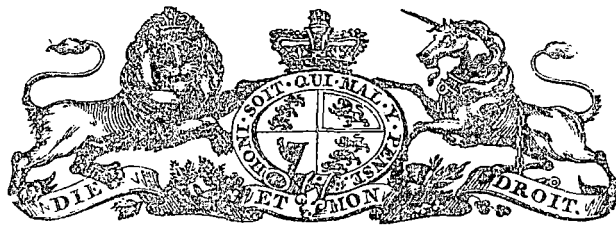


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1860.

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T A S M A N I A.

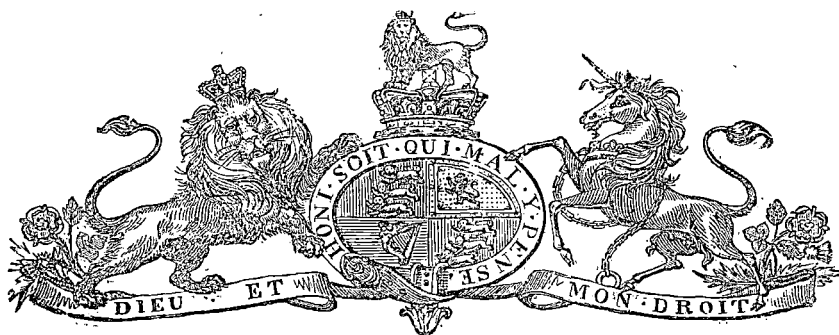
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SOUTHERN BOARD OF EDUCATION.

REPORT FOR THE YEAR 1859.

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Laid upon the Table by Mr. Henty, and ordered by the Council to be  
printed, 14 August, 1860.



## THIRD REPORT

*Of the SOUTHERN BOARD OF EDUCATION, for the Year 1859.*

THE Southern Board of Education have the honor to submit to His Excellency the following Report of their proceedings during the past year.

The Returns for 1858 showed 50 Schools as having been in operation during the year, with an average attendance of 2410 Scholars. Eight Schools have been broken up, leaving 42 Schools in actual working on the 31st December. The Returns appended to the present Report exhibit 49 Schools, four of which were discontinued in the course of the year. The average attendance amounted to 2452. 2213 Scholars were admitted, and 1691 were withdrawn from School; but many of these were, doubtless, transferred to other Schools. The highest number on the Rolls was 2825.

Of 2537 Children on the Rolls on 31 December—

342 or 13·4 per cent.	were under 5 years of age.
308 or 12·1	6 "
288 or 11·3	7 "
269 or 10·6	8 "
306 or 12·1	9 "
278 or 10·9	10 "
236 or 9·3	11 "
200 or 7·8	12 "
137 or 5·4	13 "
89 or 3·5	14 "
84 or 3·3 per cent.	were above 14 "

Of these there were reported as learning—

Scripture Lessons or Holy Scriptures .....	974
To read 'Monosyllables' .....	538
To read Easy Narratives .....	650
To read Books of General Information .....	961
To write from Copy on Slates .....	589
To write from Copy on Paper .....	1245
To write from Dictation .....	771
To write Abstracts or Composition .....	256

### *Arithmetic.*

Simple Rules .....	832
Compound Rules.....	351
Proportion and Practice.....	202
Higher Rules .....	155
Mensuration.....	57
Algebra .....	55

*Geography.*

Lessons on Maps only .....	904
From Text Books, Local .....	451
Ditto, Mathematical and Physical.....	288

*Grammar.*

Parts of Speech only .....	672
Parsing and Syntax .....	442
Derivations .....	371
History.....	550
Drawing .....	136
Music from Notes .....	155
Mental Arithmetic .....	172
Geometry.....	42
French .....	34
Latin.....	12
Moral Philosophy .....	65
Euclid .....	15
Singing.....	170
Book-keeping .....	36

*Other Subjects.*

Navigation .....	1
Mapping .....	8
Elocution .....	13
Composition .....	47
Lessons on Objects .....	35
Lessons on the British Constitution .....	7
Natural Philosophy, from Johnston's Sheets .....	29

*Branches for Females.*

Sewing .....	678
Cutting.....	49
Knitting .....	55

New Schools were established in the following localities :—

Battery Point, Hobart Town.	Snug,
New Town,	Carlton, and
Bream Creek,	Orielton.
Long Bay,	

And applications were also entertained for assistance at

Swansea,	Hospital Bay,
Lisdillon, Little Swanport,	Flight's Bay, and
Brown's River,	Three Hut Point ;
Shipwright's Point,	

at nearly all of which places Schools are now in operation.

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

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

Of four male Teachers in independent charge of Schools,—

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

Of eight female Teachers, one was in the receipt of about £100 per annum,—out of which, however, she had to pay a male assistant,—

Four	were receiving £90 per annum,	One	was receiving £70 per annum, and
One	was receiving £80 „	One	was receiving £20 „

It will be observed, that in not more than six instances have the emoluments amounted to more than £250 a year. The Board's payments have in no case exceeded £200 a year; the difference being made up by school fees and fees for the instruction of Pupil Teachers after the ordinary school hours.

The sum of £6717 7s. 2d. was expended in the payment of the salaries and allowances of Teachers, being £718 5s. 11d. in excess of the preceding year. The increased cost has been caused by the renewal of the grants for fuel in the several Schools, and by the promotion and appointment of Pupil Teachers.

The School fees amounted to £1655 15s. 10d., being at the rate of 13s. 6d. for each scholar in ordinary attendance. In one case the fees rose to £1 11s. 7½d. per head, but in a few they were under 6d. It is estimated that at least 30 per cent. of those in attendance paid no fees at all.

The sum of £349 13s. 5d. was paid for the rental of School-houses, being £631 15s. 11d. less than in 1858. In that year large sums were advanced in the improvements of School buildings, which had been leased to the Board on moderate terms, for periods sufficient to cover the outlay; £242 3s. 3d. was expended in the repair and enlargement of buildings, either the property of the Board or held by them free from the payment of rent.

£180 9s. 8d. was paid for School Furniture and Fittings, being £328 less than for the year 1858. The expenditure under this head will continue to diminish every year.

School Books, Maps, and requisites were granted to the value of £222 16s. 3d., being at the rate of 2s. 6½d. per head. Sale stock was issued to the value of £219 11s. 7d., or 2s. 6d. for each Child in ordinary attendance.

The average cost to the Government for each Child in ordinary attendance was £3 3s. 5d.

The sum of £50 was granted in aid of the Infant School; and a sum of £100 to the Ragged Schools in Hobart Town. The Board will be relieved from payments for the future on account of the last-named Establishment, a separate sum having been voted by Parliament in aid of their maintenance.

The great increase which has taken place in the work of the Office has necessitated the employment of a writer, at a cost of £147 15s. 2d. It may be remarked, that the whole of the financial details, and the issue of Stores in connexion with the Northern Board of Education, have devolved upon the Secretary to the Southern Board.

The sum of £167 10s. 5d. was paid to Mr. Pears for salary and travelling allowances as Organising Master, in which capacity he acted for a period of six months. The advantages attendant upon the prolonged visits of a trained Teacher in a School will be appreciated when it is borne in mind that the conductors of many of the Schools in the interior have had no previous experience in the work of Education prior to their appointment under the Board.

The total expenditure amounted to £8303 19s. 6d., being £667 12s. 3d. in excess of the amount placed at the disposal of the Board by the Government out of the Parliamentary vote of £12,000.

In addition to the above expenditure the sum of £1301 7s. 8d., chargeable against the Loans Bill, was paid on account of the erection and improvement of School-houses; and further liabilities to the amount of £1652 have been incurred. Under the conditions of aid, one third of the cost of erecting School-houses is borne by the District. A detail of all Grants which have been made under this head will be found in Appendix.

The Board have adopted the following Scale of Remuneration for Teachers who may be hereafter appointed to the charge of Schools:—

Teachers of the 1st class, proposed to be employed in Schools averaging a daily attendance of eighty children or thereabouts in the Capital, and of sixty children or thereabouts in the Interior, to be paid at the following rates:—

	Government.			Local Aid.			House.		
	£	s.	d.	£	s.	d.	£	s.	d.
1. Master of the Central School.....	150	0	0	150	0	0	50	0	0
2. 1st Division .....	100	0	0	125	0	0	40	0	0
2nd ditto .....	100	0	0	87	10	0	40	0	0
3rd ditto .....	100	0	0	72	10	0	40	0	0

The above is the minimum amount to be guaranteed by the Government, exclusive of the following supplementary receipts; viz.—

<i>Pupil Teachers' Fees.</i>	<i>Excess of Tuition Fees.</i>	<i>Extra.</i>
£ s. d.	£ s. d.	£ s. d.
20 0 0	40 0 0	40 0 0

Total minimum receipts, positive and presumptive, of the Teachers of the 1st class :—

	<i>Positive.</i>	<i>Presumptive.</i>	<i>Total.</i>
	£ s. d.	£ s. d.	£ s. d.
1. Master of the Central School	350 0 0	100 0 0	450 0 0
2. 1st Division .....	265 0 0	100 0 0	365 0 0
2nd ditto .....	227 10 0	100 0 0	327 10 0
3rd ditto .....	212 10 0	100 0 0	312 10 0

Teachers of the 2nd class, to be employed in Schools averaging an attendance of thirty-five scholars and upwards :—

	<i>Government.</i>	<i>Local Aid.</i>	<i>House.</i>
	£ s. d.	£ s. d.	£ s. d.
1st Division .....	90 0 0	45 0 0	30 0 0
2nd ditto .....	80 0 0	40 0 0	20 0 0

The above is the minimum amount to be guaranteed as to the absolute salary and house allowance, and by a Local Committee as to the fees, exclusive of the following supplementary receipts :—

<i>Pupil Teachers' Fees.</i>	<i>Excess of Fees.</i>	<i>Extra.</i>
£ s. d.	£ s. d.	£ s. d.
8 0 0	20 0 0	12 0 0

Total minimum receipts, positive and presumptive, of the Teachers of the 2nd class :—

	<i>Positive.</i>	<i>Presumptive.</i>	<i>Total.</i>
	£ s. d.	£ s. d.	£ s. d.
1st Division .....	165 0 0	40 0 0	205 0 0
2nd ditto .....	140 0 0	40 0 0	180 0 0

Teachers of the 3rd class, to be employed in Schools averaging an attendance of twenty to thirty-five scholars :—

	£ s. d.	£ s. d.
1st Division .....	66 13 4	33 6 8
2nd ditto .....	50 0 0	25 0 0

The above is the minimum amount to be guaranteed by the Board as to the absolute salary, and by a Local Committee as to the fees.

Female Teachers of the 1st class, to be employed in Schools averaging an attendance of eighty children :—

- 1st Division £80, with a capitation fee of 4s. on each child having attended one hundred and eighty days.  
2nd Division £50, with a capitation fee as above.

Teachers of needlework, £20.

Assistant Teachers will be employed at salaries ranging from £20 to £50 per annum.

The following amended Regulations were issued in reference to the admission and examination of Pupil Teachers :—

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

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

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

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

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

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

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

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

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

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

### *SUBJECTS of Examination for Election, and throughout the Engagement.*

#### PRELIMINARY EXAMINATION.

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

#### END OF FIRST YEAR.

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

*Additional—where suitable means of instruction exist.*

8. To sing at sight a simple elementary exercise.

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\* By a subsequent minute of the 22nd March, 1860, No. 1478, the engagement of Pupil Teachers has been limited to four years, with salaries, as follows:—

1st Year .....	£15
2nd Year .....	£20

3rd Year .....	£30
4th Year .....	£40

## END OF SECOND YEAR.

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

*Additional—where suitable means of instruction exist.*

To be able to sing an exercise of average difficulty.

## END OF THIRD YEAR.

1. Reading, as for Second year.
2. To understand Syntax.
3. To write a description, not less in length than two pages, of a subject proposed by the Inspector.
4. (To be able to extract the Square Root,)\* to understand the principles of Book-keeping, and answer questions generally in Mental Arithmetic.
5. To answer questions in Physical and General Geography, and to be able to draw an outline map of Europe.
6. To answer questions in English and Universal History, principally out of the Fifth Book of Lessons.
7. To manage and examine satisfactorily the Second (and Third)\* Class(es) in Grammar, Geography, and Arithmetic.

*Additional—where suitable means of instruction exist.*

Singing, as for Second year.

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

## END OF FOURTH YEAR.

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

*Additional—where suitable means of instruction exist.*

Singing, as for Second year.

The rudiments of Latin.

The rudiments of French.

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

To know elementary Drawing.

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

## END OF FIFTH YEAR.

1. Reading as for the Second year.
2. Grammar as for the Fourth year, with the addition of Prosody.
3. An Essay as for the Fourth Year.

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

*Additional—where suitable means of instruction exist.*

To be able to conduct a Singing Class.  
 To read and translate easy French.  
 To translate Cornelius Nepos, or any easy Latin book.  
 To pass an examination in the Agricultural Class Book.  
 To answer general questions in Astronomy.  
 To be able to draw with accuracy.  
 To be able to pass an examination in the first Four Books of Euclid and Algebra.

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

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

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The Report of J. J. Stutzer, Esq., Inspector of Schools, is annexed. The Report contains valuable information on the state of Public Schools in the Southern Districts of the Island, and some important suggestions of a financial character. The late period at which the Report has been received has not admitted of any sufficient consideration being given to the financial suggestions of the Inspector; but the Board are fully sensible of the importance of reducing their expenditure, so as to afford the largest amount of education at the smallest charge to the public revenue, compatible with the maintenance of an efficient staff of competent Teachers; and to this point their most careful attention will be given.

The Board feel called upon to observe, that, in reference to the excess of expenditure incurred this year by the Southern Board over their proportion of the Parliamentary Grant, without directly sanctioning the principle which has been insisted on, of its being mandatory upon them to establish Schools whenever they were called upon to do so in the event of a *bonâ fide* case being made out for their establishment, they have, nevertheless, generally acted upon this principle; having taken care, however, beforehand to secure the approval of the Executive Government. The estimated excess for the current year (1860) amounts to upwards of £1300; but, in this Estimate, provision has been made for four new Schools which have not yet been established.

The Board desire, in conclusion, to record their sense of the services rendered to the Department by Major Cotton, the late Inspector of Schools, who resigned that appointment in the month of June, 1859, to proceed to India.

WM. HENTY.  
 F. M. INNES.  
 THOS. MACDOWELL.  
 JNO. ASTON WATKINS.  
 W. NAIRN.  
 R. OFFICER.  
 H. BUTLER.  
 W. ROUT.

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## A P P E N

## RETURN of PUBLIC SCHOOLS in operation under the SOUTHERN

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

## D I X A.

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

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

MURRAY BURGESS, *Secretary Southern Board of Education.*

APPENDIX B.

SOUTHERN BOARD OF EDUCATION.

ABSTRACT of Receipts and Expenditure between the 1st January and 31st December, 1859

Dr.			Cr.				
	£	s. d.		£	s. d.	£	s. d.
To proportion of Parliamentary Grant.....	7636	7 3	By Salaries & Allowances of Teachers.	5759	0 0		
Balance, being Expenditure in excess of Grant..	667	12 3	Ditto Pupil Teachers.....	537	7 1		
			Gratuities to Teachers for their				
			Instruction.....	93	4 11		
			Fuel Allowance.....	297	4 3		
			Compensation to Mr. Pears for				
			School Fees.....	30	10 11		
						6717	7 2
			Rent of School-houses.....	..		349	13 5
			Repairs & Improvements of School-				
			houses.....	..		242	3 3
			Furniture and Fittings.....	..		180	9 8
			Grants of School Books, &c.; to				
			Public Schools.....	222	16 3		
			Ditto to Organising Master....	1	15 1		
			Ditto to Office.....	37	4 3		
						261	15 6
			Aid to Ragged Schools, Hobart				
			Town.....	..		100	0 0
			Ditto Infant School, ditto.....	..		50	0 0
			Salary to Writer.....	..		147	15 2
			Salary and Travelling Expenses of				
			Organising Master.....	..		167	10 5
			Miscellaneous, viz.—				
			Insurance of School-house, Port				
			Cygnet.....	3	0 0		
			Bell for Fenton Forest School....	4	10 0		
			Teachers' Travelling Expenses...	20	18 0		
			Cleansing School-rooms, &c....	35	0 8		
						63	8 8
			Samples of School Furniture, &c...	..		15	14 6
			Office Petty Expenses.....	..		4	10 6
			Advertising.....	..		3	11 3
						£8303	19 6

MURRAY BURGESS, *Secretary Southern Board of Education.*

# APPENDIX C.

*DETAILED Statement of Grants in Aid of the Erection, Alteration, or Improvement of School Buildings.*

No.	ELECTORAL DISTRICT.	SCHOOL.	For whom accommodation is provided.	Date of Grant.	OBJECT OF GRANT.	COST OF WORKS.	Locally subscribed or guaranteed.	Amount granted by Board.	Amount paid.	REMARKS.
						£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1	Hobart .....	Macquarie-street....	200	1857. 28 Sept.	Purchase of Bethesda Chapel .....	1000 0 0	—	1000 0 0	1000 0 0	
2	—	—	—	—	Repair and improvement of ditto .....	55 0 0	—	55 0 0	55 0 0	
3	—	Central School.....	250	16 Nov.	Erection of class-rooms, repairs, &c. ....	616 14 0	—	616 14 0	616 14 0	
4	Oatlands .....	Oatlands .....	60	14 August	Enlargement and repairs of School-house ..	358 16 6	—	358 16 6	358 16 6	
5	Richmond .....	Richmond.....	60	1 Dec.	Ditto.....	101 6 9	—	101 6 9	101 6 9	
6	Sorell .....	Sorell .....	70	—	Ditto.....	245 6 0	—	245 6 0	245 6 0	
7	—	Forcett.....	40	—	Ditto.....	85 0 0	—	85 0 0	85 0 0	
8	Clarence .....	Kangaroo Point ....	40	1858. 13 July	Erection of School-house and Teacher's residence .....	410 17 0	136 19 0	273 18 0	300 11 4	£26 13s. 4d. expended in excess of Architect's estimate.
9	Cumberland.....	Hamilton.....	80	—	Ditto.....	750 0 0	250 0 0	500 0 0	500 0 0	
10	Brighton .....	Broadmarsh.....	0	31 August	Ditto.....	366 0 0	122 13 4	244 0 0	244 0 0	
11	—	Black Brush .....	50	27 July	Ditto.....	430 0 0	143 6 8	286 13 4	286 13 4	
12	Kingboro'.....	Middleton, Long Bay	50	13 July	Ditto.....	365 0 0	100 0 0	265 0 0	265 0 0	
13	Richmond .....	Coal River .....	40	—	Ditto.....	300 0 0	100 0 0	200 0 0	—	Buildings not commenced.
14	Hobart .....	Central School.....	250	7 Oct. 1859.	Alterations female quarters and portico....	43 0 0	—	43 0 0	43 0 0	
15	Richmond .....	Spring-hill Bottom..	50	10 March	Alterations and improvement of School-house	63 3 7	—	63 3 7	63 3 7	
16	Glamorgan .....	Swansea .....	50	23 June	Erection of School-house and Teacher's residence .....	525 0 0	150 0 0	375 0 0	—	
17	Hobart .....	Upper Macquarie-st.	200	14 July	Improvements, &c.....	39 15 0	—	39 15 0	39 15 0	
18	Richmond .....	Jerusalem.....	50	15 Dec.	Erection of School-house .....	227 0 0	76 13 4	150 6 8	—	
19	Glenorchy .....	New Town .....	150	8 Dec.	Erection of School-house and Teacher's residence .....	1390 0 0	463 6 8	926 13 4	—	
TOTAL.....						£ 7371 18 10	1542 5 8	5829 13 2	4204 6 6	

MURRAY BURGESS, *Secretary Southern Board of Education.*

THE Board have considered it desirable that an opportunity should be afforded to the Inspector of stating in his Annual Reports his views in reference to the working of the system of Education in Tasmania; but they wish it to be distinctly understood, that they do not hold themselves responsible for the opinions expressed in the following Report, nor do they feel called upon to adopt all the suggestions which it contains:—

19th July, 1860.

GENTLEMEN,

I HAVE the honor to present my Report for the year 1859. Owing to the fact of my not having been appointed till nearly the middle of the year, my Report bears reference only to the last seven months of the year 1859; and I have occasionally been obliged to bring the notices of the Schools down to the date of the current month.

In making the present Report,—having in the month of November last already furnished one special and preliminary, which was approved by the Board,—I shall, in the first place, briefly notice the statistical details of the Schools, and postpone the remarks upon their general condition, and the financial system under the Board, until the end.

In the course of the last twelve months I have travelled 3078 miles in making 72 visits to the 32 Schools situate four miles and more from Hobart Town. In visiting the Town Schools I have only entered in the book such visits as were of some duration. The examinations held during the same period have been as follows:—1, general, of Candidates for Government Exhibitions; 1, general, of Pupil Teachers; 4, general, of Schools; 1, special, of Pupil Teachers; 16, of Candidates for Masterships; 13, of Candidates for the situation of Pupil Teachers.

The number of Schools in operation in the beginning of the year 1859 was 43,—of which 10 were in the Capital, or within four miles of it; 10 in the small towns of Oatlands, Green Ponds, Brighton, Richmond, Sorell, Franklin, New Norfolk, Hamilton, Bothwell, and Swansea; and the remaining 23 in completely rural Districts. In the first half of the year 1859, four Schools were closed, viz. at Swanton, Swansea, Carlton, and Port Esperance, and five opened, viz. at New Town, Middleton, the Snug, Bream Creek, and Orielton,—making the number on the 1st July 1859, 44.

In the latter half of the year 1859, one School was closed at Kangaroo Valley, and one re-opened at Carlton, leaving the number at the end of the year 1859, 44.

In the first half of the year 1860, two Schools have been stopped (at Harrington-street and Oyster Cove), and twelve opened, viz. at Brown's River, Three Hut Point, Port Esperance (2), Hospital Bay, Lightwood Bottom, Surges Bay, Green Point, Clarence Plains, Spring Bay, Swansea, and Battery Point. The last two are considerable Schools, numbering 84 and 58 pupils respectively; the others are small Schools in remote localities. The number of children on the books at the end of the month of June last were 2742 upon the returns of 50 Schools, showing an increase of about 300 on the preceding year.

During the latter half of the year 1859, the Board devoted considerable attention to financial organisation, and approved of a system of classification by which the emoluments of the Teachers are regulated upon a graduated scale. The new method does not affect anterior engagements. In all, up to the present time, eighteen Schools have come under the new plan. Its general object is to make the Schools depend more upon the exertions of the Teachers and less upon direct Government assistance. The effect hitherto has been to effect a saving of about £400 per annum. In the most expensive Schools upon this scale the total cost of each pupil is rather under £3 per head, in the cheapest it is about £2 2s.

About the same time considerable impetus commenced to be given to competitive examinations and honorary rewards. The Pupil Teachers, upon satisfactorily passing a rather stringent examination, received a proportion of prizes of adequate value. Regular examinations, with rewards for merit, are gradually but steadily extending. At the present time about one-fifth of the Schools have received prizes; they will probably soon be extended to all. The subject has been considered in the Preliminary Report submitted to the Board in November last.

The number of Children in the Government Schools has increased, and is increasing. As the working classes for some time past have unquestionably been receiving less than before, this fact of non-retrogression, much more than that of an increase, is encouraging. But with the means at the disposal of the Board, and the existing system, the advance of Education never can overtake the population, and will have difficulty in diminishing the present distance. I do not think the Board can do much more than it has done. Altogether, perhaps, eight more Schools may be requisite: but supposing these established, the present system of Schools would be quite adequate, were the people willing to avail themselves of it. Unfortunately, they are not so willing. In very many districts they will not make the slightest effort to use the means afforded them. Several of the existing Schools could be dispensed with if the children were not too lazy to come from a reasonable distance. There are, no doubt, bright exceptions to this. The School at Mona Vale gathers in its pupils on a radius of seven miles,—one child there under five years of age walks seven miles every day, to and fro, and has not missed once in the last ten months. But, generally speaking, the case is the reverse. I mention, briefly, three of the probable causes of this indifference to Education.

1. The isolation of many families in the bush, where even a migratory Master can hardly reach them. This is, I fear, irremediable.

2. The objection to the Schools as more or less proceeding from or connected with the Government. This almost instinctive aversion is very powerful with the still considerable section of the people who have been prisoners. They have an antipathy to the Schools because Government supports them.

3. Above all, in a country where manual labour suffices for the necessities and many of the comforts of life, a large number, uneducated themselves, cannot see the use of Education for their children. This is an evil which no external measures can cure, but which must cure itself through the action of the Schools themselves. As the parents die off, their children, better trained, will offer no such obstacles; and the lapse of time may be trusted to remedy an evil which no Legislative measures can reach.

It must be always borne in mind, in attempting to carry out any general system of Education in Tasmania, that, from the circumstances of the settlement of the Colony, uniformity cannot be obtained, and if obtained would be undesirable. Each district, and almost each separate school, requires a modification to suit its particular circumstances. The Legislature has established the same system for the whole Island. This is very natural, because it is the easiest way of settling the question; it looks well on paper, and only fails in practice. Taken as a whole, I think the present School System works well, but it would work better if it were not so rigid. Its weak points seem to me to be these two: first, that it gives the same education to all districts of the Island, in which the intellectual status and wants of the different districts vary exceedingly; secondly, it requires nearly the same rates of payment from all, and fixes these, with respect to many of the children, at a rate unnecessarily low. The Government, in fact, refuses the payments that it can receive if it pleases; and, in consequence, its allowance is rapidly exhausted, and a large section of the rising population receives no education at all.

The State of Tasmania differs widely from that of any of the United Kingdoms or States of America. The Tasmanian school system, however, is framed exclusively upon the model of the National Schools at home, and especially of those in use under the National Board of Education in Ireland. There seems, indeed, to be a general impression that there is some necessity so to do; and that the large grant annually voted by Parliament is limited by the terms of its concession to the furtherance of the education exclusively of those who, in other countries, would be called the poor. It does not seem that this very limited construction is borne out by the language either of the grant itself, or of any orders of the Board which have been subsequently framed in accordance with it. The effect of it is to inflict very considerable hardship upon that very large class in Tasmania, nearly as numerous as the absolute operatives, who wish to give their children an education in branches additional to the mere routine of reading, writing, arithmetic, and geography. In Hobart Town this can be done in some measure through private schools, although the education given in these, especially for females, is often worse than useless; to open a school being in many cases the last refuge of the destitute. In the country districts even this measure, imperfect as it is, is wholly wanting; and the shopkeeper, farmer, or professional man, who would wish his children to know something of Music, French, Latin, Mathematics, English composition, and literature generally, is obliged either to entirely forego these, or to pay a sum which is utterly out of his power to support. I have already met with cases of parents paying eighty pounds a year for children in Hobart Town, because the Government schoolmaster was unable to teach anything above elementary subjects. I therefore suggest that care should be taken that such branches of instruction should always, without detriment to the others, be capable of being taught by the respective Masters of the following, which may be called First-class, country Schools; viz., New Norfolk, Hamilton, Bothwell, Brighton, Green

Ponds, Oatlands, Richmond, Sorell, Swansea, and Franklin. I, of course, presume this to be so arranged as in no respect to interfere with the fullest education of all children, without exception, in the earlier elementary subjects.

The Government Schools vary exceedingly in character and style with the District in which they are situated. In Hobart Town the children in them are nearly all of the operative class. In the bush they are the same, because the labouring population is the only one. But in the small country towns they take in the children of all classes of the community, for the before-mentioned reason, that unless the parents are decidedly opulent, the education obtained by them is alone to be had. In these latter, therefore, the children are much neater and better dressed than in the others. This is particularly the case at New Norfolk; but, speaking generally, it is impossible to visit them without being struck with the immense effect which they are calculated to produce on the rising generation in the mere externals of civilisation. The newly admitted pupils have often a rough and neglected look; but, within a brief period, they become clean and orderly, and evince their increased intelligence in their faces. Unless habitually treated with kindness, they would likewise never present their usual smiling expression—a discontented countenance being a rarity.

Another of the strong points about these Schools, and in which they may safely challenge criticism, is the order and discipline preserved. I have only met with three Schools in which the order was not excellent. This is a most important point, and one infinitely more difficult of attainment than may be supposed. Its difficulty is shown in the notorious fact, that very many clever men never can enforce it; and that many Schools kept by really good scholars are a perfect Babel. This order is not the consequence of severity, any form of personal chastisement being of rare occurrence. I think personal chastisement generally a blunder. A teacher, quite up to his work, never has occasion to use it if he can command his temper. In the Schools under the Board, it would do much more good than harm if it were entirely prohibited.

The most difficult part of the whole Educational system of Tasmania, is the manner of carrying out instruction in those Districts where the population is thin, scattered, and fluctuating. All the obstacles which attach to the ordinary Schools are here to be met together, with some peculiar to themselves. Yet it is precisely in these parts that education is most wanted, to prevent the isolated settlers from relapsing into comparative barbarism.

The difficulty, in fact, of educating the population where its average descends to below twenty to the square mile, in some cases amounts to impossibility, and in any can but be imperfectly surmounted. Yet a very large proportion of the Tasmanian population comes under this category.

Where a few families exist within a distance of ten miles along a main line of road, it seems to me that for the future it would be well to try the experiment of a migratory Master.

I should recommend, for instance, such a plan to be pursued upon the road between Green Ponds and Oatlands, and again between Oatlands and Ross. In these two localities two Masters could give three days' instruction in the week to four Schools containing about one hundred children, who are at present neglected.

With few exceptions, however, it will be found that where the population is most sparse, there the means of communication are most imperfect. In such Districts it likewise very commonly happens, that the sources of employment being fluctuating, the population which follows the employment fluctuates likewise.

The region on the Southern side which chiefly comes under this description is the irregular triangle described by the River Huon and D'Entrecasteaux Channel. In this large tract, which from Victoria, on the Huon, to Port Esperance directly extends about forty miles, and from Port Cygnet to Brown's River nearly ten more, or fifty miles upon a base line of about twenty miles, the whole population, with very few exceptions, follows the course of the water, which is unusually sinuous and indented. The land communications between hamlet and hamlet, though much improved, are still mostly bush tracks, impassable in bad weather and generally in winter to children and weak persons. In many cases not even a track of this kind exists, and all communication must be by boat. Bruni Island and Port Esperance are thus situated.

The Board of Education has repeatedly endeavoured to establish Schools in this region; and in nearly every collection of houses containing fifty people or more a School has been tried, but has almost invariably failed. The manner of their establishment has been the same in all cases, and in itself explains the cause of this failure. The inhabitants of a few houses finding their children without education, apply for the establishment of a School, promising

pecuniary aid, and the steady attendance of their children. The School is established accordingly, succeeds for a few months, the novelty wears off, the children cease to attend, or if attending are not paid for, the good effected is small and diminishing, the expense constant or increasing, and finally the grant is withdrawn as useless, to be applied elsewhere upon a fresh application destined to meet with a similar result.

Four Schools only have continued for more than three years to exist in this region—Victoria, Franklin, Castle Forbes Bay, and Port Cygnet. To these at present, within the last twelve months, seven more have been added, at Lightwood Bottom, Hospital Bay, Surges Bay, Port Esperance (two), Three-hut Point, and Brown's River. Three Schools, at the Snug, Long Bay, and Birch's Bay, have been in operation since.

The collective number of all the Schools in operation in this region at the date of this Report is fifteen. I do not think that more than two or three can be required to complete the means of Education, where scarcely a house, over a coast line of more than a hundred miles, will be above four miles distant from a School.

The change of system upon which the new Schools are established here and elsewhere for a thin population is very simple. Where the neighbourhood is insufficient to support an exclusive school, it must content itself with a partial one. Instead of twelve or fifteen children having a school to themselves, and another twelve or fifteen equally deserving no school at all, we divide the instruction between the two. Of these fifteen Schools three are taught by a Master and Mistress; viz., at Hospital Bay, Surge's Bay, and Lightwood Bottom; and two, viz. at Port Esperance, by a Master, interchanging from school to school. It is true that on this plan the children only get instruction on alternate days, but without this one-half would get no instruction at all.

I proceed to the actual state of knowledge among the children in the Schools, down to the end of the year 1859. In the first half of the current year, we have had, for the first time, a means of thoroughly testing their acquirements through competitive examinations. I am fortunate in having had the co-operation of two able coadjutors, the Revd. Messrs. Cox and Davenport; and to our joint report I beg to refer. The result of these trials has conclusively shown that the pupils from the best of the Government Schools are, to say the least, fully equal to any others of their age in Tasmania. The term 'Superior School' has become a complete misnomer when applied in contradistinction to Private Schools, since the children under 13 years of age in the Government Schools are rather the better trained of the two. I shall briefly notice the general state of instruction, as to which I can now speak confidently through the knowledge derived from repeated visits.

The children in the Schools under the Southern Board are taught the Sacred Scriptures, reading, writing, and arithmetic, general and physical geography, English and general history, and grammar; the female children, needlework; and, in most of the Schools, both sexes, singing. The extras are a little French and Latin taught in three of the Schools, and the rudiments of Euclid and Algebra.

1. The reading in the Scriptures themselves, or the Scripture lessons, formerly occupied one hour; it is now restricted to forty minutes. Religious instruction is given in the Town schools by the Ministers of various religious denominations, who, in the four Schools of Trinity Hill, Upper Macquarie-street, St. George's, and St. John's, are very assiduous and constant in attendance. In the country schools it is, upon the whole, with some notable exceptions, rather a rare thing for the Clergyman, Priest, or Minister to take any active part in the instruction. Generally speaking, by whomever given, the results of the teaching are unsatisfactory. The religious knowledge of the children is, perhaps, their weakest point.

2. Reading. The children are all taught to read, and nearly all above six read with tolerable correctness. Every year, of course, increases their fluency; but beyond this they seldom go. One reason is, that their Teachers seldom read well; and the accent of many even of the best is exceedingly vulgar and provincial.

3. The writing is very various,—many write remarkably well, others as badly. It depends entirely on the teacher.

4. Very great and proper attention is given to spelling and writing from dictation. On the whole the result is satisfactory. Most children above ten years of age can write three or four sentences of average difficulty without making more than one mistake, and often none.

5. The Geography divides itself into general and physical. If any part of knowledge is attained by children it is commonly geography, addressing itself, as it does, to the age as well as the understanding. Most of the children above the age of eight have a good rough know-



ledge of the outlines of general geography; and in some of the Schools the standard of geographical knowledge among the elder children is high. The questions that I have put in physical geography, in the upper classes of the Town Schools and three of the Country ones, have been remarkably well answered. I beg, for this, to refer the Board especially to the Report of the Examiners for the Government Exhibitions. As far as I can judge, they would not have been so well answered by pupils coming from any other schools in the Island. The number at present studying the higher geography is about 300.

6. Arithmetic. The pains bestowed upon teaching the children Arithmetic has been very great. It is, in fact, almost universally more attended to than any other study. The results, however, are very various. It will be seen, by reference to the monthly Returns, that the number of children at present able to work Sums higher than the first Four Rules is 708, in addition to 112 studying Euclid and Algebra.

After the first Four Rules the arithmetical proficiency of the children depends exceedingly upon the instructor. In some of the Schools the children are able to calculate in the higher rules with great accuracy. But, taking them as a whole, if a senior class in one of the better Schools have a few clear questions proposed to them in interest, discount, or compound fractions, and the like, the probability is, at present, that one-half or more will have committed serious mistakes in at least every other Sum.

A laudable characteristic of these Schools is, the attention paid in many of them to mental Arithmetic. Some of the children are able to calculate easy questions, in their heads, with remarkable rapidity and accuracy.

7. Grammar is universally attended to, and so far successfully, that most children above eight years of age are able to parse a sentence with correctness. This is, after all, a good deal to say of so large a number, though the result scarcely corresponds with the time devoted to it. The Syntax is almost unknown. Some of the Masters explain to the children, very clearly and successfully, the origin and meaning of the words as derived from their roots; and this branch of study appears to interest them more than I should have expected.

8. Wherever the Teacher is able to teach choral singing, it is commonly learned. Many of the best, however, know nothing of Music. In about one-third of the Schools the children are taught simple singing. With a view to increase its efficiency, the services of Miss Kent, a pupil of Hullah, have been engaged; and, apparently, the result fully answers the expectations of the Board. This lady has devoted herself, with much energy, to the instruction of a very large class held at the Central School, from which it is to be hoped that, in time, a number of well-trained pupils will proceed.

9. In order to introduce a knowledge of Drawing, so useful in a country like Tasmania, the Board resolved upon appointing a Drawing Master. After considering the testimonials and productions of the several candidates, Mr. Northcote received the appointment.

From the state of Education among the pupils, I come to the subject of the Teachers themselves,—the most important part of the whole Educational system, because it is mainly upon these being well or ill selected that the efficient or inefficient conduct of the Schools must depend. For obvious reasons, however, in a Report of this nature I shall speak reservedly, without mention of individuals. The Masters at present in the employ of the Southern Board consist of Teachers trained in the National Schools at home,—of others who, without any special training, have had an education in University or Collegiate Establishments,—and of others possessing only an average amount of general information, who have been taken on from time to time to fill up the vacancies in the instruction of the third class Schools. The difference between the best and the worst of these is, of course, very considerable, but not so great as might have been expected. The worst description of Teachers are those who have once filled situations of greater repute and emolument in other branches of life, and who have taken to teaching as a last resource against distress. There are not more than four or five of this description under the Board, of whom one is a good Master, another might be so if he pleased, and the rest are tolerable. The Board has still to regret having under it two or three still inferior men, who have come down to it from the early times: but since 1st January, 1859, this description of Masters has been reduced, and will shortly entirely disappear. Of Masters who can deservedly be called very good,—consisting of the classes first above mentioned,—there are fully eighteen, and of these eight are men of superior attainments and decided natural ability. Three of these eight are members of Scotch Universities. The Masters employed in Hobart Town and its neighbourhood are generally better than those in the country, but not always so; and, in particular branches, two of the country Schools are superior to any in town. The trained Masters from the National Schools at home have a general advantage as to organisation, but in other respects are scarcely equal to those who have had the benefit of University education. The best of all descriptions are from Scotland and the North of England. Considered as a

body, the Educational staff has become immensely improved in the last five years, as evidenced by the previous standard of examination. The qualifications of the majority are as high as can be expected or wished. Of their devotion to their duties it is impossible to speak too highly. Out of nearly a hundred visits paid to country Schools in the last twelve months, I have only on two occasions found the Teacher not steadily employed in instruction, although these visits were uniformly unannounced and unexpected. I consider the Teachers employed by the Southern Board to be superior, as a class, to those in similar positions at home.

Every other question connected with the Schools is of little importance compared with the paramount importance of securing good Teachers. In an economical point of view, the consequence is very great. There cannot be a dearer article than a bad Master, or a cheaper than a good one. The real practical problem in Education before all the Australian Colonies, is not what particular system the Parliament may authorise, but how the best Masters are to be procured and kept efficient. For a man of ability and character will always make a good School, however great the obstacles. In this respect the returns under the Board are very curious. In some districts, as at Bothwell, Hamilton, Swansea, Mona Vale, to mention only four where there are really good teachers, the School is found to comprise nearly every child in the neighbourhood that can reach it. Such Schools, being always full, are the cheapest under the Board; for the number taught is so great, that the average expense of each pupil is more than 30 per cent less than under an inferior Master,—and the people fully appreciate, in general, the difference. The Board will find little difficulty in raising subscriptions to supplement the salaries of Masters who are notoriously equal to their work.

Another respect in which a superior Master is both of great advantage to a neighbourhood, and is able to work at a less direct remuneration from the Board, is the extra education which he can give in his spare time. In estimating the income of a Town teacher, we must bear in mind the considerable amount which he can realize by private tuition. In the country he will in like manner, wherever the population is not too thin, be able to keep an Evening School. In this manner Evening Schools for adults are, or have been, kept at Bothwell, Franklin, O'Brien's Bridge, and Swansea: the latter School is largely attended.

The chief object, as it appears to me, for the constant attention of the Board must be, to maintain this high standard of qualifications where it exists, and to supply it where it is deficient. The deficiency at present, as might be expected, exists chiefly among the Teachers of the third class. The pay attached to the minor Schools is so small, and they commonly exist in locations so isolated, and among a population so rough, that it is very difficult to get Masters at all for them. Yet they require good instructors quite as much as the larger ones, if not more so. There are likewise still some three or four cases of persons who have been employed for a long period under the Board, who are more mementoes of what the earlier instructors have been than specimens of what they ought to be. Putting the number of insufficient employes at a dozen, which is about the mark, I should suggest procuring half this number from home, and supplying the other half, as occasions may arise, from among the Pupil Teachers.

One of the indispensable requisites for securing good Masters, is, of course, an adequate amount of pay. The salaries, with contingent advantages, enjoyed by the majority under the Southern Board are, on the average, more than double the amounts given at home; but in about twenty of the Schools they are barely sufficient for comfortable subsistence. As these amounts are not likely to be increased, the only means of securing qualified persons for the inferior situations, is by ensuring to them an absolute certainty of promotion upon the occurrence of vacancies in the superior. With this view the Board has adopted the classification contained in the schedule annexed. The promotions which have taken place have, with one exception, been conducted according to this scale.

The great source to which the Board must look for supplying the future vacancies in the inferior Schools will be the Pupil Teachers. The importance of these last is, therefore, very great, as in another year or two they may be looked to for a steady supply of trained Teachers, who will relieve the Board from the present necessity of employing a proportion of unskilled labour. Four of them have already been made available, and, as far as I can judge, are decidedly superior in method and power of teaching to others, much senior to them, who have not been systematically trained.

The Pupil Teachers at present employed under the Board are twenty-one, in addition to four who are acting as Assistant Teachers at Kangaroo Point, Bridgewater, Victoria, and New Town. Five years ago the standard of attainments required from them was very low; and the age for their admission was thirteen, and sometimes even younger. They are now, except in special cases, only admitted after the age of fourteen years, and the time of their service is reduced to four years instead of five. The standard of proficiency required at the Annual Examinations is likewise greatly increased, so much so, that for the last year it is higher than for the first-class Masters under the Irish Board. The results of the last examination in

November were, on the whole, very satisfactory, but showed that a great deal required to be done. The amount of knowledge evinced was considerable, but not well digested. Since then a number of new candidates have been admitted, and these, having the advantage of four years of steady instruction before them upon the advanced standard, will probably considerably surpass their predecessors. It is desirable that none should, in future, be admitted unless possessing marked ability. The number of applicants is always largely in excess of the demand, and if once admitted they are with difficulty got rid of. For the same reason, those who decidedly fail at the end of the first year's examination should at once be required to leave. It must be remembered that the chief use of the Pupil Teachers is to form Assistant Masters and Mistresses, and that for these we require decidedly clever persons. The youth entering at the age of fourteen should have before him the prospect of a definite provision for life in the same way as in any other Civil Service; but for this reason no dull and stupid boys, however industrious and respectable, should be passed. There are two or three now in the senior years, who have been allowed to enter under a lax examination, who can scarcely be got rid of, and can with difficulty be employed. But, generally speaking, the Pupil Teachers at present in employment are an intelligent and well-trained class of young people, capable of much improvement, but on the whole decidedly satisfactory. Their examination papers, with the marks showing the results, are annexed. It is desirable to notice that, on the whole, the female Pupil Teachers are fully equal to the male, if not superior. They make good and patient Teachers, and are quite as capable as the other sex of acquiring the more abstruse branches of knowledge. Whenever they can be safely employed, which, of course, depends upon the locality, they cannot be too largely employed in managing the minor Schools.

There is considerable difficulty, even now, in disposing of the female Pupil Teachers at the end of their service, and will be more. If the funds of the Board will permit, it will be a cheap and most useful way of encouraging merit, to defray the expense of their instruction in French and Music during the last year of their time. The absence of a knowledge of these accomplishments prevents their obtaining situations as Governesses, for which they are, otherwise, well adapted.

I may be permitted, in conclusion, to make some remarks upon the subject which, in strictness, more especially belongs to the province of the Board; viz., the income and expenditure. Every change introduced during the last year by the Board in this respect has been with a view to economy; and the new scale of payment of the Masters, if fully carried out, must make a considerable reduction in expenditure. Still, with every reduction, if it be, as is presumed, the intention of the Government that the present system should bring the means of instruction home to every child, or even to the large majority of children, it fails now, and always will fail. The present grant of £12,000 per annum, undoubtedly very liberal, is barely half what is required to effect a complete education of the people upon the present plan. This plan centralises instruction to the greatest possible extent; and it has all the weakness without the strength of centralisation. It trains the Teachers to lean almost entirely upon Government help; and it trains the people to consider the gratuitous instruction of the children a right. It is not a right. Where the people can pay they should be made to pay. At present the grant is soon exhausted, and almost inevitably exceeded. With even the excess, an adequate remuneration for Teachers does, in several cases, not succeed. Were the Government grant to be wholly or partially suspended, the Schools, utterly unable to depend upon their own resources, would be suddenly paralysed. The remedy seems to me to be to return, wherever and so far as it is practicable, to the voluntary principle. Wherever a private School can stand of itself, I would support it, instead of crushing it, as at present, by Government competition. But I would support it only on condition of submitting to inspection. I think that in Hobart Town itself, and in one-third of the country districts, the Government schools ought to pay half their own expenses. If a reasonable graduated scale be fixed, varying with age, attainments, and the means of the parents, there will be found little real difficulty in raising such a proportion. Instead of the present uniform rate, I would propose four; viz., of twenty shillings per quarter, one shilling, ninepence, and fourpence per week; the few children unable to pay the lowest of these rates being admitted upon the usual certificate, signed by not less than three Clergymen, Magistrates, or Special Visitors.

I have the honor to be,  
Gentlemen,  
Yours respectfully,

J. J. STUTZER.

*The Chairman and Members of the Southern  
Board of Education.*