. No, it does not. I have already, on more than one occasion, stated my opinion that the course of study necessary for the attaining of a Tasmanian Scholarship is *too general*,—too general to be made compulsory. Few students now-a-days in England devote themselves seriously to the study both of classics and mathematics, for the simple and sufficient reason that either subject is now so comprehensive as to make it impossible for any, save an exceptionally gifted few, to devote themselves to both with anything like success. They are therefore permitted during the latter term of their school life, and throughout their College career, to devote themselves in the main to the special subject of their choice. Here, on the other hand, candidates for the scholarships have hitherto been obliged to study both subjects if they wish to compete with any hope of success. The consequence is that, while they have at the end of their course a fair average knowledge of both subjects, they have not that special knowledge of one or the other which alone could fit them to cope successfully with their English competitors. How far a good general education is a desirable thing is not now the point; the question is, what kind of education is best calculated to prepare a student for a successful University career? and in view of the state of things at present appertaining at our English Universities, I have no hesitation in saying that the ordinary student, in order to be successful, must be a specialist. He must make one branch of education his especial study, and devote himself in the main to it, otherwise he cannot expect to compete on equal terms with those who do.

2. No, the Tasmanian scholars are a long way in the rear.

3. I doubt it.

4. No.

5. I am not in a position to form an opinion.

6. It appears to me to do so.

7. I should judge not, on the ground that the mixed system which at present obtains of compelling youths to pass in a certain number of subjects, including both mathematics and classics, places them at a disadvantage compared with their English competitors, who take up the more distinctive branches for which they are best qualified.

8. I have been too recently a Member of the Council of Education to offer an opinion on these points.

9. I do not think so. The public schools of England are generally well endowed, and can consequently command greater teaching power than our Tasmanian schools can afford, and so the pupils are better trained.

10. I believe it does.

11. No.

12. I think it does. We have very pleasing evidence of this in the success which has attended our Tasmanian scholars, and the positions they have taken and maintained at the Home Universities, as well as in the creditable professional standing of many of them in after life.

13. It would be very unreasonable to expect that anything we can do in this remote Colony shall secure for our youth at the beginning of curriculum the same advantages as are enjoyed by the youth who come from the great schools of England. We can only reduce the necessary disadvantage of our native scholars as much as possible.

14. Certainly not.

15. I think so.

16. No.

17. Certainly not as well as the cleverer portion of public school men who intend to read for honors.

18.

19.

20. No.; the Tasmanian scholar goes to the University with more general knowledge than the English superior schools boy, but with less special knowledge in any one branch of study. Here I may call attention to the fact that the Tasmanian scholar under the present regulations arrives in England too late to compete for entrance scholarships at the Universities, the examinations for which are held in February and March.

21. Certainly not. Our schools cannot be expected to do all that can be done by the great public schools of England.

22. I think it does; the best means of judging on this point is the comparatively large honor list of the scholars, and the fact of valuable exhibitions gained by the scholars in their early University career.

23. From what I have heard from Tasmanian scholars themselves, and from others, I believe that the scholars are at a disadvantage.

24. The Tasmanian scholar is decidedly below the *pick* of the great schools of England, and as decidedly above the *average*.

25.

26. I have no data to answer this question.

27, 28. See answer to Question 16.

29. So far as the subject of mathematics is concerned, a Tasmanian scholar who had passed with distinction would find himself fairly on a level with those who came up from the great schools of England with the intention of reading for mathematical honors. In other respects the Tasmanian scholar would find himself at a disadvantage, not necessarily in the quality of the teaching which he has had, but certainly in the extent of his reading and general knowledge, especially in classics. In the great English schools such as Eton, Harrow, Rugby, Marlborough, and a few others, the numbers allow a proper classification of the boys which is impracticable in small schools, and the liberal endowments or other sources of income enable the authorities to provide an adequate staff, and to select their head and subordinate masters from the best men of the day. In the grammar schools of Tasmania, with one exception, if there is any endowment at all, it is only in the shape of buildings in which the head master has to conduct the school as a private speculation in the best way he can. It is not necessary to follow out

the comparison : the wonder is that highly qualified men have been found willing to enter into such undertakings at all, and that they have achieved so much success.

30. I do not think Tasmanian scholars could be considered the equals of picked boys from the great schools of England. I have associated with "scholars" from Harrow, Rugby, Shrewsbury, &c. when at Cambridge, and I hardly think we have the same material or the machinery for training it in special subjects (such as classical and mathematical learning) in Tasmania.

31. If the question means, does it put him on a level with the trained mathematicians who enter each year intending to take good places? certainly not. He will do well in the Arts Course at London or Oxford, but, being a Cambridge man, I consider his mathematics weak and scrappy,—certainly not up to scholarship mark,—and unnecessarily wide in extent.

32. I imagine that our Tasmanian scholars are quite equal in point of general educational attainment to the majority of those who enter the Universities from the great schools of England, but not by any means equal in special branches of study to those who have devoted their whole time for years previously to these subjects to the almost entire exclusion of all others.

Question 18. *Can you suggest any change in the subjects or system of examination for the Tasmanian Scholarship which would be of advantage to the scholar at his University?*

1. (a.) The change I should recommend would be that which forms the natural outcome of the foregoing remarks,—to make it possible, that is, for a student to gain a scholarship as the result of a study devoted during the last year of his career *in the main* to one of the great branches of education. I say "in the main," because I would not advocate the entire dropping of other branches of study, only I would make them so subordinate as to give him ample time for the special study of that branch to which his natural tastes attract him. (b.) A suggestion has been made that "natural science" should be in this respect put upon the same footing with classics and mathematics. The suggestion is in itself a good one, but I doubt whether at the present moment we have teaching power sufficient to carry it into effect. Superficiality in such a subject would be worse than useless, and I think it would be unwise to invite candidates to present it until it is quite certain that we are capable of having it thoroughly and efficiently taught.

2. Yes, carry out the changes recommended by Tasmanian Scholars in a petition presented to the Council of Education last year, both as regards specialising and marking. Establish a Natural Science Scholarship.

3. At present I cannot.

4. Make it more technical, according to what the candidate is expected to follow in life.

5. I think more attention should be paid to natural science, and that foreign Universities should be included as well as British and Colonial.

6. I would make classics or mathematics the leading subject according as the scholar intended to matriculate and pursue his academic career at Oxford or Cambridge. I would afford the alternative, This might and would involve more trouble to examiners, but, I am convinced, would be a great boon to students.

7. Only those suggested by the previous answer.

8. See answer to Question 17.

9. The Council of Education has issued a scheme which will enable a candidate who is strong in classical or mathematical ability to specialise and devote himself to that branch in which he is likely to excel. This change has recently been made, and I can suggest no other that is desirable, although the present scheme may, on being practically tested, be found to require modification.

10. See answer to Question 16.

11. Two many subjects are prescribed to the student. His attention ought to be more devoted to classics and mathematics than is now possible. In addition to these, one modern language ought to be sufficient.

12. No.

13. The only important change that I could suggest has, I believe, been adopted by the Council, namely, to provide for "specialising" in classics or mathematics, if the candidates prefer to do so, rather than go up on the general scheme of subjects.

14. The changes suggested by past Tasmanian scholars now in the hands of the Council of Education would be of decided advantage.

15. I cannot.

16. There is much to be said in favour of paying attention to special branches of study.

17. I, in company with several past Tasmanian scholars, have already addressed a memorial to the Council of Education on this subject, to which I beg leave to refer the Commission. My views are embodied in that memorial.

18.

19.

20. The scheme of examination subjects for 1883 shows that the desirability of affording greater facilities to the specialist has been recognised by the Council of Education, and the subject is still occupying the attention of a Committee of the Council.

21. The whole system of the Universities has so changed since my time that I can hardly judge what changes would be most for the benefit of the scholars. The Council of Education has recently made alterations, on the advice of those scholars who have graduated within the last four or five years.

22. A large and important change has taken place, initiated by communications from scholars, which, it is believed, will enhance their opportunities in competing with the schools in England—*vide* Scheme.

23. Complaints have been frequently made as to the subjects and system of examination, and it seems time that the Council should move in the matter. There are old scholars here, and friends of Tasmania in England, well qualified to give advice.

24. I would refer the Commission to a letter lately sent to the Council of Education by returned Tasmanian scholars. In the scheme proposed by them specialisation is a more prominent feature than in the present scheme.

25.

26. I cannot suggest any change in the direction required.

27, 28. See answer to Question 16.

29. The subjects on which the scholarship is won may be practically classed under two heads,—mathematics and classics. It would be desirable to encourage the study of such other branches as are generally included under the head of Science. The higher education at present runs too much in one groove, and if a boy's ultimate destination does not happen to be that for which the Tasmanian scholarship is specially adapted, the parent has no particular inducement to keep him at school after the age of 15 or 16 years. The system of examination is susceptible of improvement, and opinions differ widely as to the alterations required, but the question is under the serious consideration of the Council.

30. I cannot think of any. Probably it would be of advantage to Tasmanian scholars if they were allowed to concentrate their energies more on one or two subjects; *e.g.*, a boy with a talent for languages should not be expected to prepare anything but elementary mathematics, and *vice versa*.

31. In mathematics, I beg to submit that the subject of spherical trigonometry is a bye subject of little value, and often not read even for the Tripos. The section of analytical geometry, which receives most attention from candidates preparing at English schools to take scholarships at Cambridge, *viz.*, abridged notation and trilinear co-ordinates, is omitted in the Tasmanian scheme, no question ever being asked in the examinations, though it is treated at length by every text-book on analytical geometry. All that extensive branch of geometry known as modern geometry,—the methods of projection, harmonics, reciprocal polars, &c.—which an English scholar has at his fingers' ends, is untaught entirely. Take up any Cambridge scholarship paper, say on analytical conics, two-thirds of the paper consists of questions the Tasmanian scholar has never read, though they are all in his text-book. I suggest to entirely drop spherical trigonometry, and all the integral, except simple integrations, specify the use of abridged notation, and all the modern methods contained in Salmon's Conic Sections, whatever the text-book read in England; specify also the methods of modern geometry, which are explained in most modern text-books on geometrical conic sections, and are explained at full length in M'Dowell's Modern Geometry. Retain all other subjects as at present, but extend the algebra to all contained in Todhunter's larger text-book. Why do we never see a series to sum a continued fraction, a question on the theory of numbers, or probability; in a Tasmanian scholarship paper? What would our scholars say to such questions in, say, an open scholarship at Christ's College, Cambridge? I beg to mention Mr. George W. Waterhouse, of that College, and late a Tasmanian scholar, as one who can confirm my opinions. The scholarship papers are too encouraging to diffuse reading, the extent is too wide, and the papers in the earlier subjects not stiff enough, to compare with the Cambridge requirements. As to classics, I was not a classical scholar at Queen's College, but I fancy the papers are also set on quite distinct lines from those at home. I have so far assumed a Tripos in Cambridge, or a First Class at Oxford, the aim of our Tasmanian scholar. But, in this view even, there is another Tripos of great repute at Cambridge,—Natural Science. If we look to our scholars to revisit us, what is more likely to be valuable in Tasmania than Natural Science? I suggest a Science scholarship on the same footing as the other two. If the scholar intends medicine for his career he will, of course, adopt this branch of reading. Can no general attempt be made to encourage Science teaching, on the lines of the South Kensington Science and Art Department, throughout the Colony? Geology, botany, and chemistry even in small doses would be invaluable to all classes.

32. I should like to see the new scheme proposed by the Council tried for a few years before any further change is introduced. I am of opinion that this will be found to work to the advantage of our scholars. It would, doubtless, be useful to them also if science could be included in the present scheme.

Question 19. *Do you think that the number of scholarships might be increased with advantage, without increasing the annual expenditure,—as, e.g., by providing four scholarships of £100 each, tenable either at approved British or Colonial Universities; or, with an increased expenditure of £200 per annum, by providing, in addition to the two of £200 each now tenable in a British University, two more of £100 each, tenable either at a Colonial or a British University?*

1. I think it would be very unwise to reduce the value of the present scholarship, or to offer others of less value. £100 per annum could not possibly support a student during the year, and unless therefore he had private means, or could secure a College scholarship, the boon would be to him anything but a blessing. It must be borne in mind that the College terms in England do not take up more than half the year, and that Tasmanian students have to support themselves during the other half also when they are not in residence.

2. No; the utility of the scholarships would be seriously impaired by cutting down the value. As it is, many Tasmanian scholars have had to occupy inferior positions at the Universities (*sizars*) to make both ends meet. An English graduate has his home to go to in the vacation. A Tasmanian scholar's expenses at the same time are very nearly as great. Either increase the present value of the scholarship by adding £50, or add another scholarship of £200 per annum to be held at a British University, or at an educational institution in connection with an University, such as School of Mines, Royal College of Music, &c. It should be borne in mind that the scholarship is intended to turn out not only men of education, but useful citizens capable of exercising a profession or gaining a livelihood with benefit to their country and themselves. The scholar who thinks that on attaining a B.A. Degree he is at the end of his career, and armed to meet the world, is very far from the truth. For this reason the tenure of the scholarships should be extended to all learned institutions capable of the most varied training. I think that Colonial Universities have not acquired sufficient prestige, especially in teaching of natural science, and that for the present the scholarship should be held only in Great Britain.

3. I doubt the utility of the scholarships.

4. Adhere to the present plan.

5. Two more scholarships of £100 each, in addition to existing ones, would be a decided advantage to the cause of education.

6. I would approve the providing of four scholarships of £200 each,—two of them tenable in a British, two in a Colonial or British University.

7. Not with advantage; for the allowance of £200 per annum is not more than enough to enable the scholar to prosecute his four years of study at one of the English Universities. It would be of great advantage to add four more scholars of £100 each tenable at one of the Colonial Universities.

8. I think that the number of scholarships might be increased, with or without increased expense, but in a different direction. We shall want in the future civil and mining engineers for our public works and our mines, thoroughly educated men, conversant with all the engineering experience of the age, whose talents would find ample scope in Tasmania, and thereby make some return for the cost of their education. Therefore encourage them.

9. A scholarship of £100 a year, tenable at a British or Colonial University, would be open to the sons of wealthy men only, who could afford to supplement it by at least another £100 or £150 a year; and this, I think, is a fatal objection to the proposal.

10. See answer to Question 9.

11. Four scholarships of £100 each.

12. I am doubtful of this. A scholarship of £100 would not enable its holder to attend a home University; but I think the last clause of the question is a good suggestion, namely, the providing of two at a Colonial University.

13. No. The policy of dividing the present scholarships as suggested in this question has been very carefully considered by the Council, and I think we were unanimous in deprecating any interference with the Tasmanian Scholarship as it stands. I think it would be a great mistake.

14. I could approve of the increased expenditure as proposed, but not of any interference with the two tenable at a British University.

15. By an increased expenditure of £200, two more scholarships of £100 each, tenable at a Colonial or British University, might be provided with advantage.

16. By increasing the number without increasing the cost.

17. The present scholarships should certainly not be cut down, or very many will be deprived of an education at a British University. If it were feasible, it would be very advantageous to add two scholarships as suggested.

18. The education secured by going to a British University, by the effects of travel, and of the prestige and influence of such bodies, renowned for the great names by which they have been distinguished, is so superior to that given by a Colonial University, that the proposed change would be a mistake. To add scholarships of less value would be to spend public money without the prospect of an adequate return.

19.

20. I would deprecate the change of the present two scholarships of £200 each into four of £100 each. £100 a year would not enable a poor scholar to live at a British University. If any alteration be desirable at present, I would prefer the institution of a third £200 scholarship, especially for natural science, at an English University. The objection that we have not at present any competent teaching power in this branch is, I think, unimportant. Teachers would soon come if they were wanted.

21. I should certainly object to any alteration in the distribution of the money at present devoted to scholarships, but I should be well pleased to see two of £100 each granted annually in addition to those which are now bestowed.

22. I do not think so. All the information leads us to believe that the sum now awarded is not more than sufficient. It must be taken into calculation that the large majority of scholars who go from this country have no home to go to in the intervals between terms, and in that manner are compelled to incur larger expenditure than the usual graduates at a University. On the second portion of question I have no information whether the sum proposed would be adequate for maintenance in a Colonial University. A sufficient sum should be given to defray the necessary expenses.

23.

24. A scholarship of £100 per annum, tenable at a British University, would be quite useless to any person who had not means of his own. It requires the most rigid economy on the part of a Tasmanian scholar (whose home is not in England—a fact often lost sight of) to make £200 per annum sufficient.

25. In my opinion the scholarships should be maintained at £200 as at present, as the weight of testimony shows this sum to be necessary for the fair and reasonable expenses of a student at Oxford or Cambridge. I do not see any present necessity for increasing the number of scholarships as indicated in the question.

26. I am of opinion that the number of scholarships may be increased, without lessening the present sum for each, that is £200.

27. I think the number of scholarships might be increased with advantage, with an increased expenditure of £200 per annum, by providing two more scholarships of £100 each.

28. No.

29. It would certainly not be well to substitute four of £100 a year each for the two existing scholarships, but the addition of two of £100 a year each, and tenable at any approved University in the Colonies or elsewhere, would be very advantageous.

30. I certainly think it would be desirable to increase the number of scholarships; there might, in addition to present expenditure, be two scholarships at £100 per annum, tenable at a Colonial University.

31. £150 a year is ample at Cambridge or Oxford. I suggest make three scholarships of £150 each a year, and pay £50 for passage money. Each scholar would then receive £680 in the place of £800, and the annual expenditure would then be £475 instead of £400. Let the choice be mathematics, classics, or natural science.

32. I think the proposal to found two additional scholarships of £100 a year each, tenable as suggested, would be a very good thing. It would be some consolation to a candidate who, after years of diligent preparation failed to obtain one of the first two scholarships, to win one of the less valuable.

Question 20. *Do you think it would be desirable to throw open the Tasmanian Scholarships to others than the youth of Tasmania?*

1. I see no reason why, so long as the present restriction is kept which requires that a student shall have been educated here for the five years immediately preceding his examination, the scholarships should not be thrown open to candidates from other colonies. Such candidates are on exactly the same footing as our own, their education is to all intents and purposes Tasmanian, and it seems invidious, after we have educated them for five or six years, along with and on the same footing with our own students, to turn round upon them at last, say they are not Tasmanians, and deprive them of the final object towards which our course of education tends. I know it may be said that such students will never return to Tasmania, but carry back the results of their education to their homes in other colonies. As far as it goes the objection, no doubt, is real; but, at the same time, it must be remembered that neither are our own students bound to return, and that, as a matter of fact, only about one-half have done so, and that there is no reason to suppose that Sydney or Melbourne students, were they allowed to compete, would always or even generally, be successful in wresting the prize from the students of Tasmania.

2. No; but every Tasmanian scholar should understand that there is no obligation to return to Tasmania.

3, 4, 5. No.

6. Certainly not. "Tasmania for the Tasmanians!"

7. Certainly not. If we expend so much money it should be in educating our own youth, not those of other colonies.

8. I think that the scholarships should be awarded to the youth of Tasmania only,—to the children of the colony which has to pay the cost.

9. I think the scholarships should not be open to others than the youth of Tasmania.

10.

11. Yes, provided the young men have attended the schools of this colony for five years previously.

12. Yes, with the proviso that all competitors from beyond the colony shall attend some school in Tasmania for a certain specified period before being eligible as competitors.

13. Not, at any rate, for the present. I believe it would cause nearly universal dissatisfaction.

14. No.

15. I do not consider it desirable to extend the scholarships to other than Tasmanians.

16. Only to those residing in the colony for a given period before examination.

17, 18. No.

19. I think it should be defined who are "the youth of Tasmania." I think the scholarships should not be confined to the native born, and that the removal of the parents of a boy from the colony where they have resided a certain specified number of years should not disqualify him for the scholarship.

20. No.

21. I think that pupils from the other colonies who have been at school in Tasmania for the five consecutive years next preceding the examination should be eligible for the scholarships.

22. No; although there is a great division of opinion on the subject. At present, by the opinion of the law officers of the Crown, the award cannot be given to any other than the youth of the colony.

23. I should certainly be averse to throwing open the scholarship to others than the youth of Tasmania. There is some difference of opinion as to the meaning of the phrase "youth of Tasmania" as used in the Scholarship Act, but the fair interpretation would seem to be that, though the candidates need not have been born in Tasmania, he and his parents must have made their "home" in the colony for the five years previous to the particular examination.

24. I should not like to see the Tasmanian scholarships thrown open to other than the youth of Tasmania. I can see why a country, through its Universities, may undertake the education of foreigners, receiving proper fees from them in return for that education; but that Tasmania should undertake the education of all the most promising children of Australia for nothing (and to the neglect of her own), whom she would probably never see again, appears to me absurd in the extreme.

25. I think not.

26. No.

27. I do not think it would be desirable to throw open the Tasmanian scholarships to other than Tasmanian youth.

28. No.

29. I think that the competition for all scholarships and exhibitions should be limited to those whose parents are domiciled in Tasmania.

30. No; I would limit the scholarships to Tasmanians.

31. No; certainly not.

32. I think the Tasmanian scholarships might well be thrown open to all who had received their education in Tasmania. If a candidate has been a pupil of a Tasmanian school, say for five years immediately preceding the examination, he should be entitled to compete for a scholarship with youths born in the colony.

Question 21. *Do you approve of the constitution of the Council of Education?*

1. No. I think the present principle of co-optation, which makes the Council a close society, and gives it the sole power of electing its own members, is so astoundingly bad that I am astonished that it should ever have been adopted, and that, having been once adopted, it should not have long ago been given up. It is not surprising that such a body should fail to enjoy the confidence of the public, as it presents the spectacle of what is practically a private body administering public affairs.

2. Far from it.

3. No.

4. Yes.

5. Not entirely.
6. No.
7. No ; I do not think it is large enough, or sufficiently representative.
8. I have been too short a time a member of the Council of Education to be qualified to form an opinion on these questions.
9. I am of opinion that there is but one change in the constitution of the Council of Education that is likely to be effectual for the benefit of the education of the youth of Tasmania, and that is, to substitute a University for it. Such a body as the Council of Education is unrecognised out of Tasmania. Any degree or distinction to be of any general value out of the colony must be conferred by a University. A University would consist of Council and Senate. The Senate would consist of all the graduates of Universities resident in Tasmania, and they would elect a Council. This would secure the aid of the most highly educated men in the Colony in the management and superintendence of our higher education, and the Council would cease to be a co-optative body. The University would, like London University, be simply a body empowered to hold examinations and confer degrees. The scholarship examination is already equivalent to a pass degree at Oxford or Cambridge, and yet there is no encouragement to a youth to continue his studies beyond the A.A. Degree, unless he can see that he is likely to be one of the two first on the list at the scholarship examination and so secure a scholarship. When a youth goes on for the scholarship, and fails to gain one, although he attains the required standard, two others being before him, he receives no degree or distinction as a mark of his attainments. Mr. Ingle, formerly second master at the High School, whom I consulted before submitting to the Council of Education a scheme for establishing a University wrote to me :—"The experience of University men will probably lead them to the conclusion that the attainments necessary for securing a Tasmanian scholarship are beyond the average of those required for a pass degree in any British or Colonial University." Dr. Bromby, during his visit here in December last, assured me that in his opinion the standard of the scholarship examination was equivalent to a pass degree at Oxford or Cambridge. Professor Irving, to whom I submitted my scheme for establishing a University before submitting it to the Council of Education, wrote :—"In its conception I consider it excellent; in fact, I am lost in wonder why it never occurred to me you might thus take up the examining apart from the teaching function. Your scheme will give unity and coherence to the whole thing; will encourage the second-raters, who now drop all study, to persevere; and would, I should say, eventuate in a good college for training boys beyond the grammar-school work." A University would at once give additional value to the A.A. Degree. They are now Associates to nothing, then they would be Associate in Arts to a University. The character of a University depends not on its wealth or numbers, but upon the standard of learning required to attain its degrees; and this could be maintained by having (if need be) the papers prepared and marked in England or Melbourne. The Council of Education, in 1875, unanimously adopted the scheme I ventured to propound, and a Bill was drafted to give effect to it. This passed the House of Assembly in 1875, and Parliament was prorogued before it was considered by the Legislative Council. A similar Bill was introduced last session, and rejected by the Assembly. Any change in the constitution of the Council would, in my judgment, be patchwork. Sooner or later Tasmania must have, what every other Colony of Australasia is establishing, a University as the head of its educational system. To wait till one University is created (as has been suggested) for all Australia, is to wait till the Greek Kalends.
- 10.
11. Not fully acquainted with it.
12. No ; I have always thought it too exclusive.
13. I do, on the understanding that the Council of Education is a provisional arrangement pending the establishment of a University.
14. Yes.
15. It seems to have worked fairly well.
16. No.
17. Yes.
18. No.
19. I do not think it ought to be self-elective.
20. I think the Council has hitherto been upon too narrow a basis, but, after all, a great deal has been done under its auspices, and in a small community like this it is not easy to substitute a better managing body for it.
21. I do not approve of it.
22. I think it is on too narrow a basis, but it would be very difficult to originate a scheme to meet general approval. A scheme has been laid before the Council of Education, but by its numbers all systematised action would be precluded or one portion of the body be subordinated to the other.
- 23.
- 24.
- 25.
26. I disapprove of the constitution of the Council, inasmuch as the Catholic body is not represented, and would consequently suggest a *pro rata* representation.
- 27.
28. I think the Council of Education might, with advantage, be developed into a University.
29. The constitution of the Council of Education, and the scheme which it administered, are somewhat anomalous, and the time seems to have arrived for bringing the whole system of higher education more into harmony with the principles and practice which obtain in other parts of the world. At the time when the present scheme for promoting higher education was initiated, it was the best arrangement that could be made, and the Council has fulfilled the object with which it was established as well as the most sanguine of its original promoters could have anticipated. But the circumstances have materially changed during the last twenty years, and there is no longer any reason for withholding from the youth of Tasmania the advantages which are only to be obtained under a University system. The so-called Degree of Associate of Arts is of little value elsewhere, and even within the Colony the title is not a sufficient criterion of merit without further information as to the actual attainments of its possessor. The examination

has come to be regarded as the ultimate goal of all ambition, except by the two or three who are tempted to compete for a scholarship. It is not, like the matriculation examination in a University, the first step in a systematised course of study extending over a series of years, but rather a sort of terminus beyond which, for the student who is completing the term of ordinary school life, there is no further progress to be made. There is not a profession in the Colony which is not directly interested in the extension of the period of study; and the establishment of schools of practical science, which is the chief desideratum at present, will very imperfectly meet its object, unless they can be brought into connection with the general system of higher education, over which a duly constituted University is the proper authority to preside.

30. I know very little about the Council of Education, but I think some improvements might be made.

31. I think each Superior School, and each district of State Schools, should be allowed a delegate to the Council.

32. I do not disapprove of the constitution of the Council of Education, though I think that the number of its members might be increased with advantage.

Question 22. *Can you suggest any advantageous alteration in it?*

1. There is more than one way in which it might be altered,—(1.) The power of co-optation should be taken away, and the appointment of members vested either in the Government, or in a body of electors consisting of persons duly qualified by their position to take an intelligent interest in the matter. I should prefer the second course as being the more popular. (2.) The Council might be enlarged. There is, I believe, before the Commission a scheme, drawn up by the Rev. R. D. Poulett-Harris, bearing upon this point. Though I do not agree with it altogether in detail, I think the principle involved is a good one, and that the Council would be much more likely to enjoy the confidence of the public if it had associated with it a body of men calculated by their position and attainments to take an intelligent and practical interest in the work of education. I think, too, that the work of the Council itself would be much more satisfactory and more expeditious than can be the case when it is, as at present, in great measure composed of gentlemen who, however much they may be interested in the subject, have had little practical acquaintance with it since the termination of their own school days.

2. I approve the alteration suggested by a scheme for extending its basis drawn up by Rev. Poulett-Harris.

3. A Minister of Education.

4. No.

5. It might include many others in the Colony who have shown themselves interested in the welfare of the young.

6. I would exclude from it all heads of existing schools and all *personally* interested in existing schools.

7. I would suggest that it be made more popular by being of an elective rather than of a nominee character. It is objectionable that the head masters of some of our superior schools should be in the Council and not those of others. There should be either all or none.

8.

9. See answer to Q. 21.

10.

11.

12. It seems to me that it would be an improvement to have a more liberal recognition of the different denominations.

13. If a constituency could be formed of graduates in the Universities of Great Britain, barristers, and others, as suggested in the scheme of the Rev. R. D. Poulett-Harris, and the election of members to vacancies in the Council were entrusted to such a body, I think it would be an improvement. But I question the policy of making the change now, if the subject of founding a Tasmanian University is to be seriously considered at the next session of Parliament or at the session following. It would be only in despair of our getting a University for some years that I should be disposed to alter the present constitution of the Council at all.

14. No.

15. I am not prepared to do so.

16. Make it a representative body.

17. Seeing that the Council of Education have shown signs of needing assistance with respect to the selection of books and subjects for examination, I should be inclined to think that the addition to their numbers of some of those who prepare boys for the various examinations (*e.g.*, the head masters of the four principal schools) would be extremely advantageous.

18. The Council of Education ought to be composed of graduates or persons distinguished by educational acquirements.

19.

20. See answer to Q. 21.

21. I have suggested a scheme which is now before the Commission. It was framed on the assumption that it was to be carried out by the Council of Education without Parliamentary aid. If my scheme were entertained by Parliament, I should suggest a few modifications.

22. None other than the establishment of a University in Tasmania on the same basis as the London University, the office being confined to examination, and at first the conferring of Degrees of B.A. and *Ad eundem* degrees.

23.

24.

25.

26. See answer to Q. 21.

27.

28.

29. See answer to Q. 21.

30. By increasing the number of members, and having some recognised system of appointing them. Every graduate of a British University might, *ipso facto*, be a member, and certainly *some* qualification for appointment ought to be required. No one seems to have any right to hold such an office unless he has some educational status, or has shown great interest in the advancement of education, or has promoted it in some marked and special manner.

31. See answer to Q. 21.

32.

Question 23. *Do you think the time has come for the establishment of a University in Tasmania?*

1. Yes, I do. I have no sympathy with the arguments brought to bear in order to prevent the passing of the University Bill during the last session of Parliament. The main argument was this, "that our Degrees would be the laughing-stock of the world at large." That, I submit, is not the important question. The question should rather be, "Would the establishment of an University be beneficial to ourselves, and help the cause of education in the Colony?" And the answer, I believe, to be decidedly affirmative. As an argument in favour of such a supposition, I may state that when I lately advertised some courses of lectures in history, classics, &c. there was a disinclination on the part of the young men to attend because *they did not lead to anything*. It is to my mind a matter of very great regret that there should be such an utter indifference on the part of the young men of the Colony as regards their mental improvement. At present, education ends at 16 or 17, except in the case of the four or five students who become candidates for the Tasmanian scholarship, and as long as this is the case it is impossible to expect Tasmania to turn out many men of high education and intelligence. Our present system of education is good enough *as far as it goes*, but it does not go far enough. Boys leave school just when their powers of comprehension and assimilation are beginning to develop themselves; their education receives a sudden check; and having no one to help them further on their way, they become either disheartened or indifferent, spend their spare time in loafing or other questionable amusement, and grow up void of all knowledge save such as may be just sufficient to enable them to enter the bank or the office, and have, consequently, neither the ability nor the desire to assist in the development of their native land. An University, with the power of granting Degrees, would do much to remedy this by encouraging and assisting our young men to further efforts, holding out to them, at the same time, a something towards which to direct those efforts. The value of our Degrees in the eyes of the world is a matter of secondary importance. We could not at first set a very high standard, but as time went on and the effects of University training began to be felt, this would become possible, and the world would gradually be taught to recognise Degrees which carried with them the assurance of high attainments. Everything must have a beginning; and I feel sure that by establishing a Tasmanian University the Parliament would be taking a very wise and useful course, such as would be to the great advantage of our young men, and conduce to the future credit and development of the country. There was, I believe, an almost entire consensus of opinion on the subject last year among those directly concerned in the work of education, and this is a fact which ought to carry with it great weight; and I sincerely hope that a further consideration will induce the Parliament to reverse their decision of last session and pass the project into law.

2, 3, 4, 5. No.

6. Hardly.

7. Not yet. The Colony is too small in its population. The expense of maintaining it would, at present, be altogether inadequate to the advantages.

8.

9. See answer to Q. 21.

10. I think some arrangement should be made with the Melbourne University to have candidates for the Degrees granted by that University examined here, and said Degrees conferred on the successful candidates by the Council of Education.

11. Yes.

12. I very much doubt the expediency of such a step at present. With Universities in all the other Colonies, I can see very little likelihood of the establishment of a University in Tasmania, with its present population, being attended with results at all justifying such a measure. When our population shall have become quintuple what it is now such a proposal may be entertained.

13. I do, so far as the University shall be, what the Council is in part at present, an examining body with power to confer Degrees and Honors. The limitation of the University to such a body, and the exclusion of a teaching staff of Professors, is on the ground of economy. If Parliament thought that the general revenue would allow it, I would have a State College, and let any other high educational institution be affiliated to the University, as many Colleges are to the University of London. It is not necessary to have a staff of Professors in connection with a University, though it is very desirable. One reason for having a University is that our A.A. Degree is anomalous, and cannot be graded with any of the regular stages in a University curriculum. The A.A. is, in fact, far in advance of the ordinary matriculation, but our youth get no credit for it, and they are, consequently, at great disadvantage.

14. No.

15. No.

16. Yes, as an examining body and for granting Degrees. The medical board, and the board of legal examiners, should be incorporated in the scheme.

17. Most certainly not.

18. A University, without a body of learned men to be examples of learning and to teach, would not be a respectable institution, and could give no guarantee to the world of the value of its Degrees. England has four Universities for 20,000,000, and seems to have enough.

19.

20. If one may judge from the small success of Christ's College, there is not any urgent call for a University at present. And yet, if the Council of Education is to be enlarged or reconstituted, it might be well so to recast it as to form the nucleus of a University.

21. I was favourable to the University Bill of last session, as inaugurating what in course of time might develop into a University worthy of recognition as such; but our University would have been a mere examining board, and I should like to see something more than that if we have one at all.

22. See answer to Q. 22.

23.

24. I do not. I object *in toto* to the notion that has got about that an University is an *examining body merely*, for the sake of conferring Degrees. An University ought to have Professors of its own (whose function it is, not only to examine, but to teach), or else have affiliated to it a number of educational institutions that possess a competent and universal staff of teachers. For such an University as this Tasmania is not yet ripe.

25. I scarcely think that the time has yet arrived for the establishment of a University in Tasmania. It is difficult to see whence any considerable number of students is to come, and in what way provision is to be made for their instruction.

26. I think the time is come for the establishment of a University in Tasmania.

27. It appears to me the time has come for the establishment of a University in Tasmania.

28.

29. See answer to Q. 21.

30. I imagine it would be premature to establish a Tasmanian University at present.

31. No.; but there is need of some central institution where the candidates for the scholarship could be trained together. The training for the scholarship entails on the superior school much time and expense which might easily be economised: *e.g.*, suppose, as often must happen, three or four mathematical candidates training each at his own school for the scholarship, each requires a lot of time and trouble as each place. How much better if under one teacher! If at one central institution boys going on for the scholarship were trained together, it would be a great advantage to all of them, a valuable relief to schools, and the masters so appointed in classics, mathematics, and science would form a nucleus of a future University, which could grow up as circumstances fostered it. The charges for the students might be made through the schools to the parents, and each school having a candidate at the institution should make a contribution to the expenses. The staff of Professors could conduct examinations in the superior schools and any other public examinations which it might be necessary to impose after a time. This institution could open its classes to the general public, giving lectures on subjects relating to higher intellectual culture.

32. In my opinion the time has not yet come for the establishment of a Tasmanian University. Our present population is too small to supply it with students, and the few Tasmanian youths who need more than our own system affords can obtain it at the very excellent University of Melbourne.

Question 24. *Pending the establishment of a Tasmanian University, how do you think the Council of Education might best bring within the reach of a larger number than now participate in them the advantages of the higher intellectual culture?*

1. I doubt whether there be any way in which the Council can do much towards effecting this. Any action which they might take would be of a kind such as could be done much better by an University, while it would not carry with it the authority which the action of an University would. The objection to our present A.A. Degree is, that it is an anomaly,—a Degree granted by what is practically a private body, the granting which is an aping of the province of a University; and I cannot conceive why, if we are to grant Degrees at all, they should not be granted by a regularly constituted body, holding a public and recognised position—a body which would be much more likely to secure the confidence of the public, and to gain outside acceptance of its proceedings.

2. Yes.

3. Sound primary education for all is the work of the State.

4. By lectures in scientific and other subjects, which the elder scholars should attend quarterly, take notes, and be examined,—especially technical.

5. By rewarding essays on various subjects, and engaging lecturers on popular scientific subjects during winter months.

6. By considering the welfare, in an educational point of view, of the whole community, and by frank recognition of, and cordial co-operation with, all existing educational institutions of proved efficiency.

7. By increasing the number of scholarships, and making them tenable at Colonial Universities.

8.

9.

10. See answer to Q. 23.

11. A higher Degree could be conferred than that of the A.A. upon the student who should pass a higher examination.

12. I do not know that I can make any suggestion in the direction indicated. I never knew any place more amply provided with the means of education, according to its population, than Tasmania is.

13. I do not in the least see how the Council of Education can bring the advantages of higher culture well in the reach of a larger number than it does at this moment.

14. By inducing the Universities of Melbourne and Sydney to allow candidates for Degrees to be examined in Tasmania, as they now can be for the Matriculation Examinations; or by obtaining from those Universities a recognition of the examination for the Tasmanian Scholarship as equivalent to a certain standard in their own course for the various Degrees.

15. With augmented funds, scholarships, tenable at British or Colonial Universities, might be established; or lectures provided in connection with the present superior schools.

16. Constituted as a representative body the Council of Education could make large concessions in the interests of popular learning.

17. If the Council of Education were to take any steps to supply this want, I do not think that many would be found to take advantage of it.

18. The majority of the young people do not want the proposed higher intellectual culture. I may say that, with very few exceptions, those who are worth teaching are compelled at an early age to go and earn their bread. All they want is fairly good schools, which they at present have.

19.

20.

21. The Council of Education is so cramped for means, having positively no funds whatever at its command to employ according to its own discretion, and it is so closely limited in its lines of action by the Act of its constitution, that it is powerless for anything beyond regulating certain examinations for certain defined objects.

22. I do not see my way to any alterations which would accomplish the purpose you propose. It is not difficult to enunciate an abstract principle that is desirable; but the difficulty in this case would be to determine a practical method which would secure the result referred to in the question.

23.

24.

25.

26. By an increase of scholarships.

27.

28.

29. Without further legislation it does not appear that the Council of Education can do more than it is doing at present, except in connection with the training and education of girls. Sufficient consideration does not appear to have been given to the fact that the future destinies of boys and girls are, in some respects, essentially different, and that, while the latter should not be excluded from any of the advantages of a higher intellectual culture, the schemes of examination, which materially influence the training and instruction in schools, should not be absolutely identical for both sexes.

30. Perhaps by the establishment of one or two higher State schools.

31.

32. I do not think that more can be done by the Council than it is now doing.

Question 25. *Do you think the central control of our public primary education by the Board of Education is efficient and satisfactory.*

1. I am not sufficiently acquainted with the action of the Board to hazard a reply.

2. No.

3. Not altogether.

4. As much as you can expect at present.

5. A Board, with a Minister of Education responsible to Parliament, who would be *ex officio* head of the Board, would, perhaps, be an improvement.

6. No.

7. It might be well to have two Boards,—one for the southern and the other for the northern end of the Island.

8. Difficult to answer. Boards are machines invented by a parsimonious people in order to get public work done gratuitously. The only honorarium retted to Boards is unmeasured abuse by the press and the public, notwithstanding which heavy discouragement the Education Board works fairly well. It is, however, an open question whether a Ministry of Education, with a paid Chief of the Education Department, would not be an improvement. Much difference of opinion exists on this point. I cannot decide one way or the other.

9.

10.

11. No.

12. My answers to Questions 21 and 22 are still more applicable to the Board of Education than to the Council. I am of opinion that the Board of Education might be a very efficient directorate were its members increased, and a more liberal recognition of the different sections of the community adopted in selecting them.

13. I am not qualified to give a very positive opinion on this subject, but I have no doubt that there must be a paramount central control of all public schools in the Colony. Local School Boards have no power at present. They ought to have power to act without reference to the Central Board, but within a carefully defined range. No doubt, the Central Board might be more efficient and satisfactory than it is; but how it may be made so is a question requiring very much more knowledge and consideration than I can pretend to give.

14. I should prefer its being brought under one head, acting with the advice of the Inspectors, and responsible to Parliament.

15. I am not aware of any good grounds for complaint.

16. No.

17.

18. I think the Board and Council ought to be one body, composed as I have suggested. One half might be selected by the Government, and the other half by masters and mistresses of superior schools, graduates, members of the learned professions, and masters of the public schools of the first-class.

19. I do not think it desirable to abolish the Board of Education, but to reform it. For example: a responsible Minister of the Crown to be Chairman, and the members to be paid. In England Board management has, I believe, tended greatly to popularise the public system of education.

20.

21.

22. The central control is most necessary; and in those communities which carry out most of the detail and local requirements, it has been found indispensable to rest on some central and superior authority, to which all departures from the usual course is referred. This secures uniformity, and prevents those local jealousies which would grow out of differences of opinion.

23.
24.
25.
26.

27. I think that, under the present system, the central control of our public primary education by the Board of Education is efficient and satisfactory.

28.

29. I am not prepared to answer this question.

30. I do not think the present Board of Education either efficient or satisfactory. Personally I have always experienced the utmost courtesy and promptitude in my correspondence with the Board. But the control of education should be vested in some competent and responsible person,—say a Minister of the Crown,—with a permanent officer as Secretary. The Secretary should be a man of culture and tried ability, with a good salary.

31. Not in a position to offer an opinion.

32.

Question 26. *Do you think it preferable, in lieu of the Board of Education, to substitute some other directorate or controlling authority? If so, will you state in whose hands that direction and control should be?*

1.

2. Minister of Education.

3. A good Minister of Education.

4. No.

5.

6. I would appoint a Minister of Education. Let the right man be carefully sought, and, when found, let his appointment be permanent, his powers large, and his remuneration liberal. The appointment should be a non-political one; the best man, independent of all party considerations and, above all things, of all clique interests.

7. I think the Board system, on the whole, the best, if the suggestions given (Q. 25) be carried out, and care exercised to appoint persons both competent and willing to take a real interest in the management of its affairs.

8. See answer to Q. 25.

9.

10.

11. Yes. A Minister of Education, aided by a paid professional head of Department.

12. See answer to Q. 25.

13.

14. See answer to Q. 25.

15. I should wish to be fully acquainted with the nature and constitution of any other proposed directorate or controlling authority before deciding in favour of a change.

16. A responsible head, with District Boards having full authority.

17.

18. See answer to Q. 25.

19. See answer to Q. 25.

20.

21.

22. Boards of Education of varied character are generally found useful in performing functions of this character; but the present system leads to great delay. The Local Board has to be consulted; then references are made to the Central Board, whose function is to obtain the decision of the responsible Minister, viz., the Chief Secretary. In the event of the Local Boards being appointed by the votes of the inhabitants, the Chairmen of the Local Boards might recommend to the Government a person to take the personal charge and responsibility of director and controller of the Department.

23.

24.

25.

26.

27. I do not know that there could be any central controlling authority preferable to the Board of Education.

28.

29. The direct control of the Education Department by a Minister might facilitate the dispatch of business; but its efficient working will depend more on the executive agency than upon the question of the exercise of the chief controlling authority. The chief conditions of efficiency are (1) the presence of a regularly organised staff of responsible officers, with jurisdiction over all matters connected with public schools; (2) the determination of all questions as to appointments and promotions on the sole ground of merit,—the chief elements in this being professional attainments and faithful service; and (3) the exclusion of all direct or indirect political influence or patronage from these or other questions connected with the working of the educational system.

30. See answer to Q. 25.

31. Not in a position to offer an opinion.

32.

Question 27. *Are there any other suggestions you have to offer in relation to the improvement of our Educational system?*

1.

2. The medical examination of children at stated intervals, especially in relation to sight, hearing, mental incapacity, moral insanity, &c.; the sanitary inspection of schools, especially having reference to

ventilation and drainage; the substitution of earth closets for cesspits in town schools; the provision of good drinking water, particularly in the country; and to the cultivation and encouragement of the laws of hygiene when away from school.

3.

4. Separate schools for boys and girls. More maps for the school, and diagrams, globes, boxes of objects for illustrations, and object lessons for the juniors. Essays on various subjects by elder scholars. Small prizes for the best in each class, once a year, in learning, behaviour, and cleanliness. Annual exhibitions of all kinds of school-work, or anything boys or girls can make or cultivate. Writing, sums, drawing, collections of objects, pot flowers, shells, &c., prize cards beautifully printed, honorary, to be given. No money prizes. All schools in a town or district might exhibit.

5. I have already touched (in No. 1) on what I consider would be a vast improvement of our Educational system. There is a large section of the community, not generally represented by writers in the public press, which regards it as a bounden duty that religious knowledge should be imparted at the same time as secular instruction, and interwoven with the latter, not relegated to one hour either at the beginning or end of the school work. It is not the duty of the State to say that this section of the community is in error as to its view of the matter, but to allow it to inculcate its views on the minds of those who are willing to be so instructed, while the other section, which prefers no religious instruction, shall have liberty to follow its view also. This can be done by simply paying each section by results for proficiency in secular knowledge, and not interfering with the religious tenets of any denomination. To make education "Secular" in opposition to "Secular *cum* Religious," is, as Cardinal Manning very forcibly points out in the last number of the *Nineteenth Century*, "to endow a 'Nonconformist religion,' which discards creeds and formularies." Liberty, therefore, should be given to each denomination to educate its children at school as it thinks fit, while the State insists on each such school attaining a certain standard, to be decided by the State's Inspectors, in secular knowledge. This is not endowing any denomination, but really securing "liberty" in education for all, whether Protestants or Catholics, Atheists or Secularists.

6. I would remunerate teachers in Public or Board Schools more liberally, and thus offer inducements for more efficient men to present themselves.

7. No other suggestions.

8. General Remarks.—The want of one or more model or training schools is a great defect in the present system. Every teacher, by rights, should be trained thoroughly in a school of this kind before being sent forth to his work. But it will cost money. In the principal Model School I recently visited in Adelaide, the salaries alone came to £1000 per year. One advantage of free schools would be that the teacher would receive a regular fixed salary from the State, free from the worry of dragging school fees in dribblets from unwilling and parsimonious parents. If any great improvement is to be made in the system, Parliament must be prepared to increase the Education grant considerably. You can't make bricks without straw; and abusing the Council and Board of Education, though a very cheap, is a very ineffectual remedy for shortcomings. I notice, not only in Tasmania, but everywhere, that the education of the people does not produce altogether the effect anticipated. It seems to create a shabby genteel class, with a spurious refinement, neither fish, flesh, nor fowl, ready to resort to anything for a living but hard work, and therefore destined in time to become a dangerous class and a pauperized one. It is obvious that so long as this world lasts the bulk of mankind must earn their bread by the sweat of their brow, and that no education will emancipate them from this law. The only remedy I can suggest is to pay more attention to technical education, to a training which will make the people more intelligent workers, artisans, and labourers, and therefore enabled to obtain a higher price for their labour, while a more complete knowledge of their art would enable them to take greater pleasure in its exercise. I incline to the opinion that much of the socialistic and communistic feeling which now convulses the Old World is a consequence of this defect in education. A large class of people, partially educated, but not in the right direction, aspires to work for which there is either no demand, or one inadequate to satisfy the aspirants, who, therefore, endeavour to bring about a political and social chaos in the hope of something "turning up" in the general scramble which will gratify their desires. No good can come out of this state of things, and every effort should be made to avert it.

9.

10. I have long been of opinion that less time and attention should be devoted to the study of the Classics by the Colonial youth generally, and more care given to acquiring what will be more useful to them in after life, viz., a knowledge of the useful Arts and Sciences. The study of Latin and Greek has its advocates and its advantages, but I believe the youth of these Colonies would find the study of Mathematics, Natural Philosophy, Chemistry, Mineralogy, and kindred subjects quite as interesting, and far more useful.

11.

12. Very little occurs to me beyond what I have stated in the foregoing answers. I may, however, mention that my attention having been directed to the questions given to be answered by the competitors for the Exhibitions of the Board of Education, I could not help thinking that some of these questions were scarcely suitable for children of the specified age, or even pertinent to the subjects under which they were put. For instance, one question under the head of Geography, at the last competition, was to name the places where certain towns were situated, and what were the *principal industries* by which their inhabitants were supported. The situation of the towns was a fit and proper geographical subject of examination, but I cannot see that the employments of the people were so—this belongs to Trade and Commerce, not to Geography; and I know that some of the youths had never been taught this as a part of their geographical lessons, and were therefore quite nonplussed when such a question faced them. Great judgment and discretion are needed in the framing of these questions.

13.

14. No.

15. By the appointment of additional paid Inspectors, more frequent inspection of schools would, I think, be secured with considerable advantage.

16. The vast importance of industrial education appears to have been overlooked in these questions,

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22. I have no further observations to offer.

23. I should like to see classes in our Public Schools for instruction in trades and industries of various kinds, and in Chemistry. The want of some such classes seems to be a great blot in the Public School system of a young colony.

24. I consider the Educational System of the Colony quite sufficient for its present requirements, and think that the fewer changes in it the better.

25.

26. In reference to this question, I consider the existing system of education in Tasmania to be radically defective, inasmuch as it does not encourage the exercise of religious thought during school hours, nor does it provide for adequate special religious instruction in the school after school hours. Thus the young are left without the means of cultivating the heart, at an age when such cultivation is absolutely necessary for their future welfare, whilst attention is solely confined to the improvement of the intellect. The result of such training has been found, wherever it has had a trial, to be detrimental to morality and to the interests of society and religion. I would therefore suggest the introduction of a system of payment by results, controlled by a Board or Minister of Education appointed by the State. This would meet the religious difficulty, create a healthy rivalry between schools, and put an end to monopoly, which I consider to be as injurious to the advancement of education as it is to that of commercial affairs.

27. I have no more suggestions to make, provided those contained in answer to Question No. 2 are carried out.

28.

29. I have elsewhere entered at some length into the question of the improvement of the system of primary education. As regards higher education, I believe that a considerable stimulus to efficiency might be given by granting moderate subsidies to the trustees or other corporate authorities of the principal Grammar Schools, one condition of such aid being that they should be annually examined by qualified persons entirely unconnected with Tasmanian schools. Competent examiners might probably be obtained from the neighbouring colonies, or, failing this, it might be found practicable to appoint permanent officers, who should have charge also of all the examinations now conducted under the auspices of the Council of Education.

30. Great attention should be given by teachers to—(1.) Cleanliness of their pupils; and respectful manners should be exacted from them. (2.) A small sum of money should be annually entrusted to the Local School Board for the execution of petty repairs, also for the efficient emptying of earth closets and for regularly cleaning the school premises. Provision should be made for a supply of fuel according to some proper arrangement with the Local Board. At present the question of warming the school is left to chance, and I have frequently seen children so cold that they could not write or attend to their lessons. (3.) It would be very desirable to extend the range of subjects taught in primary schools—the elements of Geology, Botany, Natural History, and the Natural Sciences generally, might easily be taught. Provision might be made for a grant (to any teacher who showed any qualification) towards the purchase of appliances for simple Chemical experiments, Magnetism, &c. (4.) Teachers should not be debarred from doing anything they please, *out of school hours*. For instance, they might assist in any religious services they had a mind to, without any hindrance; and, provided their conduct or employment out of school was satisfactory to the Local Board and not in any way prejudicial to the progress of the school, they ought not to be interfered with by the State. I have three full services every Sunday, and a ride of 16 miles. Why should not the teacher be allowed to perform the mechanical duty of reading the lessons for me in the Church? In what possible way could such a practice interfere with his usefulness as a teacher? It seems to me an unwarrantable interference with the “liberty of the subject” to put any restrictions of the kind upon teachers. (5.) The salaries of teachers should not be dependent on their school average. If the number of scholars in any school falls off, the teacher should never suffer in a pecuniary sense, unless it can be shown by the Local Board that the falling off is directly due to the teacher himself. (6.) Teachers should have no communications of any kind with parents of children, except through the Local Board. They should receive no fees from parents, and have no direct contact with them.

31. I much regret that want of time has prevented my dealing more fully with all the above questions, and hope the suggestions will be of some use.

32.

APPENDICES.

I.

RECOMMENDATIONS made in the Report of the Select Committee on Education, laid upon the Table of the House of Assembly, September 7th, 1882.

YOUR Committee would suggest that Local School Boards should be reconstituted; the number being reduced to that extent which the varying conditions of different districts may require to insure the election of efficient members. One Local Board might very well act for two or more Public Schools where there are not sufficient competent persons to give a Local Board to each school. Half the members of these Boards should be elected by the ratepayers of the district or portion of the district concerned, and half should be nominees of the Minister of Education (*i.e.* the Chief Secretary), with the approval of the Governor in Council. The number of members of each Local Board might be reduced to five.

The Local Boards thus constituted should, in the opinion of your Committee, have the following powers entrusted to them:—

- I. All communications or reports made by or to the teacher should pass through the Local Board.
- II. While the power of appointment and promotion of teachers should be vested in the paid head of the Department (subject to approval by the Minister of the Crown), no appointment should be made to or promotion in a Public School without the approval of the Local Board, and similarly the recommendation by a Local Board that a teacher should be reduced or dismissed should at least be regarded as adequate reason for the removal of such teacher.
- III. Local Boards should have the power of deciding whether the minimum or maximum ages of compulsory attendance require alteration to meet the particular circumstances of their district; also of extending or reducing the maximum radius prescribed for compulsory attendance where local conditions make such alteration desirable.
- IV. To the Local School Board should be given the power of closing the school upon any emergency arising to necessitate such a course; also of giving a holiday for one day, and of excusing the attendance of children whose labour during harvest time is necessary to their parents or relatives,—this power being practically conferred upon a Local Board by the clause of the Compulsory Act above referred to.
- V. It should be left to the discretion of the Local Board to authorise the use of a Public School (out of school hours) for other than school purposes.
- VI. Local School Boards should be empowered and required to inspect their schools twice a year, and to submit a report of such inspection to the Director of Education; a copy of such report being given to the teacher for his information, and any necessary comment or explanation.
- VII. The power of establishing Night Schools in conformity with Regulations should be vested in the Local Boards.
- VIII. To Local Boards should be entrusted the power of arranging for firing, and effecting of petty repairs, a sufficient sum being allotted in each case by the responsible Minister for the latter purpose, while the firing might be provided for by a small local rate or arrangement with those in the neighbourhood who are interested in school work.

With powers such as these conferred upon them the Local Boards should and would become useful members of the educational machinery: it could no longer be said of them, in the words of the Rev. Mr. Mason, Q. 442, "The larger portion of the functions allotted to School Boards are impossible to fulfil, and the remainder are so insignificant as not to be worth discharging." This is said of them now with perfect accuracy.

In discharging the latter functions proposed, Local School Boards would accept responsibility that now they cannot appreciate. There would be reason for their meeting at least once a month for the transaction of business; and full reports of these meetings should be required of them by the Director with the view of keeping him informed of the progress of district work, and enabling him to check any irregularity of procedure.

Training School for Teachers. Your Committee consider that the absence of a Training School is a defect in the system of education at present existing. It is a link missing in the chain of gradation by which the pupil teacher rises to charge of a school. Mr. Clemons points this out, and mentions how he felt this. The evidence also shows that the standard of teacher's qualification does not rise to the level of the Vth and VIth classes of the taught, an anomaly that should be removed. The evidence of Mr. P. O. Fysh shows that such a school has been contemplated as a necessity, and that the endowment of Mr. P. T. Smith, now amounting to £1300, exists for this purpose.

And your Committee are of opinion that a higher standard should be introduced in the Public Schools. Here, again, a link is missing; for the boy who leaves the elementary for a superior school is at a considerable disadvantage in entering upon his new scholastic career, in that he has had no teaching whatever in some of the subjects, known, as a matter of course, to the lads of his age whose whole training has been in the superior school.

A Standard of Regular Attendance should be fixed, subject to such exceptions as may be made by Local Boards for good and sufficient reason. At present the responsibility of deciding what constitutes a minimum of attendance rests with the Magistrate. In one district a Magistrate might declare the minimum as four days a week, in another it might be fixed at three days a month. Your Committee would recommend a standard of 30 days a quarter.

Factory Employé Law. Your Committee consider that legislation is required to prevent the employment of children under 12 years of age in factories. This point is urged by the Visiting Officer, Mr. Stuart.

A Standard of Competency should be prescribed, and children who have reached that standard should receive certificates relieving them from all necessity of compulsory attendance.

II.

SCHEME for a Reconstitution of the Council of Education on an enlarged basis, and without the necessity of Parliamentary intervention, drawn up by the Rev. R. D. POULETT-HARRIS.

1. I PROPOSE that we associate with ourselves, as a *Senatus Academicus*, a body of men who shall consist of—

- I. All University Graduates in the Island.
- II. All persons who have been admitted to the Degree of Barrister-at-Law at one of the English Inns of Court.
- III. A limited number of men distinguished by their attainments or their interest in Education. These last will be nominated in the first instance by the Council.

2. All these might be designated Associated Members of the Council of Education (A.M.C.E.), or any other name that the Council shall deem suitable. For the present I will speak of them as Associated Members.

3. I propose that the Associated Members shall be eligible for Committees in framing Schemes of Examination; that in the discussion of those schemes they shall sit and vote with the Council (the Fifteen), and that their vote shall carry equal weight with those of the Council, subject to this limitation,—that when a scheme has been accepted by the United Council it shall be put to the vote of the Fifteen for confirmation. If rejected, or altered in important particulars, it shall be referred back to the United Council for further discussion.

4. After the first constitution of the Associated Body, those who come in under Clause III., Par. 1, will be elected by the United Council, the votes of the Associated Members carrying equal weight with those of the Fifteen. Proxy voting might be allowed in the case of Members residing at a distance.

5. Vacancies in the Fifteen shall be filled by the votes of the United Council, with privilege of proxy voting. In order to keep within the provisions of the Scholarship Act, there might be a formal ratification of the election by a separate vote of the Fifteen.

6. In the annual election of President of the Council only the Fifteen can have a vote.

7. The financial affairs of the Council must also be managed by the Fifteen.

8. In the discussion of bye-laws, the A.M.C.E. shall have a voice and a vote, subject to confirmation by a separate vote of the Fifteen.

9. And the same shall be the case in all the business of the Council, except the matters mentioned in Pars. 6 and 7.

10. It might be well to fix a limit to the number of the elected Members of the Associated Body (Clause III., Par. 1); and that it should not be deemed necessary to keep the list filled up to the full extent of that limit. We should thus generally have a vacancy for any desirable man who does not come in under Clauses I. and II., Par. 1.

I think that in acting thus *proprio motu*, the Council would acquire an immense accession of strength and influence. It would at once become a sort of University, gathering in all the elements that go to form an Academic Corporation, and all the highest education that the Colony affords, while, at the same time, the Fifteen do not evade any of the duties or responsibilities which the Act enjoins.

III.

1. THE Training College proper, as established in older and more populous communities, is out of the question. A Boarding School for Students would be very costly to maintain, and it would be difficult to find openings for a number of trained teachers turned out year by year, with perhaps good literary qualifications, but ill suited to the circumstances of the country schools, in which vacancies chiefly occur.

2. The school-houses in Hobart which belong to the Board have been planned either for an antiquated and obsolete system, or without any reference to school requirements. It would be possible to adapt one of these to the purposes of a Model School by a large outlay; but it would be far better, both on the ground of economy and of convenience, to begin by building on a good plan; and the cost of such a school as is required would not be greater than that of an ordinary school for from 200 to 300 scholars.

3. The staff required would be a Head Master or Principal, a Mistress, a Chief Assistant, and an Infant Mistress. The last three should be regularly trained and certificated teachers specially qualified for their particular duties, and should be obtained from England. Moderate salaries would secure the services of any number of qualified candidates, but special care should be exercised in the selection. There are some grounds on which it would be desirable to get the Head Master from the Mother Country also; but the difficulty of getting one with the necessary personal qualifications for a position of great responsibility would be very much greater, and an unfortunate selection would imperil the success of the whole institution. The rest of the regular staff would consist of pupil teachers appointed under the existing regulations, or, preferably, ex-pupil teachers who had completed their term of service in other schools. These would represent the students in training, and, after passing through a prescribed course of study, would be qualified for employment as head assistants in the larger schools or as teachers of ordinary rural schools. The number of officers thus constituting the regular staff would of course be regulated by the number of scholars in ordinary attendance. In addition to the regular staff it would be highly desirable to find openings for persons wholly untrained, such as those who constitute the great majority of the teachers of small country schools; and for some time to come it would be advisable to restrict the advantage of attending the Model School to those who are already in the service of the Board and have shown some aptitude for the profession of teaching. The period of attendance should vary, according to circumstances, from one month to one year: and if there were no more than two of this class in attendance at one time, it would not be long before beneficial results would become apparent in the increased attendance and improved efficiency of the rural schools.

4. The Smith Endowment Fund could not be better applied, nor applied more in accordance with the intention of the donor, than in contributing towards the cost of the maintenance of this class of teachers during their temporary residence in town.

5. I cannot recommend the Board to adopt that part of the scheme which relates to an offer of prizes for the best essays on the subject under consideration. When it is considered that no one would be qualified to write with authority on the subject unless intimately acquainted with the working of the Tasmanian System of Education and its results, and also personally conversant with the various kinds of Training Schools in the Mother Country and the Colonies, it will be seen that there would be little or no competition of qualified writers, and that the judging of the essays could not be satisfactorily provided for. All the information that could be got from an essay will be found in any standard work on education.

T. STEPHENS.

IV.

RETURN of Cost of Public Education during the past Ten Years.

Year.	Teachers' Salaries, Rents, Repairs, &c.			Salaries of Inspectors.			Salary of Secretary and Clerks.			School Fees received from Parents.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1872....	12,342	7	9	450	0	0	324	10	4	3868	0	11
1873....	12,572	0	11	450	0	0	330	0	0	4340	0	8
1874....	13,225	19	11	450	0	0	340	0	0	4933	5	5
1875 ..	14,598	3	1	450	0	0	410	0	0	4797	5	6
1876....	15,484	8	2	537	10	0	480	0	0	5181	13	0
1877....	15,380	2	4	800	0	0	540	0	0	5401	7	10
1878....	16,021	18	5	850	0	0	561	2	7	5883	15	9
1879....	16,562	10	11	900	0	0	610	0	0	6148	9	1
1880....	16,518	12	2	900	0	0	650	0	0	6254	1	3
1881....	18,191	7	7	900	0	0	680	0	0	7026	7	2

Cost of new School Buildings.

	£	s.	d.
Amount voted by Parliament	30,436	13	8
Buildings erected or in course of erection	13,045	4	10
Balance available	£17,391	8	10
Cost of repairs to school buildings, the property of the State, during the year 1882	£2357	9	11

V.

PROPOSED Erection of School Buildings under Public Schools Erection Amendment Act during 1883 and 1884.

No.	School.	No. of Children to be accommodated.	Description of Building.	Estimated Cost.	W.—Wood. B.—Brick. S.—Stone.
1883.				£ s. d.	
1	Battery Point	350	School and Class-rooms	3750 0 0	S and B.
2	Charles-street	350	Ditto	2875 0 0	S and B.
3	Beaconsfield	250	School and Residence	1584 10 0	W.
4	Penguin	100	Ditto	800 0 0	W.
5	Fingal	70	Ditto	900 0 0	B or S.
6	Kangaroo Point	60	School-room	500 0 0	W.
7	Nook	50	Ditto	345 0 0	W.
8	Constitution Hill	50	School and Residence	600 0 0	W.
9	Scottsdale	40	School-room	275 0 0	W.
10	Tea Tree	40	Ditto	275 0 0	W.
11	Turner's Marsh	40	Ditto	250 0 0	W.
12	Spreyton	40	School and Residence	450 0 0	W.
13	Woodsdale	40	Ditto	450 0 0	W.
14	George Town	40	Ditto	600 0 0	B. or S.
15	Montagu	40	Ditto	450 0 0	W.
16	Upper Piper's River	40	Ditto	450 0 0	W.
17	Lower Piper's River	40	Ditto	450 0 0	W.
18	Dry Creek	30	Ditto	390 0 0	W.
19	Rokeby	30	Ditto	390 0 0	W.
20	Fentonbury	30	Ditto	390 0 0	W.
21	Leslie	30	Ditto	390 0 0	W.
22	Longford .....	..	Residence	*550 0 0	W.
23	Ulverstone .....	..	Ditto	350 0 0	W.
24	Macquarie Plains .....	..	Ditto	350 0 0	W.
25	Castle Forbes Bay .....	..	Ditto	350 0 0	W.
26	Jetsonville .....	..	Ditto	250 0 0	W.
27	Winkleigh .....	..	Ditto	250 0 0	W.
28	Longford .....	..	Additions to School	514 0 0	
29	Ross .....	..	Additions to Residence	273 12 3	
30	Swansea .....	..	Ditto	121 13 10	
Balance available under Loans Bill †				£19,573 16 1	
				10,436 13 8	
Amount to be provided for 1883				£9137 2 5	
1884.					
1	Wellington-street	350	School and Class-rooms	2900 0 0	S. & B.
2	Honeywood	100	School-room	600 0 0	W.
3	Oatlands	100	School and Residence	1000 0 0	B. or S.
4	Green Ponds	90	Ditto	900 0 0	B. or S.
5	Sheffield	80	School-room	550 0 0	W.
6	Railton	50	School and Residence	600 0 0	W.
7	Sandy Bay	40	Ditto	500 0 0	W.
8	Rosevale	40	Ditto	450 0 0	W.
9	Bluff	40	Ditto	450 0 0	W.
10	Forest	40	Ditto	450 0 0	W.
11	Enfield	40	Ditto	450 0 0	W.
12	Springfield	40	Ditto	450 0 0	W.
13	Tunbridge	30	Ditto	390 0 0	W.
14	Irish Town (Circular Head)	30	Ditto	390 0 0	W.
15	Tongataboo	30	Ditto	390 0 0	W.
16	Franklin .....	..	Residence	500 0 0	B.
17	Brown's River .....	..	Ditto	400 0 0	W.
18	St. Leonard's .....	..	Ditto	500 0 0	S.
19	Lefroy .....	..	Ditto	400 0 0	W.
20	Green Point .....	..	Ditto	350 0 0	W.
21	Moorina .....	..	Ditto	250 0 0	W.
22	St. Leonard's .....	..	Additions to school	290 0 0	S.
23	Perth .....	..	Class-room	150 0 0	
				£13,310 0 0	

* Proposed to purchase property already built.

† Balance under 38 Vict. No. 17

Raised under 45 Vict. No. 38

£10,436 13 8

VI.

RETURN of Certificated Teachers, distinguishing those who have been regularly trained in England or elsewhere from those who have obtained Certificates of Competency under the Board of Education, showing the Annual Income of each.

CERTIFICATED TEACHERS TRAINED IN GREAT BRITAIN AND ELSEWHERE.

	Name.	Present Classification under Board.	Estimated Annual Income from all sources, including value of residence.	Remarks.
			£ s. d.	
1	Clemons, J. N.....*	Class I.	325 9 4	1st Division of 3rd Year Degree of Merit, Great Britain.
2	Kidd, W. H.....*	Ditto	766 13 3	2nd Class, 2nd Division, Certificate of Committee of Privy Council of Education.
3	McPhee, M.	Ditto	465 10 2	Queen's Scholar, Normal Training College, Glasgow.
4	Reynolds, W. J. J.....	Ditto	667 9 3	1st Class Queen's Scholar, Cheltenham Training College. [of Privy Council of Education.
5	Roberts, Geo.	Ditto	250 18 5	1st Degree of Merit, Certificate of Committee of Privy Council of Education.
6	Rule, C. H.*	Ditto	340 14 6	1st Division of 1st Degree of Merit, Certificate of Committee of Privy Council of Education.
7	Ball, Thos.*	Class II.	New Appointment.	1st Division of 2nd Degree of Merit, Certificate of Committee of Privy Council of Education.
8	Hall, Chas.*	Ditto	230 0 0	British and Foreign Training School Diploma.
9	Rees, J. D.*	Ditto	196 18 0	1st Class Certificate of Committee of Privy Council of Education.
10	Campbell, Alexander...*	Class III.	161 0 0	3rd Division of 2nd Degree of Merit, Certificate of Committee of Privy Council of Education.

TEACHERS WHO HAVE OBTAINED CERTIFICATES OF COMPETENCY UNDER THE PRESENT CLASSIFICATION REGULATIONS OF THE BOARD OF EDUCATION.

1	Heritage, G. T. H.....	Class I. Div. B.	236 16 9	Trained Pupil Teacher.
2	Smith, Richd.	Ditto	253 6 3	Ditto.
3	Kildea, Thos.	Class II. Div. A.	236 0 5	Ditto.
4	Lovell, S. O.*	Ditto	220 17 11	
5	Montgomery, J. P.	Ditto	151 11 1	Trained Pupil Teacher.
6	Willicombe, Alfred	Ditto	200 18 3	Ditto.
7	Blyth, W. C.*	Class II. Div. B.	221 1 9	
8	Darcey, M. F.*	Ditto	222 15 0	Trained Pupil Teacher.
9	Harley, A. J.*	Ditto	190 2 7	Ditto.
10	Pierce, R. W.	Ditto	173 1 6	
11	Roche, J. S.*	Ditto	193 0 0	
12	Blackwood, A. C.*	Class III. Div. A.	194 15 2	
13	Burton, E.*	Ditto	117 9 10	
14	Edgar, J. C.*	Ditto	173 13 2	
15	Lloyd, Geo.*	Ditto	167 4 3	
16	Low, J. J.*	Ditto	152 2 8	
17	Purvis, David.....	Ditto	155 13 2	Trained Pupil Teacher.
18	Johnston, J. F.....*	Ditto	194 12 4	
19	Alexander, T.*	Class III. Div. B.	157 19 7	
20	Barnett, Wm.*	Ditto	175 4 3	
21	Barrett, Thos.	Ditto	126 15 6	
22	Blyth, E. P.*	Ditto	139 16 11	
23	Brown, Ohio.*	Ditto	145 19 3	
24	Chisholm, D. D. H.*	Ditto	177 2 4	Trained Pupil Teacher.
25	Cole, Henry	Ditto	122 13 6	Ditto.
26	Figgis, W. J.	Ditto	134 19 3	Ditto.
27	Finch, F. A.	Ditto	146 4 6	
28	Freeman, J. T.	Ditto	124 14 0	Trained Pupil Teacher.
29	Flanagan, P. B.	Ditto	107 6 0	
30	Gregory, A. P.	Ditto	127 13 0	
31	Griffin, Richd.	Ditto	65 18 9	Small attendance reduced income.
32	Hope, C.	Ditto	143 1 4	
33	Hurst, H. C.*	Ditto	205 10 11	
34	Ironside, S. E.*	Ditto	192 17 4	
35	Langley, J.*	Ditto	135 18 10	
36	Lewis, H. J. B.	Ditto	102 11 3	Trained Pupil Teacher.
37	McLeod, R. G.*	Ditto	128 14 5	
38	Miles, John.....	Ditto	163 13 6	
39	Miller, R. L.*	Ditto	152 18 4	
40	Pullen, Thos.*	Ditto	135 0 0	
41	Robertson, Robert.....	Ditto	171 15 10	
42	Scott, William	Ditto	130 17 9	
43	Shennan, John*	Ditto	123 14 10	
44	Swift, H. L.*	Ditto	106 11 1	
45	Taylor, James.....	Ditto	138 10 3	
46	Wellard, A. C.*	Ditto	189 7 8	
47	Wood, Alfred*	Ditto	108 17 3	

* Wives or relatives associated with Head Teacher, and salary, included in the amount stated.

VII.

RETURN of Uncertificated Teachers, showing Annual Income of each.

Name.	Present Classification under Board.	Annual Income from all sources, including value of residence.	Remarks.
MALES.			
Abel, M. J., and Wife	Prob. Class, Div. A.	£ s. d. 145 2 6	Trained Pupil Teacher.
Brain, Thos.	Ditto	89 11 0	
Cowbro, Thos.	Ditto	94 5 0	
Dakin, Wm.	Ditto	100 5 11	
Ford, Wm.	Ditto	70 18 11	Trained Pupil Teacher.
Fraser, Jas., and Wife	Ditto	127 17 2	
Giblin, Robt., and Daughter	Ditto	127 18 5	
Gray, F. E. N.	Ditto	86 14 6	
Gumley, Robt.	Ditto	103 15 4	Trained Pupil Teacher.
Hartnett, Denis, and Sister.	Ditto	109 5 0	
Hutchins, W. H.	Ditto	88 4 10	
Hutchins, Chas., and Wife...	Ditto	117 0 6	
Huxtable, F., and Wife	Ditto	121 19 0	
Kelly, Jas., and Wife	Ditto	103 1 5	
Kenner, Wm.	Ditto	90 1 2	
Mason, R., and Wife	Ditto	127 17 3	
Mather, J. B., and Wife	Ditto	108 12 10	
Pearce, Geo.	Ditto	91 10 2	
Richardson, E., and Wife...	Ditto	103 12 3	
Smith, H., and Wife	Ditto	118 0 0	
Young, Thos.	Ditto	91 9 1	
FEMALES.			
Barrett, Mrs. E.	Prob. Class, Div. A.	100 1 9	Trained Pupil Teacher.
Bell, Miss E.	Ditto	64 17 10	
Bilton, Mrs. E. R.	Ditto	64 4 5	
Mattson, Miss E. L.	Ditto	74 9 0	Trained Pupil Teacher.
McWilliams, Miss S.	Ditto	101 13 3	Passed Paid Monitor.
Morey, Mrs. E. M.	Ditto	69 10 0	
Plunkett, Miss M. J.	Ditto	70 6 3	
Ryale, Miss J.	Ditto	39 10 9	
White, Miss S.	Ditto	54 19 11	Passed Paid Monitor.
Wright, Miss M. B.	Ditto	70 5 0	
MALES.			
Brown, A. H., and Wife	Prob. Class, Div. B.	89 2 9	
Cheek, M.	Ditto	70 3 0	
Downie, W. A., and Sister...	Ditto	106 2 0	Trained Pupil Teacher.
Farquhar, W. P.	Ditto	67 18 5	
Gilderson, W. J.	Ditto	77 2 0	
Hadfield, A. E.	Ditto	83 9 3	Trained Pupil Teacher.
Hardy, G.	Ditto	78 1 8	
Hayes, J. J.	Ditto	77 10 2	
Heathorn, J. H.	Ditto	71 7 10	
Horwood, C. E. S. C.	Ditto	57 13 4	
Hutton, J. W.	Ditto	69 0 0	Passed Paid Monitor.
Kean, H.	Ditto	61 11 2	
Littlejohn, J.	Ditto	83 17 9	Trained Pupil Teacher.
Lovell, E. A., and Wife	Ditto	95 7 4	
McVilly, R., and Wife	Ditto	79 15 7	
Mold, F. W.	Ditto	65 2 6	
Morrison, D., and Daughter	Ditto	74 17 7	
Murray, D. H.	Ditto	45 17 7	
O'Brien, D.	Ditto	67 5 9	
Pybus, W. B.	Ditto	57 13 11	
Simpson, John.	Ditto	68 7 8	
Tolland, D.	Ditto	82 8 2	Trained Pupil Teacher.
Weeding, A.	Ditto	82 9 3	
Wyatt, A.	Ditto	70 0 6	
FEMALES.			
Alomes, Miss F.	Prob. Class, Div. B.	61 19 1	
Blackett, Miss E.	Ditto	56 3 0	
Blacklow, Mrs. E.	Ditto	52 8 3	
Briant, Miss E. H.	Ditto	66 16 0	Trained Pupil Teacher.
Campbell, Miss A. M.	Ditto	50 17 7	
Campbell, Miss J.	Ditto	46 6 9	
Curphey, Mrs. A.	Ditto	42 1 0	
Davis, Miss C. M.	Ditto	47 9 3	
Edwards, Miss M. E.	Ditto	60 9 6	
Kelly, Miss M. A.	Ditto	37 3 7	
Martin, Mrs. A.	Ditto	50 6 0	
Marshall, Miss R.	Ditto	64 16 6	Trained Pupil Teacher.
McGinniss, Mrs. C.	Ditto	50 3 0	
Morrisby, Miss C.	Ditto	65 18 2	
Morrison, Miss J.	Ditto	64 2 3	
Porter, Mrs. M. M.	Ditto	48 6 1	
Robertson, Miss M.	Ditto	63 19 5	

	Name.	Present Classification under Board.	Annual Income from all sources, including value of residence.	Remarks.
	Tapp, Mrs. C. E.	Prob. Class, Div. B.	£ s. d. 62 3 10	
	Townley, Mrs. M. E....	Ditto	44 11 0	
	Wickins, Miss F. M....	Ditto	57 8 0	Trained Pupil Teacher.
	Wragg, Miss L. E.....	Ditto	61 8 2	
	PROVISIONAL TEACHERS			
	Fitzpatrick, J. E. ....	...	40 6 4	
	Williams, Fredk.....	...	50 10 5	
	Alomes, Miss H.....	...	34 10 8	
	Dean, Mrs. C. M. ....	...	36 17 10	
	Hallam, Miss M. G....	...	29 8 6	
	Kearney, Miss F. ....	...	37 16 9	
	Luttrell, Mrs. S. B....	...	30 12 9	
	Newitt, Miss E. ....	...	39 10 3	
	Quinn, Miss M. ....	...	36 5 7	
	Reardon, Miss K. E. ...	...	38 15 0	
	Robertson, Miss V.....	...	44 8 6	
	FEMALE ASSISTANT TEACHERS.			
1	Balfé, Mrs. M. ....	...	60 0 0	
2	Barnett, Mrs. E. J.....	...	30 0 0	
3	Bennett, Miss I. A. ....	...	20 0 0	Passed Paid Monitor.
4	Blyth, Miss H. B. S....	...	30 0 0	Ditto.
5	Carter, Miss F. M. ....	...	30 0 0	Ditto.
6	Chamley, Miss S. ....	...	20 0 0	
7	Chivers, Miss E. J.....	...	20 0 0	
8	Curry, Miss E. A. ....	...	30 0 0	
9	D'Emden, Miss A. E....	...	50 0 0	Trained Pupil Teacher.
10	Dodge, Miss S. ....	...	30 0 0	
11	Firth, Miss M. T. ....	...	20 0 0	
12	Foley, Miss M. G. ....	...	30 0 0	
13	Fulton, Miss M. A. ....	...	60 0 0	Trained Pupil Teacher.
14	Garity, Miss S. ....	...	20 0 0	
15	Gibson, Miss M. ....	...	30 0 0	
16	Hartnett, Miss E. ....	...	30 0 0	
17	Hayton, Miss L. ....	...	20 0 0	
18	Hill, Miss M. ....	...	30 0 0	
19	Hughes, Miss M. C....	...	20 0 0	Trained Pupil Teacher.
20	Hughes, Miss S. L. ....	...	30 0 0	Passed Paid Monitor.
21	Hunt, Miss F. E. ....	...	35 0 0	Trained Pupil Teacher.
22	James, Miss I. ....	...	30 0 0	Passed Paid Monitor.
23	Jessop, Miss C. ....	...	20 0 0	
24	Langham, Miss M. E....	...	30 0 0	
25	Littlejohn, Miss M. ....	...	30 0 0	
26	McCreary, Mrs. S. ....	...	40 0 0	
27	McDonald, Miss F. ....	...	30 0 0	
28	Millar, Miss M. M. ....	...	30 0 0	Passed Paid Monitor.
29	Morey, Miss Sara.....	...	20 0 0	Ditto.
30	Morris, Miss A. ....	...	30 0 0	
31	O'Beirne, Miss J. ....	...	30 0 0	
32	Pearn, Miss C. E. ....	...	30 0 0	
33	Pulfer, Miss A. J. ....	...	30 0 0	
34	Robson, Miss M. M. ....	...	30 0 0	
35	Rówland, Miss M. ....	...	30 0 0	
36	Ryan, Miss M. E. ....	...	30 0 0	
37	Sheridan, Miss A. ....	...	30 0 0	
38	Smellie, Miss M. ....	...	40 0 0	Trained Pupil Teacher.
39	Turner, Miss A. ....	...	30 0 0	
40	Vaughan, Miss E. ....	...	30 0 0	
41	Woodburn, Mrs. E. J..	...	30 0 0	
42	Weathered, Miss D. E..	...	30 0 0	
43	Whiteley, Miss F. M....	...	35 0 0	Trained Pupil Teacher.
44	Wilson, Miss S. F. ....	...	30 0 0	Passed Paid Monitor.
45	Young, Miss E. ....	...	35 0 0	Trained Pupil Teacher.

Where wives or relatives are associated with Head Teachers the salary is included in the amount stated.

VIII.

BOARD OF EDUCATION.

RETURN of Teachers appointed prior to Regulation for Classification, and not classified, showing Annual Income of each.

Name.	Annual Income.	Name.	Annual Income.
<i>Male.</i>	<i>£ s. d.</i>		<i>£ s. d.</i>
Bell D., and Daughter	158 4 0	Stevens, W., and Daughter.....	173 14 3
Burgess, M., and Wife	198 2 9	Wright, Thos., and Daughter	196 12 3
Duncanson, M., and Wife	195 8 11		
Hughes, S., and Wife	294 7 0	<i>Females.</i>	
Palmer, P... ..	158 16 1	Foster, Miss C.....	63 10 5
Pullen, G., and Wife	174 3 11	Gregory, Mrs. F.....	46 0 0
Ridley, W.....	143 0 6	Kidd, Mrs. E.....	179 5 7
Roper, A.*.....	146 10 6	Pilcher, Mrs. L.....	70 10 6
Smith, A. W., and Wife	154 16 6	Troy, Mrs. C.....	82 14 10

* Trained Pupil Teacher.

GEO. RICHARDSON, *Secretary.*

Board of Education, Hobart, 15th May, 1883.

IX.

BOARD OF EDUCATION.

AVERAGE Income of Teachers appointed prior to existing Regulations for Classification.

No. of Teachers.		Average Income.
		<i>£ s. d.</i>
11	Males	181 5 2
5	Females	88 8 3

GEO. RICHARDSON, *Secretary.*

Board of Education, Hobart, 15th May, 1883.

X.

BOARD OF EDUCATION.

AVERAGE Income of Teachers of all Classes at present employed under the Board of Education.

No. of Teachers.	Classes.	Average Income.
		<i>£ s. d.</i>
10	English Trained Teachers	340 9 3
	Teachers holding Tasmanian Certificates :—	
2	Class I. Division B.....	270 1 6
4	" II. " A.....	202 7 2
5	" II. " B.....	200 0 0
6	" III. " A.....	160 3 0
28	" III. " B.....	140 8 3
21	Probationary Class, Division A. Males	105 11 6
10	" " A. Females	70 19 9
24	" " B. Males	74 5 2
21	" " B. Females	54 19 10
11	Teachers of Provisional Schools	38 2 0
45	Female Assistant Teachers	30 15 6
3	Pupil Teachers.—Fourth year. Males	40 0 0
5	" " Females	30 0 0
2	" Third year. Males	30 0 0
3	" " Females	25 0 0
4	" Second year. Males	20 0 0
4	" " Females	20 0 0
4	" First year. Males	15 0 0
4	" " Females	15 0 0
39	Paid Monitors	12 0 0

GEO. RICHARDSON, *Secretary.*

Board of Education, Hobart, 15th May, 1883.

XI.

BOARD OF EDUCATION, TASMANIA.

Number of Pupil Teachers who have passed through their apprenticeship, 1859 to 1883.....	85
Number of Ex-pupil Teachers now employed or in charge of schools... { In charge	26
{ Assistants	7
<i>Total</i>	33
Number of Ex-pupil Teachers now employed who have obtained certificates of competency...	13

Hobart, 10th April, 1883.

GEO. RICHARDSON, *Secretary Board of Education.*

XII.

Number of Schools in which the average daily attendance for the year 1882 fell below 20	55*
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* Included in this number are six half-time Schools.

Number of Schools in which the reduced payment to Teachers by capitation fees was made for the half-year ended 30th June, 1883, under the operation of Section 11 of Board's Regulations	20
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GEO. RICHARDSON.

XIII.

TASMANIAN COUNCIL OF EDUCATION.

RETURN showing Number of Candidates for Tasmanian Scholarship, and the Number qualified in each Year, from 1861 to 1882, inclusive.

Year.	No. of Candidates.	No. qualified.	No. awarded.	Remarks.
1861.....	2	None.	—	No examination.
1862.....	3	2	2	
1863.....	1	1	1	
1864.....	—	—	—	
1865.....	2	1	1	One of the five Candidates retired through ill-health on second day of Examination.
1866.....	3	1	1	
1867.....	5	1	1	
1868.....	4	1	1	
1869.....	3	1	1	
1870.....	3	None.	—	
1871.....	3	1	1	
1872.....	2	1	1	
1873.....	5	2	2	
1874.....	5	3	2	
1875.....	6	4	2	
1876.....	5	2	2	
1877.....	3	2	2	
1878.....	5	2	2	
1879.....	5	1	1	
1880.....	6	4	2	
1881.....	3	3	2	
1882.....	5	3	2	
	79	36	29	

GEO. RICHARDSON.

XIV.

TASMANIAN COUNCIL OF EDUCATION.

RETURN showing Number of Candidates for the Associate of Arts Degree, and the Number who qualified, from 1860 to 1882, inclusive.

YEAR.	Male Candidates.	Passed.	1st Class.	2nd Class.	3rd Class.	Female Candidates.	Passed.	1st Class.	2nd Class.	3rd Class.	Remarks.
1860....	12	4	3	1	—	—	—	—	—	—	Including 1 over age in 1st Class, Males.
1861....	12	8	2	2	4	—	—	—	—	—	
1862....	10	5	1	1	3	—	—	—	—	—	
1863....	6	3	—	3	—	—	—	—	—	—	
1864....	6	6	2	2	2	—	—	—	—	—	
1865....	15	15	7	2	6	—	—	—	—	—	Ditto.
1866....	7	7	2	2	3	—	—	—	—	—	Ditto.
1867....	10	10	5	3	2	—	—	—	—	—	
1868....	5	5	3	0	2	—	—	—	—	—	
1869....	10	8	6	1	1	—	—	—	—	—	
1870....	8	5	4	0	1	—	—	—	—	—	
1871....	13	11	8	2	1	—	—	—	—	—	Including 2 over age— [1 female in 3rd Class. 1 male in Class 2 and in 3rd Class, females. in 2nd Class, females. in 1st Class, females. in 3rd Class, females. in 3rd Class, males. in 1st Class, females.
1872....	11	9	3	1	5	8	6	4	2	—	
1873....	13	10	4	2	4	3	2	—	1	1	
1874....	18	13	5	7	1	4	2	—	—	2	
1875....	12	8	3	4	1	4	4	1	2	1	
1876....	12	11	6	3	2	7	4	3	—	1	
1877....	17	14	10	4	—	3	3	—	1	2	
1878....	16	14	6	6	2	3	3	2	1	—	
1879....	21	17	12	2	3	6	6	3	—	3	
1880....	14	13	9	3	1	7	5	1	2	2	
1881....	12	11	9	2	—	5	4	—	2	2	
1882....	14	9	5	2	2	10	4	2	—	2	
TOTALS	274	216	115	55	46	60	43	16	11	16	13 over age.

XV.

SUMMARY Classification of Scholars in 1867 and 1881.

1867.

	CLASS.						TOTAL.
	I.	II.	III.	IV.	V.	VI.	
Under Six years	602	57	3	—	—	—	662
Between Six and Seven years	376	129	9	8	—	—	522
Between Seven and Eight years ..	291	214	60	16	—	—	581
Between Eight and Nine years....	203	251	118	49	14	—	635
Between Nine and Ten years	121	211	220	72	21	3	648
Between Ten and Eleven years ..	71	168	224	110	30	15	618
Over Eleven years	82	207	405	303	174	79	1250
TOTAL	1746	1237	1039	558	239	97	4916
Per-centage of Scholars.....	24.09	11.81	12.92	13.18	12.57	25.43	

1881.

Under Four years	88	—	—	—	—	—	88
Four years	249	2	—	—	—	—	251
Five years	467	29	—	—	—	—	496
Six years.....	648	132	5	—	—	—	785
Seven years.....	637	348	29	2	—	—	1016
Eight years.....	428	529	166	19	—	—	1142
Nine years	273	513	304	61	8	1	1160
Ten years.....	150	422	426	184	46	4	1232
Eleven years	86	269	345	251	78	20	1049
Twelve years	32	178	251	237	112	34	844
Thirteen years.....	22	77	166	237	113	53	668
Fourteen years and over	16	61	102	167	111	78	535
TOTAL	3096	2560	1794	1158	468	190	9266
Per-centage of Scholars.....	33.42	27.63	19.36	12.49	5.05	2.05	

XVI.

BOARD OF EDUCATION.

COMPARATIVE Statement of Schools, Expenditure, Attendance, &c. under the Board of Education, in Years 1867 and 1881.

		1867.	1881.
1	Number of schools in operation	105	175
2	Number of scholars on rolls	5419	9258
3	Number of scholars in average attendance	4112	6701
4	Per-centage of attendance to number on rolls	75·88	72·38
5	Number of head teachers certificated .....	..	56
6	Number of head teachers uncertificated .....	..	112
7	Number of assistants, pupil teachers, and paid monitors ..	84	179
		£ s. d.	£ s. d.
8	Total expenditure on account of teachers	10,066 18 0	15,630 12 9
9	Ditto inspection	686 13 9	1318 9 7
10	Ditto truant officers .....	..	257 19 0
11	Ditto miscellaneous, including repairs, rents, school appliances, &c.....	1531 13 7	2292 15 10
12	Total expenditure on account of administration.....	683 1 6	726 18 5
13	Total education expenditure.....	12,968 6 10	20,226 15 7
14	Average cost per scholar on rolls, per annum	2 7 10 $\frac{1}{4}$	2 3 8 $\frac{1}{4}$
15	Average cost per scholar in average attendance, per annum.	3 3 1	3 0 4 $\frac{1}{4}$
16	Total fees paid by pupils	3658 2 8	7026 7 2
17	Average annual payment by pupil on rolls	0 13 6	0 15 2 $\frac{1}{4}$
18	Ditto ditto in average attendance.....	0 17 9 $\frac{1}{2}$	1 0 11 $\frac{3}{4}$
19	Total education outlay, including fees paid by pupils	16,626 9 6	27,253 2 9
20	Total annual education outlay per scholar on rolls	3 1 4 $\frac{1}{4}$	2 18 10 $\frac{1}{2}$
21	Ditto ditto in average attendance	4 0 10 $\frac{1}{2}$	4 1 4
22	Number of free scholars under instruction	1118	1250
		£ s. d.	£ s. d.
23	Amount paid to teachers for free scholars	470 15 9	475 7 6
24	Average payment for each free scholar ..	0 8 5	0 7 7

GEO. RICHARDSON, *Secretary.*

XVII.

TABLE showing the result of an examination of Prisoners confined in the Hobart Gaol said to be able to read and write.

Writing from Dictation.—43 examined. 8 could not write at all; 18 could scarcely write at all; 9 indifferently; 8 correctly.

Arithmetic.—20 would not attempt both simple addition and very easy long division; 7 wrong; 16 correct.

Of above 43, 18 have acquired much of what they do know in the gaol school. The best of the 43 entered gaol almost entirely illiterate.

XVIII.

COMPARATIVE Statement of the Systems of Education in the Australian Colonies and other Countries.

1.—FREE, SECULAR, COMPULSORY, OR OTHERWISE; COST OF PUBLIC SCHOOLS HOW MET.

COUNTRY.	Free or otherwise.		Secular or otherwise.			Compulsory or otherwise.		Cost of Public School met by—			
	Free.	Fees.	Common Schools with Religious Teaching.	Common Schools without Religious Teaching.	Denominational.	Compulsory.	Optional.	State wholly.	State and Fees.	State and Local Bodies.	State, Local Bodies, and Fees.
N. S. WALES ...	Free only for those unable to pay.	3 <i>d.</i> a week paid into General Revenue; all children over four in one family free.	Non-sectarian: an hour a day allowed for teaching by ministers of religion, attendance during which optional.	—	—	Compulsory.	—	—	The whole cost of education paid out of Consolidated Revenue, into which fees are paid as collected.	—	—
NEW ZEALAND	Free for primary schools.	Fees charged at Superior State schools.	—	Strictly secular.	—	Compulsory.	—	Capitation grant of £3 15 <i>s.</i> , with 1 <i>s.</i> 6 <i>d.</i> additional for scholarships, and special votes for training schools, buildings, and inspection: also land reserves, which in 1881 yielded £33,414. Further capitation grant of 10 <i>s.</i> withdrawn. Out of Consolidated Revenue.	—	—	—
VICTORIA	Free as to primary education, but fees paid for Latin, French, Euclid, Algebra, Trigonometry, Mensuration, Book-keeping, elements of Natural Science.	—	—	Strictly secular.	—	Compulsory.	—	—	—	—	—
S. AUSTRALIA..	—	Fees 4 <i>d.</i> to 6 <i>d.</i> a week for those able to pay, these fees being portion of teachers' emoluments.	—	Strictly secular during school hours (4½), but school may be opened ¼ hour before time for Bible reading.	—	Compulsory.	—	—	State and fees. The State out of Consolidated Revenue and rents of "dedicated lands." This rent in 1881 was £11,425.	—	—

SYSTEMS OF EDUCATION—continued.

COUNTRY.	Free or otherwise.		Secular or otherwise.			Compulsory or otherwise.		Cost of Public School met by—			
	Free.	Fees.	Common Schools with Religious Teaching.	Common Schools without Religious Teaching.	Denominational.	Compulsory.	Optional.	State wholly.	State and Fees.	State and Local Bodies.	State, Local Bodies, and Fees.
QUEENSLAND.	Free in primary schools.	—	—	Strictly secular during school hours (four by law, five by regulation).	—	Compulsory.	—	—	—	One-fifth cost of buildings and improvements met by private subscriptions. Cost of minor school requisites met by parents. The State provides for all other expenditure.	—
ENGLAND	—	Fees from 1 <i>d.</i> to 9 <i>d.</i> , fixed by Local Board.	Religious instruction imparted under rules of Local Board. Conscience clause observed.	—	—	Compulsory, as prescribed by regulations of local authorities.	—	—	—	—	The State contributes by Parliamentary votes. Local rates and fees provide the remainder.
FRANCE	Free; law of June 16th, 1882.	—	—	Secular. Ministers of several communions may have free and equal access to impart religious instruction.	—	Compulsory by law of March 29, 1882.	—	—	—	State, and ratepayers.	—
FRENCH SWITZERLAND	Free.	—	—	Teacher forbidden to introduce anything of religious dogma.	—	Compulsory in four out of five Cantons.	Optional in Geneva.	—	—	Cost met by Communes, but State aid granted where necessary.	—
HOLLAND	In 1873 education was free in 241 of the 1131 Communes, with a tendency to increase.	May be exacted by the Commune, but this not obligatory.	—	School teaching secular. Religious teaching left to the ministers of religion, who may use school for this purpose out of school hours.	—	—	Optional, but the law sanctions the practice of compelling attendance of children whose parents are in receipt of public relief.	—	—	Mainly by the Commune, but State and Provinces aid to some extent.	The Commune, aided where necessary by Provincial and State grants in equal proportions.
CANADA	Free, as result of custom established by popular will.	—	Prayer at opening and closing of school, Scripture read, Ten Commandments taught, and schools open to religious teachers.	—	Denominational schools may be established by voice of the people; but this liberty has not resulted in denominationalism.	The law was made compulsory, in reply to prayer of Local Bodies.	—	—	—	1. Government grant of about one-tenth. 2. County Council assessment, which must equal State contribution, and is generally twice as much or two-tenths. 3. Sum raised by local trustees as tax on real and personal property.	—

PRUSSIA	Free.	—	Great liberty and toleration exercised in respect of religious teaching. Children of alien denominations not obliged to attend.	—	Denomina- tional schools are dis- courage, but exceptionally allowed for Jews.	Compulsory attendance, 12 to 32 hours a week (ac- cording to class, size of school, and number of classes in school), being pre- scribed for actual mini- mum period of instruc- tion. Compulsory.	—	—	—	—	—
TASMANIA	—	Fees for all children able to pay :— Full-time schools, 9d. per week for one ; 7d. each per week for two ; 6d. each per week for three or more. Half-time schools, 6d., 4d., and 3d.	—	Secular teacher only permitted to read Scripture, without comment or ex- planation. Schools open to Ministers of various denomi- nations for re- ligious teaching by arrangement, and during certain hours.	—	—	—	—	State and fees.	—	—

2.—CENTRAL CONTROL ; LOCAL ADMINISTRATION ; APPOINTMENT OF LOCAL BODIES.

COUNTRY.	Central Control.			Local Administration in hands of—		Constitution of Local Administration.			Appointment of Local Bodies.	
	Minister of Education.	Nominee Board.	Elective Board.	Local Authorities.	Central Authorities.	Local School Boards.	District School Boards.	Provincial Boards.	By Nomination.	By Election.
N. S. WALES	Minister of Public Instruction.	—	—	—	Nearly entire power rests with Minister.	—	District Boards, not ex- ceeding 7 members.	—	Nomina- tion.	—
NEW ZEALAND.	Minister of Education for the whole Colony, Education Boards for several Provinces.	—	Elective Board.	Power divided be- tween Education Board and District School Committee.	—	—	District School Com- mittee of seven elected members.	Education Board for each province of 9 members elected.	—	Election.
VICTORIA	Minister of Education.	—	—	—	Power principally with Minister ; District Boards having only slightly more power than Tasmanian Local Boards.	—	District Boards of Advice of five to seven.	—	—	Election.

SYSTEMS OF EDUCATION—continued.

COUNTRY.	Central Control.			Local Administration in hands of—		Constitution of Local Administration.			Appointment of Local Boards.	
	Minister of Education.	Nominee Board.	Elective Board.	Local Authorities.	Central Authorities.	Local School Boards.	District School Boards.	Provincial Boards.	By Nomination.	By Election.
S. AUSTRALIA ...	Minister controlling education, aided by Conference of Delegates from Board of Advice.	—	—	Board of Advice have some degree of power, <i>e.g.</i> , Chairman may give emergent leave to teachers. Head teacher may give leave to his subordinates. The Board effects minor repairs out of fund allotted to it; sanctions use of school for other than school purposes; may grant two days' holidays, &c.	—	—	District Boards of Advice.	—	Nomination.	—
QUEENSLAND ...	Minister of the Crown, designated "Secretary for Public Instruction."	—	—	District Board may grant holidays.	Substantial power vested in Secretary for Public Instruction.	School Committees may be appointed.	District School Boards of 5 to 7 appointed on petition of parents of $\frac{1}{3}$ of the children attending three or more schools.	—	Nomination provided for by Sect. 24, but by Sect. 25 Governor in Council is empowered to direct that members shall be elected.	—
ENGLAND	Minister of the Crown.	—	—	School Boards exercise usually all the local administration, including appointment and removal of teachers.	—	School Brds., School attendance committees, & Managers.	—	—	—	Election.
FRANCE	Minister of Public Instruction, assisted by Council.	—	—	Prefect and Communal Council, with appeal to Minister of Public Instruction.	—	—	Communal Council of 13 for every Canton, presided over by Prefect, in whom is vested supreme local power.	—	Nomination.	—
FRENCH SWITZERLAND	—	—	Board of Public Instruction of 2 or 3 members delegated by Cantonal State Council, and presided over by a Committee, with appeal to Council of State.	Considerable powers and authority vested in School Committee.	—	—	Communal Schools. Committee of four to seven.	—	Communal Schools Council is nominated by Municipality.	—
HOLLAND	Minister for Home Department, aided by Board of Delegates.	—	Delegates from Provincial Commissions, under superintendence of Minister of State.	Inspector of School Districts, with almost absolute power. The united Inspectors of the Province form the Provincial Commission.	—	In larger Communes Local Boards appointed by Council,—no others; Burgomaster and Assessors act as School Board.	—	Unsalaries Inspectors, who receive their expenses while engaged in business of inspection.	Nominee and	Elective.

CANADA	Minister of Education, subject to appeal to Governor in Council.	—	—	Principally power rests with School Trustees; but County Councils, Councils of Ridings, and Municipalities, have also a voice.	—	School Trustees primarily.	In same degree, Councils of Counties and Ridings, and Municipalities.	—	—	Elected by Rate-payers.
PRUSSIA	The State.	—	—	The State recognises the claim of local bodies to exercise local supervision, but itself actively overlooks all.	—	School Committees for country schools composed in part of permanent nominee members, and partly by elected members, parents of children.	—	—	Nominee and	Elective.
TASMANIA	—	Nominee and unpaid Board of Education, consisting of 7 members.	—	—	Nearly all power in hands of Board of Education, Local School Boards being powerless in almost every particular. But with Local Board rests whole authority of exemption from attendance.	Local School Board of nine Members.	—	—	Nomination.	—

3.—INSPECTION; CHARACTER OF TEACHING; SCHOOL AGES; COMPULSORY ATTENDANCE; STANDARD OF ATTENDANCE.

COUNTRY.	Inspection.			Character of Teaching Body.			School Ages.	Maximum Distance of Compulsory Attendance.	Standard of Regular Attendance.
	Under Inspector-General.	By Departmental Officer, without Chief Inspector.	By Local Bodies.	Teachers classified and certificated.	Pupil Teachers.	Normal Schools.			
N. S. WALES	Chief Inspector, with large staff of subordinate Inspectors.	—	—	Teachers classified and certificated. Grades—Class I., A and B; Class II., A and B.; Class III., A, B, and C.	To serve not less than 3 years in school with attendance of 50, and teacher of grade not lower than II. Candidates from 13 to 16 years of age.	Training schools for males and females. Every applicant for teachership must go through course of training before admission to training school. Candidate must engage to follow profession of teacher.	6 to 14.	2 miles.	70 days per half year.

SYSTEMS OF EDUCATION—continued.

COUNTRY.	Inspection.			Character of Teaching Bodies.			School Ages.	Maximum Distance of Compulsory Attendance.	Standard of Regular Attendance.																																													
	Under Inspector-General.	By Departmental Officer, without Chief Inspector.	By Local Bodies.	Teachers classified and certificated.	Pupil Teachers.	Normal Schools.																																																
NEW ZEALAND.	—	District Inspectors.	—	Teachers classified and certificated, grades 1 to 9.	In 1881 :—Females, 461 ; males, 176. Total, 637.	In 1881 :—Four schools, with 104 students on 31st December.	5 to 15, and compulsory 7 to 13.	2 miles.	One-half the period in each year during which the school is open, say 38 days a quarter.																																													
VICTORIA	Inspector-General, with Staff of Inspectors.	—	—	Teachers certificated and classified, 9 grades with 3 honorary distinctions. Uncertificated teachers are licensed ; 507 teachers qualified to teach gymnastics. As to salaries there are 30 grades. (See column "Teachers how paid.")	In 1881, 1121 ; males not appointed under 14 ; females, 13. Divided into four classes. In 1881 there were also 590 work-mistresses.	Teachers undergo one year's training in selected school, and one year in central institution. Regulations sanction one Central and 20 District Training Schools.	6 to 15.	2 miles for children under 9, 2½ for children of 9 to 12, 3 for children over 12.	30 days per quarter.																																													
S. AUSTRALIA ...	Inspector-General, with staff of Inspectors subordinate to him.	—	—	Teachers certificated and classified, 5 grades : Class I., Division A. Class II., Division B. Class III., Division A and B.	Eligible at 14, subject to preliminary examination, liable to 4 years' service by agreement. Salaries :— <table><tr><td></td><td>Boys.</td><td>Girls.</td></tr><tr><td>Class I.</td><td>£24</td><td>£20</td></tr><tr><td>" II.</td><td>36</td><td>24</td></tr><tr><td>" III.</td><td>48</td><td>28</td></tr><tr><td>" IV.</td><td>60</td><td>36</td></tr></table>		Boys.	Girls.	Class I.	£24	£20	" II.	36	24	" III.	48	28	" IV.	60	36	Training College, which cost in 1881, including maintenance of students, £3156.	7 to 13.	2 miles.	35 days a quarter.																														
	Boys.	Girls.																																																				
Class I.	£24	£20																																																				
" II.	36	24																																																				
" III.	48	28																																																				
" IV.	60	36																																																				
QUEENSLAND ...	General-Inspector and District Inspector.	—	—	Teachers classified and subject to examination for certificate. Grades 9 :— <table><tr><td></td><td>Males.</td><td>Females.</td></tr><tr><td>Cl. I. Dv. 1.</td><td>£200</td><td>£180</td></tr><tr><td>" " 2.</td><td>185</td><td>165</td></tr><tr><td>" " 3.</td><td>170</td><td>150</td></tr><tr><td>" II. " 1.</td><td>150</td><td>130</td></tr><tr><td>" " 2.</td><td>140</td><td>120</td></tr><tr><td>" " 3.</td><td>130</td><td>110</td></tr><tr><td>" III. " 1.</td><td>110</td><td>90</td></tr><tr><td>" " 2.</td><td>100</td><td>80</td></tr><tr><td>" " 3.</td><td>90</td><td>70</td></tr></table>		Males.	Females.	Cl. I. Dv. 1.	£200	£180	" " 2.	185	165	" " 3.	170	150	" II. " 1.	150	130	" " 2.	140	120	" " 3.	130	110	" III. " 1.	110	90	" " 2.	100	80	" " 3.	90	70	Pupil Teachers eligible at 14, divided into four classes, at salaries, for— <table><tr><td></td><td>Boys.</td><td>Girls.</td></tr><tr><td>Class I.</td><td>£40</td><td>£20</td></tr><tr><td>" II.</td><td>45</td><td>25</td></tr><tr><td>" III.</td><td>55</td><td>35</td></tr><tr><td>" IV.</td><td>70</td><td>50</td></tr></table> In 1881, 344 pupil teachers—141 males, 203 females.		Boys.	Girls.	Class I.	£40	£20	" II.	45	25	" III.	55	35	" IV.	70	50	Annual examination held, but no mention of Normal Schools.	6 to 12.	2 miles.	60 days in the half year.
	Males.	Females.																																																				
Cl. I. Dv. 1.	£200	£180																																																				
" " 2.	185	165																																																				
" " 3.	170	150																																																				
" II. " 1.	150	130																																																				
" " 2.	140	120																																																				
" " 3.	130	110																																																				
" III. " 1.	110	90																																																				
" " 2.	100	80																																																				
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	Boys.	Girls.																																																				
Class I.	£40	£20																																																				
" II.	45	25																																																				
" III.	55	35																																																				
" IV.	70	50																																																				
ENGLAND	—	Departmental Inspectors.	—	Teachers classified and certificated.	Pupil teachers indentured to certificated teachers. Have to teach not more than 25 hours a week, and to receive at least five hours' instruction during the week.	—	Fixed by School Board Regulations according to local exigencies. Regular attendance required, without specification of standard.	—	—																																													

FRANCE	Inspectors-General are at the head of all Inspecting Staff, which includes Rectors, Primary Inspectors, Cantonal Delegates, &c.	—	The Parish authorities, the Mayor, and Ministers of several denominations.	—	None.	Excellent schools established since Guizot's time.	6 to 13.	—	—
FRENCH SWITZERLAND	—	Inspection in 3 of 5 Cantons.	No. 2 Canton, — Inspection by Communal School Council or Board of Public Instruction.	Certificate required by law, but the law not always enforced in this respect.	—	Excellent Normal Schools at Lausaune, and the principle recognised elsewhere.	8 to 16.	—	—
HOLLAND	—	—	By Provincial District Inspectors and Local School Boards.	Teachers appointed by competitive examination and certificated. No one allowed to give elementary instruction who does not satisfy as to capacity and morality.	Pupil teachers important adjuncts of the system.	Necessity of Normal Schools recognised in 1857. Two prescribed by law, besides Normal lessons in ordinary public schools.	—	—	—
CANADA	—	—	—	—	—	—	—	—	—
PRUSSIA	By District Inspector, Directors of Seminaries, Provincial Magistrates, and (as to country schools) by School Committee. Inspection of all schools a duty of the State.	—	—	Teachers pass examination prior to engagement, and subsequent examination, which must not take place less than 2 or more than 5 years after the first examination, for certificate. Teachers go through training in seminaries. Masters of superior, private, and public schools have to pass Rector's examination.	—	Seminaries specially for training of teachers.	6, to the age when standard of efficiency attained, generally 14.	—	—
TASMANIA	—	By three independent Inspectors, one of whom is known as Chief Inspector.	—	Teachers subject to easy examination on appointment, subsequent examination for certificate optional. Eight grades of teachers. (See column "Teachers how paid.")	Where average attendance is 50-80, 1; 80-110, 2; 110-140, 3; 140-170, 4. Special arrangements by Central Board where average attendance exceeds 170.	None.	7 to 14.	2 miles.	None.

SYSTEMS OF EDUCATION—continued.

4.—TEACHERS HOW PAID; EXEMPTION FROM ATTENDANCE; STATE EDUCATIONAL PRIZES; PUNISHMENT FOR EVASION OF COMPULSORY LAW.

COUNTRY.	Teachers how paid.	Exemption from Attendance.		State Educational Prizes.				Punishment for evasion of Compulsory Law.
		Grounds of exemption.	Exempting Authority.	Exhibitions.		Scholarships.		
				No.	Value.	No.	Value.	
N. S. WALES	Salary according to grade:— Class I. A. £204. Class I. B. £192. Class II. A. £168. Class II. B. £156. Class III. A. £132. Class III. B. £120. Class III. C. £108. Salaries of male teachers unassisted by wife and female teachers, £12 less. Salaries may be reduced for attendance below 30.	1. Regular and efficient instruction otherwise. 2. Sickness, infirmity, fear of infection, or other unavoidable cause. 3. No school within school mileage. 4. Child attained standard of efficiency.	By law.	—	—	—	—	First offence, fine of 5s., every subsequent 20s. In default seven days' imprisonment.
NEW ZEALAND.	Salary according to grade: Under £100, 1207; £100 to £200, 806; £200 to £300, 154; £300 to £400, 36; over £400, 8. Average, £96.	1, 2, 4 as above. 3. Road not sufficiently passable.	Committee of School District.	—	—	Year 1881, 122	£3918	Fine of 40s., and proceedings may be taken week by week. Fines recoverable by distress or commitment.
VICTORIA	Salary according to attendance. Where average attendance below 20, £80 for males, £64 for females. For average attendance, 1050 to 1100, £346 for males, £276 16s. for females. Assistants paid from £64 to £220. In addition, payments for results, not exceeding half salary, with retiring allowance after 15 years' service.	1, 2, 3, 4 as in New South Wales.	By law.	Parliament has voted £1500 for Education for five years in Grammar Schools of 10 boys from Public Schools, and for education in the University of five boys from Grammar Schools.	—	—	—	First offence fine of 5s., every subsequent offence 20s. In default seven days' imprisonment, as in New South Wales.
S. AUSTRALIA ...	1. Salary. 2. Payment for results, not exceeding 1/3 salary. 3. Fees. 4. Bonus for instructing pupil teachers; also contingent allowance for fuel, petty repairs, cleaning school, washing paraphernalia, stationery, &c. This varying with average attendance from £10 to £80 per annum. Retiring allowance.	1, 2, 3, 4 as in New South Wales.	By law.	Six for boys, four for girls, tenable for three years. Six bursaries, giving free education at advanced schools for three years.	£690	Three of £50 tenable for three years; one of £200 tenable for four years.	£1250	Fine of 5s. for first offence, and 20s. for every succeeding offence. In default of 5s. 7 days' imprisonment, 20s. 14 days.
QUEENSLAND ...	Salary (see col. "Teachers classified and certificated"), with capitation allowance to head and assistant teachers. Also £5 for every pupil teacher trained for successful examination.	1, 2, 3, 4 as in New South Wales	By law.	Three.	£693	27	£1054	Fine of 20s. for first offence, and £5 for every subsequent offence. In default 7 days' imprisonment for first, and 30 days for subsequent offence.
ENGLAND	1. Salary fixed by Local Board. 2. Usually portion of Government grant. 3. Bonus of £2 or £3 for passing pupil teachers.	—	—	—	—	—	—	—

FRANCE	—	1. Sickness of child ; 2. Death in family ; 3. Difficulty of access to school ; 4. Attainment of standard of efficiency.	1, 2, 3 & 4, by law. All other excuses have to be judged by School Commission (a body appointed for enforcing regular attendance.)	—	—	—	—	—
FRENCH SWITZERLAND	—	1. Necessity of children's labour to their parents. 2. Attainment of sufficiently advanced standard.	In some Cantons the Inspector ; in others the Local Brd. ; in Vaud, the master may grant two days' leave a week, the President of the School Committee a week, and the School Council a month.	—	—	—	—	—
HOLLAND	By salaries varying from £20 to £280 per annum, with fees, and, in some instances, house and garden.	—	—	—	—	—	—	—
CANADA	—	—	—	—	—	—	—	—
PRUSSIA	—	1. Bodily ailment or mental affliction ; 2. Leave granted by Local or District Inspector ; 3. Inclement weather in the case of children residing at a distance from school.	The law and Local and District inspection.	—	—	—	—	Fines, which are credited to Education Fund.
TASMANIA	By salaries and fees. Salaries— <i>Certificated Teachers.</i> Cl. I. Div. A. £156 per an. " I. " B. 144 " " II. " A. 132 " " II. " B. 120 " " III. " A. 108 " " III. " B. 96 " <i>Probationers.</i> " III. " A. 84 " " III. " B. 72 " These are joint salaries for husband and wife, and are subject to deductions of $\frac{1}{3}$ for male teachers who are unassisted by wives.	Any sufficient grounds proved to satisfaction of Local School Boards.	Local School Board, by Act 37 Vict. No 11.	Year 1881—Nine of £16 13s. 4d. per annum, tenable for four years.	£600.	Two of £200, tenable for four years.	£1600	In first instance, parent summoned before two Justices and ordered to obey. Thereafter for each offence fine of 40s., to be enforced by distraint only.

5.—STATE SUPERIOR SCHOOLS; MISCELLANEOUS SCHOOLS.

COUNTRY.	State Superior Schools.			Miscellaneous Schools.									
	Superior Public Schools.	High Schools for Boys.	High Schools for Girls.	Evening Schools.	Third and Half-time Schools.	Provisional Schools.	Orphan Schools.	Industrial Schools.	Certificated Denominational Schools.	Itinerant Teachers.	Assisted Private Schools.	Agricultural Schools.	Schools of Mines.
N. S. WALES	Year 1881, one—The Sydney Grammar School.	Establishment of High Schools sanctioned by Act of 1880, but none established at end of 1881.	—	Year 1881, 57. Fees fixed by regulation, and paid to teachers.	Year 1881, 93.	Year 1881, 234.	Year, 1882, two.	Year 1881, two.	Year 1881, 144.	—	—	—	—
NEW ZEALAND.	Year 1881, four.	Year 1881, 10.	Year 1881, one.	—	Year 1881, 47.	—	Year 1881, eight schools, with 219 children.	Year 1881, seven schools, with 627 children. Of these seven schools, four are also orphan schools.	—	—	Year 1881, 64.	Year 1881, one with 47 students.	—
VICTORIA	University endowment, £9000 per annum.	—	—	Year 1881, 41, with average attendance of 2166.	Year 1881, 46.	—	—	Year 1881, Schools of Design cost £1026.	—	—	Capitation payments, which terminated 1877.	—	Year 1881, Schools of Mines cost £4000.
S. AUSTRALIA ...	—	—	Advanced school for girls, with attendance of 98 in 1881. This is self-supporting.	Year 1881, 73, with average monthly attendance 371.	—	Year 1881, 197.	—	—	—	—	—	—	—
QUEENSLAND ...	The State aid to eight Superior Schools during 1881 aggregated £6875.	—	—	—	—	Year 1881, 115.	Year 1881, six institutions for the rearing of neglected children cost to State £10,838.	—	—	—	—	—	—
ENGLAND	The Education Act provides for primary schools only.	—	—	Evening schools aided by capitation grant given by Education Department according to number of times the school meets.	—	—	—	—	—	—	—	—	—
FRANCE	—	—	—	—	—	—	—	—	—	—	—	—	—

FRENCH SWITZ- ERLAND		Six Superior Schools in Paris equal to Lycées.				Ecole municipale d'apprentis, school for training of artisans.							
HOLLAND	Polytechnic School.	Higher Burgher Schools.	—	Evening Burgher Schools for artizans and small farmers encouraged.	—	—	—	Burgher Schools exist for this purpose.	—	—	—	Agricul- tural school at Gronin- gen ex- isted 28 years, and was then closed. Two others since opened.	—
CANADA	—	—	—	—	—	—	—	—	—	—	—	—	—
PRUSSIA	Middle, Bur- gher, and Rectorial Schools, Gymnasia, and pro- Gymnasia.	—	—	—	—	—	—	—	—	—	—	—	—
TASMANIA	—	—	—	—	—	—	—	—	—	—	—	—	—

XIX.

STATEMENT showing Educational Statistics of Tasmania and the neighbouring Colonies for Year 1881.

COUNTRY.	Total No. on School Registers.	Total Average Attendance.	Average No. on Registers per School.	Average Attendance per School.	Annual Cost of Administra- tion.	Annual Cost of Inspection.	Annual Ex- penditure on Scholarships and Exhibitions.	Annual Maintenance.	Miscellaneous.	Libraries.	Balances.	Gross Cost of Education, inclusive of Buildings.
VICTORIA	231,423	121,250, or 52 per cent.	132	69	£ 16,437	£ 13,835	£ 1561	£ 491,838	£ 7445	£ —	£ —	£ 553,745
N. S. WALES	125,506	82,890, or 66 per cent.	61	40	9312	17,512	Nil.	318,624	7177	—	—	474,157
QUEENSLAND	40,309	21,752, or 54 per cent.	118	64	3198	3909	1747	87,895	17,907	—	—	129,178
NEW ZEALAND	83,560	63,735, or 76 per cent.	96	73	8109	8387	3918	243,258	2012	1553	41,796	363,370
SOUTH AUSTRALIA ...	36,888	20,653, or 56 per cent.	91	51	7451		1940	77,994	5083	—	—	122,899
TASMANIA	13,644	6701, or 49 per cent.	78	38	2322		2706	16,201	1186	—	—	22,844

	Total Cost School Buildings.	Number of Schools open.	Number of Teachers of all Classes.	Number of Inspectors.	Salaries of Conductors.		Salaries of Assistant Teachers.		Salaries of Monitors or Pupil Teachers.		Annual Expenditure per head of Population.	Average Cost per Scholar on Register, per annum.
					Maximum.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.		
VICTORIA	£ 62,970	1757	4314	19	£ Males 346*	£ Males 64*	£ 220	£ 64	£ 80	£ 16	s. d. 12 3-37	£ s. d. 2 5 9-18
N. S. WALES	121,530	2062	2558	24	{ Males 400	{ Males 108	{ 250	{ 114	{ 66	{ 24	9 4-65	2 16 2-31
QUEENSLAND	16,268	341	915	7	{ Fem. 300	{ Fem. 180	{ —	{ —	{ 70	{ 20	10 6-90	2 16 0-26
NEW ZEALAND	58,254	869	2087	—	465	15	275	12	65	4	12 5-47	3 13 0-35
SOUTH AUSTRALIA ...	31,487	405	786	—	450	{ Males 100	{ —	{ —	{ 60	{ 20	6 4-65	2 9 6-75
TASMANIA	3134	175	255	3	{ Fem. 70	{ Fem. 40	{ —	{ —	{ 40	{ 15	3 11-38	1 13 2-90

* All Salaries of Conductors may be increased by one-half the amount of their salary by results payment.

XX.

SYNOPSIS of Evidence given by Local School Boards.

Question 1. State description of School Buildings, whether brick, stone, or wood; and give dimensions of length, breadth, and height of all the rooms?

See Evidence, p. 68.

Question 2. State whether the building is vested in the Board of Education, or on what tenure it is held?

Vested in Board.—2. 4. 6. 7. 8. 9. 11. 12. 13. 14. 16. 20. 21. 22. 23. 24. 25. 26. 27. 28. 30. 34. 36. 37. 40. 41. 42. 43. 44. 47. 48. 49. 51. 52. 53. 54. 55. 56. 58. 61. 62. 64. 65. 66. 67. 68. 69. 72. 76. 77. 78. 79. 81. 82.

Otherwise.—Rented by Board.—1. 3. 5. 10. 17. 19. 31. 32. 33. 35. 39. 46. 50. 57. 59. 63. 70. 71. 73. 80. *Placed at disposal of Board gratuitously*.—15. 18. 29. 38. 45. 60. 75.

Question 3. Does the building afford the necessary accommodation for the pupils in attendance?

Yes.—1. 2. 4. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 18. 19. 20. 21. 22. 23. 24. 26. 27. 28. 29. 31. 32. 34. 35. 36. 37. 39. 40. 42. 43. 45. 46. 49. 50. 51. 52. 53. 56. 57. 58. 61. 62. 63. 65. 66. 68. 70. 72. 75. 76. 77. 78. 79. 80.

No.—3. 25. 30. 33. 38. 41. 44. 55. 59. 60. 64. 67. 69. 73. 81. 82.

Qualified answers.—5, barely; 17, class-room too small; 47, large enough, but ill-suited for purpose; 48, likely soon to be insufficient; 54, infant-room too small; 71, large enough, but quite unsuitable.

Question 4. Are there suitable outbuildings and an ample playground? and what is the extent and character of the playground?

Suitable outbuildings.—1. 3. 4 (but wanting repair), 5. 6. 9. 10. 14. 16. 17. 18. 19. 21. 22. 23. 24. 26. 27. 31. 34. 35. 36. 37. (wanting repair), 39. 40. 42. 43. 44. 45. 46. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 65. 66. 67. 68. 69. 70. 71. 72. 73. 79. 80. 81. 82.

Insufficient or unsuitable.—7. 8. 12. 15. 25. 28. 29. 30. 32. 33. 41. 47. 48. 62. 63. 75. 77. 78.

None.—38. 76. 13. 11.

Extent and character of playground.—1, 1 rood 30 perches; 2, $\frac{1}{2}$ acre; 3, $\frac{1}{4}$ acre; 14, $\frac{3}{4}$ acre; 16-26, $\frac{1}{2}$ acre; 27, $\frac{3}{4}$ acre; 35, $\frac{1}{2}$ acre; 43, $\frac{1}{2}$ acre; 64, $\frac{3}{4}$ acre; 73, ditto; 82, ditto.

None.—33. 63. 10.

Sufficient.—6. 7. 12. 18. 21. 22. 62. 28. 31. 32. 36. 39. 67. 37. 40. 42. 45. 47. 49. 50. 81. 52. 55. 56. 57. 70. 72. 76. 79. 80.

Insufficient.—4. 5. 8. 9. 13. 19. 20. 23. 24. 25. 29. 30. 34. 38. 41. 44. 45. 46. 48. 51. 53. 58. 59. 61. 65. 66. 68. 69. 75. 77. 78. 15, playground used as a burial-ground.

Question 5. Is there a Teacher's residence with the school property? if so, is it detached? and what is the extent of the accommodation?

Residence attached.—5. 6. 7. 9. 12. 14. 17. 19. 22. 23. 25. 29. 30. 31. 34. 36. 37. 39. 40. 41. 42. 44. 48. 50. 52. 55. 56. 57. 62. 72. 73. 76. 79. 82.

Residence detached.—11. 13. 15. 18. 20. 27. 28. 35. 43. 51. 53. 61. 65. 70. 78. 81.

Residence not specified.—4. 8. 49.

Bad accommodation.—9. 28. 31. 41.

No Residence.—1. 2. 3. 10. 16. 21. 32. 33. 38. 45. 46. 47. 54. 58. 59. 60. 63. 64. 66. 67. 68. 69. 71. 74. 75. 77. 80.

Question 6. In what state of repair are the school premises, including the Teacher's residence, if any?

Good, or undergoing repairs at present time.—3. 6. 7. 8. 9. 10. 12. 14. 16. 17. 18. 19. 20. 21. 23. 24. 26. 27. 31. 32. 34. 35. 36. 37. 38. 40. 41. 42. 43. 44. 45. 47. 49. 53. 54. 55. 56. 58. 59. 61. 64. 65. 67. 70. 72. 73. 75. 79. 80.

Bad, or need repair.—1. 2. 4. 5. 11. 13. 15. 25. 28. 29. 30. 39. 48. 50. 51. 52. 57. 62. 63. 66. 68. 69. 71. 74. 76. 77. 78. 81. 82.

Question 7. Has application been made, and when, for repairs, improvement, or enlargement? and, if so, with what results?

Applications successful.—Recent.—1. 2. 4. 6. 7. 12. 14. 19. 21. 23. 27. 28. 38. 40. 42. 43. 47. 48. 49. 53. 54. 64. 69. 70. 72. 76. 79. 81. 82. *Not recent*.—13. 17. 18. 30 (application for new building), 34. 36. 41. 45. 50. 58. 61. 66. 67.

Applications unsuccessful.—Recent.—3. 8. 9. 11 (under consideration), 16. 59. 65. 77. *Not recent*.—15. 25. 44. 81. 57. 63. 68. 78.

No application.—10. 20. 24. 26. 29. 31. 32. 35. 37. 39. 46. 52. 53. 62. 73. 74. 75. 80.

Question 8. Is any repair, enlargement, or improvement of the school premises required now for which application has not been made? if so, describe them?

See Evidence.

Question 9. Are the school furniture and appliances generally suitable and sufficient?

Yes.—2. 3. 4. 5. 6.* 8. 9. 11. 12. 14. 15. 17.* 18. 19. 20. 21. 23.* 24. 26. 27. 28.* 29. 31. 33. 34. 37. 38. 39.* 40. 41.* 42. 43. 45. 46.* 47. 49. 50.* 51. 52.* 53. 54. 55. 56. 58. 59. 60. 61. 62. 63. 65. 66. 68. 70. 71. 72. 75.* 76. 77. 78. 79. 81. 82.

* Maps required.

No.—1. 7. 10. 13. 16. 22. 25. 30. 32. 35. 36. 48. 57. 67. 73. 80.

Question 10. State the number of Local Board meetings held each year for the last five years, and give reasons for failing to hold such meetings?

None.—17. 18. 36. 37. 50. 64. 66. 75. 77. 82.

Under 5.—1. 2. 15. 20. 22. 30. 33. 34. 38. 40. 47. 51. 53. 55. 58. 67. 71. 72. 80.

5 to 10.—3. 8. 12. 21. 23. 26. 27. 31. 32. 38. 39. 43. 45. 54. 57. 62. 63. 68. 70. 73. 78. 79.

Over 10.—4. 5. 6. 7. 9. 13. 14. 16. 19. 23. 25. 28. 29. 41. 48. 49. 52. 56. 61. 65. 76. 81.

Reasons.—Powerlessness of Local Boards and lack of interest.—1. 3. 15. 25. 43. 56. 57. 64. 65. 66. 67. 71. 74. 77. 78. 80.

Question 11. State whether the communications made by the Local Board to the Central Board have generally been promptly attended to?

Yes.—2. 4. 5. 9. 10. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 26. 28. 29. 30. 31. 32. 33. 34. 38. 39. 40. 41. 42. 45. 47. 48. 49. 50. 51. 52. 53. 55. 56. 57. 58. 60. 61. 62. 63. 64*. 65. 66. 67. 68. 69. 70. 72. 73. 76*. 77†. 78. 79. 80. 81.

* Of late, excepting Teacher's residence. † Business connected therewith slow, and not very satisfactory.

No.—7 (more so of late years); 8. 11. 12. 13. 25. 27. 54. 59. 71. 74.

Question 12. Does the Teacher, during any portion of the hour from 9 to 10 A.M., regularly impart religious instruction in Scripture History and Narrative?

Yes.—1. 3. 4. 5. 7. 8. 9. 11. 12. 15. 17. 18. 19. 20. 21. 22. 23. 24. 25. 27. 28. 29. 31. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 49. 50. 51. 52. 53. 54. 55. 57. 58. 59. 60. 62. 63. 64. 66. 67. 68. 70. 71. 73. 74. 76. 78. 79. 80. 82.

No.—2. 6. 10. 13. 14. 16. 26. 32. 47. 48. 56. 61. 65. 69. 72. 73. 75. 77. 81.

Question 13. Is the Teacher careful to ascertain the views of parents regarding the religious instruction of their children, as directed by Rule 4 of Rules and Regulations?

Yes.—1. 3. 4. 5. 6. 7. 8. 9. 12. 14. 15. 17. 18. 19. 20. 21. 22. 23. 24. 25. 27. 28. 29. 31. 32. 33. 34. 35. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 48. 49. 50. 51. 52. 53. 54. 55. 58. 60. 62. 63. 64. 66. 67. 68. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80.

No.—2. 11. 16. 36. 57. 59. 61.

No religious instruction given.—10. 47. 65.

Question 14. Does the Teacher use any other reading books than those approved of by the Central Board?

Yes.—69.

Cannot say.—65. 78.

No.—1. 64. 66. 68. 70. 77. 79. 82.

Question 15. Have you heard any complaints that the Teachers impart denominational or sectarian rather than general religious teaching?

Yes.—75, many years ago.

No.—1. 7. 9. 74. 76. 82.

Question 16. Have objections to religious instruction led to the withdrawal of any children from your School?

Yes.—6. 43.

No.—1. 5. 7. 42. 44. 46. 48. 82.

Question 17. Do Ministers of Religion ever attend your school to impart religious instruction to children of their own denominations?

Yes.—1. 7. 9. 13. 16. 17. 19. 23. 24. 29.* 34. 37. 40. 41. 42. 46. 47. 49. 53. 54. 56. 59. 63. 57. 70*. 71.* 73. 79. 80.*

* Very seldom.

No.—2. 3. 4. 5. 6. 8. 10. 11. 12. 14. 15. 18. 20. 21. 22.* 25. 26. 27. 28. 30. 31. 32.* 33. 35.† 36. 38. 39. 43. 44.* 45. 48. 50. 51. 52. 55. 57. 58. 60. 62.* 64. 65. 66. 68. 69. 72. 74. 75. 76. 77. 78. 81. 82.

* Not recently. † No suitable room.

Question 18. How many such visits have been paid by Ministers during the past year? and, if made by more than one Minister, how many have been made by each?

Episcopalian.—1, 33 visits; 17, 2; 19, weekly; 37, 23; 40, 40; 42, 13; 54, 14; 56, unknown; 59, 23; 64, 30; 66, 5; 73, 8.

Unnamed.—7, 35 visits; 12, 1; 13, 23; 16, 38; 23, 21; 24, 1; 27, 1; 34, 6; 46, 6; 49, 21; 53, 5; 63, 4; 67, 36; 79, 8.

None.—2. 3. 4. 5. 6. 8. 10. 11. 14. 15. 18. 20. 22. 25. 26. 28. 29. 30. 31. 32. 33. 35. 36. 38. 39. 41. 43. 44. 45. 48. 50. 51. 52. 57. 58. 60. 61. 62. 65. 68. 69. 70. 72. 74. 75. 76. 77. 78. 80. 81. 82.

Question 19. About what proportion of the children generally receive such instruction from the Clergy?

See Evidence.

Question 20. Is the comfort of the children duly secured in cold weather, and at whose expense is the firing provided?

See Evidence.

Question 21. What number of scholars were on the rolls for the last three years, and what was the average attendance?

See Evidence.

Question 22. Is the attendance of any children procured by the enforcement of compulsory measures?

Yes.—4. 5. 6. 16. 17. 24. 31. 32. 41. 42. 49. 50. 54. 62. 65. 67. 79. 80.

No.—2. 3. 7. 8. 9. 10. 11. 12. 13. 14. 15. 18. 19. 20. 21. 22. 23. 25. 26. 27. 28. 29. 30. 33. 34. 35. 36. 37. 38. 39. 40. 43. 44. 45. 46. 47. 48. 51. 52. 53. 55. 56. 57. 58. 59. 60. 61. 63. 64. 65. 66. 68. 69. 70. 72. 73. 74. 76. 77. 78. 81. 82.

Question 23. Are compulsory measures always resorted to in all known cases of non-attendance of children who might well attend school? and, if not, state whether any special or general reason exists for such failure to have resort to compulsion.

Yes.—4. 5. 6. 16. 17. 31. 40. 41. 50. 62. 65. 67. 79. 80.

No.—2. 3. 7. 8. 9. 10. 11. 12. 13. 14. 15. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 32. 33. 34. 35. 36. 37. 38. 39. 43. 44. 45. 46. 47. 48. 49. 51. 52. 53. 55. 56. 57. 58. 59. 60. 61. 63. 64. 65. 66. 68. 69. 70. 71. 72. 73. 74. 76. 78. 81. 82.

Reasons.—Attendance and compulsory clauses undefined.—2. 18. 22. 29. 42. 52. 54. 56. 74. 76. 82. Labour required.—31. Causes ill-feeling.—3. 10. 32. 77. 78. Bad roads.—20. No Truant Officer.—3. 66. Want of accommodation.—30. 33. 64. 67. Local Board discontinued.—4. 5. 6. 8. 61. 77. 78. 81. Prefer persuasion.—68. 70.

Question 24. Can you give us any instances in which regularity of attendance has been procured by compulsory measures?

Yes.—16. 31. 40. 41. 42. 62. 65. 82. *By threatening.*—25. 34. 81.

No.—4. 5. 6. 7. 8. 10. 11. 12. 13. 15. 18. 19. 20. 21. 24. 25. 26. 27. 28. 29. 30. 32. 33. 36. 37. 38. 39. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 64. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 77. 78. 79.

Not many.—3. 17. 22. 80.

Question 25. Does the Board resort to persuasive rather than compulsory measure with the parents of non-attending children, and with what success?

Yes.—Successfully.—2. 11. 14. 18. 19. 25. 26. 27. 28. 29. 32. 34. 35. 39. 40. 41. 42. 44. 45. 49. 51. 54. 59. 61. 62. 67. 68. 70. 78. 79. 81. *Very little success.*—4. 5. 6. 10. 12. 22. 23. 36. 46. 50. 52. 53. 55. 56. 76. 77. *Results not stated.*—7. 15. 21. 24. 33. 38. 43. 57. 60. 66. 72. 73. 82.

No.—20. 30. 48. 64. 65. *No action of any kind.*—1. 3. 17. 71. 75. 80.

Question 26. Do individual members of the Local Board frequently visit the School?

Yes.—Frequently.—4. 5. 6. 13. 14. 19. 20. 25. 28. 29. 30. 31. 32. 33. 34. 37. 38. 40. 42. 43. 45. 52. 57. 60. 62. 64. 66. 74. 76. 79. 80. 81. 82. *Very seldom.*—3. 10. 22. 24. 27. 35. 36. 53. 55. 61. 65. 71. *Occasionally.*—5. 6. 8. 17. 18. 21. 39. 41. 44. 47. 50. 51. 54. 56. 58. 63. 68. 69. 70. 77. 78.

No.—1. 2. 7. 9. 11. 12. 15. 16. 23. 26. 46. 48. 49. 59. 67. 72. 73. 75.

Question 27. Are official visits of the Board paid to the School, and with what frequency?

Yes.—Frequently.—29. 50. *Infrequently.*—3. 10. 13. 16. 24. 25. 30. 31. 33. 34. 38. 43. 44. 45. 52. 54. 56. 57. 61. 62. 63. 64. 65. 66. 67. 74. 76. 79.

No.—1. 2. 4. 5. 6. 7. 8. 9. 11. 12. 14. 15. 17. 18. 19. 20. 21. 22. 23. 26. 27. 28. 32. 35. 36. 37. 39. 40. 41. 42. 46. 47. 48. 51. 53. 55. 58. 59. 60. 68. 69. 70. 71. 72. 73. 75. 77. 78. 80. 81. 82.

Question 28.—How often have reports been sent by the Local Board to the Central Board each year during the last five years?

One.—80.

Two.—31. 56. 71.

Three.—26. 39.

Five and upwards.—10. 27. 63. 68. 70.

None.—1. 2. 3. 7. 8. 9. 11. 12. 13. 15. 16. 17. 18. 21. 22. 23. 24. 25. 28. 30. 32. 33. 34. 35. 36. 37. 40. 41. 42. 43. 44. 47. 49. 50. 51. 52. 53. 55. 57. 58. 60. 61. 64. 65. 66. 67. 69. 73. 74. 75. 76. 77. 78. 79. 82.

Question 29. Do these reports, when sent, always proceed from the Board at any of its meetings, or do they most frequently proceed from the Chairman alone without the knowledge of the other Members of the Board?

From the Board.—26. 27. 39. 63. 68. 70. 80.

From the Chairman.—10. 31. 71.

These replies are from all those Boards that have submitted reports.

Question 30. How many children are there in the School paying reduced fees, and how many are on the free list?

Reduced Fees—

None.—6. 10. 11. 12. 15. 19. 20. 26. 28. 31. 32. 37. 38. 42. 53. 56. 59. 63. 64. 66. 68. 70. 72. 73. 76. 78. 79. 81.

1 to 10.—4. 14. 15. 17. 18. 23. 27. 35. 39. 41. 43. 44. 45. 47. 49. 50. 51. 52. 55. 58. 60. 62. 65. 69.

10 to 50.—7. 8. 13. 21. 22. 24. 29. 33. 34. 57. 46. 61. 67. 74. 75. 80. 82.

Above 50.—1. 3. 5.

Free List—

None.—1. 2. 3. 6. 13. 15. 18. 19. 28. 31. 35. 37. 38. 39. 43. 47. 51. 56. 67. 73. 75. 76. 77. 80.

1 to 10.—4. 5. 10. 11. 12. 14. 17. 20. 21. 23. 24. 26. 27. 32. 33. 34. 44. 46. 52. 53. 58. 59. 61. 63. 64. 65. 66. 68. 70. 72. 78. 81. 82.

10 to 50.—7. 8. 15. 22. 29. 41. 42. 45. 49. 50. 55. 57. 60. 62. 69. 74.

Above 50.—54.

Question 31. Does the Teacher admit scholars at reduced rates, or receive any as free scholars, without the knowledge or sanction of the Board?

Yes.—*7. 13. 18. 21. 25. 26. 34. 35. 49. 51. 55. 57. 58. 61. 62. 71. 73. 80.

No.—1. 2. 3. 4. 5. 6. 8. 10. 11. 12. 14. 15. 16. 17. 19. 20. 22. 23. 24. 27. 28. 29. 30. 31. 32. 33. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 48. 50. 52. 53. 56. 59. 60. 63. 64. 65. 66. 67. 68. 69. 70. 72. 75. 76. 77. 78. 79. 81. 82.

* These generally refer to reduced fees only.

Question 32. Are any scholars on the free list whose parents are able to pay the ordinary or reduced fees?

Yes.—40. 57. 61. 62.

No.—1. 2. 3. 4. 5. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 58. 60. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 80. 81. 82.

Question 33. Has the Teacher much difficulty in collecting his fees, and is he frequently compelled to take payment in kind instead of cash?

More or less difficulty.—3. 5. 6. 7. 8. 11. 13. 14. 16. 18. 19. 21. 22. 23. 25. 27. 29. 30. 33. 34. 35. 36. 39. 40. 47. 55. 56. 57. 58. 59. 62. 65. 67. 68. 70. 71. 74. 75. 81.

No difficulty.—1. 2. 3. 4. 10. 12. 15. 24. 26. 28. 31. 32. 37. 38. 41. 42. 44. 45. 46. 49. 50. 51. 52. 53. 60. 61. 63. 66. 69. 72. 73. 76. 77. 78. 79. 80. 82.

Taken in kind.—6. 7. 8. 13. 17. 25. 36. 43. 44. 50. 55. 56. 62.

Question 34. Is the school building used for religious or for public meetings or entertainments?

Yes.—1. 7. 8. 9. 10. 14. 15. 18. 22.* 24. 28. 29. 32. 33.* 34. 35. 36. 37. 38. 39. 41. 42. 44. 45. 46. 52. 53. 55. 56. 60. 61. 66. 70. 71. 72. 74. 75. 76. 78. 79. 80. 81.

No.—2. 4. 5. 6. 11. 12. 13. 16. 17. 19. 20. 21. 23. 25. 26. 27. 30. 31. 40. 43. 47. 48. 49. 50. 51. 54. 57. 58. 62. 63. 64. 65. 67. 68. 69. 73. 77. 82.

* School held in chapel.

Question 35. If used for religious purposes, state for what denominations, and how often used?

See Evidence.

Question 36. Does the use of the school-room for religious or other purposes cause any dissatisfaction among the parents, or interfere in any way with the order, conduct, and welfare of the school?

Yes.—74.

No.—1. 7. 8. 9. 10. 14. 15. 18. 22. 24. 28. 29. 32. 33. 34. 35. 36. 37. 38. 41. 42. 44. 45. 46. 52. 53. 55. 56. 60. 61. 66. 70. 71. 72. 75. 76. 78. 79. 80.

These replies cover all who have said that the school is used for religious meetings.

Question 37. Is corporal punishment much employed in the School?

Yes.—5.

No.—1. 2. 3. 4. 6. 7. 8. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82.

Question 38. Are any complaints made by parents of the infliction of corporal punishment on the children?

Have been made.—5. 16. 19. 45. 52. 78.

The remaining replies are in the negative.

Question 39. Will you ascertain, by careful enquiry, how many children of your School attend Sunday School?

5 to 10 per cent.—75.

10 to 20 per cent.—1. 26. 47.

20 to 40 per cent.—14. 27. 31. 35. 43.

40 to 60 per cent.—5. 6. 8. 9. 10. 18. 20. 22. 23. 25. 38. 52. 61. 63. 71. 76. 81.

60 to 100 per cent.—3. 4. 7. 11. 12. 13. 15. 16. 17. 19. 21. 24. 30. 33. 34. 37. 40. 41. 44. 45. 46. 48. 50. 51. 54. 57. 58. 59. 62. 61. 65. 66. 67. 68. 69. 73. 74. 77. 78. 81. 82.

None.—2. 32. 39. 49. 53. 56. 60. 70.

No Sunday School.—28. 29. 36. 42. 49. 72. 60. 79.

Question 40. Is the school building kept clean, and at whose charge is it so kept?

School kept clean—

Yes.—1. 2. 3. 4. 5. 6. 7. 8. 10. 11. 12. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82.

At whose Charge—

Teachers.—1. 2. 3. 4. 5. 6. 7. 8. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 52. 53. 55. 56. 60. 61. 62. 63. 64. 65. 66. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 81. 82.

Otherwise.—1. 10. 24. 30. 47. 51. 54. 58. 59. 67. 80. 81.

Question 41. Would you deem it desirable that the distance from which attendance at school is compulsory should be extended from two to three miles during any part of the year?

Yes—

Summer, or half-year.—2. 8. 9. 12. 14. 16. 20. 22. 24. 26. 27. 29. 30. 36. 38. 41. 46. 47. 48. 50. 52. 55. 61. 63. 64. 66. 75. 77. 80. 81. 82.

Nine months.—68. 70. 76.

Without limitations.—4. 5. 6. 10. 11. 13. 17. 19. 31. 39. 40. 43. 44. 56. 59. 60. 62. 65. 73. 74. 78.

No.—15. 18. 21. 23. 28. 33. 34. 37. 45. 49. 51. 53. 57. 72.

Some would extend distance for elder children only. 42 recommends $2\frac{1}{2}$ miles from October to March. 25. 35. 59. 79. majority of opinion that Local Board should have power to extend the distance to three miles. 32. not for children under nine, and for none without good roads.

Question 42.—Does the Board ever visit the School for the purpose of inspection or examination, and would the Board desire to have authority under regulation to do so?

Board visits made—

Yes.—3. 4. 5. 6. 10. 11. 31. 38. 44. 45. 54. 56. 58. 60. 74. 82.

No.—1. 2. 7. 8. 9. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 32. 33. 34. 35. 36. 37. 40. 41. 42. 43. 46. 47. 48. 49. 50. 51. 53. 55. 59. 63. 64. 65. 66. 68. 69. 70. 71. 72. 73. 75. 77. 78. 80.

Board would desire authority—

Yes.—2. 3. 7. 8. 10. 12. 14. 15. 16. 17. 18. 21. 23. 24. 25. 27. 28. 31. 32. 34. 35. 36. 37. 39. 44. 47. 48. 49. 51. 52. 53. 54. 55. 56. 63. 64. 65. 66. 69. 71. 76. 77. 78. 79. 80.

No.—4. 5. 6. 19. 20. 22. 26. 30. 33. 41. 43. 50. 57. 58. 62. 68. 70. 81. 82.

Question 43.—Do you consider that the constitution of Local School Boards would be improved if Members were elected (in whole or part) by ratepayers or otherwise?

Yes.—13. 15. 20. 21. 26. 31. 32. 33. 34. 36. 39. 44. 47. 51. 54. 57. 61. 63. 73. 76. 78. 80.

Board divided.—25.

No.—2. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 16. 17. 18. 19. 21. 23. 24. 27. 28. 29. 30. 35. 37. 38. 40. 41. 42. 43. 45. 46. 48. 49. 50. 52. 53. 55. 56. 58. 59. 60. 62. 64. 65. 66. 68. 69. 70. 71. 72. 74. 75. 77. 79. 81. 82.

Question 44. Do you think that Local Boards would be more efficient if they were reduced in number and groups of schools were placed under control of each Board?

Yes.—1. 4. 5. 6. 15. 16. 33. 53. 54. 55. 61. 71. 72. 73.

Board divided.—25. 38. 57.

No.—2. 3. 7. 8. 9. 10. 11. 13. 14. 17. 18. 19. 20. 21. 22. 23. 24. 26. 27. 28. 29. 30. 31. 32. 34. 35. 36. 37. 39. 40. 41. 42. 44. 45. 47. 48. 49. 50. 51. 52. 56. 58. 59. 60. 62. 63. 64. 65. 66. 68. 69. 70. 74. 75. 76. 77. 78. 79. 80. 81. 82.

Question 45. What is your opinion of the suitability of the books used in Public Schools for the purpose of instruction?

Suitable.—1. 2. 3. 4. 5. 6. 7. 8. 10. 11. 12. 13. 14. 16. 18. 19. 20. 21. 22. 24. 26. 27. 28. 30. 31. 32. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 46. 47. 48. 49. 50. 51. 52. 54. 56. 58. 60. 61. 63. 64. 65. 66. 68. 69. 70. 71. 72. 75. 76. 77. 78. 79. 81. 82.

With exceptions.—15. 45. 59. 73.

Unsuitable.—23.* 29. 33.* 53.* 55.* 57.

* Would prefer Royal Reader.

Question 46. To what extent do you agree with the following recommendations of the Select Committee on Education, 1882:—

Extension of Powers of Local Boards.

- (a.) All communications or reports made by or to the Teacher should pass through the Local Board.
- (b.) While the power of appointment and promotion of Teachers should be vested in the paid head of the department (subject to approval by the Minister of the Crown), no appointment should be made to or promotion in a Public School without the approval of the Local Board, and similarly the recommendation by a Local Board that a Teacher should be reduced or dismissed should at least be regarded as adequate reason for the removal of such Teacher.
- (c.) Local Boards should have the power of deciding whether the minimum or maximum ages of compulsory attendance require alteration to meet the particular circumstances of their district; also of extending or reducing the maximum radius prescribed for compulsory attendance where local conditions make such alteration desirable.
- (d.) To the Local School Board should be given the power of closing the School upon any emergency arising to necessitate such a course; also of giving a holiday for one day, and of excusing the attendance of children whose labour during harvest time is necessary to their parents or relatives,—this power being practically conferred upon a Local Board by the clause of the Compulsory Act above referred to.
- (e.) It should be left to the discretion of the Local Board to authorise the use of a Public School (out of school hours) for other than school purposes.
- (f.) Local School Boards should be empowered and required to inspect their Schools twice a year, and to submit a report of such inspection to the Director of Education; a copy of such report being given to the Teacher for his information, and any necessary comment or explanation.
- (g.) The power of establishing Night Schools in conformity with Regulations should be vested in the Local Boards.
- (h.) To Local Boards should be entrusted the power of arranging for firing, and effecting of petty repairs, a sufficient sum being allotted in each case by the responsible Minister for the latter purpose, while the firing might be provided for by a small local rate or arrangement with those in the neighbourhood who are interested in school work.
- (i.) A standard of regular attendance should be fixed, subject to such exceptions as may be made by Local Boards for good or sufficient reason.
- (j.) A standard of competency should be prescribed, and children who have reached that standard shall receive certificates relieving them from all necessity of compulsory attendance.
- (k.) Factory employé law for prevention of employment of children under 12 years of age in factories.
- (l.) Establishment of Training School for Teachers.

(a.) { Yes.—1. 2. 3. 4. 5. 6. 8. 10. 12. 13. 14. 15. 16. 17. 18. 19. 20. 22. 23. 24. 25. 26. 27. 29. 30. 31. 33.
35. 37. 38. 39. 40. 42. 43. 45. 47. 48. 49. 50. 51. 52. 54. 57. 60. 61. 62. 63. 64. 65. 66. 71. 72. 73.
75. 76. 77. 78. 79. 81.
No.—7. 9. 21. 28. 32. 34. 36. 44. 46. 53. 55. 56. 58. 59. 68. 70. 80. 82.

(b.) { Yes.—1. 2. 3. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30.
31. 32. 33. 35. 37. 38. 39. 40. 42. 43. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 59. 60. 61. 62. 63.
64. 65. 66. 69. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81.
No.—4. 5. 6. 17. 34. 36. 41. 44. 56. 57. 58. 68. 70.

(c.) { Yes.—2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 25. 26. 27. 28. 29.
30. 31. 32. 33. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 52. 53. 54. 56. 57. 58.
59. 60. 61. 62. 63. 64. 66. 69. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82.
No.—24. 34. 51. 55. 65. 70.

(d.) { Yes.—2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28.
29. 30. 31. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54.
55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 68. 69. 70. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81.
82.
No.—16.

(e.) { Yes.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28.
29. 30. 31. 32. 33. 34. 35. 37. 38. 39. 40. 41. 42. 43. 44. 46. 47. 48. 49. 50. 51. 52. 53. 54. 56. 57.
58. 59. 60. 61. 62. 63. 64. 65. 66. 69. 72. 73. 75. 76. 77. 78. 79. 80. 81.
No.—26. 45. 68. 70. 82.

(f.) { Yes.—2. 3. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 18. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 31. 32. 33.
34. 37. 38. 39. 43. 44. 46. 48. 49. 50. 51. 52. 54. 55. 56. 58. 59. 60. 61. 62. 63. 64. 65. 66. 68.
69. 70. 72. 73. 75. 76. 78. 79. 80. 81. 82.
No.—4. 5. 6. 17. 19. 30. 35. 36. 40. 41. 42. 47. 57. 71.

(g.) { Yes.—2. 3. 7. 8. 9. 10. 11. 12. 13. 14. 15. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31.
32. 33. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57.
58. 59. 60. 61. 62. 63. 64. 66. 69. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81.
No.—4. 5. 6. 16. 34. 18. 70. 82.

(h.) { Yes.—2. 3. 4. 5. 6. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30.
31. 32. 33. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58.
59. 60. 61. 62. 63. 64. 65. 66. 69. 71. 72. 73. 76. 77. 72. 78. 79. 80. 81. 82.
No.—8. 34. 68. 70. 75.

* With qualification as to cost being met out of Consolidated Revenue.

(i.) { Yes.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27.
28. 29. 30. 31. 32. 33. 35. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55.
56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 68. 69. 70. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82.
No.—34.

- (j.) { *Yes*.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 69. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82.
No.—34. 35. 68. 70.
- (k.) { *Yes*.—1. 3. 4. 5. 6. 7. 8. 9. 10. 13. 14. 15. 16. 17. 18. 19. 20. 21. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 58. 59. 60. 61. 62. 63. 64. 65. 66. 68. 69. 70. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82.
No.—11.
- (l.) { *Yes*.—1. 2. 4. 5. 6. 7. 8. 9. 10. 11. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 60. 61. 62. 63. 64. 65. 66. 68. 69. 70. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82.
No.—3.

Question 47. Is it, in your opinion, desirable that encouragement should be given to the establishment of Night Schools and Half-time Schools?

Yes—

Night Schools only.—1. 3. 18. 24. 27. 29. 42. 48. 50. 51. 69. 76. 77. 78. 82.

Half-time Schools.—38.

Both.—2. 4. 5. 6. 7. 8. 9. 10. 11. 13. 14. 15. 16. 17. 19. 20. 21. 22. 23. 25. 26. 28. 30. 31. 32. 33. 34. 35. 36. 37. 39. 40. 41. 43. 45. 46. 47. 49. 52. 53. 54. 55. 56. 57. 58. 59. 61. 62. 63. 64. 65. 66. 68. 70. 72. 73. 74. 75. 79. 80. 81.

Question 48. Do you think the system of Public Primary Education should be extended in the direction of Infant Schools (Kindergarten system), Industrial Schools, Ragged Schools for orphans and neglected children, and Reformatories for youthful convicted criminals?

Yes—

Infant Schools.—2. 4. 5. 6. 7. 9. 11. 13. 14. 15. 16. 18. 19. 20. 21. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 35. 38. 39. 40. 41. 43. 44. 45. 46. 47. 48. 50. 51. 52. 53. 55. 63. 64. 66. 68. 69. 70. 72. 73. 76. 77. 78. 79. 80. 81. 82.

Industrial.—2. 3. 7. 9. 11. 13. 14. 15. 16. 18. 19. 20. 21. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 38. 39. 40. 41. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 55. 63. 64. 66. 68. 69. 70. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82.

Ragged.—2. 3. 7. 9. 10. 11. 13. 14. 15. 16. 18. 19. 20. 21. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 38. 39. 40. 41. 43. 44. 45. 46. 47. 48. 50. 51. 52. 53. 55. 63. 64. 66. 68. 69. 70. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82.

Reformatories.—2. 3. 7. 9. 10. 11. 13. 14. 15. 16. 18. 19. 20. 21. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 35. 38. 39. 40. 41. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 55. 62. 63. 64. 65. 66. 68. 69. 70. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82. Only in large towns—27. 43. 77.

No.—17. 14. 58.

XXI.

SYNOPSIS of Evidence given by Masters of Superior Schools, and their views of Education.

Question 1. Do you regard it as a part of the duty of the State to make provision for the primary education of the young?

Yes.—1. 2. 4. 5. 6. 7. 8. 9. 11. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 29. 30. 31. 32.

Yes, for those unable to pay for private education.—3. 10. 12. 26. 27. 28.

Question 2. Is it the duty of the State to impart special religious instruction to the young? Or should the State only inculcate the general principles of morality, and afford facilities for clergymen or other duly qualified religious teachers to impart more special religious instruction at the school out of school hours?

Duty of State to impart special religious instruction.—6. 15. 19. 29. 31. 32.

The State should only inculcate general principles of morality.—1. 2. 3. 4. 5. 7. 8. 9. 11. 13. 14. 16. 17. 20. 22. 23. 24. 25. 26. 27. 28. 30.

Undecided.—10. 12. 18 (would be satisfied with religious teaching of Irish National School Book). 21.

Question 3. Do you think it an undue interference with the liberty of the people for the State to make Education compulsory?

Yes—

No.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32.

Question 4. If Education is compulsory, should it also be free to all, or free only to those who are unable to pay for it?

Free to all.—8. 9. 13. 16. 30. 31.

Free to poor only.—1. 2. 3. 4. 5. 6. 7. 10. 11. 12. 14. 15. 17. 18. 19. 20. 21. 22. 24. 25. 26. 27. 28. 29. 32.

Undecided.—23.

Question 5. If free to all, would you deem it best to pay the cost out of the general revenue of the Colony, or to raise it by local rates or by a general education tax?

General Revenue.—1. 5. 7. 8. 9. 12. 13. 14. 16. 18. 20. 22. 23. 27. 30. 32.

Local rate.—3. 29.

Education tax.—6. 31.

Undecided.—28.

Question 6. Do you think the present standard of instruction in our Public Schools sufficiently high?

Sufficiently high.—3. 4. 5. 6. 10. 11. 12. 14. 15. 16. 18. 19. 20. 21. 22. 24. 25. 26. 27. 29. 31. 32.

Not high enough.—2. 7. 13. 30.

Question 7. Though the standard may be sufficiently high for the great bulk of the children, would it be desirable to extend the range of subjects for the sake of the remainder, and particularly for the better preparation of exhibitioners for their work in Superior Schools?

Extended range of subjects.—2. 7. 14. 16. 17. 21. 24. 25. 30. 32.

Against extended range.—3. 4. 5. 6. 8. 10. 11. 12. 13. 15. 18. 20. 22. 26. 27. 28. 29. 31.

Question 8. Do you find exhibitioners generally as well prepared to begin their work in the Superior Schools as boys of their own age who come from Private Schools?

Yes.—4. 5. 16. 22. 27.

No.—6. 31 (they are at disadvantage at first, but this acts as incentive, and they ultimately do well.)

Think so.—30.

Think not.—2. 7.

Various.—14, better in arithmetic, worse in other subjects; 17, yes with exception of classics; 21, better in English and arithmetic, worse in Latin; 24, yes, in the subjects they present; 25, except Latin; 32, better.

Question 9. Would you be inclined to increase the number of Exhibitions to Superior Schools? [NOTE.—This question may be regarded as applying alike to the Exhibitions awarded by the Board of Education to boys under 12, and to those awarded by the Council to boys under 14 years of age.]

Yes.—2. 6. 7. 15. 16. 17. 22. 25. 26. 27. 30.

No.—4. 5. 8. 11. 12. 13. 14. 18. 20. 21. 24. 29. 32.

Increased number of Exhibitions if reduced values.—10.

Question 10. Would it appear to you an undue and unnecessary encroachment on the field occupied by private enterprise in Superior Schools if the State were either to very much raise the standard of instruction in the Primary Schools, or to establish Superior Public Schools?

Yes.—1. 3. 4. 5. 6. 8. 9. 10. 12. 13. 14. 15. 17. 18. 20. 21. 24. 25. 26. 27. 28. 29.

No.—2. 7. 11. 16. 23. 30. 32.

22, desirable to have superior schools, although they would encroach upon private enterprise; 31, another superior school unnecessary.

Question 11. Judging from your experience of boys in Superior Schools, would you think it quite practicable for boys or girls of ordinary ability to go through the six classes of the Programme of Instruction in six years, between the ages of 6 and 12 or 7 and 13?

Yes.—1. 2. 3. 4. 6. 7. 10. 14. 15. 20. 26. 27. 28. 31. 32.

Yes, for those of more than ordinary ability.—5. 16. 21. 22. 30.

Yes, but with superficial results.—12. 18.

Question 12. As a friend of education, would you be in favour of compelling such constant attendance (wherever such attendance is possible) as would be likely to procure for every capable scholar the highest acquirements the school affords?

Yes.—1. 2. 3. 4. 5. 6. 7. 8. 10. 11. 12. 14. 16. 17. 18. 20. 22. 24. 25. 26. 27. 28. 29. 30. 31. 32.

No.—13. 15.

Question 13. For what number of days in the quarter should attendance be required?

30 days.—11. 22. 29.

35 days.—18.

44 days.—1. 6.

48 days.—24. 26.

50 days.—4. 16. 17. 25. 27.

50 to 60 days.—3.

60 days.—2. 5.

As many as possible.—7.

Every school day.—14. 30.

Question 14. Should children under "home tuition," or those attending private Primary Schools, be liable to examination in order to their exemption from attendance at Public Schools?

Yes.—1. 7. 11. 13 (in exceptional cases). 14. 16. 22. 26. 28. 29. 30. 31.

Yes, for those under home tuition.—20. 24.

No.—2. 3. 4. 15. 17. 18. 25. 27.

Think not.—5. 6.

Not at present.—8.

Certificate from responsible and reliable person should be sufficient.—10. 15.

Question 15. Should private school teachers be required to hold a certificate of competency in order that attendance at their schools shall pass as "attendance" under the Act?

Yes.—1. 2. 7. 8. 9. 10. 12. 14. 16. 22. 26. 27. 28. 30. 32.

No.—3. 4. 5. 11. 15. 17. 18. 23. 24. 25.

Not under existing educational management.—6. 29.

Not at present.—13.

Not for existing Teachers.—31.

Question 16. Are the Council of Education Scholarships accomplishing as fully as is desirable the object for which they were established?

Yes.—4. 9. 11. 13. 14. 15. 17. 18. 23. 26. 28. 29.

No.—1. 2. 6. 10. 16. 20. 21.

Think so.—5. 24. 25.

Think not.—3. 7. 8. 30.

Indefinite or doubtful.—22. 31. 32.

Remarks.—The force of the adverse argument that Tasmanian Scholars do not always make their career in Tasmania, is recognised by some who reply in affirmative.

Question 17. Does the educational equipment which has secured the Tasmanian Scholarship place our youth as well at the commencement of their University career as the youth who come from the great schools of England?

Yes.—6. 10. 22. 24. 32.

No.—1. 2. 4. 7. 13. 14. 16. 17. 20. 21. 23. 28. 29. 30.

Think so.—11. 15.

Think not.—3. 9.

Not at Cambridge.—31.

Question 18. Can you suggest any change in the subjects or system of examination for the Tasmanian Scholarship which would be of advantage to the scholar at his University?

No.—3. 12. 15. 25.

Yes.—

Specialisation.—1. 2. 6. 7. 9. 11. 13. 14. 16. 17. 20. 22. 24. 28. 30. 31. 32.

Natural Science Scholarship.—2. 5. 31.

Greater technicality.—4. 29.

Remarks.—9. 13. 20. 22. 24. 32. point out that the Council of Education have in contemplation a scheme of specialisation.

Question 19. Do you think that the number of scholarships might be increased with advantage, without increasing the annual expenditure,—as, *e.g.*, by providing four scholarships of £100 each, tenable either at approved British or Colonial Universities; or, with an increased expenditure of £200 per annum, by providing, in addition to the two of £200 each now tenable in a British University, two more of £100 each, tenable either at a Colonial or a British University?

Increased number of Scholarships, without additional expenditure.—

Yes.—16.

No.—1. 2. 13. 18. 19. 22. 24. 25. 28.

Increased number of Scholarships, with increased expenditure of £200.

Yes.—5. 7.* 8. 11.* 12. 14. 15. 17. 21. 26. 27. 29. 30. 32.

No.—1. 2. 9. 13. 18. 25. 28.

Against all Scholarships.—3.

For the present plan.—4.

Additional Scholarships of £200.—6. 20.

Application of funds to Local Scholarships and Exhibitions.—10.

* 7. 11. recommends four new scholarships of £100. 31. recommends three scholarships of £150 + £50 passage money.

Question 20. Do you think it would be desirable to throw open the Tasmanian Scholarships to others than the youth of Tasmania?

Yes.—11.* 12.* 16.* 19. 21.* 32.*

No.—1. 2. 3. 4. 5. 6. 7. 8. 9. 13. 14. 15. 17. 18. 20. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31.

* On condition of previous residence.

Question 21. Do you approve of the constitution of the Council of Education?

Yes.—4. 14. 15. 17.

No.—1. 2. 3. 5. 6. 7. 12.* 16. 18. 19. 20.* 21. 22.* 26†. 28. 29. 30. 31.

As a provisional arrangement.—9. 13.

* Think basis too narrow, but cannot suggest improvement.

† Says Roman Catholics not represented, and would suggest *pro rata* representation.

Question 22. Can you suggest any advantageous alteration in it?

No.—4. 14.

Enlargement.—1. 5. 17. 20. 30. 31. 32.

Elective.—1. 7. 16.

Minister of Education.—3.

Exclusion of all personally connected with Superior Schools.—6.

Either all or no Head Masters of Superior Schools to be Members.—7.

Rev. R. D. Poulett-Harris's Scheme.—2. 21.

More liberal recognition of denominations.—19. 26.

University.—9. 13. 22. 29.

Members to be Graduates, or persons distinguished by their attainments.—18. 30.

Question 23. Do you think the time has come for the establishment of a University in Tasmania?

*Yes.**—1. 9. 11. 13. 16. 21. 22. 24. 26. 27. 29.

No.—2. 3. 4. 5. 6. 7. 10. 12. 14. 15. 17. 18. 20. 25. 30. 31 (recommends a central self-supporting institution for training of scholars). 32.

* The majority who say Yes are in favour of a mere examining body qualified to confer Degrees.

Question 24. Pending the establishment of a Tasmanian University, how do you think the Council of Education might best bring within the reach of a larger number than now participate in them the advantages of the higher intellectual culture?

In no way.—1. 12. 13. 19. 21. 22. 32.

By lectures in Science and technical subjects.—4. 5. 15.

Rewards for essays.—5.

By co-operation with existing educational institutions.—6.

By increased Scholarships at Colonial Universities.—7. 15. 26.

Examinations for Melbourne or Sydney Degrees held in Tasmania.—10. 14.

By a higher Degree than A.A.—11.

By larger concessions on part of the Council.—16.

Distinguishing subjects of study of girls.—29.

Establishment of Superior State Schools.—30.

Question 25. Do you think the central control of our public primary education by the Board of Education is efficient and satisfactory?

Question 26. Do you think it preferable, in lieu of the Board of Education, to substitute some other directorate or controlling authority? if so, will you state in whose hands that direction and control should be?

Yes.—4. 15. 27.

No.—2. 3. 6. 16. 30.

Capable of improvement—

By having Minister of Education presiding.—2. 3. 5. 6. 19.

Separate Boards North and South.—7.

Elective and enlarged Board.—12. 18.

Minister of Education, with Inspectors.—11. 14. 16 (recommends responsible head, with District Boards having full authority). 29. 30.

Payment of Members of Board.—19.

Local Boards elective, Chairmen to recommend Director of Education.—22.

Question 27. Are there any other suggestions you have to offer in relation to the improvement of our Educational system?

Medical examination of children, and sanitary inspection of schools.—2.

Separate schools for girls and boys.—4.

Additional school appliances.—4. 30.

Encouragement of essays.—4.

Provision for prizes.—4.

Annual exhibitions of school work or anything boys and girls can make or produce.—4.

Payment by results, as understood by Roman Catholics.—5. 26.

Better payment of teaching body.—6.

Normal Schools.—8.

More technical and practical instruction.—8. 10. 16. 23. 30.

More Inspectors and increased inspection.—15.

Subsidies to existing Grammar Schools conditionally upon examination conducted by non-Tasmanian.—29.

Greater attention to cleanliness of pupils.—30.

Allotment of small sum for petty repairs, cleaning, firing, &c.—30.

Teachers should be free out of school hours.—30.

Teachers' salaries not to be dependent upon school average.—30.

Teachers should only communicate to the parents of pupils through Local Board.—30.

XXII.

SYNOPSIS of Evidence given by Teachers under the Board of Education.

Answers have been received from the following persons:—

Question 1. What is your name?

Question 2. What Public School are you Teacher of?

- | | |
|--|--|
| 1. Mr. Thomas Kildea, Franklin. | 33. Mr. Robert Gumley, Gould's Country. |
| 2. Miss Sarah M'Williams, Green Point. | 34. Mr. J. H. Heathorn, Upper Ringarooma. |
| 3. Mr. Fred. W. Mold, Jerusalem. | 35. Mr. John Miles, Lefroy. |
| 4. Miss Lucy Emily Wragg, Somerset, River Cam. | 36. Mr. James Fraser, Black River. |
| 5. Miss Florence Kearney, Enfield. | 37. Mrs. E. M. Kidd, Frederick-st., Launceston. |
| 6. Mr. E. A. Lovell, Long Bay and Three Hut Point. | 38. Mr. D. Morrison, Bridgenorth. |
| 7. Mr. Robert Mason, Port Cygnet. | 39. Miss M. E. Edwards, Chudleigh. |
| 8. Mr. Philip Palmer, Brown's River. | 40. Mr. William Kenner, Sassafras. |
| 9. Mr. John Leeming, Bishopbourne. | 41. Mrs. M. E. Townley, Muddy Plains. |
| 10. Mr. John William Hutton, Brookside. | 42. Mrs. E. M. Bilton, Rokeby. |
| 11. Mrs. Anna Cuphey, Deddington. | 43. Mr. William Scott, Torquay. |
| 12. Mr. Frederick Williams, English Town. | 44. Mrs. Charlotte M'Ginnes, Carlton. |
| 13. Mr. George Pearce, Spring Bay. | 45. Mr. John Langley, Hastings. |
| 14. Mr. Jas. P. Montgomery, George's Bay. | 46. Mr. Chas. Hutchins, Tea Tree. |
| 15. Mr. John Cooper Edgar, Westbury. | 47. Mr. Henry C. Hurst, Green Ponds. |
| 16. Mr. Henry Smith, Mole Creek. | 48. Miss Elizabeth Hannah Briant, Sandy Bay. |
| 17. Miss Violet Mary Robertson, Epping. | 49. Mr. Wilfred John Figgis, St. Leonard's. |
| 18. Mr. E. A. Hadfield, Tunnack. | 50. Mr. Martin Cheek, Rose Vale. |
| 19. Mr. R. W. Pierce, Cressy. | 51. Mrs. C. M. Dean, Longley. |
| 20. Mr. A. H. Brown, Constitution Hill. | 52. Mr. Jas. S. Roche, Oatlands. |
| 21. Mr. Thomas Brain, Antill Ponds. | 53. Mr. G. Hardy, Jetsonville. |
| 22. Miss C. Morrisby, River Plenty. | 54. Mr. Alfred C. Wellard, Dunorlan. |
| 23. Mr. Edward Blyth, Kangaroo Point. | 55. Mr. Richard Griffin, Cormiston. |
| 24. Mr. Joshua John Hayes, Jericho. | 56. Mr. Alexander Oliver, Penguin Creek. |
| 25. Mr. Francis Darcey, Queenstown. | 57. Mr. A. C. Blackmore, Honeywood. |
| 26. Miss Muriel Robertson, Carrick. | 58. Miss M. J. Plunkett, Lisdillon. |
| 27. Mr. W. C. Blyth, Campbell Town. | 59. Mr. Daniel Tolland, Broadmarsh and Ellerslie. |
| 28. Miss Ellen Bell, Cressy Road. | 60. Mr. Denis Hartnett, Golden Valley. |
| 29. Mr. William Stevens, Richmond. | 61. Mr. Wm. H. Kidd, Elizabeth-st. School, Launceston. |
| 30. Mr. A. W. Smith, Swansea. | 62. Miss Elizabeth Newitt, Orielton. |
| 31. Mr. David Bell, Victoria. | 63. Miss Anne Calvert, South Arm. |
| 32. Mrs. Catherine Troy, Newnham. | 64. Miss Florence M. Wickins, Orford. |

65. Miss Eda L. Mattson, Ravenswood.
66. Mr. John J. Low, Latrobe.
67. Mr. John Littlejohn, Irish Town.
68. Miss Hectorina Alomes, Peppermint Bay.
69. Mr. Thomas Wright, Abbotsham.
70. Mr. Malcolm Duncanson, Deloraine.
71. Mrs. Letitia Pilcher, Lower Jerusalem.
72. Mr. Thomas Barrett, Whitemore.
73. Mr. John Simpson, Scottsdale.
74. Mr. George Pullen, Exton.
75. Mr. Richard Smith, New Norfolk.
76. Mr. Charles Hall, Murray-street Public School.
77. Mr. Robt. L. Miller, Kellevie.
78. Mr. Thomas Young, Southport.
79. Miss Ann M. Campbell, Surges Bay.
80. Mr. David Purvis, Dover, Port Esperance.
81. Mr. John Sherman, Castra Road.
82. Mr. James Kelly, Turner's Marsh.
83. Mr. G. Heritage, Longford.
84. Mr. A. P. Gregory, Hamilton-on-Forth.
85. Miss Caroline Foster, Avoca.
86. Miss Mary Ann Kelly, Early Rises.
87. Mr. J. E. Fitzpatrick, Dulcott.
88. Mr. James Dakin, Moorina.
89. Mr. H. J. B. Lewis, New Ground and Green's Creek (half-time.)
90. Miss Joanna Morrison, St. Michael's.
91. Mr. Allan Roper, River Don.
92. Mr. John D. Rees, Perth.
93. Mr. Henry Cole, Forcett.
94. Mr. F. E. N. Gray, Winkleigh.
95. William Bruni Pybus, Oyster Cove.
96. Mr. F. A. Finch, Ulverstone.
97. Mr. John N. Clemons, Evandale.
98. Mr. Roderick G. McLeod, Glengarry.
99. Mr. Alfred Willicombe, Waratah.
100. Mrs. Cordelia E. Tapp, Cleveland.
101. Mr. Thomas Cawbro, Forest, Circular Head.
102. Mr. George Roberts, Trinity Hill, Hobart.
103. Mr. Alexander John Harley, Macquarie-st.
104. Miss Rebecca Marshall, Raminea.
105. Mr. Matthew M'Phee, Battery Point, Hobart.
106. Mr. Thos. Alexander, Sheffield.
107. Mr. John Frances Johnston, Bothwell.
108. Mr. Alfred Wood, Northdown.
109. Mr. Andrew Weeding, Margate.
110. William Henry Hutchins, Old Beach.
111. Miss Mary B. Wright, South Bridgewater.
112. Mr. Murray Burgess, Hamilton-on-Clyde.
113. Mr. George Lloyd, Glenorchy.
114. Mr. S. Hughes, New Town.
115. Mr. James Taylor, Sorell.
116. Miss Jane Campbell, Wattle Grove.
117. Mrs. E. M. Morey, Nook.
118. Miss S. M. White, Flowerdale.
119. Mr. C. H. Rule, Goulburn-street, Hobart.
120. Miss Mary Quinn, North Motton.
121. Mr. Thomas Pullen, Barrington.
122. Mr. William A. Downie, Cascades, Impression Bay (half-time school).
123. Mrs. E. S. J. Blacklow, Black Brush.
124. Mr. W. J. J. Reynolds, Central School, Hobart.
125. Miss F. J. C. Alomes, Ouse.
126. Mr. R. M'Villy, jun., Sorell Creek.
127. Mrs. Fanny Gregory, Deloraine.
128. Mr. William Ford, Breadalbane.
129. Mr. Edward Burton, Emu Bay.
130. Mrs. Anne Martin, White Hills.
131. Mrs. Sarah B. Luttrell, Ellendale.
132. Mr. Thomas Ball, Pontville.

Question 3.—How long have you been employed as teacher under the Board of Education ?

<i>Under 1 year.</i> —3. 10. 17. 39. 63. 68. 109. 118. 128. 132.	<i>8 years.</i> —33. 49. 57. 95. 100. <i>9 years.</i> —48. 66. 106. 112.	<i>20 years.</i> —32. 71. 91. <i>21 years.</i> —25.
<i>1 year.</i> —4. 6. 12. 18. 28. 50. 62. 86. 92.	<i>10 years.</i> —21. 93. 107.	<i>22 years.</i> —44. 105.
<i>2 years.</i> —13. 34. 65. 73. 87. 123.	<i>11 years.</i> —40.	<i>23 years.</i> —8.
<i>3 years.</i> —5. 20. 51. 60. 94. 96. 129.	<i>12 years.</i> —22. 52. 80. 130.	<i>24 years.</i> —29. 69. 79.
<i>4 years.</i> —26. 43. 46. 77. 90. 108. 116. 119. 120.	<i>13 years.</i> —15.	<i>25 years.</i> —37. 70. 74.
<i>5 years.</i> —7. 24. 53. 72. 88. 110.	<i>14 years.</i> —27. 85. 103.	<i>26 years.</i> —97. 90.
<i>6 years.</i> —16. 19. 35. 41. 42. 55. 56. 67. 104. 111. 115.	<i>15 years.</i> —45. 127.	<i>27 years.</i> —61.
<i>7 years.</i> —23. 54. 58. 59. 64. 78. 81. 84. 98. 122. 128. 131.	<i>16 years.</i> —1. 9. 30. 38. 83. 121.	<i>28 years.</i> —102.
	<i>17 years.</i> —47. 89. 124. 126.	<i>29 years.</i> —31.
	<i>18 years.</i> —2. 11. 14. 75. 82. 117.	<i>33 years.</i> —114.
	<i>19 years.</i> —36. 76. 101. 113.	

Question 4. Have you had other experience as a teacher besides that under the Board of Education ? and if so, where, and at what period ?

Yes.—3. 4. 5. 8. 12. 13. 19. 21. 22. 23. 29. 31. 32. 34. 35. 36. 37. 39. 42. 43. 45. 54. 58. 61. 65. 69. 70. 72. 74. 76. 77. 78. 82. 83. 84. 86. 88. 91. 92. 94. 97. 100. 102. 103. 105. 108. 111. 113. 115. 117. 119. 123. 124. 127. 130. 132.

No.—1. 2. 6. 7. 9. 10. 11. 14. 15. 16. 17. 18. 20. 24. 25. 26. 27. 28. 30. 33. 40. 41. 44. 46. 47. 48. 49. 50. 51. 52. 53. 55. 56. 57. 59. 62. 63. 64. 66. 67. 68. 71. 73. 75. 79. 80. 81. 85. 87. 89. 90. 93. 95. 96. 98. 99. 101. 104. 106. 107. 109. 110. 112. 114. 116. 118. 120. 121. 122. 125. 126. 128. 129. 131.

Question 5. Where did you receive your training ?

Great Britain, or out of Australian Colonies.—3. 9. 11. 12. 13. 15. 31. 36. 37. 38. 39. 43. 45. 53. 61. 69. 74. 76. 92. 98. 100. 102. 105. 114. 119. 124. 132.

In Australian Colonies.—1. 2. 4. 5. 6. 7. 8. 10. 14. 17. 18. 19. 20. 23. 24. 25. 26. 28. 33. 34. 35. 41. 42. 46. 48. 49. 50. 51. 52. 56. 57. 58. 59. 63. 64. 65. 66. 67. 68. 73. 75. 77. 78. 79. 80. 81. 83. 84. 85. 87. 89. 90. 91. 93. 94. 95. 96. 99. 103. 104. 106. 107. 109. 113. 117. 118. 120. 122. 123. 126. 128. 130.

No training.—16. 21. 22. 27. 29. 30. 32. 40. 44. 47. 54. 55. 60. 62. 70. 71. 72. 82. 88. 108. 110. 111. 112. 115. 121. 125. 127. 129. 131.

Question 6. Do you hold a certificate of competency, and what is your classification?

Yes—

- Class I. { Div. A.—11. 61. 69. 114. 119. 124. 132.
Div. B.—44. 75. 83. 105.
Class II. { Div. A.—1. 14. 31. 92. 99.
Div. B.—8. 19. 25. 27. 29. 52. 67. 70. 103.
Class III. { Div. A.—2. 15. 28. 42. 47. 57. 80. 84. 85. 107. 113. 117. 129.
Div. B.—4. 23. 22. 26. 35. 39. 43. 45. 49. 54. 56. 65. 66. 72. 77. 79. 81. 89. 90. 93. 96.
98. 100. 106. 108. 115. 121. 125. 130.
Class IV. { Div. A.—7. 13. 16. 36. 38. 40. 46. 53. 60. 62. 82. 88. 95. 101. 110. 122.
Div. B.—6. 9. 10. 20. 21. 24. 50. 55. 59. 64. 73. 78. 87. 116. 126.
Not classified.—3. 5. 12. 17. 18. 30. 32. 33. 34. 37. 41. 48. 51. 63. 68. 71. 86. 91. 94. 104. 109. 111. 112.
118. 123. 127. 128. 131.

Question 7. Have you followed any other calling, secular or religious; or held any other office, with or without the concurrence of the Board?

Yes.—40. 43. 121.

With sanction of Board.—14. 15. 16. 21. 24. 27. 30. 31. 35. 45. 51. 54. 58. 74. 80. 82. 83. 89. 108. 113.
No.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 17. 18. 19. 20. 22. 23. 25. 26. 28. 29. 32. 33. 34. 36. 37. 38. 39.
41. 42. 44. 46. 47. 48. 49. 50. 52. 53. 55. 56. 57. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 75. 76.
77. 78. 79. 81. 84. 85. 86. 87. 88. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107.
109. 110. 111. 112. 114. 115. 116. 117. 118. 119. 120. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132.

Question 8. Do you give religious instruction every day, and at what hour?

Yes—

Morning.—9 to 10 A.M.—2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 15. 17. 19. 20. 21. 23. 24. 25. 26. 27. 28.
29. 30. 31. 34. 37. 39. 41. 42. 44. 45. 46. 47. 48. 49. 50. 54. 55. 56. 57. 58. 61. 62. 63. 64. 68. 69. 70.
71. 72. 73. 74. 75. 76. 77. 78. 80. 81. 82. 84. 85. 88. 89. 91. 92. 93. 94. 95. 97. 98. 99. 100. 102. 103.
104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 119. 121. 122. 123. 124. 125. 126. 128.
129. 132. 10 to 11 A.M.—65. 130.
Afternoon.—1:30 to 2—51.
No.—1. 14. 18. 32. 33. 35. 36. 38. 40. 43. 52. 53. 59. 60. 66. 67. 79. 83. 86. 87. 90. 96. 117. 118. 120. 127.
131.

Question 9. Do you give religious instruction to the whole school at once, or in classes separately?

Whole school, or all classes except 1 and 2.—2. 3. 4. 5. 6. 7. 8. 11. 13. 15. 16. 20. 21. 22. 23. 24. 27. 28. 30.
31. 37. 39. 41. 42. 44. 45. 46. 47. 48. 49. 50. 51. 54. 55. 56. 57. 58. 61. 62. 63. 64. 65. 68. 69. 70. 72. 74.
75. 76. 77. 79. 80. 82. 85. 88. 89. 92. 93. 94. 95. 98. 99. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113.
114. 115. 116. 121. 122. 125. 126. 128. 129.
Classes.—9. 10. 17. 19. 25. 26. 29. 34. 71. 73. 78. 81. 84. 91. 97. 100. 101. 102. 119. 123. 124. 130. 132.
Not at all.—1. 14. 18. 32. 33. 35. 36. 38. 40. 43. 52. 53. 59. 60. 66. 67. 83. 86. 87. 90. 96. 117. 118. 120.
127. 131.

Question 10. What is the character of the instruction you impart,—doctrinal, preceptive, or historical? and what books do you use?

Doctrinal.—8. 39. 44. 72. 74. 82. 100. 128.
Preceptive.—3. 15. 24. 31. 50. 54. 55. 56. 58. 62. 68. 70. 73. 74. 75. 76. 77. 80. 85. 92. 97. 100. 104. 106.
108. 110. 112. 113. 115. 124. 125. 128. 130. 131. 132.
Historical.—1. 3. 5. 7. 8. 9. 10. 11. 13. 15. 16. 17. 18. 19. 20. 21. 22. 23. 25. 26. 27. 28. 29. 30. 31. 34. 40.
41. 42. 45. 46. 48. 49. 50. 51. 55. 56. 57. 63. 64. 67. 68. 69. 71. 73. 74. 77. 79. 80. 81. 83. 84. 85. 88. 89. 91. 92.
93. 94. 97. 99. 100. 102. 103. 105. 106. 107. 108. 109. 110. 113. 114. 115. 121. 122. 123. 124. 126. 129. 130. 131.
132.
Books—
Bible and Scripture History.—1. 2. 3. 4. 5. 6. 7. 8. 11. 12. 13. 16. 17. 20. 21. 22. 23. 24. 25. 26. 27. 29.
31. 34. 37. 39. 42. 44. 45. 46. 48. 49. 50. 54. 62. 63. 65. 69. 72. 73. 74. 75. 80. 88. 94. 95. 100. 101. 103.
104. 112. 113. 122. 125. 131.
Other, including Board books.—9. 10. 18. 21. 27. 28. 30. 31. 34. 40. 51. 55. 56. 57. 64. 66. 67. 68. 70.
71. 76. 77. 78. 79. 83. 84. 85. 89. 90. 93. 98. 100. 101. 102. 106. 107. 108. 109. 111. 116. 121. 123.
126. 128. 129. 130.

Question 11. Do you use any other books than those authorised by the Board?

Yes (with qualifications and limitations).—4. 43. 66. 96. 98. 112.

No.—1. 2. 3. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31.
32. 34. 35. 36. 37. 39. 40. 41. 42. 44. 45. 46. 47. 48. 49. 50. 51. 54. 55. 56. 57. 58. 60. 61. 62. 63. 64. 65. 67. 68.
69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 97. 99. 100. 101.
102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 113. 114. 115. 116. 118. 119. 121. 123. 124. 125. 126. 127. 128.
129. 130. 131. 132.

Question 12. If religious truths occur in the ordinary reading lessons, do you call particular attention to them?

Yes—

Generally.—1. 3. 4. 5. 6. 8. 9. 15. 17. 19. 20. 22. 24. 25. 26. 28. 30. 31. 32. 34. 35. 36. 37. 38. 39. 40.
41. 42. 43. 44. 46. 48. 50. 52. 53. 54. 55. 56. 57. 58. 61. 62. 63. 64. 65. 66. 67. 72. 73. 74. 75. 76. 79. 80.
83. 84. 87. 88. 90. 91. 92. 93. 95. 97. 98. 99. 100. 101. 104. 107. 108. 110. 113. 114. 115. 120. 123.
126. 129. 130. 131. 132.
Occasionally.—10. 12. 16. 21. 29. 45. 49. 51. 69. 77. 78. 81. 94. 96. 102. 112. 117. 121.
No.—2. 7. 11. 13. 18. 23. 27. 33. 47. 60. 68. 70. 71. 82. 89. 103. 105. 106. 109. 111. 116. 124. 125. 127. 128.

* Many who reply in affirmative qualify their answer by explaining that they only call attention to undogmatic matters.

Question 13. Are you careful to ascertain the views of parents with regard to religious instruction of their children? and do any children withdraw from your school when such instruction is given?

Yes.—2. 3. 4. 5. 6. 7. 9. 10. 11. 12. 16. 17. 18. 19. 20. 21. 23. 24. 27. 28. 29. 30. 34. 36. 37. 39. 40. 41. 42. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 82. 84. 85. 88. 89. 92. 93. 94. 95. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 113. 114. 115. 116. 119. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132.

No.—8. 15. 97.

Children withdrawn.—

Yes.—8. 10. 15. 23. 28. 30. 47. 49. 57. 70. 75. 79. 85. 92. 98. 102. 103. 106. 109. 110. 111. 112. 113. 114. 116. 119. 125. 127. 128. 129. 131. 132.

No.—1. 2. 3. 4. 5. 7. 9. 11. 12. 16. 17. 18. 19. 20. 21. 22. 25. 26. 27. 29. 31. 34. 35. 37. 39. 40. 41. 42. 43. 44. 45. 46. 48. 50. 51. 52. 53. 55. 56. 58. 61. 63. 64. 65. 66. 67. 68. 69. 71. 72. 73. 74. 76. 78. 80. 82. 84. 87. 88. 89. 93. 94. 97. 99. 100. 101. 105. 107. 108. 115. 122. 123. 124. 126. 130.

In the absence of special religious instruction, or for other reason, enquiry unnecessary; no complaint.—1. 14. 26. 31. 32. 60. 81. 83. 91. 96. 120. 121.

Question 14. Does any clergyman give religious instruction in your school? If one or more, state the denominations with which they are connected.

Yes.—

Roman Catholic.—1. 25. 57. 60. 80. 86. 100.

Church of England.—8. 15. 19. 23. 30. 33. 42. 46. 52. 66. 75. 76. 83. 85. 93. 100. 102. 107. 112. 113. 114. 115. 124. 132.

Wesleyan.—16.

Congregational.—45. 80.

Denomination not mentioned.—62. 82.

None.—2. 3. 4. 5. 6. 7. 9. 10. 11. 12. 13. 14. 17. 18. 20. 21. 22. 24. 26. 27. 28. 29. 31. 32. 34. 35. 36. 37. 38. 39. 40. 41. 43. 44. 47. 48. 49. 50. 51. 53. 54. 55. 56. 58. 59. 61. 63. 64. 65. 67. 68. 69. 70. 71. 72. 73. 74. 77. 78. 79. 81. 84. 87. 88. 89. 90. 91. 92. 94. 95. 96. 97. 98. 99. 101. 103. 104. 105. 106. 108. 109. 110. 111. 116. 117. 118. 119. 120. 121. 122. 123. 125. 126. 127. 128. 129. 130. 131.

Question 15. Does each clergyman, if any, visiting your school, strictly observe the Regulations of the Board as to the times of attendance and as to instructing only those of his own denomination?

Yes.—1. 8. 15. 19. 23. 25. 30. 33. 42. 45. 46. 52. 57. 60. 66. 83. 85. 86. 100. 102. 107. 112. 113. 114. 115. 124. 132.

No.—16, visit paid 10 A.M.; 75, fixed day rule not regarded; 76, no answer; 80, does not keep rule as to time; 93, instructs children of other denominations.

The above dispose of all schools at which ministers of religion are said to have attended.

Question 16. Is there a Denominational School in your neighbourhood, if so, state the denomination?

Yes.—

Roman Catholic.—3. 7. 18. 27. 29. 47. 52. 61. 70. 73. 75. 76. 103. 113. 114. 116. 119. 132.

Church of England.—6. 61.

Wesleyan.—9. 72.

Congregational.—

No.—1. 2. 4. 5. 8. 10. 11. 12. 13. 14. 15. 16. 17. 19. 20. 21. 22. 23. 24. 25. 26. 28. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 48. 49. 50. 51. 54. 55. 56. 67. 58. 59. 60. 62. 63. 64. 65. 66. 67. 68. 69. 71. 74. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 104. 105. 106. 107. 108. 109. 110. 111. 112. 115. 117. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131.

Question 17. Do you think that Public School teachers should be free to impart religious instruction out of school hours, either as Sunday School teachers or lay preachers?

Yes.—2. 3. 4. 6. 8. 9. 12. 14. 15. 19. 22. 28. 29. 30. 35. 40. 41. 42. 43. 44. 45. 46. 47. 50. 51. 53. 54. 55. 56. 57. 60. 61. 62. 63. 64. 65. 66. 68. 69. 71. 72. 74. 75. 76. 79. 82. 84. 85. 88. 91. 92. 93. 94. 95. 100. 101. 104. 106. 109. 110. 115. 116. 117. 120. 123. 125. 128. 130. 131.

No.—1. 5. 7. 10. 11. 13. 16. 17.* 18. 20.* 21. 23. 24.* 25. 26.* 27. 31. 32. 33. 34. 36. 38. 39. 48. 49.* 52. 58. 59. 67. 70.* 73.* 77. 78. 80. 81. 86. 87. 89. 90. 96. 97. 98. 99.* 102. 103. 105. 107. 112.* 113. 114. 118*. 119. 121. 122. 124. 126. 127. 129. 132.

* Approve of Sunday School teaching only.

Question 18. Will you state your reasons for or against such freedom being allowed?

See Evidence.

Question 19. Have you found that the present system of central control of the Board of Education has worked smoothly and well?

Yes.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 13. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 89. 90. 91. 93. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 129. 130. 131. 132.

No.—14. 87. 88. 94.

* Many of these affirmatives qualified in various ways.

Question 20. Do you think it would be advantageous to the cause of Education if the entire central control were placed in the hands of a paid professional Head and a Minister of Education, rather than in the hands of a Board of Education as at present constituted? If you think so, state wherein the advantage would consist.

Paid Professional Head and Minister of Education.—1. 3. 14. 15. 19. 20. 24. 25. 27. 29. 35. 40. 41. 43. 48. 49. 52. 53. 57. 59. 67. 69. 70. 71. 72. 74. 82. 84. 88. 93. 94. 96. 99. 101. 104. 106. 109. 113. 114. 117. 129. 130.

Board of Education.—2. 5. 6. 7. 11. 18. 22. 23. 31. 32. 34. 36. 39. 44. 46. 50. 51. 56. 58. 60. 62. 64. 73. 79. 80. 83. 90. 91. 92. 95. 98. 102. 105. 110. 112. 116. 119. 123. 124. 131. 132.

3, says paid Director with present Board; 61, ditto.

Question 21. Can you suggest any other mode of central control which you think would be preferable to either of the above-named methods?

Yes—

Deliberative body of Teachers.—92.

Board of Education with paid Chairman.—105.

Board rendered responsible to Parliament.—98.

Minister ex officio Chairman of Board.—102.

No.—1. 2. 3. 5. 6. 7. 9. 10. 11. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 62. 63. 64. 66. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 93. 94. 95. 96. 97. 99. 100. 101. 103. 104. 106. 107. 108. 109. 110. 112. 113. 114. 116. 117. 120. 121. 122. 123. 124. 125. 126. 127. 129. 130. 131. 132.

Question 22. Has your experience or observation of the working of Local School Boards led you to the opinion that they generally interest themselves in the schools, and that they render much useful service?

Yes.—6. 7. 13. 14. 27. 33. 50. 55. 58. 60. 61. 62. 63. 71. 77. 78. 81. 82. 90. 103. 104. 109. 114. 122. 123. 124. 131. 132.

No.—1. 2. 4. 8. 9. 10. 11. 12. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 29. 30. 31. 32. 34. 35. 36. 37. 38. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 51. 52. 53. 54. 56. 57. 59. 64. 65. 66. 67. 68. 69. 70. 72. 73. 74. 75. 76. 79. 80. 83. 85. 86. 88. 89. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 105. 106. 107. 108. 110. 111. 112. 113. 115. 116. 117. 118. 119. 120. 121. 125. 126. 127. 128. 129. 130.

Question 23. Has your experience shown that the present system of Local Board management works satisfactorily?

*Yes.**—4. 17. 23. 27. 33. 34. 50. 55. 58. 60. 62. 63. 74. 75. 78. 85. 90. 91. 95. 103. 111. 114. 122. 123. 124. 125. 131. 132.

Doubtful.—84. 87.

No.—1. 2. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 18. 19. 20. 21. 22. 24. 25. 26. 28. 29. 30. 31. 32. 35. 36. 37. 38. 40. 41. 42. 44. 45. 46. 77. 48. 49. 51. 52. 53. 54. 56. 57. 59. 61. 66. 67. 68. 69. 70. 71. 72. 73. 76. 77. 79. 80. 81. 82. 83. 86. 88. 89. 92. 93. 94. 96. 97. 98. 99. 101. 102. 105. 106. 107. 108. 110. 112. 113. 115. 116. 117. 118. 119. 121. 126. 128. 129. 130.

* Many with qualification as to Board's limited power. Many say No because of Board's limited power.

Question 24. Would the interest and usefulness of Local Boards be increased if their powers were extended?

Yes.—1. 3. 4. 6. 7. 10. 11. 12. 14. 15. 16. 17. 18. 20. 22. 24. 26. 28. 29. 30. 31. 33. 34. 35. 37. 39. 40. 41. 42. 45. 47. 48. 49. 50. 52. 53. 54. 55. 57. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 71. 74. 77. 78. 79. 80. 81. 85. 86. 87. 88. 91. 92. 93. 94. 95. 96. 97. 99. 104. 106. 107. 108. 109. 110. 115. 116. 118. 119. 121. 123. 127. 128. 129. 131. 132.

Several replies indicate desirability of improvement in constitution of Board.

Doubtful.—8. 9. 25. 36. 72. 73. 75. 82. 89. 112. 117. 120.

No.—2. 13. 19. 21. 23. 27. 32. 38. 44. 46. 56. 58. 59. 76. 90. 100. 101. 102. 103. 105. 113. 114. 124. 126. 70. 83. 98. say No, unless differently constituted.

Question 25. Would you regard election of a part or the whole of the Members of Local School Boards by ratepayers or parents as an improvement on the present system of appointment?

Yes.—1. 3. 12. 14. 15. 18. 20. 23. 24. 25. 27. 28. 31. 32. 35. 40. 41. 42. 43. 46. 48. 49. 52. 53. 54. 59. 60. 65. 66. 67. 68. 69. 73. 74. 75. 80. 81. 86. 87. 88. 90. 91. 92. 94. 97. 103. 105. 106. 108. 109. 110. 114. 117. 118. 119. 123. 124. 125. 129.

Doubtful.—71. 72. 85. 89. 121.

No.—2. 4. 5. 6. 7. 8. 9. 10. 13. 16. 17. 19. 21. 22. 26. 29. 30. 33. 34. 36. 38. 39. 44. 45. 47. 50. 51. 55. 56. 57. 58. 61. 62. 63. 64. 76. 77. 78. 79. 82. 83. 84. 93. 95. 96. 99. 100. 101. 102. 107. 111. 112. 113. 115. 116. 120. 126. 128. 131. 132.

Question 26. Would you generally approve of such alterations in the constitution and powers of Local School Boards as are indicated in the subjoined recommendations of the Select Committee on Education in the year 1882? If not, state to what particulars you take exception. Please answer them *seriatim* :—

Extension of Powers of Local Boards.

- (a.) All communications or reports made by or to the Teacher should pass through the Local Board.
- (b.) While the power of appointment and promotion of Teachers should be vested in the paid head of the department (subject to approval by the Minister of the Crown), no appointment should be made to or promotion in a Public School without the approval of the Local Board, and similarly the recommendation by a Local Board that a Teacher should be reduced or dismissed should at least be regarded as adequate reason for the removal of such Teacher.
- (c.) Local Boards should have the power of deciding whether the minimum or maximum ages of compulsory attendance require alteration to meet the particular circumstances of their district; also of extending or reducing the maximum radius prescribed for compulsory attendance where local conditions make such alteration desirable.
- (d.) To the Local School Board should be given the power of closing the School upon any emergency arising to necessitate such a course; also of giving a holiday for one day, and of excusing the attendance of children whose labour during harvest time is necessary to their parents or relatives,—this power being practically conferred upon a Local Board by the clause of the Compulsory Act above referred to.
- (e.) It should be left to the discretion of the Local Board to authorise the use of a Public School (out of school hours) for other than school purposes.
- (f.) Local School Boards should be empowered and required to inspect their Schools twice a year, and to submit a report of such inspection to the Director of Education; a copy of such report being given to the Teacher for his information, and any necessary comment or explanation.

- (g.) The power of establishing Night Schools in conformity with Regulations should be vested in the Local Boards.
- (h.) To Local Boards should be entrusted the power of arranging for firing, and effecting of petty repairs, a sufficient sum being allotted in each case by the responsible Minister for the latter purpose, while the firing might be provided for by a small local rate or arrangement with those in the neighbourhood who are interested in school work.
- (i.) A standard of regular attendance should be fixed, subject to such exceptions as may be made by Local Boards for good or sufficient reason.
- (j.) A standard of competency should be prescribed, and children who have reached that standard shall receive certificates relieving them from all necessity of compulsory attendance.
- (k.) Factory employé law for prevention of employment of children under 12 years of age in factories.
- (l.) Establishment of Training School for Teachers.

- (a.) { Yes.—1. 3. 4. 6. 8. 12. 14. 17. 18. 19. 20. 22. 25. 27. 28. 30. 34. 35. 36. 37. 39. 40. 41. 43. 44. 46. 47. 50. 53. 54. 64. 71. 72. 81. 82. 83. 85. 87. 99. 100. 106. 108. 110. 117. 118. 121. 123. 129. 130. 131.
No.—2. 7. 9. 10. 11. 13. 15. 16. 21. 23. 24. 26. 29. 31. 33. 38. 42. 45. 48. 49. 51. 52. 55. 57. 58. 60. 61. 62. 63. 66. 67. 68. 69. 70. 73. 74. 75. 76. 77. 78. 79. 80. 84. 86. 88. 89. 90. 92. 93. 94. 95. 96. 97. 98. 101. 102. 103. 104. 105. 107. 109. 111. 112. 113. 114. 115. 116. 119. 120. 124. 125. 128. 132.
- (b.) { Yes.—3. 4. 6. 9. 14. 15. 17. 18. 19. 21. 22. 24. 28. 30. 34. 35. 37. 40. 43. 44. 45. 47. 49. 50. 54. 60. 61. 62. 63. 64. 71. 72. 74. 80. 81. 82. 83. 85. 86. 87. 88. 90. 92. 93. 99. 101. 102. 106. 108. 112. 117. 118. 121. 123. 125. 127. 129. 131.
No.—1. 7. 8. 10. 11. 12. 13. 16. 20. 23. 25. 26. 31. 32. 33. 36. 38. 41. 42. 46. 47. 52. 55. 56. 57. 58. 59. 66. 67. 69. 70. 73. 75. 76. 77. 78. 79. 84. 89. 95. 96. 98. 100. 103. 104. 105. 107. 109. 110. 111. 113. 114. 115. 116. 119. 120. 124. 128. 130. 132.
N.B.—The word "removal" in this question was misunderstood by many as meaning dismissal. This may account for many negative replies.
- (c.) { Yes.—1. 3. 4. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 22. 25. 27. 28. 29. 30. 31. 33. 34. 35. 36. 37. 39. 40. 41. 43. 44. 45. 46. 47. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 60. 61. 63. 64. 66. 67. 68. 69. 71. 72. 73. 74. 75. 76. 77. 78. 80. 81. 82. 84. 85. 86. 87. 88. 90. 92. 93. 94. 95. 96. 97. 99. 101. 102. 103. 104. 105. 106. 108. 109. 110. 111. 112. 114. 115. 116. 117. 118. 119. 120. 121. 123. 124. 125. 127. 128. 129. 130. 131. 132.
No.—2. 20. 21. 23. 26. 32. 46. 70. 79. 83. 87. 98. 112.
- (d.) { Yes.—1. 2. 3. 4. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 60. 61. 62. 63. 64. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 92. 93. 94. 95. 96. 97. 98. 99. 101. 102. 103. 104. 105. 106. 108. 109. 110. 111. 112. 114. 115. 116. 117. 118. 119. 120. 121. 123. 124. 125. 127. 128. 129. 130. 131. 132.
No.—56. 112.
- (e.) { Yes.—1. 3. 4. 6. 7. 9. 10. 11. 12. 14. 15. 17. 18. 19. 20. 21. 22. 24. 25. 26. 28. 29. 30. 34. 35. 36. 37. 38. 39. 40. 43. 44. 45. 46. 47. 49. 50. 52. 53. 54. 55. 56. 57. 60. 61. 62. 63. 64. 67. 68. 69. 70. 71. 72. 73. 74. 75. 77. 79. 80. 81. 82. 83. 85. 86. 87. 88. 90. 92. 93. 94. 95. 96. 101. 102. 106. 108. 109. 110. 111. 112. 115. 116. 117. 118. 120. 121. 123. 125. 127. 128. 129. 130. 131. 132.
No.—2. 8. 13. 15. 16. 23. 27. 31. 32. 33. 41. 42. 51. 58. 66. 76. 78. 84. 97. 98. 103. 104. 105. 114. 119. 124.
- (f.) { Yes.—3. 4. 6. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 20. 21. 22. 23. 24. 26. 27. 28. 30. 34. 35. 36. 37. 39. 40. 42. 43. 44. 45. 49. 50. 52. 53. 54. 56. 58. 60. 61. 62. 63. 64. 67. 68. 69. 70. 71. 72. 75. 77. 81. 82. 83. 86. 87. 88. 90. 92. 93. 94. 95. 96. 97. 102. 106. 108. 111. 112. 115. 116. 117. 118. 120. 121. 123. 125. 127. 128. 129. 130. 131.
No.—1. 2. 7. 19. 25. 29. 31. 32. 33. 38. 41. 46. 47. 51. 55. 57. 66. 74. 78. 79. 80. 84. 85. 89. 98. 99. 101. 103. 104. 105. 107. 109. 110. 112. 114. 119. 124. 132.
- (g.) { Yes.—3. 4. 6. 8. 9. 10. 11. 12. 15. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 28. 29. 30. 31. 34. 35. 36. 37. 38. 39. 40. 41. 44. 45. 46. 47. 49. 50. 52. 53. 54. 55. 56. 57. 58. 60. 61. 63. 64. 67. 68. 69. 70. 71. 72. 73. 74. 75. 77. 80. 82. 83. 85. 86. 87. 88. 90. 93. 95. 97. 99. 103. 104. 106. 108. 109. 110. 115. 116. 117. 118. 120. 121. 125. 126. 127. 128. 129. 130. 131. 132.
No.—1. 7. 13. 14. 27. 32. 33. 42. 43. 51. 63. 76. 78. 79. 81. 84. 92. 94. 96. 98. 101. 105. 111. 112. 114. 119. 124.
- (h.) { Yes.—1. 2. 3. 4. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 21. 22. 23. 24. 25. 26. 27. 28. 31. 32. 33. 34. 35. 36. 37. 38. 40. 41. 42. 43. 44. 45. 46. 47. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 60. 62. 63. 64. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 84. 85. 86. 87. 88. 89. 90. 92. 93. 94. 95. 96. 97. 98. 99. 101. 102. 103. 104. 105. 106. 108. 109. 110. 111. 112. 114. 115. 116. 117. 118. 119. 120. 121. 123. 125. 128. 129. 130. 131. 132.
No.—20. 29. 30. 83. 112. 124.
- (i.) { Yes.—1. 3. 4. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 43. 44. 45. 46. 47. 51. 52. 53. 54. 55. 57. 58. 63. 64. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 92. 93. 94. 95. 97. 101. 102. 103. 104. 105. 106. 108. 109. 111. 112. 114. 115. 116. 117. 118. 119. 120. 123. 124. 125. 127. 128. 129. 130. 131. 132.
No.—50. 60. 62. 83. 96. 98. 110. 121.
- (j.) { Yes.—1. 3. 4. 6. 7. 8. 9. 10. 11. 12. 14. 15. 17. 18. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 44. 45. 46. 47. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 60. 61. 62. 63. 64. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 92. 93. 94. 95. 96. 97. 99. 101. 102. 103. 104. 105. 106. 108. 109. 111. 112. 114. 115. 116. 117. 118. 119. 120. 121. 123. 124. 125. 128. 129. 130. 131. 132.
No.—13. 19. 42. 43. 98. 110.

- (h.) { Yes.—1. 3. 4. 6. 7. 8. 9. 10. 11. 12. 13. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29.
30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 50. 52. 53. 54. 55. 57. 58.
60. 61. 62. 63. 64. 66. 67. 68. 69. 70. 71. 72. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86.
87. 88. 89. 92. 93. 94. 95. 96. 97. 98. 99. 101. 102. 103. 104. 105. 106. 108. 109. 110. 111.
112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 123. 124. 125. 128. 129. 131. 132.
No.—14. 90.
- (l.) { Yes.—1. 3. 4. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 26. 27. 28. 29.
30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 44. 45. 46. 47. 50. 52. 53. 54. 55. 57. 58. 60.
62. 63. 64. 66. 67. 68. 99. 70. 71. 72. 75. 76. 77. 78. 79. 80. 81. 82. 84. 85. 86. 87. 88. 89. 90.
92. 93. 94. 95. 96. 98. 99. 101. 102. 103. 104. 105. 106. 108. 109. 110. 111. 114. 115. 116.
117. 118. 120. 121. 123. 124. 125. 127. 129. 131. 132.
No.—25. 43. 56. 74. 112. 113. 119. 128. 130.

Question 27. Do you correspond directly with the Central Board as to the requirements of the school or through the Local Board?

Direct.—3. 4. 5. 6. 7. 11. 12. 13. 16. 22. 24. 26. 27. 28. 29. 31. 32. 34. 35. 37. 38. 39. 41. 42. 44. 45. 48. 49. 51. 52. 55. 59. 62. 64. 65. 67. 68. 72. 74. 76. 77. 79. 81. 82. 84. 85. 86. 87. 90. 91. 92. 95. 98. 101. 103. 109. 111. 112. 115. 117. 118. 119. 120. 122. 123. 125. 126. 127. 128. 129. 132.

Through Local Board.—1. 2. 8. 9. 14. 15. 18. 19. 20. 23. 25. 30. 33. 36. 46. 53. 57. 58. 60. 61. 63. 71. 73. 75. 78. 83. 88. 100. 104. 106. 110. 113. 116. 121. 130.

Practice varying.—17. 21. 40. 43. 47. 50. 54. 66. 69. 70. 80. 89. 93. 94. 96. 97. 99. 102. 105. 107. 108. 114. 124. 131.

Question 28. Are communications generally made to you directly from the Central Board, or through the Local Board?

Direct.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 24. 25. 26. 28. 29. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 48. 49. 50. 51. 52. 54. 55. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 73. 74. 76. 77. 78. 79. 80. 82. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 97. 98. 99. 101. 102. 103. 104. 106. 108. 109. 110. 111. 112. 113. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 129. 132.

Through Local Board.—23. 30. 71. 72. 100. 130.

Practice varying.—27. 47. 53. 75. 83. 96. 105. 107. 114. 127. 128. 131.

Question 29. Can you offer any other suggestions for the better local control of the schools?

Increased power of Boards.—17. 22. 26. 33. 35. 95.

District Boards.—40. 83. 96. 98.

No.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 18. 19. 20. 21. 23. 24. 25. 28. 31. 34. 36. 38. 39. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 74. 75. 76. 77. 78. 79. 80. 81. 84. 85. 86. 87. 88. 89. 90. 91. 94. 97. 100. 101. 103. 104. 106. 107. 108. 109. 110. 111. 112. 114. 116. 118. 119. 122. 123. 124. 125. 126. 127. 129. 130. 131. 132.

Miscellaneous.—30. 32. 73. 82. 92. 93. 96. 99. 102. 105. 113. 121.

Question 30. Would you recommend any alteration of the present minimum and maximum ages for compulsory attendance?

Ages—

4 to 13 years.—4. 39.

5 to 13 years.—28. 33. 41. 51. 82. 86. 42. 78. 99. 104. 116.

5 to 14 years.—32. 48. 117. 123. 130.

6 to 12 years.—25. 29. 46. 47. 80. 100. 113. 114. 119. 131.

6 to 13 years.—7. 10. 12. 15. 16. 21. 23. 24. 26. 40. 53. 54. 66. 70. 72. 74. 81. 84. 89. 94. 105. 107. 108. 109. 122.

6 to 14 years.—20. 27. 35. 38. 43. 71. 77. 90. 97. 110. 118.

6 to 15 years.—45. 55.

7 to 13 years.—103.

No.—1. 2. 3. 5. 6. 9. 11. 13. 14. 17. 18. 19. 22. 30. 31. 34. 36. 44. 50. 52. 56. 57. 58. 59. 60. 61. 62. 63. 64. 67. 68. 69. 73. 75. 76. 83. 85. 87. 88. 91. 92. 93. 95. 96. 98. 101. 106. 111. 112. 120. 121. 124. 125. 126. 127. 129. 132.

Question 31. Would you recommend any alteration of the distance from which attendance is compulsory, in the case either of children of all ages or of those of the elder children? And state whether such alteration, if desirable at all, should apply to the whole year or only to the summer season.

Extension to 2½ or 3 miles—

All the year.—Elder children.—10. 13. 19. 28. 29. 30. 39. 59. 64. 65. 81. 82. 94. 102. 109. 110. 111. 117.

All.—11. 16. 18. 27. 32. 38. 42. 47. 49. 51. 53. 66. 70. 86.* 89. 90. 97. 99. 106. 116. 118.

* Radius of two miles instead of road distance.

Summer only.—Elder children.—2. 6. 8. 14. 20. 21. 24. 26. 34. 36. 41. 43. 54. 55. 57. 61. 67. 69. 72. 77. 78. 79. 80. 84. 94. 104. 112. 122. 123.

All.—3. 4. 7. 45. 48. 56. 71. 75. 93. 95. 108. 120. 130. 131.

No.—1. 5. 9. 12. 17. 23. 25. 31. 33. 35. 40. 44. 46. 50. 52.* 53. 62. 63. 68. 73. 74. 76. 83. 85. 88. 91. 92. 96. 100. 101. 103. 105.† 107. 113. 114. 115. 119. 121. 124. 125. 126. 127. 129. 132.

* Recommends one mile for children under eight years.

† Younger children less distance in winter.

Question 32. For how many days each week or each quarter should attendance be compulsory?

Days per week—

3 days.—3. 20*. 46. 49. 55. 59. 63. 69. 81. 84. 93. 118. 124. 125.

4 days.—1. 2. 5. 8. 9. 11. 12. 13. 15. 18. 21. 22. 23. 29. 32. 35. 36. 37. 38. 41. 42. 44. 45. 47. 48. 51. 53.

58. 60. 62. 64. 67. 70. 71. 74. 76. 77. 78. 79. 80. 82. 86. 87. 88. 90. 91. 92. 95. 97. 98. 103. 105.

107. 110. 111. 113. 114. 115. 116. 117. 119. 120. 126. 127.

5 days.—10. 16. 17. 26. 28. 31. 54. 56. 61. 121. 123. 130. 131.

* Country districts.

Per quarter.—

25 days.—102.

26 days.—4.

30 to 35 days.—65. 99. 101. 129. 83. 108. 112. 122.

40 to 45 days.—14. 24. 25. 30. 33. 39. 40. 43. 50. 57. 75. 106. 20.* 64. 66. 128. 89. 104. 109. 132.

50 days.—27. 72. 94. 100.

52 days.—19.

56 days.—6.

* For town schools.

Question 33. Would you approve of attendance being excused in harvest or fruit or hop-picking seasons? Or would you prefer that all of school age should be compelled to attend until a certain standard of education is reached?

Harvest, freedom from attendance.—1. 2. 3. 4. 6. 7. 8. 9. 12. 14. 19. 21. 22. 23. 24. 25. 27. 28. 29. 34. 35. 36. 40. 41. 43. 44. 45. 47. 51. 53. 54. 55. 57. 59. 60. 61. 62. 63. 65. 67. 68. 71. 72. 73. 76. 78. 79. 80. 82. 84. 85. 87. 88. 91. 92. 93. 94. 95. 97. 99. 100. 102. 103. 104. 106. 107. 109. 110. 111. 112. 114. 115. 116. 117. 119. 120. 121. 123. 124. 125. 126. 127. 129. 131. 132.

Compulsory attendance.—5. 10. 11. 13. 15. 16. 17. 18. 20. 26. 30. 31. 32. 33. 37. 38. 39. 42. 46. 48. 49. 50. 52. 56. 58. 64. 66. 69. 70. 75. 77. 81. 86. 89. 90. 96. 98. 101. 105. 108. 113. 118. 122. 128. 130.

Question 34. Are there any children of school age in your neighbourhood whose schooling is neglected?

Yes.—1. 3. 4. 5. 7. 8. 9. 10. 12. 14. 15. 16. 17. 18. 20. 21. 24. 25. 26. 27. 28. 29. 31. 32. 34. 35. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 51. 52. 54. 56. 57. 59. 60. 61. 65. 66. 67. 69. 70. 71. 72. 73. 75. 76. 77. 79. 81. 82. 84. 86. 87. 88. 89. 91. 93. 94. 95. 96. 97. 98. 99. 100. 104. 105. 106. 107. 108. 110. 111. 112. 113. 114. 115. 118. 121. 123. 125. 127. 130. 131. 132.

No.—2. 11. 13. 19. 22. 23. 30. 33. 36. 53. 55. 58. 62. 63. 64. 68. 74. 78. 80. 83. 85. 90. 101. 102. 103. 116. 117. 120. 122. 126. 128. 129.

Question 35. Have any steps been taken to enforce the attendance of such children, and if so, by whom?

Yes.

Truant Officer.—9. 12. 23. 25. 27. 32. 37. 40. 48. 61. 65. 66. 67. 70. 75. 76. 87. 89. 94. 97. 102. 103. 105. 114. 119. 124. 126.

Local Boards.—1. 4. 6. 20. 21. 29. 31. 43. 45. 54. 55. 57. 58. 60. 71. 77. 78. 80. 81. 93. 95. 108. 115. 116. 123. 125. 131. 132.

Teacher.—14. 26. 28. 42. 56. 73. 100. 104. 112. 127.

Police and others.—30. 47. 82. 84. 91. 99.

No.—2. 3. 5. 7. 8. 10. 11. 15. 16. 17. 18. 19. 22. 24. 34. 35. 36. 38. 39. 41. 44. 46. 49. 51. 52. 59. 63. 64. 69. 72. 79. 85. 86. 88. 96. 98. 106. 107. 110. 111. 112. 113. 129. 130.

Question 36. Have compulsory measures, where you know they have been employed, been effective in procuring a regular attendance?

Yes.—1. 4. 8. 9. 11. 14. 15. 18. 20. 21. 23. 24. 27. 30. 36. 39. 42. 45. 48. 51. 52. 58. 60. 65. 72. 77. 78. 82. 84. 85. 86. 93. 97. 98. 99. 101. 119. 124. 125. 126. 131. 132.

No.—2. 6. 7. 10. 16. 25. 26. 31. 32. 37. 38. 40. 41. 43. 46. 47. 57. 59. 61. 66. 67. 70. 75. 76. 79. 80. 87. 89. 90. 94. 95. 100. 102. 103. 108. 110. 111. 113. 121. 130.

Question 37. Would compulsory measures be more effective if an attendance of say 30 or 40 days per quarter were required, and if parents were liable to a heavier penalty than is now inflicted for their failure to send their children to school?

Yes.—1. 2. 3. 4. 5. 6. 7. 8. 10. 11. 12. 14. 15. 16. 17. 18. 19. 20. 21. 23. 24. 25. 26. 27. 29. 31. 32. 33. 34. 35. 36. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 51. 52. 53. 55. 56. 57. 59. 60. 61. 64. 65. 66. 67. 68. 69. 70. 71. 72. 74. 75. 76. 78. 79. 80. 81. 83. 84. 86. 89. 90. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 120. 124. 125. 126. 127. 128. 129. 130. 131. 132.

No.—9. 13. 50. 58. 63. 88. 91. 103. 123.

Question 38. Is attendance at an inferior school, or the plea that children are taught at home, offered to any extent within your knowledge as an excuse which ought not to be accepted for non-attendance at a Public School?

Yes.—5. 6. 7. 8. 13. 14. 15. 18. 21. 23. 25. 27. 32. 34. 35. 42. 43. 46. 52. 57. 60. 66. 67. 69. 70. 72. 73. 75. 76. 79. 86. 89. 90. 94. 95. 97. 98. 99. 100. 104. 105. 107. 108. 109. 111. 112. 113. 114. 119. 123. 124. 132.

No.—1. 3. 4. 9. 10. 11. 12. 16. 17. 19. 20. 24. 26. 28. 29. 30. 31. 33. 36. 38. 39. 40. 41. 44. 45. 47. 48. 49. 50. 51. 53. 54. 55. 56. 58. 59. 62. 63. 64. 68. 71. 77. 78. 80. 81. 82. 83. 84. 85. 87. 88. 91. 96. 101. 103. 106. 110. 115. 120. 121. 125. 126. 127. 128. 129. 130. 131.

Question 39. Would you be in favour of having all private and denominational Primary Schools, or the teachers of such schools, subjected to an examination by a Public School Inspector in order to ascertain whether attendance at such schools should be regarded as equivalent to attendance at a Public School?

Yes.—1. 2. 3. 5. 6. 7. 8. 10. 11. 12. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 32. 33. 34. 35. 36. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 52. 53. 54. 56. 57. 59. 60. 61. 62. 63. 64. 65. 66. 68. 69. 70. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 86. 87. 89. 90. 91. 92. 93. 94. 96. 97. 98. 99. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 113. 114. 115. 116. 117. 119. 120. 121. 122. 124. 125. 126. 128. 129. 131. 132.

No.—4. 9. 13. 31. 51. 55. 58. 71. 85. 88. 95. 100. 111. 112. 118. 123. 127. 130.

Question 40. Would you also have children who are said to be taught at home liable to examination in order to entitle them, in the event of their acquirements proving satisfactory, to exemption from attendance at a Public School?

Yes.—1. 2. 3. 5. 6. 7. 8. 9. 10. 11. 12. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89 (necessary to a stringent compulsory Act). 90. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 128. 129. 130. 131. 132.

No.—4. 13 (No, but know little of the circumstances); 45. 91 (impracticable); 127 (very emphatic.) 58, vague answer; 73, no answer.

Question 41. Is it desirable that the standard of instruction in the Public Schools should be raised? Or would the raising of the standard be an entry into needless competition with the better class of Primary Schools, and offer unnecessary interference with the lower branches of secondary school teaching?

Desirable to raise the standard.—13, in large schools (perhaps); 19, in some branches; 25 (a) standard for higher classes might be raised—(b) No; 27, a seventh standard desirable; 45. 61. 62. 65. 66.; 83, wants standard raised, and Government Grammar School; 87. 97. 102. 106. 107. 112. 113. 118. 126. 131.

Undesirable.—1. 2. 3. 4. 5. 6. 7. 11. 12. 14. 15. 16. 18. 20. 21. 22. 23. 24. 29. 31. 32. 33. 34. 35. 36. 38. 40. 41. 43. 44. 46. 47. 48. 49. 50. 51. 52. 54. 56. 57. 58. 59. 60. 63. 64. 67. 68. 69. 70. 71. 74. 75. 76. 77. 78. 79. 80. 81. 82. 84. 85. 86. 88. 90. 91. 93. 94. 95. 96. 98. 99. 100. 101. 103. 104. 108. 109. 110. 111. 114. 115. 116. 117. 119. 120. 121. 122. 123. 124. 125. 127. 129. 130. 132.

No answer.—8. 9. 10. 17. 26. 28. 37. 42. 55.

Vague answers.—30. 39. 53. 72. 73. 89. 92. 105. 128.

Question 42. What number of scholars have you on the rolls?

1, 135 pupils; 2, 52; 3, 28; 4, 59; 5, 11; 6, 23 & 16; 7, 53; 8, 50; 9, 33; 10, 26; 11, 17; 12, 22; 13, 47; 14, 46; 15, 102; 16, 44; 17, 18; 18, 28; 19, 70; 20, 40; 21, 34; 22, 31; 23, 44; 24, 33; 25, 108; 26, 33; 27, 90; 28, 33; 29, 60; 30, 52; 31, 52; 32, 31; 33, 55; 34, 42; 35, 124; 36, 38; 37, 159; 38, 35; 39, 27; 40, 58; 41, 17; 42, 24; 43, 56; 44, 20; 45, 47; 46, 40; 47, 85; 48, 32; 49, 97; 50, 27; 51, 20; 52, 48; 53, 29; 54, 69; 55, —; 56, 74; 57, 108; 58, 35; 59, 21 & 18; 60, 51; 61, 520; 62, 26; 63, 22; 64, 20; 65, 43; 66, 120; 67, 32; 68, 46; 69, 48; 70, 80; 71, 35; 72, 35; 73, 30; 74, 51; 75, 121; 76, 190; 77, 64; 78, 32; 79, 26; 80, 70; 81, 40; 82, 47; 83, 160; 84, 80; 85, 70; 86, 19; 87, 24; 88, 42; 89, 28; 90, 29; 91, 85; 92, 64; 93, 37; 94, —; 95, 32; 96, 90; 97, 108; 98, 42; 99, 90; 100, 29; 101, 51; 102, 218; 103, 148; 104, 18; 105, 247; 106, 102; 107, 83; 108, 59; 109, 40; 110, 31; 111, 36; 112, 75; 113, 66; 114, 125; 115, 40; 116, 23; 117, —; 118, 20; 119, 226; 120, 42; 121, 56; 122, 57; 123, 28; 124, 440; 125, 32; 126, 40; 127, 22; 128, 49; 129, 66; 130, 18; 131, 29; 132, 44. Total, 8235.

Question 43. What is your average attendance?

Less than 20.—5, 10, 11, 12, 17, 18, 28, 41, 44, 51, 55, 58, 63, 64, 72, 73, 86, 89, 104, 109, 110, 116, 118, 123, 127, 130.
20 to 35.—3, 4, 6, 9, 14, 16, 20, 21, 22, 23, 24, 26, 29, 31, 32, 34, 36, 38, 39, 40, 42, 43, 45, 46, 48, 50, 52, 53, 59, 60, 62, 65, 67, 68, 69, 71, 78, 79, 81, 87, 90, 93, 94, 95, 98, 100, 101, 108, 111, 117, 120, 121, 122, 125, 126, 131.
35 to 50.—2, 7, 8, 13, 30, 33, 49, 54, 56, 74, 77, 82, 85, 88, 128, 132.
50 to 75.—15, 19, 27, 47, 57, 70, 80, 84, 91, 92, 93, 99, 107, 112, 113, 129.
75 to 100.—25, 35, 66, 75, 120, 97, 106.
Over 100.—1, 37, 76, 102, 103, 114, 119.
Over 200.—103.
Over 300.—61, 124.

Question 44. Have you any free scholars?

Yes—

5 or under.—11, 22, 30, 39, 45, 49, 55, 72, 94, 112, 115, 118, 120, 125.
10 or under.—2, 7, 21, 47, 51, 54, 108, 109.
15 or under.—1, 16, 19, 68, 75, 87, 93, 113.
20 or under.—83.
30 or under.—27, 96.
All free.—60, 76.

No number specified.—3, 4, 6, 8, 9, 15, 20, 23, 25, 26, 28, 29, 31, 33, 35, 37, 38, 40, 41, 42, 43, 44, 46, 48, 50, 52, 56, 57, 59, 61, 62, 64, 66, 67, 70, 74, 77, 80, 82, 84, 85, 86, 89, 91, 92, 95, 97, 98, 100, 101, 103, 105, 106, 107, 114, 121, 123, 126, 128, 129, 130, 131.

No.—5, 7, 10, 12, 14, 17, 18, 24, 32, 34, 36, 53, 63, 65, 69, 71, 73, 78, 79, 81, 88, 90, 99, 102, 104, 110, 116, 117, 119, 122, 124, 127, 132.

Question 45. Any whose parents ought to pay?

Yes.—3, 8, 15, 21, 25, 27, 28, 30, 37, 38, 40, 42, 43, 51, 60, 61, 66, 70, 80, 84, 85, 89, 90, 91, 93, 100, 107, 112, 120, 131.

No.—1, 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 19, 20, 22, 23, 24, 26, 29, 31, 32, 33, 34, 35, 36, 39, 41, 44, 45, 46, 47, 48, 49, 52, 54, 55, 56, 57, 59, 62, 64, 67, 68, 71, 72, 75, 76, 77, 78, 79, 81, 82, 83, 86, 87, 92, 94, 95, 96, 97, 98, 101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 113, 114, 115, 116, 117, 118, 120, 121, 123, 124, 125, 128, 129, 130, 132.

Question 46. By whose authority are such children placed on the free list?

Chairman.—4, 9, 13, 16, 21, 22, 23, 25, 26, 27, 28, 29, 30, 33, 35, 37, 40, 41, 42, 43, 46, 47, 49, 52, 55, 58, 59, 61, 62, 64, 67, 68, 71, 77, 80, 86, 89, 91, 93, 94, 100, 102, 104, 105, 107, 112, 115, 119, 127, 131.

Board.—1, 2, 3, 6, 7, 8, 10, 19, 20, 31, 39, 45, 50, 56, 57, 60, 65, 70, 75, 78, 79, 82, 83, 84, 87, 90, 92, 95, 96, 98, 101, 106, 108, 110, 113, 114, 120, 121, 123, 128, 129.

Teacher.—38, 44, 48, 54, 72, 97, 103, 109.

No authority.—11, 15, 85, 124.

Question 47. Is it customary for the Chairman of the Local Board to give authority for the admission of free scholars?

Yes.—2, 4, 5, 8, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 35, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 49, 52, 53, 59, 60, 61, 62, 64, 66, 67, 68, 69, 70, 71, 72, 76, 77, 78, 79, 80, 84, 86, 89, 91, 92, 93, 94, 97, 98, 99, 100, 101, 102, 103, 104, 107, 109, 110, 111, 112, 113, 125, 126, 127, 130, 131, 132.

No.—1, 6, 19, 31, 44, 48, 54, 56, 58, 63, 85, 88, 95, 105, 106, 108, 114, 128.

In conjunction with Local Board.—3, 7, 9, 50, 51, 57, 75, 82, 83, 87, 96, 129.

Question 48. Is it well that this authority should rest with the Chairman alone, or with the Board as a body?

Chairman.—2, 4, 5, 7, 10, 16, 20, 21, 22, 24, 31, 32, 33, 35, 44, 45, 46, 49, 50, 55, 58, 59, 71, 72, 83,* 84,* 86,* 99, 100, 104, 107, 111, 113, 125, 126, 130, 131, 132.

Board.—1, 3, 6, 8, 9, 11, 14, 15, 18, 19, 23, 25, 26, 27, 28, 30, 34, 36, 37, 38, 39, 40, 41, 42, 43, 47, 48, 51, 52, 53, 54, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 75, 76, 77, 78, 79, 80, 81, 82, 85, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 101, 102, 103, 105, 106, 108, 109, 110, 112, 114, 115, 116, 117, 119, 120, 121, 122, 123, 124, 128, 129.

* Conditional on after approval of Board.

Question 49. Are free children generally as regular in their attendance as other children?

Yes.—1, 2, 4, 6, 7, 10, 11, 13, 18, 19, 22, 23, 24, 26, 27, 28, 29, 30, 31, 35, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 54, 55, 56, 57, 58, 60, 62, 64, 65, 66, 67, 68, 70, 72, 74, 76, 77, 79, 81, 82, 87, 90, 94, 95, 97, 100, 101, 102, 105, 106, 110, 111, 114, 117, 118, 120, 121, 122, 123, 125, 126, 127, 128, 129, 130, 131.

No.—3, 5, 8, 9, 14, 15, 16, 20, 21, 25, 32, 33, 36, 40, 49, 52, 59, 61, 69, 70, 75, 78, 80, 83, 84, 85, 86, 88, 89, 91, 92, 93, 96, 98, 99, 103, 104, 107, 108, 109, 112, 113, 115.

Question 50. Do they generally make good progress as other children?

Yes.—1. 2. 4. 6. 7. 11. 13. 18. 19. 21. 22. 23. 24. 26. 27. 28. 29. 31. 35. 37. 38. 39. 41. 42. 43. 44. 45. 48. 50. 51. 52. 54. 55. 56. 57. 58. 60. 62. 64. 65. 66. 67. 68. 71. 72. 74. 76. 79. 81. 82. 85. 87. 90. 94. 95. 97. 100. 101. 102. 103. 106. 110. 111. 114. 117. 118. 120. 121. 122. 123. 125. 126. 127. 128. 129. 131.

Yes (conditional).—15. 14. 10. 16. 20. 25. 30. 36. 61. 75. 83. 86. 93. 96. 105. 113. 119.

No.—3. 5. 8. 9. 32. 33. 40. 46. 47. 49. 59. 69. 70. 77. 78. 80. 84. 89. 91. 92. 98. 99. 104. 107. 108. 109. 112. 115. 132.

Question 51. Do the paying children associate freely with the free children?

Yes.—1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 13. 14. 16. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 54. 55. 56. 57. 58. 60. 61. 62. 64. 65. 66. 67. 68. 69. 70. 71. 72. 74. 75. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100. 101. 102. 103. 105. 106. 107. 108. 110. 111. 112. 113. 114. 115. 117. 118. 120. 121. 122. 123. 125. 126. 127. 128. 129. 130. 131.

Yes (conditional).—15.

No.—59. 77. 109. 132.

Question 52. Does the admission of free children create dissatisfaction, and lead to endeavours to be relieved from the payment of fees on the part of those who do pay?

Yes.—3. 5. 6. 7. 8. 9. 11. 15. 18. 19. 20. 21. 25. 26. 27. 28. 30. 36. 38. 39. 40. 47. 57. 60. 66. 67. 69. 70. 72. 74. 75. 79. 81. 84. 87. 89. 91. 94. 99. 102. 104. 107. 108. 110. 113. 119. 121. 123. 132.

No.—1. 2. 4. 10. 13. 14. 16. 22. 23. 24. 29. 31. 32. 33. 35. 37. 41. 42. 43. 44. 45. 46. 48. 49. 50. 51. 52. 53. 54. 55. 56. 58. 59. 61. 62. 65. 68. 71. 77. 78. 80. 82. 83. 85. 86. 90. 92. 93. 95. 96. 97. 98. 100. 101. 103. 105. 106. 109. 111. 112. 114. 115. 117. 118. 120. 125. 126. 127. 128. 129. 130. 131.

Question 53. Are the free children generally more troublesome than others?

Yes.—3. 6. 8. 9. 14. 15. 59. 69. 70. 77. 78. 83. 84. 92. 98. 104. 107. 109. 112. 132.

No.—1. 2. 4. 5. 7. 10. 11. 13. 16. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 54. 55. 56. 57. 58. 60. 61. 62. 64. 65. 66. 67. 68. 71. 72. 74. 75. 79. 80. 81. 85. 86. 87. 89. 90. 91. 93. 94. 95. 96. 97. 99. 100. 101. 102. 103. 105. 106. 108. 110. 111. 113. 114. 115. 117. 118. 120. 121. 122. 123. 125. 126. 127. 128. 129. 130. 131.

Question 54. (1) Would you recommend that, wherever practicable in any large centres of population, free children under the present system be sent to free schools? (2) Or would it be better that such separate free schools be reserved only for the very lowest and degraded and most dissolute class?

Separate free schools:

Yes—For all.—1. 10. 12. 13. 20. 35. 37. 39. 40. 44. 45. 48. 49. 57. 59. 71. 76. 84. 93. 99. 104. 109. 119. 124. 132.

For lowest classes.—2. 4. 5. 6. 7. 9. 10. 11. 12. 15. 18. 20.* 21. 30. 31. 33. 34. 36. 38. 41. 43. 46. 47. 50. 51. 52. 54. 55. 56. 59. 62. 65. 67. 70. 72. 77. 78. 80. 82. 83. 84. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 98. 102. 103. 106. 107. 108. 110. 112. 115. 116. 117. 118. 121. 123. 124. 126. 127.* 128. 129. 132.

No.—3. 14. 16. 19. 23. 24. 25. 27. 29. 32. 41. 46. 49. 52. 56. 58. 61. 66. 68. 71. 83. 85. 86. 97. 105. 107. 112. 122. 124. 126. 127. 130.

* In criminal cases only.

Question 55. About what proportion of scholars have you usually in the 6th Class?

1 to 5 per cent..—13. 27. 43. 57. 61. 70. 72. 73. 80. 83. 85. 91. 92. 94. 97. 99. 101. 103. 106. 111. 119. 132.

1 to 10 per cent..—1. 4. 15. 19. 20. 25. 26. 30. 38. 47. 90. 114.

10 per cent. and upwards.—18. 49. 59. 75. 96. 98. 105. 108. 124.

None.—2. 3. 5. 6. 7. 8. 9. 10. 11. 12. 14. 16. 17. 21. 22. 23. 24. 28. 29. 31. 32. 33. 34. 35. 36. 37. 39. 40. 41. 42. 44. 45. 46. 48. 50. 51. 52. 53. 54. 55. 56. 58. 60. 62. 63. 64. 65. 66. 67. 68. 69. 71. 74. 76. 77. 78. 79. 81. 82. 84. 86. 87. 88. 89. 93. 95. 100. 102. 104. 107. 109. 110. 112. 113. 115. 116. 117. 118. 120. 121. 122. 123. 125. 126. 127. 128. 129. 130. 131.

Question 56. About what proportion usually leave school before they are competent to pass a creditable examination in the 5th or 6th Class?

Less than 25 per cent..—1. 13. 26. 29. 32. 49. 53. 59. 91. 101. 102.

25 to 50 per cent..—9. 30. 46. 73. 80. 90. 92. 94. 105. 114. 115.

50 to 75 per cent..—3. 4. 5. 14. 15. 25. 27. 33. 36. 45. 55. 56. 57. 71. 75. 78. 86. 88. 96. 103. 120.

Above 75 per cent..—2. 6. 11. 18. 19. 20. 22. 24. 31. 38. 43. 48. 50. 52. 54. 58. 60. 66. 67. 69. 70. 72. 74. 82. 83. 84. 85. 89. 93. 95. 97. 98. 99. 104. 106. 107. 108. 109. 111. 113. 117. 119. 121. 126. 129. 130. 132.

All.—8. 10. 16. 21. 23. 34. 35. 44. 51. 79. 81. 87. 100. 116.

Question 57. To what do you generally attribute the failure of so many to reach the higher classes?

Irregular attendance.—1. 3. 4. 5. 6. 7. 8. 9. 10. 11. 13. 15. 16. 20. 22. 24. 25. 27. 29. 30. 32. 36. 38. 40. 41. 42. 43. 44. 46. 47. 49. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 62. 66. 67. 69. 70. 71. 72. 73. 74. 75. 77. 78. 79. 80. 81. 82. 84. 85. 86. 88. 89. 90. 91. 93. 96. 97. 98. 100. 101. 102. 103. 104. 105. 106. 108. 109. 110. 111. 112. 113. 115. 116. 117. 119. 120. 121. 123. 124. 127. 129. 130. 131.

Too early withdrawal.—8. 14. 16. 17. 18. 23. 24. 27. 32. 35. 42. 48. 50. 54. 56. 63. 67. 69. 70. 71. 79. 81. 83. 84. 91. 100. 108. 112. 129.

Insufficient opportunity.—1. 2. 14. 29. 31. 33. 45. 47. 57. 59. 60. 61. 66. 68. 73. 76. 77. 87. 92. 95. 97. 99. 102. 104. 107. 109. 113. 114. 115. 122. 124. 125. 126. 127. 131. 132.

Other causes.—19. 21. 34.* 43.

* Defective inspection.

Question 58. Generally speaking, could children with ordinary diligence pass the 6th Class examination by attending school from the age of 6 years till the age of 12 is reached?

Yes.—3. 4. 5. 8. 9. 10. 12. 14. 15. 16. 17. 18. 19.* 21. 22. 24. 25. 26. 30. 36. 38. 39. 43. 45. 46. 47. 49. 51. 52. 53. 55. 56. 58. 60. 61. 62. 64. 67. 68. 69.† 70. 72. 73. 76. 77. 82. 83. 84. 85. 86. 87. 88. 92.* 93. 94. 95. 98. 99. 104. 106. 108. 111. 112. 114. 117. 118. 120. 121. 122. 124. 125. 128. 129. 130. 131. 132.

* In a full-time town school.

† In some exceptional cases possible.

No.—1. 2. 6. 11. 13. 20. 23. 27. 29. 31. 32. 33.* 34. 35. 37. 40. 41. 42. 44. 48. 54. 57. 59. 63. 65. 66. 71. 74. 75. 78. 79. 80. 81. 89. 90. 91. 96. 97. 100. 101. 102. 103. 105. 107. 109. 110. 113. 115. 119. 123. 126. 127.

* Not in country districts.

Question 59. At whose expense is firing provided?

Teacher.—1. 3. 5. 6. 7. 10. 11. 13. 14. 15. 16. 17. 18. 19. 20. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 56. 57. 58. 59. 62. 63. 69. 71. 73. 75. 77. 80. 81. 83. 84. 85. 89. 90. 91. 92. 93. 94. 95. 96. 98. 99. 100. 101. 102. 103. 105. 106. 107. 108. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 121. 123. 124. 125. 127. 128. 129. 130. 131. 132.

Parents.—1. 2. 9. 53. 58. 63. 66. 68. 69. 71. 72. 75. 77. 79. 80. 86. 87. 91. 98. 99. 104. 106. 109. 112. 115. 118. 124.

Other.—4. 8. 12. 15. 21. 41. 55. 61. 78. 80. 83. 97. 110. 120. 132.

State allowance.—70. 74. 76.

Question 60. Have you much difficulty in collecting your fees? and are you often compelled to take payment in kind instead of cash?

Yes.—1. 3. 15. 16. 18. 20. 21. 25. 27. 29. 33. 35. 36. 43. 46. 49. 50. 51. 52. 53. 56. 60. 66. 74. 75. 82. 89. 91. 94. 95. 101. 102. 104. 107. 108. 111. 112. 113. 115. 117. 119. 121. 123. 124. 127. 131.

No.—2. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 17. 19. 22. 23. 24. 26. 28. 30. 31. 32. 34. 37. 39. 40. 41. 42. 44. 45. 47. 48. 54. 57. 58. 59. 61. 62. 63. 64. 65. 67. 68. 69. 70. 71. 72. 73. 77. 78. 79. 80. 81. 83. 84. 85. 86. 87. 88. 90. 92. 93. 96. 97. 98. 99. 100. 103. 105. 106. 109. 110. 114. 116. 118. 120. 122. 125. 126. 128. 129. 130. 132.

Paid in kind.—8. 19. 20. 23. 24. 25. 27. 28. 31. 35. 36. 41. 46. 51. 54. 55. 70. 73. 75. 77. 80. 82. 83. 84. 89. 91. 92. 94. 97. 98. 101. 108. 112. 114. 116. 117. 127. 131. 132.

Question 61. Does the Local Board assist you in collecting your fees?

Yes.—60.

No.—1. 2. 3. 4. 5. 6. 7. 8. 9. 11. 13. 14. 15. 16. 18. 19. 20. 21. 22. 23. 24. 25. 28. 29. 30. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 59. 61. 62. 63. 65. 66. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 97. 98. 99. 100. 101. 102. 103. 104. 105. 106. 107. 108. 110. 111. 112. 113. 114. 115. 116. 117. 118. 119. 120. 121. 123. 124. 125. 126. 127. 128. 129. 131. 132.

Not required.—10. 12. 17. 26. 31. 58. 64. 67. 68. 96. 109. 122. 130.

Question 62. What amount of salary do you receive,—1st, from the State; 2nd, from any other source?

| No. | Salary.
£ | Fees.
£ | No. | Salary.
£ | Fees.
£ | No. | Salary.
£ | Fees.
£ | No. | Salary.
£ | Fees.
£ |
|-----|--------------|------------|-----|--------------|------------|------|--------------|------------|------|--------------|------------|
| 1. | 99 | 110 | 34. | 54 | 20 | 68. | 30 | 10 | 101. | 63 | — |
| 2. | 51 | 50 | 35. | 72 | 65 | 69. | 120 | 50 | 102. | 140 | 108 |
| 3. | 54 | 35 | 36. | 63 | — | 70. | 80 | — | 103. | 90 | 109 |
| 4. | 40 | 20 | 37. | 50 | — | 71. | — | 50 | 104. | 40 | 18 |
| 5. | 30 | 10 | 38. | 54 | 5 | 72. | 72 | 39 | 105. | 157 | 268 |
| 6. | 76* | 15 | 39. | 40 | 10 | 73. | 44 | 25 | 106. | 72 | 55 |
| 7. | 63 | — | 40. | 69 | 18 | 74. | 80 | 37 | 107. | 81 | 69 |
| 8. | 100 | 50 | 41. | 30 | 6 | 75. | 108 | 135 | 108. | 47 | 20 |
| 9. | 84 | 25 | 42. | 50 | 20 | 76. | 150 | — | 109. | 54 | 26 |
| 10. | 54 | — | 43. | 72 | 25 | 77. | 72 | 42 | 110. | 63 | 25 |
| 11. | 35 | 31† | 44. | 40 | 10 | 78. | 63 | 35 | 111. | 50 | 20 |
| 12. | 30 | 22 | 45. | 96 | — | 79. | 40 | 12 | 112. | 100 | 50 |
| 13. | 63 | 29 | 46. | 63 | 36 | 80. | 81 | 47 | 113. | 108 | 40 |
| 14. | 90 | 70 | 47. | 96 | 83 | 81. | 96 | 13 | 114. | 100 | 135 |
| 15. | 81 | 75 | 48. | 40 | 27 | 82. | 84 | 20 | 115. | 72 | 45 |
| 16. | 84* | 28 | 49. | 72 | 60 | 83. | 108 | 200 | 116. | 40 | — |
| 17. | 30 | 10 | 50. | 54 | 20 | 84. | 72 | 50 | 117. | 50 | 25 |
| 18. | 50 | 18 | 51. | 30 | — | 85. | 50 | 13 | 118. | 27 | 2 |
| 19. | 90 | 80 | 52. | 120 | 20 | 86. | 22 | 2 | 119. | 156* | 130 |
| 20. | 72 | 30 | 53. | 54 | 25 | 87. | — | — | 120. | 30 | — |
| 21. | 63 | — | 54. | 96* | 60 | 88. | 63 | 50 | 121. | 90† | 24 |
| 22. | 40 | 25 | 55. | 72 | 6 | 89. | 72 | 4 | 122. | 62 | 20 |
| 23. | 73 | 30 | 56. | 72 | 30 | 90. | 40 | 17 | 123. | 37 | 12 |
| 24. | 54 | 20 | 57. | 108 | 73 | 91. | 86 | 20 | 124. | 100 | 425 |
| 25. | 120* | 80 | 58. | 50 | 20 | 92. | 132 | 60 | 125. | 40 | 30 |
| 26. | 40 | 26 | 59. | 54 | 25 | 93. | 72 | 30 | 126. | 72* | 7 |
| 27. | 120* | 76 | 60. | 63 | 16 | 94. | 63 | 29 | 127. | — | — |
| 28. | 47 | 25 | 61. | 100 | 548 | 95. | 54 | 19 | 128. | 63 | 38 |
| 29. | 80 | 30 | 62. | 30 | 9 | 96. | 72 | 65 | 129. | 51 | 26 |
| 30. | 90* | 52 | 63. | 30 | 20 | 97. | 100 | — | 130. | 37 | 10 |
| 31. | 80 | 40 | 64. | 50 | — | 98. | 96 | 15 | 131. | 20 | 9 |
| 32. | 45 | 20 | 65. | 50 | — | 99. | 120 | — | 132. | 90 | 30 |
| 33. | 63 | 40 | 67. | 54 | 20 | 100. | 40 | 18 | | | |

* Wife included.

† Pension.

‡ Self and assistant.

Question 63. How many assistants or pupil teachers have you? and what are their annual salaries?

| No. | Pupil Teachers
or Assistants. | Salary.
£ | No. | Pupil Teachers
or Assistants. | Salary.
£ | No. | Pupil Teachers
or Assistants. | Salary.
£ | No. | Pupil Teachers
or Assistants. | Salary.
£ |
|-----|----------------------------------|--------------|-----|----------------------------------|--------------|------|----------------------------------|--------------|------|----------------------------------|--------------|
| 1. | 3 | 70 | 36. | 1 | 21 | 74. | 1 | 40 | 102. | 4 | 140 |
| 2. | 1 | 12 | 37. | 3 | 54 | 75. | 3 | 70 | 103. | 2 | 40 |
| 6. | 1 | 10 | 40. | 2 | 32 | 76. | 4 | 132 | 105. | 7 | 202 |
| 7. | Wife. | 21 | 43. | 1 | 30 | 77. | 1 | 24 | 106. | 2 | 36 |
| 8. | 2 | 32 | 45. | 1 | 96 | 80. | 1 | 30 | 107. | 2 | 57 |
| 13. | 1 | 20 | 46. | 1 | 41 | 81. | 1 | 24 | 112. | 2 | 48 |
| 14. | 1 | 20 | 47. | 1 | 12 | 83. | 4 | 95 | 113. | 1 | 12 |
| 15. | 3 | 66 | 49. | 2 | 42 | 84. | 2 | 42 | 114. | 3 | 109 |
| 19. | 2 | 42 | 54. | 1 | 12 | 85. | 1 | 12 | 117. | 1 | 12 |
| 23. | 1 | 24 | 56. | 1 | 30 | 91. | 2 | 42 | 119. | 3 | 75 |
| 24. | 1 | 18 | 57. | 1 | 20 | 92. | 1 | 12 | 121. | 1 | — |
| 25. | 2 | 50 | 60. | 1 | 20 | 93. | 1 | 30 | 122. | 1 | 20 |
| 27. | 1 | 30 | 61. | 12 | — | 96. | 2 | 42 | 124. | 11 | 276 |
| 29. | 1 | 30 | 69. | 1 | 20 | 97. | 3 | 85 | 126. | 1 | — |
| 31. | 1 | 30 | 70. | 2 | 52 | 99. | 2 | 42 | 129. | 2 | 42 |
| 35. | 3 | 44 | 72. | 1 | 20 | 101. | 1 | 30 | 132. | 1 | 30 |

Question 64. Do any of them receive any portion of the school fees? and if so, what proportion?

Yes.—123.

10 per cent.—124.

50 per cent.—24.

None.—1. 2. 3. 4. 6. 7. 8. 9. 10. 12. 13. 14. 15. 16. 19. 23. 25. 27. 29. 30. 31. 32. 34. 35. 36. 37. 40. 43. 44. 46. 47. 48. 49. 50. 52. 54. 56. 57. 60. 61. 63. 69. 70. 72. 76. 80. 81. 82. 83. 84. 85. 91. 92. 93. 96. 97. 99. 100. 102. 103. 104. 105. 106. 107. 108. 112. 113. 114. 115. 119. 122. 126. 127. 129. 130.

Question 65. Have you a residence provided? and what is its annual rental value?

Yes.—

No sum named.—7 (three rooms). 9. 10. 13. 17. 18. 22. 23. 26. 28. 32. 36. 37. 40. 50. 57. 63. 78. 81. 98. 101. 104. 109. 110. 111. 116. 126. 129. 130.

£5 to £10.—16. 25. 34. 35. 39. 45. 46. 54. 58. 60. 67. 80. 82. 84. 87. 89. 108. 111. 117. 121. 125. 131.

£11 to £25.—3. 6. 14. 15. 19. 20. 24. 27. 30. 31. 42. 43. 44. 47. 52. 59. 70. 71. 72. 73. 77. 91. 92. 93. 100. 106. 107. 112. 113. 115. 123. 132.

£30.—69. 75. 83. 97. 114.

No.—1. 2. 4. 5. 8. 11. 12. 21. 29.* 33. 38. 48. 49. 50. 55. 56. 61.† 62. 64. 65. 68.‡ 74. 76. 79. 85. 86. 88. 90. 94. 95. 96. 99.§ 102. 103. 105. 118. 119. 120. 122. 124. 127. 128.

* House allowance, 20 per cent. † Ditto, 40 per cent. ‡ Ditto, 10 per cent. § Ditto, 30 per cent.

Question 66. Does our pupil teacher system furnish many efficient masters or mistresses?

Yes.—1. 2. 5. 6. 7. 11. 16. 18. 19. 22. 23. 25. 27. 31. 32. 33. 35. 36. 40. 41. 44. 45. 46. 47. 48. 49. 51. 56. 58.

64. 71. 78. 91. 93. 94. 95. 97. 102. 107. 113. 120. 124. 125. 126. 130.

No.—12. 24. 53. 59. 61. 65. 66. 67. 76. 83. 87. 122.

Question 67. Is there any difficulty in obtaining pupil teachers? if so, what is the cause of it?

Yes.—

Small salaries.—1. 35. 40. 48.* 49. 50. 61. 74. 76. 89. 94. 102. 103. 104. 105. 114. 119. 120. 122. 124.

Insufficient supply.—10. 113.

No reason assigned.—20. 22.

No.—2. 6. 9. 11. 14. 16. 23. 24. 27. 31. 32. 45. 46. 47. 48. 51. 56. 58. 59. 64. 67. 70. 71. 73. 75. 80. 82. 83. 87. 90. 91. 92. 93. 97. 101. 107. 125. 127. 128.*

* Female.

Question 68. Have you had any experience in connection with the system of Exhibitions to Superior Schools?

Yes.—1. 11. 14. 22. 25. 27. 35. 42. 43. 45. 47. 48. 49. 52. 53. 54. 55. 67. 75. 77. 80. 82. 83. 86. 91. 92. 97. 99. 102. 103. 105. 113. 114. 119. 124.

No.—2. 5. 6. 7. 9. 10. 12. 13. 16. 17. 18. 19. 20. 21. 23. 24. 26. 28. 29. 30. 31. 32. 33. 34. 36. 38. 39. 40. 41. 44. 46. 50. 51. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 68. 69. 70. 71. 72. 73. 74. 76. 78. 79. 84. 85. 87. 88. 89. 90. 93. 94. 95. 96. 98. 100. 101. 104. 106. 107. 108. 110. 111. 112. 115. 116. 117. 118. 120. 121. 122. 123. 125. 126. 127. 128. 129. 130. 131. 132.

Question 69. Have you prepared any children for those Exhibitions? and if so, how many, and with what result?

Yes.—One passed, 35. 49. 91. 99.; two passed, 80. 113. 119.; three passed, 27. 47. 83. 103.; four passed, 25.; five passed, 75. 83.; eight passed, 102.; 13 passed, 97.; 14 passed, 105.; 15 passed, 114.; 28 passed, 124.

No.—2. 5. 6. 7. 9. 10. 11. 12. 13. 15. 16. 17. 18. 19. 20. 21. 22. 23. 26. 27. 29. 30. 31. 32. 33. 34. 36. 37. 38. 40. 41. 46. 50. 51. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 70. 71. 72. 73. 74. 76. 77. 78. 79. 81. 84. 85. 86. 87. 88. 89. 90. 92. 93. 94. 95. 96. 98. 100. 101. 104. 106. 107. 108. 110. 111. 112. 115. 116. 117. 118. 120. 121. 122. 123. 125. 126. 127. 128. 129. 131. 132.

Question 70. Can you state from your own knowledge whether the preparation of candidates for Exhibitions interferes in any disadvantageous way with the ordinary work of the school, through the concentration of the teacher's attention on the advancement of the candidates?

Yes.—32. 35. 50. 52. 132.

No.—1. 2. 5. 6. 7. 9. 10. 11. 12. 14. 16. 17. 18. 19. 20. 22. 25. 26. 27. 28. 29. 30. 31. 33. 34. 36. 38. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 51. 54. 55. 56. 57. 58. 59. 60. 61. 63. 65. 66. 67. 69. 70. 71. 72. 73. 75. 76. 77. 78. 79. 80. 81. 82. 83. 85. 86. 87. 88. 89. 91. 92. 96. 97. 99. 101. 102. 103. 104. 105. 106. 107. 108. 109. 110. 111. 114. 115. 116. 117. 118. 119. 120. 122. 123. 124. 125. 127. 129.

Question 71. Can you point out any defects in the Exhibition system, or indicate any possible improvement of it?

Yes.—

Alteration of age.—13. 75.

Alteration of curriculum.—25. 70. 97. 102. 105.

Greater specialization.—14. 83. 104.

Miscellaneous.—27. 30. 43. 47. 52. 66.

No.—1. 2. 5. 6. 7. 9. 10. 11. 12. 16. 17. 18. 19. 20. 21. 22. 23. 24. 26. 28. 29. 31. 33. 34. 35. 36. 38. 40. 41. 44. 45. 46. 48. 49. 50. 51. 53. 54. 55. 56. 57. 58. 60. 61. 63. 69. 71. 72. 76. 77. 78. 79. 80. 81. 82. 84. 85. 86. 87. 88. 89. 90. 91. 93. 94. 95. 96. 98. 99. 101. 103. 106. 107. 108. 110. 113. 114. 115. 116. 117. 118. 119. 120. 122. 123. 124. 125. 127. 129.

Question 72. Are you in favour of Education in the Public Schools being made free?

Yes.—1. 3. 6. 7. 8. 9. 10. 11. 12. 14. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 33. 34. 35. 36. 38. 40. 43. 45. 46. 47. 50. 52. 53. 54. 57. 59. 60. 63. 64. 65. 66. 69. 70. 71. 72. 74. 75. 77. 78. 79. 80. 81. 82. 84. 85. 86. 87. 88. 89. 90. 91. 94. 95. 98. 99. 100. 101. 102. 105. 106. 107. 108. 109. 110. 113. 114. 116. 117. 120. 121. 122. 123. 127. 128. 129.

No.—2. 4. 5. 13. 32. 39. 44. 51. 55. 56. 58. 61. 67. 68. 73. 76. 83. 92. 93. 96. 97. 103. 104. 111. 112. 115. 118. 119. 124. 125. 126. 130. 131. 132.

Question 73. Do you think a much better attendance would be procured if Education were free?

Yes.—1. 3. 6. 7. 8. 9. 10. 11. 12. 14. 16. 17. 18. 20. 22. 23. 24. 25. 26. 27. 29. 31. 33. 34. 35. 36. 38. 39. 40. 43. 45. 46. 47. 50. 52. 53. 54. 57. 59. 60. 63. 64. 66. 67. 69. 70. 71. 72. 74. 76. 77. 78. 79. 80. 81. 82. 84. 87. 88. 89. 90. 91. 93. 94. 95. 96. 98. 99. 100. 101. 102. 105. 106. 107. 109. 110. 111. 113. 114. 116. 117. 120. 121. 122. 123. 124. 128. 129.

No.—2. 4. 5. 13. 19. 21. 28. 30. 32. 42. 44. 48. 49. 51. 55. 56. 58. 61. 65. 68. 73. 75. 83. 92. 97. 104. 108. 112. 115. 118. 119. 125. 130. 131. 132.

Question 74. Is it desirable to relieve parents from the payment of fees who are willing or able to pay?

Yes.—1. 9. 10. 11. 12. 14. 15. 16. 19. 20. 21. 22. 23. 24. 25. 27. 28. 29. 30. 31. 34. 38. 40. 43. 45. 46. 47. 50. 52. 53. 54. 60. 63. 66. 69. 70. 71. 74. 77. 78. 81. 82. 84. 87. 88. 89. 90. 91. 94. 95. 98. 99. 101. 102. 106. 107. 108. 113. 114. 121. 123. 128. 129.

No.—2. 3. 4. 5. 6. 7. 8. 13. 17. 18. 26. 32. 33. 32. 35. 36. 39. 42. 44. 48. 49. 51. 55. 56. 57. 58. 59. 61. 62. 64. 65. 67. 68. 72. 73. 75. 76. 79. 80. 83. 92. 96. 97. 100. 103. 104. 105. 109. 110. 111. 112. 115. 116. 118. 119. 124. 125. 126. 127. 130. 131. 132.

Question 75: What in your opinion would be the advantages or disadvantages of a system of Free Education in comparison with the present existing system?

Advantages—

Better attendance.—1. 3. 6. 7. 8. 9. 11. 12. 14. 17. 18. 19. 20. 21. 22. 23. 24. 25. 27. 30. 33. 34. 35. 36. 38. 47. 52. 53. 54. 57. 59. 60. 63. 66. 69. 70. 71. 72. 74. 75. 78. 79. 80. 81. 82. 89. 91. 94. 99. 101. 105. 106. 107. 110. 114. 116. 117. 120. 121. 122. 123. 129. 130.

Better feeling between teacher and parents.—2. 10. 12. 14. 15. 16. 17. 21. 22. 24. 25. 27. 30. 31. 38. 40. 47. 57. 66. 74. 81. 82. 85. 89. 96. 98. 102. 113. 121. 128.

Avoid annoyance of collecting fees, and secure less fluctuating salary.—1. 2. 14. 15. 19. 27. 29. 31. 57. 66. 75. 77. 79. 83. 86. 87. 91. 96. 98. 99. 106. 107. 113. 121.

Close inferior private schools.—1. 7. 14. 46. 75. 107. 114.

No advantage.—44. 49. 51. 55. 56. 73. 76. 104. 112. 119. 125. 132.

Disadvantages—

Lower tone and attendance of public schools.—4. 39. 48. 97.

Tend to pauperise parents.—32. 48. 83. 103.

Education undervalued if free.—2. 5. 18. 19. 27. 39. 58. 61. 67. 68. 83. 92. 96. 97. 103. 118. 131. 132.

Question 76. How would the State best meet the cost of providing Free Education?—by local rates, by a general education tax, or by drawing on the General Revenue?

Local rate.—24. 78. 101. 128. 131. 132.

Education tax.—6. 8. 9. 10. 11. 12. 15. 16. 18. 19. 23. 28. 31. 32. 35. 36. 38. 43. 46. 48. 49. 51. 58. 59. 61. 64. 67. 68. 69. 73. 77. 79. 80. 86. 87. 88. 89. 90. 91. 95. 96. 98. 100. 104. 109. 110. 116. 122. 124. 125.

General Revenue.—1. 2. 3. 5. 7. 13. 14. 15. 16. 17. 20. 25. 27. 29. 30. 31. 34. 39. 40. 43. 45. 47. 50. 52. 53. 54. 55. 56. 57. 60. 61. 63. 66. 69. 70. 71. 72. 74. 76. 80. 81. 82. 83. 84. 85. 92. 93. 94. 97. 99. 100. 102. 103. 105. 106. 107. 108. 113. 114. 117. 118. 119. 120. 121. 123. 124. 126. 127. 129.

Question 77. How should teachers be paid if education were free, so that a healthy stimulus to painstaking could be continued, in lieu of that which the school fees now afford?

By class of school.—3, fixed salary and capitation fees; 4, amount of school fees, proportioned to; 5, by the State.

By results of teaching.—1. 2.

The majority of answers cannot be classified under any head.

Question 78. Can you name any other particulars, not touched by the foregoing questions, on which you think our Educational system is capable of improvement?

1. I cannot.

2. No.

3. If free, or virtually free education be adopted, I think all schools should be provided with books, slates, and every requisite, the cost to be defrayed out of the capitation grant.

4 to 13. No.

14. Yes, the classification of teachers on the plan adopted in New Zealand,—a most admirable plan,—in lieu of our present one.

15. (a.) The formation of a superannuation fund for the support of aged or infirm teachers not entitled to a pension is a desirable thing; such a scheme as that in operation among officers of the excise in Britain would answer well, I believe. (b.) Where practicable, tracts of land might be reserved from sale and let on clearing leases for the benefit of the schools. In course of time such lands might become sufficiently valuable to pay a large share of the cost of instruction. (c.) Now that clocks are so cheap, these articles might be supplied to the schools and the teachers made responsible for them, allowance being made, of course, for wear and tear.

16 and 17. No.

18. The only thing not touched by the foregoing questions is the teacher's salary, which, I think, might be raised a little.

19. We require an Organising Inspector, one who will spend a week with some of us, and take school.

20. (1.) "Truant Officers" should be appointed to certain districts embracing several Local School Board Districts, and to him should be sent every month a copy of the Register, as well as to the Department. A return should be sent quarterly to the Department containing the names of all children, their parents or guardians, distance from school, their quarterly attendances, and reasons for defaulters if known by the teacher, and a separate list of all who have not attended the required number of days who have no valid excuse. This latter should be sent to the Truant Officer, who should appoint a day to meet the parents or guardians of the defaulters at the school house after school hours. Those who did not attend after being informed, or those who could give no satisfactory excuse, should be prosecuted, and receive a higher imposition for each offence, the maximum fine being £5. The Crown should instruct Justices of the Peace to attend strictly to that. This system would also exempt the Head Teacher from appearing impartial. (2.) That "Free Education" give free stock for use in schools only, and any one not recognised as a teacher being found in possession of any such stock be prosecuted, a stamp being impressed stating that on each article.

21. The compulsory clause of "The Education Act" requires to be made more stringent, the exceptions allowed to be fewer, and the mode of proceeding to be made clear; also, the party to initiate proceedings to be pointed out. I would submit that this might be done by the appointment of District or Itinerant Truant Officers, with full power to initiate and carry out all proceedings necessary to enforce the law. Provision also should be made to meet cases where the municipal authorities decline to give their assistance in such proceedings. It is also necessary to prevent by some means the employment of children of a school age at any kind of work or service. As long as persons can be found who will employ children, the children will be kept from school by the parents for the immediate profit. This, with rabbiting (a most demoralising and brutalising employment for children) is the chief obstacle to school work in this district.

- 22 to 25. No.
26. More stringent compulsion.
27. Country schools are at a disadvantage in comparison with town schools. I have seen seven classes and three teachers. A city school would have no more classes, but at least twice as many teachers. It is easier to teach 20 in a class than five. The sympathy of numbers is great, and in proportion to numbers you will secure a larger per cent. of passes with large classes than with small ones.
28. No.
- 29.
30. No.
31. With the changes indicated above I think our present educational system would be perfect, and incapable of improvement.
32. I think if extended powers were given to the visiting officers they would be able to be of more use than they are at present.
- 33.
34. No.
35. That Truant Officers should be appointed for country districts as well as central towns; that all school material, except lesson books, should be provided free of cost.
36. No.
- 37.
- 38.
39. No.
40. (a.) Teachers travelling on school business, such as examination for classification, to have a railway pass. (b.) Where married teachers are required place a few articles of furniture, and tanks, worth about £20, for which a small rental should be made. (c.) If no training institution be established, let those teachers holding no certificates, but who give evidence of teaching power, have the advantage of spending six months in a good school, where they could devote half their time in assisting the head master, and the other half to preparation for annual examination. The head masters could give one hour each day to the special instruction of those teachers attending their schools. At the end of the period appoint the teachers to new districts. (d.) Increased salaries on superannuation.
- 41.
- 42.
43. In order to found a nursery for a future educational staff, there ought to be at least one Normal School, something akin to that fine institution in Edinburgh known as Moray House, established in the Colony.
44. No.
45. No questions; generally very good.
46. No.
47. Under this head, I would beg respectfully to urge the use of the "Royal Reader" series of reading books in the Public Schools. "Collins' Australian Readers" have just been introduced into the schools, but although they are an improvement on the "Irish Board" series, they are, in my opinion, far below the "Royal Reader" in point of excellence. I would also suggest that at every school some means should be adopted to secure a good supply of water for the use of the children both for drinking and washing purposes; and also that some means of shelter should be provided in the playground from extremes of weather, and more particularly in summer from the great heat of the sun. Such shelter would be particularly useful to those children who, having come from long distances, are compelled to remain on the school premises during the dinner recess, and to whom it is not desirable to allow the unrestricted use of the school room. I would also beg leave to suggest that in country districts, where the weather is exceptionally wet and the roads so dreadfully sloppy, that sensible parents keep their children at home for a day or two: some allowance might be made to the school on account of such very wet days. At present, in many country schools, it is impossible for the teacher to keep the "average attendance" up to the minimum standard fixed by the Board, whereas the "actual attendance" on all days when parents might reasonably be expected to send their children to school is very considerably in advance of such minimum. Such exceptionally wet days might fairly be discarded from the reckoning on being certified to by the Local Board, who would, of course, be well acquainted with the fact.
- 48.
- 49 to 51. No.
52. Diffidence prompts, No.
- 53 to 55. No.
56. As the inhabitants of Tasmania are ever on the move, changing their abode from one place to another, the nature of colonial employment rendering it necessary, the children of those parents are to a great extent lost sight of. I think it would be well if a certificate were made out by the teacher and given to a child on leaving one district or town for another. He should be informed by the teacher that it is necessary he should present his certificate to the teacher of No. 2 district without delay.
- 57 and 58. No.
- 59.
- 60 to 65. No.
66. (a.) To save unnecessary expense to teachers travelling from one district to another it would be well for the Board or other authorities to supply such necessary furniture as tables, bedsteads, chairs, and a sofa to each school residence. This practice is followed in the case of Wesleyan clergymen with satisfaction to all concerned. Teachers would be glad to pay 5 per cent. rental annually. (b.) All the teachers I know regard the deduction of fees to pay female assistants as an injustice. The fact of the regulation being so long in abeyance is inherent proof of weakness in the arguments advanced in its favour. It seems an invitation to masters to withhold help from female assistants. Teachers are in a dilemma: if they refuse to help and give hints on method to their assistants, an unfavourable Inspector's Annual Report is the result; if they do help their assistants to self-improvement, a deduction from their salary is their prospective reward. (c.) When on their way to and from their certificate examinations, teachers should receive a pass on the Government railways. At present it is an expensive trip, lodgings included. At any rate some deduction should be made. (d.) More than two examination centres, as at present, for teachers. (e.) A more definite Teachers' Examination Syllabus, e.g., in reading we do not exactly know what is required—reading for only one person's hearing, reading for a class, or dramatic reading for a whole assembly. We do not know whether credit is given more for attention to niceties of pronunciation of single words,—and there is no fixed standard of pronunciation,—or more for such rendering as will show a full grasp of the author's meaning: we should know. No Text Books are prescribed for our certificated examinations. In no other examination that we have read of is this the case. Tasmanian Scholars and Associates of Arts would fare ill if no detailed scheme of examination were published annually. [See Report.] This omission encourages rather than discourages cramming. (f.) The education given in Public Schools should be secular. Teachers should not be held

responsible for the *laches* of parents and of another profession. Pertinent remarks on this question will be found in Professor Pillans's "Contributions to the Cause of Education," pp. 110. and 118; and also in Professor Bain's "Education as a Science," p. 420, *et seq.* (g.) Only absentees should be marked in our daily registers. Valuable time would be saved daily, and prominence would be given to absentees. Constant attendance should be the rule, and should be assumed. (h.) Teachers should have no connection with enforcing the compulsory clauses. (i.) Teachers should be compelled to submit to a deduction from their salaries to go towards a Superannuation Fund under Government management. In case of death proceeds of such payments to be the property of teachers' widows or heirs. There should also be small monthly subscriptions to meet cases of sickness. These should be compulsory payments also. I believe that they would be gladly paid, even by those with the lowest incomes. Fear of deduction from final allowance might be made a powerful deterrent from indolence or misconduct in a teacher. (j.) Teachers' salaries ought to be raised. The prosperity of the last few years has affected all classes excepting teachers. The present scale of salaries was decided upon when the finances of the Colony were very different from what they are now. The outside public measure our social status by the amount of salary we receive. (k.) Future Inspectors shall previously have had charge of a primary school for at least three years. In England, France, and Belgium Inspectors are now chosen from the ranks of the profession alone. This practice was only recently introduced into England by the Vice-President of the Council. (l.) Female assistants' salaries are too low, and their sense of responsibility too weak, so far as I have seen. A definite detailed schedule of needlework should be published, as in England. A Local Committee of Ladies would be best to inspect and control this part of school work. Fancy-work in school should be prohibited, and needlework instruction should be collective, instead of individual as at present.

67.

68. No.

69. I must leave this to abler hands than mine.

70 and 71. No.

72. I think the Local constables, infinitely more than the Local Board system, would be of great service in compelling regular attendance, if they were authorised to do so.

73.

74. No. Only to express my conviction that if the schools were made free, and attendance compulsory and regular, the results would be satisfactory, and leave very little more to be desired.

75. No. The most important particulars to my mind are compulsory attendance till certain examination is passed; a minimum number of days per quarter fixed; establishment of a training school for teachers; education to be free; bonus to teachers for all children passing examination.

76. Something in the shape or form of a retiring allowance would be a grand incentive.

77 to 79. No.

80. I think that all the schools should be closed for a week or a fortnight in mid-winter. I think that teachers' salaries should not be subject to a deduction of one quarter, as per regulations at present, for the purpose of paying an assistant when their wives do not teach in their schools, and that teachers' wives, if employed as assistants, should be paid at the same rate as other assistants. The police should carry out "The Compulsory Act" without waiting for the Local Board or others to lay informations. The teachers could give the police a list of those children who did attend school.

81. Yes, teachers should have a voice in the appointment of their assistants. No one but a teacher knows how much the progress of the school depends on the mistress. In country schools the apparatus might be improved by furnishing a globe, a small cabinet of specimens of raw material, boxes of objects (geometric), and more maps.

82. No.

83. (1.) Classes should be established in Launceston for northern pupil teachers, for instruction in singing and drawing, on the same basis as in Hobart. (2.) A Drill Instructor should be provided for Launceston and adjoining districts, as in Hobart. (3.) Inspectors reports on Schools should be forwarded to the head teachers within one month of date of examination. (4.) Public school teachers should participate in the general prosperity of the Colony, and for this purpose their salaries should be increased 25 per cent. It is a noteworthy fact that but three or four trained masters from England have joined the Tasmanian staff of public school teachers during the last 20 years, and of this number two came here principally, I believe, to benefit from the climate. (5.) It would be desirable, I think, to assimilate the mode of procedure adopted in drawing up examination questions for teachers to that pursued at the English training colleges, the London University, the Indian Civil Service, &c. (6.) A Civil Service Act is required to provide retiring allowances for teachers.

84. Yes. It was the rule to appoint assistant teachers without requiring them to pass as high an examination as the monitors. The consequence is that in some schools I am acquainted with, the masters are very much hampered by having assistants who have had a superficial gloss at a private school, and are totally unfit to take charge of any class higher than the second, and some hardly that.

85 to 88. No.

89. Abolish Rule 11 and Sections 61 (referring to average 25), 67 and 68 (referring to deductions through low attendances.) It is hard a teacher should be principal sufferer for neglect of parents or paucity of pupils. Have system of compulsory assurance. Make lowest salary for male head teacher £100 per annum; ditto females, £72 per annum. These rates, with additions (77), would induce competent persons to enter service and remain in colony. The social status of a teacher is measured by the amount of salary received. It is necessary the public should look up to teachers more than at present. Education suffers from the other extreme, it being known teachers often have a less income than ordinary tradesmen. The length of service increases might be made retrospective (not to apply to apprenticeship.) Teachers have been in receipt of very low payments for a considerable number of years, so this suggestion is an act of justice. The finances of Colony being in a good condition can bear increases similar to those given in other branches of Civil Service.

90 and 91. No.

92. (a.) Being more attentive in regard to accommodation, ventilation, comfort, and other sanitary objects of the school premises. (b.) Giving the teacher an inducement to like the service by a vested interest in land, say an acre for each year of service after the age of 35.

93.

94. Yes.—1st. That an annual report shall be furnished to teacher and Local Board stating the number of marks obtained by each individual child in every subject; also the names of those who have successfully passed through the work assigned for the class they were examined in. In this manner :—

SUBJECTS and Marks obtainable.

Class IV. Minimum, 225.

| NAMES. | Reading.
100. | Writing.
100. | Arithmetic.
100. | Geography.
50. | Grammar.
50. | History.
50. | TOTAL. |
|--------------|------------------|------------------|---------------------|-------------------|-----------------|-----------------|------------|
| GEORGE | 62 | 55 | 70 | 20 | 26 | 18 | 251—passed |
| ROBERT | 45 | 60 | 40 | 20 | 16 | 10 | 191—failed |
| EDWARD | 70 | 40 | 85 | 35 | 30 | 30 | 310—passed |

2nd. That small cards be provided by Board, so that teachers may furnish a yearly report to parents, in this manner :—

| ANNUAL CARD. | |
|------------------------------|---------------------|
| <i>Name.</i> —JOHN | |
| Late attendance | <i>Marks.</i>
28 |
| Days attended for year | 208 |
| Conduct | 60 |
| No. of days away | 35 |
| Progress | 70 |

3rd. I would suggest that there be three classes of teachers I., II., III., and that the standard of education for the lowest class be such as to preclude all those who are incapable of passing that examination. By this means the Department will secure teachers who are qualified by a good education. 4th. I would suggest that those candidates who have passed the standard for III. Class be placed as assistants in some of the larger schools for a period of three months in order to obtain a knowledge of the art of teaching. That the examination, or rather the standard of education, required to become a probationer is but a farce, is the opinion of the majority of the teachers. 5th. I would suggest an annual examination of teachers as an improvement on the old system. 6th. I am of opinion that if the rates of payment were higher, and the above suggestions adopted, that we should have a higher and more energetic class of candidates coming forward. That the Central Board receive the resignations of numbers of teachers who are disgusted with the fact that a common labourer earns more than they, is easily verified. 7th. I would suggest, therefore, that the lowest rate of payment for teachers be not less than £104 per year, according to certificate, and so much per head for results.

95. No.

96. Yes, but to do so would entail a certain amount of “reading up,” which I am not in a position to go in for at present, the time allowed being insufficient. I fear my efforts, too, would not carry much weight.

97. Better assurance of promotion to tried and deserving teachers; greater encouragement to pupil teachers who have finished their apprenticeship to remain in the service; better provision for the efficient teaching of needlework to girls,—this might be obtained by the appointment of one lady, or more, to the Local Boards; and the raising of the standard of examination for teachers’ certificates.

98. No. But there is one subject which I think would benefit schools materially, and that is the power to use them for churches only for a limited period, the inhabitants being given a certain time for the erection of a public place of worship for their own particular denominations. But that a school should be used year after year, for any number of years, to the destruction of the school property, and the continual disorder of the furniture, has a tendency to disorganise school discipline; and I have found by experience that uneducated people who take no interest in their children’s education, who will even run down education (before their own children) especially the higher branches, will go determinedly to work about a national Church, and take an interest and put out an amount of dogged perseverance in that quarter which, if put out in support of the teacher, would be of incalculable benefit to all. In districts where they have not had time to build a church, I would certainly allow the use of the school for a stated time, but it is not justice to the school or teacher to allow it beyond a certain period. Another matter which I have touched I will repeat. I think, and say so most decidedly, that a State teacher should have it in his power to teach the Bible, but on no account should he be allowed to join any sect or party, or national Church, preach for them, or act for them in any way. As far as my experience goes, a teacher should be confined to his office.

99 to 100. No.

101. No. But I would humbly submit the following for favourable consideration; that is, to establish a superannuation fund for the teachers,—in fact for all the civil servants: I have spoken to a good many, and they all agree that is what is wanted. Every person should pay to the fund $2\frac{1}{2}$ per cent. of his yearly income from the State, and should receive in lieu thereof the following :—

| | | | |
|--------------------------------|----------------------------------|--------------------|----------------------------------|
| For 18 years service to 20 ... | $\frac{5}{12}$ of salary yearly. | From 28 to 32..... | $\frac{8}{12}$ of salary yearly. |
| From 20 to 24 | $\frac{6}{12}$ ” | From 32 to 36..... | $\frac{9}{12}$ ” |
| From 24 to 28..... | $\frac{7}{12}$ ” | From 36 to 40..... | $\frac{10}{12}$ ” |

None to receive more, and must be 60 years old before entitled to the benefits, or produce ample certificates to prove that they are unable to perform the duties. To date from 1863, the year that superannuation was done away with. The above scheme is very much like one that is adopted in the old country, and I have no doubt in saying that now they have one hundred thousand pounds to good. And this scheme would not interfere with the Insurance Companies, for if a person had his or her life insured, if any one was unable to perform work, why, at present, he or she would receive nothing, and who was to pay the premiums if they have nothing to pay with? but if in the superannuation fund, they would be receiving their yearly allowance and be able to pay their due, and the family would then be entitled to draw the amount insured. Probationers should only get £3 10s.; when promoted to Class IV., D. B., £3 15s.; and when raised to Class IV., D. A., £4.

102. On the supply and renewal of school apparatus and furniture; on the necessity for pupil teachers, in the absence of a Training College, after passing their pupil-teachership, going as assistants to each of the public schools in town for a quarter at least, that they may by that means learn the different styles and methods of teaching of the various first-class masters. On the method of appointing pupil teachers, quarterly or half-yearly examinations for admission to pupil-teacherships should be held, and not, as now, some time after a vacancy has occurred, so that vacancies could be filled immediately on the nomination of the master of one out of those who have already passed. These are the things that strike me more immediately as a teacher. That for the sake of improving the pupil teachers there should be in the town schools at least one to each class, so that they might be relieved in rotation by the master and assistants to give them more time for work.

103 and 104. No.

105. In common with all teachers of large schools, I feel greatly the need of a permanent assistant competent to relieve me occasionally of the charge of the upper classes. Great benefit would accrue from the appointment of such an assistant, as the head teacher would be enabled to give more attention to the work of the lower classes and to the training of his pupil teachers.

106. No.

107. As a general rule a country teacher is looked upon by kind-hearted people as an object of charity, and by others as an object to be bullied. Pay the teacher a fair salary, so that he could take up a respectable position, and enable him to carry on his school without fear, favour, or affection. By so doing a better class of teachers would be got and retained in the service.

108. Yes. An improved class of text-books, and one uniform series to be used in all public schools; a greater liberality in supplying appliances for aiding the teacher; the introduction of the subjects of Physical Science and Human Physiology into the curriculum; the supply of cabinets for giving Object Lessons, and many other things too numerous to mention.

109. It is my opinion that in places where fruit is grown the picking season should not be included in the average, as it lowers it to a considerable extent beyond what it would otherwise be if the children attended as they usually did. I also do not consider it right to place teachers on a low salary if the attendance of the schools they are teaching falls below 20 and it is shown that the cause of such falling off is not the fault of the teacher. Another particular which, I think, is capable of improvement, is the quality of the books that are kept in stock at the Education Office: many of them being quite obsolete, particularly the grammars and geographies, and I do not think are much used by teachers who have an opportunity of getting others, but as many teachers live in the country they have to be content with those issued by the Board. I also consider that the roll should be called at 10-30 instead of at 10, as is the rule. In country schools it is not unusual for children to come in after the roll is called, and, consequently, are not counted. If fixed at 10-30 the morning would be equally divided. If some provision were made for supplying prizes to the schools it would be a great advantage, as they give a great impetus to school work. If it were so arranged that the grant of money for prizes be dependent upon the examination passed by the school, a still further encouragement would be given.

110. No.

111.

112. No.

113. In order to extend the benefits of public education to all classes, a compulsory law is absolutely necessary. This law to be effective must be made more stringent than it is at present, for if any flaw or loop-hole can be discovered some people will take a delight in evading it. One more remark I shall make, and that is with regard to existing relations between teachers and Local Boards. I think that a copy of all correspondence brought before Local Boards having reference to any particular school should be transmitted to the master of such school. Under present arrangements it is no unusual thing to hear school matters discussed in public to the injury of a teacher, while he is kept in ignorance of the subject under discussion. Such a practice tends to weaken a teacher's moral influence and to damage his reputation.

114. No.

115.

116. No.

117. I think that agricultural schools should be established, that the rising youth of the rural districts may be instructed in the higher branches of agriculture.

118. I think that some consideration should be shown to teachers whose work has been favourably commented on by the Inspector, and who have neglected no part of their duties; that allowance should be made for bad roads, scattered districts, and negligent Local Boards when the average falls, so that the teacher alone be not made to bear the whole burden by a reduction of salary to a mere pittance, such reduction being preceded by a notice of promotion, with salary at £50 per annum, not any of which, however, has been received. At least, enquiries should be made on an appointment to a better school given.

119. I think the public schools should be closed for a winter holiday. I believe the schools would benefit by a more regular attendance. Winter holidays are given at the higher schools, the private schools of all kinds, and even at the ragged schools. Many children at the public schools have brothers or sisters at these schools, and, consequently, take holidays if none are given. The advantage of the rest to the teacher cannot be denied.

120.

121. I do not think I can name other particulars not touched by the foregoing questions, but I would like to invite your attention to this fact, that irregularity of attendance is the principal cause of failure. The teacher has no authority to deal with this evil. Children can come into the school any week in the year, or any day in the week, and in any hour of the day, to the utter subversion of all order and discipline and all systematic teaching. If due enquiry were made teachers in country schools would not be held responsible for more than one in ten beyond the Third Class. When conducting a large school at Sassafras a few years ago, out of an aggregate attendance of 137, 86 had attended less than 50 days during the year. I have frequently had a Fourth or Fifth Class in which I had become warmly interested completely broken up by one and then another being kept at home for some trifling need. I would like to say that my observation has satisfied me that members of Local School Boards (in the matter of irregularity) are just as great delinquents as others, and therefore ill fitted to deal with the subject. I take the liberty also to state that an increase of salary would bring about great improvement, as half the teachers' thoughts are occupied with the weighty matter of providing daily bread. I also think that some provision in the shape of a retiring allowance should be made for teachers.

122.

123.

124.

125 and 126. No.

127.

128.

129. No.
130.
131. No.
132.

Question 79. Do any large proportion of the Pupil Teachers go through their apprenticeship and remain in the service of the Board of Education?

Yes.—2. 5. 6. 18. 23. 27. 28. 32. 40. 41. 45. 46. 48. 49. 54. 58. 61. 71. 83. 86. 87. 91. 92. 93. 104. 105. 120. 125. 130.

No.—1. 11. 14. 22. 36. 44. 67. 78. 80. 83. 84. 95. 97. 102. 103. 104. 113. 114. 122. 128.

Question 80. Would you recommend the establishment of a Training School for Teachers?

Yes.—1. 2. 3. 5. 6. 7. 8. 9. 10. 11. 13. 14. 16. 17. 18. 19. 20. 21. 22. 23. 26. 29. 30. 31. 32. 33. 35. 36. 38. 39. 41. 42. 43. 46. 48. 49. 50. 51. 52. 55. 57. 58. 59. 60. 62. 64. 65. 66. 67. 68. 69. 71. 73. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 95. 97. 98. 99. 100. 102. 104. 105. 106. 107. 108. 109. 110. 111. 114. 115. 116. 118. 119. 120. 121. 122. 123. 124. 125. 126. 127. 129. 130. 131. 132.

No.—12. 27. 34. 40. 44. 45. 47. 56. 61. 72. 74. 96. 101. 103. 112.* 113.

* Training Scholarships.

Question 81. Have you any experience or knowledge of such a school which enables you to offer suggestions as to the character of a training institution that would suit our requirements? If so, state what your qualification is for offering an opinion, and what suggestions you have to offer.

1. I have had no experience of the working of a Training School, and do not consider myself qualified to offer suggestions as to the management of such an institution.

2. No.

3. I have a knowledge of the manner in which the Training Colleges in England are worked. I should think that a Training Institute might be founded in this colony, somewhat upon the following lines:—A residence for, say, 12 students. Pupil teachers on completion of servitude to serve, say, six months in such Institute, and be appointed to schools on passing a final examination. All vacancies which may occur in the Institute, which cannot be filled by pupil teachers, to be thrown open to open competition; such students to serve a year in the Institute. Of the total number of students, eight to study during the day, and four to assist in the large public schools of Hobart. Certificates to be given on leaving the Institute, and not afterwards. On leaving the Institute all students should be bound to teach in a public school in the Colony for at least four years, or pay the amount expended on them while in the Institute, say £70.

4.

5. I have not.

6. The Melbourne Training Institution was highly spoken of while I was in Victoria, as late as 1881. I was acquainted with two teachers who received all or part of their training at the Melbourne Institution, who were very efficient teachers. Three of my children who received tuition from them at the State School, Stratford, obtained their certificates at the ages of eight or ten.

7. No.

8. My experience dates so many years back that I do not like to venture an opinion of the many advantages that I feel sure would accrue to teachers by the establishment of a Training School.

9 and 10. No.

11. I could not offer an opinion.

12. No.

13.

14. None, except from reading.

15. From personal observation of the difference between teachers trained in the Colony, and those who have passed through Training Schools in Britain.

16.

17 to 19. No.

20. A central Training School should be established, superintended by an Inspector of Schools. Trainees should be required to pass an entrance examination, and then receive an annual amount, say £40. They should teach at the Training School, as well as studying, and then they should be drafted to different large schools to teach for short periods. A certain fixed number of years' training should be required, and a certain yearly progressive standard should be reached till they became qualified trained teachers. Preference should be given by the Board to trained teachers, other things being equal. Facilities should be given to teachers who are qualified now to get a certain number of years' practical training only, if desired. Candidates who, after a certain amount of training, show no progress or any appearance of ever making teachers, should be informed of such, and requested to withdraw in order to make room for more promising candidates. Those candidates only who are desirous of fully completing their training should be received. Candidates should be allowed only to fail in their theoretical yearly (gradual) examinations a certain number of times, say three, and upon failure at any yearly examination, if possible, allowed an intermediate examination. Trainees should, on pain of dismissal or fine, attend regularly at the Institution. A yearly report of the Superintendent of the Institution should be presented by the Board to the Governor with the usual Education Report.

21. No.

22. The only school that I have had any experience in was the Goulburn-street Public School, where I was employed by the Board of Education as mistress for a period of ten years. During this time the school was conducted by Mr. W. J. J. Reynolds, who is now head master of the Central School, Bathurst-street. I should think his school would meet your requirements in the way of a Training School.

23.

24. I am not competent to offer an opinion which would be of value, not having had an opportunity of seeing the working of such a school.

25.

26. No.

27. I have not. But I think a training master, to travel and spend a certain time in each district, would be very beneficial; much less expensive than a Training School.

28.

29. I have not.

30. Not having had any experience, I am unable to offer any suggestions.

31. I have not any experience or knowledge of such a school which would enable me to offer suggestions on the subject.

32 to 34. No.

35. Can only say I believe it would be for the good of education, as it is difficult at present to get trained teachers, and unless teachers have some training they are of little use.

36. No.

37.

38. I have not.

39. I have no experience of such a school, but know that no one can have charge of a large school in England unless they have first been to a training school.

40. I cannot say.

41 and 42. No.

43. Being a teacher myself, I have always taken an interest in the work wherever I have been. After leaving India, I visited schools in London, in Edinburgh, and in Victoria. Donald Matheson, Esq., of the city—London—offered me the educational charge of the people at work on his indigo estates in India, an offer which I would have accepted but for certain circumstances which need not be given here. At the present time a niece of mine is matriculating at that excellent training institution in Edinburgh known as Moray House. The standard up to which students are taught there would, of course, be too high for our requirements—one of its old students is now Rector of the High School of Edinburgh—but to judge from the high repute in which teachers are held who pass through that school, the system therein employed must be a sound one. I think, therefore, that it would be a wise proceeding to write to the President for full information respecting it. For our present educational wants I would diffidently suggest that a training school be established. That after passing the entrance examination thereto, students should proceed through a two-years' course of instruction, this period being divided into four equal terms. That an examination should be held at the close of each term, and that those who passed the final examination should receive a certificate and be raised to a position that would prove a sufficient reward for their outlay and for their industry. A curriculum for such a course would have to be carefully drawn up.

44. Have not.

45. No knowledge except from private reading. No suggestions to offer.

46. Not any one in particular.

47. I have not.

48.

49 and 50. No.

51. I have had no experience.

52. No.

53.

54.

55. No.

56.

57. Cannot say.

58. Not any.

59.

60.

61. I do not think a Training Institution is required.

62. No.

63.

64.

65.

66. I am afraid I cannot make any useful suggestions. Measures should be taken to see that the officers of the institution took due pains to have their instruction really assimilated. I was told by a public teacher from an adjoining Colony that their Training Institution was not of much service to teachers on this account.

67. I have no experience of a training institution, but I have myself been placed at a disadvantage through not having some more special training than that procured in the pupil teacher system.

68.

69 and 70. No.

71.

72. No.

73 and 74. No experience.

75. No.

76.

77 to 81. No.

82. I have not. I do not think there is a school in the Colony sufficiently qualified as a Training Institution to act as a substitute for a Training School for teachers that would suit our requirements.

83. No.

84. Negatively to both.

85.

86. No.

87. There are some teachers that do not serve an apprenticeship, and the result is that they do not know much about school management, and by the establishment of a Training School it would furnish their wants.

88. No.

89.

90. No.

91.

92. I became a student in Carmarthen Training College for Teachers and remained there for two years, during which time my course of study was extended, my previous studies confirmed, and a profitable, pleasant, and salutary change was experienced between my apprenticeship as a pupil teacher and the taking charge of my first school.

93.

94.

95. Have none.

96. Yes, no experience, but some knowledge. I have no qualifications for offering an opinion. Any suggestions I could offer would have to be thought over carefully before giving them. I should also have to obtain more definite information from New Zealand.

97. I have had experience of Training Schools, and I am satisfied that Tasmania does not yet require one. Our pupil teachers, with more encouragement, would supply all our wants. Some of the teachers now in the service who were once pupil teachers in our schools would be considered eligible candidates for any vacancy that might occur.

98. I have not.

99.

100. I have no suggestions to offer.

101. Very little, and I think it would add a considerable expense to the revenue.

102. I have had such experience, as a student for upwards of two years at Kneller Hall Training College, under one of the greatest educationalists of the age, Dr. Temple, who, on leaving that institution, was Inspector of Training Schools, previously to his becoming Head Master of Rugby. Pupil teachers have very little time for self-improvement and study, and I think that it is desirable that they should be enabled to devote at least two years to the study of subjects which they should be conversant with if they are to be efficient teachers. To do this, an institution might be established at such a place as O'Brien's Bridge, near the Public School, admission to which should be gained by competitive examination for a small number of scholarships tenable for one year, but not to the exclusion of others who could pass an entrance examination in difficulty nearly equal to that for the scholarships, and who were willing to pay a certain sum per annum, to be fixed, but not amounting to the cost per head. Here they would receive lectures on all subjects relating to their profession, and on method and school organization. Proximity to a public school is essential, so that classes of children could be brought into a properly arranged lecture-room, where the students in turn would deliver lectures to the children before one of the masters and the whole body of the students, who would be required, after the class left the room, to review and criticise the lesson that had just been given. It is very clear that in this way faults of manner, style, and speech would be eradicated. At the end of one year the students should be examined on papers set by a Board of Examiners, before an Inspector of Schools, who would hear each one deliver a lesson and report on it. If they failed to pass this examination they should leave, as being unfit for the office of a teacher, but if they passed they should be entitled to remain another year free of all charges. A certificate would be issued signed by the Director of Education showing in what class each was placed, just as is done by the Board of Trade to mariners. Students would be required to refund the amount of the actual cost of training per head if they left the profession before a certain time elapsed. (ii.) If this suggested scheme be thought to be more elaborate than the requirements of the Colony demand, an alternative of a simple kind could be got by establishing a night school under the superintendence of a master capable of giving lessons to the passed pupil teachers on advanced subjects. Part of the day would be devoted to private study and part to lectures. Teaching would be practised in the night school, and it would be the duty of the master to point out the best methods of imparting instruction, and to require the students in turn to deliver special lessons to one class in the presence of the students, a class being kept back for that purpose after the school was dismissed. Examination, &c. to follow. (iii.) Again, an organizing master might be appointed to go round all the schools of the Colony, staying at each one not less than a week. He would have to point out how the best results could be obtained under given existing circumstances. Besides organizing the school where required, he would give illustrative lessons, but all his communications of defects, &c. should be made known to the teacher privately. On the occasions of such visits he would render assistance to any teacher who might have met with difficulties in his studies. This scheme would very well fit in with our present requirements, and could be carried out at a comparatively small cost. Such an officer would, I believe, render very needful and useful service to the majority of country teachers.

103. No. I have not had an opportunity of visiting the various schools so as to form an opinion, but I believe in a large well-conducted public school a great deal may be learnt supposing the candidate to be young, intelligent, and willing. A great many persons take to school-keeping after they have failed at other pursuits, and in the majority of cases fail in that also. All the masters of public schools in Hobart are trained teachers from England, myself being an exception, and I believe quite qualified to train candidates for employment under the Board of Education provided they remain any length of time under their instruction.

104.

105. For my answer to this question I beg to refer the Royal Commission to the Report of the Select Committee *re* Training School, in 1876.

106 and 107. No.

108. Cannot suggest anything.

109.

110. I have not.

111. Have no experience of such a school.

112. I have no practical knowledge of the working of Training Institutions, and my ideas are only the reflection of old studies in another sphere of action.

113.

114 to 116. No.

117.

118 to 123. No.

124. Yes; full answer given previously.

125. No; I do not.

126.

127.

128.

129. No.

130. No, but I think the establishment of such a school would be an advantage to candidates in general.

131. No.

132. I must confess I answer this question with great diffidence. I have no especial qualifications enabling me to speak with much weight on such an important subject, and I would rather leave the matter to abler men; but such experience as I have gained of such institutions by a two years' residence in one of the best in England, I gladly give, but with all due deference. *Qualifications.*—At the close of my apprenticeship as a pupil teacher I attended the Queen's Scholarship Examination at Cheltenham Training College, and obtained a First Class Scholarship, tenable for one year, at the end of which I renewed the Scholarship, tenable for the second year. I thus had the benefit of the two years' training as a Government schoolmaster, under Dr. Bromby, the late respected Bishop of Tasmania. At the close of the above period I obtained a Second Class Government Certificate, which has since been raised to the First Class. During the two years of my training I obtained a thorough knowledge of the working of the institution in all its details, and also of the management of the Model School in connection with it. *Suggestions.*—I would very respectfully offer the following:—I. Establishment—By a direct Government grant, supplemented by donations or annual subscriptions. II. Control—By the Hon. the Minister of Education, as Chairman, and a Committee formed of Life Governors, giving a certain sum, or otherwise subscribing a certain amount annually. III. Working—By a Principal, assisted by a properly qualified staff of masters. IV. Character—Unsectarian. V. Endowment Fund for Scholarships. The wealthy portion of our population would, I think, soon subscribe funds for this object. VI. Appointing periodical examinations for Scholarships and Certificates, and also the establishment of a Model School in close proximity to and in connection with the Institution.

Question 82. Would you prefer that it should be optional with teachers to impart religious instruction to the children, rather than that it should be compulsory as it is under the existing regulations?

Optional.—1. 2. 7. 10. 12. 14. 15. 16. 18. 19. 20. 23. 25. 29. 30. 31. 32. 33. 35. 36. 38. 40. 41. 43. 45. 48. 51. 52. 55. 59. 60. 63. 64. 65. 67. 68. 69. 70. 72. 74. 75. 77. 78. 79. 80. 81. 82. 83. 86. 87. 90. 92. 96. 99. 103. 105. 106. 107. 108. 110. 114. 116. 117. 118. 120. 121. 124. 126. 127. 129. 131.

Compulsory.—3. 4. 5. 6. 8. 9. 11. 13. 17. 21. 22. 24. 27. 28. 34. 39. 42. 44. 46. 47. 49. 50. 54. 56. 57. 58. 61. 62. 71. 73. 76. 84. 85. 88. 91. 93. 95. 97. 98. 100. 101. 102. 104. 109. 111. 112. 113. 115. 119. 123. 125. 128. 130. 132.

A D D E N D U M.

ANSWERS to Question 18, Public School Teachers, (p. 192).

Question 18. Will you state your reasons for or against such freedom being allowed?

1. Because teachers so acting are likely to give offence to members of other denominations, and the school under the Board of Education may suffer in consequence. When a master, who has acted as local preacher, is succeeded by one holding different religious opinions, the appointment is likely to give dissatisfaction to a section of the community, and in my own experience has caused a good deal of unpleasantness.
2. I think teachers should be allowed to engage in any good work, provided it did not interfere with school hours and duties.
3. I think the teacher, from the influence he has over the youths of a district, might become a most useful help to a minister; also, I fail to see why a teacher should be any more restricted in his religious ideas than a man of any other profession.
4. I should think, being constantly in the habit of giving advice and instruction, such persons are better fitted for these offices than those who never had experience in teaching.
5. I think teachers should be allowed to employ their leisure time as they think best, as long as it does not interfere with school duties.
6. Such instruction has often good effects.
7. It causes immediate dissatisfaction, and tends to lower the attendance, and if a private school exists, many are apt to be taken away and sent to it. I find the moment a teacher interferes with religious matters his number is bound to fall sooner or later,—that is if other schools exist enabling many to avoid sending their children to a Public School.
8. Because employed for a specific purpose only and for a specific time.
9. I am not aware that others employed under the Government are prohibited, and I fail to see why a teacher should be.
10. Because I don't consider a teacher can spare the time to study sermons, for while doing that he must neglect his school work.
11. His time would be occupied in preparing his sermons instead of attending to his school duties.
12. Because in many cases it is the only way in which the road to salvation could be shown, not only to the children but to the parents also. In English Town, for example, prior to my coming amongst them, many were ignorant even of the name of Jesus.
13. By adopting such a course teachers might probably offend the parents of children.
14. If they have the special qualifications they can do much good with the aid of their Day School experience in the Sunday School, and be a civilizing influence as Lay Readers or Local Preachers. * * * * * I have never heard any one parent of Public School scholars say that they had any objection to a teacher filling these offices, and I think all or nearly all would feel greater confidence in their teacher were he to act in either of these capacities. * * * * * If the teacher have enough discretion to carry on the ordinary duties of his office, surely he has sufficient to judge whether he ought or ought not to do it! If the disability be removed it would be necessary to guard against the appointment of teachers whose chief qualification would be their subserviency to the interests of any particular denomination to the exclusion of general ability and fitness for the office of day-school teacher.
15. Teachers ought to enjoy as much freedom as other people in matters of religion, but my experience leads me to think the Regulation of the Board prohibiting teachers from acting as Lay Preachers is really a protection to them. It enables them to resist influences brought to bear on them in country places for the purpose of getting them to superintend Sunday Schools, and thus lose a portion of their time which would be as well spent in recruiting their energies for the work of the ensuing week. People engaged in other occupations find pleasure in teaching on Sundays because it is a change for them,—it is none to the professional teacher.
16. Because in many cases a teacher cannot spare the time to study sermons, and if he does he must neglect his school books and other work belonging to his school. If a First Class Teacher he may, or even a Second, but not below that standard. As far as being a Sunday School Teacher, that would make but little difference either way. As for myself I have quite sufficient through the week, and therefore prefer to rest on Sunday to be ready for Monday.
17. It might cause prejudice amongst parents.
18. As it would take their attention off school work, and perhaps some parents from sending their children to school.
19. A master's time ought to be his own after school; he is better able, from his training, to preach than most Local Preachers. It is a pleasant break. It does good.
20. Because you don't come in contact with your scholars who differ in their persuasions from you.
21. Because it would be sure to cause dissatisfaction to some, and thus affect the usefulness of the teacher, and I think the present regulations are of a sufficiently liberal character.
22. My reason is that I believe a teacher could gain much greater influence with parents, as the more a teacher does for the benefit of the children committed to his or her care, so much the more is that teacher appreciated by the parents, and in most cases in the country the Day School teacher is the only available one for the Sunday School, and because that teacher's profession excludes him or her from the work the children are left uncared for, and the teacher denied the power of doing work for God. As to Lay Preachers I cannot give an opinion.
23. If a teacher displays more than ordinary interest in religious matters in public, parents of other denominations would in some instances prefer to send their children to some teacher that either held their own views, or did not meddle at all with the subject. If teachers were allowed to conduct Sunday Schools or to preach, there are many isolated districts where the people would expect them to devote their Sundays to this purpose. Now they can give no offence by refusing.
24. My reason is that I think Lay Preaching by a teacher may cause dissatisfaction among parents against the teacher; they may hold different views from those which he might promulgate, and thus lessen the attendance at his school by keeping their children away.
25. (a) Parents are likely to look with suspicion on a teacher who, on the Sunday, inveighs against the so-called "idolatry" or "heresy," as the case may be, of those whom they are teaching during the week. (b) If teachers work up to their full teaching power during the week, they want rest on the Sunday.
26. Preachers may give offence to parents.

27. A man ought to be free when he has done his work, and his employer has morally no more right to his body and soul out of working hours than any one else has. A teacher can often be of service as an occasional Lay Reader. As a Lay Preacher it is possible he might tread on somebody's toes, but it is hardly probable that he would do so. The present rule of the Board really gives great protection to teachers; if it were not for it, they would get no Sunday, and be worked and worried to death. Many times I have been thankful for the rule. The Rule or Bye-law of the Board is only harsh as interfering with a man's private liberty. I do not think very many of the teachers desire to become Lay Preachers or Sunday School teachers; but many times I have been glad to fall back on that rule or I might have found myself permanently employed on Sunday. Had there been no such rule I should have had to fall out with some who would have had it in their power to have made me feel their ability to either assist or annoy me in little ways connected with the Day School. Once or twice I have transgressed the Board's Rule, but it has been under very urgent circumstances, such as a minister being taken ill in church and unable to get on in consequence, when I have relieved him by reading the lessons, &c. for him. By so doing I hardly considered that I was infringing the rule.

28.

29. In isolated places where no duly qualified minister attends, a public teacher should be allowed to conduct religious services.

30. Religion being a sort of birthright, I think every one should have perfect liberty to act as he pleases.

31. (1) It is better, in my opinion, that a Public School teacher should confine himself to the performance of the duties of his office in this case as in all others. (2) Where a master is appointed to succeed one who has acted as Lay Preacher it is probable that he will be expected to do as his predecessor has done. It happened so once in my own experience. I was urged to conduct the Sunday service once a month. I acceded reluctantly. The prohibitory rule of the Board enabled me to discontinue the practice without creating any feeling of displeasure among the people composing the congregation.

32. It would interfere with the undenominational character of State Schools.

33. I think that as the present system of disallowing teachers from taking part in religious instruction out of school hours has worked almost without a hitch for very many years, it is the best. In fact, I question very much if the majority of teachers care to have such freedom.

34. The rule restricting teachers from acting as Sunday School teachers and as preachers works well for the benefit of public instruction, and also for the benefit of the teacher.

35. Consider that teachers in outlying districts can thus be of use to the community in which they live, and it is to their own detriment if they make themselves obnoxious to the parents of their scholars. I believe the teachers should be at liberty to make what use he likes of his leisure hours.

36. It causes a great amount of ill feeling against the teacher from parents of other denominations than the teacher.

37.

38. It might injure the school.

39. I think if teachers attend to school duties it is as much as they can safely accomplish.

40. He should have the same liberty that his fellow citizens enjoy. His employment shows that he desires a higher tone in his own life as well as those around him.

41. I think the same liberty to make use of his private hours should be accorded to a teacher that is given to those following other vocations.

42. I fail to see how such freedom can interfere with school duties.

43. Because the seventh day is peculiarly his own. Because giving instruction from the Bible on the Sabbath will not necessarily detract from his efficiency as a teacher on other days, and may render him a more conscientious servant of the State.

44. I believe great benefit would be derived where there is no resident minister.

45. One reason for freedom being given to Sunday School work is that teaching is the teacher's work, and the teacher could often be useful in a locality.

46. Because in many localities teachers are about the only persons capable of controlling a Sunday School or assisting a clergyman.

47. (1st) As regards Sunday School teaching I do not see what possible harm could result from their so doing, as I do not think anyone's prejudices would be affected thereby; and 2nd. As regards Lay Preaching, my experience in different parts of Tasmania has convinced me that the clergy of the different denominations are not sufficiently numerous to overtake the wants of the outlying country districts. The only way to overtake such want is to employ lay agency, and it seems to me to be placing a very unnecessary restriction on the Public School teacher's usefulness to debar him from taking his share in such work. But as I also believe the teacher should possess the utmost confidence of all classes of the parents of children likely to attend his school, I think it is desirable that he should not act as Lay Reader or Preacher within three or four miles of his school. This distance would, in most cases, place him outside the limits of his own school district, and there, I think, his liberty of action on the Sunday should be unfettered.

48. For having different religions in your school the parents of the opposite religion to yourself may think you would be prejudiced, or they may be prejudiced against you.

49. As a preacher he must connect and identify himself with some sect, which might cause an animus in the minds of parents, and cause them to keep their children away from school.

50. A teacher cannot "educate" except he give a certain amount of perceptive instruction, which, if given during the ordinary week days, would materially interfere with the requisite instruction as per programme.

51. Should teachers only impart religious instruction to those of their own denomination, I do not think any harm would arise, and frequently there is no one else able to instruct the inhabitants of a district in this manner; they have also more control over the children than those who teach only on the Lord's day, and therefore necessarily have them under better subjection.

52. The average man could not refrain from introducing religious views into his teaching, which should be strictly secular. Even if this were not the case, some parents would be at least not satisfied, and there should be nothing to even suggest doubt of the impartiality of the teacher.

53. Because a Public School teacher ought to be possessed of sufficient intelligence and discretion to avoid fanaticism and questions where a warm party feeling of opposition exists. Also in sparse districts he is often the only coadjutor obtainable by ministers of religion.

54. (1) The British Constitution contains nothing that I am aware of that justifies any infringement of the religious liberties of British subjects. (2) Protestants in a Protestant country justly and reasonably claim perfect freedom of action in all matters pertaining to religion. (3) The education of the Public School teacher generally is such as to qualify him to efficiently officiate as a layman in connection with the church to which he may belong, and granting that it does not interfere with his duties as teacher, there can be no just cause for the prohibition.

55. By allowing such freedom much useful work might be accomplished in the way of religious instruction on Sundays, especially in places remote from townships and churches.

56. If a teacher discharges his duties faithfully between 9 A.M. and 3 P.M., the Board control over that teacher should cease as soon as his day's work is over, and he should be as free to follow his own inclinations as other members of society are.

57. I think when a teacher has fully performed his school duties he should be at liberty to spend his spare time as he pleases—of course not in an immoral way. If a teacher has a desire to preach or teach in a Sunday School, I think it a pity his usefulness should be restricted. At the same time I would not use the privilege myself if the liberty were granted. As a matter of expediency, I think it is better left alone.

58. My experience leads me to the conclusion that if teachers have acted conscientiously by their pupils during preceding week, they will require the rest the Sabbath affords.

59. I think it would not be just to preclude all teachers from doing so because injury might be done to schools in one or two instances; but if any injury to a school should be caused by a teacher giving religious instruction out of school hours, then I think the local board should have the power of using preventive measures.

60. By reason of all the good that might be done in propagating religion, also giving religious instruction to children whose parents cannot give it, or who are far away from a minister of religion; also, it would be time well and profitably spent.

61. No teacher is debarred from strolling in the woods or riding in trains on the Sabbath. There is no immorality in either teaching or preaching, therefore why should these be selected? A teacher willing to do so will also be conscientious in the discharge of his duties in school. But I think a teacher should not bind himself to do either, as he has enough of teaching during the week.

62. Cannot see that it interferes with our school duties.

63. Because a teacher should be allowed the liberty, after his work is done, to do a good work.

64. By seeing their teacher attending such places of worship will often induce both parents and children to attend.

65.

66. All danger of proselytizing is prevented by expunging the vexatious question of religious teaching from the programme. I think, however, that a faithful teacher usually has his energies taxed quite sufficiently by his scholastic work without travelling outside his profession for more. At present I am thankful for the restriction.

67. I think a teacher should treat his scholars and their parents impartially in all matters;—a bearing he cannot maintain if he zealously and publicly instructs in the various peculiarities of his denomination.

68. I think I owe particular duties to God on the Sabbath day, and assuming that I have faculties for teaching, I think I ought to be employed in His work.

69. Where such freedom is not allowed I think it an unnecessary and unjust interference with the master's rights and privileges as a man and a Christian, unless in certain circumstances where it could be shown that the exercise of such freedom marred the prosperity of the school.

70. A preacher is necessarily a partisan, and as such is likely to lay himself open to suspicion on the part of those who do not belong to his particular denomination.

71. For the benefit of the children.

72. After school duties I think a teacher should be at liberty to spend his time as he may think best.

73. The work is well calculated beneficially to influence the moral tone of the rising generation, and, by fostering habits of attention and thought, to facilitate the operations of the week-day school. The Sunday being sufficient for the needful preparation, there is no reason why the conductor of the Public School should allow his duties to be interfered with. This, however, is hardly the case with respect to preaching, for where conscientiously carried out the time devoted to preparation must be considerable.

74. (a) Because the teachers of Public Schools are entitled to the same freedom as the public servants in other departments. (b) Because no harm has arisen or is likely to arise from the teachers enjoying such freedom. (c) Because if any teacher should be indiscreet in the use of such liberty, his case could be easily dealt with on its merits. (d) Because very few parents object.

75. I consider that when a teacher has fulfilled the work to which he is appointed, his spare time should be free for him to dispose of as he thinks fit,—of course with the limit mentioned above. I have never known of any evil arising where the freedom has been granted.

76. I always had perfect liberty in that respect both in England and Scotland.

77. As likely to cause dissatisfaction amongst the parents.

78. I think this would lead to neglect of school work. The teacher has no time for any subject but his school, his scholars, and their instruction.

79.

80. (1) If the teacher is free to do so, and acts upon that freedom, I think that in small country places a few members of denominations other than the teacher's becoming dissatisfied on account of the teacher's preaching for others, might, by withdrawing their children from the school, cause it to be closed altogether. (2) If a teacher is also a preacher it gives a denominational character to his school in an indirect way.

81. A teacher taking a prominent part in a religion to which parents are opposed, may give them the idea that the teacher will tamper with or prejudice the child against the religion of the parents.

82. For this reason, that they would be more likely to have a greater religious and moral influence over the minds of the children attending Sunday Schools than persons unaccustomed to teaching would; and would also be reasonably expected to be better able to explain the meaning and nature of Sunday School instruction,—such as lessons in Church History, Scripture History, and the Old and New Testaments, &c.,—than the persons above referred to.

83. While I feel that it is not desirable for a Public School teacher to prominently identify himself as an active member of any religious body, yet I think he should be allowed as full liberty in this respect as are other civil servants. A man's common sense should prevent him being a source of irritation to those who hold different religious opinions to his own. Were Rule 4 to be eliminated, the suspicion that many parents have towards teachers who act as Sunday School teachers or local preachers would be removed.

84. No sensible teacher will do anything or say anything likely to injure his school, and therefore himself, and liberty should be allowed to all.

85. If teachers do their work to the satisfaction of the Board during the week, Sunday should be left at their own disposal.

86. It causes such teachers to be disliked by the other denominations who attend his school.

87. On account of the difference in the religion of the children.

88. In many isolated districts where a minister seldom visits, I would deferentially submit that, as a rule, the teacher is the best fitted to regularly impart religious instruction to the inhabitants, and his being prohibited from doing so is, I think, not only a cause of regret to himself but a loss to such places and to any others where his inclination may prompt him to make himself useful either in the Sunday School or as a lay preacher.

89.

90. I think it would interfere with day school.

91. Every teacher should have perfect liberty out of school hours, unless by objectionable interference or intolerance he becomes unpopular, when the School Board should be called upon to decide.

92. They might strengthen religious tone.

93. I see no reason why a teacher should be deprived of the privilege of imparting religious instruction which every other Christian man or woman enjoys.

94. (1st) Because teachers should be free agents when their work is accomplished. (2nd) The present system precludes them from giving religious or Christian consolation, even in cases where they, and they alone, are perhaps able to minister it. (3rd) The example of those teachers who impart religious instruction out of school hours is beneficial to district, and is equally respected by the children.

95. Because it is a boon to the community where services are held only about once a month.

96. Because a Public School teacher should not, in my opinion, show any religious bias; his aim should be to do his best for the whole community, and not for any particular sect. There are many conscientious yet narrow minded people who would rather keep their children at home, and let them grow up in ignorance, than send them to a school where there was even a possibility of their religious teaching being interfered with, by a red-hot Methodist for instance. If a Public School teacher takes a leading part in any Sunday School or as lay preacher, he is bound to shake the confidence of some of other denominations.

97. Freedom given to a Public School teacher to act as Sunday School teacher or lay preacher means freedom to identify himself exclusively with one religious denomination, to become an active sectarian and proselytizer, and so to lessen his influence with, and often give offence to, parents belonging to other denominations than his own. This is certain to act injuriously upon the attendance. It means, therefore, freedom to put a limit to the work which the State pays him to do. It further means freedom to incapacitate himself from doing thoroughly the work he is paid to perform. A week's teaching, honestly done, unfits even the most vigorous from preaching creditably on the Sunday following; and a day's preaching unfits even those accustomed to it from doing much on the day following. Sunday work, it is well known, incapacitates most clergymen for much exertion during the rest of the week.

98. As this course would be injurious to the cause of Education by causing the teacher to clash with the parents of different denominations, which would make his position one of extreme difficulty, because amongst uneducated people who talk before their children, the dissensions of the parents spread to the children and cause insubordination in the school. Such a movement would be destructive to the cause of Education.

99. The same objection would hold against a lay preacher as against a minister of religion. Holding a prominent position as teacher of religion there would be the danger of his thrusting his own particular tenets on the notice of his pupils or—which would have the same effect—of the parent suspecting he might. Again, where any particular denomination was very strong, there would be the danger that they would use all their influence to obtain a teacher of their own sect.

100. Teachers should be allowed to do good and be useful if so inclined.

101. A teacher should be allowed to use his spare time to the best advantage.

102. His teaching must always be of a more or less professional stamp, which reduces his Sunday work to the character of that of every day. He may teach from a sense of duty, but his doctrinal and preceptive instruction is not surrounded with that charm of "sacrifice of time" or of "self abnegation" which are the chief features of a true Sunday School teacher. The present rule of the Board is a protection to the teacher against duties that should be performed by others being made to devolve upon him. To teach dogma is clearly foreign to his functions, and he has ample opportunity to instil moral principles and enforce good conduct during the week. There is always enough of religious enthusiasm among young people in any district to supply the Sunday School demands. It is time for the Public School teacher to become a Sunday teacher when his services are absolutely indispensable. The narrower question of giving offence to, and of producing uneasiness of mind in, the parents of children attending their schools, is almost a sufficient reason for the Board of Education exercising a prohibitive authority over rash and indiscreet rotaries of any particular creed.

103. I think a Public School teacher should be neutral, and should not influence the children either one way or the other in selecting any form of religion.

104. I see no reason for such freedom being restrained.

105. Because the regulation at present in force, while it does not debar a Public School teacher from engaging in evangelistic work if he wishes to do so, is a valuable protection to him against any who might desire to delegate to him work and responsibilities properly their own; because, if a Public School teacher openly taught dogma on Sundays, those who differed from him in opinion would be likely to suspect that his week-day teaching was not free from sectarian bias; and because if Local School Boards should receive the power of *vetoing* appointments (Q 96 b), the Church to which a teacher belonged would, in not a few cases, become an important consideration, strife would be engendered, and a teacher would enter upon his duties with the feelings and wishes of a section of the Local School Board and of the community against him.

106. (1) I regard such freedom as a right to which the teacher is entitled in common with others. (2) I believe the great majority of teachers are too judicious to bring themselves into collision with the inhabitants of their respective neighbourhoods on religious points. (3) The education, acquirements, and habits of a teacher give him a peculiar fitness to assist in promoting the cause of Christianity by the special means now under consideration.

107. It would give an air of denominationalism, which should not be allowed in a State teacher.

108. My reason for such a statement is the belief that many uneducated and narrow-minded parents would be likely to take offence, and the usefulness of the school would be impaired. Another reason is, I believe, that if a teacher does his work thoroughly, he will be glad to rest his mental powers on the Sabbath.

109. My reasons are that it is not right that anyone should be prohibited from doing what he considers right on Sundays, and as everybody else can do what they please, it is only fair that Public School teachers should have the same freedom. It seems as if it were a step backwards to the old days. I do not think that the parents of children of other denominations would object unless the privilege was abused.

110. I believe every teacher should be allowed to spend his time out of school hours as he thinks best, whether as a Sunday School teacher or as a lay preacher. It would have a great moral effect upon his neighbourhood, and the power, judiciously employed, lead to good results.

111.

112. Teachers as a rule would not care about engaging in professional work on Sunday,—they have enough of it during the week; but here and there, in scattered districts and amongst uncultivated classes, the teacher may be the only person qualified to conduct the Sunday School, and it would, I think, be a pity to interfere with him. But the employment of a teacher as lay preacher is open to many objections. It would inevitably arouse the suspicion and mistrust of Roman Catholic parents, and should the teacher have a special gift that way, he would be likely to regard his present position as a stepping-stone to something higher, and perhaps neglect school preparation and school interests in favour of theological studies. I think I could adduce facts to support my position, but I should not care to put them on paper.

113. A teacher's time, out of school hours, ought to be his own,—especially on the Sabbath, when the meanest domestic servant is allowed to go where he pleases. With regard to a teacher preaching in public, the same objection may be raised as there would be if he took an active part in politics or conducted political meetings, viz., that he would be brought unnecessarily into collision with rival sects and parties, and his usefulness impaired; but if a teacher should feel inclined to devote a few hours every Sabbath to the quiet and unobtrusive work of a Sunday School, merely for the love of it, I think he ought to be commended and encouraged.

114. I have stated the conditions in relation to which I thought this freedom ought to be accorded, in my reply to question 17, as well as, in my opinion, it would be injudicious on the part of the teacher to exercise it.

115.

116. It could not interfere with their every day duties.
117. The teachers should be allowed to act freely in such matters.
118. As teachers are not required to give secular instruction on Sundays, they should be permitted to instruct children of their own denomination,—religiously if they desire to. Some missions are extensive, and the few who could assist are prohibited. Preaching is usually regarded as the right of educated and intelligent ministers.
119. The rule has one advantage,—it protects the teacher from being called upon to perform various duties on Sunday. In many instances he would not like to refuse, although such duties were against his inclination. I also think it is unwise of the teacher to take any prominent part in denominational work, and therefore I do not look upon the rule as a hardship.
120. I think when teachers are out of school they should have perfect freedom.
121. In a Sunday School it is not likely that the teacher will be brought into collision with opposing religious interests, whereas it is a difficulty for the public preacher to avoid grazing the religious sensibilities of some. This remark applies more particularly to country places, and would lose their force as applied to large towns where the separation of denominations is complete. I am of opinion that under certain favourable circumstances great latitude might be allowed.
- 122.
123. Because it cannot interfere with school duties.
- 124.
125. Because it need not interfere with our daily duties.
126. For fear of causing religious contention.
127. Many young teachers, of both sexes, would be imparting instruction to others and benefiting themselves; as a means also of not mispending the day of rest.
128. The Public School teacher should not be debarred the privileges allowed every other citizen. In the Sabbath School, if he be willing to assist, his help would go a long way in raising the standard of instruction and improving the system.
129. By acting in the manner stated a teacher would be acting prejudicially to the interests of his school.
130. In small villages very few persons excepting teachers seem to take any interest in Sunday Schools.
131. Because it interferes with their liberty of doing good.
132. I think the teacher of a Public School should be especially careful not to give offence to the parents of his pupils in religious matters, and as some teachers may hold extreme views on these points, much umbrage might be given, and a school materially injured, by any such teacher acting as Sunday School teacher or lay preacher. I therefore think the present restrictions requisite.