

NEW SOUTH WALES.

VOTES

AND

PROCEEDINGS

OF

THE LEGISLATIVE ASSEMBLY,

DURING THE SESSION

OF

1867-8,

WITH THE VARIOUS DOCUMENTS CONNECTED THEREWITH.

IN FOUR VOLUMES.

VOL. IV.

SYDNEY :

THOMAS RICHARDS, GOVERNMENT PRINTER, PHILLIP-STREET.

1868.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

VOTES AND PROCEEDINGS.
SESSION 1867-8.

TABLE OF CONTENTS.

(Arranged as the Papers should be bound.)

	PAGE.
VOL. I.	
LEGISLATIVE—	
Title-page.	
Table of Contents.	
Index.	
Votes and Proceedings, Nos. 1 to 146	1 to 748
Weekly Reports of Divisions in Committee of the Whole House, Nos. 1 to 23	749 to 854
Weekly Abstracts of Petitions received, Nos. 1 to 32	855 to 918
General Summary of ditto	919
Alphabetical Register of Bills	929
Ditto ditto Addresses and Orders	931
Standing and Select Committees appointed during the Session	939
Business of the Session	943
Messengers and Servants of Parliament—Mace—(Report from the Standing Orders Committee)	945
Parliamentary Librarian—(Correspondence relative to appointment of)	949
Ditto ditto (Further Correspondence)	953
VOL. II.	
Title-page.	
Table of Contents.	
Index.	
EXECUTIVE—	
Martial Law—Regulations after Proclamation of—(Despatch)	1
Ditto (Further Despatch)	5
Treaty of Friendship, Commerce, and Navigation—(Despatch enclosing Treaty between Her Majesty and the U. S. of Colombia)	7
Foreign Deserters Act, 1852—(Despatch extending Provisions of, to U.S. of Colombia)	13
Ditto ditto (Despatch extending Provisions of, to subjects of the Kings of Siam)	15
Reprieve of Convict Michael Connors—(Minute of His Excellency the Governor)	17
Reprieve of Convict John Connors—(Correspondence, &c., respecting)	19
Visit of His Royal Highness the Duke of Edinburgh to the Colony—(Despatch)	23
Ditto ditto (Further Despatch)	25

EXECUTIVE— <i>continued.</i>	PAGE.
Provision for reception of H.R.H. the Duke of Edinburgh—(Message No. 2)	27
Further ditto (Message No. 13)	29
Federal Council Bill (No. 2)—(Message No. 4)	31
Retirement of His Excellency Sir John Young—(Despatch)	33
Transportation to Western Australia—(Despatch)	35
Administration of the Government—(Assumption of, by the Right Hon. the Earl of Belmore)—(Message No. 1)	37
Governor's Commission for Administration of the Government—(His Excellency the Right Hon. the Earl of Belmore)	39
Governor's Instructions (Ditto)	41
Treasonable Offences—(Despatch)... ..	45
 ELECTORAL—	
Electoral Rolls—(Number of Electors in each District, for 1867-8)	47
Ditto (Ditto in Gold Fields Districts, for 1867-8)	49
Electorate of the Clarence—(Petition—Richmond River District)	51
 ADMINISTRATION OF JUSTICE—	
Rules of Court—(From 23 November, 1866, to 3 July, 1867)	53
District Courts Act of 1858—(Returns under 103rd Clause)	57
Ditto ditto (Petition—Merchants, &c., Sydney)	113
State of Crime in the Braidwood District—(Report of the Commissioners)	115
Mr. F. D. Mant, Clerk of Petty Sessions, Kiandra—Miners' Rights issued by, &c.—(Return to Order)	127
Administration of Justice—Charge of Cattle-stealing—Case of W. Brotherton—(Return to Address)	131
Ditto ditto —Persons committed for Trial, Bourke—(Return to Address)	143
Ditto ditto —Removal of Messrs. Charles and Emery from Commission of the Peace—(Return to Address)	149
Removal of Mr. Samuel Charles from the Commission of the Peace—(Progress Report from Select Committee)	161
Henry James O'Farrell—(Inquiry of Sheriff, in reference to Statement of)	193
 GAOLS AND PENAL ESTABLISHMENTS—	
Gaol Regulations	201
Rev. Mr. Dillon, Roman Catholic Chaplain, Cockatoo Island—Correspondence respecting Dismissal of—(Return to Address)	217
Rev. C. D. Coghlan, R.C. Chaplain, Port Macquarie Gaol—Dismissal of—(Return to Order)	227
Roman Catholic Chaplain, Berrima Gaol—(Correspondence)	243
Lock-up, West Bargo—(Petition—West Bargo)... ..	247
Mr. Shephard Howarth—Correspondence respecting dismissal of—(Return to Address)	249
Prison Discipline—(Despatch)	255
 POLICE—	
Police—Distribution of Force on 1st August, 1867	257
Police Superannuation Fund—Correspondence respecting R. Peard's claim—(Return to Order)	261
Police—Case of Detective M'Glone—(Return to Order)	267
 BUSHRANGERS—	
Bushrangers in Southern Districts—(Papers relating to appointment of Special Constables for apprehension of)	271
 NAVAL—	
Naval and Military Defences of the Colony—(Despatch)	285

MILITARY—	PAGE.
Royal Artillery Stationed at Sydney—(Despatch)	291
Military Contribution Act Amendment Bill—(Message No. 17) ...	293
VOLUNTEERS—	
Volunteer Force Regulation Bill (No. 2)—(Message No. 3)	295
Regulations under Volunteer Force Regulation Act of 1867	297
CUSTOMS—	
Customs Duties, River Murray—(Memorandum of Agreement) ...	305
Customs Department—(Report of the Commission)	307
Samuel Harper and J. L. Murphy, Extra Tidewaiters, Customs De- partment—Correspondence—(Return to Address)	403
Border Duties—(Petition—Albury and neighbourhood)... ..	415
Ad-valorem Duties—(Petition—Merchants, &c., Sydney)	417
Tariff—(Petition—Journeyman Confectioners)	419
IMMIGRATION—	
Immigration Agent—(Report from, for 1866)	421
Ditto ditto (Ditto, for 1867)	437
PARIS EXHIBITION—	
Mr. Charles Moore—Correspondence, &c., respecting appointment as New South Wales Commissioner—(Return to Order)	453
STATISTICS—	
Blue Book for 1866	473
Statistical Register for 1866... ..	607
Registrar General's Eleventh Annual Report, being for 1866	905
GOLD—	
Gold Miners at Nundle—(Petition of John Macpherson and others)	943
Gold Escorts—(Return respecting)	945
Gold Fields—Claim of E. H. Hargraves—(Return to Address) .	947
Ditto (Petition—E. H. Hargraves)	951
Ditto (Ditto, Gold Miners, Pipeclay Creek)	953
Gold Fields Act of 1866—(Amended Regulations under)	955
MINT—	
Sydney Branch Royal Mint—(Despatch, 10 December, 1866)	957
Ditto ditto (Ditto, 18 May, 1867)	959
Ditto ditto (Ditto, 21 May, 1867)	961
Ditto ditto (Ditto, 10 November, 1867)	963
Gold recovered from waste in Minting—(Petition—Rocky River) ...	965
BANKS—	
Bank Liabilities and Assets—(Quarter ended 30 September, 1866) ...	967
Ditto ditto (Quarter ended 31 December, 1866)	969
Ditto ditto (Quarter ended 31 March, 1867)	971
Ditto ditto (Quarter ended 30 June, 1867)	973
Ditto ditto (Quarter ended 30 September, 1867)	975
Ditto ditto (Quarter ended 31 December, 1867)	977
Commercial Banking Company's Act Amendment Act of 1866 (Despatch)	979
Commercial Banking Company of Sydney Incorporation Act Amend- ment Bill—(Report from Select Committee)	981

VOL. III.

Title-page.
Table of Contents.
Index.

FINANCE—	
Trust Moneys Deposit Account—(From 1 April, 1866, to 31 March, 1867)	1
Abstracts of the Public Accounts for 1866	3

FINANCE— <i>continued.</i>	PAGE.
Government Debentures—Correspondence between Government and Oriental Bank—(Return to Order)	79
Ditto ditto —Sale of £135,000 to Australian Mutual Provident Society—(Return to Order)	103
Persons authorized to receive Public Moneys—(Return to Address) ...	107
Estimates for 1868, and Supplementary Estimates for 1867, &c.—(Message No. 7)	117
Estimates for 1868	119
Supplementary Estimates for 1867, &c.	211
Further Supplementary Estimates for 1867, and Additional Estimates for 1868—(Message No. 11)	227
Further Supplementary Estimates for 1867	229
Additional Estimates for 1868	233
Estimates of Ways and Means for 1868	237
Treasury Balances (on 31 August, 1867)	293
Public Debt of the Colony (on 31 August, 1867)	295
Finance—Correspondence between the Government and Oriental Bank Corporation—(Return to Order)	299
Oriental Bank Corporation—Correspondence—(Return to Order) ...	303
Ditto ditto (Further Correspondence)	417
Financial Agents of the Government of New South Wales in London—(Termination of Agreement with the Oriental Bank Corporation) ...	425
Government Brokers—(Appointment of Messrs. Lennon and Cape) ...	429
Government Debentures sold in London in May last (Return to Order)	431
Railway Loan Bill—(Message No. 14)	435
Ditto (Further Message No. 15)	437
Treasury Bills—(Message No. 16)	439
Ditto (Further Message, No. 22)	441
Vote of Credit—(Message No. 21)	443
Australian Mutual Provident Society—Loan of £100,000—(Return to Order)	445
Bank of New South Wales—(Correspondence respecting Government Agency in London)	451
Ditto ditto (Ditto respecting negotiation of Railway Loan of £1,000,000)	457
Lachlan M'Lauchlan—(Petition)	463
Explanatory Abstracts	465
STAMP DUTIES—	
Stamp Duties Act—(Suspension of operation of Third Schedule) ...	475
Stamp Duties Act Amendment Bill—(Petition—Bankers, &c., Sydney)	477
Ditto ditto (Ditto— ditto, ditto)	479
Ditto ditto (Ditto—Goulburn)	481
Ditto ditto (Ditto—Singleton)	483
Ditto ditto (Ditto—West Maitland)	485
Ditto ditto (Ditto—Wollongong)	487
Ditto ditto (Ditto—J. S. Willis, as Chairman of a Public Meeting, Sydney)	489
Ditto ditto (Ditto—Cooma)	491
POSTAL—	
Postal Conference—Held in Melbourne, 4th March, 1867—(Proceedings of)	493
Ditto ditto (Correspondence)	509
Postal Conference at Melbourne—(Ditto)	513
Post Office—(Twelfth Report, being for 1866)	523
Postage Laws Consolidation and Amendment Bill—(Message No. 1) ...	553
Mail Service between the United Kingdom and India and China ...	555
Panama and Suez Postal Services—(Return)	557
Panama Postal Service—(Articles of Agreement)	559
Steam Postal Service—(New Contract for)	563
Steam Postal Service <i>via</i> Suez—(Amended Time Table)	573

TELEGRAPH—	PAGE.
Telegraphic Communication between Great Britain and Dependencies— (Despatch)	575
NAVIGATION—	
Ballast Master, Newcastle—(Report from Engineer-in-Chief for Har- bours, &c., respecting appointment of)	579
Loss of the steam-ship "Telegraph"—(Report of Commissioners) ...	581
Shipwrecks and Loss of Life on the Coast—(Progress Report from Select Committee)	611
ROADS—	
Road Trust Accounts—(For half-year ending 30th June, 1866) ...	667
Ditto ditto (For half-year ending 31st December, 1866) ...	671
Ditto ditto (For half-year ending 30th June, 1867) ...	675
Ditto ditto (For half-year ending 31st December, 1867) ...	681
Mr. W. C. Bennett, Commissioner for Roads—(Minute, &c., respecting allowance for travelling expenses)	687
Subordinate Roads of New South Wales—(Classification of)	689
Ditto ditto (Ditto)	691
Road to Punt over George's River—(Petition)	699
Road Expenditure, &c., Nundle—(Petition)	701
Maitland Road Trust—(Receipts, &c., for 1866)	703
South Head Road Trust—(Petition—Commissioners of)	705
Rev. James S. White—(Petition of)	709
Ditto (Report from Select Committee)	713
Mr. Thomas Larkin—(Petition)	735
Petition of Thomas Larkin—(Report from Select Committee) ...	737
RAILWAYS—	
Defalcations in the Railway Department—(Correspondence, &c.) ...	771
Ditto ditto (Letter of Under Secretary for Public Works)	883
Railway Trial Surveys—(Instructions of Engineer-in-Chief to Mr. Barton)... .. .	887
Ditto ditto Correspondence respecting, on Southern Line—(Return to Order)	891
Railway from Echuca to Deniliquin—(Report from Select Committee)	897
Railways—(Returns respecting)	903
Ditto (Return respecting Passenger Traffic)	905
Ditto (Return respecting Carriages)	907
Government Railways—(Engine-Drivers—Time employed on Engine)	909
Hartley Vale Colliery Railway Bill—(Report from Select Committee)	911
Cataract Coal Mine Railway Bill—(Report from Select Committee) ...	919
Mrs. Harriette Nowland—(Petition)	925
Railways—Valuation of Land taken from Mrs. Harriette Nowland— (Return to Order)	927
Railway Land Claims—Settled by Arbitration—(Return to Address)...	929
Mr. William B. Hull—Correspondence respecting dismissal of, as District Engineer, G. W. Railway—(Return to Address)	931
Great Northern Railway—(Petition—Residents Upper Hunter District)	955
Ditto (Ditto —Certain Residents Armidale and District)	957
Railways—(Petition—Graziers, &c., Blacktown, Rooty Hill, and South Creek)	959
LANDS—	
Sydney Common Improvement Act Amendment Bill—(Report from Select Committee)	961
Ditto ditto (Petition— Mrs. Mary Chisholm)... .. .	969

CROWN LANDS—	PAGE.
Crown Lands—Dedicated to Religious and Public Purposes—(Abstract)	971
Ditto ditto (Ditto)	973
Ditto Towns and Villages declared under Alienation Act— (Abstract)	975
Ditto Sites for Future Villages—(Abstract)	977
Ditto ditto (Ditto)	979
Ditto ditto (Ditto)	981
Ditto ditto (Ditto)	983
Ditto ditto (Ditto)	985
Ditto ditto (Ditto)	987
Ditto ditto (Ditto)	989
Ditto Preservation of Water Supply—(Abstract)	991
Ditto ditto (Ditto)	999
Ditto ditto (Ditto)	1001
Ditto ditto (Ditto)	1003
Ditto ditto (Ditto)	1005
Ditto ditto (Ditto)	1007
Ditto ditto (Ditto)	1009
Ditto ditto (Ditto)	1011
Ditto ditto (Ditto)	1013
Benjamin Cook—(Petition of)	1019
Crown Lands—Correspondence respecting Reserves on— Case of Benjamin Cook—(Return to Order)... ..	1021
Ditto Measured under Conditional Purchase—(Return to Order)	1029
Ditto Statistics respecting—(Return to Order)	1031
Ditto Reserves—(Return to Order)	1035
Ditto Leases or Licenses to occupy—(Return to Order)	1065
Mr. John Burnley—(Petition)	1073
Petition of Mr. John Burnley—(Report from Select Committee)	1075
Claim of Mr. Benjamin Richards to lease of Yaraldool Run—(Report from Select Committee)	1109
Crown Lands Alienation Act of 1861—(Petition—Macleay River)	1155
Ditto ditto (Circular to Crown Lands Agents respecting)	1157
Garden Island—Correspondence respecting Dedication of—(Return to Order)	1159
Reclamation of Land Sydney Harbour—(Return to Order)	1169
Land Laws Amendment and Freehold Settlement Bill—(Petition, Muswellbrook)	1235
Ditto ditto (Ditto, Albury)	1237
Pre-emptive Rights of Free-Selectors—(Petition, Gundagai, &c., No. 1)	1239
Ditto ditto (Ditto, No. 2)	1241
Mrs. Eliza Colwell—(Petition)	1243
Mr. William Emery—(Petition)	1245
George Evans—(Ditto)	1247

VOL. IV:

Title-page.
Table of Contents.
Index.

REAL PROPERTY ACT—

Returns for 1866 1

SUPERANNUATION—

Superannuation Act of 1864—(Receipts and Disbursements, 1836) ... 3
Ditto ditto (Ditto, 1867) 7

COAL—	PAGE.
Coal Mine, Bundanoon Creek—(Petition—Berrima District)	13
Ditto ditto (Ditto—Goulburn)	15
Coal shipped at Newcastle for foreign and Intercolonial Ports—(Return respecting)	17
MUSEUM—	
Australian Museum—(Report from Trustees)	19
MUNICIPAL—	
Sewerage and Water Supply—(Tenth yearly Report of Municipal Council—1866)	27
Ditto ditto (Eleventh yearly Report)	35
Municipalities Bill—(Petition—Mayor and Aldermen, Wollongong) ...	41
Municipalities—(Borough of Balmain—By-Law)	43
Ditto (Ditto Albury—By-Law)	45
Ditto (Ditto Bathurst—By-Laws)	47
Sydney Taxation Limitation and Boundaries Extension Bill—(Petition, Council of Borough of Paddington)	49
Mr. John Macintosh—(Petition)	51
SLAUGHTER-HOUSES—	
Slaughter-house Regulation Laws Amendment Bill—(Petition—Certain Butchers of St. Leonards)	53
Ditto ditto (Ditto—Phillip M'Carroll)	55
Ditto ditto (Ditto—Alfred Davis, Newtown)	57
Ditto ditto (Ditto—William Peisley and Alfred Davis, of Sydney)	59
Ditto ditto (Ditto—Certain Butchers of Sydney and Suburbs) ...	61
Ditto ditto (Ditto—J. Warne, Macleay River)	63
Ditto ditto (Ditto—Certain Residents of the Macleay River) ...	65
Ditto ditto (Ditto—Certain Butchers, Sydney)	67
CATTLE—	
Cattle Disease Prevention Act of 1866—(Regulations under)	69
Pleuro-pneumonia—(Report of Chief Inspector of Sheep and Cattle) ...	71
SHEEP—	
Sheep Disease Prevention Act of 1866—(Regulation under)	89
Ditto ditto (Ditto)	91
Ditto ditto (Ditto)	93
Ditto ditto (Ditto)	95
Scab in Sheep—(Report of Chief Inspector)	97
MEDICAL—	
Vaccination—(Report for 1866)	99
Ditto (Report for 1867)	103
CHARITABLE—	
Port Macquarie Asylum for Infirm and Destitute—(Report)	107
Destitute Children's Society—(List of Office Bearers and Directors, 1867)	111
Ditto ditto (Ditto, 1868)	113
Government Asylums—(Return respecting)	115
LUNATIC ASYLUMS—	
Lunatic Asylum, Tarban—Patients admitted, &c.—(Return to Order) ...	117
Lunatic Asylums—(Inquiry into Condition and Management of, in Great Britain, &c.)	119
Ditto (Ditto—Further Report)	125
EDUCATION—	
University of Sydney—(Report for 1866)	127
Ditto (Return to Address)	131
St. John's College—(By-Laws)	141

EDUCATION— <i>continued.</i>	PAGE.
Sydney Grammar School—(Evidence taken by the Trustees)	145
Ditto (Report for 1866)	157
Public Schools Act of 1866—(Regulations)	161
Ditto ditto —(Modification of 62nd Regulation)	179
Council of Education—(Progress Report)	181
Ditto (Report for 1867—Public Schools)	229
Ditto (Ditto—Certified Denominational Schools)	343
Schools Inquiry Commissions—Common School System of the United States and of Canada—(Report of Rev. James Fraser)	359
School Books authorized by Council of Education—(Return to Order)	601
Ditto ditto List of—(Return to Order)	609
Teachers under Council of Education—Classification, Salaries, &c.—(Return to Order)	611
Ditto ditto Religious Persuasions of—(Return to Order)	635
Public School Inspectors—Correspondence respecting charges made against—(Return to Order)	637
Denominational Schools—Correspondence respecting dismissal of C. Tibbey—(Return to Order)	645
Ditto Correspondence respecting dismissal of P. Quinlivan, at Bega	671
Public Schools—(Correspondence respecting dismissal of R. Halloran)...	673
Orphan Schools—(Papers on management of, at Parramatta)	685
Roman Catholic Orphan School, Parramatta—Correspondence—(Return to Address)	711
Nautical School Ship "Vernon"—(Rules of)	719
Gilchrist Educational Trust—(Despatch respecting)	721
Presbyterian College Bill—(Petition—Rev. Adam Thomson)	723
Ditto (Ditto—Rev. W. Purves)	725
Ditto (Ditto—ditto)	727
Ditto (Ditto—Bathurst)	729
Ditto (Ditto—Elders, Scots Church, Sydney)	731
Ditto (Ditto—Robt. T. Moodie, &c.)	733
Ditto (Ditto—Maitland)	735
Ditto (Ditto—Newcastle)	737
Ditto (Ditto—Wallsend)	739
Ditto (Ditto—Thomas Buckland)	741
Ditto (Ditto—Singleton)	743
RELIGION—	
Church and School Lands—Expired leases of—(Return to Order)	745
INVENTIONS—	
Letters of Registration of Inventions—(Return, <i>in part</i> , to Address)...	749
GRIEVANCES—	
Mr. N. L. Kentish—(Petition)	851
William Tyler (Ditto)	853
Arthur J. Liddington—(Ditto)	855
Humphrey M'Keon—(Ditto)	857
Edward Cussen—(Ditto)	859
Mr. Thomas Smith—(Ditto)	861
Petition of Mr. Thomas Smith—(Report from Select Committee)	863
Mr. J. W. Russell and others—(Petition)	905
Mr. Bartholomew Rush—(Ditto)	907
Claims of Mr. Bartholomew Rush—(Progress Report from Select Committee)	911
Susan Grenfell—(Petition)	929
Thomas M'Cormack—(Ditto)	931
Seizure at Stores of George M'Leod, Braidwood—Correspondence—(Return to Address)	933

MISCELLANEOUS—	PAGE.
Licensed Publicans Act of 1862—(Petition, C. Moore, Mayor of Sydney)	939
Sale of Liquors Licensing Act of 1862—Music and Dancing under—(Return to Order)	941
Old Burial Ground, Sydney—(Petition—James Powell)	945
St. Andrew's Cathedral Close Bill—(Petition—Municipal Council, Sydney)	947
Ditto ditto (Ditto—G. R. Whiting)	949
Ditto ditto (Ditto—Mr. E. T. Blacket)	951
Ditto ditto (Report from Select Committee)	953
Marriage Law—(Petition, Right Rev. Bishop of Sydney, &c.)	1003
Aborigines—(Ditto, Rev. Robt. Steel)	1005
Waterview Patent Slip Bill—(Report from Select Committee)	1007
Oyster Fisheries Protection Bill—(Report from Select Committee)	1023
State and Management of the Orange Plantations in Spain and Portugal—(Report from Director of Botanic Gardens, Sydney)	1073
Petroleum—Correspondence—(Return to Order)	1081
Flood Relief, Hunter River District—(Return to Order)	1103
West Maitland Water Supply and Embankment Bill—(Report from Select Committee)	1107
Ditto ditto (Petition—Certain Freeholders, &c., Hunter River)	1115
Ditto ditto (Ditto—Certain Ratepayers, West Maitland)	1117
Ditto ditto (Ditto—Certain Ratepayers of the Borough of West Maitland)	1119
Richmond Bridge Tolls—(Petition—North Richmond, &c.)	1121
Vines and Grapes Importation Prohibition Bill—(Petition—Proprietors of Vineyards, &c.)	1123



LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

INDEX

TO THE
VOTES AND PROCEEDINGS
AND
PAPERS ORDERED TO BE PRINTED
DURING THE SESSION
1867-8.

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
A		
ABORIGINES (See also "SUPPLY OF INTOXICATING LIQUORS TO ABORIGINES BILL.") :—		
Petition from Rev. Robt. Steel, praying that the sale of intoxicating Liquor to, may be prohibited by legislation, 411 ; ordered to be printed, 415 ...	4	1005
ABSENCE (See also "SALARIED OFFICERS.") :—		
Of MR. SPEAKER, through indisposition, communicated to the House by the Clerk, 541, 545, 549.		
ACCOUNTS (See "FINANCE"; also "ROAD.")		
ADDRESSES :—		
Alphabetical Register of, and Orders for Papers	1	931
Do. do. (not being for Papers)	1	937
Do. do. of, and Orders for Papers of former Sessions... ..	1	936
IN REPLY TO GOVERNOR'S OPENING SPEECH :—		
Select Committee appointed to prepare, 4; Address brought up and read by the Clerk, 4; adopted, 4; Assembly proceed to Government House to present, 9; presentation of, and answer reported, 9.		
VALEDICTORY, TO HIS EXCELLENCY SIR JOHN YOUNG :—		
Select Committee appointed to prepare, 522; Address brought up and read by Clerk, 522; adopted, 523; presentation of, and reply reported, 528.		
ASSUMPTION OF THE ADMINISTRATION OF THE GOVERNMENT BY THE RIGHT HON. THE EARL OF BELMORE—MESSAGE No. 1.		
Address in acknowledgment of Message adopted, 538; Assembly proceed to Government House to present, 545; presentation of, by Deputy Speaker, and Reply reported, 545.		
VISIT OF H.R.H. THE DUKE OF EDINBURGH TO THE COLONY :—		
Committee appointed to prepare an Address of Welcome, 558; brought up and read by the Clerk, 558; adopted, 558; Assembly proceed to Government House to present, 566; presentation of, and reply reported, 566.		
ATTEMPTED ASSASSINATION OF THE DUKE OF EDINBURGH :—		
Address of Condolence in reference to, adopted unanimously and with enthusiasm, 607; Assembly proceed to Government House to present, through Governor, 607; presentation of, and reply of Governor reported, 607		
TO HER MAJESTY THE QUEEN, IN REFERENCE TO H.R.H. THE DUKE OF EDINBURGH :—		
Committee appointed to prepare an Address, 716; brought up and read by the Clerk, 716; adopted unanimously and enthusiastically, 716; presentation of to Governor for transmission to Her Majesty, and Governor's reply reported, 721.		
OF SPEAKER AT PROROGATION (See "SPEAKER.")		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
A		
ADJOURNMENT:—		
OF ASSEMBLY:—		
For presentation of Address in reply to Governor's Opening Speech, 4.		
After Division, 363.		
Ministerial explanation with reference to a Special, 579.		
Special, 220, 221, 347, 363, 521, 525, 561, 566 (2), 576, 583, 585, 604, 607, 692 (2), 745 (2).		
For want of Quorum before Commencement of Business, 87, 385, 503, 629, 661, 663.		
Do. do. after do. do. 20, 32, 186, 208, 227, 309, 485, 496, 506, 512, 538, 541, 562, 671, 688, 692, 696, 711.		
Motion made for, and negatived, 12, 19 (2), 54, 65, 94, 115, 126, 152, 166, 174 (2), 180, 185, 192, 213, 244 (2), 256, 257, 262, 279, 284, 288, 307, 320, 336, 340, 351, 355, 371, 389, 395, 412, 415, 416, 437, 448, 453, 510, 528 (2), 545, 550, 561, 587, 598, 620, 625, 626, 634, 643 (2), 666, 670, 678 (2), 688, 692 (2), 700 (2), 721, 734, 740, 745.		
OF DEBATE:— 25, 55, 75, 106, 126, 146, 185, 257, 308, 328, 340, 355, 360, 367, 391, 396, 587, 657, 674, 715.		
Motion made for, and negatived, 12 (2), 83, 106, 257, 262, 263, 396, 408, 477, 500, 510, 512, 522, 528, 598, 679.		
ADMINISTRATION OF THE GOVERNMENT:—		
Assumption of, by the Right Honorable the Earl of Belmore—Message No. 1, 533; Message read by Clerk, 538; Address in acknowledgment of, adopted, 538; Appointment of day for reception of, announced by Minister, 541; Assembly proceed to Government House to present, 545; presentation of by Deputy Speaker and reply reported, 545.	2	37
ADMINISTRATION OF JUSTICE:—		
CRIMINALS CONVICTED IN CERTAIN COURTS DURING THE LAST TEN YEARS:—		
Motion made for an Address in reference to, and House counted out, 20.		
DISTRICT COURTS ACT OF 1858:—		
Returns under, laid on Table, 54.....	2	57
Petition from certain Merchants, Traders, &c., of Sydney, representing that the Act requires amendment, and praying inquiry, 250; ordered to be printed, 261.....	2	113
CONVICTIONS IN QUARTER SESSIONS AND SUPREME CRIMINAL COURTS:—		
Motion made for a Return in reference to, and negatived, 54.		
MR. DISTRICT JUDGE MEYMOTT:—		
Resolution moved in reference to the conduct of, in failing to hold a District Court at Wingham, and by leave withdrawn, 60.		
Motion made for Correspondence in reference to conduct of, in allowing the District Court at Kempsey to lapse in February last, 741.		
CONVICT JOHN CONNORS:—		
Papers in the case of, laid on Table, 82.....	2	19
MICHAEL CONNORS:—		
Statement of reasons by Governor for extending prerogative of mercy to, laid on Table, 65.....	2	17
FELONS APPREHENSION ACT—CONSTABLE CARROLL OR KENNAGH—BUSHRANGERS CLARKE:—		
Motion made for Returns in reference to, 100.		
STATE OF CRIME IN THE BRAIDWOOD DISTRICT:—		
Report of the Commissioners, laid on Table, 99.....	2	115
WILLIAM BROTHERTON:—		
Motion made for informations, &c., respecting a charge of cattle-stealing against, 146; laid on Table, 237.....	2	131
BUSHRANGERS IN SOUTHERN DISTRICTS:—		
Papers relating to appointment of special constables for apprehension of, laid on Table, 279.....	2	271
MR. MANT:—		
Motion made for a Return in reference to Miner's Rights and Police Fines, 146; laid on Table, 146.....	2	127
JAMES DUFFY—YASS GENERAL SESSIONS CASE:—		
Motion made for Depositions, &c. connected with the case of, and by leave withdrawn, 423.		
COURT OF PETTY SESSIONS AT BOURKE:—		
Motion made for Returns in reference to Persons committed for Trial by, 30; laid on Table, 441.....	2	143
SENTENCES PASSED BY JUDGES OF CRIMINAL COURTS:—		
Motion made for certain correspondence, &c., in reference to, 550.		
MESSESS. CHARLES AND EMERY:—		
Motion made for correspondence, &c., with reference to removal of from the Commission of the Peace, 615; laid on Table, 683.....	2	149
MR. ROWLAND HASSALL:—		
Select Committee appointed to inquire into and report upon the reason of removal of, from the Commission of the Peace, 683.		
MR. SAMUEL CHARLES:—		
Select Committee appointed to inquire into and report upon the subject of the removal of, from the Commission of the Peace, 692; Return to Address in reference to 'Messrs. Charles and Emery' referred to, 695; Progress Report brought up, 744.....	2	161
PRISONER O'FARRELL:—		
Motion made for originals or copies of certain letters addressed to, and by leave withdrawn, 695.		
Inquiry of Sheriff in reference to statement made by, 747.....	2	193
RULES OF THE SUPREME COURT:—		
Laid on Table, 204.....	2	53

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
	VOL.	PAGE.	
A			
AD VALOREM (See "CUSTOMS.")			
AGENTS (See "CROWN LANDS.")			
AGRICULTURE AND GRAZING PURSUITS:—			
Resolution moved in reference to withdrawal of Crown Lands from Lease with a view to sale and occupation for, and by leave withdrawn, 506.			
ALBURY (See "MUNICIPAL;" also "LAND LAWS AMENDMENT AND FREEHOLD SETTLEMENT BILL (No. 2.)")			
ALIENATION (See "CROWN LANDS.")			
ALPHABETICAL:—			
Register of Public Bills originated in the Assembly.....	1	929	
Ditto Private Bills ditto	1	930	
Ditto of Public and Private Bills brought from the Council	1	930	
Ditto of Addresses and Orders for Papers	1	931	
Ditto ditto ditto during former Sessions	1	936	
Ditto of Addresses not being for Papers.....	1	937	
PROPOSED ALTERATION IN, LIST OF MEMBERS:—			
Motion made in reference to, and superseded by Previous Question, 83.			
AMENDED RANDWICK AND COOGEE ROADS TRUST BILL:—			
Motion made for Committee of the Whole to consider propriety of introducing, 485; House in Committee and Resolution reported, 495; Resolution agreed to, 496; Bill presented and read 1 ^o , 509; read 2 ^o , committed, reported with Amendments, and Report adopted, 517; read 3 ^o , passed, and sent to Legislative Council, 523; returned by Council with Amendments, 550; Amendments agreed to, 558; Message to Council, 558; Assent reported, 569.			
ANSWERS (See "QUESTIONS AND ANSWERS"; also "SESSIONAL ORDERS.")			
APPROPRIATION BILL:—			
Motion made for Suspension of Standing Orders in reference to, and Debate adjourned, 715; Standing Orders Suspended, 717.			
Motion made for leave to bring in, and leave granted, 735; presented and read 1 ^o , 735; read 2 ^o , committed, reported with an Amendment, and Report adopted, 735; read 3 ^o , passed, and sent to Legislative Council, 735; returned by Council without Amendment, 745; presented to Governor, 747; assented to, 748.			
ARBITRATIONS FACILITATION BILL:—			
Received from Legislative Council, and read 1 ^o , 214; read 2 ^o , committed, and progress reported, 458; reported without Amendment, 478; read 3 ^o , passed, and sent to Legislative Council, 482; Assent reported, 532.			
ARMIDALE:—			
RAILWAY LINE FROM MUSWELLBROOK TO MURRURUNDI:—			
Petition praying for a speedy completion of a cheap line from Murrurundi to, 550; Ordered to be printed, 557.....	3	957	
ARTILLERY:—			
Despatch, &c., respecting Battery of, stationed at Sydney, laid on Table, 474 ...	2	291	
ASSAULT (See "DISORDER.")			
ASSASSINATION OF THE DUKE OF EDINBURGH:—			
Intelligence of an attempt to assassinate His Royal Highness announced by Minister, and House adjourned, 604.			
Address of condolence and indignation presented, through Governor, to His Royal Highness, 607			
ASSEMBLY, LEGISLATIVE (See "ADDRESSES," "ADJOURNMENT," "PARLIAMENT" "CLERK.")			
Opening of the Session, 1.			
Proclamation summoning Parliament, read by Clerk, 1.			
Message from Governor requesting attendance of, in Legislative Council, 2.			
Governor's Opening Speech reported, 2; Select Committee appointed to prepare Address in reply, 4; Address brought up and read by Clerk, 4; adopted, 4; presented to Governor, 9; answer reported, 9.			
Governor's Speech on Prorogation, 748.			
Speaker reports issue of Writs during Recess, 1.			
Speaker reports return of Writ, 1 (2), 9.			
Members sworn, 2 (2), 9, 53, 73, 249.			
Deputy Speaker's Commission to administer the Oath, 19.			
Warrant appointing Committee of Elections and Qualifications, laid on Table, 2; maturity of, reported, 30; Members sworn, 30.			
Speaker resumes Chair while House in Committee of Supply, 537.			
Sessional Orders passed, 10 (7), 11 (7), 466.			
Library Committee appointed (by Ballot), 11.			
Standing Orders Committee appointed (by Ballot), 11.			
Refreshment Room Committee appointed, 11.			
Chairman of Committees of the Whole House elected, 13. Deputy Chairman appointed in absence of, 185, 232, 546, 551.			
Message to Legislative Council requesting a Free Conference in reference to certain Amendments made in the Presbyterian College Bill, 320, 368, 390.			
Member discharged from attendance on Select Committee, 415; Member added, 415.			
Indisposition of Speaker reported by Clerk, 541, 545, 549.			
Votes and Proceedings, 1 to 146	1	1 to 748	
Weekly Reports of Divisions of the Whole House, 1 to 23	1	749 to 854	
Weekly Abstracts of Petitions received, 1 to 32	1	855 to 918	
General Summary of ditto	1	919	
Alphabetical Register of Bills	1	929	
Ditto ditto Addresses and Orders.....	1	931	
Standing and Select Committees appointed during the Session	1	939	
Business of the Session	1	943	
Sittings after Midnight, 12, 83, 95, 101, 106, 238, 262, 280, 328, 343, 359, 391, 408, 467, 496, 534, 585, 587, 635, 643, 666, 671, 678, 688, 701, 705.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
A		
ASSENT :—		
To BILLS :—214, 237, 320, 321, 432, 494, 495, 532, 533, 562, 569, 570, 626, 747, 748.		
ASSETS (See "BANKS.")		
ASYLUM :—		
FOR THE INFIRM AND DESTITUTE, PORT MACQUARIE :—		
Report of Inspection of, laid on Table, 35	4	107
LUNATIC, TARBAN CREEK :—		
Motions made for Return shewing the number of patients admitted to, 251 ; laid on Table, 313	4	117
ASYLUMS, GOVERNMENT :—		
Comparative Return of the Expenditure of, for the years 1863-4-5-6, laid on Table, 279	4	115
AUSTRALIAN (See "MUSEUM," "MUTUAL PROVIDENT SOCIETY.")		
B		
BAILLIERE'S :—		
NEW SOUTH WALES GAZETTEER :—		
Motion made for copy of Minute of Executive Council authorizing payment of £963 for purchase of 800 copies, &c., 166.		
Resolution moved that the expenditure by Government of £960 for purchase of 800 copies of, out of Immigration Fund, was an improper appropriation of that fund, and negatived, 227.		
BALANCES (See "FINANCE.")		
BALLAST MASTER AT NEWCASTLE :—		
Report of Engineer-in-Chief for Harbours and Rivers relative to, laid on Table, 126	3	579
BALLOT :—		
FOR SELECT COMMITTEE :—		
Library, 11.		
Standing Orders, 11.		
BALLOTING :—		
FOR SELECT COMMITTEES :—		
Sessional order in reference to, 11.		
BALMAIN :—		
By-law of the Borough of, laid on Table, 533	4	43
Motion made for Correspondence in reference to opening of proposed Road to Gladesville <i>via</i> Balmain and Five Dock, 615.		
BANK (See also "FINANCE.")		
LIABILITIES AND ASSETS :—		
Abstract of Returns for Quarter ended 30 September, 1866, laid on Table, 10...	2	967
Do. do. 31 December, 1866, do. 10...	2	969
Do. do. 31 March, 1867, do. 10...	2	971
Do. do. 30 June, 1867, do. 569...	2	973
Do. do. 30 September, 1867, do. 569...	2	975
Do. do. 31 December, 1867, do. 569...	2	977
BANKING (See "COMMERCIAL.")		
BARRENJUEY :—		
Resolution moved in reference to a Light being placed at the entrance to Broken Bay, on, 36.		
BARTON (See "RAILWAYS.")		
BATHURST (See also "RAILWAY") :—		
ELECTORATE OF :—		
Writ certifying the return of Member for, 1. Member sworn, 53.		
BOROUGH OF :—		
By-laws of, laid on Table, 598	4	47
BATTERY (See "ARTILLERY.")		
BEER, DR. F. :—		
Leave given to Clerk to restore documents, <i>handed in</i> for the use of Select Committee, 389.		
BEESON, SOPHIA :—		
<i>Re</i> JOHN TEBBUTT, LEGATEE OF :—		
Motion made for a Return on the subject of the administration of the Goods of John Tebbutt, &c., and negatived, 442.		
BEGA :—		
ROMAN CATHOLIC SCHOOLMASTER AT (See "EDUCATION.")		
BELMORE, THE RIGHT HONORABLE THE EARL OF :—		
Despatch announcing the recommendation of, as Sir John Young's Successor, laid on Table, 314	2	33
Assumption of the Administration of the Government by—Message No. 1, 533	2	37
Copy of Commission appointing, as Governor, laid on Table, 533	2	39
Copy of Instructions to, laid on Table, 533	2	41
Message No. 1 read by Clerk, 538 ; Address in acknowledgment of, adopted, 538 ; time for reception of, announced by Minister, 541 ; Assembly proceed to Government House to present, 545 ; Reply reported, 545.		
BENNETT, W. C., ESQ. (See "ROADS.")		
BERRIMA (See "COAL"; also "GAOL.")		
BILL :—		
PRIVATE :—		
Sessional Order—Vote of Chairman in Select Committee on, 11.		
BILLS (See also "ASSENT.")		
PRESENTATION OF, FOR ROYAL ASSENT, 747.		
BISHOP :—		
MESSRS. WINSHIP AND (See "CROWN LANDS.")		

INDEX.

v

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
B		
BLACK, ALEXANDER (See "CROWN LANDS.")		
BLACKMORE (See "CUSTOMS.")		
BLACK ROD :— USHER OF :— Delivers Message from Governor, 2, 747.		
BLACKTOWN (See "TELEGRAPH.")		
BLUE BOOK :— For the Year 1866, laid on Table, 9	2	473
BOARDS :— PUBLIC SCHOOL (See "EDUCATION.")		
BONUS (See "COTTON.")		
BOOKS, SCHOOL (See "EDUCATION.")		
BORDER DUTIES (See "CUSTOMS.")		
BORDER DUTIES BILL :— Motion made for leave to bring in, and leave granted, 36 ; Ruling of Speaker that Bill should originate in Committee of the Whole, 36 ; Motion made for a Committee of the Whole, to consider expediency of introducing, 42 ; House in Committee, and Resolution reported, 48 ; Bill presented and read 1 ^o , 48 ; read 2 ^o , committed, and reported without Amendment, and Report adopted, 83 ; read 3 ^o , passed, and sent to Legislative Council, 94 ; returned by Council without Amendment, 153 ; Assent reported, 214.		
BOTANIC (See "MOORE," "PARIS EXHIBITION.")		
BOURKE (See also "ADMINISTRATION OF JUSTICE") :— MR. GARRETT, P.M. FOR :— Motion made for correspondence in reference to charges made against, 537.		
BRAIDWOOD :— STATE OF CRIME IN DISTRICT :— Report of the Commissioners, laid on Table, 99	2	115
BRIDGE :— ACROSS THE FISH RIVER, AT O'CONNELL PLAINS :— Motion made for a Committee of the Whole in reference to, and by leave withdrawn, 332.		
TOLLS CHARGED AT RICHMOND :— Petition from certain landed proprietors and residents of North Richmond, Enfield, Kurrajong, &c., in reference to excessive rate of, 448 ; ordered to be printed, 458	4	1121
TOLLS OVER THE NEPEAN, AT PENRITH :— Resolution moved in reference to imposition of, as illegal, and superseded by Previous Question, 592.		
BROKEN BAY (See "BARRENJUEY.")		
BROKERS, GOVERNMENT :— Correspondence relative to the appointment of Messrs. Lennon and Cape as, laid on Table, 462	3	429
BROTHERTON, WILLIAM (See "ADMINISTRATION OF JUSTICE.")		
BROWLEY (See "MORRICE.")		
BUCHANAN, DAVID, ESQUIRE :— Seat of, declared vacant, 112.		
BUCKLAND, THOMAS (See "PRESBYTERIAN COLLEGE BILL.")		
BUILDINGS :— AND GROUNDS DEDICATED FOR PUBLIC INSTRUCTION, RECREATION, OR CONVENIENCE :— Member addresses the House with a view to making a motion in reference to, and House counted out, 309.		
BUNDANOON CREEK (See "COAL.")		
BURDEKIN, MARSHALL, ESQ. :— Return of Writ, certifying election of, as Member for "East Sydney," 2 ; Sworn as Member, 2.		
BURIAL GROUND :— OLD, GEORGE STREET, SYDNEY :— Petition from James Powell, against transferring to Corporation, and Bishop of Sydney, for building purposes, 106 ; ordered to be printed, 126	4	945
BURNLEY, MR. JOHN (See "CROWN LANDS.")		
BURRANGONG (See "ROBERTS," also "GOLD FIELDS.")		
BUSH, MR. A. E. :— Motion made for a Committee of the Whole to consider of an Address in reference to, 684 ; House in Committee, Resolution reported and agreed to, 744.		
BUSHRANGERS :— RETURNS IN REFERENCE TO FELONS APPREHENSION ACT—CONSTABLE CARROLL OR KENNAGH—BUSHRANGERS CLARKE (See "ADMINISTRATION OF JUSTICE.") IN SOUTHERN DISTRICTS :— Papers relating to appointment of Special Constables for apprehension of, laid on Table, 279	2	271
BUSINESS (See "SESSIONAL ORDERS.")		
BY-LAW (See "MUNICIPAL.")		
BY-LAWS (See "MUNICIPAL.")		
C		
CAMPERDOWN AND RANDWICK CEMETERIES BILL :— Motion made for leave to introduce, and leave granted, 36 ; Bill presented and read 1 ^o , 36 ; read 2 ^o , committed, reported without Amendment, and Report adopted, 42 ; read 3 ^o , passed, and sent to Legislative Council, 48 ; returned by Council with Amendments, 152 ; Council's Amendments agreed to, 157 ; Assent reported, 214.		
CANADA (See "EDUCATION.")		
CAPE, MESSRS. LENNON AND (See "BROKERS," "FINANCE.")		
CARRIAGES (See "RAILWAY.")		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
C		
CARRIERS (See "COMMON CARRIERS BILL.")		
CARROLL (See "ADMINISTRATION OF JUSTICE"; also "McLEOD.")		
CASTING VOTE (See "SPEAKER.")		
CATARACT COAL MINE RAILWAY BILL :—		
Petition presented for leave to bring in, 314; Motion made for leave to introduce, and leave granted, 322; Bill presented and read 1°, 322; referred to Select Committee, 328; Report brought up, 351; Bill read 2°, committed, reported without Amendment, and Report adopted, 375; read 3°, passed, and sent to Legislative Council, 380; returned by Council without Amendment, 448; Assent reported, 495.	3	919
CATHEDRAL (See "ST. ANDREW'S CATHEDRAL CLOSE BILL.")		
CATTLE :—		
DISEASE PREVENTION ACT OF 1866 :—		
Regulations under, laid on Table, 25	4	69
CEMETERIES (See "CAMPERDOWN AND RANDWICK CEMETERIES BILL.")		
CENSURE :—		
OF THE MINISTRY :—		
Resolution moved, and Debate adjourned, 355, 360, 367; Debate concluded, 371.		
CENTRAL CUMBERLAND :—		
Issue of Writ, during Recess, for the Election of Member for, reported, 1; Return of Writ reported, 9; Member sworn, 9.		
CHAIRMAN :—		
OF COMMITTEES OF THE WHOLE HOUSE :—		
Election of Thomas Garrett, Esquire, 13; Reception of Deputy Speaker's Commission to administer Oath, reported by Speaker, 19; Indisposition of, reported, 232; Temporary Chairman appointed, 185, 232, 546, 551.		
Takes Chair of House in absence of Mr. Speaker, 541, 545, 549.		
OF SELECT COMMITTEES :—		
Sessional Order in reference to Vote of, on Private Bill, 11.		
CHAPLAIN (See "GAOLS.")		
CHARITABLE :—		
PORT MACQUARIE ASYLUM FOR INFIRM AND DESTITUTE :—		
Report of Inspection of, laid on Table, 35	4	107
DESTITUTE CHILDREN'S SOCIETY :—		
List of Office-bearers and Directors for 1867, laid on Table, 9	4	111
Do. do. for 1868, laid on Table, 721	4	113
GOVERNMENT ASYLUMS :—		
Comparative Return of Expenditure of, for the years 1863-4-5-6, laid on Table, 279	4	115
CHARLES, MR. SAMUEL (See "ADMINISTRATION OF JUSTICE.")		
CHARLES & EMERY, MESSRS. (See "ADMINISTRATION OF JUSTICE.")		
CHINA (See "POSTAL.")		
CHINESE IMMIGRATION ACT REPEAL BILL :—		
Motion made for leave to bring in, and leave granted, 213; presented and read 1°, 213; read 2°, committed, and progress reported, 268; further considered in Committee and reported without Amendment, 288; recommitted and reported without Amendment, 309; read 3°, passed, and sent to Legislative Council, 314; returned by Council without Amendment, 368; Assent reported, 432.		
CHURCH AND SCHOOL :—		
LANDS :—		
Resolution moved for an Address in reference to, and superseded by Previous Question, 101.		
LAND :—		
Motion made for a Return shewing the number of expired Leases of, 237; laid on Table, 380	4	745
CIVIL SERVICE (See "SUPERANNUATION.")		
CLAIMS AGAINST GOVERNMENT BILL :—		
Motion made for leave to introduce, and leave granted, 55; Motion made for a Committee of the Whole to consider the propriety of introducing, 69; House in Committee and Resolution reported and agreed to, 95; Bill presented and read 1°, 100; read 2°, and committed, 140; Progress reported, 140, 147; reported with Amendments, and Report adopted, 166; recommitted and progress reported, 186; reported with a further Amendment, and Report adopted, 215; read 3°, passed, and sent to Legislative Council, 220.		
CLARENCE, THE :—		
PROPOSED DIVISION OF THE ELECTORATE OF :—		
Petition presented from Richmond River District, praying that the District of the Richmond and the Tweed may be separated from that of "The Clarence," 381; ordered to be printed, 390	2	51
CLARENCE AND RICHMOND RIVERS STEAM NAVIGATION COMPANY'S ACT AMENDMENT BILL :—		
Received from Legislative Council and read 1°, 175; read 2°, committed, reported, and Report adopted, 215; read 3°, passed, and returned to Legislative Council without Amendment, 220; Assent reported, 321.		
CLARKE (See "BUSHRANGERS.")		
CLERK :—		
OF LEGISLATIVE ASSEMBLY :—		
Proclamation on opening of the Session read by, 1.		
Reads Address in reply to Governor's Opening Speech, 4.		
Reads Valedictory Address to His Excellency Sir John Young, 522.		
Reads Address to H. R. H. the Duke of Edinburgh, as brought up by Select Committee, 558.		
Do. Her Most Gracious Majesty the Queen, as brought up from Select Committee, 716.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
C			
CLERK—continued :—			
OF LEGISLATIVE ASSEMBLY—continued :—			
Reads Message No. 1 (assumption of the Administration of the Government by the Earl of Belmore), 538.			
Calls over the names of the Managers of a Free Conference, 412.			
Administers Oath to Members of the Committee of Elections and Qualifications, 30, 61.			
Reads Petition from Gold Miners, Rocky River, in reference to money received from waste of Gold minted, 115.			
Do. Mr. E. T. Blacket, against the passing of the St. Andrew's Cathedral Close Bill, 441.			
Do. Cooma, against the passing of the Stamp Duties Act Amendment Bill, 527.			
Do. certain Farmers, Graziers, &c., complaining of Railway arrangements for carriage of timber, &c., 556.			
Do. Journeymen Confectioners, complaining of existing Tariff, 576.			
Do. Lachlan M'Lachlan, in reference to Financial Reform, 584.			
Do. from Mrs. Mary Chisholm, adverse to the passing of the Sydney Common Improvement Act Amendment Bill, 673.			
Authorized to return Papers laid before Select Committee, 389.			
Inform House of the unavoidable absence of Mr. Speaker, 541, 545, 549.			
Takes down disorderly words, 12, 343.			
CLOSE :—			
ST. ANDREW'S CATHEDRAL :—(See ST. ANDREW'S CATHEDRAL CLOSE BILL.)			
COAL (See also "CATARACT COAL MINE RAILWAY BILL.") :—			
MINE, BUNDANOON CREEK, BERRIMA DISTRICT :—			
Petition from Geo. Hy. Rowley, P.M., Charles S. Nicholson, &c., in reference to, 94; ordered to be printed, 100	4		13
Do. from Inhabitants of Goulburn in reference to, 611; ordered to be printed, 620	4		15
SHIPPED AT NEWCASTLE :—			
Return of the quantity of, laid on Table, 458	4		17
COCKATOO (See "GAOLS.")			
COGHLAN, REV. C. D. (See "GAOLS.")			
COLE, MR. COMMISSIONER (See "CROWN LANDS.")			
COLOMBIA :—			
UNITED STATES OF :—			
Despatch extending Provisions of Foreign Deserters Act of 1852, to, laid on Table, 10	2		13
Do. with copy of Treaty of Friendship, Commerce, and Navigation between Her Majesty and, laid on Table, 10	2		7
COLWELL, MRS. ELIZA (See "CROWN LANDS.")			
COMMERCIAL BANKING COMPANY'S ACT AMENDMENT ACT :—			
Despatch relative to, laid on Table, 75	2		979
COMMERCIAL BANKING COMPANY OF SYDNEY INCORPORATION ACT AMENDMENT BILL :—			
Petition presented, praying for leave to introduce, 437; Motion made for leave to introduce, and leave granted, 441; Bill presented and read 1 ^o , 442; referred to Select Committee, 453; Report brought up, 466; Bill read 2 ^o , committed, reported without Amendment, and Report adopted, 499; read 3 ^o and passed, 505; sent to Legislative Council, 506; returned by Council without Amendment, 525; Assent reported, 532.	2		981
COMMISSION (See also "CUSTOMS.")			
Reception of Deputy Speaker's, to administer the Oath, reported by Speaker, 19			
Appointing the Right Honorable the Earl of Belmore to be Governor of New South Wales, laid on Table, 533.	2		39
COMMISSIONERS :—			
Report of, on state of Crime in Braidwood District, laid on Table, 99	2		115
COMMITTEE :—			
SELECT :—			
Sessional Order in reference to Chairman's Vote in, 11.			
Do. do. Balloting for, 11.			
COMMITTEES :—			
OF THE WHOLE :—			
Election of Thomas Garrett, Esq., as Chairman of, 13.			
COMMON CARRIERS BILL :—			
Motion made for leave to bring in, and leave granted, 26; Bill presented and read 1 ^o , 26; ruled by Speaker that, as the Bill related to Trade, it should have originated in a Committee of the Whole, 116.			
COMMON CARRIERS BILL (No. 2.) :—			
Motion made for Committee of the Whole in reference to, 127; House in Committee, 140; Resolution reported and agreed to, 141; Bill presented and read 1 ^o , 141; Motion made for second reading, and Debate postponed, 375; Order of the Day and Bill discharged, 522.			
CONDITIONAL PURCHASE (See "CROWN LANDS.")			
CONFECTIONERS :—			
Petition from certain journeymen, of New South Wales, complaining of the existing Tariff, 576; ordered to be printed, 580	2		419
CONFERENCE (See also "POSTAL.") :—			
FREE :—			
Message to Legislative Council, requesting a Free Conference on the subject of certain Amendments in the Presbyterian College Bill, 320, 368, 390			
Message from Legislative Council agreeing to and appointing day and hour of holding, 367, 372, 409			
Names of Managers called over by the Clerk, 412; Managers proceed to Free Conference, 412; Proceedings reported, 412			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
C			
CONNORS, MICHAEL (See "ADMINISTRATION OF JUSTICE.")			
CONSOLIDATED REVENUE FUND BILL:—			
Standing Orders suspended in reference to, 557.....			
Motion made for leave to bring in, and leave granted, 558; presented and read, 1 ^o , 558; read 2 ^o committed, reported without Amendment, and Report adopted, 558; read 3 ^o , passed, and sent to Legislative Council, 558; returned by Council without Amendment, 565; Assent reported, 569.			
CONSTABLES, SPECIAL (See "ADMINISTRATION OF JUSTICE.")			
CONTINGENT NOTICES:—			
Moved on motion for Committee of Supply, 390, 489, 700.			
CONVICTIONS (See "ADMINISTRATION OF JUSTICE.")			
COOK, BENJAMIN (See "CROWN LANDS.")			
COONABARABRAN (See "ROAD," also "FIELD.")			
CORPORATION (See "BURIAL GROUND," also "POWELL.")			
COTTON:—			
GROWTH OF, IN THE COLONY:—			
Motion made for Committee of the Whole to consider the propriety of renewing for three years, bonus on, and negated, 31.			
COUNCIL, LEGISLATIVE:—			
Message, requesting attendance of Members of, as witnesses before Select Com- mittee, 307; reply, 322,			
COUNCIL (See "EDUCATION"; "FEDERAL COUNCIL BILL"; also "MUNI- CIPAL.")			
COURTS (See "ADMINISTRATION OF JUSTICE," "DISTRICT," "SUPREME.")			
COWPER, CHARLES, ESQUIRE:—			
Issue of Writ during Recess, for Election of Member in room of, reported, 1.			
CRAWFORD, BROTHERS:—			
LAND AT DEUA WATER, NEAR MORUYA:—			
Motion made for correspondence in reference to, 721.			
CRIME (See "ADMINISTRATION OF JUSTICE.")			
CRIMINAL (See "ADMINISTRATION OF JUSTICE.")			
CRIMINALS (See "ADMINISTRATION OF JUSTICE.")			
CROWN LANDS (See "DEDICATED CROWN LANDS RESUMPTION BILL"; "SALE OF IMPROVED LANDS BILL"; "LEASEHOLD RIGHTS OF FREE SELECTORS BILL"; also "LAND LAWS AMEND- MENT AND FREEHOLD SETTLEMENT BILL.")			
Abstracts of, dedicated to Religious and Public Purposes, laid on Table, 94, 591	3	971, 973	
Abstracts of Sites for Cities, Towns, and Villages, laid on Table, 94, 237, 340	3	975, 979, 981, 983, 985, 987, 989	
422, 494, 533, 692.....			
Ditto Sites for Future Villages, laid on Table, 94.....	3	977	
Ditto reserved for preservation of Water Supply and other purposes, laid on Table, 94, 157, 237, 340, 422, 494, 533, 587, 692.....	3	991, 999, 1001, 1003, 1005, 1007, 1009, 1011, 1013	
STATISTICS:—			
Motion made for a Return in reference to, 215; laid on Table, 299.....	3	1031	
GARDEN ISLAND:—			
Return to Order (<i>last Session</i>) in reference to, laid on Table, 35.....	3	1159	
MEASURED UNDER CONDITIONAL PURCHASE:—			
Motion made for a Return in reference to, 54; laid on Table, 292.....	3	1029	
ALEXANDER BLACK, LATE COMMISSIONER OF:—			
Motion made for Papers and Correspondence in reference to dismissal of, 61; laid on Table, 157.			
TENDERS FOR RUNS REPORTED UPON BY MR. COMMISSIONER COLE:—			
Return to Order (<i>last Session</i>) laid on Table, 74.			
MR. JOHN BURNLEY:—			
Motion made for correspondence, &c., relating to selection of land made by, at Lake Macquarie, and Debate adjourned, 146; Debate resumed and con- tinued, and Motion by leave withdrawn, 193.			
Petition from, in reference to losses sustained by him arising from his selection, and praying relief, 473; ordered to be printed, 477; Select Committee appointed to consider and report upon, 521; Report brought up, 673; adopted, 722	3	1073	
	3	1075	
BENJAMIN COOK:—			
Petition from, praying relief in consequence of cancellation of his free selection, 146; ordered to be printed, 157	3	1019	
Motion made for Correspondence having reference to the case of, 214; laid on Table, 272	3	1021	
MR. THOMAS LOGAN:—			
Motion made for a Return in reference to claim of two selections at Tellighery Creek, 185; laid on Table, 466.			
CLAIM OF MR. BENJAMIN RICHARDS TO LEASE OF "YARALDOOL" RUN:—			
Select Committee appointed to consider and report upon, 192; Petition from John Whitford, praying for leave to appear and give evidence before, 226; Petition referred to, 226; Petition from Benjamin Richards, praying to be heard before, and Petition referred to, 250; Member discharged from attendance on, and Member added, 267; Petition from Messrs. Winship and Bishop referred to, 598; Report brought up, 453; ordered to be printed, 477.....	3	1109	
RESERVES OF PUBLIC LANDS:—			
Motion made for a Return in reference to, 232; laid on Table, 355	3	1035	
FREE SELECTION CASE—HAMILTON, MACDONALD, AND MACKIE:—			
Motion made for Correspondence, &c., relating to, 244; laid on Table, 466.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
C		
CROWN LANDS—continued :—		
MESSEES. JOHN AND GEORGE GRAHAM :—		
Motion made for Correspondence, &c., relating to the selection and subsequent cancellation of the Conditional Purchases of, and by leave withdrawn, 268		
PROPOSED ALTERATIONS IN LAND LAWS :—		
Petition from Inhabitants of Macleay River District in reference to, 298; ordered to be printed, 304.....	3	1155
APPLICATIONS TO PURCHASE AND RECLAIM LAND UNDER 9TH AND 12TH CLAUSES OF CROWN LANDS ALIENATION ACT :—		
Motion made for an Address in reference to, 381.		
LEASES OR LICENSES TO OCCUPY :—		
Motion made for a Return shewing the number of, &c., 431; laid on Table, 437	3	1065
WITHDRAWAL OF, FROM LEASE WITH A VIEW TO SALE AND OCCUPATION FOR AGRICULTURE AND GRAZING PURSUITS :—		
Resolution moved in reference to, and by leave withdrawn, 506.		
SPECIAL DEDICATION OR ALIENATION OF :—		
Resolutions moved in reference to, and Debate postponed, 522; Debate ensued, and superseded by Previous Question, 571.		
MESSEES. WINSHIP & BISHOP :—		
Petition from, in reference to certain free selected land near Newcastle, 598; Referred to Select Committee on Mr. John Burnley, 598.		
PRE-EMPTIVE RIGHTS OF FREE SELECTORS :—		
Petition from Gundagai, Tumut, Adelong, and its vicinity, in reference to, 620; ordered to be printed, 626.....	3	1239
Ditto, ditto, 626; ordered to be printed, 634.....	3	1241
CROWN LANDS AGENTS :—		
Copy of Circular Letter addressed to, by Under Secretary of Lands, relative to transfer of lands conditionally purchased, laid on Table, 634.....	3	1157
APPLICATION TO RECLAIM LAND HAVING HARBOUR FRONTAGE :—		
Return to Order (of Session 1863-4) ordered to be printed, 635.....	3	1169
MRS. ELIZA COLWELL :—		
Petition presented from, praying for a survey and lease of Run occupied by her, 677; ordered to be printed, 683.....	3	1243
CRAWFORD BROTHERS :—		
Motion made for Correspondence between, and Government, respecting land at Deua Water, near Moruya, 721.		
MR. WILLIAM EMERY :—		
Petition from, complaining of cancellation of his selection at "Good Dog," and praying relief, 740; ordered to be printed, 744.....	3	1245
GEORGE EVANS :—		
Petition from, in reference to his application for certain land under pre-emptive lease, and praying for lease of said land, 747; ordered to be printed, 747....	3	1247
CUSSEN, EDWARD (See "GRIEVANCES.")		
CUSTOMS (See also "TARIFF.")		
RIVER MURRAY :—		
Memorandum of Agreement between Governments of Victoria and New South Wales, relative to operation of the Laws on, laid on Table, 10.....	2	305
CUSTOMS DEPARTMENT :—		
Report of Commission appointed to inquire into condition of, laid on Table, 60.	2	307
BORDER DUTIES :—		
Petition presented from certain Inhabitants of Albury in reference to, 75; ordered to be printed, 82.....	2	415
DISMISSAL OF SAMUEL HARPER & J. L. MURPHY FROM DEPARTMENT OF :—		
Motion made for all papers and correspondence relative to, 75; laid on Table, 82.....	2	403
Ad Valorem DUTIES :—		
Petition from certain Merchants and others, praying for the repeal of the Act imposing, 299; ordered to be printed, 304.....	2	417
CUSTOMS GENERAL REGULATION ACT AMENDMENT BILL :—		
Motion made for leave to bring in, and leave granted, 534; presented and read 1 ^o , 534; Read 2 ^o , committed, reported with an Amendment, and Report adopted, 551; read 3 ^o , passed, and sent to Legislative Council, 557; returned by Council without Amendment, 566; Assent reported, 569.		
D		
DANCING, MUSIC AND (See "PUBLICANS.")		
DEBATE (See "ADJOURNMENT;" also "ASSEMBLY.")		
Postponed, 375, 522.		
DEBENTURES (See "FINANCE.")		
DEBT, PUBLIC (See "FINANCE.")		
DEDICATED CROWN LANDS RESUMPTION BILL :—		
Motion made for leave to introduce, and leave granted, 69; presented and read 1 ^o , 69; read 2 ^o , committed, reported without Amendment, and Report adopted, 116; read 3 ^o , passed, and sent to Legislative Council, 126; returned by Council with an Amendment, 199; Amendment agreed to, 204; Message to Council, 204; Assent reported, 237.		
DEDICATION (See "CROWN LANDS.")		
DEERING (See "GOLD FIELDS.")		
DEFALCATIONS (See "RAILWAY.")		
DEFENCES :—		
NAVAL AND MILITARY OF THE COLONY :—		
Despatch respecting, laid on Table, 583.....	2	285
DENILQUIN (See "RAILWAY.")		
DENOMINATIONAL (See "EDUCATION.")		
DEPUTY (See "SPEAKER;" also "CHAIRMAN.")		
DE SALIS, Mr. W. F. (See "PETROLEUM.")		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
	VOL.	PAGE.	
D			
DESERTERS, FOREIGN, ACT (See "DESPATCHES.")			
DESPATCHES :—			
IN REFERENCE TO :—			
Martial Law (Regulations after Proclamation of), laid on Table, 9	2	1	
Do. laid on Table, 35	2	5	
Treaty of Friendship, Commerce, and Navigation, between Her Majesty and the U. S. of Columbia, laid on Table, 10	2	7	
Order in Council extending to U. S. of Colombia, provisions of Foreign Deserters Act of 1852, laid on Table, 10	2	13	
Do. do., extending to subjects of the Kings of Siam, do. do., 10	2	15	
Visit of H. R. H. the Duke of Edinburgh to the Colony, laid on Table, 75	2	23	
Do. do. laid on Table, 146	2	25	
Commercial Banking Company's Act Amendment Act, laid on Table, 75	2	979	
Telegraphic Communication between Great Britain and Dependencies, laid on Table, 99	3	575	
Report on Sydney Mint Returns, laid on Table, 10	2	957	
Sydney Branch Royal Mint, dated 18 May, 1867, laid on Table, 100	2	959	
Do. do. dated 21 May, 1867, laid on Table, 100	2	961	
Weight and Fineness of Gold produced at Sydney Branch Royal Mint, laid on Table, 569	2	963	
Retirement of His Excellency Sir John Young, laid on Table, 314	2	33	
Cessation of Transportation to Western Australia, laid on Table, 448	2	35	
Gilchrist—Educational Trust, laid on Table, 465	4	721	
Battery of Artillery stationed at Sydney, laid on Table, 474	2	291	
Treasonable Offences, laid on Table, 570	2	45	
Naval and Military Defences of the Colony, laid on Table, 583	2	285	
Prison Discipline, laid on Table, 721	2	255	
DESTITUTE :—			
CHILDREN'S SOCIETY :—			
List of Office-bearers and Directors for 1867, laid on Table, 9	4	111	
Do. do. for 1868, laid on Table, 721	4	113	
PORT MACQUARIE ASYLUM FOR INFIRM AND :—			
Report of Inspection of, laid on Table, 35	4	107	
DEUA WATER (See "CRAWFORD BROTHERS.")			
DILLON, REV. MR. (See "GAOLS AND PENAL ESTABLISHMENTS.")			
DISEASE (See also "CATTLE," "SHEEP.")			
IN GRAPE VINES :—			
Petition presented from certain Proprietors of Vineyards and others, praying for an Act to authorize the destruction of all Vine-cuttings and Grapes introduced into the Colony, 466; ordered to be printed, 473	4	1123	
DISORDER :—			
WORDS OF HEAT :—			
Used by Members, 12, 343, 496.			
Taken down by Clerk, 12, 343.			
Reported by Chairman, 496.			
Resolution moved that words reported as used by Member in Committee are disorderly and ought to be withdrawn, and superseded by Previous Question, 496.			
ASSAULT COMMITTED BY ONE MEMBER UPON ANOTHER :—			
Resolution moved in reference to, and superseded by adjournment of the House, 576.			
<i>Privilege</i> .—Resolution moved in reference to, 579.			
Proposed rescission of Vote in reference to, moved and negated by casting vote of Speaker, 584.			
DISTRICT COURT (See "ADMINISTRATION OF JUSTICE.")			
DISTRICT COURTS ACT OF 1858 :—			
Return under 103rd Section of, laid on Table, 54	2	57	
Petition presented from certain Merchants, &c., of Sydney, respecting, 250; ordered to be printed, 261	2	113	
DISTRICT COURTS ACT FURTHER AMENDMENT BILL :—			
Motion made for leave to bring in, and leave granted, 403; Presented and read 1 ^o . 403; Order of the Day for second reading and Bill discharged, 522.			
DIVISIONS :—			
IN THE HOUSE :—			
Adjournments of House, 12, 262, 363, 510, 587, 598.			
Adjournments of Debate, 12 (2), 25, 55, 83, 106, 221, 257, 262, 263 (2), 308, 340, 359, 396, 477, 500, 510, 522, 528, 598, 657, 679.			
Special adjournment of House, 584.			
Chairman of Committees of the Whole House—Election of, 13 (3).			
Divorce and Matrimonial Causes Bill, 19, 20, 571.			
Criminals convicted in certain Courts during the last ten years, 20.			
Growth of Cotton in the Colony, 31.			
Claim of Mr. James Roberts—Burrangong Riots, 31.			
Return of Convictions in Quarter Sessions and Supreme Criminal Courts, 54.			
Federal Council Bill, 66.			
Robbery with Arms Bill, 70.			
Telegraphic Communication from Grafton to the Coast, 75.			
Border Duties Bill, 83.			
Proposed alteration of Name in "Alphabetical List of Members" (<i>Previous Question</i>), 84.			
School Books under Public Schools Act of 1866 Regulations, 95.			
Persons ordered at Central Police Office to be placed on board the "Vernon," 100.			
Church and School Lands (<i>Previous Question</i>), 101.			
Rev. Mr. Dillon, Roman Catholic Chaplain, Cockatoo Island, 112.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
D			
DIVISIONS—continued:—			
IN THE HOUSE—continued:—			
Road from Ghinni Ghinni Creek to Jones's Island, Manning River, 120.			
St. Andrew's Cathedral Close Bill, 127 (2), 478.			
Honorary Degrees Bill, 133.			
Claims against Government Bill, 140.			
Water Supply, 140.			
Railway from Echuca to Deniliquin, 147.			
Federal Council Bill (No. 2), 204.			
Future Governors Salaries Reduction Bill, 207, 208.			
Triennial Parliaments Bill, 208 (2).			
Money expended in the purchase of Bailliere's New South Wales Gazetteer, 227.			
Messengers and Servants of Parliament—Mace, 239.			
Mr. Charles Moore, Director of Botanic Gardens, Sydney, 250.			
Shoalhaven Municipality, 251.			
Railway Loan, 263, 264.			
Newspaper Postage Act of 1864, 272.			
Chinese Immigration Act Repeal Bill, 309.			
Mr. Thomas Woore, 313.			
Proposed payment of Country Members of Future Parliaments (<i>Previous Question</i>), 335.			
Charge for Conveyance of Gold by Escort, 336.			
Land Laws Amendment and Freehold Settlement Bill (No. 2), 344 (2).			
Censure of the Ministry, 371.			
Supply—Motion that Speaker do now leave the Chair, 408, 489, 534, 580, 599, 612, 635, 679, 701.			
Necropolis Regulation Bill, 423.			
<i>Re</i> John Tebbutt, Legatee of Sophia Beeson, 443.			
Distribution of Fees to Teachers of Public Schools, 443.			
Gold conveyed by Escort, 461.			
Additional Business Day—for precedence of Government Business, 466.			
Municipalities Bill reported, 467.			
Municipalities Bill, 473.			
Oyster Fisheries Protection Bill, 478.			
Supply—resumption of Committee—postponement of Order of the Day, 494, 716.			
Motion that words used by Member in Committee and reported to the House are disorderly, and ought to be withdrawn (<i>Previous Question</i>), 496.			
Military Contribution Act Amendment Bill, 500, 518.			
Defalcations in Railway Department, 506.			
Real Property Act Amendment Bill, 512.			
Amended Randwick and Coogee Roads Trust Bill, 517.			
Electoral Representation Amendment Bill, 522.			
Special dedication or alienation of Crown Lands (<i>Previous Question</i>), 571.			
Privilege (disorderly conduct), 580.			
Proposed rescission of Vote (Privilege—disorderly conduct), 584.			
Leasehold Rights of Free Selectors Bill, 678 (2).			
Parliamentary Librarian, 684 (2).			
Treasury Bills Bill, 740.			
Rev. James White, 744.			
Suspension of Standing Orders, 557, 566, 620, 717.			
IN COMMITTEE OF THE WHOLE:—			
Claims against Government Bill, 749, 750, 763.			
Gates on Public Roads Bill, 751, 756, 757 (3), 758 (3), 790, 791 (3), 805.			
Postage Laws Consolidation and Amendment Bill, 752 (2), 755, 756.			
Volunteer Force Regulation Bill, 753 (2), 761.			
Presbyterian College Bill, 753 (2), 754, 759 (2), 772 (2).			
Federal Council Bill, 762 (2).			
Road from Ghinni Ghinni Creek to Jones's Island, Manning River, 764.			
Railway Loan, 767, 768 (2), 769, 770 (2), 771.			
Chinese Immigration Act Repeal Bill, 772.			
Necropolis Regulation Bill, 773, 774, 775, 776 (4), 777 (2), 803.			
Municipalities Bill, 778 (2), 779 (2), 780 (2), 781 (4), 782, 784 (2), 785 (2), 786 (2), 787, 788, 789 (3), 790, 793, 794 (3), 795, 796, 804, 805 (2), 806 (2).			
Supply of Intoxicating Liquors to Aborigines Bill, 780.			
Further provision for the reception of His Royal Highness the Duke of Edinburgh, 783.			
Railway Loan Bill, 796 (2), 797.			
Treatment of Insane Persons Law Amendment Bill, 799, 800, 801, 802.			
Vines and Grapes Importation Prohibition Bill, 800 (2), 801.			
St. Andrew's Cathedral Close Bill, 816 (2), 817 (3), 818, 823, 824, 836, 837.			
Treason Felony Bill, 825, 826 (2), 827 (2).			
Leasehold Rights of Free Selectors Bill, 848.			
Appropriation Bill, 854.			
Treasury Bills Bill, 854.			
SUPPLY—ESTIMATES FOR 1868:—			
<i>Vote of Credit</i> , 809, 810 (4), 811 (4), 812 (4), 813 (2).			
<i>Supplement to Schedule B</i> , 833, 834 (3).			
<i>Legislative Council</i> , 835 (2).			
<i>Legislative Council and Assembly</i> , 835 (2).			
<i>Chief Secretary</i> , 836.			
<i>Gaols and Penal Establishments</i> , 839.			
<i>Lunatic Asylums</i> , 840.			
<i>Registrar General</i> , 840.			
<i>Colonial Agent</i> , 840.			
<i>Observatory</i> , 841.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
D		
DIVISIONS (continued) :—		
SUPPLY—ESTIMATES FOR 1868 (continued) :—		
<i>Department of Lands</i> , 842.		
<i>Railways</i> , 845.		
<i>Public Works</i> , 845, 846.		
<i>Colonial Architect</i> , 846.		
<i>Harbours and River Navigation</i> , 846.		
<i>Roads and Bridges</i> , 847.		
<i>Post Office</i> , 847.		
<i>Parliamentary Library</i> , 847.		
<i>Volunteers</i> , 848 (2).		
<i>Law Officers of the Crown</i> , 849.		
<i>Quarter Sessions</i> , 851.		
<i>Petty Sessions</i> , 852 (4), 853 (2).		
MISCELLANEOUS :—		
<i>Compensation to Mr. A. F. Wilshire</i> , 841.		
<i>Queen's Plate</i> , 841.		
<i>Sinking Wells between the Darling and Lachlan</i> , 843.		
<i>Parramatta Park</i> , 843.		
<i>Allowance for house rent to Commodore</i> , 853.		
SUPPLEMENTARY ESTIMATES FOR 1867 AND PREVIOUS YEARS :—		
<i>Post Office Department</i> , 815, 816, 819, 820.		
<i>Gratuity to Lady Forbes</i> , 821, 822 (4), 823.		
<i>Expenses of Parties sent after Bushrangers</i> , 824 (2), 825 (2).		
<i>Examining Indexes to Probates</i> , 827.		
<i>Gratuity to Mrs. Callaghan</i> , 828 (3), 830, 831.		
<i>Gratuity to the Widow of John Williams</i> , 829.		
<i>Gratuity to the Widow of Robert Green</i> , 829 (2).		
<i>Public Works and Buildings</i> :—		
<i>Receiving House at Necropolis</i> , 830 (2).		
<i>Additions, &c., to Abattoir</i> , 830.		
WAYS AND MEANS :—		
<i>Resolution No. 1</i> , 765.		
DIVORCE AND MATRIMONIAL CAUSES BILL :—		
Motion made for leave to introduce, and leave granted, 19; presented and read 1 ^o , 20; Order of the Day for second reading postponed to this day six months, 116; Order of the Day discharged, 570; Bill discharged, 571.		
DONNELLY, STEPHEN AUGUSTIN, ESQ. :—		
Issue of Writ during Recess for election of Member to serve in room of, reported, 1.		
DREWE, MR. S. C. (See "EDUCATION.")		
DUFFY, JAMES (See "ADMINISTRATION OF JUSTICE.")		
DUTIES (See "STAMP," "BORDER," "CUSTOMS"; also "GOLD.")		
DUTY (See "GOLD.")		
E		
EASTWOOD, C. W. :—		
DEFALCATIONS IN RAILWAY DEPARTMENT :—		
Papers relating to alleged irregularities and, laid on Table, 94 3 771		
Resolutions moved in reference to, and negatived, 506.		
ECHUCA (See "RAILWAY.")		
EDINBURGH, HIS ROYAL HIGHNESS, THE DUKE OF :—		
Despatch announcing intended visit to the Colony, laid on Table, 75 2 23		
Ditto respecting reception of, laid on Table, 146 2 25		
Provision for reception of,—Message No. 2, 132; consideration of Message in Committee of the Whole, 153; Resolution reported and agreed to, 153 2 27		
Further provision for reception of,—Message No. 13, 438; consideration of Message in Committee of the Whole, 449; Resolution reported and agreed to, 449 2 29		
VISIT TO THE COLONY :—		
Committee appointed to prepare an Address on occasion of, 558; Report brought up, read by Clerk, and adopted, 558; Assembly proceed to Government House to present, 566; presentation of, and reply reported, 566.		
ATTEMPTED ASSASSINATION OF :—		
Intelligence of, received and announced by Minister, and House adjourned, 604.		
Address of condolence and indignation in reference to, adopted by the House, 607; House proceed to Government House to present to Governor, 607; Governor's reply reported, 607.		
ADDRESS TO HER MAJESTY IN REFERENCE TO :—		
Committee appointed to prepare, 716; brought up; read by Clerk, and adopted, 716; presentation of, by Speaker to Governor for transmission, and reply reported, 721.		
EDUCATION (See also "PRESBYTERIAN COLLEGE BILL.")		
UNIVERSITY OF SYDNEY :—		
Report for 1866, laid on Table, 9 4 127		
Return to Address in reference to, laid on Table, 19 4 131		
ST. JOHN'S COLLEGE :—		
By-laws, laid on Table, 9 4 141		
SYDNEY GRAMMAR SCHOOL :—		
Motion made for certain proceedings of the Board of, and evidence taken before the Trustees, and House counted out, 32; Evidence laid on Table, 35 4 145		
Report for 1866, laid on Table, 99 4 157		
PUBLIC SCHOOLS ACT OF 1866 :—		
Regulations adopted by Council of Education, laid on Table, 9 4 161		
Regulation of Council modifying 62nd Regulation, laid on Table, 60 4 179		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
	VOL.	PAGE.	
E			
EDUCATION—continued :—			
COUNCIL OF :—			
Progress Report of, to 31 August, 1867, laid on Table, 220.....	4	181	
Report of, upon Public Schools for 1867, laid on Table, 691	4	229	
Ditto, upon Certified Denominational Schools, for 1867, laid on Table, 691	4	343	
Motion made for a Return in reference to Teachers under, 31 ; laid on Table, 60.....	4	611	
Motion made for a Return shewing the names and religious persuasions of Teachers under, 505 ; laid on Table, 570	4	635	
Motion made for a Return of all persons appointed Members of, or of Public School Boards, 56.			
SCHOOL BOOKS :—			
Resolution moved in reference to, under Public Schools Act Regulations, and Debate adjourned, 75 ; Debate resumed and continued, 95 ; Question put and negatived, 95.			
Motion made for correspondence between Council of Education and Heads of the various Churches in reference to, 328 ; laid on Table, 340	4	601	
SCHOOL BOOKS AUTHORIZED BY COUNCIL OF :—			
Motion made for copies of, 403 ; Books, with letter and accompanying List, laid on Table, 458	4	609	
PUBLIC SCHOOL INSPECTORS :—			
Motion made for correspondence in reference to charges made by Roman Catholic Dignitaries against, 570 ; laid on Table, 576 ; ordered to be printed, 587	4	637	
PUBLIC SCHOOLS :—			
Papers relating to dismissal of Mr. Robert Halloran, Teacher, Rocky River, laid on Table, 292.....	4	673	
Resolutions moved in reference to distribution of Fees to Teachers of, and negatived, 443.			
DENOMINATIONAL SCHOOLS :—			
Papers relating to Roman Catholic Schoolmaster at Bega, laid on Table, 292 ..	4	671	
Motion made for correspondence having reference to any charges made by Rev. John M'Gibbon against Mr. Charles Tibbey, or by the said Charles Tibbey against Rev. J. M'Gibbon ; or to the proposed dismissal of Mr. C. Tibbey from office of Teacher, 423 ; laid on Table, 683	4	645	
DISMISSAL OF MR. S. C. DREWE BY COUNCIL OF :—			
Motion made for Correspondence and Minutes, &c., respecting, and House counted out, 695 ; Debate restored to Paper, 711 ; Debate resumed and concluded, 722.			
ORPHAN SCHOOLS :—			
Papers relating to management of, at Parramatta, laid on Table, 9	4	685	
ROMAN CATHOLIC ORPHAN SCHOOL AT PARRAMATTA :—			
Motion made for Correspondence, Minutes, &c., having reference to the appointment of Members of the Committee of Management of, &c., 61 ; laid on Table, 331	4	711	
NAUTICAL SCHOOL SHIP "VERNON" :—			
Motion made for a Return shewing the names of all persons ordered at Central Police Office to be placed on board, and negatived, 100.			
Rules for Seamen, Instructors, and Boys of, laid on Table, 152.....	4	719	
SCHOOLS INQUIRY COMMISSIONS :—			
Report of Rev. James Fraser on the Common School System of the United States and of Canada, laid on Table, 412	4	359	
GILCHRIST EDUCATIONAL TRUST :—			
Despatch respecting, laid on Table, 465.....	4	721	
ELECTIONS :—			
AND QUALIFICATIONS COMMITTEE :—			
Speaker's Warrant appointing, laid on Table, 2 ; maturity of, reported, 30 ; Members sworn, 30, 61.			
ELECTORAL REPRESENTATION AMENDMENT BILL :—			
Motion made for leave to bring in, and leave granted, 442 ; presented and read 1 ^o , 448 ; Motion made for second reading, and House counted out, 485 ; Order of the Day for second reading restored to Paper, 499 ; Debate resumed on Question for second reading, and House counted out, 506 ; Order of the day again restored to Paper, 509 ; Debate resumed, and Question for second reading negatived, 522.			
ELECTORATE (See "CLARENCE, THE.")			
ELECTORS :—			
Return of, in each Electoral District, for 1867-8, laid on Table, 284	2	47	
Ditto in the several Gold Fields Electoral Districts, for 1867-8, laid on Table 284	2	49	
ELECTRIC :—			
TELEGRAPHIC COMMUNICATION FROM GRAFTON TO THE COAST :—			
Motion made for a Committee of the Whole to consider of an Address in reference to, and negatived, 75.			
TELEGRAPHIC COMMUNICATION BETWEEN GREAT BRITAIN AND DEPENDENCIES :—			
Despatch respecting, laid on Table, 99	3	575	
EMERY, MESSRS. CHARLES AND (See "ADMINISTRATION OF JUSTICE.")			
EMERY, MR. WILLIAM (See "CROWN LANDS.")			
EMU CREEK (See "GOLD FIELDS.")			
ENDOWMENT, GOVERNMENT :—			
MUNICIPAL COUNCIL OF PADDINGTON :—			
Motion made for a Committee of the Whole to consider of an Address in reference to, 403 ; House in Committee, and Resolution reported, 438 ; agreed to, 443.			
ENGINE-DRIVERS (See "RAILWAYS.")			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
E		
ESCORT (See "GOLD.")		
ESTIMATES :—		
OF EXPENDITURE :—		
Message No. 7, transmitting, 232	3	117
Estimates for 1868, 232	3	119
Supplemental, for 1867 and previous years, 232	3	211
Further Supplementary Estimates for 1867, and Additional Estimates for 1868, Message No. 11, 678	3	227
Further Supplementary Estimates for 1867, 678	3	229
Additional Estimate for 1868, 678	3	233
OF WAYS AND MEANS :—		
For the year 1868, 238	3	237
EXHIBITION (See "PARIS.")		
EXPORT (See "GOLD.")		
EVANS, GEORGE (See "CROWN LANDS.")		
F		
FARNELL, JAMES SQUIRE, ESQ. :—		
Deputy Chairman of Committees of the Whole, 546, 551.		
FEES :—		
Resolution moved in reference to distribution of, to Teachers of Public Schools, and negatived, 443.		
FEDERAL COUNCIL BILL :—		
Motion made for leave to bring in, and leave granted, 42; presented and read 1 ^o , 42; Order of the Day for second reading discharged, and Bill withdrawn, 66.		
FEDERAL COUNCIL BILL (No. 2.) :—		
Motion made for a Committee of the Whole to consider propriety of introducing, 82; House in Committee, and Resolution reported and agreed to, 134; Bill presented and read 1 ^o , 180; Message No. 4 from Governor, in reference to, 192; Bill read 2 ^o , 204; committed, reported with an Amendment, and Report adopted, 204; read 3 ^o , passed, and sent to Legislative Council, 220; returned by Council with Amendments, 264; Council's Amendments agreed to, 284; Message to Council, 284; Assent reported, 321.		
FELONS APPREHENSION ACT :—		
RETURNS IN REFERENCE TO (See "ADMINISTRATION OF JUSTICE.")		
FIELD, MR. WILLIAM :—		
ROAD THROUGH LAND GRANTED TO, AT NANDI, NEAR COONABARABRAN :—		
Motion made for copies of Petitions and Correspondence in reference to, 331; laid on Table, 422.		
FINANCE (See also "SUPPLY," "WAYS AND MEANS," RAILWAY LOAN BILL.")		
Trust Moneys Deposit Account, from 1 April, 1866, to 31 March, 1867, laid on Table, 10	3	1
Abstracts of the Public Accounts for 1866, laid on Table, 42	3	3
Explanatory Abstracts	3	465
PERSONS AUTHORIZED TO RECEIVE PUBLIC MONEYS :—		
Motion made for a Return in reference to, 32; laid on Table, 82	3	107
Resolution moved that the answers given by Colonial Treasurer to Questions respecting, are unsatisfactory, and by leave withdrawn, 272.		
GOVERNMENT DEBENTURES :—		
Motion made for correspondence relative to the sale of, 100; laid on Table, 146	3	79
Resolution moved in disapproval of sale of, in London, in May last, and superseded by Previous Question, 100.		
Motion made for a Return shewing fully detailed particulars of sale of, in London in May last, 193; laid on Table, 538	3	431
Motion made for papers, correspondence, &c., relating to the sale of £135,000 Debentures to Australian Mutual Provident Society, 462; laid on Table, 462	3	103
FINANCIAL ARRANGEMENTS :—		
Motion made for correspondence between the Government and Oriental Bank Corporation, respecting, 193; laid on Table, 422	3	299
RAILWAY LOAN :—		
Motion made for a Committee of the Whole to consider resolutions respecting, and Debate adjourned, 221; Debate resumed, 256, 261; concluded, 264; House in Committee, 279, 280, 284(?), 299, 304; Progress reported, 279, 280, 284(?), 299; Resolutions as amended reported, 304; Resolutions amended and agreed to, 323.		
Message No. 14, respecting	3	435
Further Message, No. 15, respecting	3	437
AUSTRALIAN MUTUAL PROVIDENT SOCIETY :—		
Motion made for papers and correspondence relating to a Loan to Government of £100,000, by, 462; laid on Table, 462	3	445
GOVERNMENT BROKERS :—		
Correspondence, &c., relative to appointment of Messrs. Lennon & Cape as, laid on Table, 462	3	429
BAILLIERE'S NEW SOUTH WALES GAZETTEER :—		
Resolution moved that the money expended in the purchase of, out of Immigration Fund, was an improper appropriation of that fund, and negatived, 227.		
TREASURY BILLS :—		
Message No. 16, referred to Committee of Ways and Means, 481	3	439
Message No. 22, do. do. 516	3	441

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
F			
FINANCE—continued :—			
ORIENTAL BANK CORPORATION :—			
Paper entitled "Financial Agents of the Government in London—termination of Agreement with the," laid on Table, 465		3	425
Motion made for complete copies of all Correspondence between Government and, from 1st January, 1866, to present date, 505; laid on Table, 556; Return to Order in substitution of, laid on Table, 561		3	303
Further Correspondence relative to, laid on Table, 569		3	417
VOTE OF CREDIT :—			
Message No. 21, referred to Committee of Supply, 516		3	443
BANK OF NEW SOUTH WALES :—			
Correspondence with, relative to conduct of Government Agency in England, laid on Table, 569		3	451
Ditto ditto relative to negotiation of Railway Loan of £1,000,000, laid on Table, 569		3	457
MR. LACHLAN M'LAUCHLAN :—			
Petition presented from, praying for leave to place before the Government and the House a certain measure of Financial Reform, 584; ordered to be printed, 592		3	463
Message No. 7, transmitting Estimates of Expenditure, 232		3	117
Estimates of Expenditure for 1868, 232		3	119
Supplementary ditto ditto for 1867 and previous years, 232		3	211
Further Supplementary Estimate for 1867, and Additional Estimate for 1868—Message No. 11, 678		3	227
Further Supplementary Estimate for 1867, 678		3	229
Additional Estimate for 1868, 678		3	233
Estimates of Ways and Means for 1868, 238		3	237
Return showing Treasury Balances in Banks on 31st August, 1867, laid on Table, 244		3	293
PUBLIC DEBT OF THE COLONY :—			
Statement of the particulars of, on 31st August, 1867, laid on Table (<i>in substitution of that laid on Table with Estimates of Ways and Means</i>), 304		3	295
FINANCES, PUBLIC :—			
STATE OF THE :—			
Resolution moved in reference to information respecting, and in allusion to Governor's opening Speech, 66			
FISHERIES (See "OYSTER FISHERIES PROTECTION BILL.")			
FISHERIES ACT AMENDMENT BILL :—			
Motion made for leave to bring in, and leave granted, 380; presented and read 1 ^o , 380; read 2 ^o and committed, 415; reported without Amendment, and Report adopted, 416; read 3 ^o and passed, 422; sent to Legislative Council, 423; returned by Council without Amendment, 474; Assent reported, 494			
FISH RIVER :—			
BRIDGE ACROSS, AT O'CONNELL PLAINS :—			
Motion made for a Committee of the Whole to consider of the necessity of the immediate construction of, and by leave withdrawn, 332.			
FIVE DOCK (See "ROAD.")			
FLOOD RELIEF :—			
HUNTER RIVER DISTRICTS :—			
Motion made for a Return shewing amount expended from 1st January, 1854, to 31st December, 1866, for, 82; laid on Table, 461		4	1103
FLOODS :—			
IN THE DISTRICT OF THE HUNTER :—			
Motion made for appointment of Select Committee to inquire into and report on means to prevent disasters from, and by leave withdrawn, 70.			
FOREIGN DESERTERS ACT OF 1852 :—			
Despatch extending provisions of, to United States of Colombia, laid on Table, 10		2	13
Do. do. do. to the subjects of the Kings of Siam, laid on Table, 10		2	15
FORLONGE, WILLIAM, ESQ. :—			
Issue of Writ, during Recess, for Election of Member to serve in room of, reported, 1.			
FORMAL MOTIONS (See "SESSIONAL ORDERS.")			
FORMAL ORDERS (See "SESSIONAL ORDERS.")			
FREE SELECTION (See "CROWN LANDS.")			
FREE SELECTORS (See "CROWN LANDS.")			
FRIENDLY SOCIETIES :—			
Motion made for Tabular Return of Names of, certified under the Act, 591.			
FUTURE GOVERNORS SALARIES REDUCTION BILL :—			
Motion made for leave to introduce, and leave granted, 19; presented and read, 1 ^o , 19; motion made for second reading, and debate adjourned to this day six months, 25; negatived on Question for second reading, 208.			
G			
GAME PRESERVATION ACT AMENDMENT BILL :—			
Motion made for leave to introduce, and leave granted, 101.			
"GALATEA" :—			
Despatch announcing intended visit of H.R.H. the Duke of Edinburgh, in command of Her Majesty's Ship, laid on Table, 75		2	23
GAOLS AND PENAL ESTABLISHMENTS :—			
REV. MR. DILLON, ROMAN CATHOLIC CHAPLAIN, COCKATOO ISLAND :—			
Motion made for Correspondence relative to dismissal of, 61; laid on Table, 82.		2	217
Resolutions in reference to course taken by Government in the matter of dismissal of, and Debate adjourned, 106; Debate resumed, and Question negatived, 112.			
Gaol Regulations laid on Table, 100		2	201

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
G		
GAOLS AND PENAL ESTABLISHMENTS (<i>continued</i>):—		
CHAPLAIN INSTIGATING TO INSUBORDINATION:—		
Motion made for Correspondence, &c., having reference to alleged misconduct of Rev. C. D. Coghlan in Port Macquarie Gaol, 272; laid on Table, 328 ...	2	227
ROMAN CATHOLIC CHAPLAIN, BERRIMA:—		
Papers relating to changes in the office of, laid on Table, 82	2	243
GAOL STATISTICS:—		
Motion for a Return in reference to, 584.		
MR. SHEPHERD HOWARTH:—		
Motion made for Correspondence relative to dismissal of, as Overseer of Blacksmiths, Darlinghurst, 640; laid on Table, 691.	2	249
GARDEN ISLAND (See "CROWN LANDS.")		
GARRETT, THOMAS, ESQUIRE:—		
Elected Chairman of Committees of the Whole House, 13; Commission to administer Oath to Members, 19; indisposition of, reported, 232; takes Chair of House in absence of Mr. Speaker, 541, 545, 549.		
GARRETT, MR., P.M. FOR BOURKE:—		
Motion made for Correspondence relative to charges made against, 537.		
GATES ON PUBLIC ROADS BILL:—		
Motion made for leave to introduce, and leave granted, 126; presented and read 1 ^o , 126; read 2 ^o , committed, and reported with Amendments, 153; re-committed, and reported with further Amendments, 175; recommitted 2 ^o , and reported with further Amendments, and Report adopted, 180; read 3 ^o , passed, and sent to Legislative Council, 198; returned by Council, with Amendments, 321; Council's Amendments agreed to <i>in part</i> , 458; Message to Council, 472; Council insists on its Amendments, and disagrees to Assembly's Amendments, 509; Assembly insists upon its disagreements to Council's Amendments, and upon its own Amendments, 517.		
GAZETTEER (See "BAILLIERE'S.")		
GEORGE'S RIVER (See "ROAD.")		
GHINNI GHINNI CREEK (See "ROAD.")		
GILCHRIST:—		
EDUCATIONAL TRUST:—		
Despatch respecting, laid on Table, 465.....	4	721
GLADESVILLE (See "ROAD.")		
GOLD (See also "MINT"):—		
MONEY RECOVERED FROM WASTE OF, MINTED:—		
Petition presented from Henry Roman, as Chairman of Public Meeting held by Miners at Rocky River, 115; ordered to be printed, 120.....	2	965
CHARGE FOR CONVEYANCE OF, BY ESCORT:—		
Resolution moved in reference to reduction of, and debate postponed, 314; debate, and Question negatived by Casting Vote of Speaker, 336.		
EXPORT DUTY ON:—		
Resolution moved in reference to, and superseded by Previous Question, 403.		
CONVEYED BY ESCORT:—		
Resolution moved in reference to, and negatived, 461.		
ESCORTS:—		
Return in reference to, laid on Table, 402.....	2	945
MR. E. H. HARGRAVES, DISCOVERER OF:—		
Motion made for copies of two letters sent by, to Colonial Secretary dated respectively 10 March, 1866, and 13 Sept., 1867, 448; laid on Table, 453.	2	947
Petition presented from, setting forth his claims as discoverer of gold, and that the rewards he has received are inadequate, 494; ordered to be printed, 499	2	951
GOLD FIELDS:—		
WEST:—		
Issue of Writ reported for election of Member for, in room of Stephen Augustin Donnelly, Esq., resigned, 1. Return of Writ certifying return of Member for, 1. Member sworn, 2.		
NUNDLE:—		
Petition presented from John Macpherson and others, Gold Miners residing at, in reference to ejection from their claim, 53; ordered to be printed, 60 ...	2	943
Motion made for correspondence in reference to a disputed claim between Macpherson's Mining Company and Schofield's, to a mine in the Police Reserve at, 75; laid on Table, 180.		
ELECTORAL DISTRICTS:—		
Return shewing number of Electors entitled to vote in, laid on Table, 284....	2	49
BURRANGONG:—		
Motion made for correspondence relating to the claim and dispute to a water right on, between M'Grain and party and Deering, 402; laid on Table, 515.		
EMU CREEK:—		
Petition presented from Cornelius O'Brien, of, in reference to discovery of gold, 473.		
ACT 30 VICE., No. 8:—		
Amended Regulations under, laid on Table, 598	2	955
PIPECLAY CREEK, NEAR MUDGE:—		
Petition presented from certain Miners, praying for the suspension of Free Selection and of survey with a view to sale upon, 687; ordered to be printed, 692	2	953
MR. A. E. BUSH:—		
Motion made for a Committee of the Whole to consider of an Address, for the purpose of reimbursing for services rendered to Government in 1851 and 1852, 684; House in Committee, and Resolution reported and agreed to, 744.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.			
		VOL.	PAGE.		
G					
GOLD DUTIES REDUCTION BILL:—					
Motion made for a Committee of the Whole to consider propriety of introducing, 408; House in Committee, and Resolution reported and agreed to, 427; Bill presented and read 1 ^o , 427; Order of the Day for second reading, and Bill discharged, 740.					
GORDON, MR. SAMUEL:—					
Petition presented from, in reference to certain claims, and praying inquiry, 592; referred to Standing Orders Committee, to consider propriety of printing, 616.					
GOVERNMENT (See also "ADMINISTRATION OF THE GOVERNMENT."):—					
BUSINESS:—					
Days for precedence of, 10, 466.					
CLAIMS AGAINST, BILL (See "CLAIMS.")					
GOVERNOR:—					
Proclamation of, summoning Parliament, read by Clerk, 1.					
Message from, summoning Assembly to Legislative Council, 2, 747.					
Opening Speech of, read by Speaker, 2; Select Committee appointed to prepare Address in reply, 4; Address brought up and read by Clerk, 4; adopted, 4; presented, and answer reported, 9.					
Speech of, at Prorogation, 748.					
VALEDICTORY ADDRESS TO HIS EXCELLENCY SIR JOHN YOUNG:—					
Select Committee appointed to prepare, 522; Address brought up and read by the Clerk, 522; adopted, 523; presentation of, and reply reported, 528.					
ASSUMPTION OF THE ADMINISTRATION OF THE GOVERNMENT BY THE RIGHT HONORABLE THE EARL OF BELMORE:—					
Message No. 1, informing the House of, 533.....				2	37
Address in acknowledgment of, adopted, 538; Assembly proceed to Government House to present, 545; reply reported, 545.					
Governor's Commission laid on table, 533.....				2	39
Governor's Instructions laid on Table, 533.....				2	41
Address of condolence and indignation to H.R.H. the Duke of Edinburgh, presented by Assembly to Governor, 607; Governor's reply reported, 607.					
Address to Her Majesty in reference to H.R.H. the Duke of Edinburgh, presented by Speaker to Governor for transmission, and Governor's reply reported, 721.					
Assents to Bills, in Legislative Council, 747.					
Presentation of Money Bills, 747.					
Assent to do. 748.					
GRAFTON:—					
TELEGRAPHIC COMMUNICATION FROM, TO THE COAST:—					
Motion made for a Committee of the Whole to consider of an Address in reference to, and negatived, 75.					
GRAHAM, MESSRS. JOHN & GEORGE (See "CROWN LANDS.")					
GRAMMAR SCHOOL (See "EDUCATION.")					
GRAPE VINES:—					
DISEASE IN:—					
Petition from certain Proprietors of Vineyards and others, praying for an Act to authorize the destruction of all Vine cuttings and Grapes introduced into the Colony, 466; ordered to be printed, 473.....				4	1123
GRAZING (See "CROWN LANDS.")					
GREAT BRITAIN (See "TELEGRAPHIC.")					
GREAT NORTHERN (See "RAILWAY.")					
GREENUP, DR.:—					
WIDOW OF:—					
Motion made for a Committee of the Whole to consider of an Address in reference to, 147; House in Committee, 186; progress reported, 186, 215; further considered in Committee—no report, 232.					
GRENFELL, MR.:—					
WIDOW OF (See "GRIEVANCES.")					
GRIEVANCES:—					
MR. N. L. KENTISH:—					
Petition presented from, relative to his dismissal from the Civil Service, 19; ordered to be printed, 30.....				4	851
CLAIM OF MR. JAMES ROBERTS—BURRANGONG RIOTS:—					
Motion made for a Committee of the Whole to consider of an Address in reference to payment of, 31; House in Committee, and Resolution reported and agreed to, 48.					
WILLIAM TYLER:—					
Petition presented from, as Contractor for the Nepean Railway Bridge, setting forth losses sustained by him through floods, and praying inquiry and relief, 75; ordered to be printed, 82.....				4	853
A. J. LIDDINGTON:—					
Petition presented from, in reference to an order for a grant of land, 82; ordered to be printed, 94.....				4	855
HUMPHREY M'KEON:—					
Petition presented from, respecting contract for clearing lines of streets of an intended township at Long Bay, and praying favourable consideration of his case, 207; ordered to be printed, 213.....				4	857
SEIZURE OF GOODS BY THE LATE SPECIAL CONSTABLE CARROLL, AT STORES OF GEORGE MCLEOD:—					
Motion made for Papers, &c., in reference to, 166; laid on Table, 292; Select Committee appointed to consider and report upon, 403; Return to Address on, referred to Committee, 473; Progress Report brought up, 744.				4	933
EDWARD CUSSEN:—					
Petition presented from, relative to his Free Selection at Tumut, 261; ordered to be printed, 267.....				4	859

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
G		
GRIEVANCES (continued) :—		
MR. THOMAS SMITH :—		
Petition presented from, in reference to filling up frontage of certain waterside land at Pyrmont, 267; ordered to be printed, 272	4	861
Select Committee appointed to consider and report upon Petition of, 395; Petition of Mr. J. W. Russell and others referred, 415; Report brought up, 674	4 4	905 863
MR. BARTHOLOMEW RUSH :—		
Petition presented from, in reference to a contract for erection of an Electric Telegraph line from Blacktown to Newcastle, 308; ordered to be printed, 322	4	907
Select Committee appointed to inquire into and report upon the claims of, 438; Petition referred to Committee, 458; Progress Report brought up, 666 ...	4	911
SUEAN GREENFELL :—		
Petition presented from, in reference to her late husband, who was killed by bushrangers, while defending Her Majesty's mails, and praying consideration of her case, 533; ordered to be printed, 537	4	929
THOMAS M'COORMACK :—		
Petition presented from, in reference to his suspension and subsequent dismissal from office as Clerk and Storekeeper at the Industrial School for Girls at Newcastle, 678; ordered to be printed, 683	4	931
H		
HALLORAN, MR. ROBERT (See "EDUCATION.")		
HAMILTON :—		
MACDONALD AND MACKIE (See "CROWN LANDS.")		
HARGRAVES, MR. E. H. (See "GOLD.")		
HARPER, SAMUEL (See "CUSTOMS.")		
HART, JAMES, ESQ. :—		
Deputy Chairman of Committees of the Whole, 185.		
HARTLEY VALE COLLIERY RAILWAY BILL :—		
Petition praying for leave to introduce, 261; Motion made for leave to introduce, and leave granted, 272; presented and read 1 ^o , 272; referred to Select Committee, 279; Report brought up, 313; read 2 ^o , committed, and progress reported, 376; reported without Amendment, and Report adopted, 437; read 3 ^o , passed, and sent to Legislative Council, 441; returned by Council without Amendment, 490; Assent reported, 533.	3	911
HASSALL, MR. ROWLAND :—		
REMOVAL OF, FROM THE COMMISSION OF THE PEACE (See "ADMINISTRATION OF JUSTICE.")		
HAY, JOHN, ESQ. :—		
Issue of Writ, during Recess, for election of Member to serve in room of, reported, 1.		
HEAT (See also "DISORDER") :—		
WORDS OF :—		
Used by Members, 12, 343, 496.		
HONORARY DEGREES BILL :—		
Motion made for leave to introduce, and leave granted, 69; presented and read 1 ^o , 69; negatived on motion for second reading, 133.		
HOWARTH, MR. SHEPARD (See "GAOLS.")		
HULL, MR. WILLIAM BENNETT (See "RAILWAY.")		
HUNTER, THE (See "FLOODS.")		
I and J		
IMMIGRATION (See also "CHINESE IMMIGRATION ACT REPEAL BILL.")		
Report from Agent for 1866, laid on Table, 125	2	421
Do. for 1867, laid on Table, 721	2	437
INDIA (See "POSTAL.")		
INDISPOSITION (See "SPEAKER," also "CHAIRMAN.")		
INFIRM (See "ASYLUM.")		
INSOLVENCY (See "PROCEEDINGS IN INSOLVENCY FACILITATION BILL.")		
INSPECTORS, PUBLIC SCHOOL (See "EDUCATION.")		
INSTRUCTIONS :—		
Copy of, to the Right Honorable the Earl of Belmore, as Governor, laid on Table, 533	2	41
INSUBORDINATION (See "GAOLS.")		
INTOXICATING (See "SUPPLY OF INTOXICATING LIQUORS TO ABORIGINES BILL.")		
INVENTIONS :—		
LETTERS OF REGISTRATION OF :—		
Return (in part) to Address (of Session 1861) in reference to, laid on Table, 533	4	749
IRREGULARITY :—		
IN ASSEMBLY'S MESSAGE TO COUNCIL :—		
Adverted to by Speaker, 368.		
JUDGES (See "ADMINISTRATION OF JUSTICE.")		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
	VOL.	PAGE.	
K			
KEMP, JAMES RUTHVEN, ESQ. :—			
Return of Writ for election of Member to serve in room of, reported, 1.			
KEMPSEY :—			
SESSION OF COURT AT (See "ADMINISTRATION OF JUSTICE.")			
KENNAGH, CONSTABLE CARROLL, OR (See "ADMINISTRATION OF JUSTICE," "BUSHRANGERS.")			
KENTISH, MR. N. L. (See "GRIEVANCES.")			
L			
LACHLAN, THE :—			
Disorderly words used by Member for, reported by Chairman, 496; correctness of words reported admitted, and Member withdrew, 496.			
LACKEY, JOHN, ESQUIRE :—			
Writ certifying return of, as Member for Central Cumberland, 9; Member sworn, 9.			
LAKE MACQUARIE (See "BURNLEY," "CROWN LANDS.")			
LAND (See "ORDNANCE"; also "CROWN LANDS.")			
LANDS (See also "CROWN LANDS.")			
Motion made for a Return shewing List, &c., of land claims taken for Railway purposes settled by arbitration, 516; laid on Table, 516	3	929	
CHURCH AND SCHOOL :—			
Resolution moved in reference to, and superseded by Previous Question, 101.			
Motion made for a Return shewing the number of expired leases of, 237; laid on Table, 380	4	745	
TAKEN FROM JOHN MORRICE, ESQ., OF BROWLEY, FOR RAILWAY PURPOSES :—			
Motion made for correspondence, &c., in reference to, 304; laid on Table, 389.			
LAND LAWS AMENDMENT AND FREEHOLD SETTLEMENT BILL :—			
Motion made for leave to introduce, and leave granted, 174; presented and read 1 ^o , 174; Order of the Day for second reading discharged, and Bill withdrawn, 256.			
LAND LAWS AMENDMENT AND FREEHOLD SETTLEMENT BILL (No. 2) :—			
Motion made for a Committee of the Whole to consider the expediency of introducing, 279; House in Committee, and Resolution reported and agreed to, 284; Bill presented and read 1 ^o , 299; Motion made for second reading, and Debate adjourned, 328, 340; second reading ordered for this day six months, 344; Order of the Day and Bill discharged, 674.			
Petitions presented against, from—			
Inhabitants of Muswellbrook, 313; ordered to be printed, 322	3	1235	
Certain Inhabitants of the Albury District, 340; ordered to be printed, 343	3	1237	
LARKIN, MESSRS. THOMAS, AND ROBERT POOLEY (See "ROAD.")			
LEASEHOLD RIGHTS OF FREE SELECTORS BILL :—			
Motion made for leave to bring in, and leave granted, 640; presented and read 1 ^o , 677; read 2 ^o , 710; committed, reported with Amendments, and Report adopted, 710; read 3 ^o , passed, and sent to Legislative Council, 717.			
LEASES (See "CHURCH AND SCHOOL LANDS.")			
OR LICENSES TO OCCUPY CROWN LANDS (See "CROWN LANDS.")			
LEAVE :—			
OF ABSENCE (See "SALARIED OFFICERS.")			
LEE, BENJAMIN, ESQUIRE :—			
Commits an assault on Member for Central Cumberland (Mr. Macpherson), 576; offers his apologies to the House and withdraws, 576; expresses regret for disorderly conduct, 579; Resolution passed in reference to, 579.			
LENNON, MESSRS., AND CAPE :—			
Correspondence, &c., relative to appointment of, as Government Brokers, laid on Table, 462	3	429	
LESLEY, PROFESSOR (See "PETROLEUM.")			
LIABILITIES (See "BANK.")			
LIBRARIAN, PARLIAMENTARY :—			
PRIVILEGE :—			
Speaker asks for papers relative to vacant office of, and addresses the House, 562; papers laid on Table, 565	1	949	
Further correspondence respecting, laid on Table, 591	1	953	
Motion made in reference to the course taken by the Government in failing to carry out the Speaker and President's recommendation respecting, and negatived, 684.			
LIBRARY :—			
COMMITTEE :—			
Appointed by Ballot (<i>Sessional Order</i>), 11.			
LICENSES, LEASES or :—			
TO OCCUPY CROWN LANDS (See "CROWN LANDS.")			
LIDDINGTON, A. J. (See "GRIEVANCES.")			
LIENS ON WOOL AND MORTGAGES OF SHEEP LAW AMENDMENT BILL :—			
Motion made for leave to introduce, and leave granted, 516; presented and read 1 ^o 516; read 2 ^o and committed, 551; reported without Amendment and Report adopted, 552; read 3 ^o , passed, and sent to Legislative Council, 557; returned by Council without Amendment, 565; Assent reported, 570.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
	VOL.	PAGE.	
L			
LIGHT-HOUSE :—			
Resolution moved in reference to a Light being placed at the entrance to Broken Bay, on Barrenjuey, 36.			
LIST (See "ALPHABETICAL.")			
LISTS (See "TELLERS.")			
LOAN (See "FINANCE," "RAILWAY LOAN BILL"; also "PUBLIC WORKS LOAN BILL.")			
LOCK-UP :—			
Petition from West Bargo in reference to removal of, 643; ordered to be printed, 654	2	247	
LOGAN, MR. THOMAS (See "CROWN LANDS.")			
LUNATIC ASYLUM :—			
TARBAN CREEK :—			
Motion made for a Return in reference to patients admitted to, 251; laid on Table, 313	4	117	
LUNATIC ASYLUMS :—			
IN GREAT BRITAIN :—			
Documents in reference to inquiry into condition and management of, and appointment of Dr. Manning as Comissioner, laid on Table, 576	4	119	
Further Report on ditto, laid on Table, 666	4	125	
M			
MACDONALD, HAMILTON AND MACKIE (See "CROWN LANDS.")			
MACE (See "PARLIAMENT," "STANDING ORDERS.")			
MACINTOSH (See "MUNICIPAL.")			
MACKIE, HAMILTON, MACDONALD AND (See "CROWN LANDS.")			
MACPHERSON, JOHN (See "GOLD FIELDS.")			
MACPHERSON, ALLAN, ESQUIRE :—			
Assault committed upon, 576; Motion made in reference to disorderly conduct of, 579; regret for, expressed by, 579; Motion made for Attorney General to prosecute, 579.			
MACQUARIE, EAST :—			
ELECTORATE OF :—			
Seat for, declared vacant, 112; Writ certifying return of Member for, 213; Member sworn, 249			
MAGISTRATE, STIPENDIARY (See "NUNDLE.")			
MAIL (See "POSTAL.")			
MAITLAND :—			
ROAD TRUST :—			
Abstracts of Receipts and Expenditure for 1866, laid on Table, 146	3	703	
MANAGERS (See "CONFERENCE.")			
MANNING RIVER (See "ROAD.")			
MANNING, DR. (See "LUNATIC ASYLUMS.")			
MANT, MR. :—			
Motion made for a Return in reference to Miners Rights and Police Fines, 146; laid on Table, 146	2	127	
MARRIAGE LAW :—			
Petition presented from Bishop, Clergy, and Lay Representatives of the Church of England and Ireland within the Colony, in reference to, 331; ordered to be printed, 335	4	1003	
MARTIAL :—			
LAW :—			
Despatch respecting, laid on Table, 9	2	1	
Further ditto respecting, laid on Table, 35	2	5	
MARTIN, THE HONORABLE JAMES (See "LACHLAN.")			
MATRIMONIAL (See "DIVORCE.")			
MAYOR, THE :—			
OF SYDNEY (See "MUNICIPAL.")			
M'CORMACK, THOMAS :—			
Petition presented from, complaining of his suspension and subsequent dismissal from office as Clerk and Storekeeper of the Industrial School for Girls at Newcastle, and praying inquiry, 673; ordered to be printed, 683	4	931	
M'GLONE (See "POLICE.")			
M'GRAIN (See "GOLD FIELDS.")			
M'KAY, GEORGE, ESQUIRE :—			
Writ certifying return of, as Member for Orange, 30; Member sworn, 73.			
M'KEON, HUMPHREY (See "GRIEVANCES.")			
M'LAUHLAN, MR. LACHLAN (See "FINANCE.")			
M'LEOD, GEORGE (See "GRIEVANCES.")			
M'NEILL, JAMES (See "PRESBYTERIAN COLLEGE BILL.")			
M'GIBBON, REV. JOHN :—			
AND MR. CHARLES TTBNEY (See "EDUCATION.")			
MEANS (See "WAYS AND MEANS.")			
MEDICAL (See "VACCINATION.")			
MEMBER :—			
SWORN 2⁽²⁾ , 9, 53, 73, 249,			
OF COMMITTEE OF ELECTIONS , sworn, 30.			
Discharged from attendance on Select Committee, 415; added, 415.			
MEMBERS (See "ALPHABETICAL"; also "PARLIAMENTS.") :—			
OF LEGISLATIVE COUNCIL (See "COUNCIL.")			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
M			
MESSAGES :—			
TRANSMISSION OF, BETWEEN THE TWO HOUSES :—			
Sessional Order in reference to, 10.			
FROM HIS EXCELLENCY SIR JOHN YOUNG :—			
Summons Assembly to Legislative Council, 2, 747.			
No. 1. Postage Laws Consolidation and Amendment Bill, 126			
2. Provision for Reception of His Royal Highness the Duke of Edinburgh, 132			
3. Volunteer Force Regulation Bill (No. 2), 132			
4. Federal Council Bill (No. 2), 192			
5. Assent to Bills, viz. :—			
(1.) Border Duties Bill, 214.			
(2.) Camperdown and Randwick Cemeteries Bill, 214.			
6. Assent to Newcastle Co-operative Steam Tug Company's Bill, 214.			
7. Estimates of Expenditure for 1868, and Supplementary Estimates for 1867 and previous years, 232			
8. Assent to Dedicated Crown Lands Resumption Bill, 237.			
9. Assent to Bills, viz. :—			
(1.) Volunteer Force Regulation Bill (No. 2), 320.			
(2.) Postage Laws Consolidation and Amendment Bill, 320.			
10. Assent to Bills, viz. :—			
(1.) Parramatta Factory Street Bill, 321.			
(2.) Federal Council Bill (No. 2), 321.			
11. Assent to Clarence and Richmond Rivers Steam Navigation Company's Act Amendment Bill, 321.			
12. Assent to Chinese Immigration Act Repeal Bill, 432.			
13. Further Provision for Reception of His Royal Highness the Duke of Edinburgh, 438			
14. Railway Loan Bill, 442			
15. Ditto ditto 466			
16. Treasury Bills, 481			
17. Military Contribution Act Amendment Bill, 482			
18. Assent to Bills, viz. :—			
(1.) Proceedings in Insolvency Facilitation Bill, 494.			
(2.) Fisheries Act Amendment Bill, 494.			
19. Assent to Waterview Patent Slip Bill, 494.			
20. Assent to Bills, viz. :—			
(1.) Presbyterian (St. Andrew's) College Bill, 495.			
(2.) Cataract Coal Mine Railway Bill, 495.			
21. Vote of Credit, 516			
22. Treasury Bills, 516			
23. Assent to Railway Loan Bill, 532.			
24. Assent to Bills, viz. :—			
(1.) Sale of Improved Lands Bill, 532			
(2.) Necropolis Regulation Bill, 532			
(3.) Municipalities Bill, 532.			
25. Assent to Bills, viz. :—			
(1.) Supply of Intoxicating Liquors to Aborigines Bill, 532.			
(2.) Vines and Grapes Importation Prohibition Bill, 532.			
(3.) Arbitrations Facilitation Bill, 532.			
26. Assent to Commercial Banking Company of Sydney Incorporation Act Amendment Bill, 532.			
27. Assent to Hartley Vale Colliery Railway Bill, 533.			
FROM HIS EXCELLENCY THE EARL OF BELMORE :—			
No. 1. Assumption of the Administration of the Government by the Right Honorable the Earl of Belmore, 533			
2. Assent to Treatment of Insane Laws Amendment Bill, 562.			
3. Assent to Military Contribution Act Amendment Bill, 562.			
4. Assent to Oyster Fisheries Protection Bill, 569.			
5. Assent to Amended Randwick and Coogee Roads Trust Bill, 569.			
6. Assent to Customs General Regulation Laws Amendment Bill, 569.			
7. Assent to Western Kerosene Oil Company's Incorporation Bill, 570.			
8. Assent to Liens on Wool and Mortgages of Sheep Law Amendment Bill, 570.			
9. Assent to Consolidated Revenue Fund Bill, 570.			
10. Assent to Treason Felony Bill, 626.			
11. Further Supplementary Estimates for 1867 and Additional Estimates for 1868, 678			
FROM ASSEMBLY TO COUNCIL :—			
Requesting the Attendance of Members of the Legislative Council as Witnesses before Select Committee, 307.			
Transmitting Presbyterian College Bill, 36.			
Camperdown and Randwick Cemeteries Bill, 48.			
Border Duties Bill, 94.			
Dedicated Crown Lands Resumption Bill, 126.			
Gates on Public Roads Bill, 198.			
Postage Laws Consolidation and Amendment Bill, 198.			
Volunteer Force Regulation Bill (No. 2), 203.			
Federal Council Bill (No. 2), 220.			
Claims against Government Bill, 220.			
Parramatta Factory-street Bill, 238.			
Chinese Immigration Act Repeal Bill, 314.			
Cataract Coal Mine Railway Bill, 380.			
Waterview Patent Slip Bill, 380.			
Fisheries Act Amendment Bill, 423.			
Necropolis Regulation Bill, 423.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
M		
MESSAGES (continued) :—		
FROM ASSEMBLY TO COUNCIL (continued) :—		
<ul style="list-style-type: none"> Transmitting Supply of Intoxicating Liquors to Aborigines Bill, 442. Hartley Vale Colliery Railway Bill, 442. Municipalities Bill, 474. Sale of Improved Lands Bill, 473. Railway Loan Bill, 481. Oyster Fisheries Protection Bill, 481. St. Andrew's Cathedral Close Bill, 482. Vines and Grapes Importation Prohibition Bill, 485. Treatment of Insane Persons Law Amendment Bill, 499. Commercial Banking Company of Sydney Incorporation Act Amendment Bill, 506. Military Contribution Act Amendment Bill, 518. Amended Randwick and Coogee Roads Trust Bill, 523. Customs General Regulation Laws Amendment Bill, 557. Liens on Wool and Mortgages of Sheep Law Amendment Bill, 557. Consolidated Revenue Fund Bill, 558. Treason Felony Bill, 621. Sydney Common Improvement Act Amendment Bill, 715. Leasehold Rights of Free Selectors Bill, 717. Stamp Duties Act Amendment Bill (No. 2), 735. Appropriation Bill, 736. Public Works Loan Bill, 736. Treasury Bills Bill, 741. Returning Newcastle Co-operative Steam Tug Company's Bill, without Amendment, 166. Clarence and Richmond River Steam Navigation Company's Act Amendment Bill, without Amendment, 221. Proceedings in Insolvency Facilitation Bill, without Amendment, 423. Arbitrations Facilitation Bill, without Amendment, 482. Western Kerosene Oil Company's Incorporation Bill, without Amendment, 550. Agreeing to Amendments in Camperdown and Randwick Cemeteries Bill, 157. Dedicated Crown Lands Resumption Bill, 204. Federal Council Bill (No. 2), 284. Oyster Fisheries Protection Bill, 551. Agreeing to some and disagreeing to others of the Amendments in Municipalities Bill, 517. Agreeing to some, disagreeing to others, and amending others of the Amendments in Presbyterian (St. Andrew's) College Bill, 197. Agreeing to some, amending others, and disagreeing to others of the Amendments in Gates on Public Roads Bill, 472. Agreeing to some, disagreeing to others, and amending others of the Amendments, with a consequential Amendment, in St. Andrew's Cathedral Close Bill, 669. Disagreeing to Amendments in Necropolis Regulation Bill, 515. Not insisting upon its Disagreements to, nor its Amendments in, Presbyterian College Bill, with certain exceptions, and requesting a Free Conference with Council thereon, 320, 368, 390. 		
FROM COUNCIL TO ASSEMBLY :—		
<ul style="list-style-type: none"> In reply to Message requesting attendance of Members as Witnesses before Select Committee, 322. Transmitting Newcastle Co-operative Steam-Tug Company's Bill, 127. Clarence and Richmond River Steam Navigation Company's Act Amendment Bill, 175. Arbitrations Facilitation Bill, 214. Proceedings in Insolvency Facilitation Bill, 256. Western Kerosene Oil Company's Incorporation Bill, 525. Returning Presbyterian College Bill with Amendments, 133. Camperdown and Randwick Cemeteries Bill, 152. Border Duties Bill, without Amendment, 153. Dedicated Crown Lands Resumption Bill, with an Amendment, 199. Postage Laws Consolidation and Amendment Bill, without Amendment, 238. Volunteer Force Regulation Bill (No. 2), without Amendment, 238. Federal Council Bill, with Amendments, 264. Gates on Public Roads Bill, with Amendments, 321. Parramatta Factory Street Bill, without Amendment, 280. Chinese Immigration Act Repeal Bill, without Amendment, 368. Cataract Coal Mine Railway Bill, without Amendment, 448. Waterview Patent Slip Bill, without Amendment, 467. Fisheries Act Amendment Bill, without Amendment, 474. Supply of Intoxicating Liquors to Aborigines Bill, without Amendment, 490. Hartley Vale Colliery Railway Bill, without Amendment, 490. Necropolis Regulation Bill, with Amendments, 495. Sale of Improved Lands Bill, without Amendment, 500. Municipalities Bill, with Amendments, 511. Vines and Grapes Importation Prohibition Bill, without Amendment, 509. Railway Loan Bill, without Amendment, 509. Oyster Fisheries Protection Bill, with Amendments, 523. 		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
M	VOL.	PAGE.
MESSAGES (continued) :—		
FROM COUNCIL TO ASSEMBLY (continued) :—		
Returning St. Andrew's Cathedral Close Bill, with Amendments, 523.		
Commercial Banking Company of Sydney Incorporation Act Amendment Bill, without Amendment, 525.		
Treatment of Insane Persons Law Amendment Bill, without Amendment, 537.		
Military Contribution Act Amendment Bill, without Amendment, 537.		
Amended Randwick and Coogee Roads Trust Bill, with Amendments, 550.		
Consolidated Revenue Fund Bill, without Amendment, 565.		
Liens on Wool and Mortgages of Sheep Law Amendment Bill, without Amendment, 565.		
Customs General Regulation Laws Amendment Bill, without Amendment, 566.		
Treason Felony Bill, without Amendment, 621.		
Sydney Common Improvement Act Amendment Bill, without Amendment, 741.		
Stamp Duties Act Amendment Bill (No. 2), without Amendment, 745.		
Public Works Loan Bill, without Amendment, 745.		
Appropriation Bill, without Amendment, 745.		
Treasury Bills Bill, without Amendment, 745.		
Insisting upon certain of its Amendments, and disagreeing to Assembly's Amendments in others of its Amendments in Presbyterian College Bill, 280.		
In reply to Message requesting a Free Conference on the subject of certain Amendments insisted on by Council, 367, 372, 409.		
Not adhering to Amendments disagreed to by Assembly in Presbyterian (St. Andrew's) College Bill, 427.		
Insisting upon its Amendments, and disagreeing to certain of Assembly's Amendments in Gates on Public Roads Bill, 509.		
Not insisting upon its Amendments disagreed to in Municipalities Bill, 525.		
" Necropolis Regulation Bill, 525.		
Not insisting upon its Amendments disagreed to, and agreeing to Assembly's Amendments in St. Andrew's Cathedral Close Bill, with Amendments, 710.		
MESSENGERS (See "PARLIAMENT.")		
MEYMOTT, MR. DISTRICT JUDGE (See "ADMINISTRATION OF JUSTICE.")		
MIDNIGHT (See "ASSEMBLY.")		
MILITARY :—		
BATTERY OF ARTILLERY STATIONED AT SYDNEY :—		
Despatch, correspondence, &c., respecting, laid on Table, 474.....	2	291
NAVAL AND MILITARY DEFENCES OF THE COLONY :—		
Despatch respecting, laid on Table, 583.....	2	285
MILITARY CONTRIBUTION ACT AMENDMENT BILL :—		
Motion made for a Committee of the Whole to consider propriety of introducing, 466; House in Committee, and Resolution reported and agreed to, 473; Bill presented and read 1 ^o , 473; Message from Governor respecting, 482; Bill read 2 ^o , 500; committed, reported without Amendment, and Report adopted, 500; read 3 ^o , passed, and sent to Legislative Council, 518; returned by Council without Amendment, 537; Assent reported, 562.		
MINISTERIAL :—		
STATEMENTS :—		
Made by Mr. Martin, 347, 351, 545.		
MINISTRY :—		
CENSURE OF THE :—		
Resolution moved in reference to, and Debate adjourned, 355; Debate resumed and continued, 359, 367; Debate concluded and resolution negatived, 371.		
MINT (See also "GOLD") :—		
SYDNEY BRANCH :—		
Despatch, with copy of Report on Returns of, laid on Table, 10.....	2	957
Despatch, dated 18 May, 1867, respecting, laid on Table, 100.....	2	959
Despatch dated 21 May, 1867, respecting, laid on Table, 100.....	2	961
Despatch, dated 10 November, 1867, containing Report on weight and fineness of gold coins produced at, laid on Table, 569.....	2	963
MONEY RECOVERED FROM WASTE OF GOLD MINTED :—		
Petition presented from Rocky River Gold Fields respecting, 115; ordered to be printed, 120.....	2	965
MONEYS, PUBLIC (See "FINANCE.")		
MOORE, MR. CHARLES (See also "PARIS EXHIBITION.")		
Report from, on the state of the Orange Plantations in Portugal and Spain, laid on Table, 591.....	4	1073
MORRICE JOHN, ESQUIRE :—		
Motion made for Correspondence, &c., in reference to lands taken from, for railway purposes, 304; laid on Table, 389.		
MOTIONS, FORMAL (See "SESSIONAL ORDERS.")		
MUDGE (See "GOLD FIELDS.")		
MUNICIPAL (See also "ST. ANDREW'S CATHEDRAL CLOSE BILL.") :—		
COUNCIL OF PADDINGTON :—		
Motion made for a Committee of the Whole to consider of an Address in reference to Government endowment withheld from, 403; House in Committee and Resolution reported, 438; agreed to, 443.		
MAYOR OF SYDNEY :—		
Petition presented from John Macintosh, in reference to alleged exercise of extraordinary powers by, 722; ordered to be printed, 734.....	4	51

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
M			
MUNICIPALITIES :—			
COUNCIL OF SYDNEY :—			
Tenth Yearly Report from, on Sewerage and Water Supply, laid on Table, 9...		4	27
Eleventh Annual Report of Proceedings under Water and Sewerage Acts, laid on Table, 744		4	35
SHOALHAVEN :—			
Resolutions moved in reference to adoption of Report of Select Committee of last Session, relative to, and negatived, 251.			
BOROUGH OF BALMAIN :—			
By-law of, laid on Table, 583		4	43
BOROUGH OF ALBURY :—			
By-law of, laid on Table, 591		4	45
BOROUGH OF BATHURST :—			
By-laws of, laid on Table, 598		4	47
EXCEPT THE CITY OF SYDNEY :—			
Motion made for a Return in reference to, 438.			
MUNICIPALITIES BILL :—			
Motion made for a Committee of the Whole to consider the propriety of introducing, 152; House in Committee and Resolution reported and agreed to, 157; Bill presented and read 1 ^o , 389; read 2 ^o , 428; committed, and progress reported, 428, 431, 438, 449, 454; reported with Amendments, 458; recommitted, and reported with further Amendments, 467; Report adopted, 467; Bill read 3 ^o , and passed, 473; sent to Legislative Council, 474; returned by Council with Amendments, 510; Council's Amendments agreed to <i>in part</i> , 516; Message to Council, 517; Council does not insist on its Amendments, 525; Assent reported, 532.			
Petition presented in reference to :—			
From Mayor and Aldermen of Wollongong, 422; ordered to be printed, 428.		4	41
MURRAY RIVER (See "CUSTOMS.")			
MURRAY'S MARRIAGE SETTLEMENT TRUST BILL :—			
Motion made for suspension of Standing Orders in reference to, 566.			
MURRURUNDI (See "RAILWAY.")			
MURPHY, J. L. (See "CUSTOMS.")			
MUSEUM :—			
AUSTRALIAN :—			
Report for 1866, laid on Table, 152		4	19
MUSIC AND DANCING (See "SALE OF LIQUORS LICENSING ACT OF 1862.")			
MUSWELLBROOK (See "RAILWAY.")			
MUTUAL PROVIDENT SOCIETY (See "FINANCE.")			
N			
NANDI (See "FIELD"; also "ROAD.")			
NAVAL :—			
AND MILITARY DEFENCES OF THE COLONY :—			
Despatch respecting, laid on Table, 583		2	285
NECROPOLIS REGULATION BILL :—			
Motion made for a Committee of the Whole to consider propriety of introducing, 380; House in Committee and resolution reported and adopted, 390; Bill presented and read 1 ^o , 390; read 2 ^o , committed, reported with Amendments, and Report adopted, 412; Bill recommitted, reported 2 ^o with further Amendments, and Report adopted, 424; read 3 ^o , passed, and sent to Legislative Council, 428; returned by Council with Amendments, 495; Council's Amendments disagreed to, 512; Message to Council, 515; Council does not insist upon its Amendments, 525; Assent reported, 532.			
NEPEAN RAILWAY BRIDGE (See "GRIEVANCES—WILLIAM TYLER"; also "TOLLS.")			
NEWCASTLE :—			
BALLAST MASTER AT :—			
Report of Engineer-in-Chief for Harbours and Rivers, relative to, laid on Table, 126		3	579
ELECTRIC TELEGRAPH LINE FROM BLACKTOWN TO :—			
Petition presented, from Bartholomew Rush, contractor, respecting the erection of, 308; ordered to be printed, 322		4	907
COAL SHIPPED AT :—			
Return of the quantity of, laid on Table, 458		4	17
NEWCASTLE CO-OPERATIVE STEAM TUG COMPANY'S BILL :—			
Received from Legislative Council, and read 1 ^o , 127; read 2 ^o , committed, reported, and Report adopted, 161; read 3 ^o , passed, and returned to Council without Amendment, 166; Assent reported, 214.			
NEWSPAPER POSTAGE ACT OF 1864 :—			
Resolution moved for repeal of, and question negatived, 272.			
NOWLAN, JOHN ROBERTSON, ESQUIRE :—			
Motion made for the omission of the word "Robertson" from the name of the sitting Member for "The Williams" in the "Alphabetical List of Members," and superseded by Previous Question, 83.			
NOWLAND, MRS. HARRIETTE (See "RAILWAY.")			
NUNDLE (See "GOLD FIELDS"; also "ROAD.")			
Petition presented, praying for appointment of Stipendiary Magistrate, &c., at, 119; ordered to be printed, 126		3	701

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
0		
OATH :—		
Deputy Speaker's Commission to administer, 19.		
Administered by Speaker, 2 ⁽²⁾ , 9, 53, 73, 249.		
Administered by Clerk to Members of Committee of Elections, &c., 30, 61.		
O'BRIEN CORNELIUS (See "GOLD FIELDS—EMU CREEK.")		
O'CONNELL PLAINS :—		
BRIDGE ACROSS THE FISH RIVER AT :—		
Motion made for a Committee of the Whole to consider necessity of construction of, and by leave withdrawn, 332.		
O'FARRELL, PRISONER (See "ADMINISTRATION OF JUSTICE.")		
OFFICERS, SALARIED :—		
LEAVE OF ABSENCE RECEIVED BY :—		
Motion made for a Return in reference to, 227.		
OPENING (See "ASSEMBLY," "PARLIAMENT.")		
ORANGE :—		
ELECTORATE OF :—		
Issue of Writ, during Recess, for election of Member for, reported, 1; Writ certifying return of George M'Kay, Esquire, as Member for, 30; Member sworn, 73.		
PLANTATIONS IN PORTUGAL AND SPAIN :—		
Report from Director of Botanic Gardens, Sydney, on the state of, laid on Table, 591	4	1073
ORDER :—		
QUESTIONS OF :—		
In reference to :—		
Bills that should originate in a Committee of the Whole, 36, 66, 116, 256.		
House or Committee to determine for itself what Member shall be first heard, 279.		
Order in which separate Amendments, in the same question, must be put, 284, 412.		
Competency of Committee to amend a Bill to repeal an Act, by introducing the words "suspended for five years," in place of the word "repealed," 309.		
Words used by Members in Debate, 343.		
Words used by Members in Committee, reported, 496.		
Irregularity of Questions on Notice Paper, 422.		
Committee having agreed to one item in Supply, proceeding,—before disposing of the remaining items,—to consider question of Expenditure, submitted by Governor's Message, recommending a Vote of Credit, 528.		
In considering the Estimates referred to them, Committee to discuss the items in the order in which they stand, and to refer only to the particular one under discussion, 644.		
No item to be withdrawn in Committee of Supply, without the action of the Committee; and no item which has been thus omitted to be restored, 705.		
ORDERS (See "SESSIONAL"; also "STANDING.")		
ORDERS OF THE DAY (See "SESSIONAL.")		
ORDERS, FORMAL (See "SESSIONAL.")		
ORDNANCE LAND ACT AMENDMENT BILL :—		
Motion made for leave to introduce, and leave granted, 2; presented and read 1 ^o , <i>pro forma</i> , 2; no further action taken.		
ORIENTAL BANK CORPORATION (See "FINANCE.")		
ORPHAN SCHOOLS (See "EDUCATION.")		
OYSTER FISHERIES PROTECTION BILL :—		
Motion made for a Committee of the Whole to consider expediency of introducing, 36; House in Committee, and Resolution reported and agreed to, 42; Bill presented and read 1 ^o , 43; Order of the Day for second reading discharged and Bill referred to Select Committee, 60; Evidence, &c., on Fisheries Bills of previous Sessions referred to, 82; Report brought up, 343; Bill read 2 ^o , committed, and progress reported, 390; reported with Amendments, and Report adopted, 478; read 3 ^o , passed, and sent to Legislative Council, 481; returned by Council, with Amendments, 523; Council's Amendments agreed to, 551; Message to Council, 551; Assent reported, 569.		
P		
PADDINGTON (See "MUNICIPAL.")		
P. & O. COMPANY (See "POSTAL.")		
PANAMA (See "POSTAL.")		
PARIS EXHIBITION :—		
Motion made for all Correspondence, Minutes, &c., having reference to the appointment and subsequent removal of Mr. Charles Moore, Director of the Botanic Gardens, Sydney, from the Office of Commissioner for; also, in reference to his leave of absence, 31; laid on Table, 132	2	453
Resolutions moved in reference to Mr. Charles Moore and the conduct of Executive Commissioner, and the Government, and question negatived, 250		
PARLIAMENT :—		
Proclamation of Governor, read by Clerk, 1; Governor's Speech on Opening, read by Speaker, 2.		
Prorogation of, 748.		
MESSENGERS AND SERVANTS OF—MACE :—		
Report from Standing Orders Committee in reference to, brought up, 174; Motion made for adoption of, and Debate ensuing, House counted out, 227; Debate restored to Paper, 239; Debate adjourned to this day six months, 308; Order of the Day discharged, 640.	1	945

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
P		
PARLIAMENTARY LIBRARIAN :—		
PRIVILEGE :—		
Speaker asks for Papers in reference to vacant office of, and addresses the House, 562 ; Papers laid on Table, 565	1	949
Further Correspondence respecting, laid on Table, 591	1	953
Resolution moved in reference to course taken by the Government respecting vacant office of, and question negatived, 684.		
PARLIAMENTS (See also "TRIENNIAL PARLIAMENTS BILL.")		
PROPOSED PAYMENT OF COUNTRY MEMBERS OF FUTURE :—		
Motion made for a Committee of the Whole to consider Resolutions in reference to, and superseded by Previous Question, 335.		
PARRAMATTA FACTORY STREET BILL :—		
Motion made for leave to introduce, and leave granted, 220 ; presented and read 1 ^o , 220 ; read 2 ^o , committed, reported without Amendment, and Report adopted, 232 ; read 3 ^o , passed, and sent to Legislative Council, 238 ; returned by Council without Amendment, 280 ; Assent reported, 321.		
PASSENGERS (See "RAILWAY.")		
PATIENTS (See "LUNATIC ASYLUMS.")		
PAYMENT (See "PARLIAMENT.")		
PEARCE, RICHARD :—		
Motion made for Correspondence, &c., in reference to claim of, under Police Superannuation Act, 408 ; laid on Table, 506	2	261
PETROLEUM :—		
Return to Order (<i>last Session</i>) in reference to (<i>Mr. W. F. De Salis—Professor Lesly</i>), laid on Table, 25	4	1081
PIPECLAY CREEK (See "GOLD FIELDS.")		
PLEURO-PNEUMONIA :—		
Report on, dated 7th January, 1868, by Chief Inspector of Sheep and Cattle, laid on Table, 700	4	71
POLICE (See also "TOWNS POLICE REGULATION ACT AMENDMENT BILL.") :—		
DISTRIBUTION OF FORCE :—		
Return shewing, laid on Table, 173	2	257
DETECTIVE M'GLONE :—		
Motion made for a statement of a charge of disloyalty made against ; as also for Papers relative to resignation of office by, 722 ; laid on Table, 744	2	267
POOLEY, MESSRS. THOMAS LARKIN, AND ROBERT (See "ROAD.")		
PORT MACQUARIE (See "ASYLUM" ; also "GAOLS.")		
POSTAGE (See "NEWSPAPER POSTAGE ACT OF 1864.")		
POSTAGE LAWS CONSOLIDATION AND AMENDMENT BILL :—		
Motion made for a Committee of the Whole to consider desirability of introducing, 106 ; House in Committee, and Resolution reported and agreed to, 116 ; Bill presented and read 1 ^o , 116 ; Message No. 1 from Governor in reference to, 126 ; Motion made for second reading, and debate adjourned, 126 ; Bill read 2 ^o , committed, and progress reported, 158 ; reported with Amendments, and Report adopted, 175 ; read 3 ^o , passed and sent to Legislative Council, 198 ; returned by Council without Amendment, 238 ; Assent reported, 320.	3	553
POSTAL :—		
CONFERENCE HELD AT MELBOURNE :—		
Minutes of Proceedings and copy of Memorial to Her Majesty at Conference of Governments of Australian Colonies, laid on Table, 9	3	493
Resolution moved in reference to approval of Agreement entered into by the Representatives of the Australian Colonies at, 36.		
Correspondence (telegraphic and otherwise) respecting, laid on Table, 60	3	509
Correspondence arising out of, laid on Table, 320	3	513
PANAMA MAIL SERVICE :—		
Motion made for a Return in reference to the cost of, and by leave withdrawn, 292.		
Articles of Agreement relative to, laid on Table, 673	3	559
STEAM SERVICE <i>via</i> SUEZ :—		
New Contract for, laid on Table, 673	3	563
Amended Time-table, laid on Table, 673	3	573
STEAM SERVICE <i>via</i> PANAMA :—		
Motion made for a Return in reference to cost &c. of, 687.		
PANAMA AND P. & O. COMPANY'S :—		
Return (<i>in part</i>) respecting the Services of, laid on Table, 558	3	557
MAIL SERVICE BETWEEN THE UNITED KINGDOM AND INDIA AND CHINA :—		
Letter from F. J. Scudamore, dated 26 November, 1867, respecting, laid on Table, 559	3	555
POST OFFICE :—		
Twelfth Annual Report, being for 1866, laid on Table, 94	3	523
POWELL, JAMES (See "BURIAL GROUND.")		
PRATT, MR. (See "EDUCATION," "GRAMMAR SCHOOL.")		
PRE-EMPTIVE (See "CROWN LANDS.")		
PRESBYTERIAN (ST. ANDREW'S) COLLEGE BILL :—		
Petition from Adam Thomson, in name and by authority of the College Committee of the Presbyterian Church of New South Wales, presented, praying the revival of, 30 ; ordered to be printed, 36 ; motion made for leave to reintroduce, and leave granted, 30 ; Bill presented and read 1 ^o , 2 ^o , 3 ^o , and passed, 30 ; sent to Legislative Council, 36 ; returned by Council with Amendments, and an Amendment in <i>Title</i> , 133 ; consideration of Council's Amendments, and progress reported, 161 ; Council's Amendments agreed to <i>in part</i> , 186 ; Bill recommitted, Council's Amendment in <i>Title</i> disagreed to, and Amendment in Preamble amended, 186 ; Reports adopted,	4	723

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAGES.	
	VOL.	PAGE.	
P			
PRESBYTERIAN (ST. ANDREW'S) COLLEGE BILL—continued:—			
186; Message to Council, 197; Council insists on its Amendments disagreed to by Assembly, and disagrees to Assembly's Amendments in its Amendments, 280; Assembly does not insist upon its disagreements to, nor its Amendments in, the Amendments made by Legislative Council, with exceptions, 308; Message to Council, requesting a free Conference on the subject of the exceptions, 320, 368, 390; Message from Council agreeing to a free Conference, 367, 372, 409; Managers proceed to the Free Conference, 412; Council does not adhere to its Amendments disagreed to by Assembly, 427; Assent reported, 495.			
Petitions presented <i>in favour of</i> , from James M'Neill, Robert Anderson, and others, praying that the Bill may be revived, 30.			
Rev. William Purves, in favour of Bill as amended by Legislative Council, 139; ordered to be printed, 146	4	725	
Certain Presbyterians resident in Bathurst, do. do., 139; ordered to be printed, 146	4	729	
Do. Newcastle, do. do., 152; ordered to be printed, 157...	4	737	
Do. Maitland, do. do., 152; ordered to be printed, 157...	4	735	
Do. Wallsend, do. do., 152; ordered to be printed, 157...	4	739	
Do. Muswellbrook, do. do., 185.			
Do. Singleton, do. do., 256; ordered to be printed, 261...	4	743	
Rev. William Purves, as Convener of College Committee, &c., 256; ordered to be printed, 261	4	727	
Certain Elders and Committee of Management of the Scots Church, Sydney, praying that Council's Amendments may be amended, 146; ordered to be printed, 152	4	731	
Thomas Buckland, do. do., 161; ordered to be printed, 174	4	741	
Original Petitioners (R. T. Moodie, &c.), do. do., 161; ordered to be printed, 174	4	733	
Certain Ministers, Elders, &c., of Sydney, in favour of, with certain Amendments, 192.			
PRESENTATION (See "BILLS.")			
PREVIOUS QUESTION:—			
PASSED IN THE NEGATIVE:—			
That the Clerk of the House be instructed to amend the Alphabetical List of Members, so far as the Electorate of The Williams is concerned, by the omission of the word "Robertson" from the name of the Sitting Member, 83.			
In reference to Sale of Government Debentures, 100.			
In reference to Church and School Lands, 101.			
Motion for a Committee of the Whole to consider Resolutions in reference to payment of Country Members of future Parliaments, 335.			
In reference to the Export Duty on Gold, 403.			
That the words used by the Member for The Lachlan (<i>in Committee</i>) are disorderly, and ought to be withdrawn, 496.			
In reference to special dedication or alienation of Crown Lands, 571.			
In reference to Tolls over Nepean Bridge at Penrith, 592.			
BY LEAVE WITHDRAWN:— 214, 227, 506.			
PRIVATE (See "SESSIONAL ORDERS.")			
PRIVILEGE (See "PARLIAMENTARY LIBRARIAN"; also "DISORDER.")			
PRISON DISCIPLINE:—			
Despatch on the subject of, laid on Table, 721	2	255	
PROCEEDINGS IN INSOLVENCY FACILITATION BILL:—			
Received from Legislative Council, and read 1°, 256; read 2°, committed, reported, and Report adopted, 416; read 3°, passed, and returned to Council without Amendment, 423; Assent reported, 494.			
PROCLAMATION (See "PARLIAMENT.")			
Speaker acquaints the House of the Election of a Member being made valid by Governor, notwithstanding delay in return of Writ, 2.			
PROROGATION (See "PARLIAMENT.")			
PUBLICANS (See "SALE OF LIQUORS LICENSING ACT OF 1862.")			
PUBLIC MONEYS (See "FINANCE.")			
PUBLIC ACCOUNTS (See "FINANCE.")			
PUBLIC SCHOOLS (See "EDUCATION.")			
PUBLIC WORKS LOAN BILL:—			
Motion made for Suspension of Standing Orders in reference to, and Debate adjourned, 715; Standing Orders suspended, 717; Motion made for leave to bring in, and leave granted, 735; Bill presented and read 1°, 735; read 2°, committed, reported without Amendment, and Report adopted, 736; read 3°, passed, and sent to Legislative Council, 736; returned by Council without Amendment, 745; presented to Governor for Assent, 747; Assent declared by Governor, 748.			
PUNT:—			
ROAD TO, OVER GEORGE'S RIVER:—			
Petition presented from Thomas Lord and others, praying for proclamation of, 93; ordered to be printed, 116	3	699	
PYRMONT:—			
WATER FRONTAGE AT:—			
Petition from Mr. J. W. Russell and others, against a claim set up by Mr. Thomas Smith, relative to leave to reclaim, 314; ordered to be printed, 415	4	905	

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
Q		
QUALIFICATIONS (See "ELECTIONS.")		
QUARTER SESSIONS (See "ADMINISTRATION OF JUSTICE.")		
QUEEN :—		
ADDRESS TO HER MAJESTY IN REFERENCE TO H. R. H. THE DUKE OF EDINBURGH :—		
Committee appointed to prepare, 716 ; Address brought up, and read by the Clerk, 716 ; adopted unanimously and enthusiastically, 716 ; presentation of, to Governor for transmission to, reported, 721 ; reply of Governor, 721.		
QUESTIONS :—		
AND ANSWERS :—		
Entry of, in Votes (<i>Sessional Order</i>), 11.		
Point of Order in reference to, 422.		
IN REFERENCE TO (See page 122 ⁽¹⁾ .)		
ACCOUNTANT (See "RAILWAYS.")		
ACCOUNTS (See "FINANCE"; also "CURATOR OF INTESTATE ESTATES.")		
ADELONG (See "GOLD FIELDS.")		
ADMINISTRATION OF JUSTICE :—		
Mr. Justice Meymott, District Court Judge for Northern Districts, 41, 683, 734		
Reprieve of Michael Connors, convicted of, and sentenced for murder, 65, 81.		
Appointments of Mr. Henry Burne, as Police Magistrate and Clerk of Petty Sessions at Araluen, 115.		
Bushranger "Thunderbolt," 179.		
<i>Re</i> Feast v. Northcote—Liverpool Magistrates, 231.		
Judicial and Magisterial Arrangements at Gunnedah, &c., 278.		
Petty Sessions Arrangements at Tuena, 297.		
Detectives for apprehension of Bushrangers in Southern Districts, 18, 81, 320, 339.		
<i>Re</i> Michael Murphy, charged with murder of Samuel Hassen, 395.		
Accommodation for holding Courts of Justice in Wagga Wagga, 389.		
Proceedings in Equity Court—Attorney General v. Elliott and others, 402.		
Hours and Days of Duty of Clerks of Petty Sessions, 515.		
<i>Re</i> Beer v. Brown, 565.		
Petty Sessions, Bellenger River, 546.		
Alleged Statement by Chief Justice, at Deniliquin, in delivering judgment on Kelly and Payne, 575.		
Appointment of Clerk of Petty Sessions, Grenfell, 604.		
Two Registrars of Metropolitan District Court, 619.		
Police Magistrate, Araluen, 639.		
Dismissal of Messrs. Charles and Emery from the Commission of the Peace, 673.		
Courts of Petty Sessions at Dubbo and Wellington, 695.		
Cases remittable by Benches of Magistrates to higher Courts—Discharge of a Jury, Mr. Justice M'Farland, 709.		
Prisoner O'Farrell—Dr. Carr, 733.		
Mr. William Farrand, Police Magistrate, Forbes, 743.		
AGRICULTURAL :—		
And Industrial Schools—Reserve at Wingecarribee, 643, 654.		
ALBERTI (See "FINANCE—RAILWAY LOAN.")		
ALBURY :—		
Approaches to Bridge, 531.		
Alignment of Streets, Municipality of, 531.		
ALIGNMENT (See "ALBURY.")		
ALLANDALE :—		
Road from Deep Creek, Cessnock to, Railway Station, 161.		
ARALUEN (See also "ADMINISTRATION OF JUSTICE.")		
Floods Relief at Braidwood, and, 91.		
ARMIDALE (See "ROADS"; also "POSTAL.")		
ARTS, SCHOOLS OF :—		
Government contribution in aid of, 303.		
ASSEMBLY, LEGISLATIVE :—		
Alleged Meeting of Members in Colonial Secretary's Office, 371.		
ASYLUM :—		
Children in, at Randwick, 17.		
Erection of Benevolent, Bathurst, 91.		
Temporary, for houseless and homeless poor, 131.		
ASYLUMS (See "LUNATIC.")		
ATTORNEY GENERAL (See "ADMINISTRATION OF JUSTICE.")		
AUDIT (See "FINANCE"; also "CURATOR OF INTESTATE ESTATES.")		
AUSTRALIAN :—		
Government Debentures sold to, Mutual Provident Society, 421.		
BAILLIERE'S :—		
Gazetteer and Directory, 131.		
New South Wales Gazetteer, 139.		
BALANCES (See "FINANCE.")		
BALL :—		
Loan of Museum Buildings for, in honour of the Duke of Edinburgh, 298.		
BALLAST :—		
Discharging-place for rubbish and, Port Jackson, 119.		
Master at Newcastle, 125.		
BANKS (See also "FINANCE.")		
Treasury Balances in, 29, 421.		
Savings Bank extension to Suburbs of Sydney, &c., 740.		
BARTON, MR. (See "RAILWAYS.")		
BARWON RIVER :—		
Government Punt on, 634.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
QUESTIONS (continued) :—		
BATE, MR. :—		
Dismissal of, from Telegraph Branch, and appointment of, to an office in the Department of Engineer-in-Chief for Rivers and Harbours, 151.		
BATHURST (See "RAILWAYS"; also "ROADS.")		
Erection of Benevolent Asylum at, 91.		
Traffic Bridge, 699.		
BEER (See "ADMINISTRATION OF JUSTICE.")		
BEGA (See "EDUCATION.")		
BELLENGER RIVER :—		
Public School, 277.		
Police Establishment, 277.		
Pilot, 277, 739.		
Police and Petty Sessions, 546.		
Roads, 739.		
Police protection—Cemetery, 740.		
BENEVOLENT (See "ASYLUM.")		
BENNETT, MR. W. C. (See "ROADS.")		
BERRIMA (See also "GAOL.")		
Police Magistrate and Clerk of Petty Sessions at, 256.		
BLASPHEMOUS :—		
Alleged circulation of, Tracts on Railway Line, 411.		
BOOKS (See "EDUCATION.")		
BOMBALA (See also "BRIDGE.") :—		
Land Office and Agent at, 687.		
BORDER :—		
Amount received from Government of Victoria, on account of Customs Duties, 35.		
BOURKE :—		
Petition praying the removal of Mr. Garrett, P.M., 278.		
BOWRAL (See "RAILWAYS.")		
BRAIDWOOD (See also "ROADS.")		
Commission of Inquiry into state of Crime in District of, 18.		
Floods relief at, and Araluen, 91.		
BRANDS :—		
Registration of, 99.		
BREDBO RIVER (See "BRIDGE.")		
BRIDGE :—		
Reconstruction of, on Cudgegong Road, at Rylstone, 91.		
Do. Fish River Creek, 91.		
Do. Murdering, Nattai, Great Southern Road, 93.		
Erection of, over Bredbo River, Queanbeyan and Cooma Road, 131.		
Construction of, over Wollondilly River, Marsden's Crossing, Goulburn, 139, 151, 173, 219, 249.		
Erection of, across the Murray River, between Moama and Echuca, 165, 191, 298, 319.		
Do. over Macquarie River, at Wellington, 173.		
Construction of Approaches to Pitnacree, 244.		
Payment to Mr. William Tyler, original contractor for Nepean (Railway), 271.		
Erection of, at Bombala, Manaroo District, 278.		
Repair of Approaches to Albury, 531.		
Contractor for the Cowra, 615.		
Erection of, over Shoalhaven River, District of Braidwood, 653.		
Bathurst Traffic, 699.		
BROKEN BAY :—		
Light-house at, 633.		
Vessels boarded by Customs at, 743.		
BROKERS (See "FINANCE.")		
BROWN, MR. E. G. (See "CROWN LANDS.")		
BROWN <i>re</i> BEEB <i>v.</i> (See "ADMINISTRATION OF JUSTICE.")		
BRUNDEE (See "CROWN LANDS.")		
BURNE, MR. HENRY (See "ADMINISTRATION OF JUSTICE.")		
BURRAGORANG (See "ROADS.")		
BUSH, MR. A. E. :—		
Claim of, recommended for favourable consideration, by Report of Select Committee of 1862, 465.		
BUSHRANGERS :—		
Detectives for apprehension of Clarke, in Southern Districts, 18, 81, 320, 339.		
"Thunderbolt," 179.		
CADIA :—		
Establishment of a Public Pound at, District of Orange, 243.		
CAPE, MESSRS. LENNON AND (See "FINANCE.")		
CARCOAR (See also "ROADS.") :—		
Repairs to Court House at, 421.		
CAROLAN, THOMAS (See "CROWN LANDS.")		
CARR, DR. :—		
Visit of, to Prisoner O'Farrell, 733.		
CARROLL AND KENNAGH :—		
Widows and families of Constables, 60.		
CASINO :—		
Removal of Punt from, to Coraki, Richmond River, 431.		
CATTLE :—		
Disease Act of 1866, 634.		
CELLAR :—		
Beneath footway in Macquarie-street, 561.		
CEMETERY :—		
Proposed General, North Shore, 351.		
Bellenger River, 740.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
Q		
QUESTIONS (continued) :—		
CHARLES, MESSRS., AND EMEY (See "ADMINISTRATION OF JUSTICE.")		
CHEMISTS AND DRUGGISTS :—		
Regulation of qualifications of, 304.		
CHIEF JUSTICE (See "ADMINISTRATION OF JUSTICE.")		
CHILDREN :—		
Proposed entertainment of School, in honour of the arrival of the Duke of Edinburgh, 527.		
CHURCHES, &c. :—		
Issue of Deeds of Grant of Lands set apart for, 53.		
Bill for Registration of Trusts in Grants of Land dedicated for, 192.		
CHURCH AND SCHOOL LANDS :—		
Refund of amount tendered for Renewal of Leases by tenants of, 331, 461.		
Sale of, 734.		
Bill for management or sale of, 740.		
CIRCULAR QUAY (See "FERRY.")		
CIVIL SERVICE :—		
Alteration of Superannuation Act, 59.		
CLARENCE RIVER :—		
Telegraph from, to the Coast, 29.		
Ditto between, and Richmond River, 41.		
Customs Duties at, and Richmond River, 207.		
Mr. Sub-Inspector Keegan—Management of Police in District of, 457.		
CLARKE (See "BUSHRANGERS.")		
CLERK OF PETTY SESSIONS :—		
Deficiency in Accounts of Police Magistrate and, at Berrima, 256.		
Appointment of, at Grenfell, 604.		
Hours and Days when required to attend at the respective Court Houses of the Colony, 515.		
COAL :—		
Quantity of, shipped at Newcastle for various Ports, 457.		
COGHLAN, REV. CORNELIUS (See "GAOL.")		
COIN :—		
Spurious Copper, now in circulation, 441.		
COLONIAL SECRETARY :—		
Alleged Speech by, at Dinner given to late Denominational School Board, 18.		
COLONY, THE :—		
Equalization of the Representative System of, 320.		
COMMODORE, THE :—		
Residence in Sydney for, Commanding the Naval Squadron on this Station, 677.		
COMMISSION :—		
Of Inquiry into state of Crime in Braidwood District, 18.		
Of Inquiry into working of Customs Department, 18.		
Report of Customs Department, 99.		
Reappointment of, to complete their investigation concerning Supply of Water to Sydney and Suburbs, 531.		
COMMON :—		
Petition from Trustees, &c., of Field of Mars, and Eastern Farms, 625.		
COMMONS :—		
Proclamation of Gold Fields, 465.		
CONDITIONAL PURCHASE (See "CROWN LANDS.")		
CONNORS MICHAEL (See "ADMINISTRATION OF JUSTICE.")		
CONSTABLES, SPECIAL (See "BUSHRANGERS," "ADMINISTRATION OF JUSTICE.")		
CONSTITUTION ACT :—		
Alteration of, with respect to imposition of Differential Duties, 477.		
CONTRACTS (See "RAILWAYS.")		
COOGEE (See "ROADS.")		
COOK, BENJAMIN (See "CROWN LANDS.")		
COOMA (See "BRIDGE, BREEDBO.")		
COONABARABRAN (See "ROADS," "FIELD.")		
COFFEE (See "COIN.")		
CORAKI (See "CASINO.")		
COSOLAN (See "CAROLAN," "CROWN LANDS.")		
COUNCIL (See "EDUCATION.")		
COURTS (See "ADMINISTRATION OF JUSTICE.")		
COURT HOUSE :—		
Necessity for providing, at Cundletown, for purpose of Petty Sessions, 407.		
Repairs to, at Carcoar, 421.		
Erection of New, at West Maitland, 555.		
Application for altering plan of, at Port Macquarie, 625.		
Repair of, and Lock-up at Warialda, 654.		
COWEA (See "BRIDGE.")		
CRIME (See "BRAIDWOOD.")		
CROSSING-PLACES :—		
Report in reference to, over River Hunter, near Lochinvar, 691.		
CROWN LANDS :—		
Amendment of Land Law, 59.		
False declaration of Thomas Carolan with reference to improvements on his conditional purchase at Milbang; Goulburn, 92.		
Application for sale of Township Allotments, Gundaroo, 99.		
Transfer of land purchased conditionally, 105, 634.		
Refund of amount in excess paid by Mr. W. L. Murchison on conditional purchase at Jones's Flat, 132.		
Return to Mr. W. Griffiths, of Hellas Creek, of amount paid on his conditional purchase erroneously made on a Water Reserve, 132.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
Q			
QUESTIONS (continued) :—			
CROWN LANDS—continued :—			
Application of Mr. J. Griffiths for return of amount paid on cancelled conditional purchase at Hellas Creek, 287.			
Return to Mr. John Smith, of deposit made by him on his cancelled conditional purchase, 132.			
Refund to Messrs. Christian Nelson, and Benjamin Hardy, of amounts deposited on their respective conditional purchases at Sadler's Creek, since cancelled, 132.			
Cancellation of Mr. John Graham's conditional purchase at Wambalong Creek, 207; value of improvements on do., 225.			
Application by Mr. E. G. Brown, for land at East Blowering, conditionally purchased by Mr. Henry Napthali, 231.			
Place for Public Recreation, Windsor, 283.			
Revocation of cancellation of Messrs. John & George Graham's conditional purchases, Wambalong Creek, 291.			
Fencing on, 319.			
Free-selections on Wingecarribee Swamp, 367.			
Appraisalment and reletting of certain runs, 431.			
Certain lands specially dedicated, 493.			
Land selected on Brundee Swamp—Mr. W. Lovegrove, Land Agent, Shoalhaven, 527.			
Certain conditional purchases of land—Cases of John Warne, Benjamin Cook, and William Robertson, 549.			
Toogong Run—Mr. John Smith, 583.			
Michael Gleason's conditional purchase—Mr. J. Warne, 603.			
Applications to purchase and reclaim land under 9th & 12th clauses of Act, 633.			
Land Office and Agent, Bombala, 687.			
Recreation Reserve on Flag-Staff Hill, 695.			
Cancellation of conditional purchase of Mr. William Emery, 699.			
CUDGEGONG (See "BRIDGE.")			
CUNDLETON (See "COURT-HOUSE.")			
CURATOR OF INTESTATE ESTATES :—			
Audit of Accounts of, 59.			
CUSTOMS :—			
Commission of Inquiry into working of Department of, 18.			
Report of do., 99.			
Amount received from Government of Victoria, on account of Border Duties, 35.			
And Pilot Dues, Twofold Bay, 192.			
Duties, Clarence and Richmond Rivers, 207.			
Amendment of Act, (3 Vic., No. 3), 304.			
Claim to Salvage by Officers of, 715.			
Vessels boarded by, at Broken Bay, 743.			
DAGWORTH (See "ROADS.")			
DARLING RIVER (See "PUNT.")			
DEBENTURES (See "FINANCE.")			
DEBT :—			
Due to Government by City of Sydney, for interest, 431.			
DEEDS :—			
Of Grant of Land set apart for Churches, issue of, 53.			
DEEP CREEK (See "ROADS.")			
DEFALCATIONS (See "RAILWAYS.")			
DENILQUIN (See "ROADS," "ADMINISTRATION OF JUSTICE.")			
DENMAN (See "ROADS.")			
DENNIS (See "POLICE OFFICE.")			
DENOMINATIONAL (See "EDUCATION.")			
DE SALIS, MR. W. F. (See "PETROLEUM.")			
DETECTIVES (See "BUSHRANGERS," "ADMINISTRATION OF JUSTICE.")			
DIFFERENTIAL (See "CONSTITUTION ACT.")			
DIRECTORY (See "BAILLIERE'S.")			
DISEASES :—			
Remission of Contributions under Sheep Disease Prevention Act of 1866, 375.			
DISTRICT COURT (See "ADMINISTRATION OF JUSTICE.")			
DREWE MR. S. C. (See "EDUCATION.")			
DRUGGISTS (See "CHEMISTS AND DRUGGISTS.")			
DUBBO (See "GAOL," "ADMINISTRATION OF JUSTICE.")			
DUES (See "CUSTOMS.")			
DUTIES (See "CONSTITUTION ACT," "CUSTOMS," "STAMP.")			
EASTWOOD, C. W. (See "RAILWAYS.")			
Escape of, from the Colony, 242.			
ECHUCA (See "ROADS.")			
ECKHART (See "POLICE OFFICE.")			
EDINBURGH, THE DUKE OF :—			
Loan of Museum Buildings for a Ball in honour of, 298.			
School Children proposed to be entertained in honour of arrival of, 527.			
Public Expenditure connected with, 721.			
EDUCATION :—			
Catholic Orphan School at Parramatta, 17.			
Teachers in Training School, under Council of, 25.			
Children attending Public Schools, Sydney, 47.			
Public Schools Regulations, 53.			
Anthony M'Gauran or M'Lauran, Denominational School Teacher, 105.			
Industrial Schools in Inland Towns, 111.			
Grammatical construction of Report of Mr. Inspector Johnson, 111.			
Discontinuance of public support to Orphan Schools, Parramatta, 131.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
Q		
QUESTIONS (continued) :—		
EDUCATION—continued :—		
Public Industrial School—Ship "Vernon,"		152.
Certain children sent to Orphan School, Parramatta,		179.
Dismissal of Roman Catholic Schoolmaster at Bega,		231.
Dismissal of Mr. Robert Halloran, Public School Teacher, Rocky River,		237.
Public School, Bellenger River,		277.
School Books, &c., for Council of,		287.
Public School, Kirkconnell—Dr. Quinn, Roman Catholic Bishop of Bathurst,		291.
Salaries and fees of Teachers under Council of,		407, 422.
Obstruction of Public School Inspectors,		435.
Conduct of Inspector sent by Council of, to Protestant Orphan School, Parramatta,		447.
Public School, Urabadella River,		639.
Dismissal of Mr. S. C. Drewe, by Council of,		665.
Papers in the case of Mr. Charles Tibbey,		683.
ELECTORAL :—		
Alteration of present mode of collecting Rolls,		287.
Proposed alterations,		549.
Equalization of the Representative System of the Colony,		320.
Polling-place at Ennis,		625.
ELECTRIC (See "TELEGRAPH.")		
ELLIOTT, ATTORNEY GENERAL v. AND OTHERS (See "ADMINISTRATION OF JUSTICE.")		
EMBANKMENT :—		
Amount expended by Government upon, in High-street, West Maitland,		740.
EMERY, MESSRS. CHARLES AND (See "ADMINISTRATION OF JUSTICE.")		
EMERY, MR. WILLIAM (See "CROWN LANDS.")		
EMPLOYEES (See "RAILWAYS.")		
EMU CREEK (See "TELEGRAPH.")		
ENNIS (See "ELECTORAL.")		
EQUITY COURT (See "ADMINISTRATION OF JUSTICE.")		
ESCORTS (See "GOLD.")		
ESTIMATES OF WAYS AND MEANS :—		
Statement of Particulars of Public Debt of the Colony contained in,		278.
EXHIBITION (See "PARIS EXHIBITION.")		
EXPENDITURE, PUBLIC (See "FINANCE.")		
FARES (See "RAILWAYS.")		
FARRAND, MR. WILLIAM (See "ADMINISTRATION OF JUSTICE.")		
FATCETT, MR. JUSTICE :—		
Report in Newspapers in reference to, at an Entertainment given to Catholic Bishop of Goulburn,		105.
FEAST (See "ADMINISTRATION OF JUSTICE.")		
FEES (See "EDUCATION.")		
FENCING :—		
On Crown Lands,		319.
FENIAN :—		
Demonstration, Great Western Railway Works,		653.
Existence of, Society in Sydney,		700.
FERRY :—		
Horse and Cattle, between Milsom's Point and Circular Quay,		521.
FIELD, MR. WILLIAM (See "ROADS.")		
FIELD OF MARS AND EASTERN FARMS COMMON :—		
Petition to Government from Trustees and Commoners in reference to,		625.
FINANCE :—		
Reduction of Public Expenditure,		29.
Treasury Balances,		29.
Issue and Sale of Government Debentures,		29.
Bill for audit of Public Accounts,		30.
Financial Statement,		35.
Sale of Government Debentures in London,		73.
Correspondence respecting sale of Government Debentures,		171.
Persons authorized to receive public moneys,		225.
Proposed Loan of £3,000,000—Engagement with Messrs. Kohn & Co.,		250, 255.
Correspondence between the Government and Oriental Bank Corporation, respecting financial arrangements,		255, 421, 448.
Proposed Railway Loan,		255, 327(?)
Estimates of Ways and Means—Statement of Particulars of Public Debt of the Colony,		278.
Government Debentures sold to Australian Mutual Provident Society,		421, 447.
Government Balances in various Banks on 31st October last,		421.
Oriental Bank Corporation,		465.
Messrs. Lennon and Cape, as Government Brokers,		471.
Public Expenditure for January and February, 1868,		620.
Do. for the Year 1868,		625.
Money estimated for the erection of Receiving Houses in connection with the Necropolis,		639.
Public Expenditure connected with the Duke of Edinburgh,		721.
FISHERIES ACT :—		
Bill to amend the,		25.
FISH RIVER (See "BRIDGE.")		
FLAGSTAFF HILL (See "CROWN LANDS.")		
FLOOD :—		
Surplus, Water, Maitland,		25.
Relief at Braidwood and Araluen,		91.
Do. Rivers Manning, Hastings, and Macleay,		92.
Do. Hunter River Districts—Report on Survey of River,		291, 611.

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
Q		
QUESTIONS (continued) :—		
FOOTWAY (See "CELLAR.")		
FORTIFICATION :—		
Of South and Middle Heads, 303.		
FREE :—		
Establishment of, Public Library, 401.		
FREE SELECTIONS (See "CROWN LANDS.")		
GAOL :—		
Chaplain (Rev. C. Coghlan) instigating to Insubordination, 42, 53, 219.		
Conversion of, at Port Macquarie, into a Workhouse, 151.		
Certain Tenders for supplies to Berrima, 249.		
Sewerage of, Lunatic Asylum, and Orphan School, Parramatta, 277.		
Additions to, at Dubbo, 402.		
Communications with Prisoner O'Farrell in Darlinghurst, 677.		
GARLAND, MR. (See "POLICE.")		
GARRETT, MR., P.M. FOR BOURKE :—		
Petition praying the removal of, 278.		
GATES :—		
On Public Roads Bill, 734.		
GAZETTEER (See "BAILLIERS'S.")		
GLEASON, MICHAEL (See "CROWN LANDS.")		
GOLD :—		
Mr. Mant, late Commissioner, &c., at Kiandra, 82.		
Cost of Escorts, and time of leaving the several Districts, 351, 401.		
Alloy sent to Sydney Mint for examination, 721, 733, 740.		
GOLD FIELDS :—		
Proclamation of Commons, 465.		
Mining lease of Mr. A. D. Shepherd, Adelong, 653.		
GRAHAM, MR. JOHN (See "CROWN LANDS.")		
GREAT WESTERN (See "RAILWAYS.")		
GREAT SOUTHERN (See "RAILWAYS.")		
GREAT NORTHERN (See "RAILWAYS.")		
GRENFELL (See also "ADMINISTRATION OF JUSTICE.")		
Gratuity to the Widow of the late Mr., 531.		
GRIEVANCES :—		
Case of Mr. William Tyler, original Contractor for Nepean Railway Bridge, 271.		
Petition of Mr. Thomas Smith, 597.		
Compensation for losses sustained by Mr. John Spencer, of Gundagai, 615, 619.		
GRIFFITHS, MR. H. (See "CROWN LANDS.")		
GRIFFITHS, MR. J. (See "CROWN LANDS.")		
GUARDS (See "POSTAL.")		
GUNDAROO (See "CROWN LANDS.")		
GUNNDAH (See "TELEGRAPH"; also "ADMINISTRATION OF JUSTICE.")		
HALLOAN, MR. ROBERT (See "EDUCATION.")		
HARBOUR :—		
Action of Government with reference to construction of, for Refuge, at Trial Bay, 91.		
HARDY, BENJAMIN (See "CROWN LANDS.")		
HASSEN, SAMUEL (See "ADMINISTRATION OF JUSTICE.")		
HASTINGS RIVER (See "FLOOD.")		
HAWKESBURY, THE :—		
Vessels cleared outwards for, 743.		
HELLAS CREEK (See "CROWN LANDS.")		
HICKEY, MR. (See "ROADS.")		
HOLIDAYS (See "RAILWAYS.")		
HOSPITAL :—		
Complaint of certain irregularities in Yass, 335.		
HUNTER RIVER (See also "FLOOD") :—		
Crossing-places over, near Lochinvar, 691.		
HYDE PARK :—		
Government contribution towards erection of a Pavilion in, 546.		
ILLAWARRA, NORTHERN (See "MUNICIPAL.")		
IMPERIAL LIMITED LIABILITY COMPANIES ACT :—		
Bill to effect the objects contemplated in, 42.		
IMPOUNDING :—		
Bill to amend present Act, 35.		
Of stock by a Poundkeeper off an adjoining run not held by him, 303.		
INDUSTRIAL (See "EDUCATION"; also "AGRICULTURAL.")		
INSPECTORS, SCHOOL (See "EDUCATION.")		
INSUBORDINATION (See "GAOL.")		
INTESTATE ESTATES :—		
Audit of Accounts of Curator of, 59.		
ISLANDS (See "PIRACY.")		
JERVIS BAY (See "TELEGRAPH.")		
JOHNSON, MR. INSPECTOR (See "EDUCATION.")		
KEEGAN, MR. SUB-INSPECTOR (See "POLICE.")		
KELL, DENNIS v. (See "POLICE OFFICE.")		
KELLY AND PAYNE (See "ADMINISTRATION OF JUSTICE.")		
KEMPSEY :—		
Public Wharf at, Macleay River, 81, 545.		
Repair of Road at, 597.		
Session of Court at—Mr. District Judge Meymott, 734.		
KENNAGH (See "CARROLL AND KENNAGH.")		
KEBOSENE :—		
Refuse from Works, thrown into the Harbour, 575.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
Q			
QUESTIONS (continued) :—			
KIAMA :—			
Dedication of Terragong Swamp, as a Common for the Inhabitants of, 515.			
Telegraph Extension from, to Jervis Bay Light-house, 591, 695.			
KIDNAPPING (See "PIRACY.")			
KIRKCONNELL, PUBLIC SCHOOL (See "EDUCATION.")			
KOHN & Co. (See "FINANCE.")			
KOUKARAH CREEK (See "ROADS.")			
LANDS (See also "CROWN LANDS"; also "CHURCH AND SCHOOL.")			
Issue of Deeds of Grant of, set apart for Churches, &c., 53.			
Bill for registration of Trusts in Grants of, dedicated, 192.			
Taken from John Morrice, Esq., of Browley, for Railway purposes, 359.			
Certain lands specially dedicated, 493.			
LENNON & CAPE, MESSRS. (See "FINANCE.")			
LESLEY (See "PETROLEUM.")			
LETTERS, LOST REGISTERED (See "POSTAL.")			
LIBRARIAN, PARLIAMENTARY :—			
Appointment of, 555.			
LIBRARY :—			
Establishment of a Free Public, 401.			
LIGHT-HOUSE :—			
Action of Government respecting, at entrance of Broken Bay, 633.			
LIVERPOOL MAGISTRATES (See "ADMINISTRATION OF JUSTICE.")			
LIVERPOOL DAM (See "ROADS.")			
LOAN (See "FINANCE.")			
LOCHINVAR :—			
Crossing-places over River Hunter near, 691.			
LOCK-UP :—			
Repair of Court House and, Warialda, 654.			
LOVEGROVE, MR. W. (See "CROWN LANDS.")			
LUNACY :—			
Measure to amend the Law relating to, 157, 427.			
LUNATIC ASYLUMS :—			
Alleged misconduct of Visitors of, in railway carriage, 165.			
Sewerage of, at Parramatta, 173, 277.			
Master Attendant of, Tarban Creek—Superannuation Fund, 743.			
MACLEAY RIVER (See also "ROADS.")			
Action of Government relative to the opening and improving of the navigation of, 81, 603.			
Action of Government with respect to Floods Relief at, 92.			
MACQUARIE RIVER (See "BRIDGE.")			
MACQUARIE-STREET :—			
Cellar beneath footway in, 561.			
MAIL (See "POSTAL.")			
MAIN (See "ROADS.")			
MAITLAND (See "FLOOD.")			
MAGISTERIAL (See "ADMINISTRATION OF JUSTICE.")			
MAGISTRATE (See also "ADMINISTRATION OF JUSTICE") :—			
At Yass addressing a Public Meeting, 271.			
MANNING RIVER (See also "ROADS") :—			
Action of Government with respect to opening or improving navigation of, 81.			
Do. do. with reference to Floods Relief, 92.			
MANT, MR. (See "GOLD.")			
MARRIAGE :—			
Bill for Amendment of the Law relating to, 151.			
MARSDEN'S CROSSING ("See BRIDGE.")			
MARULAN (See "ROADS"; also "RAILWAYS.")			
M'FARLAND (See "ADMINISTRATION OF JUSTICE.")			
M'GAURAN, or M'LAURAN (See "EDUCATION.")			
M'GLONE (See "POLICE.")			
M'LAURAN, or M'GAURAN (See "EDUCATION.")			
MEIN, CAPTAIN (See "VERNON.")			
MEMBERS OF PARLIAMENT :—			
Freedom of charge to, travelling by Railway, 125.			
MEMBERS (See "ASSEMBLY.")			
MERTON (See "ROADS.")			
MRYMOTT, MR. JUSTICE (See "ADMINISTRATION OF JUSTICE.")			
MIDDLE HEAD (See "FORTIFICATION.")			
MILBANG (See "CROWN LANDS"—"Carolan.")			
MILSOM'S (See "FERRY.")			
MINING (See "GOLD FIELDS.")			
MINOR (See "ROADS.")			
MINT, SYDNEY :—			
Gold alloy sent to, for examination, 721, 733, 740.			
MITTAGONG (See "RAILWAYS.")			
MOAMA (See "BRIDGE"—Murray River.)			
MO LONG :—			
Conduct of Dr. Ross, J.P. of, 297.			
MOORE, MR. CHARLES (See "PARIS EXHIBITION.")			
MOORE, MR. WILLIAM :—			
Petition of, which was ordered to be printed on 6th April, 1865, 185.			
MORRICE, JOHN, ESQ. (See "LANDS.")			
MUNICIPAL :—			
Incorporation of Northern Illawarra, 283.			
MUNICIPALITIES :—			
Proclamation of Alignment of Streets in Albury, 531.			
Rule for Incorporation of—Areas petitioned for in Shoalhaven District, 709.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
Q		
QUESTIONS (continued) :—		
MUNICIPALITIES ACT AMENDMENT BILL :—		
Time of introduction of, 256.		
MURCHISON, MR. W. L. (See "CROWN LANDS.")		
MURDERING (See "BRIDGE.")		
MURPHY, MICHAEL (See "ADMINISTRATION OF JUSTICE.")		
MURRAY RIVER (See "BRIDGE.")		
MUSEUM :—		
Loan of Buildings, for a Ball in honour of the Duke of Edinburgh, 298.		
MUSWELLBROOK (See "RAILWAYS"; also "ROADS.")		
MUTUAL PROVIDENT SOCIETY (See "FINANCE.")		
NAMBUCRA RIVER (See "POST OFFICE.")		
NANDI (See "ROADS.")		
NAPTHALL, MR. HENRY (See "CROWN LANDS.")		
NARRABBI (See "TELEGRAPH.")		
NATTAI (See "BRIDGE"; also "RAILWAYS.")		
NAVAL :—		
Establishment of, Head Quarters at Sydney, 243.		
Sydney Residence for Commodore, on Station, 677.		
NAVIGATION :—		
Improvement of, on River Manning, 81.		
Do. on River Macleay, 81, 603.		
Vessels proceeding to Sea, without compliance with Steam Navigation Act, 171.		
Vessels cleared outwards for the Hawkesbury, &c., 743.		
NECROPOLIS :—		
Money estimated for the erection of Receiving Houses in connection with, 639.		
NELSON, CHRISTIAN (See "CROWN LANDS.")		
NEPEAN (See "BRIDGE.")		
NEW ENGLAND (See "ROADS.")		
NEWCASTLE :—		
Ballast Master at, 125.		
Quarantine Ground (for stock), 271.		
Coal shipped at, for various Ports, 457.		
NIGHT :—		
Shelter and food for casual Poor, &c., of Sydney, 619.		
NORTHCOTE, Re FEAST v. (See "ADMINISTRATION OF JUSTICE.")		
NORTH SHORE (See "CEMETERY.")		
NOWRA (See "ROADS.")		
O'FARRELL :—		
Communication with prisoner in Darlinghurst Gaol, 677.		
Visit of Dr. Carr to prisoner, 733.		
ONE-TREE HILL (See "RAILWAYS.")		
ORANGE :—		
Establishment of a Public Pound at Cadia, in District of, 243.		
ORIENTAL BANK CORPORATION (See "FINANCE.")		
ORPHAN (See also "EDUCATION.")		
Sewerage of Roman Catholic School, Parramatta, 173, 277.		
PANAMA (See "POSTAL.")		
P. AND O. COMPANY (See "POSTAL.")		
PARIS EXHIBITION :—		
Action of Government respecting reinstatement of Mr. Charles Moore as Commissioner to, 93.		
PARLIAMENT (See "MEMBERS OF PARLIAMENT.")		
PARLIAMENTARY (See "LIBRARIAN.")		
PARRAMATTA (See "POLICE OFFICE," "EDUCATION," "SEWERAGE," "TOLLS.")		
PASSENGERS (See "RAILWAYS.")		
PAVILION :—		
Government contribution to erection of, in Hyde Park, 546.		
PAYMENT (See "RAILWAYS," "MEMBERS OF PARLIAMENT.")		
"PEARL" :—		
Purchase of Steamer by Government, 197.		
PENNANT HILLS (See "ROAD," "TOLLS," "TOLL-HOUSE.")		
PENRITH (See "RAILWAYS.")		
PETROLEUM (<i>Mr. W. F. De Salis, Professor, Lesly</i>) :—		
Papers relating to, 283.		
PETTY SESSIONS (See "ADMINISTRATION OF JUSTICE.")		
PILOT :—		
Dues, Twofold Bay, 192.		
Application for appointment of, Bellenger River, 277, 739.		
Pension to Captain Shanks, late, 555.		
PILOTS :—		
Widows and Children of, and others lost between Port Jackson Heads, 220.		
PIRACY :—		
And kidnapping in Islands in South Pacific Ocean, 579.		
PITNACREE (See "BRIDGE.")		
POLICE (See also "ADMINISTRATION OF JUSTICE.") :—		
Present state of Superannuation Fund, 139.		
Magistrate and Clerk of Petty Sessions, Berrima, 256.		
Application for establishment, Bellenger River, 277.		
Management of, in Clarence District—Mr. Sub-Inspector Keegan, 457.		
Action of Government with reference to establishment of a Station at Bellenger River, 546.		
Appointment of Mr. Garland, Superintendent of, 665.		
Applications for protection—Bellenger River, 740.		
Papers relating to resignation of Detective M'Glone, 744.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
Q			
QUESTIONS (<i>continued</i>) :—			
POLICE OFFICE :—			
Copy in a newspaper of documents in case <i>Eckhart v. Eckhart</i> , 402.			
<i>Re Yates</i> , 402.			
Parramatta Case, <i>Dennis v. Kell</i> , 422.			
POLLING-PLACE (See "ELECTORAL.")			
POOR (See "ASYLUM," "NIGHT.")			
PORT JACKSON :—			
Discharging-place for ballast, rubbish, &c., 119.			
Prevention of silting in, 119.			
Widows and Children of Pilots and others lost between the Heads, 220.			
Silt dredged up in, 291.			
PORT MACQUARIE (See "GAOL," "TELEGRAPH," "ROADS"; also "COURT HOUSE.")			
PORT STEPHENS (See "TELEGRAPH.")			
POSTAL :—			
Lost registered letters intended for Panama Mail, 297.			
Guards on Mail Coaches between Tamworth and Armidale, 457.			
Panama and P. and O. Company's Mail Services, 556.			
Time of departure of Suez Mail in connection with arrival of interior Mails, 743.			
POST OFFICE :—			
Establishment of, on River Nambuccra, 603.			
POUND :—			
Action of Government with reference to establishment of Public, at Cadia, District of Orange, 243.			
PUBLIC :—			
Reduction of, Expenditure, 29.			
Bill for Audit of, Accounts, 30.			
Persons authorized to receive Public Moneys, 225.			
Magistrate at Yass addressing a, Meeting, 271.			
Free, Library, 401.			
Reconstruction of certain, Departments, 639.			
PUBLIC WORKS :—			
Certain Officers of Road Branch of, 173.			
PUBLIC SCHOOLS (See "EDUCATION.")			
PUBLICANS (See "ROADS.")			
PUNT :—			
Removal of, from Casino to Coraki, Richmond River, 431.			
Removal of Government, on Barwon River, 634.			
Withdrawal of sum estimated for Approaches to, over River Darling, 709.			
QUARANTINE :—			
Ground (for stock), Newcastle, 271.			
QUEANBEYAN (See "BRIDGE," "ROADS.")			
QUEENSLAND (See "SHEEP.")			
QUINN, DR. (See "EDUCATION.")			
RAILWAYS :—			
Irregularities and Defalcations in Department of, 18.			
Opening of, for traffic from Mittagong to Bourall, 35.			
Returns respecting, 69.			
Tenders for construction of Great Western, from Solitary Creek to Bathurst, 73.			
Persons who tendered for No. 6 Contract, Great Western Line, 93.			
Freedom of Charge to Members of Parliament travelling by, 125.			
Extension—Singleton to Muswellbrook, 132, 472.			
Instructions given by Engineer-in-Chief of, to Mr. Barton, 145.			
Return, shewing number of Passengers by certain Trains, 145.			
Opening of, Traffic to Bowral and Sutton Forest on Great Southern, 179.			
Statistics of, 191.			
Petition from certain Workmen on Great Northern, 219.			
Inquiry into Defalcations in Department of, 249.			
Proposed Loan for completion of, 255, 327.			
Payment of certain Employes on Holidays, 267.			
Accountant of Branch, 283.			
Fares from Penrith to Wascoe's, and to the Weatherboard, respectively, 307.			
Lands taken from John Morrice, Esq., of Browley, for purposes of, 359.			
Erection of Passenger and Goods Station at Marulan, 375.			
Alleged circulation of blasphemous tracts on Line—Daniel Wallwork, 411.			
Site for Great Western Terminus, Bathurst, 421, 439.			
Completion of Great Western to One-tree Hill, 453.			
Provision of waggons for, 546.			
Termination of contract for laying permanent way on Great Southern, from Nattai to Bowral, Sutton Forest Station, to Faviell's contract, 556.			
Reduction of fares for passengers on, 583.			
Opening of One-tree Hill Station for traffic, on Bathurst Line, 591.			
"Fenian" demonstration on Great Western Works, 653.			
Contracts, Great Western, 669.			
No. 4 Contract, Great Northern, 673, 699.			
Carriages for, 691.			
Particulars respecting the Three Trunk Lines, 733.			
RANDWICK (See "ASYLUM"; also "ROADS.")			
RECEIVING HOUSES (See "NECROPOLIS.")			
RECONSTRUCTION :—			
Of certain Public Departments, 639.			
RECREATION (See "CROWN LANDS.")			
REGISTRARS (See "ADMINISTRATION OF JUSTICE.")			
REGISTRATION (See "TRUSTS"; also "BRANDS.")			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
Q		
QUESTIONS (<i>continued</i>) :—		
REIDSDALE (See "ROADS.")		
RELIGIOUS :—		
Ministration on board the ship "Vernon," 243.		
REPRESENTATIVE (See "ELECTORAL.")		
REPRIEVE (See "ADMINISTRATION OF JUSTICE.")		
RESERVE (See "CROWN LANDS.")		
RICHMOND RIVER (See "TELEGRAPH"; also "CUSTOMS.")		
ROADS :—		
Introduction, during Session, of a Minor Roads Bill, 35.		
Closing of, from Rockley to Swallow's Nest, 65.		
Mr. W. C. Bennett, Commissioner for, 92, 105, 111, 145, 203.		
Formation of Road down Burratorang Mountain, 92.		
Officers in charge of Main and Minor, 139, 152.		
From Deep Creek, near Cessnock, to Allandale Railway Station, 161.		
Certain Officers of Road Branch of Public Works, 173.		
Action of the Government respecting construction of, from Deniliquin to Echuca, 180.		
Rendering road between Braidwood and Marulan available for traffic, 267.		
Road through land granted to Mr. William Field, Nandi, near Coonabarabran, 307.		
Road through Mr. Hickey's property at Dagworth, 327.		
Road Trusts, Shoalhaven Electorate, 379.		
Road from Terrara towards Nowra, 379.		
Between New England and the River Manning, 401.		
Road between Armidale and Port Macquarie, 401, 411.		
Road from Denman to Muswellbrook, through Merton Estate, 411.		
Road between New England and Macleay River, 401, 411.		
Publicans as Trustees of Minor, 457.		
Randwick and Coogee Trust, 465.		
Trustees for Minor Road Grants, 471 (3).		
Repair of Road at Kempsey, Macleay River, 597.		
District Surveyor's Report on Reidsdale Road, 653.		
Petition in reference to bad state of Road between Bathurst and Carcoar, 669.		
Action of Government with reference to opening of Road to Wollongong <i>via</i> Liverpool Dam, 734.		
Ditto ditto with reference to application for opening, Bellenger River, 739.		
Road from Singleton to Koukarah Creek, <i>via</i> Dyring, 739.		
ROBERTSON, WILLIAM (See "CROWN LANDS.")		
ROCKLEY (See "ROADS.")		
ROLLS (See "ELECTORAL.")		
ROSS, DR., J.P. :—		
Conduct of, and complaints against, at Molong, 297.		
RUBBISH (See "PORT JACKSON.")		
RUN (See "CROWN LANDS.")		
RYDE (See "TOLLS.")		
RYLSTONE (See "BRIDGE.")		
SALARIES :—		
And Fees of Teachers under Council of Education, 407, 422.		
SALVAGE (See "CUSTOMS.")		
SAVINGS BANK :—		
Extension of, to Suburbs of Sydney and other parts of the Colony, 740.		
SCHOOLS (See "EDUCATION"; also "AGRICULTURAL.") :—		
School Children proposed to be entertained in honour of the arrival of the Duke of Edinburgh, 527.		
SCHOOLS OF ARTS :—		
Government contribution in aid of, 303.		
SEWERAGE :—		
Of Lunatic Asylum, and Roman Catholic Orphan School, Parramatta, 173.		
Of Gaol, Lunatic Asylum, and Orphan School, Parramatta, 277.		
SHANKS (See "PILOT.")		
SHEEP :—		
Crossing of, from this Colony into Queensland, 125.		
Remission of contributions under Sheep Disease Prevention Act of 1866, 375.		
Directors, District of Singleton, elected by Sheepowners, 691.		
SHEPHERD, MR. A. D. (See "GOLD FIELDS.")		
SHOALHAVEN (See "ROADS"; "BRIDGE"; "WHARF"; also "MUNICIPALITIES.")		
SILT :—		
Prevention of silting, Port Jackson, 119.		
Dredged up in Port Jackson, 291.		
SINGLETON (See "RAILWAYS"; "SHEEP"; also "ROADS.")		
SLAUGHTERING :—		
Introduction of Slaughtering Act Amendment Bill, 427.		
SMITH, MR. JOHN, JUN. (See "CROWN LANDS.")		
SMITH, MR. THOMAS (See "GRIEVANCES.")		
SOLITARY CREEK (See "RAILWAYS.")		
SOUTH HEAD (See "FORTIFICATION.")		
SOUTH PACIFIC (See "PIRACY.")		
SPEECH (See "COLONIAL SECRETARY.")		
SPENCER, MR. JOHN :—		
Claim for compensation for losses sustained by him in 1854, 427.		
Letter of, respecting do., 615, 619.		
STAMP DUTIES ACT :—		
Suspension of operation of certain provisions of, 59.		
Action of the Government with reference to certain exemptions from do., 549, 597.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
Q		
QUESTIONS (continued) :—		
STATISTICS (See "RAILWAYS.")		
STEAM NAVIGATION ACT :—		
Vessels proceeding to sea without compliance with, 171.		
STEAMER (See "PEARL.")		
STOCK :—		
Quarantine Ground for, at Newcastle, 271.		
Impounding of, by a Poundkeeper off an adjoining run, 303.		
STREETS :—		
Proclamation of alignment of, Municipality of Albury, 531.		
SUEZ (See "POSTAL.")		
SUPERANNUATION :—		
Bill to amend Civil Service Act of 1864, 59, 471.		
Action of Government with reference to present state of Police Fund, 139.		
Position of Master Attendant of Lunatic Asylum, Tarban Creek, with regard to Fund, 743.		
SUPPLIES (See "GAOL.")		
SURVEY :—		
Report on River Hunter, 291, 611.		
SUTTON FOREST (See "RAILWAYS.")		
SWALLOW'S NEST (See "ROADS.")		
SYDNEY, CITY OF (See also "WATER SUPPLY.") :—		
Debt due by, to Government, for interest, 431.		
TAMWORTH (See "TELEGRAPH", "POSTAL.")		
TARBAN (See "LUNATIC ASYLUM.")		
TEACHERS (See "EDUCATION.")		
TELEGRAPH, ELECTRIC :—		
Action of Government with reference to Line to Port Stephens, 18.		
Do. do. from Clarence River to the Coast, 29.		
Do. do. between Clarence and Richmond Rivers, 41.		
Do. do. do. connexion of Light-house, Jervis Bay, with Port of Sydney, 53.		
Do. do. extension to Port Macquarie, 59.		
Do. do. extension of Line so as to connect Grenfell, Emu Creek, with Main Line, 91.		
Do. do. do. to the Weatherboard, 119.		
Dismissal of Mr. Bate, formerly Clerk in Office of, 151.		
Extension of, from Tamworth to Gunnedah, 279.		
Do. from Kiama to Jervis Bay Light-house, 591, 695.		
Do. from Tamworth to Gunnedah and Narrabri, 654.		
TENDEBS (See "GAOL.")		
TERRAGONG SWAMP (See "KIAMA.")		
TERRARA (See "ROADS.")		
"THUNDERBOLT" :—		
Bushranger, 179.		
TIBBY, MR. CHARLES (See "EDUCATION.")		
TOLLS :—		
On Road between Parramatta, Ryde, and Pennant Hills, 597.		
Establishment of Toll-house on Pennant Hills Road, 633.		
TOOGONG RUN (See "CROWN LANDS.")		
TRACTS :—		
Alleged circulation of blasphemous, on Railway Line—Daniel Wallwork, 411.		
TRAFFIC (See "BRIDGE.")		
TRAINING (See "EDUCATION.")		
TREASURY (See "FINANCE.")		
TRIAL BAY (See "HARBOUR.")		
TRUSTEES (See "ROADS.")		
TRUSTS (See also "ROADS.")		
Introduction of Bill, during present Session, for registration of, in Grants of Lands dedicated, 192.		
TUENA (See "ADMINISTRATION OF JUSTICE.")		
TUG (See "PEARL.")		
TWO FOLD BAY (See "CUSTOMS.")		
TYLER, MR. WILLIAM (See "GRIEVANCES.")		
URABADELLA RIVER (See "EDUCATION.")		
"VERNON" N.S.S. SHIP (See also "EDUCATION.") :—		
Religious ministrations on board, 243.		
Inquiry held on board relative to charges against Superintendent, Captain Mein, and Captain Wycherley, 255.		
VESSELS (See "NAVIGATION"; also "CUSTOMS.")		
VISITORS (See "LUNATIC ASYLUM.")		
WAGGA WAGGA :—		
Accommodation for holding Courts of Justice in, 389.		
WAGGONS (See "RAILWAYS.")		
WALKER, MR. (See "RAILWAYS.")		
WALLWORK, DANIEL (See "TRACTS.")		
WAMBANGALONG CREEK (See "CROWN LANDS—MR. JOHN GRAHAM.")		
WABIALDA (See "COURT HOUSE," "LOCK-UP.")		
WARNE JOHN (See "CROWN LANDS.")		
WASCOE'S (See "RAILWAYS.")		
WATER SUPPLY :—		
Appointment of a Commission to inquire respecting, for Sydney and Suburbs, 231.		
Re-appointment of do., 531.		
WAYS AND MEANS (See "FINANCE.")		
WEATHERBOARD, THE (See "RAILWAYS"; also "TELEGRAPH.")		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
Q			
QUESTIONS (<i>continued</i>) :—			
WELLINGTON (See also "BRIDGE.")			
Cases disposed of at Courts of Petty Sessions at Dubbo and, respectively, 695.			
WEST MAITLAND :—			
Erection of a new Court House at, 555.			
Embankment in High-street, 740.			
WHARF :—			
At Kempsey, Macleay River, 81, 545.			
Site for, on Shoalhaven River, 700.			
WIDOW (See "GREENFELL.")			
WIDOWS :—			
Action of Government with reference to compensation to widows and families of Constables Carroll and Kennagh, 60.			
Ditto ditto of Pilots and others lost between Port Jackson Heads, 220.			
WINDSOR :—			
Grant of Land in, known as "Church Green," as a place for public recreation, 283.			
WINGECARRIBEE (See also "CROWN LANDS.") :—			
Action of Government with reference to establishment of Agricultural Industrial Schools at, 643, 654.			
WOLLONDILLY RIVER (See "BRIDGE.")			
WOLLONGONG (See "ROADS.")			
WORKHOUSE :—			
Conversion of Gaol at Port Macquarie into a, 151.			
WYCHERLEY (See "VERNON.")			
YASS :—			
Conduct of Magistrate while addressing a Public Meeting at, 271.			
Management of District Hospital, 335.			
YATES (See "POLICE OFFICE.")			
QUORUM (See "ADJOURNMENTS.")			
Absence of, in Committee of the Whole, reported, 186, 424, 438, 478, 496			
584, 626 ⁽³⁾ , 643 ⁽²⁾ , 644, 657 ⁽³⁾ , 671 ⁽³⁾ , 688 ⁽³⁾ , 701, 711 ⁽²⁾ .			
Do. in House, before commencement of Business, 87, 385, 503, 629,			
661, 663.			
Do. do. after commencement of Business, 20, 32, 186, 208,			
227, 309, 485, 496, 506, 512, 538, 541, 562, 671, 688, 692, 696, 711.			
R			
RAE, MR. (See "RAILWAY.")			
RAILWAY (See also "GRIEVANCES—WILLIAM TYLER," "HARTLEY VALE COLLIERY RAILWAY BILL," "CATARACT COAL MINE RAILWAY BILL.")			
FROM ECHUCA TO-DENILIQUIN :—			
Select Committee appointed to consider Petition of last Session in reference to, 31; Progress Report and Proceedings of last Session referred, 31; Report brought up, 94; Motion made for adoption of, and negatived, 147			
		3.	897
DEFALCATIONS IN, DEPARTMENT :—			
Papers relating to, laid on Table, 94			
		3	771
Letter from Mr. Rae, respecting inquiry into, laid on Table, 268			
		3	883
Resolutions moved in reference to inquiry into, and negatived, 506.			
NON-INTERFERENCE OF SOUTHERN EXTENSION WITH COMPLETION OF WESTERN LINE TO BATHURST :—			
Resolution moved in reference to, and by leave withdrawn, 120.			
PASSENGERS BY CERTAIN TRAINS :—			
Particulars of, laid on Table, 166			
		3.	905
GREAT NORTHERN :—			
Petition presented from Upper Hunter District in reference to extension of, to Murrurundi, 250; ordered to be printed, 288			
		3	955
MRS. HARRIETTE NOWLAND :—			
Petition presented from, in reference to certain land, her property, being taken for Railway purposes, 105; ordered to be printed, 116; Motion made for a Committee of the Whole to consider of an Address in reference to, 251; House in Committee, and Resolution reported and agreed to, 268; Motion made for valuation made by Government Valuator of land, her property so taken, 279; laid on Table, 313			
		3	927
LANDS TAKEN FROM JOHN MORRICE FOR RAILWAY PURPOSES :—			
Motion made for correspondence in reference to, 304; laid on Table, 389.			
REGULATION OF CERTAIN TRAINS BY ACT OF PARLIAMENT :—			
Resolution moved in reference to, and negatived, 314.			
LAND CLAIMS SETTLED BY ARBITRATION :—			
Motion made for a Return shewing list &c. of, 516; laid on Table, 516			
		3.	929
LINE FROM MUSWELLBROOK TO MURRURUNDI :—			
Petition presented from Armidale, praying for speedy completion of, and thence to Armidale, 550; ordered to be printed, 557			
		3	957
ARRANGEMENTS :—			
Petition presented from certain farmers, graziers, &c., complaining of, in reference to carriage of timber &c. on Western Line, 556; ordered to be printed, 561			
		3.	959
MR. WILLIAM BENNETT HULL :—			
Motion made for copies of charges and documents in connexion with dispensing with services of, as District Engineer, 640; laid on Table, 640			
		3.	931

VOTES AND PROCEEDINGS—(REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
R			
RAILWAY continued:—			
CARRIAGES:—			
Particulars relative to, laid on Table, 700		3	907
UNEMPLOYED LABOURERS AT MUSWELLBROOK:—			
Petition presented from, representing their state of destitution through delay in carrying out extension on Great Northern Line, 692.			
RAILWAY LOAN (See "FINANCE.")			
RAILWAY LOAN BILL:—			
Message No. 14, from Governor, in referente to, 442; Bill presented and read 1 ^o , 442; Message No. 15, from Governor, in reference to, 466; Bill read 2 ^o , committed, and progress reported, 467; reported with an Amendment, 474; Report adopted, 478; read 3 ^o , passed, and sent to Legislative Council, 481; returned by Council without Amendment, 509; Assent reported, 532.			
RAILWAYS:—			
Returns laid on Table, 82		3	903
Motion made for plans, papers, &c. relating to extension of, beyond such extensions as are at present authorized, 227; laid on Table, 256		3	891
INSTRUCTIONS FROM ENGINEER-IN-CHIEF:—			
Correspondence shewing, laid on Table, 146		3	887
ENGINE-DRIVERS ON SOUTHERN, WESTERN, AND RICHMOND:—			
Return for January, 1868, compiled from daily report sheets of, laid on Table, 715		3	909
RANDWICK (See "CAMPERDOWN AND RANDWICK CEMETERIES BILL.")			
REAL PROPERTY ACT:—			
Returns for 1866 under, laid on Table, 500		4	1
REAL PROPERTY ACT AMENDMENT BILL:—			
Motion made for leave to introduce, and leave granted, 494; presented and read 1 ^o , 494; Motion made for second reading, and House counted out, 512; Order of the Day for second reading restored to Paper, 523; Bill read 2 ^o , 640; committed, and progress reported, 640; Order of the Day for further consideration in Committee, and Bill discharged, 745.			
RECREATION, PUBLIC (See "BUILDINGS.")			
REFRESHMENT ROOM:—			
Committee appointed, 11.			
REGISTER (See "STATISTICAL.")			
REGISTRAR GENERAL:—			
Eleventh Annual Report from, for 1866, laid on Table, 322		2	905
REGISTRATION (See "INVENTIONS.")			
REGULATIONS (See "GAOLS," "EDUCATION"; also, "RAILWAY.")			
REPORTS:—			
University of Sydney, for 1866, 9		4	127
Sewerage and Water Supply, Tenth Annual, of Sydney Municipal Council, 1866, 9		4	27
Ditto Eleventh Annual ditto, 744		4	35
Inspection of Port Macquarie Asylum for Infirm and Destitute, 35		4	107
Chief Inspector of Sheep, dated 1 July, 1867, 35		4	97
Commission of Inquiry into the Condition of the Customs Department, 60		2	307
Post Office Department, for 1866, 94		3	523
Of Commissioners appointed to inquire into State of Crime in the Braidwood District, 99		2	115
Sydney Grammar School, for 1866, 99		4	157
Immigration, for 1866, 125		2	421
Ditto for 1867, 721		2	437
Ballast Master at Newcastle, from Engineer-in-Chief for Harbours and Rivers, 126		3	579
Australian Museum, for 1866, 152		4	19
Vaccination, for 1866, 197		4	99
Ditto for 1867, 710		4	103
Council of Education (Progress), 220		4	181
Registrar General, for 1866, 322		2	905
Schools Inquiry Commissions—Common School System of United States, and of Canada, 412		4	359
Director of Botanical Gardens, Sydney, on Orange Plantations in Portugal and Spain, 591		4	1073
Lunatic Asylums in Great Britain, &c., 576		4	119
Do. do. 666		4	125
Commissioners, on Loss of Steam-ship "Telegraph," 666		3	581
Council of Education, on condition of the Public Schools, for 1867, 691		4	229
Do. do. do. Certified Denominational Schools, for 1867, 691		4	343
Chief Inspector of Sheep and Cattle, on Pleuro-pneumonia, laid on Table, 700		4	71
STANDING COMMITTEES:—			
Standing Orders—Messengers and Servants of Parliament,—Mace, 174		1	945
SELECT COMMITTEES:—			
In reply to Governor's Opening Speech, 4.			
Railway from Echuca to Deniliquin, 94		3	897
Hartley Vale Colliery Railway Bill, 313		3	911
Waterview Patent Slip Bill, 322		4	1007
Oyster Fisheries Protection Bill, 343		4	1023
Cataract Coal Mine Railway Bill, 351		3	919
St. Andrew's Cathedral Close Bill, 415		4	947
Claim of Mr. Benjamin Richards to lease of "Yaraldool" Run, 453		3	1109
Commercial Banking Company of Sydney Incorporation Act Amendment Bill, 466		2	981
Shipwrecks and Loss of Life on the Coast (Progress), 510		3	611
Sydney Common Improvement Act Amendment Bill, 620		3	961

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
R			
REPORTS (continued) :—			
SELECT COMMITTEES continued :—			
Claims of Mr. Bartholomew Rush (Progress), 666	4	907	
Mr. John Burnley, 673	3	1075	
Petition of Mr. Thomas Smith, 674	4	861	
Rev. James White, 683	3	709	
Address to Her Majesty in reference to H.R.H. the Duke of Edinburgh, 716.			
Petition of Thomas Larkin, 721	3	735	
Removal of Mr. Samuel Charles from the Commission of the Peace (Progress), 744	2	161	
Seizure of Stores of George M'Leod, Braidwood (Progress), 744.			
RESCISSION (See VOTE"; also "DISORDER.")			
RESERVES (See "CROWN LANDS.")			
RESOLUTIONS :—			
FROM COMMITTEE OF THE WHOLE :—			
Reported, 42, 48 ⁽²⁾ , 95, 116 ⁽²⁾ , 134, 141, 153, 157, 268, 284, 390 ⁽²⁾ , 416, 427, 438, 449, 473, 495, 774.			
Agreed to, 42, 48 ⁽²⁾ , 95, 116 ⁽²⁾ , 134, 141, 153, 157, 268, 284, 390 ⁽²⁾ , 416, 427, 443, 449, 473, 496, 744.			
Reported as amended, 304.			
Agreed to as amended, 323.			
FROM COMMITTEE OF SUPPLY :—			
Reported, 238, 551, 635, 717.			
Agreed to, 238, 551, 649, 729.			
FROM COMMITTEE OF WAYS AND MEANS :—			
Reported, 323, 551, 735, 736.			
Agreed to, 412, 551, 735, 736.			
RICHARDS, MR. BENJAMIN (See "CROWN LANDS.")			
RICHMOND (See also "CLARENCE.") :—			
BRIDGE OVER RIVER HAWKESBURY :—			
Petition presented from certain landed proprietors of North Richmond, Enfield, Kurrajong, &c., in reference to Tolls charged at, 448 ; ordered to be printed, 458	4	1121	
ROAD :—			
TRUST ACCOUNTS :—			
For half-year ending 30 June, 1866, laid on Table, 35	3	667	
For half-year ending 31 December, 1866, laid on Table, 35	3	671	
For half-year ending 30 June, 1867, laid on Table, 561	3	675	
For half-year ending 31 December, 1867, laid on Table, 687	3	681	
TO PUNT OVER GEORGE'S RIVER :—			
Petition presented from Thomas Lord and others, praying for proclamation of, 93 ; ordered to be printed, 116	3	699	
EXPENDITURE—STIPENDIARY MAGISTRATE, NUNDLE :—			
Petition presented from certain residents of Nundle, representing that moneys voted for improvement of public roads have not been proportionally expended in the District, and praying for appointment of Stipendiary Magistrate, 119 ; ordered to be printed, 126	3	701	
FROM GHINNI GHINNI CREEK TO JONES'S ISLAND, MANNING RIVER :—			
Motion made for a Committee of the Whole to consider of an Address in reference to, 120 ; House in Committee and proposed Address disagreed to, 215.			
MATTLAND, TRUST ACCOUNTS :—			
For half-years ended 30th June and 31st December, 1866, respectively, laid on Table, 146	3	703	
MESSRS. THOMAS LARKIN AND ROBERT POOLEY :—			
Petition presented from, complaining of certain inconvenience sustained as co- contractors for metalling Great Southern Road, in Bargo, 261 ; ordered to be printed, 267	3	735	
PETITION OF THOMAS LARKIN :—			
Referred to Select Committee, 288 ; Report brought up, 721	3	737	
THROUGH LAND GRANTED TO MR. WILLIAM FIELD, AT NANDI :—			
Motion made for copies of Petitions and Correspondence in reference to, 331 ; laid on Table, 422.			
REV. JAMES WHITE :—			
Petition presented from, complaining of hardship sustained by him in connexion with the opening up of a road through land of his, at Singleton, 546 ; ordered to be printed, 557 ; referred to Select Committee, 611 ; Report brought up, 683	3	709	
Motion made for adoption of Report, and negatived, 744.	3	713	
PROPOSED, TO GLADESVILLE, via BALMAIN AND FIVE DOCK :—			
Motion made for correspondence having reference to, 615.			
SOUTH HEAD TRUST :—			
Petition presented from Commissioners of, praying for similar privileges to those granted recently to the Randwick and Coogee Road Trust, 666 ; ordered to be printed, 669	3	705	
ROADS :—			
Copy of Minute—Commissioner for, to Secretary for Public Works, laid on Table, 111	3	687	
SUBORDINATE :—			
Schedule of Classification of, for 1868, laid on Table, 237	3	689	
Ditto do. do. laid on Table, 666.			
Ditto do. do. laid on Table 2°, and by leave withdrawn, 673	3	691	
ROBBERY WITH ARMS BILL :—			
Motion made for leave to introduce, and leave granted, 19 ; Presented and read 1°, 19 ; Motion made for second reading, and superseded by Question of this day six months, 70 ; Order of the Day for 2nd reading, and Bill discharged, 538.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
R			
ROBERTS, MR. JAMES :—			
CLAIM OF,—BURRANGONG RIOTS :—			
Motion made for a Committee of the Whole to consider of an Address in reference to, 31; House in Committee, and Resolution reported and agreed to, 48.			
"ROBERTSON," (See "NOWLAN.")			
ROBERTSON, JOHN, ESQ. :—			
Disorderly words used by, and taken down by Clerk, 343; Words retracted and apology made to the House, 343.			
ROCKY RIVER (See "GOLD.")			
ROD, BLACK (See "USHER.")			
ROLL (See "ELECTORS.")			
ROMAN (See "GOLD.")			
ROMAN CATHOLIC :—			
DIGNITARIES (See "EDUCATION.")			
RULES (See also "VERNON," "EDUCATION.")			
OF SUPREME COURT :—			
From 23 November, 1866, to 3 July, 1867, laid on Table, 204			
	2		53
RULING (See "SPEAKER.")			
RUNS (See "CROWN LANDS.")			
RUSH, MR. BARTHOLOMEW (See "GRIEVANCES.")			
RUSSELL, MR. J. W. (See "PYRMONT.")			
S			
SALARIED OFFICERS :—			
WHO HAVE RECEIVED LEAVE OF ABSENCE :—			
Motion made for a Return respecting, 227.			
SALARIES, FUTURE GOVERNORS, REDUCTION BILL (See "FUTURE.")			
SALE OF IMPROVED LANDS BILL :—			
Motion made for leave to introduce and leave granted, 448; Presented and read 1 ^o , 448; Read 2 ^o , committed, reported without Amendment, and Report adopted, 466; Read 3 ^o , passed, and sent to Legislative Council, 473; Returned by Council without Amendment, 500; Assent reported, 532.			
SALE OF LIQUORS LICENSING ACT OF 1862 :—			
Petition presented from Charles Moore, Mayor of Sydney, as Chairman of a General Meeting of Justices, praying for repeal of so much of the 35th clause as admits of music and dancing in licensed public-houses, 69; Ordered to be printed, 75			
	4		939
Motion made for a Return of licensed houses to which permission has been granted for music and dancing, under 35th clause of, 120; laid on Table, 161			
	4		941
SCHEDULE :—			
OF AMENDMENTS :—			
Made by Council in Bills from Assembly, 133, 152, 199, 264, 321, 495, 511, 523, 524, 550, 710.			
SCHOOLMASTER (See "EDUCATION.")			
SCHOOLS (See "EDUCATION.")			
SCOTT, MR. THOMAS (See "SUGAR.")			
SCUDAMORE, F. J., ESQUIRE (See "POSTAL.")			
SEAT :—			
VACATED, 112.			
SEATS :—			
Issue of Writs during Recess, for election of Members to serve in room of Members who had resigned, reported by Speaker, 1.			
SENTENCES (See "ADMINISTRATION OF JUSTICE.")			
SERVANTS (See "PARLIAMENT.")			
SESSION :—			
OPENING OF, 1.			
CLOSING OF, 748.			
SESSIONS, YASS GENERAL (See "ADMINISTRATION OF JUSTICE.")			
SESSIONAL :—			
ORDERS :—			
Business days, 10.			
Days for precedence of Government Business, 10, 466.			
Days for precedence of Private Business, 10.			
Formal Motions and Orders of the Day, 10.			
Resumption of Committee of Supply, 10.			
Do. do. Ways and Means, 10.			
Transmission of Messages between the two Houses, 10.			
Balloting for Select Committees, 11.			
Entry of Questions and Answers on Votes, 11.			
Vote of Chairman of Select Committee on Private Bill, 11.			
Library Committee, 11.			
Standing Orders Committee, 11, 174.			
Refreshment Room Committee, 11.			
Chairman of Committees of the Whole House, 11.			
SEWERAGE :—			
AND WATER SUPPLY :—			
Tenth Yearly Report of Sydney Municipal Council, 1866, laid on Table, 9			
	4		27
Eleventh do. do., 744			
	4		35

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
		VOL.	PAGE.
S			
SHEEP :—			
Half-yearly Report (dated 1 July, 1867) from Chief Inspector, laid on Table, 35		4	97
DISEASE PREVENTION ACT OF 1866 :—			
Regulations for carrying into effect, laid on Table, 74		4	89
Additional Regulations under, dated 27 August, 1867, laid on Table, 203		4	91
Do. do. dated 31 March, 1868, laid on Table, 687		4	93
Do. do. dated 24 April, 1868, laid on Table, 747		4	95
SHIPWRECKS :—			
AND LOSS OF LIFE ON THE COAST :—			
Select Committee appointed to inquire into and report upon, 214; Progress Report brought up, 510		3	611
SHOALHAVEN (See "MUNICIPALITIES.")			
SIAM :—			
THE KINGS OF :—			
Despatch, extending the provisions of The Foreign Deserters Act of 1852, to the subjects of, laid on Table, 10		2	15
SITTING :—			
EXTRAORDINARY :—			
Speaker resumes Chair while House in Committee of Supply, 537.			
SLAUGHTER-HOUSE REGULATION LAWS AMENDMENT BILL :—			
Motion made for leave to introduce, and leave granted, 448; presented and read 1 ^o , 489; Order of the Day for second reading, and Bill discharged, 571.			
Petitions presented against, from—			
Phillip M'Carroll, of Redfern, 505; ordered to be printed, 505	4		55
Certain Butchers, St. Leonard's, 505; ordered to be printed, 505	4		53
William Peasley and Alfred Davis, of Sydney, 505; ordered to be printed, 510	4		59
Alfred Davis, of Newtown, 505; ordered to be printed, 510	4		57
Certain Butchers, Sydney and suburbs, 510; ordered to be printed, 510	4		61
Residents, Macleay River, 527; ordered to be printed, 533	4		65
John Warne, Macleay River, 527; ordered to be printed, 533	4		63
Certain Butchers, Sydney and suburbs, 550; ordered to be printed, 557	4		67
SMITH, MR. THOMAS (See "GRIEVANCES.")			
SOCIETIES (See "FRIENDLY.")			
SOUTH HEAD (See "ROAD.")			
SPEAKER :—			
Reports issue of Writ, 1 (1), 213.			
Reports return of Writ, 1 (2), 9, 30, 213.			
Governor's Speech on opening Parliament, read by, 2.			
Reports presentation of Address in reply to Governor's Opening Speech, with answer thereto, 9.			
Reports reply to Valedictory Address to His Excellency Sir John Young, 528.			
Reports reply to Address to H.R.H. the Duke of Edinburgh, on his visit to the Colony, 566.			
Do. of Governor on presentation of Address of Condolence and Indignation to the Duke of Edinburgh, on the attempted assassination of His Royal Highness, 607.			
Reports reply of Governor on presentation of Address to Her Majesty, in reference to H.R.H. the Duke of Edinburgh, 721.			
Unavoidable absence of, through indisposition, reported by Clerk, 541, 545, 549.			
Resumes Chair while House in Committee of Supply, 537.			
Expresses regret for unavoidable absence, and thanks the House for its indulgence, 555.			
Asks question of Minister, and addresses the House, 562.			
Reports having received Deputy Speaker's Commission to administer the Oath, 19.			
Reports resignation of Seat, 112.			
Casting Vote given by, 12, 336, 585.			
Addresses Governor, and presents Money Bills for Assent, 747.			
Points out irregularity in Assembly's Message to Council, 368.			
WARRANT OF :—			
Appointing Committee of Elections and Qualifications, 2; maturity of, reported, 30.			
RULING OF :—			
In reference to,—			
Words used by Members in Debate, 12.			
Bill that should originate in a Committee of the Whole, 36, 83, 116, 256.			
Bill that should originate in a Committee of the Whole, and also be recommended by a Message from the Crown, 66.			
House or Committee to determine for itself what Member should be first heard, 279.			
Order in which separate Amendments in the same Question must be put, 284, 412.			
Competency of Committee to amend a Bill to repeal an Act by introducing the words "suspended for five years" in place of the word "repealed," 309.			
Irregularity of Question on Notice Paper, 422.			
Committee—having agreed to one item in Supply,—proceeding, before disposing of the remaining items, to consider question of Expenditure submitted by Governor's Message, recommending a Vote of Credit, 528.			
In consideration of the Estimates, not competent for Committee to discuss items already disposed of, or items set down for future discussion, but items to be taken in the order in which they stand, 644.			
No item to be withdrawn in Committee of Supply without the action of the Committee itself, 705.			

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
S		
SPEAKER (<i>continued</i>):—		
DEPUTY :—		
Takes Chair of the House in the absence of Mr. Speaker, 541, 545, 549.		
Reports Governor's reply to Address on his assumption of the Administration of the Government, 545.		
SPECIAL (See "ADJOURNMENT.")		
SPEECH :—		
OF GOVERNOR :—		
On opening the Session, 2; Address in reply, 4; presented, and answer reported, 9.		
On Prorogation, 748.		
STAMP DUTIES ACT :—		
SUSPENSION OF THIRD SCHEDULE :—		
Paper respecting, (<i>Minute</i>), laid on Table, 10.....		
	3	475
Resolution moved in reference to, and by leave withdrawn, 214.		
STAMP DUTIES ACT AMENDMENT BILL :—		
Motion made for a Committee of the Whole to consider expediency of introducing, 380; House in Committee, and Resolution reported and agreed to, 390; Presented and read 1°, 442; Order of the Day discharged and Bill withdrawn, 510.		
Petitions presented against, from—		
Certain Merchants, Bankers, Traders, &c., of Sydney, 485; ordered to be printed, 489.....		
	3	477
Certain Inhabitants of Goulburn, 485; ordered to be printed, 489.....		
	3	481
Certain Bankers, Merchants, Traders, &c., of Sydney, 485; ordered to be printed, 489.....		
	3	479
Certain Inhabitants of Singleton, 494; ordered to be printed, 499.....		
	3	483
Certain Traders, Freeholders, &c., of Wollongong, 505; ordered to be printed, 510.....		
	3	487
J. S. Willis, as Chairman of Public Meeting in Sydney, 505; ordered to be printed, 510.....		
	3	489
Inhabitants of West Maitland, 516; ordered to be printed, 521.....		
	3	485
Residents of Cooma, Monaro District, 527; ordered to be printed, 533.....		
	3	491
STAMP DUTIES ACT AMENDMENT BILL (No. 2.) :—		
Motion made for leave to introduce, and leave granted, 633; presented and read 1°, 684; read 2°, committed, reported without Amendment, and Report adopted, 722; Read 3°, and passed, 734; Sent to Legislative Council, 735; Returned by Council without Amendment, 745; Assented to by Governor, 747.		
STANDING ORDERS :—		
Committee appointed by Ballot (<i>Sessional Order</i>), 11; Motion made that Committee have power to report, from time to time, upon any matter or thing referred to, or pending before, or considered by, them, 174.		
Petition from Samuel Gordon referred to, 616.		
MESSENGERS AND SERVANTS OF PARLIAMENT—MACE :—		
Report brought up, 174.		
SUSPENSION OF :—		
In reference to—		
Consolidated Revenue Fund Bill, 557.		
Murray's Marriage Settlement Trust Bill, 566.		
Sydney Common Improvement Act Amendment Bill, 592.		
Treason Felony Bill, 620.		
Appropriation Bill of 1868; Public Works Loan Bill of 1868; and Treasury Bills Bill of 1868, and Debate adjourned, 715.		
Appropriation Bill of 1868, and Public Works Loan Bill of 1868, 717.		
ST. ANDREW'S CATHEDRAL CLOSE BILL :—		
Motion made for leave to introduce, and leave granted, 94; presented and read 1°, 94; Petition presented from Municipal Council of Sydney, desiring to be regarded as Promoters of, 126; ordered to be printed, 132; Bill read 2°, 127; referred to Select Committee, 134; Report brought up, 415; Bill read 2°, 478; Committed, reported with Amendments, and Report adopted, 478; Read 3°, passed, and sent to Legislative Council, 482; Returned by Council with Amendments, 523; Consideration of Council's Amendments, and Progress reported, 538, 584, 616; Council's Amendments agreed to (<i>in part</i>), 657; Council's Amendments reconsidered and further amended, 658; Message to Council, 669; Council does not insist upon its Amendments disagreed to, and agrees to Assembly's Amendments, with Amendments, 710; Order of the Day for the consideration of Council's Message discharged, 722.		
	4	947
Motion made for copies of any deed, instrument, &c., of dedication of the lands referred to in, and Correspondence in reference to, 126; laid on Table, and referred to Select Committee, 203.		
	4	953
Petitions presented against, from—		
George Robert Whiting, 340; ordered to be printed, 343.....		
	4	949
Mr. Edmund Thomas Blacket, 441; ordered to be printed, 448.....		
	4	951
ST. ANDREW'S COLLEGE BILL (See "PRESBYTERIAN COLLEGE BILL.")		
STATEMENT :—		
MINISTERIAL, 347, 351, 545.		
STATISTICAL :—		
Register laid on Table, 272.....		
	2	607
STATISTICS (See "CROWN LANDS"; also "GAOLS.")		
STEAM TUG (See "NEWCASTLE CO-OPERATIVE STEAM TUG COMPANY'S BILL.")		
STIPENDIARY :—		
MAGISTRATE :—		
Petition praying for appointment of, at Nundle, 119; ordered to be printed, 126.		
	3	701

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.		PAPERS.	
	VOL.	PAGE.	
S			
ST. JOHN'S COLLEGE (See "EDUCATION.")			
SUBORDINATE (See "ROADS.")			
SUEZ (See "POSTAL.")			
SUGAR:—			
MR. THOMAS SCOTT:—			
Motion made for copies of all memorials and correspondence relating to the introduction of the Sugar Cane by, 745.			
SUPERANNUATION (See also "PEARL.")			
CIVIL SERVICE FUND:—			
Receipts and Disbursements under, 1866, laid on Table, 19	4	3	
Ditto ditto 1867, laid on Table, 569	4	7	
SUPPLY:—			
Days for Committee of, appointed, 10.			
Estimates of Expenditure for 1868, and Supplementary Estimates for 1867 and previous years—Message No. 7 referred to Committee of, 238.			
Further Supplementary ditto for 1867, and Additional ditto for 1868—Message No. 11, referred to Committee of, 678.			
House in Committee of, 238, 408, 490, 496, 528, 534, 551, 580, 599, 612, 616, 621, 626, 635, 643, 654, 666, 671, 679, 688, 701, 705, 711, 714, 717.			
Resolutions reported from Committee of, 238, 551, 635, 717.			
Resolutions agreed to, 238, 551, 649, 729.			
Amendments made on motion for Committee of, 390, 395, 408, 489, 528, 587, 598, 611, 635, 670, 678, 700.			
Motion made for postponement of the Order of the Day, 716.			
Do. do. and by leave withdrawn, 474.			
Motion made for resumption of Committee, and House adjourned, 604.			
Do. do. counted out, 692.			
Order of the Day discharged, 740.			
SUPPLY OF INTOXICATING LIQUORS TO ABORIGINES BILL:—			
Motion made for a Committee of the Whole to consider propriety of introducing, 403; House in Committee, and Resolution reported and agreed to, 416; Bill presented and read 1 ^o , 416; Bill read 2 ^o and committed, 437; reported with Amendments, and with amended Title, and Report adopted, 437; Read 3 ^o , passed, and sent to Legislative Council, 442; Returned by Council without Amendment, 490; Assent reported, 532.			
SUPREME COURT:—			
RULES OF:—			
Laid on Table, 204.....	2	53	
SUSPENSION—(See "STANDING ORDERS.")			
SUTOR, WILLIAM HENRY, ESQ.:—			
Writ certifying return of, as Member for Bathurst, 1; sworn as Member, 53.			
SUTOR, JOHN BLIGH, ESQ.:—			
Writ certifying return of, as Member for East Macquarie, 213; sworn as Member, 249.			
SYDNEY BOUNDARIES AMENDMENT BILL:—			
Motion made for leave to bring in, and leave granted, 591; Presented and read 1 ^o , 591; Order of the Day for 2 ^o reading and Bill discharged, 657.			
Petition presented from Council of Borough of Paddington against, 620.			
SYDNEY COMMON IMPROVEMENT ACT AMENDMENT BILL:—			
Suspension of Standing Orders in reference to, 592; Petition presented from Mayor, Aldermen, &c., of Sydney, praying for leave to introduce, 598; Motion made for leave to introduce, and leave granted, 604; presented and read 1 ^o , 604; Bill referred to Select Committee, 611; Report brought up, 620; Motion made for second reading, and Debate adjourned, 674; Bill read 2 ^o , 710; Committed, reported with Amendments, and Report adopted, 711; Read 3 ^o , passed, and sent to Legislative Council, 715; Returned by Council without Amendment, 741; Assented to by Governor, 747.	3	961	
Petition presented against, from,—			
Mrs. Mary Chisholm, 673; ordered to be printed, 673	3	969	
SYDNEY:—			
EAST:—			
Issue of Writ for vacancy in Electorate of, reported, 1; return of ditto, 2; Member for, sworn, 2.			
SYDNEY TAXATION LIMITATION AND BOUNDARIES EXTENSION BILL:—			
Motion made for leave to bring in, and leave granted, 626; Presented and read 1 ^o , 634; Motion made for second reading, and Debate adjourned, 657; Order of the Day and Bill discharged, 744.			
Petition presented from Borough of Paddington against certain provisions of, 670; Ordered to be printed, 674.....	4	49	
T			
TARBAN CREEK (See "ASYLUM.")			
TARIFF:—			
Petition presented from certain Journeymen Confectioners, complaining of existing, regarding their trade, 576; Ordered to be printed, 580	2	419	
TEACHERS (See "EDUCATION.")			
TEBBUTT, JOHN:—			
LEGATEE OF SOPHIA BEESON:—			
Motion made for a Return in reference to, and negatived, 442.			
"TELEGRAPH":—			
Report of Commissioners upon loss of Steamship, laid on Table, 666	3	581	

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
T		
TELEGRAPH :—		
ELECTRIC :—		
Petition presented from Mr. Bartholomew Rush, respecting Lines from Blacktown to Newcastle, 308; Ordered to be printed, 322; Select Committee appointed to consider claims of Petitioner, 438; Progress Report brought up, 666	4	907
TELEGRAPHIC :—		
COMMUNICATION FROM GRAFTON TO THE COAST :—		
Motion made for a Committee of the Whole to consider of an Address in reference to, and negatived, 75.		
Despatch respecting, Communication between Great Britain and Dependencies, laid on Table, 99	3	575
TELLERS :—		
Error in, 54.		
List shewing No Quorum on Division, 512.		
TELLIGHERY CREEK (See "LOGAN," "CROWN LANDS.")		
TENDERS :—		
FOR RUNS (See "CROWN LANDS.")		
THORNTON, GEORGE, ESQUIRE :—		
Writ certifying Return of, as Member for Gold Fields West, 1; Sworn as Member, 2.		
TIBBEY, MR. CHARLES (See "EDUCATION.")		
TIGHE, ATKINSON ALFRED PATRICK, ESQUIRE :—		
Motion made for appointment of, as Chairman of Committees of the Whole House, and negatived, 13.		
Takes the Chair in the absence of Chairman, 232.		
TITLE :—		
OF BILL :—		
Amendment in, 343, 483.		
TOLLS :—		
CHARGED AT RICHMOND BRIDGE :—		
Petition presented from certain Landed Proprietors at North Richmond, Enfield, and Kurrajong, in reference to, 448; ordered to be printed, 458	4	1121
OVER NEPEAN BRIDGE, AT PENRITH :—		
Resolution moved in reference to, and superseded by Previous Question, 592.		
TOWNS POLICE REGULATION ACT AMENDMENT BILL :—		
Motion made for leave to introduce, and leave granted, 30.		
TRANSPORTATION :—		
TO WESTERN AUSTRALIA :—		
Despatch relative to cessation of, laid on Table, 448	2	35
TREASON FELONY BILL :—		
Suspension of Standing Orders in reference to, 620; Motion made for leave to introduce, and leave granted, 621; Presented and read 1 ^o , 621; Read 2 ^o , committed, reported with Amendments and Report adopted, 621; Read 3 ^o , passed, and sent to Legislative Council, 621; Returned by Council without Amendment, 621; Assent reported, 626.		
TREASONABLE :—		
OFFENCES :—		
Despatch respecting, laid on Table, 570	2	45
TREASURY BALANCES (See "FINANCE")		
TREASURY BILLS :—		
Message No. 16 respecting, referred to Committee of Ways and Means, 481 ..		
Message No. 22 respecting, referred to Committee of Ways and Means, 516		
TREASURY BILLS BILL :—		
Motion made for suspension of Standing Orders in reference to, and Debate adjourned, 715; Motion made for leave to introduce, and leave granted, 736; Presented and read 1 ^o , 736; Read 2 ^o , 740; Committed, reported without Amendment, and Report adopted, 741; Read 3 ^o , passed, and sent to Legislative Council, 741; Returned by Council without Amendment, 745; Presented to Governor for Assent, 747; Assented to, 748.		
TREATMENT OF INSANE PERSONS LAW AMENDMENT BILL :—		
Motion made for leave to introduce, and leave granted, 448; Presented and read 1 ^o , 472; Read 2 ^o , committed, and progress reported, 482; Reported with Amendments, 495; Recommitted, and reported 2 ^o with further Amendments, 495; Report adopted, 495; Read 3 ^o , passed, and sent to Legislative Council, 499; Returned by Council without Amendment, 537; Assent reported, 562.		
TRIENNIAL PARLIAMENTS BILL :—		
Motion made for leave to bring in, and leave granted, 54; Presented and read 1 ^o , 54; Motion made for second reading, and Debate adjourned, 185; Order of the Day, and Bill discharged, 208.		
TRUST (See "FINANCE"; also "ROAD.")		
TYLER, WILLIAM (See "GRIEVANCES.")		
U		
UNEMPLOYED (See "RAILWAY.")		
UNITED STATES (See "EDUCATION.")		
UNIVERSITY :—		
OF SYDNEY :—		
Report for 1866, laid on Table, 9	4	127
Return to Address (<i>last Session</i>) in reference to, laid on Table, 19	4	131
USHER :—		
OF BLACK ROAD :—		
Delivers Message from Governor, 2, 747.		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
V		
VACANT (See "SEAT.")		
VACCINATION :—		
Report for 1866, laid on Table, 197.....	4	99
Ditto for 1867, laid on Table, 710.....	4	103
VALEDICTORY (See "ADDRESSES.")		
"VERNON" N.S.S. (See "EDUCATION.")		
VINES AND GRAPES IMPORTATION PROHIBITION BILL :—		
Motion made for leave to bring in, and leave granted, 461; Presented and read 1°, 472; Read 2°, and committed, 482; Reported with Amendments and amended title, and Report adopted, 483; Read 3°, passed, and sent to Legislative Council, 485; Returned by Council without Amendment, 509; Assent reported, 532.		
VOLUNTEER :—		
FORCE :—		
Regulations for, under Act, laid on Table, 570.....	2	297
VOLUNTEER FORCE REGULATION BILL :—		
Motion made for leave to bring in, and leave granted, 36; Presented and read 1°, 54; Order of the Day for second reading discharged, and Bill withdrawn, 83.		
VOLUNTEER FORCE REGULATION BILL (No. 2) :—		
Motion made for a Committee of the Whole to consider propriety of introducing, 106; House in Committee and Resolution reported and agreed to, 116; Presented and read 1°, 119; Message from Governor respecting, 132; Read 2°, 134; Committed and Progress reported, 134, 158; Reported with Amendments, and Report adopted, 198; Read 3°, passed, and sent to Legislative Council, 203; Returned by Council without Amendment, 238; Assent reported, 320.	2	295
VOTE :—		
Of Chairman of Select Committee on Private Bill (<i>Sessional Order</i>), 11.		
OF SPEAKER :—		
Casting, 12, 336, 585.		
PROPOSED RESCISSION OF (See "DISORDER.")		
OF CREDIT :—		
Message No. 21 from Governor respecting, referred to Committee of Supply, 516		
W		
WARRANT (See "SPEAKER.")		
WATER SUPPLY (See "MUNICIPALITIES," "CROWN LANDS," "WEST MAITLAND WATER SUPPLY AND EMBANKMENT BILL.")		
Resolutions moved in reference to, for City and Suburbs of Sydney, and Debate adjourned, 54; Debate resumed and concluded, 140.		
WATER RIGHT (See "GOLD FIELDS.")		
WATERVIEW PATENT SLIP BILL :—		
Petition presented praying for leave to introduce, 213; Motion made for leave to bring in, and leave granted, 220; Presented and read 1°, 221; Referred to Select Committee, 226; Report brought up, 322; Bill read 2°, committed, reported without Amendment, and Report adopted, 375; Read 3°, passed, and sent to Legislative Council, 380; Certificate of payment of further sum of Twenty-five pounds to credit of Consolidated Revenue Fund, produced, 442; Returned by Council without Amendment, 467; Assent reported, 494.	4	1007
WAYS AND MEANS :—		
Days for Committee of, appointed, 10.		
Estimates of, for 1868, laid on Table, 238.....		
House in Committee of, 238, 323, 551, 735, 736.		
Resolutions reported from Committee of, 323, 551, 735, 736.		
Do. do. agreed to, 412, 551, 735, 736.		
Order of the Day discharged, 745.		
WEST BARGO (See "LOCK-UP.")		
WESTERN AUSTRALIA (See TRANSPORTATION.)		
WESTERN KEROSENE OIL COMPANY'S INCORPORATION BILL :—		
Received from Legislative Council and read 1°, 525; Read 2°, 538; Committed and Progress reported, 538; Reported without Amendment, and Report adopted, 546; Read 3°, passed, and returned to Council without Amendment, 550; Assent reported, 570.		
WEST MAITLAND WATER SUPPLY AND EMBANKMENT BILL :—		
Petition presented praying for leave to introduce, 532; Motion made for leave to introduce and leave granted, 537; Presented and read 1°, 537; Referred to Select Committee, 546; Report brought up, 556; Order of the Day for second reading and Bill discharged, 640.	4	1107
Petitions presented against, from :—		
Certain Ratepayers, West Maitland, 570; Ordered to be printed, 580.....	4	1117
Certain Landowners on the Hunter River, 579; Ordered to be printed, 583....	4	1115
Certain Ratepayers of the Borough of West Maitland, 584; Ordered to be printed, 587.....	4	1119
WHITE, REVEREND JAMES (See "ROAD.")		

VOTES AND PROCEEDINGS (REFERENCES TO)—VOL. I.	PAPERS.	
	VOL.	PAGE.
W		
WHITING, GEORGE ROBERT (See "ST. ANDREW'S CATHEDRAL CLOSE BILL.")		
WINGHAM (See "MEYMOTT," "ADMINISTRATION OF JUSTICE.")		
WINSHIP, MESSRS. & BISHOP (See "CROWN LANDS.")		
WITNESSES (See "COUNCIL.")		
WOORE, MR. THOMAS :—		
Motion made for a Committee of the Whole to consider of an Address in reference to, 313 ; Order of the Day for consideration of discharged, 741..		
WORDS :—		
OF HEAT :—		
Used by Members, 12, 343, 496.		
WRITS :—		
OF ELECTION :—		
Issue of, reported by Speaker, 1 ⁽⁴⁾ , 213.		
Return of ditto, 1 ⁽²⁾ , 9, 30, 213.		
Y		
"YARALDOOL" (See "CROWN LANDS.")		
YASS :—		
GENERAL SESSIONS (See "ADMINISTRATION OF JUSTICE.")		
YOUNG, HIS EXCELLENCY SIR JOHN :—		
Despatch in reference to proposed retirement of, and announcing the recommendation of the Earl of Belmore as his successor, laid on Table, 314.....	2	33
VALEDICTORY ADDRESS TO :—		
Select Committee appointed to prepare, 522 ; Brought up and read by Clerk, 522 ; Presentation of, and reply reported, 528.		

1867.

NEW SOUTH WALES.

REAL PROPERTY ACT.

(RETURNS FOR 1866.)

Presented to both Houses of Parliament, by Command.

RETURN of the Number of Applications, with amount of Fees, &c., under the Real Property Act, from 1st January to 31st December, 1866.

MONTHS.	No. OF APPLI- CATIONS.	No. OF PROPER- TIES.	AREA.		VALUE.	FEES.			TOTAL.
			Town and Suburban.	Country.		Assurance.	Commis- sioners.	Certificates and other dealings.	
			a. r. p.	a. r. p.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
January ...	29	31	19 2 33½	2,105 1 38	18,424 18 0	49 1 0	35 15 0	96 19 0	181 15 0
February...	28	52	26 1 16½	5,128 1 26	21,457 5 0	82 6 7	30 0 0	77 8 0	189 14 7
March ...	27	40	28 2 9	1,480 0 28	19,404 10 0	61 2 0	34 15 0	101 1 0	196 18 0
April ...	42	52	176 2 17½	2,563 1 2	20,938 5 0	60 14 0	39 15 0	92 18 4	198 7 4
May ...	29	36	42 1 40½	2,454 0 35	43,652 0 0	100 3 5	28 0 0	86 19 0	215 2 5
June ...	29	33	33 1 11½	1,331 2 39	16,960 0 0	43 15 7	21 10 0	98 14 0	163 19 7
July ...	30	38	42 0 10½	1,661 3 21	17,878 0 0	42 12 3	25 5 0	152 19 0	220 16 3
August ...	29	32	9 2 36½	3,929 2 33	20,117 0 0	57 2 18	29 15 0	131 12 8	218 11 2
September	30	52	33 1 17½	1,371 1 11	7,130 0 0	24 7 5	24 15 0	114 10 4	163 12 9
October ...	46	81	110 3 29	11,317 1 37	43,255 0 0	98 3 8	38 0 0	139 2 0	275 5 8
November	30	41	40 2 32	614 3 15	13,396 0 0	47 15 6	32 15 0	99 16 0	180 6 6
December	30	44	89 3 16	2,625 1 26	35,450 0 0	101 13 9	39 5 0	113 5 0	254 3 9
TOTAL	379	532	652 1 39½	36,583 3 26	278,062 18 0	768 18 8	379 10 0	1,305 4 4	2,453 13 0

NOTE.—The above Return is exclusive of eight applications which have been withdrawn.

REAL PROPERTY ACT.

RETURN of Crown Grants registered under the Real Property Act, from 1st January to 31st December, 1866.

MONTHS.	No. OF GRANTS.	AREA.		VALUE.	ASSURANCE.
		Town and Suburban.	Country.		
		a. r. p.	a. r. p.	£ s. d.	£ s. d.
January	195	60 0 3	11,448 1 17	14,140 15 9	29 8 1
February	163	60 3 31	13,300 1 34½	14,117 13 2	29 19 0
March	143	65 2 30½	4,301 1 4	4,857 18 3	10 5 5
April	154	55 2 12½	3,958 3 33½	4,761 0 6	10 0 8
May	96	79 2 20½	3,101 3 38	5,185 6 9	10 12 0
June	348	197 3 35½	13,366 3 30	20,379 11 0	42 1 7
July	347	303 2 29½	12,729 3 33	15,363 0 10	32 5 3
August	377	147 0 31½	18,273 3 19½	21,249 15 7	44 11 0
September	116	58 2 28½	4,177 2 21	5,193 18 2	10 17 9
October	222	87 2 37½	7,341 3 2	8,977 1 7	18 15 1
November	147	47 3 35½	9,697 2 5½	10,341 8 5	21 8 0
December	147	40 2 15	10,832 2 17	14,958 12 11	30 18 4
	2,455	1,205 2 29½	112,531 1 15	139,526 2 11	291 2 2

Note.—Amount of Consideration Money for Transfers under the Act, for the year 1866 £ s. d.
 Amount secured by Mortgage under the Act, during the year 1866 70,893 6 10
 Total area of land under the Act—436,258 acres 2 roods 9½ perches. Total value of land under the Act—£1,701,926 14s. 2d.

Registrar General's Department,
 Land Titles Branch,
 Sydney, 3 April, 1867.

THEO. JAS. JAKUES,
 Registrar General.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SUPERANNUATION ACT OF 1864.

(RECEIPTS AND DISBURSEMENTS.)

Ordered by the Legislative Assembly to be Printed, 4 July, 1867.

STATEMENT OF RECEIPTS AND DISBURSEMENTS IN THE
YEAR 1866.

CIVIL SERVICE SUPER-

(27 VICTORIA,

Dr.

STATEMENT of RECEIPTS and

PARTICULARS OF RECEIPTS.	AMOUNT.	TOTAL.
To BALANCE, 31st DECEMBER, 1865:—	£ s. d.	£ s. d.
Cash in the Treasury	2,618 9 5	
Treasury Bills in ditto	8,000 0 0	10,618 9 5
To DEDUCTIONS from the SALARIES OF PUBLIC OFFICERS, at the rate of 4 per cent. per annum, from 1st December, 1865, to 31st December, 1866	10,415 18 6	
To INTEREST ON INVESTMENT IN TREASURY BILLS, to 30th June, 1866	511 4 7	10,927 3 1
To TREASURY BILLS deposited in the Treasury in 1866		2,000 0 0
TOTAL		23,545 12 6

The Treasury, New South Wales,
11th March, 1867.JAMES THOMSON,
Accountant.

ANNUATION FUND.

No. 11.)

DISBURSEMENTS, in the Year 1866.

Cr.

PARTICULARS OF DISBURSEMENTS.	ANNUAL RATE OF PENSION.	PERIOD FOR WHICH DRAWN.		AMOUNT DRAWN.	TOTAL.
		From	To		
	£ s. d.			£ s. d.	£ s. d.
BY PENSIONS PAID :—					
Stephen Greenhill, late Chief Clerk in the Pay Branch of the Treasury	600 0 0	1 Dec., 1865	31 Dec., 1866	650 0 0	
John Crook, late Harbour Master, Sydney ..	433 6 8	1 Dec., 1865	31 Dec., 1866	469 8 2	
Charles Wilkinson, late Clerk in the Treasury	350 0 0	1 Dec., 1865	30 Nov., 1866	350 0 0	
M. D. Ferguson, late Accountant in the Government Printing Office	266 0 0	1 Dec., 1865	30 Nov., 1866	266 0 0	
R. A. Hunt, late Superintendent of the Money Order Office	576 0 0	1 Dec., 1865	30 Nov., 1866	576 0 0	
J. H. Crummer, late Police Magistrate, Port Macquarie	254 6 8	1 Dec., 1865	30 Nov., 1866	254 6 0	
John Kingsmill, late Sheriff's Bailiff, Maitland	192 0 0	1 Dec., 1865	30 Nov., 1866	192 0 0	
J. G. Lennon, late Chief Clerk in the Revenue Branch of the Treasury	344 0 0	1 Dec., 1865	30 Nov., 1866	344 0 0	
Nicholas Nelson, late Clerk in the General Post Office	297 10 0	1 Oct., 1865	31 Dec., 1866	371 17 6	
E. C. Brewer, late Sheriff's Bailiff, Sydney	121 6 8	1 Dec., 1865	30 Nov., 1866	121 6 0	
Robert Brindley, late Draftsman in the Survey Department	310 0 0	1 Dec., 1865	30 Nov., 1866	310 0 0	
J. R. Humbley, late Clerk in the Audit Office	236 10 0	1 Dec., 1865	30 Nov., 1866	236 10 0	
Samuel Morgan, late Clerk in the Survey Department	138 13 4	1 Dec., 1865	30 Nov., 1866	138 13 0	
W. H. Christie, late Postmaster General ..	785 6 8	1 Dec., 1865	30 Nov., 1866	785 6 0	
George Brett, late Tide-waiter, Customs ..	103 16 8	1 May, 1865	30 Nov., 1866	164 7 5	
W. C. Still, late Landing Surveyor, Customs Department	536 0 0	21 Mar., 1866	30 Nov., 1866	373 3 7	
John Wells, late Under Secretary for Finance and Trade	714 13 4	1 Mar., 1866	31 Dec., 1866	695 11 1	
William Vallack, late Chief Clerk, Chief Secretary's Department	624 0 0	19 Feb., 1866	31 Oct., 1866	434 11 5	
Thomas Jones, late Sheriff's Bailiff, Bathurst	144 0 0	1 June, 1866	30 Nov., 1866	72 0 0	
William Thompson, late Official Postmaster, Bathurst	138 0 0	1 Oct., 1866	30 Nov., 1866	23 0 0	
James Kidd, late Overseer, Botanic Gardens	132 0 0	1 Sept., 1866	30 Nov., 1866	33 0 0	
T. K. Abbott, late Secretary, General Post Office	420 9 4	1 Sept., 1866	31 Mar., 1867	245 5 3	
					7,006 5 5
BY GRATUITIES, GRANTED UNDER CLAUSE 7, TO THE FOLLOWING OFFICERS, WHO HAVE RETIRED FROM ILL HEALTH, VIZ. :—					
William Bowden, late Clerk in the Customs' Department				112 10 0	
R. C. Davis, late Clerk in the Money Order Office				25 0 0	
Mortimer M'Dermott, late Clerk in the Legislative Council				29 3 4	
					166 13 4
BY GRATUITIES, GRANTED UNDER CLAUSE 10, TO THE RELATIVES OF THE UNDERMENTIONED DECEASED OFFICERS, VIZ. :—					
E. A. Dewhurst, late Clerk in the Office of the Inspector General of Police				29 3 4	
Charles Jessop, late Steward and Housekeeper, Legislative Council and Assembly ..				243 15 0	
Peter White, late Clerk of Petty Sessions, Bathurst				37 10 0	
William Cummings, late Locker, Customs' Department				112 10 0	
Matthew Lennon, late Clerk in the Chief Secretary's Department				125 0 0	
John Debenham, late Surveyor, Survey Department				166 13 4	
L. H. Sibthorpe, late Sub Gold Commissioner				320 16 8	
George West, late Visiting Surgeon, Gaol, Darlinghurst, and Penal Establishment, Cockatoo Island				433 6 8	
Richard Greenup, late Superintendent of the Lunatic Asylum, Parramatta				700 0 0	
Edward Forde, late Chief Surveyor and Draftsman, Harbours and River Department..				133 6 8	
					2,302 1 8
MISCELLANEOUS :—					
Fee paid to Dr. Jones, for examining the state of Mr. C. F. Aldrich's health				1 1 0	
Refund of improper deductions				4 13 3	
					5 14 3
BY AMOUNT paid for £2,000 Treasury Bills, purchased at par, as an investment on account of this Fund					
					9,480 14 8
					2,000 0 0
BY BALANCE ON 31ST DECEMBER, 1866 :—					
Cash in the Treasury				2,064 17 10	
Treasury Bills in ditto				10,000 0 0	
					12,064 17 10
TOTAL				£	23,545 12 6

With the exception of the first three, the whole of the pensions granted under this Act, as above shewn, have been reduced by 4 per cent., in accordance with the sixth clause thereof.

GEOFFREY EAGAR,
Treasurer.

[*Price, 3d.*]

Sydney: Thomas Richards, Government Printer.—1867.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SUPERANNUATION ACT OF 1864.

STATEMENT

OF

RECEIPTS AND DISBURSEMENTS

IN THE YEAR

1867.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
25 *February*, 1868.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

[*Price*, 6d.]

* 376—

CIVIL SERVICE SUPER-

(27 VICTORIA,

Dr.

STATEMENT of RECEIPTS and

PARTICULARS OF RECEIPTS.	AMOUNT.	TOTAL.
To BALANCE, 31st DECEMBER, 1866:—	£ s. d.	£ s. d.
Cash in the Treasury	2,064 17 10	
Treasury Bills in ditto	10,000 0 0	12,064 17 10
„ DEDUCTIONS from the SALARIES of PUBLIC OFFICERS, at the rate of 4 per cent. per annum, from 1st January to 31st December, 1867	9,859 14 5	
„ INTEREST on INVESTMENTS IN TREASURY BILLS and DEBENTURES	904 16 7	10,764 11 0
„ PROCEEDS of TREASURY BILLS sold at par, for the purpose of reinvesting the amount in Government Debentures		10,000 0 0
„ PROCEEDS of DEBENTURES, to the amount of £1,000, sold at 95 per cent., for the purpose of meeting claims on this Fund		950 0 0
„ Debentures deposited in the Treasury in 1867		11,300 0 0
Carried forward	£	45,079 8 10

ANNUATION FUND.

No. 11.)

DISBURSEMENTS in the Year 1867.

Cr.

PARTICULARS OF DISBURSEMENTS.	ANNUAL RATE OF PENSION.	PERIOD FOR WHICH DRAWN.		AMOUNT DRAWN.	TOTAL.
		From	To		
By PENSIONS PAID:—	£ s. d.			£ s. d.	£ s. d.
Stephen Greenhill, late Chief Clerk in the Pay Branch of the Treasury	600 0 0	1 Jan., 1867	31 Dec., 1867	600 0 0	
John Crook, late Harbour Master, Sydney	433 6 8	1 Jan., 1867	31 Dec., 1867	433 6 0	
Charles Wilkinson, late Clerk in the Treasury	350 0 0	1 Dec., 1866	30 Nov., 1867	350 0 0	
M. D. Ferguson, late Accountant in the Government Printing Office	266 0 0	1 Dec., 1866	30 Nov., 1867	266 0 0	
R. A. Hunt, late Superintendent of the Money Order Office	576 0 0	1 Dec., 1866	31 Dec., 1867	624 0 0	
J. H. Crummer, late Police Magistrate, Port Macquarie	254 6 8	1 Dec., 1866	31 Aug., 1867	169 10 8	
John Kingsmill, late Sheriff's Bailiff, Maitland	192 0 0	1 Dec., 1866	30 Nov., 1867	192 0 0	
J. G. Lennon, late Chief Clerk in the Revenue Branch of the Treasury	344 0 0	1 Dec., 1866	30 Sept., 1867	286 13 4	
Nicholas Nelson, late Clerk in the General Post Office	297 10 0	1 Jan., 1867	30 Sept., 1867	223 2 6	
E. C. Brewer, late Sheriff's Bailiff, Sydney	121 6 8	1 Dec., 1866	30 Nov., 1867	121 6 8	
Robert Brindley, late Draftsman in the Survey Department	310 0 0	1 Dec., 1866	30 Nov., 1867	310 0 0	
J. R. Humbley, late Clerk in the Audit Office	236 10 0	1 Dec., 1866	30 Nov., 1867	236 10 0	
Samuel Morgan, late Clerk in the Survey Department	138 13 4	1 Dec., 1866	30 Nov., 1867	138 13 4	
W. H. Christie, late Postmaster General	785 6 8	1 Dec., 1866	30 Nov., 1867	785 6 8	
George Brett, late Tide-waiter, Customs	103 16 8	1 Dec., 1866	30 Nov., 1867	103 16 8	
W. C. Still, late Landing Surveyor, Customs Department	536 0 0	1 Dec., 1866	30 Nov., 1867	536 0 0	
John Wells, late Under Secretary for Finance and Trade	714 13 4	1 Jan., 1867	30 Nov., 1867	655 1 11	
William Vallack, late Chief Clerk, Chief Secretary's Department	624 0 0	1 Nov., 1866	31 Oct., 1867	624 0 0	
Thomas Jones, late Sheriff's Bailiff, Bathurst	144 0 0	1 Dec., 1866	31 Oct., 1867	132 0 0	
William Thompson, late Official Postmaster, Bathurst	138 0 0	1 Dec., 1866	30 Nov., 1867	138 0 0	
James Kidd, late Overseer, Botanic Gardens	132 0 0	1 Dec., 1866	15 Feb., 1867	27 17 10	
T. K. Abbott, late Secretary, General Post Office	420 9 4	1 Mar., 1867	30 Sept., 1867	210 4 6	
John Stiles, late Clerk of Petty Sessions, Yass	144 13 4	1 Mar., 1867	30 Nov., 1867	108 9 9	
E. H. Statham, late Storekeeper, Lunatic Asylum, Parramatta	115 17 4	1 Mar., 1867	30 Nov., 1867	86 17 9	
John Brown, late Sheriff's Bailiff, Parramatta	178 13 4	9 June, 1867	30 Nov., 1867	85 7 1	
Lewis Gordon, late District Surveyor, Bega	313 6 8	1 Aug., 1866	30 Nov., 1867	417 15 4	
Thomas Brown, late Sheriff's Bailiff, Sydney	145 6 8	1 Sept., 1866	31 July, 1867	133 4 4	
John Chippindall, late Gaoler, Bathurst	168 0 0	13 May, 1867	30 Nov., 1867	92 11 7	
John Wallace, late Gaoler, Maitland Gaol	133 0 0	14 June, 1867	30 Nov., 1867	61 13 11	
					8,149 9 10
By GRATUITIES, GRANTED UNDER CLAUSE 7, TO THE FOLLOWING OFFICERS WHO HAVE RETIRED FROM ILL HEALTH, VIZ:—					
Richard Driver, late Assistant Inspector of Abattoirs				75 0 0	
V. D. St. Remy, late Assistant Engineer, Roads Department				291 13 4	
William Danne, late Clerk, General Post Office				55 0 0	
Daniel Shore, late Station Master, Railway Department				250 0 0	
E. T. Parker, late Clerk, General Post Office				300 0 0	
					971 13 4
By GRATUITIES, GRANTED UNDER CLAUSE 10, TO THE RELATIVES OF THE UNDERMENTIONED DECEASED OFFICERS, VIZ:—					
J. J. M. Cashman, late Clerk to the Private Secretary				446 5 0	
R. B. Reeves, late Draftsman in the Survey Office				110 0 0	
Thomas Haynes, late Draftsman in the Survey Office				25 0 0	
John G. Grenfell, late Commissioner of Crown Lands				133 6 8	
James Kidd, late Overseer, Botanic Gardens				350 0 0	
John S. Parker, late Coroner, Sydney				729 3 4	
James Alexander, late 3rd Assistant Sheriff's Bailiff				40 0 0	
Archibald Campbell, late Landing Waiter, Morpeth				375 0 0	
W. A. Purefoy, late District Court Judge				1,000 0 0	
William Edwards, late Pilot, Wollongong				212 10 0	
R. S. Crummer, late Draftsman, Survey Department				291 13 4	
Walter McEvilly, late Parliamentary Librarian				566 13 4	
T. J. Underwood, late Clerk, Survey Department				50 0 0	
					4,329 11 8
By MISCELLANEOUS:—					
Brokerage on the Sale of £10,000 Treasury Bills				50 0 0	
Refund of Improper Deductions				2 17 2	
					52 17 2
Carried forward				£	13,503 12 0

Dr.

STATEMENT of RECEIPTS and

PARTICULARS OF RECEIPTS.	TOTAL.
Brought forward	£ s. d. 45,079 8 10
TOTAL	£ 45,079 8 10

The Treasury, New South Wales,
11th February, 1868.

JAMES THOMSON,
Accountant.

DISBURSEMENTS in the Year 1867.

Cr.

PARTICULARS OF DISBURSEMENTS.	AMOUNT DRAWN.	TOTAL.
Brought forward	£ s. d.	£ s. d. 13,503 12 0
By TREASURY BILLS issued for the purpose of being realized, and the proceeds re-invested in Government Debentures	.....	10,000 0 0
„ AMOUNT paid for £11,300 Debentures purchased at 90 per cent. with accrued interest given in, as an Investment on behalf of this Fund	.....	10,170 0 0
„ DEBENTURES issued for realization	.....	1,000 0 0
		34,673 12 0
„ BALANCE ON 31ST DECEMBER, 1867:—		
Cash in the Treasury	105 16 10	
Debentures in the Treasury (which represented a cash value at the time of purchase of £9,270 0s. 0d.)	10,300 0 0	
		10,405 16 10
TOTAL		£ 45,079 8 10

With the exception of the first three, the whole of the Pensions granted under this Act, as above shewn, have been reduced by 4 per cent, in accordance with the sixth clause thereof.

GEOFFREY BAGAR,
Treasurer.

12

Sydney: Thomas Richards, Government Printer.—1868.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

COAL MINE, BUNDANOON CREEK.

(PETITION—RESIDENTS, BERRIMA DISTRICT.)

Ordered by the Legislative Assembly to be Printed, 30 July, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the undersigned Residents in the Berrima District, county of Camden, in the Colony of New South Wales.

RESPECTFULLY SHEWETH:—

That a Coal Mine situate at Bundanoon Creek, a few miles from Sutton Forest in the Berrima District, on property taken up on mineral rights by a Mr. Martin Larkin, a sample of which coal has been tested and found to be superior in quality to that of the best coal procurable at Newcastle: and in the event of the said mine being worked, would cause a large amount of labour now unproductive which it would absorb; besides the cities of Sydney and Goulburn, and other townships in the interior, could be supplied, as also the Railway Department, with coal at considerable less cost than at present paid for that commodity.

That the Coal Mine proposed to be worked, is four measured miles in distance from the line of the Great Southern Railway, at the crossing of the Merilla road, at which spot a siding, for a depôt to take up coal by the train, would be a very great advantage and convenience to the public, the Railway being in close proximity.

That your Petitioners are aware that the Honorable James Byrnes, the Minister for public Works, has been applied to as to whether it was the intention of the Government to make a special rate for the conveyance of coal, and the reply received from him was to the effect,—“That it was not in contemplation at present to make a special rate for that article.”

That your Petitioners beg most respectfully to state, that if the Government do not feel disposed to grant a special rate, at a moderate charge, (say) one half-penny per mile per ton, there would be no inducement for the proprietor of the Coal Mine in question to work the same, which would be much deplored by your Petitioners.

Your Petitioners further submit, that their prayer is reasonable, and in as much by the opening of the Coal Mine an addition will be made to the fixed population of the country, and an impetus given to the alienation of the Crown Lands in the neighbourhood, and a consequent increase in their value, whereby all sources of Revenue, including Railway traffic, will be enlarged.

That a special rate for coal, on the Great Southern Railway, being made by the Government, and a siding as a depôt for coal granted, the Coal Mine at Bundanoon Creek would be at once opened and operated upon by experienced miners, who are ready to be engaged for that purpose in the event of a favorable decision being arrived at by your Honorable House.

Your Petitioners therefore humbly pray, that your Honorable House will be pleased to take the foregoing premises into your favorable consideration, and cause such steps to be taken as your Honorable House may deem fit. That a special rate for coal on the Great Southern Railway may be made, and a siding granted for a depôt, thereby conferring a great boon on your Petitioners and the public generally.

And your Petitioners, as in duty bound, will ever pray, &c., &c.

June, 1867.

[Here follow 84 Signatures.]

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

COAL MINE, BUNDANOON CREEK.

(PETITION—INHABITANTS OF GOULBURN AND VICINITY.)

Ordered by the Legislative Assembly to be Printed, 18 March, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the Inhabitants of Goulburn and its vicinity, in the Colony of New South Wales,—

RESPECTFULLY SHEWETH:—

That there exists a Coal Mine in the locality of Bundanoon Creek, three miles from the line of railway at Sutton Forest, containing an excellent description of coal.

That the proprietor of said mine (Mr. Martin Larkin) has no inducement held out to him to warrant an outlay of capital and give an impetus to labour, owing to the want of a sideling for the conveyance of the coal per railway to Goulburn and Sydney; as also a special rate for that commodity at one half-penny (or less) per ton per mile.

That a Petition has already been presented to your Honorable House, praying that a sideling be granted and a special rate fixed by the Government, which has been signed by influential inhabitants of Sutton Forest and its neighbourhood, but to which no favourable reply has yet been received.

That, considering the vast importance to be derived by a constant supply of coal to the city of Goulburn, the inhabitants of that place will be enabled, if the prayer of your Petitioners be acceded, to have their streets, churches, shops, and other buildings, lighted with gas, fuel will be provided for domestic and manufacturing purposes, no place being able to boast of any manufactories larger than a blacksmith's forge without the valuable commodity of coal.

That in about three months' time it is supposed the line of extension of the railway to Marulan will be completed; when, if your Honorable House should grant a sideling and a special rate, coal can then be delivered in Goulburn by drays from Marulan, as low as fifteen shillings per ton, including all expenses; and, after the train reaches Goulburn, be delivered there at a less rate.

That your Petitioners would point out, also, the advantage that would ensue by supplying coal at a reasonable rate to the engines, and for other railway purposes; besides, its being so conveniently procured would undoubtedly prove advantageous to the Railway Department and the community generally.

And your Petitioners, therefore, humbly pray that your Honorable House will take the foregoing premises into your favourable consideration, and accede to the prayer of your Petitioners, by granting a sideling on the Great Southern Railway and a special rate for conveyance of coal, thereby conferring a boon upon your Petitioners and the public.

And your Petitioners, as in duty bound, will ever pray, &c.

[Here follow 216 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

COAL SHIPPED AT NEWCASTLE FOR FOREIGN
AND INTERCOLONIAL PORTS.

(RETURN RESPECTING QUANTITY OF.)

*Ordered by the Legislative Assembly to be Printed, 29 November, 1867.**[Vide Question No. 1 of Votes and Proceedings No. 85, 29th November, 1867.]*

RETURN of the Quantity of Coal shipped at Newcastle, from the 1st October to the 31st December, 1866; and also, from the 1st January to the 30th September, 1867.

Countries to which exported.	No. of Tons shipped, from 1st October to 31st Dec., 1866.	No. of Tons shipped, from 1st January to 30th Sept., 1867.	No. of Tons <i>via</i> Sydney, from 1st January to 30th Sept., 1867.	Total No. of Tons, from 1st January to 30th Sept., 1867.
Amboyna	523	.....	.....	.....
Banda ... ..	.....	387	.....	387
Ceylon ... ..	.....	5,770	.....	5,770
Chee Foo ... ..	.....	903	.....	903
Foo Choo ... ..	.....	230	.....	230
Foo Choo Foo ... ..	.....	300	.....	300
Guam ... ..	.....	1,820	.....	1,820
Hong Kong	5,716	8,768	.....	8,768
India ... ..	.....	13,032	.....	13,032
Java ... ..	.....	7,600	.....	7,600
Macassar ... ..	.....	2,022	.....	2,022
Manila ... ..	.....	1,240	.....	1,240
Mauritius	622	2,204	.....	2,204
New Caledonia ... ..	.....	800	.....	800
New Zealand	20,849	51,780	200	51,980
Ningpo	282	.....	.....	.....
Queensland	1,553	1,189	.....	1,189
Shanghai	4,204	10,966	.....	10,966
Singapore ... ..	.....	2,828	.....	2,828
South Australia	27,462	53,243	.....	53,243
Tasmania	5,301	7,307	240	7,547
United States	1,756	13,506	.....	13,506
Uruguay	300	.....	.....	.....
Valparaiso	1,889	3,362	.....	3,362
Victoria	36,178	92,677	22,433	115,110
TOTAL... ..	106,635	281,934	22,873	304,807

Custom House, Newcastle,
25 November, 1867.THOS. B. CORBETT,
Sub-Collector.

11

1867.

NEW SOUTH WALES.

AUSTRALIAN MUSEUM.

(REPORT FROM TRUSTEES.)

Presented to Parliament, pursuant to Act 17 Vict., No. 2, sec. 9.

REPORT OF THE TRUSTEES OF THE AUSTRALIAN MUSEUM, FOR THE YEAR ENDING 31 DECEMBER, 1866.

To HIS EXCELLENCY THE GOVERNOR-IN-CHIEF.

&c., &c., &c.

1. The Trustees of the Australian Museum have the honor to submit to your Excellency this their Thirteenth Annual Report.

2. The Museum has been open to the public daily (Sundays excepted) during the past year, and has been visited by 79,961 persons.

3. The system of exchanging specimens of natural history with the principal Foreign Museums is still maintained by the Trustees, who have received several valuable collections during the past year, a list of which is appended. (*Appendix No. 2.*)

4. Numerous donations have been received during the year, a list of which is appended. (*Appendix No. 3.*)

5. In Appendix No. 4 will be found a list of the various objects sent in exchange, together with the names of the recipients.

6. Several valuable works, purchased out of the Endowment Fund, have been added to the Museum Library, a list of which is appended. (*Appendix No. 5.*)

7. Three experienced Taxidermists have been occupied during the year in preparing and mounting the following specimens:—

32 mammals,

298 birds,

34 reptiles,

28 skeletons of mammals and birds,—

and in cleaning and preserving from decay the collection already displayed for public inspection.

8. The Trustees have to record the resignation, as a Member of the Board, of Alexander Walker Scott, Esq., M.A.

9. The Trustees have to report that the first edition of their Catalogue is out of print, and that a second enlarged edition is urgently required; and as the Endowment Fund is much encroached upon already for the purchase of the necessary books and periodicals, they are not in a position to proceed with the printing. Under these circumstances, the Trustees recommend that application be made to the Government to have the Catalogue printed at the Government Printing Office.

10. The Trustees have to acknowledge the liberal provision made by the Legislature for the completion of the new wing. The building will be ready within a short period for the reception of specimens, and the Trustees will lose no time in procuring the necessary cabinets, so far as may be practicable with the amount which has been voted for the purpose.

11. Mr. George Masters, the Assistant Curator, has visited Western Australia, and collected a large number of valuable specimens, whereby the fauna of the West Coast is now well represented in the Museum. A list of the collections thus made during the year is appended. (*Appendix No. 6.*)

12. Appendix No. 1 contains an abstract of the receipts and payments of the Trustees on behalf of the Museum, for the year ending 31st December, 1866.

13. Appendix No. 2 contains a list of the specimens received in exchange.

14. Appendix No. 3 contains a list of the various donations during the year, with the names of the donors.

15. Appendix No. 4 contains a list of the specimens sent in exchange to various persons and institutions.

16. Appendix No. 5 contains a list of the books purchased for the Museum Library.

17. Appendix No. 6 contains a list of the specimens collected by Mr. George Masters, Assistant Curator.

18. The Trustees have the honor to submit this their Report for the year 1866; and in testimony thereof, have caused their corporate Seal to be hereunto affixed, this 6th day of June, 1867.

(L.S.)

E. DEAS THOMSON,
Crown Trustee and Chairman.

APPENDIX No. 1.

CURRENT EXPENDITURE of the Trustees of the Australian Museum, during the Year 1866.

1866.		£ s. d.	1866.		£ s. d.
Jan. 1	To Balance	49 6 11	Dec. 31	By Salaries during the year... ..	1,171 12 0
" 9	" Cash, Col. Treasury...	250 0 0	"	" Requisites for Taxidermist's department	70 6 1
Feb. 15	" " "	125 0 0	"	" Carriage, freight, postage, &c.	98 19 4
Apl. 1	" " "	250 0 0	"	" Ironmongery and iron-work	44 2 11
June 7	" " "	225 0 0	"	" Timber	32 19 10
July 7	" " "	250 0 0	"	" Stationery	26 7 3
"	" " "	100 0 0	"	" Books	27 5 0
"	" " Paris Exhibition	200 0 0	"	" Bookbinding	7 19 6
Sep. 12	" Cash, Col. Treasury...	125 0 0	"	" Purchase of specimens	18 10 0
Oct. 1	" " "	250 0 0	"	" Travelling expenses	105 14 4
Dec. 31	" Sale of Catalogues	12 17 0	"	" Keeping grounds in order, and cleaning the Museum	45 13 0
			"	" Glass	6 12 6
			"	" Wood and coal	10 14 0
			"	" Miscellaneous	19 12 6
			"	" Extra labour and other expenses in connection with Paris Exhibition	80 14 6
			"	" Balance	70 1 2
1867.		£ 1,837 3 11			£ 1,837 3 11
Jan. 1...	To Balance	£ 70 1 2			

GERARD KREFFT,
Curator and Secretary.

AUSTRALIAN MUSEUM.

APPENDIX No. 2.

LIST OF SPECIMENS RECEIVED IN EXCHANGE, DURING THE YEAR 1866.

From the Royal Society of Tasmania.

A Thylacine (Thylacinus cynocephalus).

From the Museum d'Histoire Naturelle, at Paris.

- MAMMALS.
- Cynocephalus sphinx
 - Cercopithecus callithrichus
 - Cercocebus fuliginosus
 - Macacus cynomolys
 - Cebus apella
 - Jacchus vulgaris

- BIRDS.
- Trogon surucura
 - Trogon variegatus
 - Trogon personatus
 - Trogon viridis
 - Trogon caligatus
 - Plarpactes malabaricus
 - Plarpactes diordi

From Capt. R. H. Beddome, Official Conservator of Forests, Madras.

INDIAN REPTILES.

- Dipsas trigonatus
- Plectrurus perottetii
- Rhinophis sanguineus
- Dendrophis pictus
- Trimesurus strigatus
- Simotes binotatus
- Trigonocephalus hypnale

- Tropidococcyx perottetii
- Rhinophis palagemis
- Sylibura acellata
- Sylibura elliotii
- Tropidonotus monticula
- Oligodon affinis
- Lygodon aulicus

From Mr. J. Ch. Puls, Gand.

- 7 European Mammals
- 116 European Birds

- 500 European Land and Fresh-water Shells

Australian Museum, Sydney, 6th June, 1867.

GERARD KREFFT, Curator and Secretary.

APPENDIX No. 3.

DONATIONS TO THE AUSTRALIAN MUSEUM, DURING THE YEAR 1866.

MAMMALS.

PRESENTED BY

A Kangaroo (<i>Macropus major</i>)	From the Botanic Gardens, and from the Council of the Acclimatization Society
A Monkey (<i>Cercopithecus</i>)	...	...	...	...	...
A Bettong (<i>Bettongia rufescens</i>)	...	...	...	...	...
A young Deer (<i>Cervus</i>)	...	...	...	...	...
A Water Rat (<i>Hydromys chrysogaster</i>)	...	...	...	...	...
A Flying Squirrel (<i>Petaurista taguanoides</i>)	...	...	...	...	...
A Monkey	...	...	...	...	...
A Water Rat (<i>Hydromys chrysogaster</i>)	...	...	...	...	...
A Tiger (<i>Felis tigris</i>)	...	...	...	...	...
A Phalanger (<i>Phalangista vulpina</i>)	...	...	...	...	...
A Cuscus (<i>Cuscus brevicaudatus</i>)	...	...	...	...	...
A Koala (<i>Phascolarctos cinereus</i>)	...	...	...	...	...
Two Dasyures (<i>Dasyurus viverrinus</i>)	...	...	...	...	...
A Bat (<i>Scotophilus morio</i>)	...	...	...	...	...
A Bandicoot (<i>Perameles nasuta</i>)	...	...	...	...	...
Two Dasyures (<i>Dasyurus viverrinus</i>)	...	...	...	...	...
Four Field Mice	...	...	...	...	...
A Tree-rat (<i>Hapalotis arboricola</i>)	Master Tost Dr. Cox Mr. W. Beaumont Mr. J. D. Stewart Mr. John Buttray Mrs. Stuart Mr. John H. Seymour Mr. William Macleay, M.L.A., F.L.S. Mr. John Seymour Rev. G. E. Turner, B.C.L. Mr. Arthur T. Holroyd Mr. Burnell, junr. Mr. Ed. S. Hill Messrs. Hill and Oatley Mr. R. Stephens Mr. M'Arthur Dr. Cox Mr. H. Barnet Mr. B. P. Rodd Mr. J. H. French Mrs. Neaves Mr. F. Barnett Mr. Albert Cooper
A Flying Squirrel (<i>Petaurista taguanoides</i>)	...	...	...	...	...
A Phalanger (<i>Phalangista vulpina</i>) var. alba	...	...	...	...	...
A Koala and young (<i>Phascolarctos cinereus</i>)	...	...	...	...	...
A large Kangaroo (<i>Macropus major</i>)	...	...	...	...	...
A Koala (<i>Phascolarctos cinereus</i>)	...	...	...	...	...
An Antechinus (<i>Antechinus stuartii</i>)	...	...	...	...	...
A Kangaroo (<i>Macropus major</i>)	...	...	...	...	...
A Flying Squirrel (<i>Petaurista taguanoides</i>)	...	...	...	...	...
A Tree-rat (<i>Hapalotis arboricola</i>)	...	...	...	...	...
A Pouched Mouse (<i>Acrobata pygmaea</i>)	...	...	...	...	...
A Squirrel (<i>Sciurus vulgaris</i>)	...	...	...	...	...
A Spotted Mouse (<i>Mus musculus</i>)	...	...	...	...	...
A Bandicoot (<i>Perameles nasuta</i>)	...	...	...	...	...

BIRDS.

A Finch	Miss Boyd Mr. Sallet
A Crane	...	...	...	...	...
Two Mooruks (<i>Casuarinus Bennetti</i>)	From the Council of the Acclimatization Society, and the Botanic Gardens.
An Albatross (<i>Diomedea exulans</i>)	...	...	...	...	...
A Duck (<i>Anas</i>)	...	...	...	...	...
Two Pigeons (<i>Leucosarcia picata</i>)	...	...	...	...	...
A Pigeon	...	...	...	...	...
A Partridge	...	...	...	...	...
A Pheasant	...	...	...	...	...
A Musk Duck	...	...	...	...	...
A Rose Cockatoo (<i>Cacatua Leadbeateri</i>)	...	...	...	...	...
A Gracle (<i>Gracula religiosa</i>)	...	...	...	...	...
A Partridge	...	...	...	...	...
A Satin Bird (<i>Ptilonorhynchus holosericeus</i>)	...	...	...	...	...

BIRDS—continued.	PRESENTED BY
A Rosella (<i>Platyercus eximius</i>)	From the Council of the Acclimatization Society, and the Botanic Gardens
Two Pheasants	
A Spoonbill (<i>Platalea regia</i>)	
A King Parrot (<i>Aprosmicetus scapulatus</i>)	
A Wedge-tailed Eagle (<i>Aquila fucasa</i>)	
A Swan (<i>Cygnus atratus</i>)	
A Golden Pheasant	
A Silver Pheasant	
Two Cockatoos (<i>Cacatua galerita</i>)	
A Diver (<i>Phalacrocorax</i>)		Mr. A. H. Cooper
A White Hawk and a Sparrow Hawk	Mr. O. West
A Wood Duck (<i>Berniala jubata</i>)	Mr. J. R. Yorke
A Pelican (<i>Pelecanus conspicillatus</i>)	Dr. Cox
A Parrot	Mr. S. Cork
An Owl (<i>Athene boobook</i>)	Mr. A. Boyd
Two Pelicans (<i>Pelecanus conspicillatus</i>)	Mr. Michael Gannon
A Crane (<i>Ardea pacifica</i>)	
A Bittern (<i>Botaurus australis</i>)	Dr. Cox
A Pelican	Mr. Wheeler
A Hawk	Mr. Nichol
A White Owl	Mr. Yeomans
A Pigeon	Mr. Cooper
A Tern	Mr. Ed. Dunn
Three Honeyeaters, and Nests and Eggs of Australian Birds	
A Parrot (<i>Platyercus eximius</i>)	Mr. James Weyet
A Kingfisher (<i>Dacelo gigantea</i>)	Mr. Sallet
A Podargus (<i>Podargus humeralis</i>)	From the Botanic Gardens, and from the Council of the Acclimatization Society
Two Parakeets (<i>Platyercus</i>)	
A Canary	
A Magpie-Goose (<i>Anseranas melanoleuca</i>)	
A Silver Pheasant	
A New Zealand Rail	
A Satin Bird (<i>Ptilonorhynchus holosericeus</i>)	
A Magpie	
A Calcutta Crow	
A Stone Plover (<i>Edicnemus grallarius</i>)	
A Cape Pigeon (<i>Daption capensis</i>)	
A Dove	
An Emu (<i>Dromaius novaehollandiae</i>)	
A Satin Bird	
A Swan	
A Partridge	
A Night Heron (<i>Nycticorax caledonicus</i>)	
A Pheasant	
A Decoy Duck	
A Cockatoo Parrot	
An Apteryx (<i>Apteryx owenii</i>)	Mr. J. B. Bossley.
A Canary	Mr. Sallet.
A Tern (<i>Xema jamesonii</i>)	Mr. T. Patterson.
Femur and fibula of a species of Moa	Mrs. Woolley.
A Collection of Australian Birds	Mr. Eastway.
REPTILES.	
A Tortoise (<i>Chelodina longicollis</i>)	Dr. Rattray, R.N.
A Collection of Reptiles from the Hunter River	Miss Scott.
A Snake (<i>Vermicella annulata</i>)	Mr. F. Allport.
A Cyclodus (<i>Cyclodus gigas</i>)	Mr. W. Macleay, M.L.A., F.L.S.
A Snake (<i>Morelia spilotes</i>)	
A Collection of Australian Snakes	Mr. Edw. S. Hill.
A Lialis (<i>Lialis punctulata</i>)	Mr. H. H. Burton Bradley.
A Snake (<i>Pseudechis porphyriacus</i>)	Mr. James Seymour.
A Snake (<i>Morelia spilotes</i>)	Mr. Paul Coffey.
A Snake (<i>Hoplocephalus</i>)	Mr. Jose G. Hay.
A Lizard (<i>Himulia</i>)	Mr. W. Gorman.
A Tortoise (<i>Chelodina longicollis</i>)	Miss Elliott.
A Snake (<i>Diemenia superciliosa</i>)	Mrs. O'Neil.
A Snake (<i>Morelia spilotes</i>)	Dr. Cox.
A Tortoise (<i>Chelodina longicollis</i>)	Mr. David Wiley.
A Snake (<i>Brachysoma diadema</i>)	Mrs. Pickard.
A Snake (<i>Morelia spilotes</i>)	Mr. James Froeman.
A Lizard (<i>Himulia</i>)	Mr. Inglis.
A Lizard (<i>Phyllurus platurus</i>)	Mr. C. W. Pitt.
A Snake (<i>Hoplocephalus signatus</i>)	Mr. J. W. Webb.
A Lizard (<i>Hydrosaurus varius</i>)	Mr. Clifford.
A Snake (<i>Hoplocephalus signatus</i>)	Mr. Evelyn.
A Lizard (<i>Pygopus lepidopodus</i>)	Mr. Barrrens.
A Python	Mr. James M'Intosh
A Collection of Reptiles from the Hunter	Capt. Welsh.
	Mr. J. J. Robertson.
FISHES.	
A Flying Fish	Mr. John J. Earl.
A Carp	Mr. Sirkitt.
A Shark	Mr. Fitzhardinge.
A Cat Fish (<i>Silurus</i>)	Mr. A. Boyd.
A Balistes	Mr. W. Peacock.
An Eel (<i>Muraenesox bagio</i>)	Mr. W. C. Windeyer, M.L.A.
A Fish	Capt. Archdeacon.
A Shovel-nosed Shark	Mr. Ed. Byers.
Three species of Port Jackson Fishes	Mr. W. Underwood.
A Fish (<i>Cheironectes</i>)	Mr. W. Brown.

FISHES—continued.		PRESENTED BY
A Collection of South Sea Island Fishes	...	Mr. J. A. Buttrey.
A gigantic Pipe Fish (<i>Syngnatus</i>)	...	Messrs. Donald and Clarke.
A Fish (<i>Scorpaena</i>)	...	Mr. Billing.
A Fish (<i>Syngnatus</i>)	...	Mr. Louis Menser.
A Silver Eel (<i>Murænesox bagio</i>), and a Rock Cod (<i>Centropus robustus</i>)	...	Mr. Wm. Edw. Shaw.
A Fish (<i>Pegasus</i>)	...	Mr. George Smith.
A Pilchard (<i>Clupea sagax</i>)	...	{ Hon. E. Deas Thomson, C.B., M.L.C.
A Silver Eel (<i>Murænesox bagio</i>)	...	Mr. Charles Parnell.
A Collection of Fresh-water Fishes (<i>Galaxias, Eleotris, &c.</i>)	...	Mr. W. C. Armstrong.
A Collection of Port Jackson Fishes	...	Hon. T. A. Murray, M.L.C.
A Fish (<i>Thynnus</i>)	...	Mr. Oliver Solomon.
A Fish (<i>Chanos</i>)	...	Mr. Myers Solomon.
A Fish (<i>Cheironectes</i>)	...	Mr. Stacy.
A Fish (<i>Pagrus</i>)	...	Miss Smith.
Skull of a large Schnapper	...	Mr. M'Carthy.
A Port Jackson Shark (<i>Heterodontus phillipi</i>)	...	Mr. David Rutledge.
A Collection of Port Jackson Fishes	...	Mr. Grantley Fitzhardinge.
MOLLUSCS.		
A Collection of Australian Land Shells	...	Miss Scott.
Land Shells from Fiji Islands	...	{ Mr. A. Boyd.
Shells from Port Jackson and the Pacific	...	
Shells from the Pacific	...	Mr. J. A. Buttrey.
Terebratulæ from Port Jackson	...	Mr. J. Brazier.
A Collection of Shells	...	Mr. W. Salting.
A Collection of Land Shells	...	Mr. C. A. Gorrick.
A Shell (<i>Venus</i>)	...	Mr. Frost.
Land Shells from Warro	...	Mr. F. A. Blackman.
CRUSTACEANS.		
A Fresh Water Crustacean	...	Mr. Sirkitt.
A Tree Crab (<i>Birgus latro</i>)	...	Mr. Dalgleish.
Port Jackson Crustaceans	...	Mr. J. Brazier.
A large Tree Crab (<i>Birgus latro</i>)	...	{ Dr. Duncan, R.N., H.M.S. "Esk."
INSECTS.		
A Collection of Australian Lepidoptera	...	Miss Scott.
A Phasma	...	Mr. J. T. Clarke.
Twelve Insects from New South Wales and New Zealand	...	Mr. Alex. Hunter.
A Moth (<i>Antheraea</i>)	...	Mr. Henry Beaver.
A Collection of European Coleoptera	...	Mr. J. W. Edge.
A Collection of Australian Insects	...	Mrs. Forde.
Three Indian Insects	...	Dr. James C. Cox, C.M.Z.S.
A Collection of Lepidoptera, from Cape York	...	Mrs. James Mitchell.
A Wasp-nest	...	Mr. W. J. Martin.
A Collection of Australian Coleoptera	...	Mr. Edward Forde.
A Phasma	...	Hon. J. B. Wilson, M.L.A.
Two Coleopterous Insects	...	Mr. Wm. Hemming.
RADIATED ANIMALS.		
A large piece of Coral	...	Mrs. Brown.
MINERALOGICAL AND PALÆONTOLOGICAL SPECIMENS.		
Stalactites	...	Miss-Johnson.
Copper Ore	...	Mr. Donald M'Donald.
Iron Conglomerate	...	Mr. F. S. E. Holt.
Gold-bearing Quartz	...	Mr. Donald Munroe.
Specimens of various Minerals	...	Mr. W. Salting.
Collection of Minerals	...	Mr. Barker.
Polished Pebbles	...	Mr. Frost.
A large piece of Obsidian	...	{ Commander Freemantle, R.N., H.M.S. "Eclipse."
Columnar Sandstone	...	Professor Smith.
Minerals from Tonga	...	Captain Jones, V.C.
Molar tooth of a Diprotodon	...	Mr. E. H. Acres.
ETHNOGRAPHICAL SPECIMENS.		
A Cannibal Fork from Ovalau	...	Mr. A. Boyd.
A stone Knife from Warro	...	Mr. F. A. Blackman.
COINS.		
Eleven Copper Coins	...	Mrs. Bailiff.
Three Silver Coins	...	Mr. Wm. Pattison.
A Collection of Coins	...	Mr. Henry Cape.
Nine Copper Coins	...	Mr. G. W. Kihlman.
BOOKS.		
Dr. Mueller's "Fragmenta"	...	Mrs. Tozer.
The Annual Report of the Acclimatization Society	...	{ The Council of the Acclima- tization Society.
The 1st volume of the Entomological Society of New South Wales	...	
MISCELLANEOUS.		
Coins, Weapons, and Antiquities, from the Middle Age, collected on the Battle-fields of Great Britain	...	Mr. George Thornton.

Australian Museum,
Sydney, 6th June, 1867.

GERARD KREFFT,
Curator and Secretary.

APPENDIX No. 4.

SPECIMENS SENT IN EXCHANGE, DURING THE YEAR 1866.

To the Royal Society of Tasmania.

6	Australian Mammals.
58	„ Birds.
20	„ Reptiles.

To the Provincial Museum at Christchurch, N. Z.

10	Australian Mammals.
50	„ Birds.

To the Royal Museum at Madrid.

2	Australian Mammals.
5	„ „
70	„ Birds.
1	„ Reptile.

Mr. C. L. Salmin, Hamburg.

22	Australian Mammals.
50	Reptiles and Fishes.

Mr. J. Ch. Puls, Gand.

31	Australian Birds.
200	„ Insects.

To the Museum d'Histoire Naturelle, Paris.

14	Australian Mammals.
16	„ Birds.
34	„ Reptiles and Fishes.
82	„ Land and Fresh-water Shells.

To the Museo Civico, at Milano.

25	Australian Reptiles.
----	----------------------

The Oxford University Museum.

1	Port Jackson Shark.
---	---------------------

The Royal Museum, Gottingen.

2	Port Jackson Sharks.
---	----------------------

Australian Museum,
Sydney, 6th June, 1867.

GERARD KREFFT,
Curator and Secretary.

APPENDIX No. 5.

LIST OF BOOKS PURCHASED FOR THE LIBRARY OF THE AUSTRALIAN MUSEUM.

4 parts folio—Gould: Birds of Great Britain.	21 vols., 8vo—The Quarterly Journal of the Geological Society, from 1845 to 1865.
9 parts 4to—Diggles: Australian Ornithology.	1 vol., 8vo—Günther—Catalogue of Fishes in the British Museum, vol. VI.
2 vols., 8vo—Newton: "The Ibis": Ornithological Journal.	1 vol., 8vo—Gray: Catalogue of Seals and Whales.
1 vol., 8vo—Philosophical Magazine (1866.)	1 vol., 8vo—Proceedings of the Zoological Society of London, for 1865.
1 vol. 8vo—Annals of Natural History.	3 parts, 8vo—No. 1 to 9 of the "Stettiner Entomologische Zeitung."
19 parts, 4to—Jan and Sodelli: Iconographie générale des Ophidiens.	
2 vols., 8vo—Gould: The Birds of Australia.	

Australian Museum,
Sydney, 6th June, 1867.

GERARD KREFFT,
Curator and Secretary.

APPENDIX No. 6.

LIST OF SPECIMENS COLLECTED BY MR. GEORGE MASTERS, ASSISTANT CURATOR, DURING THE YEAR 1866.

At West Australia.

MAMMALS.

Macropus ocydromus	1	Phalangista viverrina... ..	10
Halmaturus manicatus	3	Peregalea lagotis	1
Halmaturus derbianus	13	Canis dingo	3
Halmaturus brachyurus	24	Tarsipes rostratus	30
Onychogalea lunata	6	Antechinus leucogaster	4
Lagorchestes fasciatus	1	Antechinus fuliginosus	54
Bettongia campestris	5	Mus assimilis	3
Hypsiprymnus gilbertii	8	Mus sordidus	6
Hypsiprymnus platyops	1	Dasyurus geoffroyi	1
Perameles obesula	11	Bettongia ogilbyi	2
Hapalotis longicaudata	1		

AUSTRALIAN MUSEUM.

7

BIRDS.

Aquila morphnoides 2	Ptilotis plumulus 1
Haliastur sphenurus 1	Anthochaera lunulata 18
Pandion leucocephalus 1	Anthochaera carunculata 1
Falco frontatus 3	Acanthorhynchus superciliosus 9
Jeracidea occidentalis... .. 5	Melithreptus chloropsis 4
Astur eruentus 9	Myzantha obscura 1
Accipiter torquatus 2	Zosterops chloronotus 4
Circus assimilis 1	Climacteris rufa 2
Circus jardinii... .. 1	Sittella pileata 3
Athene boobook 1	Licmetis pastinator 3
Halcyon sanctus 1	Colyptorhynchus naso 9
Artamus sordidus 1	Colyptorhynchus baudinii 6
Strepera arguta 3	Platycercus pileatus 16
Grallina australis 3	Platycercus icterotis 22
Graucalus melanops 2	Platycercus semitorquatus 14
Pachycephala gutturalis 5	Euphema petrophila 2
Pachycephala rufogularis 1	Pezoporus formosus 9
Rhipidura preissii 1	Trichoglossus porphyrocephalus 13
Petroica multicolor 2	Peristera elegans 2
Eopsaltria griseogularis 8	Peristera chalcoptera 3
Eopsaltria leucogaster 5	Turnix scantillans 1
Malurus elegans 9	Synoicus australis 7
Malurus splendens 3	Otis australis 1
Stipiturus malachurus 3	Hematopus longirostris 1
Dasyornis longirostris 2	Schoeniclus albescens 2
Atrichia clamosa 1	Numenius uropygialis 3
Sericornis maculatus 3	Botaurus australis 1
Acanthiza inornata 4	Rallus lewinii 1
Acanthiza apicalis 3	Porzana immaculata 3
Acanthiza chrysorrhoa 1	Bernicla jubata 1
Estrela ocella 13	Podiceps poliocephalus 1
Corvus coronoides 1	Hiaticula ruficapilla 1
Meliphaga mystacalis 4	Ardetta flavicollis 1
Meliphaga longirostris 9	Podargus brachypterus 2
Glycyphila fulvifrons 3	

Together—Mammals 22 species, and specimens 189
Birds 67 " " 281
Sterna of Birds 29 " " 32
Reptiles 34 " " 297
Fishes 2 " " 3
Molluscs 25 " " 524
Insects—Coleoptera ... 360 " " 1,800
Other Orders 130 " " 470

Specimens in all 3,596

Australian Museum,
Sydney, 6th June, 1867.

GERARD KREFFT,
Curator and Secretary.

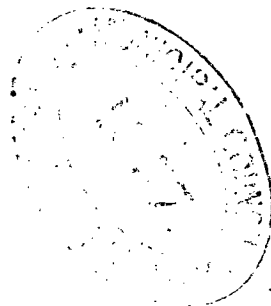
[Price, 6d.]

Sydney: Thomas Richards, Government Printer.—1867.

26

1867.

NEW SOUTH WALES.



SEWERAGE AND WATER SUPPLY.

(TENTH YEARLY REPORT OF MUNICIPAL COUNCIL—1866.)

Presented to Parliament, pursuant to Act 20 Vict., No. 36, sec. 75.

THE TOWN CLERK to THE UNDER SECRETARY, COLONIAL SECRETARY'S OFFICE.

Town Clerk's Office,

Sydney, 4 March, 1867.

SIR,

I have the honor, by direction of the Right Worshipful the Mayor, to transmit herewith the Tenth Yearly Report of the Proceedings of the Municipal Council of Sydney under the Water and Sewerage Acts, in order that the same may be submitted for the information of the Parliament of New South Wales, in terms of the "Sydney Corporation Act of 1857."

I have, &c.,

CHA. H. WOOLCOTT,

Town Clerk.

TENTH YEARLY REPORT of the Municipal Council of Sydney, of their Proceedings under the Water and Sewerage Acts.

THE Municipal Council of the City of Sydney have the honor to submit, for the information of the Parliament of New South Wales, the following Report of their Proceedings, under the Water and Sewerage Acts, from the 1st January to the 31st December, 1866, together with Statements of Receipts and Disbursements for the same period.

WATER.

The engines and machinery at Botany have continued at work night and day, Sundays excepted, throughout the year.

The casualties during this period have been—the breaking of one cross-head, one cylinder-cover, one clack-valve box of main pump of the western engine, and one main pump barrel of the eastern engine; all of which were replaced as soon as practicable, and without any interruption to the supply of water to Sydney.

The only casualty on the line of 30-inch main during the year was the bursting of one socket. The pipe was taken out and replaced, with the detention of four hours only.

The quantity of water pumped into the City of Sydney by the Botany engines in 1866, was 958,649,221 gallons, being in excess of the previous year's supply by 83,588,717 gallons. The supply from the Lachlan Swamp, through the old tunnel to the lower level of the city, has been continuous.

During the latter part of the year the effects of the drought were apparent by the diminished depth of water in the store reservoirs; and it was deemed advisable to suspend the watering of the streets for a few weeks, and to shut the supply off from the city and suburbs during the night.

The adoption of the latter precautionary measure has shewn that an enormous quantity of water is allowed to run to waste by consumers, averaging from 750,000 to 1,000,000 gallons per night.

The reservoir at Paddington was completed and brought into successful operation in May last, and the supply of water to the higher levels of the city and suburbs has since been regular and abundant.

After very considerable difficulty and disappointment, a contract has been entered into for the construction of three dams between Lachlan and Botany. The work is now being proceeded with diligently, and when completed will augment the present means for the storage of water to the extent of eighty millions of gallons.

Plans for the formation of three additional reservoirs have been prepared, and the carrying out of these works will effect a further storage of about one hundred and ten millions of gallons. Advantage has been taken of the dry season to resume the cleaning out of the upper mill reservoir at Botany; and the excavation and embankments are now progressing satisfactorily. The completion of this work will provide a reserve of about thirty-eight millions of gallons of water.

The passing of the "Sydney Corporation Powers Extension Act" has placed the Municipal Council in a position to recover water rates from every building upon the lines of streets where mains are laid; and this will have the effect of preventing the surreptitious use of water which has been so generally practised, and will also add considerably to the water revenue.

The various annual contracts for the supply of coal, and for castings and general stores, have been satisfactorily performed.

The quantities of new pipes laid in the city and suburbs during the year (as detailed in Appendix A), are as follows:—

3-inch	...	...	...	480 pipes	...	...	...	1,463 yards.
4	"	...	...	1,198	"	...	...	3,642 "
6	"	...	...	332	"	...	...	1,007 "
9	"	...	...	17	"	...	...	51 "
12	"	...	...	76	"	...	...	229 "

Street-watering hydrants:—

3-inch 47 pipes.

Old pipes taken up during the year:—

9-inch 63 pipes 189 yards.

SEWERAGE.

The following works in connection with the sewerage of the city have been executed during the year:—

Woolloomooloo Bay.—The whole of the works (enumerated in former Reports) for the drainage of the reclaimed land at the head of Woolloomooloo Bay and its immediate neighbourhood, have been satisfactorily completed.

William-street.—A 6-foot oviform sewer has been constructed from William-street Bridge along the watercourse, in a northerly direction, for a distance of 150 feet.

Cleveland Paddocks.—A 3-foot oviform sewer has been constructed for a distance of 266 feet, from Castlereagh-street to Buckingham-street.

Tank Stream.—A contract has been accepted for constructing a 4-foot oviform sewer along the course of the Tank Stream, from Hunter-street to King-street, but the work was not commenced until the beginning of the present year.

Stoneware Pipe Drains have been laid throughout the city and localities as enumerated in Appendix B, and consist of the following quantities:—

51 yards	...	...	...	...	9-inch.
1,798	"	...	...	...	12 "
1,644	"	...	...	...	16 "
381	"	...	...	...	18 "
20	"	...	...	...	24 "

The number of houses connected with the main sewer during the year has been 366, making a total number of connections throughout the year of 1,643.

The number of trapped gullies in connection with the new system of sewerage is now 715. They are so constructed as to catch all solid matter passing along the surface gutters, and prevent its passage into the harbour. After rainfall it is usual to remove from each shaft from half a ton to a ton of road drift. There has not been an instance during the last two years in which any one of these gullies has been found inefficient; and the quantity of soil carted away, which would without this means of detention have found its way into the harbour, is incalculable.

It was deemed expedient during the year to examine the condition of the whole of the main sewers constructed since the year 1854, and it was found that the following defects existed:—

The main sewer (6-foot oviform) from Macquarie Place to the outlet of Fort Macquarie was in perfect order, excepting in one spot, between Phillip-street and Macquarie-street junctions, where a few bricks have dropped from the innermost ring of the arch.

The 4-feet 6-inch sewer in Pitt-street, from Bathurst-street to Hunter-street, is in complete order. The portion from Hunter-street to its junction with the main in Bridge-street, was found to be in a somewhat dangerous state, from the fact of the first and second rings of the invert having fallen out two or three bricks in width for more than half the distance. The necessary repairs were immediately undertaken. It was impossible to do this effectually with brickwork, as the opening radiated from a centre, and was consequently

consequently smaller inside the sewer than outside. The cavities, for a distance of 450 feet were thoroughly cleaned out and filled with a concrete of cement, sand, and shingle-ballast, neatly smoothed to the shape of the invert, and is now so hard that nothing but gunpowder will disturb it. There still remains a length of 250 feet to be similarly repaired, and this will be at once undertaken. The sewers in Elizabeth, Phillip, Castle-reagh, Macquarie, and Bridge Streets (all 3-feet, brick, oviform) were sound and in good order, excepting a portion of the Bridge-street sewer, where six bricks have been displaced; and about twenty bricks are wanting in the inner ring of the Phillip-street sewer. That portion of the 4-ft. 6-in. sewer laid in the watercourse in Woolloomooloo in 1856, has been subject to the same action as the northern end of the Pitt-street sewer. The bottom was washed away in several places, and the injuries have been successfully remedied by the use of concrete, as described in connection with the Pitt-street sewer.

The whole of the sewers constructed in Woolloomooloo Bay throughout the reclaimed land are in good order; but in consequence of the streets remaining unformed, and there being no stone gutters and trapped gullies to lead the water into them, the dirt and rubbish from the reclaimed land have accumulated in the sewers, and there are no means at present of effectually flushing them.

The main sewer at the Haymarket, and indeed the whole of the new sewers throughout the city, with the exception of the comparatively trifling defects already referred to, are in good serviceable order, and answer all the purposes for which they were constructed.

FINANCIAL

Statements of the Receipts and Disbursements on account of the Water and Sewerage Works, for the year 1866, duly certified by the City Auditors, are appended hereto.

CHAS. MOORE,
Mayor.

Adopted by the Municipal Council of Sydney, this 4th day of March A.D. 1867.

CHA. H. WOOLCOTT,
Town Clerk.

APPENDIX A.

RETURN shewing the Water Mains laid in 1866.

	PIPES.	YARDS.
3-INCH PIPES.		
Alexander-street	33	99
Close-street	21	65
Mary-street	30	92
Raglan-street	39	118
Charles-street and Charlotte-lane	42	126
Duke-street	6	18
Fowler Square	14	44
Vine-street	7	21
Ann-street	27	83
Cleveland-street	10	30
Miles-street	40	122
Dick-street	18	55
Pymont Bridge Road	20	63
Duke-street	23	70
Francis-street	30	92
Ann-street	25	76
Junction-lane	22	66
Castlereagh-lane	56	171
Macquarie-street, North	17	52
	480	1,463
4-INCH PIPES.		
Bathurst-street.. .. .	91	278
Sussex-street	76	232
Elizabeth-street	44	135
Pottinger-street	37	111
Adelaide-street	36	111
Steel-street	30	92
Ivy-street	39	120
Alma-street	98	296
Rosehill-street	118	357
Orwell-street	34	103
Redfern-street	59	179
Gipps-street	24	73
Sussex-street, South	59	180
Elizabeth-street, North	64	194
Hay-street	60	183
Botany-street	27	81
Elizabeth-street	10	30
Redfern-street, West	54	164
Gloucester-street	182	553
Prince-street	56	170
	1,198	3,642
6-INCH PIPES.		
Phillip-street	50	152
George-street, Redfern	33	99
Bullanaming-street	22	69
Redfern-street	31	96
Marian-street	54	164
Sussex-street, South	83	250
Albion-street	20	60
College-street	3	9
Botany Road	36	108
	332	1,007
9-INCH PIPES.		
Charlotte Place	17	51
12-INCH PIPES.		
Albion and Hutchinson Streets	76	229
PIPES TAKEN UP DURING YEAR 1866.		
Hyde Park, 63 9-inch pipes.		
STREET-WATERING HYDRANTS.		
South Head Road, 10 3-inch pipes.		
William-street, 15 " "		
King-street, 2 " "		

APPENDIX B.

RETURN shewing the Stoneware Pipe Drains laid.

										YARDS.
9-INCH PIPES.										
Long's-lane .. .. .	..	..	..	..	..	..	..	..	..	35
Prince's Road .. .. .	..	..	..	..	..	..	..	..	..	16
										51
12-INCH PIPES.										
Cumberland-street .. .. .	..	..	..	..	..	..	..	..	..	51
Wemyss'-lane .. .. .	..	..	..	..	..	..	..	..	..	120
Cumberland-street .. .. .	..	..	..	..	..	..	..	..	..	201
Taylor's-lane .. .. .	..	..	..	..	..	..	..	..	..	117
Chapel-lane .. .. .	..	..	..	..	..	..	..	..	..	392
Wood's-lane .. .. .	..	..	..	..	..	..	..	..	..
Prince's Road .. .. .	..	..	..	..	..	..	..	..	..	43
Oatley-lane .. .. .	..	..	..	..	..	..	..	..	..	117
Union-lane .. .. .	..	..	..	..	..	..	..	..	..	139
Charlotte-lane .. .. .	..	..	..	..	..	..	..	..	..	221
Bourke-street, from the Gaol to the Harbour .. .. .	..	..	..	..	..	..	..	..	..	232
Junction-lane .. .. .	..	..	..	..	..	..	..	..	..	97
Lower Fort-street .. .. .	..	..	..	..	..	..	..	..	..	68
										1,798
16-INCH PIPES.										
Liverpool-street .. .. .	..	..	..	..	..	..	..	..	..	105
Charlotte-place .. .. .	..	..	..	..	..	..	..	..	..	333
Smart's-lane to Darlinghurst Road .. .. .	..	..	..	..	..	..	..	..	..	266
Brown Bear-lane .. .. .	..	..	..	..	..	..	..	..	..	80
Dowling street .. .. .	..	..	..	..	..	..	..	..	..	373
Bourke-street, from the Gaol to the Harbour .. .. .	..	..	..	..	..	..	..	..	..	487
										1,644
18-INCH PIPES.										
Dowling-street .. .. .	..	..	..	..	..	..	..	..	..	117
Bourke-street, from the Gaol to the Harbour .. .. .	..	..	..	..	..	..	..	..	..	264
										381
24-INCH PIPES.										
Riley and Albion-streets .. .. .	..	..	..	..	..	..	..	..	..	20

APPENDIX C.

ABSTRACT of the Receipts and Disbursements of the Municipal Council of Sydney, on account of the Water Fund, for the Half-year ending 30 June, 1866.

RECEIPTS.				DISBURSEMENTS.									
	£	s.	d.	£	s.	d.	£	s.	d.				
From the Water Works ..	12,007	7	0				For General City Works ..	4,548	0	5			
Repayment of Interest	130	8	6				Botany Works	2,294	12	4			
Repayment from the City Fund	1,468	0	0				Salaries of Officers	1,534	3	11			
Miscellaneous Receipts ..	122	3	7				Discount and Charges	350	0	0			
				13,727	19	1	Compensation for land	3,000	0	0			
Balances, 30 June, 1866 :—							Interest Expenses	2,388	17	10			
The Colonial Government	213,337	19	3				Office Expenses	335	12	3			
Debentures outstanding ..	69,900	0	0	283,237	19	3				14,451	6	9	
							Balances, 1 January, 1866 :—						
							The Colonial Government	213,337	19	3			
							Debentures outstanding ..	63,400	0	0			
							Joint Stock Bank	5,592	5	1			
											282,330	4	4
							Balance due by Joint Stock Bank, 30 June, 1866				184	7	3
				£ 296,965	18	4					£ 296,965	18	4

Municipal Council Chambers,
Sydney, 21 July, 1866.

We certify that we have examined the various accounts in the books of the Municipal Council of Sydney, from which the above Return has been compiled, and found the same correct, and in accordance with the above Abstract of Receipts and Disbursements.

JOSEPH CARROLL, } City Auditors.
RICHARD CREAGH, }

ABSTRACT

SEWERAGE AND WATER SUPPLY.

ABSTRACT of the Receipts and Disbursements of the Municipal Council of Sydney, on account of the Sewerage Fund, for the Half-year ending 30 June, 1866.

RECEIPTS.			DISBURSEMENTS.		
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Sewerage Rate	1,274 13 2		General Works:—		
Sewerage connections	26 9 6		Wages of Workmen	821 16 1	
Repayment of Works.....	285 5 10	1,586 8 6	Drain Pipes....	765 19 2	
			Tools and Repairs	42 6 9	
			George-street Sewer	396 6 8	
Balances, 30 June, 1866:—			Brisbane-street Sewer	59 0 0	
The Colonial Government..	200,000 0 0		William-street Sewer	270 13 3	
Debentures outstanding...	34,900 0 0		Woolloomooloo Sewer	1,127 13 0	
Joint Stock Bank.....	18,331 10 3	253,231 10 3		3,483 14 11	
			Salaries of Officers	458 18 11	
			Interest Expenses	1,804 9 6	5,747 3 4
			Balances, 1 January, 1866:—		
			The Colonial Government..	200,000 0 0	
			Debentures outstanding ..	34,900 0 0	
			Joint Stock Bank	14,170 15 5	249,070 15 5
		£ 254,817 18 9			£ 254,817 18 9

Municipal Council Chambers,
Sydney, 21 July, 1866.

We certify that we have examined the various accounts in the books of the Municipal Council of Sydney, from which the above Return has been compiled, and found the same correct, and in accordance with the above Abstracts of Receipts and Disbursements.

JOSEPH CARROLL, } City Auditors.
RICHARD CREAGH, }
18 February, 1867.

ABSTRACT of the Receipts and Disbursements of the Municipal Council of the City of Sydney, on account of the Water Fund, for the Half-year ending 31 December, 1866.

RECEIPTS.			DISBURSEMENTS.		
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
From the Water Works ..	12,068 12 0		For General Works.....	2,325 17 6	
Proceeds of sale of Old Stores	101 3 0		Botany Works	3,018 19 2	
Repayment of Works	10 0 0		Salaries of Officers	1,533 1 6	
Plumbers' Licenses	1 1 0		Office Expenses.. ..	420 12 7	
Interest from Bank	65 3 1		Discount and Charges	209 0 0	
Repayment of Interest on Debentures	13 7 11	12,259 7 0	Interest Expenses	2,100 0 0	9,607 10 9
Liabilities 31 December, 1866:—			Liabilities, 1 July, 1866:—		
The Colonial Government..	213,337 19 3		The Colonial Government	213,337 19 3	
Debentures outstanding ..	69,900 0 0		Debentures outstanding..	69,900 0 0	
	283,237 19 3			283,237 19 3	
Less--Balance due by Joint Stock Bank	2,836 3 6	280,401 15 9	Less--Balance due by Joint Stock Bank	184 7 3	283,053 12 0
		£ 292,661 2 9			£ 292,661 2 9

Municipal Council Chambers,
Sydney, 14 January, 1867.

We certify that we have examined the various accounts in the books of the Municipal Council of Sydney, from which the above Return has been compiled, and found the same correct, and in accordance with the above Abstracts of Receipts and Disbursements.

JOSEPH CARROLL, } City Auditors.
RICHARD CREAGH, }
18 February, 1867.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SEWERAGE AND WATER SUPPLY.

(ELEVENTH YEARLY REPORT OF MUNICIPAL COUNCIL—1867.)

Ordered by the Legislative Assembly to be Printed, 24 April, 1868.

ELEVENTH ANNUAL REPORT of the Municipal Council of Sydney, of their Proceedings under the Water and Sewerage Acts.

THE Municipal Council of the City of Sydney have the honor to submit, for the information of the Parliament of New South Wales, the following Report of their proceedings under the Water and Sewerage Acts, from the 1st January to the 31st December, 1867, together with Statements of the Receipts and Expenditure for the same period.

WATER.

The engines and machinery at Botany, and the line of 30-inch main between Botany and Sydney, continued to work day and night (Sundays excepted) throughout the year, without any casualty, excepting that mentioned in the last year's Report, which occurred early in 1867.

The quantity of water pumped into Sydney and its suburbs from Botany, during the year 1867, was 955,436,976 gallons.

The usual supply to Woolloomooloo and the lower portions of the city has been obtained through the old tunnel leading from Lachlan Swamp.

The quantity of water which passed through the sluices, and over the weir of the engine pond into the sea at Botany, between the months of February and November, was somewhat over 10,148,000,000 gallons, which quantity, if stored, would, even at the present rate of consumption, supply the city and its neighbourhood for several years.

The arrangement referred to in the last Annual Report, as having been made for shutting off the supply to the inhabitants during the night time, was continued, with great advantage, for some months at the commencement of this year.

The entire absence of rain during the latter portion of the year, caused considerable diminution in the flow of water from the swamps; and although the supply at Botany did not decrease to an extent which prevented the ordinary quantity being sent into Sydney, as a matter of precaution it was deemed advisable to discontinue the use of water upon the streets towards the close of the year.

The several annual contracts for the supply of coals, castings, locks, and general supplies, were carried out satisfactorily.

The contract for the timber works in Dams Nos. 1, 2, and 3, was not satisfactorily completed.

The contract for the construction and filling of Dams Nos. 4, 5, and 6, was, with the exception of some of the timber-work (more especially in No. 4 Dam), properly carried out; and the contractors are now proceeding with the construction of a weir, and the sheet piling to the lower Mill Dam.

The contract for filling and earth-work to Nos. 1, 2, and 3 Dams, proceeded satisfactorily.

A contract was taken, in July last, by Messrs. Willis, Merry, & Lloyd, for the supply of cast-iron pipes from England, in the following quantities, viz. :—300 12-inch, 300 9-inch, 800 6-inch, 2,000 4-inch, 1,000 3-inch, and the first shipment of these pipes has arrived.

Contracts have also been satisfactorily carried out for the repair of two of the boilers at the Botany Works, repairs to the engine-house at Lachlan Swamp, and enclosing with iron palisading the Low Service Reservoir, Crown-street.

The engine-house at Botany has been thoroughly painted inside and outside, under contract by Mr. Yeoman.

The quantities of new mains laid in the city and suburbs during the year are detailed in Appendix A.

SEWERAGE.

The main sewers in the city, constructed under the Sewerage Act, have been found to be in excellent condition, and have completely answered the purpose for which they are intended. The only instance to the contrary has been with regard to the main sewer at the head of Darling Harbour, which has on two or three occasions become choked by the falling in of the soil forming the embankment of the land recently reclaimed by the Government, causing considerable damage to the private properties in the vicinity of the Haymarket.

The following works have been satisfactorily completed, or were in course of completion during the year:—

The Tank Stream, between King and Hunter streets, has been converted into a main sewer, by the construction of 925 feet lineal oviform sewer.

From Elizabeth-street to Goulburn-street, about 400 feet lineal of 6-feet oviform sewer was contracted for, and about three-fourths completed. The work was delayed for a time in consequence of the death of the contractor, but is now being proceeded with.

In Woolloomooloo, about 1,470 feet of 6-feet oviform sewer is being constructed from Palmer-street, along Sir John Young Road to Smedley's-lane.

The quantities of stoneware pipe drains laid in Sydney during the year are detailed in Schedule B.

The number of houses connected with the Sewerage Works during the past year amounts to four hundred and sixty-nine (469), together with 1,643 connections since the Sewerage Works were established, amounts to two thousand one hundred and twelve (2,112).

FINANCIAL.

Statements of the Receipt and Expenditure on account of the Water and Sewerage Works for the year 1867, duly certified by the City Auditors, are appended hereto.

CHAS. MOORE,
Mayor.

Adopted by the Municipal Council of Sydney, this 20th day of April, A.D. 1868.

CHAS. H. WOOLCOTT,
Town Clerk.

APPENDIX A.

RETURN of Water Mains laid in 1867.

	PIPES.	YARDS.
3-INCH PIPES.		
Dixon-street	33	101
Bowman-street and lane	67	202
Arthur-street... ..	23	67
Pymont Bridge Road	121	353
Turner-street... ..	51	151
Christie-street	25	73
Sterling-street	15	43
Craigend-terrace	28	78
Little Macleay-street	25	72
Wilshire and Chester Streets	22	60
Wattle-street... ..	10	30
Dowling-street	36	103
Albert-street	57	168
Woolloomooloo-lane... ..	61	177
Ultimo-place	22	62
Jenkins-street	23	67
Underwood-street	58	166
Ferry Road and Avon-street	127	373
Elizabeth-street	30	90
Macquarie-street South	26	76
Hill-street	23	70
Liverpool-street	10	30
Jamieson-street	44	132
Bathurst-street	80	240
Charlotte-place	19	57
Gloucester-street	180	540
Sussex-street	51	153
	1,267	3,734
4-INCH PIPES.		
John-street, Pymont	19	54
Davey-street	49	144
Campbell-lane	30	89
Dowling-street	52	158
Albert-street	54	156
Cowper-street	134	382
George-street, Redfern	12	36
Pymont Bridge Road	56	164
Botany Road, Redfern	86	255
Shepherd-street	18	52
Roslyn-street... ..	135	393
Bullanaming-street	106	212
Castlereagh-street, Redfern... ..	51	151
Robin Hood-lane	37	96
Dowling-street	20	58
Jamieson-street	45	135
Glebe Road	175	515
Darlinghurst Road	17	49
Charlotte-place	10	30
	1,106	3,129
12-INCH PIPES.		
Dowling-street	3	9

APPENDIX B.

STONEWARE Pipe Drains laid in the City of Sydney, during the Year 1867.

		YARDS.
9-INCH.		
Ferry-lane		35
Hill's-lane		42
Bourke-street		31
Broughton-place		34
Prince's Road		57
Park-lane		57
Kent-street North		4
		260
12-INCH.		
George-street South		70
Union-street		86
Victoria-street		130
Corfu-street		95
West's-lane		33
Kent-street		272
Margaret-lane		180
Oatley-lane		129
Pitt-street		27
Duke-street		3
Burton-street		353
Sussex-street		132
Cumberland-street		135
Liverpool and Riley Streets		85
Langley's-lane		108
Castlereagh-street		100
Thomson-lane		50
Syrett's-lane		79
Market-street		167
Campbell-street		63
West's-lane		17
Duncan-street		27
Bates'-lane		17
Owen-street		67
Clarence-street		173
Albion-street		38
Windmill-street		60
Smedley's-lane		71
		2,767
16-INCH.		
George-street South		97
Harvey-street		33
Harris-street		42
Harvey and Harris Streets		123
Pitt-street		80
Bourke-street		458
Duke-street		157
Devonshire-street		94
Sussex-street		27
Taylor's-lane		80
Dowling-street		80
Castlereagh-street		362
Prince's Road		50
Market-street		171
Campbell-street		95
West's-lane		5
Roslyn Road		227
Elizabeth Bay Road		367
Clarence-street		46
Crown-street		67
Athlone-place		110
Kent-street North		70
Crown and Liverpool Streets		64
Smedley's-lane		146
		3,051
18-INCH.		
George-street South		167
Devonshire-street		151
Pine-street		98
Forbes-street		18
		434

SEWERAGE AND WATER SUPPLY.

STATEMENT of the Receipts and Disbursements of the Municipal Council of the City of Sydney, on account of the Water Fund, for the Half-year ending 31 December, 1867.

RECEIPTS.			DISBURSEMENTS.				
	£	s. d.	£	s. d.	£	s. d.	
Balance due by Joint Stock Bank			5,231	14	4		
For—							
Water supplied to houses..	14,177	4 10					
Water supplied by contract	891	16 5					
Rent of fountains	346	13 4					
Plumbers' licenses	2	2 0					
Rent from Botany	32	11 0					
Repayment of works	24	10 1					
Proceeds sale of old stores	67	18 11					
Repayment from City Fund for water	1,548	0 0					
Interest	31	6 11					
			17,122	3	6		
The Colonial Government Debentures	213,337	19 3					
	70,700	0 0					
			284,037	19	3		
			£ 306,391	17	1		
The Colonial Government Debentures						286,337	19 3
For—							
General works of the City	2,890	3 9					
Botany works	10,873	7 0					
Salaries of officers	1,212	18 4					
Office expenses.....	307	9 9					
Interest.....	2,190	0 0					
Discount and charges	55	1 0					
Incidental expenses.....	35	0 0					
Election expenses	51	5 6					
						17,615	5 4
Balance due by Joint Stock Bank						2,438	12 6
						£ 306,391	17 1

Municipal Council Chambers,
Sydney, 12 January, 1868.

Audited, examined, and found correct.

JOSEPH CARROLL, } City Auditors.
CHAS. M. DEANE, }

STATEMENT of the Receipts and Disbursements of the Municipal Council of the City of Sydney, on account of the Sewerage Fund, for the Half-year ending 31 December, 1867.

RECEIPTS.			DISBURSEMENTS.				
	£	s. d.	£	s. d.	£	s. d.	
For—							
Sewerage rate	4,052	10 9					
Sewerage connections	14	11 4					
Interest.....	3	5 9					
Repayment of works	438	0 0					
			4,508	7	10		
The Colonial Government Debentures	200,000	0 0					
Joint Stock Bank.....	46,600	0 0					
	16,934	6 8					
			263,534	6	8		
			£ 268,042	14	6		
The Colonial Government Debentures						258,411	16 0
General sewerage works of the City.....	6,898	17 3					
Salaries of officers	436	13 4					
Discount and charges	583	0 0					
Interest expenses.....	1,712	7 11					
						9,630	18 6
						£ 268,042	14 6

Municipal Council Chambers,
Sydney, 12 January, 1868.

Audited, examined, and found correct.

JOSEPH CARROLL, } City Auditors.
CHAS. M. DEANE, }

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MUNICIPALITIES BILL.

(PETITION—MAYOR AND ALDERMEN, MUNICIPALITY OF WOLLONGONG.)

Ordered by the Legislative Assembly to be Printed, 20 November, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Humble Petition of the Mayor and Aldermen of the Municipality of Wollongong,—

RESPECTFULLY SHEWETH:—

That the Municipality of Wollongong was proclaimed in the year 1859, and ample proof has since been afforded of the benefits derived from local representation.

That those benefits, although great, would have been far greater, had it not been for certain defects in the Municipalities Act of 1858.

That your Petitioners perceive that a new Municipalities Bill has been introduced into your Honorable House.

That your Petitioners, guided by past experience, are afraid that the Bill will not be brought to maturity during the present Session of Parliament.

That your Petitioners feel assured that no measure would be productive of more good to the country than one that would place Municipal Institutions on a sound basis.

Your Petitioners, therefore, humbly pray that the present Session may not be allowed to terminate without a well-considered measure for regulating local self-government, being passed into law.

And your Petitioners, as in duty bound, will ever pray, &c., &c., &c.

WILLIAM ROBSON, Mayor. } (L.S.)
JOHN CURR, Town Clerk. }

Nov. 17, 1867.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MUNICIPALITIES.
(BOROUGH OF BALMAIN—BY-LAWS.)

Ordered by the Legislative Assembly to be Printed, 28 February, 1868.

BY-LAW RESPECTING THE DRAWING AND OBTAINING WATER FROM THE PUBLIC
PUMPS, WATERCOURSES, AND FOUNTAINS WITHIN THE MUNICIPALITY OF
BALMAIN.

No person or persons shall draw, pump, take, or carry away any water from any public pump, watercourse, or fountain, within the Municipality of Balmain, without a written permit from the Council Clerk, under a penalty not exceeding the sum of forty shillings.

JOHN BOOTH,
Chairman.

Passed by the Municipal Council of Balmain,
this 9th day of December, in the year of
our Lord one thousand eight hundred and
sixty-seven.

JAMES M'DONALD,
Council Clerk.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MUNICIPALITIES.
(BOROUGH OF ALBURY.—BY-LAW.)

Ordered by the Legislative Assembly to be Printed, 10 March, 1868.

BY-LAW No. 48, FOR THE BETTER PREVENTION OF FIRES.

1. For the better prevention of fires this Council shall have the power of giving fourteen days' notice to all rate-payers having at any time erected, or being about to erect, stacks of hay, wheat, or other inflammable materials, within (300) three hundred feet of any building in any populous portion of the town, to remove such stacks; and that, in the event of non-compliance with such order, the Council shall have the power to remove such stacks, at the expense of such rate-payer, and to recover the costs at the Small Debts Court.

2. That, from the time of the passing of this By-law, no buildings constructed of or roofed with bark or calico, shall be erected within the populous portion of the Municipality, except by permission of the Council.

I hereby certify that the above By-law has been duly submitted to the Municipal Council of Albury, and duly approved of.

LEWIS JONES,
Mayor.

Albury, January 7th, 1868.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

MUNICIPALITIES.

(BOROUGH OF BATHURST—BY-LAWS.)

Ordered by the Legislative Assembly to be Printed, 11 March, 1868.

BY-LAWS for regulating the right to be enjoyed by the inhabitants of the Bathurst Municipality over the Town Common:—

1. Every inhabitant of the Municipality who shall hold a license to slaughter cattle under any Act now or hereafter to be in force for such slaughtering, shall be licensed or at liberty, on payment of the fees hereinafter provided, to depasture over any land lawfully set apart as a Common, any number of sheep not exceeding two hundred.

2. Every such inhabitant shall, before depasturing such sheep upon such Common, pay to the Treasurer of the Municipality, or to such officer or person as the Corporation may appoint, in respect of such sheep, a fee or charge, at the rate of two pounds sterling per annum for every one hundred sheep, and shall, at all times during such year in respect of which he shall be so licensed, keep registered in a book to be kept for that purpose in the Town Clerk's Office, and to be called the "Register of Brands," an accurate description of all such sheep as may be depasturing upon such Common under this By-law.

3. Every inhabitant of the said Municipality shall be allowed, on payment in advance to the Treasurer, or such officer as appointed, of the fees or charges hereinafter mentioned, to depasture on such Common any number of horses or cattle not exceeding twelve: Provided that this provision shall not extend to entire horses over the age of twelve months, and bulls over the age of six months; and that no fees or charges shall be taken in respect of the progeny of such horses or cattle which may be with their dams and under the age of six months.

4. Every such inhabitant shall, for the depasturing of such horses or cattle, pay yearly to the Treasurer of the Municipality, and previous to such depasturing, the fees and charges hereinafter mentioned:—

For horses or cattle, not exceeding four in number, one shilling and sixpence per head.

For each head of horses or cattle beyond four in number, the sum of five shillings.

5. Every such inhabitant shall, before so depasturing such horses or cattle, cause to be registered in such Register of Brands an accurate description of such horses and cattle, with their brands and distinguishing marks.

6. Nothing hereinbefore contained shall limit or abridge the right of the said Municipality to exercise their powers to impound any cattle, horses, or sheep, in excess of the number which it is hereby provided may be so depastured upon such Common.

The Ranger, or any person authorized by the Council, or any ratepayer or inhabitant of the Municipality, may impound in the Public Pound at Bathurst any cattle, sheep, horses, or other animals which are not authorized in manner hereinbefore mentioned to be depastured upon such Common, or in respect of which the fees hereinbefore mentioned have not been paid.

Passed by the Municipal Council of Bathurst, on the twenty-third day of December, in the year of our Lord one thousand eight hundred and sixty-seven.

FREDK. WM. HOLLAND,
Town Clerk, &c.

EDWARD GELL,
Mayor.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SYDNEY TAXATION LIMITATION AND BOUNDARIES
EXTENSION BILL.

(PETITION—COUNCIL OF BOROUGH OF PADDINGTON.)

Ordered by the Legislative Assembly to be Printed, 3 April, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the Council of the Borough of Paddington,—

RESPECTFULLY SHEWETH:—

That your Petitioners object to so much of the present Bill, now before your Honorable House, from the Corporation of the City of Sydney, as affects their right as a Corporation to tax all lands not in possession of Her Majesty for Imperial or Colonial purposes, or such other buildings or land specially exempted by the 163rd section of the Municipalities Act of 1867; and also to that particular portion of said Bill which describes the eastern boundary of Cook Ward, the same being indefinite and likely to involve serious loss to your Petitioners.

Your Petitioners humbly pray your Honorable House to take the above premises into your favourable consideration; and, as in duty bound, your Petitioners will ever pray.

(L.S.) JOHN DAVIS, Town Clerk.

Signed for and on behalf of the Council of the Borough of Paddington,—

W. TAYLOR,
Mayor.

April 1st, 1868.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MR. JOHN MACINTOSH.
(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 22 April, 1868.

To the Honorable the Members of the Legislative Assembly, in Parliament assembled.

The Petition of John Macintosh, one of the Aldermen for Macquarie Ward,
City of Sydney,—

HUMBLY SHEWETH:—

That your humble Petitioner has been several times prevented from performing his functions as a representative of the Citizens in the Municipal Council by the extraordinary powers used by the Mayor of Sydney while acting as Chairman, in ruling Resolutions as out of order contrary to the letter and spirit of the By-Laws approved of by the Executive Council.

Your Petitioner cites one of those Resolutions, which the Mayor, while acting as Chairman of the Municipal Council on April 20th, ruled as being not in order, after said Resolution had been discussed or spoken to by several Aldermen—(I enclose a Business Paper of that day, and said Resolution is numbered 12, and reads thus) :—“That it is the opinion of this Council, that the officer whose duty it was to collect the rent from Mr. Aaron Wheeler for the Market Wharf be suspended, pending an inquiry into the cause of the amount of arrears of rent being allowed to accumulate to the extent it has done without being reported to the Finance Committee”—whereby, by such ruling, and the prevention of further discussion, and a vote being taken thereon so as to cause an inquiry or otherwise into an alleged negligence of duty by an officer in the employ of the Municipal Council—whereby the citizens hath, and are likely to sustain further and grievous pecuniary loss.

Your Petitioner humbly prays, that your Honorable House will make such inquiry as may seem to you proper to meet the importance of the case, and that such inquiry may tend to prevent Municipal Institutions falling into disorder and disrepute as heretofore.

And your Petitioner, as in duty bound, will ever pray.

JOHN MACINTOSH,
Alderman for Macquarie Ward,
City of Sydney.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SLAUGHTER-HOUSE REGULATION LAWS AMENDMENT BILL.

(PETITION.—CERTAIN BUTCHERS OF ST. LEONARDS.)

Ordered by the Legislative Assembly to be Printed, 17 December, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the undersigned Butchers, residing in the Municipality of St. Leonards,—

RESPECTFULLY SHEWETH :—

That a Bill to amend the Laws for regulating Slaughter-houses, now before your Honorable House, would, if passed into law, be unjust and oppressive to your Petitioners.

Your Petitioners have severally, within the last month, at the instance of the Municipal Council of St. Leonards, removed from the aforesaid township, and at considerable expense, erected suitable premises for slaughtering cattle, which premises are four (4) miles from Sydney, and one mile further than the distance prescribed by the Act now in force, and in localities which prevent them, or either of them, being a nuisance.

We would likewise state the fact that we are precluded from slaughtering at the Glebe Island Abattoirs, in consequence of there being no constant transit to or from Sydney to the North Shore for wheeled vehicles.

Municipal Councils having the power to pass by-laws for the slaughtering of cattle, we would respectfully request to be allowed to be amenable to the Municipal Council of St. Leonards.

Your Petitioners respectfully pray that their petition may be acceded to, as the Township of St. Leonards is not identical with any other suburb—it being separated from Sydney by water, the crossing of which at times is both dangerous and impracticable.

Your Petitioners, as in duty bound, will ever pray.

[Here follow 3 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SLAUGHTER-HOUSE REGULATION LAWS AMENDMENT BILL.

(PETITION—PHILLIP M'CARROLL.)

Ordered by the Legislative Assembly to be Printed, 17 December, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of Phillip M'Carroll, of Redfern, near the City of Sydney,
wholesale and retail butcher,—

RESPECTFULLY SHEWETH:—

That your Petitioner views with alarm the Bill now before your Honorable House, intituled "A Bill to amend the Laws for regulating Slaughter-houses," by the second section of which it is proposed to extend the limit within which slaughter-houses should not in future be licensed, namely, from three to six miles.

That your Petitioner is the owner of an extensive slaughtering establishment situate at a distance of three miles twenty-four chains from the boundary of the City of Sydney.

That previous to the erection of such slaughter-houses, and the granting of a license to your Petitioner, the site was inspected by Mr. Inspector Oatley, and favourably reported upon as a suitable and proper place for the erection of slaughter-houses.

That your Petitioner thereupon expended a large sum of money, namely, from one thousand six hundred pounds to two thousand pounds, in the erection of suitable buildings, plant, and other necessary works, and a license was granted to your Petitioner, which he has held for upwards of seven years.

That since the formation of such establishment, the premises have been regularly inspected by Mr. Inspector Rolleston, and no complaints have ever been made by him.

That your Petitioner slaughters weekly one hundred and twenty bullocks and eight hundred sheep, taking an average on the whole year.

That your Petitioner has seven retail shops in the City of Sydney and suburbs, and employs upwards of seventy men in the carrying on of his wholesale and retail business.

That the said slaughter-houses stand alone, and are far away from all dwelling-houses.

That the passing of the said second section of the said Bill would bring certain ruin upon your Petitioner, as it would be the means of closing his present slaughter-houses, prevent his carrying on profitably his retail business, and render almost worthless years of toil and industry.

Your Petitioner, therefore, prays that your Honorable House will take the above premises into your consideration, and not pass the second section of the said Bill into law.

And your Petitioner will ever pray, &c., &c.

Dated at Sydney, this twelfth day of December, A.D., 1867.

PHILLIP M'CARROLL.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SLAUGHTER-HOUSE REGULATION
LAWS AMENDMENT BILL.

(PETITION—ALFRED DAVIS, NEWTOWN.)

Ordered by the Legislative Assembly to be Printed, 18 December, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of Alfred Davis, of Newtown, near the City of Sydney,
Wholesale Butcher,—

RESPECTFULLY SHEWETH :—

That your Petitioner views with alarm the Bill now before your Honorable House, intituled "A Bill to amend the Laws for regulating Slaughter-houses," by the second clause of which it is proposed to extend the limit within which slaughter-houses should not in future be licensed, namely, from three to six miles.

That your Petitioner is the owner of an extensive slaughtering establishment, situate at Petersham, at a distance of more than three miles from the boundary of the City of Sydney.

That previous to the erection of such slaughter-houses, and the granting of a license to your Petitioner, the site was inspected by the proper Officer, and favourably reported upon as a suitable and proper place for the erection of slaughter-houses.

That your Petitioner has expended a large sum of money, namely, three thousand pounds, in the erection of suitable buildings, plant, and other necessary works, as well as in the purchase of adjoining land; and that your Petitioner has held a license for such slaughtering business for upwards of five years.

That since the formation of such establishment, the premises have been regularly inspected by Mr. Inspector Taylor, and no complaints have ever been made by him.

That your Petitioner slaughters weekly, taking an average on the whole year, about four hundred sheep and eighty bullocks.

That the said slaughter-houses stand alone, and are far away from dwelling houses.

That the passing of the said second clause of the said Bill, would bring certain ruin upon your Petitioner, as it would be the means of closing his present slaughter-houses, breaking up his present business connections, and render almost worthless years of arduous toil and industry.

Your Petitioner, therefore, prays that your Honorable House will take the above premises into your consideration, and not pass the second clause of the said Bill into law.

And your Petitioner will ever pray, &c.

Dated at Newtown, this sixteenth day of December, A.D., 1867.

ALFRED DAVIS.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SLAUGHTER-HOUSE REGULATION LAWS AMENDMENT BILL.

(PETITION—WILLIAM PEISLEY AND ALFRED DAVIS, OF SYDNEY.)

Ordered by the Legislative Assembly to be Printed, 18 December, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of William Peisley and Alfred Davis, of Sydney, Cattle-salesmen,—

HUMBLY SHEWETH:—

1. That your Petitioners are possessed of a large section of land on the Duck River, in the County of Cumberland, upon which land your Petitioners have erected an extensive establishment for the slaughtering of cattle, at a cost of upwards of two thousand pounds, and that such establishment has been duly licensed to your Petitioners, in terms of the Acts of Council fourteenth Victoria number thirty, and fourteenth Victoria number thirty-six.

2. That the said establishment is within half-a-mile of the Parramatta Railway, and your Petitioners have, at great cost, caused a tramway to be made connecting with the said line of railway, for the transit of meat ready for the market in vans to the trains for conveyance to Sydney.

3. That your Petitioners view with alarm the thirteenth and other sections of the Bill to amend the Laws for regulating Slaughter-houses, now before your Honorable House, by which thirteenth section all licenses in force for slaughtering cattle within half-a-mile of any navigable river, or line of railway, or any public highway, are to be cancelled and become void on the thirtieth day of June, one thousand eight hundred and sixty-eight.

4. That if such clause should become law, without indemnification to your Petitioners, they will sustain irredeemable injury by the loss of their business, and rendering the entire plant and machinery of their said establishment valueless, which loss your Petitioners estimate at not less than five thousand pounds.

5. That your Petitioners are the only licensed persons for slaughtering cattle on or near the said line of railway; and your Petitioners are prepared to prove that no public inconvenience, danger, or damage has ever arisen, or is at all likely to arise, from your Petitioners said establishment, but rather, from the isolated position of the slaughter-houses, and the great facility of transit by the aforesaid tramway to the railway, and thence to the terminus at Redfern, is a convenience and advantage to trade and the public.

Your Petitioners therefore humbly pray that your Honorable House will be pleased to take the subject matter of this Petition into consideration, and that your Petitioners' license for their said slaughtering establishment may not be affected by the said Bill.

And your Petitioners will ever pray, &c.

W. PEISLEY.
A. DAVIS.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

**SLAUGHTER-HOUSE REGULATION
LAWS AMENDMENT BILL.**

(PETITION.—CERTAIN BUTCHERS OF SYDNEY AND SUBURBS.)

Ordered by the Legislative Assembly to be Printed, 18 December, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the undersigned,—

RESPECTFULLY SHEWETH :—

1st. That your Petitioners are Butchers, residing in and carrying on their business in the City of Sydney and its suburbs.

2nd. That your Petitioners have noticed that a Bill to amend the Slaughtering Act has been introduced into your Honorable House, and read a first time on the (12th) twelfth day of the present month (December), and that the said Bill has been ordered to be read a second time on Monday, the (16th) sixteenth instant.

3rd. As your Petitioners are informed that the said Bill is calculated to seriously affect their interests, we humbly submit that it would be a reasonable concession on the part of your Honorable House, should you kindly delay the said second reading of the said Bill until your Petitioners shall have had time and opportunity to peruse and consider the Bill.

4th. Your humble Petitioners, therefore, pray your Honorable House that you will so delay the said second reading of the said Bill.

And your Petitioners, as in duty bound, will ever pray.

[Here follow 72 Signatures.]

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SLAUGHTER-HOUSE REGULATION LAWS AMENDMENT BILL.

(PETITION—J. WARNE, MACLEAY RIVER.)

Ordered by the Legislative Assembly to be Printed, 9 January, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of John Warne, of Warneton, Macleay River, in the Colony of New South Wales, Grazier, Storekeeper, Farmer, and Proprietor of a Slaughtering Establishment,—

SHEWETH:—

That your Petitioner has observed with surprise, that a Bill, proposed to be intituled The Slaughter-house Act 1867, is now under consideration by your Honorable House, by the 19th section of which it is proposed to enact, that from and after the 13th day of June, 1868, it shall not be lawful to grant to any person any license for the slaughtering of cattle within half-a-mile of any navigable river, used for the water-supply of any city or town, and on such date all licenses then in force for the keeping of slaughter-houses, contrary to the provisions of this section, shall cease and become void, without any provision being made for compensation to the proprietors of existing slaughter-houses.

That your Petitioner has for the last twenty-two years been the proprietor of a cattle slaughtering establishment, situate at Warneton, on the banks of the navigable river Macleay, about six miles above the small townships of East and West Kempsey, which derive their water-supply from the said river.

That such river, opposite the establishment of your Petitioner, is at least two hundred feet wide, with an average depth of six or more feet, and a rise of tide of more than two feet, and is subject to freshes rising as high as forty feet; and therefore even if meat, offal, or manure, were thrown into the river by your Petitioner, they would not pollute or render impure the water of such a noble river; and that in fact your Petitioner obtains his supply of water for the use of himself, family, and servants, from his wharf, situate a few yards lower down the river than his slaughter-house.

That during such twenty-two years no complaint has ever been made, even by the neighbours, of the water of such river being rendered impure by the slaughtering of cattle at your Petitioner's establishment, nor has any complaint ever been made against any other slaughter-houses on the said river, the whole of which are within half-a-mile thereof.

That your Petitioner has lately, at the expense of more than £130, erected a substantial shingled slaughter-house, and is not the proprietor of any freehold land distant more than half-a-mile from such river, suitable for the erection of another slaughter-house.

That the cool breeze prevailing at night on the river tends very much to render beef firm and capable of being salted, whilst the air as far back as half-a-mile is very warm and unsuitable.

That the settlers in this neighbourhood, who with their wives and families are remarkably healthy, principally reside on the banks of the river, and their traffic is entirely carried on in boats which come to your Petitioner's wharf, from whence they take away their meat, and it would occasion them great trouble, inconvenience, and loss of time, if they were obliged to travel more than half-a-mile inland, in all weathers, to obtain it, besides increasing the risk of its spoiling in so warm a climate.

2 SLAUGHTER-HOUSE REGULATION LAWS AMENDMENT BILL.

That the removal of his slaughter-house would entail on your Petitioner the expense of purchasing, if to be had, a piece of ground more than forty feet above the ordinary level of the river, whereon to erect a slaughter-house and the necessary yards, and the sinking of a well deeper than low-water mark of such river; and also the erection of a hut wherein to locate a watchman, to prevent beef being stolen, besides the expense of such watchman, and of killing so far from his other establishments, and the risk of fire; and as the necessities of his part of the river do not require daily killing, but only three or four head on each Friday, the expenses would considerably enhance the price of beef to his customers, already sufficiently impoverished by floods, bad crops, and bad prices.

That your Petitioner believes some proprietors have not the means necessary for removing their establishments, and that at some places swamps extend for miles back, and a suitable piece of ground could not be obtained, at any price, removed half-a-mile from the river.

That your Petitioner humbly submits the licensing of slaughter-houses ought to be left to the local magistrates, who are better enabled than parties residing at a distance to form an opinion as to whether or not their existence on the banks of the river is prejudicial to the health of the inhabitants.

Your Petitioner therefore humbly prays, that the aforesaid 19th section of the proposed Slaughtering Act may not become law.

And your Petitioner shall ever pray, &c.

J. WARNE.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SLAUGHTER-HOUSE REGULATION LAWS AMENDMENT BILL.

(PETITION—CERTAIN RESIDENTS OF THE MACLEAY RIVER.)

Ordered by the Legislative Assembly to be Printed, 9 January, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the undersigned residents on the banks of the Macleay River, in the vicinity of Warneton,—

SHEWETH:—

That your Petitioners have heard with surprise that by the proposed Slaughter-house Act of 1867, now under consideration by your Honorable House, section 19 proposes to enact that all slaughter-houses shall be removed more than half-a-mile back from any navigable river supplying with water any city or town.

That your Petitioners reside on the banks of the River Macleay, from whence they derive their supply of water, and their traffic is wholly carried on in boats, and they have for many years been in the habit of obtaining their stores and beef from Warneton, where there is a slaughtering establishment and stores on the bank of the river.

That during all the time your Petitioners have resided on the Macleay, no cause of complaint has ever arisen of the water being polluted, discoloured, impure, or unwholesome, by reason of such slaughtering establishment being so near the river; but, on the contrary, the water in its immediate vicinity is quite as pure as in other places, and the health of the inhabitants is remarkably good.

That if such establishment were removed half-a-mile from the river it would cause your Petitioners great loss of time in procuring their beef, independent of the great risk which would be caused in such a warm climate of its being spoiled by its transit to the river, and of its price being greatly enhanced by the extra trouble and expense to which removal would subject the proprietor.

Your Petitioners therefore humbly pray that such 19th section may not be passed into law.

And your Petitioners shall ever pray, &c.

[Here follow 31 signatures.]

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SLAUGHTER-HOUSE REGULATION
LAWS AMENDMENT BILL.

(CERTAIN BUTCHERS, SYDNEY.)

Ordered by the Legislative Assembly to be Printed, 16 January, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Humble Petition of the undersigned,—

RESPECTFULLY SHEWETH:—

1st. That your Petitioners are Butchers and others residing in and carrying on their business in the City of Sydney and its Suburbs.

2nd. That a Petition was presented to your Honorable House in the month of December now last past, asking for time for perusal and consideration (in reference to a Bill then before your Honorable House, having for its object the Amendment of the Slaughtering Act), received and ordered to be printed.

3rd. That your Petitioners, having since read and considered the said Bill, are of opinion that the passing of the same would seriously and injuriously affect them in the pursuit of their legitimate calling, and also fail to confer beneficial effects on the public in general.

4th. That your Petitioners humbly submit that Clauses No. 2, No. 3, No. 4, No. 5, No. 6, No. 7, No. 8, No. 9, No. 10, and No. 11 of the said Bill, would, if acted upon, so vex and annoy the generality of those submitting to those proceedings, as to cause them to feel oppressed and to lose their self-respect and sense of freedom.

5th. Your said Petitioners therefore humbly pray your Honorable House not to pass the said Bill. And your Petitioners, as in duty bound, shall ever pray.
Sydney, January 13, 1868.

[Here follow 93 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

CATTLE DISEASE PREVENTION ACT OF 1866.
(REGULATIONS UNDER.)

Ordered by the Legislative Assembly to be Printed, 5 July, 1867.

(Presented to Parliament, in accordance with the provisions of the
16th clause of the Act.)

Department of Lands,
Sydney, 6th November, 1866.

CATTLE DISEASES PREVENTION ACT OF 1866.

THE following Regulations, made by His Excellency the Governor, with the advice of the Executive Council, in accordance with the provisions of the above-named Act, are hereby published, for general information.

J. BOWIE WILSON.

1. Any vessel being ordered by the Minister to be placed in quarantine under the provisions of section 5 of the Cattle Diseases Prevention Act, shall proceed to the usual anchorage at Spring Cove, and shall remain there under the same rules and restrictions as vessels are subject to by the Quarantine Regulations of 19th January, 1855, so far as such Regulations are applicable to the provisions of the above-named Act, until the animals, stall-fittings, fodder, or other articles on such vessel, prohibited by the said Act, are destroyed or transhipped to some port or place out of the Colony, and until the said vessel be duly cleansed and disinfected.

2. All animals, stall-fittings, fodder, or other articles required to be destroyed under the above-named Act, shall be conveyed to Shark Island, and consumed by fire in presence of the Inspector; and the boat, barge, or other vessel conveying such animal or articles shall thereafter be duly cleansed or disinfected before leaving such Island; and no cattle or other animals shall be allowed upon such Island while this Act remains in force, under penalty of being destroyed.

3. The contribution chargeable under section 13 of this Act, may be paid either to the Colonial Treasurer or to the Clerk of Petty Sessions nearest to the run or premises on which the cattle are depastured or kept.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

REPORT

ON

PLEURO-PNEUMONIA,

BY THE

CHIEF INSPECTOR OF SHEEP AND CATTLE.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
15 *April*, 1868.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

[*Price*, 1s. 1d.]

398—A

CONTENTS.

	PAGE.
HISTORY... ..	5
NATURE	5
CAUSE	7
SYMPTOMS AND POST-MORTEM APPEARANCES	7
TREATMENT:—	
1st. INOCULATION	9
2nd. MEDICAL TREATMENT	16
3rd. PREVENTIVE MEASURES	18

MEMO.

I regret to have to report that pleuro-pneumonia has again broken out among the uninoculated cattle in several of the Northern Districts, through their coming in contact with infected mobs travelling to the southern markets. Those attacked are, of course, chiefly young stock which have grown up within the last two or three years, and a few of the older cattle which were not inoculated during the last outbreak.

2. There is, therefore, every probability of the disease spreading among this class of cattle, unless it be checked by inoculation, or some other preventive; and as there are still, in many instances, very erroneous ideas with regard to pleuro-pneumonia and its proper treatment (inoculation), the accompanying Report on these subjects is submitted, with the suggestion that it may be printed for the information of stock-owners.

ALEXANDER BRUCE.

7 January, 1868.

The Under Secretary for Lands.

PLEURO-PNEUMONIA.

PLEURO-PNEUMONIA, which is sometimes termed "the Lung-disease in Cattle," is known in Italy as *Polmonca dei Bovini*, and is said by the veterinary surgeons of that country to have existed there from time immemorial. It is now common throughout the whole of Europe, with the exception perhaps of Spain and Portugal; and although the majority of the exceedingly destructive outbreaks of cattle disease which are recorded in European history may be attributed to rinderpest, gloss anthrax, and malignant murrain, there is little doubt but that pleuro-pneumonia had also a share in these outbreaks, and that it has existed throughout Europe as long as it is said to have done in Italy.

The first apparently reliable account of pleuro-pneumonia in England is that of the outbreak of 1745, occasioned, as it is said, by the introduction of foreign cattle; and it was not successfully dealt with until 1758, when it was stamped out by the destruction of the infected animals, in the same manner as rinderpest has lately been eradicated there.

From that time the disease was unknown till it was again introduced from the Continent in 1841. It then obtained a firm footing in England, Scotland, and Ireland; and as there has never been any proper legislation for preventing the introduction or spread of infectious or contagious diseases among cattle in the United Kingdom, it is still as prevalent there as ever, and must continue to be so until the necessary measures are taken.

From England the disease was carried to America, where it is now widely disseminated; and it has existed in Cape Colony and Southern Africa for nearly twenty years, where also it is believed it was imported from England.

Pleuro-pneumonia was introduced into Australia by a cow brought from England by Mr. Boadle, of the Plenty District, in Victoria, and landed at Melbourne in the end of 1858. This cow is said to have had an attack of pleuro-pneumonia some time previous to her purchase by Mr. Boadle, and to have been cured, but as it would now seem, only partially, for shortly after she was landed she had a relapse and died. She infected that gentleman's other cattle. These again conveyed the disease to the stock of some of his neighbours who had bullock teams at work on the roads, and through them, directly and indirectly, the infection was spread throughout Victoria.

Thence the disease soon travelled to the neighbouring colonies, and it has now in its progress nearly reached the northern confines of Queensland; the infected store stock from which colony are infecting the young and uninoculated cattle of New South Wales with which they come in contact on their route to market.

NATURE.

It is generally understood that pleuro-pneumonia in cattle, like all other constitutional diseases, has its seat, in the first instance, in the blood, being febrile in its earliest stage, but becoming typhoid in its second and third, or last stages, with a specific termination in disease of the lungs and pleuræ—the changes in which (in the shape of inflammatory exudation) hold the same relation to the true disease that the eruption in small-pox does to the blood state in that disease.

Medical opinion is in favour of not regarding this as a local disease originating in and confined to the lungs and pleuræ. It is, therefore, properly speaking, a misnomer to call it pleuro-pneumonia, for it may never reach the second or third stages, but exhaust itself in the first or febrile stage, and it is upon this fact that the efficacy of inoculation for the disease is founded.

The duration of the incubation of pleuro-pneumonia is most uncertain; the best authorities at home holding that the period may extend from five days to five months; and the experience of both Victoria and New South Wales going to shew that, after receiving the contagion, will not, in ordinary circumstances, when not driven or knocked about, shew any signs of the disease, even to a close and practised observer, under two to four months,* and then only in perhaps some two or three cases in a mob of 200 head. This is fully borne out by the results of the experiments which were made in 1864 in the neighbourhood of Melbourne, by bringing sound cattle from Tasmania into contact with diseased animals.

The course of this disease is generally, both in the individual animal and in the herd, insidious and lingering. An animal may be attacked and show very little symptoms for months, beyond a staring coat and an occasional cough; and in a herd it does not make a quick and clean sweep and quit the cattle, but it seems occasionally to die away, and then on the first change in the weather, it breaks out again with perhaps greater virulence than ever, till it has in many instances, when unchecked by inoculation, carried off 50 per cent. of the cattle attacked; and even this high percentage of deaths has been increased by the exposure of the infected herd to any of the more trying secondary causes, such as droving, tailing, or confinement in cold, wet yards. From the most reliable accounts of the losses sustained by cattle-owners throughout the Colony during the last outbreak of the disease, it would appear that they cannot be put down at a less average than 25 per cent. of the whole stock.

Taking into account the number which die of the disease with that of those which shew

* In England, the best authorities place the date of the appearance of the disease in an animal which has come in contact with the contagion, at a period of from six to eight weeks thereafter.

shew unmistakable symptoms of being affected, and of those which exhibit like symptoms when slaughtered for meat, while the disease exists in the herd, it may be safely said that no more than $\frac{1}{3}$ (if so many) of the herd entirely escape the infection. This is fully borne out by the report of the state of the cattle slaughtered for pleuro-pneumonia in 1861-2, referred to hereafter.

Of all seasons of the year the disease has proved most deadly in the spring; next, during the dry weather in the height of summer; and next perhaps, in the end of autumn and beginning of winter.

The disease runs its course in three forms, which may be termed—the dry form, the wet form, and a combination of the wet and dry forms. The dry form is that in which pneumonia is the more prevalent affection, and death arises from hepatization (the conversion into liver-like substance) of the lungs. The wet is that where pleurisy prevails, and hydrothorax (water in the chest) carries off the animal. The combined form (which is the most common) kills of course both by pneumonia and pleurisy. There is also what is termed by some a fourth form of the disease—a poisoning of the blood; but it is believed that this arises rather from a relapse than a new attack, and that the deaths occur from blood-poisoning properly so called, in the manner afterwards explained when treating of relapses.

Under favourable circumstances many cattle recover from the first stage of the disease, and a considerable number from the second stage, without any special treatment, and if not much disturbed afterwards, and on good feed, they may become fat and fit for market; but those that do recover after being badly affected are not unfrequently subject to a relapse, which always carries them off.

On the deaths ceasing in an infected herd, it might be supposed that the cattle which escaped would for the future possess an immunity from the disease; and so it is believed all those in which it has only reached its first or febrile stage do, as well as those which have suffered from the second stage, so far as infection from without is concerned; but still not a few of those in which the disease has reached the second stage are carried off *apparently* by fresh attacks of pleuro-pneumonia, at the end of six, eight, or ten months or even longer after their recovery, and when they had perhaps become nearly fat and fit for the butcher, although quite poor when the disease seemed to leave them.

This feature of the disease is to be accounted for by the mode in which a cure takes place. Thus, when pleuro-pneumonia reaches its second stage, some portion of the animal's lungs is hepatized; and if a cure occurs it is effected by a separation taking place between the sound and unsound portions, and the unsound portion being enclosed in a membranous covering or sac, termed a cyst or capsule. If the cure turns out to be a permanent one, this covering remains intact till the diseased portion of the lung which it contains is carried off by a process of absorption, when the animal is quite sound, *minus* the portion of the lung which was diseased, and which is thus lost. But if it be subjected to any hardship; in the shape of overdriving, exposure to cold, or the like, or if any ailment affecting the lungs or pleura supervene before the absorption is complete, this covering or sac frequently breaks, and its contents seem to spread over the lungs, pleura, and diaphragm, involving them in utter destruction. For not only does an animal thus suffering from a relapse, or rather from the sequel of the disease, suddenly sink and die, but the stench of the diseased lung, and sometimes of the carcass, and even of the blood of the animal in such cases, is quite unbearable. These facts have been overlooked by some of the writers on pleuro-pneumonia, and the symptoms of a relapse having been mistaken for those of a first attack, a great deal of confusion has arisen, and many conflicting descriptions have been given of the nature of the disease. There is little doubt, also, but that what has been termed the fourth form of the disease—the blood-poisoning—is a relapse, and not an original attack.

It has been said that pleuro-pneumonia in cattle is identical with the measles in the human subject; but these diseases differ in their course and symptoms in many material respects. And supposing they were identical, little or nothing would be gained by knowing that they were so, seeing that fact would not prove that their treatment ought to be the same; for in the case of small-pox in sheep, which is more identical with small-pox in the human subject than any other disease to which the lower animals are subject, we see that vaccination, which is a comparatively effectual preventive in the case of the human subject, is useless in the case of sheep. Further, supposing that pleuro-pneumonia were identical with measles, the same treatment could never be carried out in cattle.

Some stock-owners are of opinion that pleuro-pneumonia will gradually die out, and in the course of a few years entirely disappear. This is completely at variance with the experience of every other country, which goes to shew that time in no way mitigates the virulence of the disease, and that so long as the contagion can reach fresh subjects, the results are, under similar circumstances, always the same. Even so late as 1862, pleuro-pneumonia existed in 35 out of 40 counties in England, and in 17 out of 33 in Scotland; and the losses through the disease for the six years ending with 1860, amounted to £12,000,000, or at the rate of £2,000,000 a year. Here the disease only decreased when there were no fresh cattle to be attacked; and the fact that the young stock, which have grown up since the last outbreak passed over the colony, are now being infected by diseased cattle brought from Queensland, ought to dispel the illusion that the disease will finally disappear unless the contagion be eradicated, and the introduction of diseased cattle prohibited.

THE CAUSE.

The cause of pleuro-pneumonia in cattle is infection or contagion, conveyed either directly or indirectly from the diseased animal to the sound one. This is the opinion of Professors Simmons and Gangee, as well as of all the veterinary surgeons of standing in Great Britain; while among the highest authorities on these subjects on the Continent, such as Haller, Majendie, Layard, Hertwig, Gerlach, Wagenfel, Spinola, and Delafound, the same opinion is held. Then, as to facts in support of this opinion. It is well known that the outbreaks of the disease in Victoria, in America, and in Sweden, as well as in several other parts of the world, can be clearly traced to animals which proved to have been diseased when introduced into these countries. It is also an established fact that, with very few exceptions, every outbreak of pleuro-pneumonia which has taken place throughout the Colonies can be traced to diseased cattle coming into districts which were previously clean. In this way the first fifty cases which were investigated in Victoria could all be traced to contagion, propagated directly or indirectly by the cow, already referred to, imported in 1858. In like manner, the introduction of the disease into New South Wales was at first, in almost every instance, traced to cattle brought from Victoria.

It is true that the Victorian Commissioners who conducted a course of experiments in 1864, with sound cattle brought from Tasmania, and placed in contact with diseased animals, reported that Pleuro-pneumonia was neither infectious nor contagious; that it was gradually dying out, and that inoculation was worthless as a preventive. But, unfortunately for these gentlemen, as well as for the stockowners in Australia, their report was scarcely in circulation, till the cattle upon which they had experimented began to die of decided pleuro-pneumonia, thus proving their experiments to be worthless, and their conclusions incorrect. The Commissioners seem not only to have ignored the opinion of practical men in Australia, but to have carried out their experiments and formed their opinions without regard to what had been done in England and on the Continent to settle the question, whether pleuro-pneumonia was infectious or contagious; and being deceived by the lengthened incubation of the disease, they were led to imagine the cattle to be free from infection, when they were actually diseased, and thus reported erroneously.

It would appear that the disease is propagated by positive contact rather than atmospherically, both from its spread being most irregular and apparently capricious (not regular and general, as infection would make it); and from the fact that cattle in paddocks have, in most cases, escaped the disease two, three, and four months longer than cattle on open runs, where they would of course be far more liable to come in contact with diseased straggling cattle. Thus it would seem that a certain degree of either direct or indirect contact is necessary; for if the disease were infectious, and not contagious, it would have been speedily wafted through the fences to those in the paddocks, if not from the diseased animal which brought the disease into the neighbourhood in the first instance, at any rate from some of those depasturing around the paddock on the open run, which were first infected by that animal.

Although there cannot now be a doubt as to the *primary* cause of pleuro-pneumonia being a specific poison, conveyed either by infection or contagion, and without which the *secondary* or predisposing causes,—to which its origin has been so often erroneously attributed,—fail to be active, yet there are many of these secondary causes which tend to render this poison more or less active and certain in its effects. The principal of these are, variable weather, hot, crowded, foul, and ill-ventilated cow-houses, cold, moist, foggy atmospheres, exhalations from marshes, over-driving, bad tailing or herding, and exposure in wet, dirty yards, as well as any other cause which has a tendency to lower or depress the vital system.

As to the stages of the disease at which one animal conveys the contagion to another, it was clearly proved, in the examination of the 6,000 or 7,000 head of cattle destroyed by the Government of New South Wales, in the Albury district, in 1861 and 1862, that pleuro-pneumonia is contagious in a very early stage; for if it were not, the disease could not have been so widely disseminated within the comparatively short period it had existed among these cattle as it was found to be when they were destroyed. Every animal slaughtered as diseased was opened and examined, and an exact account taken of the symptoms which the chest and its organs displayed; and the return made to Parliament shows that, out of some 7,000 head of cattle destroyed, mostly within three or four months after the disease was detected, about 2,400 appeared to be slightly affected, 3,000 distinctly, about 1,500 badly, 300 very badly, and 94 in the last stage of the disease.

SYMPTOMS AND POST-MORTEM APPEARANCES.

The course of the disease in an animal is generally divided into three stages.

First stage.

In bush cattle, the first noticeable symptoms of pleuro-pneumonia, which may be only temporary, are either an unusual amount of coughing in a mob when on camp, especially at night; drooping of the head or ears, an apparent sadness and loss of strength; a lagging behind the mob; a disinclination to feed; a staring of the coat; a feverish eye; pale and slimy nostrils and inside of mouth; or generally the appearance that tells a person accustomed to stock that an animal is not altogether right. In dairy cows, again, along with any of the above symptoms, in a more apparent degree may also be

be observed a decided and unaccountable deficiency in the yield of milk ; tenderness of the teats, a restlessness, a refusal of food, or any change in their customary habits and behaviour.

In this stage, generally speaking, beyond the symptoms of fever, no decided post-mortem appearances are discernible ; but in some few instances there will be found congestion and inflammation of portions (generally the points) of the lungs, or of either of them, inflammation of the pleura, with effusion of lymph on the inside of the ribs and diaphragm.

Second stage.

The symptoms here, in addition to those of the first stage in an aggravated form, may be all or any of the following, viz. :—A stiffness in the foreparts ; a disinclination to move ; a drawn-up and cramped appearance when standing, especially noticeable to the practised eye at a distance ; a sudden and almost instantaneous stopping, on being allowed to do so, in driving ; the cough hard, sharp, and frequent, when moved out of a slow walk, and sometimes even when standing, with frequently a discharge of frothy phlegm from the mouth ; a heaving of the sides and a decided affection of the lungs ; the nostrils inflamed and filled with slime, and the muzzle covered with drops of clear moisture ; the eye protruded, feverish, and watery ; a rapid falling off in condition ; or a disinclination in the animal to lie down, and when it does, it rests on the affected side.

In milch cows the more noticeable symptoms of the second stage of the disease, in addition to those given, are sometimes a sudden purging ; a falling-off and a yellowish tinge in the milk ; want of appetite, especially for green food, difficulty in swallowing ; apparent thirst ; grunting when being turned in the stall, or tenderness under pressure along the back and loins.

A *post mortem* examination of an animal in the second stage of the disease will, in most cases, shew a quantity of fluid of a bloody tinge in the cavity of the chest, effusions of lymph on the inside of the ribs, pleura and the diaphragm ; great inflammation of the pleura, and sometimes attachment of the lung to the ribs. But the chief and unmistakable symptom of pleuro-pneumonia is to be found in the lungs.

At this stage of the disease, a portion of each of the lungs, or what is more frequently the case, from a third to three-fourths of one lung—generally the right—is hepatized or (what is commonly called) “marbled,” while the rest of the lung is partially hepatized, and the whole of the other is comparatively sound, exhibiting only some traces of inflammation. The hepatization will be found to have changed the healthy consistency of the lung to a heavy liver-like substance, which when cut into, exactly resembles a brown marble with white or greyish streaks running through it in all directions. The hepatization increases the weight of a lung twenty-fold, and sometimes even forty-fold.

Third stage.

In the third or last stage, the disease assumes a more typhoid form, and the animal appears to suffer less pain, so much so that persons unacquainted with the deadly leaden hue which the eye now assumes, imagine that a recovery has commenced. In this stage the animal will generally stand up under a tree, emitting when moved a low sound, between a grunt and a moan ; and it will frequently charge when stirred. The back will be raised, the head protruded, and the eye which is sunk will assume a deadly appearance ; the droppings will be black and scanty ; the cough which is now comparatively soft and faint, will be frequent, with expectorations of bloody mucus ; the tongue swells and protrudes, and there will sometimes be a thick ropy discharge from the nose and eyes ; hoven will not unfrequently occur, respiration will become impeded and difficult, and the animal will speedily sink and die.

In milch cows, besides these symptoms, the grunt will be increased, the breath will stink, they will frequently grind their teeth, great restlessness will often be observed as death approaches, the skin and horns will be cold, and the pulse will be accelerated to twice its natural speed.

The *post mortem* appearances here are the same as those described in stage No. 2, but in an aggravated form. Thus, in the dry form, where pneumonia prevails, the whole of one lung and a portion of the other will be found to be hepatized. In the more badly diseased lung, the hepatization where it has first commenced will be darker and more gangrenous in appearance. Around the outside of this lung, and attaching it to the ribs, there will be a coating of coagulable lymph (a straw-coloured, fatty looking substance) which sometimes extends to the pleuræ ; while in the cavity of the chest there will be a considerable quantity of serum—a fluid of a bloody tinge. In the wet form, where pleurisy prevails, a much greater quantity of serum will be found in the chest—sometimes nearly a bucketful ; and floating in this serum there will be shreds of coagulable lymph frequently covering the pleuræ, which when exposed are found to be highly inflamed. One of the lungs will also be found to be more or less diseased, and covered with lymph. In the combined form of the disease again, where pneumonia and pleurisy equally prevail, along with considerable hepatization of one of the lungs, and sometimes (though rarely) of both, a large quantity of serum will be found in the cavity of the chest ; while a sort of adhesive inflammation will be set up, and portions of the lungs, pleura and diaphragm, are found attached in one diseased mass to the ribs.

AUSCULTATION.

Although the changes caused in the chest and its organs by pleuro-pneumonia exist before any marked symptoms shew themselves in the living animal they are generally indicated by certain sounds, which to the practised ear, disclose the true state of the lungs and other organs affected.

One or other, and sometimes all, of the following indications will present themselves on applying the ear to the side of the animal's chest. (1st.) The healthy breath murmur. (2nd.) The crepitus. (3rd.) The absence of sound. (4th.) The sawing, rubbing or friction sound. (5th.) The deep gurgling and irregular sound.

- (1.) The natural sound which meets the ear applied to the side of the chest of a healthy animal, well conveys the idea of that which is actually taking place,—of air entering a vast number of minute cells, and is what may be termed a smooth, soft, bellows-like murmur.
- (2.) When again, one of the lungs is affected, and the disease is confined to that organ, the breath sound in it is louder and coarser than usual, and conveys the idea of the lung becoming impermeable to the air. This is the case, for, as inflammation of the substance of the lung progresses, the air enters the cells with difficulty, owing to the lymph being poured into them and also into the spaces between them. The air forcing its way into the cells, under these circumstances, gives rise to the peculiar rushing and crackling sound termed *crepitus*, which is very distinct, but only heard during inspiration.
- (3.) As the disease progresses, some portions of the lung emit no sound whatever—neither the healthy murmur nor the crepitus; and this arises through the effusion of lymph involving the air-cells and substance of the lung—in the silent portions of it—in general destruction. By this time a peculiar blowing or rushing sound will be detected in other parts of the chest.
- (4.) If the course of the disease be towards pleurisy, after the crepitus is noticed, other sounds conveying the idea of sawing are emitted. This arises through the pleuræ becoming inflamed and covered with lymph, which dries on their surface; and their coats being thus rough, uneven, and dry, emit this sound on coming in contact, instead of gliding smoothly and noiselessly over each other, as they do when they are free from disease. These sounds differ from the crepitus in another respect:—They are heard during both inspiration and expiration.
- (5.) As the disease advances towards termination, the sounds become very equivocal, resolving themselves into a deep gurgling and irregular noise, caused by the cavity of the chest becoming filled with serum.

PERCUSSION.

This is another mode of ascertaining whether or not an animal which exhibits no outward symptom of being so, is diseased, *i.e.*, by striking the side of the chest with the knuckles or any other hard substance of similar weight.

On striking the chest in this way, when the lung has become solidified, and only when it is so, the sound emitted is dull and flat, and not sonorous and booming, as it is when the chest and its organs are free from disease.

The same dull dead sound is elicited when the animal is affected with pleurisy; and the extent of the gathering of water in the chest can be traced by the extent to which the chest fails to emit the healthy sounds when tested in this way.

THE BEST MEANS OF TREATMENT.

In dealing with this branch of the subject, the state and value of the cattle, and the mode in which they are managed, must be taken into consideration; and if this is done, it will be obvious, in the first place, that, as the herds intermix more or less from one end of the four Colonies to the other, it is impossible to adopt any system of perfect segregation; and in the second, that the cattle are, generally speaking, both too wild and of too little value to allow of their owners putting them under the comparatively tedious and costly course of treatment and high feeding which is still generally followed at home.

It will also be evident, that the only remedy which need be proposed in these Colonies must be one which, if it is to be effectual, will require but a single application, and that too, of a simple and inexpensive description. These requirements, it is believed, are all fully met by inoculation with virus, taken from the lung of a beast which has been slaughtered in the second stage of the disease, and performed in the manner afterwards described.

To inoculation, therefore, which has so far evidently proved a preventive against the spread of pleuro-pneumonia, should stock-owners (in Australia, at least) look, as the best means yet discovered of protecting their cattle stock from the ravages of this deadly disease; and although it is not possible to preserve sufficient virus to inoculate the calves as they are weaned, yet every owner could obtain a supply for his young stock and for the old, if they have not been inoculated, on the disease coming within a day's ride of his station.

INOCULATION.

Inoculation, as a means of staying the spread of pleuro-pneumonia in cattle, was first successfully tried about the year 1852, in Holland; and the practice has since been extensively followed in that country, in Belgium, Germany, and Prussia.

In Saxony, we learn that inoculation has been practised for years with so very great success that the average number of deaths there among cattle from this disease has been reduced by inoculation from 25 and 50 per cent. to as low as 10, and in some cases to 2, and even 1 per cent.

In France, on the other hand, a Commission appointed some twelve years ago, for the purpose of testing the efficacy of inoculation, declared against it.

In Great Britain nearly all the best authorities were at one time opposed to inoculation, although they allowed that in certain cases it was attended with a certain degree of success. With the English veterinary surgeons, however, as well as with the French, the question was then, and must still be a comparative one, that is, whether it is better to inoculate cattle for pleuro-pneumonia, or to treat them as they still generally do? For there, operations such as blistering, setoning, and the like, can be performed on cattle, and medicines administered to them, while their fattening can at the same time be pushed so rapidly on with artificial food that they will be fit for market before the disease has reached a very deadly stage; but here, as has been already explained, their medical or surgical treatment, or high feeding (if we except a few small herds of thoroughbred cattle), is out of the question.

Now, however, the tide of opinion seems, even in England, to be turning in favour of inoculation for pleuro-pneumonia; and we learn by late accounts from that quarter, that Professor Gaingee, in his examination before a Select Committee of the House of Commons, strongly advocates the practice; and many other veterinaries in both Scotland and England are now said to be practising inoculation with decided success. Among others, it has been tried by the Professors of the new Veterinary Colleges of Newcastle, Edinburgh, and Glasgow, and also by many of the veterinary surgeons in Perth and Fifeshires.

From Holland the knowledge of inoculation was carried to the Cape of Good Hope, where its practice in a great measure stopped the ravages of the disease, which, before inoculation was tried, was carrying off the cattle stock there, in some instances, at the rate of 70 or 80 per cent.

In December, 1861, a letter from Mr. Cloete, of Zandoliet, Cape Town, was published in the Sydney and Melbourne papers, describing inoculation, and advising its practice.

Upon this information, Mr. Thomas Mitchell, Little River, Victoria, acted, and was thus the first to commence the practice in Australia. Shortly afterwards (about the 12th of January, 1862), the Messrs. M'Laurin, of Yarra Yarra, New South Wales, also tried the experiment, and the success of these gentlemen speedily induced other stock-owners in both Colonies to follow their example, till inoculation as a preventive against the spread of pleuro-pneumonia in cattle has been practised with decided success in almost every portion of New South Wales and Victoria, as well as in Queensland and South Australia.

There are now innumerable instances where inoculated cattle have, for a period of upwards of five years frequently mixed and been in contact with infected animals with almost complete immunity from the disease, while uninoculated cattle were dying on the same ground in considerable numbers; and there are also numberless cases where, although a considerable number of cattle were dying in the herd when the operation was performed, the disease disappeared shortly afterwards, and the cattle have since continued to be healthy, and free from pleuro-pneumonia.

There have certainly been frequent instances of the apparent failure of inoculation; but where these occurred, the parties operating have almost always attributed such failures not to a want of efficacy in the operation, but (as they were no doubt right in doing so) to one or more of the following causes, viz. :—

1st. The animal being badly diseased before being operated upon. In scarcely a single instance did the owner inoculate his cattle till he had lost some 12, 15, or even 20 per cent. of his cattle, and by that time three fourths of the others were diseased.

2nd. The use of improper virus, and a wrong mode of operating. Not only was improper virus used, and both proper and improper wrongly applied by those who were anxious to perform the operation correctly, but many who knew nothing of inoculation and who were quite regardless of the results, so long as they could make from £5 to £10 a day, went from station to station inoculating; and it is not to be wondered at that the operation was in many instances unattended with success. Of these inoculators, the worst were those who pretended to inoculate with preserved virus, for as they made a mystery of procuring and preserving it, they could use any sort of rubbish.

3rd. The system of the animal inoculated being, in some exceptional cases, in such a state as to prevent the virus from affecting it.

On the other hand, some apparently well authenticated cases have been brought forward where animals which had been carefully inoculated, and on which the operation seemed to take the proper effect, were afterwards attacked with the disease and died. It is believed, however, that even in the herds in which they occurred, these cases were exceptional; and if so, they might be accounted for—

1st. By the animals which were carried off in this way having had an attack and recovered, although not perfectly, previous to their being inoculated; and, being subjected to some of the more trying of the secondary causes of the disease, suffered a relapse before the process of absorption was completed.

2nd. By the inoculation not being properly performed, although it appeared to be so; or

3rd. By the protective effect of the inoculation—like that of vaccination in some cases—dying out.

It is also another strong argument in favour of the practice of inoculation, that, with one or two exceptions, the veterinary surgeons, both in New South Wales and in Victoria, have most disinterestedly declared themselves advocates for its adoption.

When

When properly and carefully performed, the average deaths from inoculation, even in bush cattle, where the animals are comparatively speaking beyond the reach of assistance, should excessive swellings occur, do not exceed 2 per cent. ; and in quiet paddock cattle, which can be watched and attended to, the percentage is even less, while the cost of the operation is but trifling—five or six hands, with proper convenience, being able to inoculate from 300 to 500 head of cattle in a day.

As this is the case, even supposing for a moment that the beneficial effects of inoculation are greatly overrated by the supporters of that remedy, and taking its advantages at the low value put upon them by its opponents, who admit that some slight benefit is gained by inoculating, but that it would equally follow the insertion of a seton without virus in any part of the animal's body, it must certainly be better to try inoculation for pleuro-pneumonia than any other remedy or specific yet proposed ; for even at that very low estimate of its value, it is the cheapest and most effectual available means for staying the spread of the disease yet made known in these Colonies.

It is not here attempted to explain how inoculation acts as a preventive against the spread of pleuro-pneumonia ; but the bulk of our experience goes to prove that, when properly performed, it does so with apparently nearly as much certainty and to as great an extent as vaccination is a preventive against small-pox in the human subject and inoculation against small-pox in sheep—the effects of which all wear out in a certain number of years ; and, if not renewed, leave the system open to another attack. This, it is believed, is even the case with persons who have suffered from small-pox.

It may, however, perhaps be said that pleuro-pneumonia in cattle is of a different nature from the diseases the spread of which is said to be arrested by vaccination and inoculation ; and that, therefore, the spread of pleuro-pneumonia cannot possibly be affected by inoculation.

If it should be so contended, it may be answered that, in the first place, it has not been proved that the process of inoculation would not be an effectual preventive in many cases where it has not yet been tried ; and in the second, although now ascertained to be at first a blood disease, it is not yet settled as to what class of blood diseases pleuro-pneumonia, in its early stage, actually belongs.

Taking these grounds, therefore, we are thrown back on the result of experience to determine the efficacy or non-efficacy of inoculation ; and in this respect there is a vast array of evidence in favour of that treatment :—

- 1st. We have the general admission by a very large majority of stock-owners that inoculation is a decided preventive.
- 2nd. Reports by the cattle inspectors, shortly after inoculation was tried, corroborative of this opinion :
- 3rd. Reports of the Inspectors of Stock in July and August last, conveying the views of the stockowners in their several districts on the subject, when they were found to be all but unanimous in its favour, *there being only six unfavourable reports out of thirty-four, and of these only one decidedly against the efficacy of inoculation.*
- 4th. The opinion of Mr. Cloete, of Cape Town, as expressed in a letter of the 12th August last, where he says, "The mode of inoculation described by you is still very generally practised in the Colony, and with success."

There are some, however, like Professor Simmons, of London, who aver that these good results are overstated, and that where they do occur they are brought about by the insertion of the seton in the tail ; which that gentleman, and those who entertain similar views, affirm would have just as much effect although no virus whatever was introduced with it. They, in fact, deny that pleuro-pneumonia can in any form be conveyed to a sound animal by bringing virus from a diseased lung in contact with its blood ; or, in other words, that cattle can in any case be inoculated for pleuro-pneumonia in the proper sense of the term.

This was the opinion of the Victorian Commissioners. Strange to say, however, although they reported against inoculation, they in no case adopted the usual mode of inoculating with the virus from a diseased lung, but used secretions from the nostrils, without any apparent effect. It is very unfortunate that these gentlemen followed such a course, as they thus lost the best opportunity there will ever be of testing the efficacy of inoculation. If, instead of devoting their time in attempting to solve in Australia what was a settled question in Europe with respect to the nature of the disease,—they had inoculated some of the cattle from Tasmania with virus from a diseased lung, in different portions of the animal and in different ways ; and afterwards subjected the cattle which had been inoculated to infection,—their experiments would have gone far to settle the question, and would have conferred an incalculable benefit on the stock-owners in Australia.

Others again, like the late Professor Dick, of Edinburgh, one of the highest authorities of his day, take a middle course ; and while they refuse to admit that pleuro-pneumonia can be conveyed from one animal to another by inoculation, they allow that greater results than can be attributed to a bare seton follow the operation. These views, as expressed by Professor Dick in his letter to a writer in the *Sydney Morning Herald*, signing himself, "An Amateur Vet.," are as follows :—"The opinion of Mr. Gamgee, the popular lecturer on the diseases of the lower animals, is that inoculation is a panacea as a preventive. I cannot agree with such ; but, in the face of its general success, I can only account in this way for its arresting and preventing the disease,—that by the operation we introduce a mild morbid action or disease, by which, upon the principle that two such actions could not exist at one time in the constitution, we prevent the introduction of the malignant disease called pleuro-pneumonia, and thus tide over the dangerous time during which the epizootic or cattle disease was prevailing."

In support of the opinion that the disease is actually conveyed to the sound animal when the operation is properly performed, we have the following facts, namely :—

1st. Cattle after being several days inoculated (say from seven to fifteen) in almost all cases shew decided symptoms of sickness and fever, similar to those exhibited by animals in the first noticeable stage of the disease—their eyes appearing humid and bloodshot, and their coats staring; while in their gait and movements they display decided symptoms of low spirits and feverishness.

Milch cows, again, under the effects of inoculation, besides the symptoms now detailed, frequently exhibit another unmistakeable proof that, in their case, the disease has been set up; for there is, during that period, a decided falling off both in the quantity and quality of their milk, it being considerably less in quantity, and the cream which arises on it is of a very poor description, and of an unhealthy, skinny, yellowish appearance.

2nd. The fact that inoculated cattle convey the contagion to those which are not inoculated. This has been proved by the disease breaking out among cattle where it had not previously shewn itself, after their coming in contact with some inoculated animals which were free from the disease when inoculated. Cases of this sort, and even of cattle being inoculated before the disease had broken out among them, are so few that decisive evidence in this way is far from plentiful, but it is sufficient to establish the general fact.

Further, it has frequently been the case, where all the others were inoculated that a few head have been missed and the percentage of deaths among those which were not operated upon was always excessive; thereby shewing that the inoculation of the disease on every side of them not only rendered their escape from the contagion impossible, but seemed to increase the virulence of the disease.

3rd. In cases of mal-inoculation, again, the gatherings of lymph or serum were of a similar nature to those found in the diseased lung, having, when cut into, the marbled or streaky appearance peculiar to the hepatized lung in its second and third stages, allowing, of course, for the difference in the structure of the portions affected.

4th. The result of an experience of over five years, that where cattle have been properly inoculated, they afterwards possess an immunity from the disease; and this is what must eventually (if it has not done so already) settle the question.

5th. The fact that inoculation with the serum of the blood from an animal affected with the Rinderpest conveys that disease to the animal inoculated.

If this point—that pleuro-pneumonia can be conveyed to an animal by inoculation—be established, then the efficacy of the operation is also established; for although we are not entitled to argue that its effects would be exactly the same as those of vaccination or inoculation for small-pox in the human subject, or of inoculation for small-pox in sheep we know that an infectious or contagious disease seldom or never occurs a second time in the same subject, within a given period at least, and that therefore, cattle inoculated for pleuro-pneumonia would to the same extent be protected from that disease.

Although there is thus evidence in favour of inoculation for pleuro-pneumonia of the strongest description, it is not so thoroughly conclusive as to form the basis for legislation; not because the operation when properly performed on sound cattle fails to prove a preventive, but because sufficient evidence of the proper class has not been gathered.

To have given inoculation a fair trial, the cattle ought to have been inoculated previous to their coming into contact with the disease; and scarcely any were so. Indeed, with a very few exceptions, owners did not inoculate till they were alarmed at the great losses they were sustaining; and by that time, it may be safely said, that at least three-fourths of their cattle were actually affected, although they might not have appeared to be so. It is plain, therefore, that in almost every herd in which inoculation was practised, large numbers of the cattle were diseased when operated upon, and that inoculation must be a cure as well as a preventive to have been efficacious under such circumstances.

This was more especially the case with regard to the larger herds, very few of which are depastured on fenced runs; and as the result of the inoculation of the cattle on these runs was naturally brought more prominently before the public than that of the smaller herds in fenced paddocks, which were in many cases inoculated before they shewed any symptoms of the disease, erroneous opinions have in consequence been formed with respect to inoculation.

Where cattle kept in secure paddocks were inoculated prior to pleuro-pneumonia shewing itself among them, there is every reason to believe that they have remained up to this time free from the disease, although brought into contact with infected animals. In some cases of this description, diseased cattle have been actually placed in the same paddock with the inoculated animals, and died there without any of the inoculated cattle being infected.

It is plain, therefore, that further and exact inquiry as to the efficacy of inoculation is called for; and to carry this out effectually, Parliament should appoint a Commission to sift the matter thoroughly. To do so, the Commissioners would, of course, examine such witnesses as could throw any light on the subject; but prior to this, the House should order sworn returns to be made by all owners possessed of more than twenty head of cattle, giving, among others, such particulars as the following :—

I.—Return of inoculated cattle.

1. Date of inoculation.
2. Name of owner.
3. Name of run.
4. Number of cattle inoculated.
5. State of cattle when inoculated; if diseased, state percentage.
6. How long diseased previous to inoculation.
7. Description of lung used, and of animal from which it was taken.
8. Mode of preparing virus, and of keeping it.
9. How long was virus kept.
10. Mode of operation.
11. How and to what extent were effects of inoculation visible.
12. Number of deaths from excessive swelling.
13. Result of inoculation up to this date.
14. General remarks.

II.—Return of uninoculated cattle.

1. Date of infection.
2. Name of owner.
3. Name of station.
4. Number of cattle.
5. State of cattle when infected.
6. How long disease existed in the herd.
7. Percentage of cattle affected.
8. Number of deaths.
9. When disease finally left herd.
10. Present state of cattle.
11. General remarks.

The names of the owners making these returns would, of course, be held strictly private, and only the result of the examination of the returns (as in the case of the statistics) would be made known to the public.

COMPULSORY INOCULATION.

Should the Commissioners, from the information afforded by these returns, and the evidence of the witnesses they examine, come to the conclusion that inoculation is the most efficacious treatment which can be applied to cattle for the prevention of the spread of pleuro-pneumonia, a law should be passed by which owners whose stock came into direct or indirect contact with the disease should be compelled to inoculate them; and persons inoculating should be required to pass an examination, and obtain a certificate that they were properly qualified.

It may, perhaps, be said that owners will of their own accord inoculate their cattle when necessary. They will, no doubt, generally do so; but there are many careless and prejudiced persons who, unless they be compelled by law, would be years (if ever they would do so at all) before they adopted this or any other remedy; so that diseased cattle will still continue to travel, and year after year infect the young stock, and the disease will thus be perpetuated in the Colony.

Such a law might not be so necessary were it always possible to preserve a supply of virus for inoculating the calves as they were branded, but it is not; and if the necessity for such a course can be obviated by passing a law compelling every owner to inoculate his cattle on their coming within reach of the infection, it ought to be passed, if the question of the efficacy of inoculation is settled in the affirmative.

DIRECTIONS FOR INOCULATION.

Yards and Pen for inoculating.

ON a station where the number of cattle does not exceed 2,000 or 3,000, and where a spaying bail and forcing yards are already erected, the herd might be inoculated in them, although only half the number could be got through in a day that would be done were proper bail and yards erected. The cost of erecting proper bail and yards would be soon repaid by the saving of time in inoculating, and the convenience the bail would afterwards be, when branding store stock brought upon the run, as well as in many other ways in working in the herd.

Where the herd is large, it would save time and expense to erect a small forcing yard, with a five-railed six-foot high pen of eight or ten panels in length, and two feet six inches wide inside. The posts should be round, mortised through and through, with the mortises worked close to the inner side of the post, so as that when put up, the sides of the post may not project further into the pen than the rails; and they should be three feet in and eight feet out of the ground, with caps on each pair across the pen. A pen made of round rails will be found more convenient and safe to work at, than if they were split, less liable to injure the cattle, and less costly in erection. The pen should of course be logged, and have the proper gates and fastenings at each end. In such a yard and pen, five or six hands could inoculate from 500 to 600 head a day.

In whatever way the operation is performed, or whatever sort of pen is used in inoculating, the tail ought to be kept steady; and where cattle (especially small beasts and calves) do not pack so closely in the pen that they cannot move, their heads should be roped to a rail of the pen.

The

The Virus.

The virus is to be taken from a lung of a young beast in the second stage of the disease; and the animal selected is to be slaughtered and bled as if killed for meat, every care being taken that the lungs are as free as possible from blood, since blood in the virus renders it unsafe and comparatively useless. Between the more firmly and earlier hepatized portion of the lung, and that which has only reached the inflamed or congested stage of the disease, will be found a soft, jelly-like part, which has quite recently become hepatized, and is plainly charged with quantities of lymph. It will be known also by the comparatively bright light colour and fleshy appearance of the brown portion of the marbling. This is the portion to be used, and the lymph, when extracted, should have but a very slight tinge of blood. The part thus selected is then to be placed in an earthenware vessel, and to be cut up in small pieces, when the greater part of the virus will flow from the lung, and can be poured off. The pieces of lung may then be put into a cloth of open texture, and the virus still remaining in them pressed out. The whole virus thus obtained should be filtered through a piece of fine muslin into a clean bottle, which is to be made quite air-tight and to be kept in a cool place, the virus being taken out in small quantities as required. If, after being allowed to stand, it coagulates, it will again become liquid by shaking. The virus must be perfectly inodorous, and if it becomes foetid it is useless: for we know that medical students in dissecting bodies, such as those in which death has resulted from erysipelas, may do so with impunity—although their hands are very unsound—after putridity has begun, while a short time after death inoculation from such bodies of the slightest scratch would be most dangerous, if not certain death. The lymph or matter taken from the inoculated wound of an animal which has been operated upon not later than the twentieth day after the date of the inoculation, has been found to be as effective and fully as active as the virus taken from the diseased lung; but the quantity of lymph procurable in this way is comparatively small, and only sufficient to operate on a few head, even where some thousands have been inoculated. At any rate, virus or lymph could never be procured in this way to inoculate a herd of cattle. Virus from the newly hepatized portion of the lung of an animal, in the third stage of the disease, has also been used with success, but it should only be used when virus cannot be procured from one in the second stage; for it is doubtful if it be equally efficacious, even when the lung is apparently of the right description, and selected free from the least portion of the earlier hepatized part; and it would seem, at any rate, that excessive swellings and mal-inoculation were much more frequent where the virus used had been taken from an animal in the third than in the second stage.

Some, again, have inoculated with the serous fluid found in the cavity of the chest in cases of hydrothorax—the wet form of the disease. As, however, hydrothorax is more properly a sequence than a stage of pleuro-pneumonia, and as hydrothorax may arise from other causes, this fluid can contain little or none of the proper virus, and must be comparatively useless for the purpose of inoculation.

There is certainly in the dry form of the disease, a small quantity, and only a small quantity, of virus to be obtained near the lung; but unless the inoculator has had considerable experience in selecting virus, it would be safer to use only what can be procured from the lung in the state already described.

Preservation of Virus.

As virus when in the least exposed to the air becomes putrid and useless in less than twenty-four hours in hot weather, and in two or three days when carefully corked and kept in a cool place, many attempts have been made to preserve it, but with indifferent success; and it appears very questionable whether the articles sold as preserved virus or lymph, or under some other more high-flown appellation, be not worse than worthless. It might, perhaps, be possible, by using comparatively large glass tubes, to preserve virus in the same manner as vaccine lymph is saved—by filling the glass tubes and hermetically sealing them. But this mode has not yet been adopted, and, practically speaking, it is not necessary; for any stock-owner wishing to inoculate his cattle before the disease has shown itself among them, can always obtain a supply of virus on its coming within a day's ride of his station. A good practicable mode of keeping virus sound for a time is, to fill the bottle (which should be perfectly clean) in which the virus is to be put, with the fumes of sulphur, and then to pour the virus into the bottle, carefully corking and sealing it before the whole of the fumes of sulphur are expelled. By adopting this plan, and keeping the bottle in a cool place, virus can be preserved for, at any rate, several days longer than it would otherwise be, which is a great advantage in inoculating a herd. Another and perhaps a better mode is, to pour some oil on the top of the virus, which excludes the air and keeps the virus fresh till required again, when the oil can be poured off. Some of the advocates for the preservation of virus also modify or weaken it; indeed, it is believed they cannot accomplish their so-called preservation without doing this. But it will be seen that this modification or weakening of the virus is very absurd, when it is considered that the chief object to be aimed at, in carrying out the operation of inoculation, is the certainty of its taking effect. For, if it fails in only a few cattle, the disease is kept alive in the herd, and the effects of the inoculation are to a great extent lost. Since it is all but impossible to say, from the appearance of the cattle after inoculation, whether or not it has taken a proper effect, it is much better rather to over-do than under-do the operation, and make the matter a certainty, even at the expense of a few losses from excessive swellings. The losses from inoculation, where unmodified lung-virus is used, need never, when properly performed, exceed 2 per cent. They are generally less, and it is believed that, with the modified article,

article, the percentage is fully as great; while the operation must undoubtedly fail in innumerable instances. Glycerine is the ingredient used for modifying and preserving virus in the proportion of one to one; and there is no doubt but that the preservation is complete, whatever the effect on the efficacy of the virus may be.

Mode of inoculating.

Where the disease has broken out in a herd the cattle should be disturbed as little as possible; and if they are to be inoculated, they should be quietly mustered, and yarded in small mobs, and they should on no account be rushed or knocked about in the yards or pen.

The safest and most efficacious mode of inoculating is, to use what may be termed an enlarged spaying needle, from 5 to 6 inches in length, with the point of it ground narrow and fine, and to draw a soft thread of twine or of worsted, of two thicknesses, well saturated with virus, twice through the upper or outer side of the tail and about one and a half inch from the tip; and having done so, without drawing the stitch tight, to cut off the thread, leaving about two inches out of the incision at each end like a seton, twice inserted and left untied. The double insertion renders the effects of the inoculation, much more certain—a material matter, since it is so difficult to discover whether or not the virus has taken effect, while experience proves that this mode does not increase the risk of evil effect from the operation. The tail should be closely clipped with a sheep-shears around the proper spot; and in operating, the needle should be carefully inserted just deep enough to reach the blood, and no further. It will be obvious that the tail of the animal is the proper seat for the inoculation, not only from being the portion of the body with which it can most easily dispense in case of any evil effects following the operation, but chiefly because it is the most remote from the more vital organs of the animal.

The operation should, like spaying, be steadily and carefully performed, and not bustled or hurried over, as cutting and branding generally are.

To economize virus, only about three or four inches of the thread should be saturated at a time, and it should be so for every head of cattle.

A spaying needle may be used when a setoning one cannot be obtained,* but the larger is the better, both on account of its being held more firmly in the hand, and from its making a larger opening, whereby a healthy discharge is more likely to occur.

Making a slight incision in the tail, and placing a drop of virus in the wound, or using a grooved inoculating knife, is a more expeditious mode than the needle and saturated thread, but it is not nearly so certain, as the blood from the wound is apt to carry off the virus before it has done its work. Nor is it so safe, for as clean wounds in cattle are apt to close, the comparative clean wounds thus made in inoculating with the knife, sometimes do so, and the discharge stopping, dangerous consequences ensue. This, the thread, by acting as a seton, in a great measure prevents.

Apparent Effects of Inoculation.

On some of the cattle in a herd, swelling in the tail begins to be observable about the fifth day; and in the majority of them, about the fifteenth. On some, again, the swelling is not perceptible till the twenty-fifth, or thirtieth, or even the fortieth day; while in some there will be scarcely any perceptible swelling at all.

The extent of swelling in those cattle on which no dangerous or fatal effects follow, will range from an apparent stiffness in the tail, with a barely perceptible increase in its thickness, to an enlargement of half its natural girth. This swelling, however, most frequently amounts to an increase of barely a fourth of its ordinary thickness; and the seat is generally immediately above the inoculation wound, for two, three, and sometimes four inches upwards, growing gradually as it ascends. Shortly after these swellings are observable, scabs begin to be formed around the inoculation wound; and where the swelling is at all considerable, the scabs sometimes quite encircle the tail, while in other cases they are only of small extent.

Under these scabs are collections of matter, greater or less, according to the size of the scab. Where the swelling has been barely perceptible, the scab is small, and little or no matter is to be seen under it.

A considerable number of the cattle (perhaps a fourth) will lose a portion of their tails; generally from the first joint above the inoculation wound.

Where no dangerous or fatal effects follow the swelling, its subsiding, like its rising, takes place at irregular intervals of from twenty to thirty-five days from the date of inoculation.

In the case of those, again, that are dangerously or fatally affected, the swelling first appears at the root or butt of the tail, and very quickly afterwards begins to extend to other parts of the animal, spreading under and around the root of the tail, and in some cases, up to the rump. As this swelling increases, the external openings of the fœcal and urinal passages become more or less choked up.

So long, generally, as these swellings are confined to the butt of the tail and the portions of the rump about the mouth of the rectum, no fatal effects follow, and the animals, though apparently sick for four or five days, keep feeding a little, and are relieved as soon as the swelling breaks and suppuration takes place.

In those cases, on the other hand, in which the swelling spreads from the root of the tail downwards, till it apparently chokes up the urethra, extending, as it does in some cases, down between the hips and the thighs to the belly, the effects are always fatal.

Remedy

* Mr. Jennings, cutler, Sydney, supplies needles of the proper description.

Remedy for excessive Swelling.

As the effects of the most mild and careful inoculation are sometimes dangerous, through causing excessive swellings and gatherings in the tail and hind quarters of some of the cattle inoculated, it is necessary to consider how these may be best counteracted. Experience shews that it is better not to cut off any portion of the tail, at least not close to the rump; although blood-letting by making a longitudinal incision in the under side of the tail not nearer than five or six inches to the butt has a beneficial effect, when the tail is much swollen or inflamed.

When taken at an early stage, while small and soft, these gatherings may generally be removed by inserting a pledget of tow, well saturated with an equal part of butyr of antimony and Venice turpentine, in an incision made with a good-sized pocket-knife in the swelling, right through the centre, till the sound flesh be reached at the back. The mouth of the incision should be downwards, so that the discharge will run readily off. This dressing should be renewed three or four times at intervals of two days.

Where the cattle are worth the trouble, they might be cured even after the swelling had reached a dangerous extent, by ripping open the skin and cutting away the callous flesh; when the proper dressing could be applied, and the skin sewed up; or, what is nearly as effectual and much less troublesome, these gatherings may be well opened and scarified to a good depth, so as to allow the flies to get into the incisions, and work in there for six or seven days, when it will be found that the greater portion of the gathering can be removed through the action of maggots which separate the core from the sound flesh. When they have done so they may be expelled with turpentine, and a dressing is then to be put on to keep the flies off till the wound is healed.

It would not be expedient to inoculate cattle which are fit for the butcher. They would of course be better sent to market at once, as they would get bruised and knocked about in the operation; neither should cows in season or near calving be operated upon; nor should calves on being cut; nor cattle with swellings or sores in the hind-quarters.

N.B.—In inoculating, care should be taken that none of the virus gets into wounds or scratches in operator's arms or hands, as threatening and rather dangerous results have sometimes followed, where the virus was allowed to remain on wounds for any length of time without washing.

MEDICAL TREATMENT.

Although it will be gathered from what has been said, that inoculation is considered (in Australia, at least) to be the only generally practicable means of staying the spread of pleuro-pneumonia, yet it may be useful to give the best modes of medical treatment as practised in England, both for the purpose of shewing how very little it is adapted for general use in these Colonies, and also to allow owners of quiet or valuable stock to put those that are actually diseased under a course of medical treatment, while they inoculate the general herd to prevent the further spread of the disease. With these objects in view, the following short directions have been compiled from the best English allopathic and homœopathic authorities:—

ALLOPATHY.

Bleeding (Blaine, p. 317).

“If the beast be excited, let a vein be opened and blood taken till a change is produced. The pulse here is no guide. The animal itself must tell us when to stop. When its excitability is lost,—when from being furious it has become tame,—when there is a marked alteration from that which was to something else,—then enough has been abstracted; pin up immediately. The animal cannot bear the loss of much of the vital fluid; she is in no condition to stand a drain upon the system, and the less blood that produces the effect we desire, the better. Let the veterinary surgeon, therefore, keep his eye on the beast, while any bungler may strike a vein, which, if the abstraction of blood be warranted at all, will swell up as large as a cart-rop. It is of a size, then, rather to throw stones at than to poke at with a fleam.”

Blistering.

This is neither forbidden nor prescribed by Blaine; but it is prescribed by others, and at an early stage of the treatment, next to bleeding. It is to be performed in the following manner:—The hair is to be cut closely off the side of the chest over the affected lung, and either of the following mixtures is to be well rubbed on the portion denuded of hair:—

$\frac{1}{4}$ oz. terebinthinate solution of croton,

$\frac{1}{2}$ oz. solution of ammonia,

4 ozs. olive oil,

or, with an ointment composed of—

The ointment of the iodide of mercury,

The ointment of tartar emetic,

The ointment of Spanish blistering fly,

Of each $\frac{1}{2}$ oz.; and $\frac{1}{4}$ oz. croton oil.

Where neither these nor any other blister can be obtained in the bush, a rough and ready mode, said to be still followed in Italy, might be tried,—of applying a firing iron, shaped like a small gridiron, and of the proper size, heated to a firing heat, to the chest, over the seat of the affected lung.

Medicines

Medicines (Blaine).

With regard to medicinal measures, these must be very gentle. Every caution is necessary to husband the strength, and active measures will not always check the disorder. During the first stage the symptoms merely denote general irritability, and the treatment required is such as will check that which the symptoms suggest. Shake a drachm of calomel, blended with two drachms of opium, upon the tongue of the animal and leave it to be licked down at leisure, as the beast has no power to spit it out again. Three hours after this, give the following drink:—

Epsom salts	...	...	...	...	...	$\frac{1}{2}$ lb.
Sulphuric ether	...	...	...	...	...	1 oz.
Liquor ammonia acetatis	...	...	...	...	...	6 ozs.
Aconite (in powder)	...	...	...	...	...	1 scruple.
Cold water	...	...	...	...	...	1 pint.

If this has not operated in six hours, repeat the physic; and after the lapse of another six hours, give another dose,—only this last time administer but half the quantity of Epsom salts, and add 1 oz. of powdered gentian root. In another six hours, once more repeat this last drink.

Let nothing more but repeated drinks—composed of sulphuric ether 1 oz., laudanum 1 oz., cold water 1 pint—be given till the pulse becomes stronger, till the cough appears, and the entire symptoms change. With the earliest indication of this alteration, new medicine must be administered; then exhibit the following mixture thrice a day, which must be persevered with during the continuance of the active stage:—

Extract of belladonna	...	...	...	...	...	$\frac{1}{2}$ drachm.
Aconite (in powder)	...	...	...	...	...	1 scruple.
Emetic tartar	...	...	...	...	...	1 scruple.
Nitre	...	...	...	...	...	1 drachm.
Sulphuric ether	...	...	...	...	...	1 ounce.
Cold water	...	...	...	...	...	1 pint.

Rub down belladonna with a little of the water; dissolve the emetic tartar in a little more of the same liquid; then mix, add the other ingredients, and give.

Should the disease continue, and the pulse grow weak, with the other signs of the third stage having supervened, withdraw the nitre and tartar emetic. A pint of good ale, blended with half an ounce of extract of gentian may now be added to the other components, instead of the former weakening agents. The ale, it is true, we would rather dispense with; but everything now depends upon keeping up the strength, which we must endeavor to accomplish even at some risk. Should the bowels continue costive, continued half-pints of linseed oil, with each of which half a drachm of chloroform is blended, and in each of which a scruple of camphor must also be dissolved, should be administered at intervals.

Everything depends now upon cleanliness, careful nursing, and quiet * * *

The better appearance of the creature, her altered and even cheerful aspect, her readiness for exertion, which, on narrowly watching, will demonstrate her greater weakness; the entire absence of anything like pulse at the jaw; the strange smells that are perceptible about the beast; the cessation of cough, and a bloody foul, exudation from the nostrils, with a partial inclination for food, will bespeak the gradual starting up of the fourth and last stage of the disorder. Solids probably would not be retained within the rumen, therefore fluids alone are worthy of reliance. Now withdraw the belladonna and the aconite, as well as the tartar emetic and the nitre, from the drink; to which add one quart, instead of one pint, of sound ale; half an ounce of laudanum, and six ounces of liquor ammonia acetatis, and give the whole as a drink. Let there be no hay or straw near or under the animal; notwithstanding her weak state and desire to feed, she must lie even on the bare stones. Were there any substance she could attempt to eat, she would seize it, perhaps, with avidity, masticate it with eagerness, but on her attempt to swallow it, her strength would suddenly fail, the morsel would probably stick in the gullet, produce hoven, occasion confusion, frighten the cow, and do all the injury we are careful to avoid. She may be anxious to get loose, but keep her tied up; her efforts to free herself will soon subside. Should she become hoven in this disorder, you must pass the probang, and, down the tube, when it has entered the stomach, pour a dose ($\frac{1}{2}$ oz.) of chlorate of potash dissolved in water. If the fætor prove offensive, give a scruple of the chloride of zinc dissolved in a pint of water, which may be repeated as often as it is required. Double the quantity may also be mixed with some flour and water to be used as injections if any stinking diarrhoea accompany the latter stage, and cloths saturated with the solution of the chloride should be hung about in various parts of the house. The same liquid may be of service to sprinkle any part of the cow's body upon which any soil may have fallen, the dirt being first cleanly washed off.

The return of the cough—the reappearance of pain, as denoting a return to consciousness—the revival of the pulse—in short, the restoration of the symptoms of the third stage, though in a softened form,—will denote amendment. After this, every thing will depend upon the farmer himself. For a short period, the last drink, with the addition of $\frac{1}{2}$ an ounce of the extract of gentian, must be continued, and then mineral tonics gradually substituted. Nothing must be done suddenly; nor, if the symptoms that are recorded are properly observed, will any violent change be necessary, however much so these directions (compressed for the sake of brevity) may seem to direct. Of the mineral tonics, the sulphate of iron in two-drachm doses, is the best. It may be dissolved in water with which $\frac{1}{2}$ an ounce of the extract of gentian has been rubbed

down, and thus compose a drink. No ginger, though that stimulant is justly a favourite, must be given, for fear of recalling the inflammation, which we have too much reason to dread has not been entirely subdued. The food must not be too large in quantity, but of the most digestible kind.

HOMŒOPATHIC TREATMENT.

Medicines prescribed.

Acid Phosphor. (3); Antmo. Tart. (6); Armea Mont. (3); Arsenicum Alb. (6); Bryonia Alb. (3); China Off. (3); Rhus. Tox. (3); Sulph. (6).

The above are the remedies and potencies recommended, whether tinctures or globules. The dose in all cases may be as follows:—If tinctures are used, three drops; if globules, thirty in number dissolved in a small quantity of water, care being taken that the horn is perfectly clean, and well rinsed and dried before used for a second medicine. Those who adopt the homœopathic treatment should have two small horns for that purpose only.

Treatment.

If taken in the first stage of the disease, give byronia and rhus every eight hours for a week; the following week, the same medicines every twelve hours, and this is generally sufficient to effect a cure,—when a few doses of sulphur should be given for two or three days twice a day.

Should the animal have been neglected in the first stage, give bryonia alone every two hours the first day, after which, bryonia and rhus every four hours, wrapping the animal up in a blanket, and continuing the use of these two medicines throughout the week, unless any of the following symptoms present themselves:—If accompanied with diarrhœa, bryonia and arsenicum must be given every four hours in alternation. It sometimes occurs that, when laid down, the beast will rest its head on its side. In that case, bryonia and armea should be given alternately every four hours. It often happens that, when the fever has left the animal, it is followed by a diarrhœa, characterized as follows:—A frequent passage of undigested food, in appearance like hay that has passed through a chaff machine. For this, give early in the morning a dose of bryonia; six hours afterwards, china, repeating the latter medicine every six hours until it ceases. Grinding of the teeth is an indication that arsenicum and bryonia alternately are required.

Regimen.

The animal must be kept from all food until the violence of the disease is over, when it ought to be given very sparingly. Bran mashes, with or without linseed, carrots, or mangel-wurzel, may be given if the animal will eat them; a little good hay, if all goes on favourably, in three or four days. Cold, soft water should be kept within the animal's reach, and changed frequently.

Preventive.

Bryonia and rhus every twelve hours; and, for those living in the country, bryonia, rhus, and arsenicum; and where the land is undrained or subject to fogs, the latter is to be used every twelve hours.

PREVENTIVE MEASURES.

Among the innumerable other advantages which would accrue from a comprehensive Fencing Act, that of stopping, to a very great extent, the spread of disease among stock would also follow; and this consideration should tend to hasten the passing of a Fencing Act.

In the meantime, while the cattle, with the exception of those on the few runs already described, may be said to intermix from one end of Australia to the other very little benefit can be expected from the adoption of purely preventive measures for staying the spread of pleuro-pneumonia; but still it would be well for stock-owners to attend as far as possible to the few following points, viz. :—

1. To make themselves well acquainted with the external and internal symptoms of the disease.
2. To keep a constant watch on their own and their neighbours' stock, in order that they may detect the earliest approach of the disease. The best mode of examining cattle is to drive them smartly along for a short distance, keeping a watch for suspicious symptoms, as the cattle proceed; and then to run out at a gallop for forty or fifty yards, any that exhibit symptoms of disease. The test of auscultation might, where practicable, be also employed.
3. To endeavour to retard its advance, by changing or travelling stock as little as possible; by discouraging the carriage of stores by bullock teams; by keeping their own bullocks at home; by preventing stray cattle, as far as possible, from mixing with their own; by closely watching and examining all travelling cattle; by being most particular to burn all carcasses of dead cattle on their own or their neighbours' runs; and, in the case where cattle are crawling about in the last stage of the disease, to kill and burn them.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SHEEP DISEASE PREVENTION ACT OF 1866.
(REGULATION UNDER.)

Ordered by the Legislative Assembly to be Printed, 23 July, 1867.

(Presented to Parliament, in accordance with the provisions of the
77th clause of the Act.)

Department of Lands,
Sydney, 12th July, 1867.

DISEASES IN SHEEP ACT OF 1866.

THE following Regulation by His Excellency the Governor, with the advice of the Executive Council, for carrying into effect the above-named Act, is hereby published for general information.

“The owners of travelling sheep, in giving the notice required by section 41 of the said Act, of their intention to drive sheep across or along the boundary of any run, shall do so within a period of not more than 48 nor less than 12 hours of the time of their driving such sheep over or along any part of such run.”

J. BOWIE WILSON.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SHEEP DISEASE PREVENTION ACT OF 1866.
(REGULATION UNDER.)

Ordered by the Legislative Assembly to be Printed, 29 August, 1867.

(Presented to Parliament, in accordance with the provisions of the
77th clause of the Act.)

Department of Lands,
Sydney, 27th August, 1867.

DISEASES IN SHEEP ACT OF 1866.

THE following additional Regulation by His Excellency the Governor, with the advice of the Executive Council, for carrying into effect the above-named Act, is hereby published for general information:—

“ Owners intending to introduce sheep from any of the adjoining Colonies into this Colony, shall make a declaration before a Magistrate, that the sheep about to be introduced have not, within the next preceding six months, been in, or in contact with sheep from, any other Colony than that from which they are intended to be so introduced.”

J. BOWIE WILSON.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SHEEP DISEASE PREVENTION ACT OF 1866.
(REGULATION UNDER.)

Ordered by the Legislative Assembly to be Printed, 8 April, 1868.

(Presented to Parliament, in accordance with the provisions of the
77th clause of the Act.)

Department of Lands,
Sydney, 31st March, 1868.

DISEASES IN SHEEP ACT OF 1866.

THE following Regulation by His Excellency the Governor, with the advice of the Executive Council, for carrying into effect the above-named Act, is hereby published for general information :—

Sheep Directors, while necessarily employed as such, or where acting as Inspectors, shall be allowed travelling expenses at the rate of one pound per day ; and this sum shall be in lieu of all expenses allowed to Directors under the said Act, other than those in the case of appeals and applications, and shall be paid to them for their attendances at meetings of the respective Boards, whatever distance they may travel to be present at such meetings.

J. BOWIE WILSON.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SHEEP DISEASE PREVENTION ACT OF 1866.
(REGULATION UNDER.)

Ordered by the Legislative Assembly to be Printed, 27 April, 1868.

Department of Lands,
Sydney, 24 April, 1868.

DISEASES IN SHEEP ACT OF 1866.

THE following Regulation, made by His Excellency the Governor, with the advice of the Executive Council, in accordance with the provisions of the above-named Act, is hereby published for general information :—

On and after the date of this Regulation, the rate now charged by Schedule L, appended to the above-named Act, for the keep and sustenance of Imported Sheep whilst in quarantine, is hereby reduced from 1s. to 6d. per head per diem.

J. BOWIE WILSON.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SCAB IN SHEEP.

(REPORT OF CHIEF INSPECTOR.)

Ordered by the Legislative Assembly to be Printed, 10 July, 1867.

HALF-YEARLY REPORT of the state of the Sheep in the Colony of New South Wales, submitted by the Chief Inspector of Sheep for the information of the Minister for Lands.

Department of Lands,
Sydney, 1st July, 1867.

SIR,

In submitting my Report for the six months ending the 30th ultimo, I have the honor to state, that the sheep throughout the Colony are now free from scab.

2. The two small flocks which were in quarantine, in the neighbourhood of Scone, in the beginning of the year, were examined by the Directors and Inspector on the 15th of March last, and declared clean; and they have since shewn no symptoms of the disease.

3. In the month of February last, a re-outbreak unfortunately occurred among some sheep running at large on Mr. Holt's estate of Sutherland, near Sydney, but they were destroyed under the provisions of the Act now in force; and the precaution was taken to put the rest of the sheep on the estate through a regular course of dressing, although they were not known to have come in contact with those which were destroyed.

4. My attention will now be chiefly directed to guarding against the re-introduction of the disease into the Colony, by sheep brought over the border, or imported by sea.

5. This, so far as imported sheep are concerned, has been well provided for by the sections of the Act relating to Imported and Coast District Sheep; and Inspectors have been stationed at all the ports where sheep are likely to be landed, and Directors appointed along the coast to see that the provisions of these sections are strictly observed.

6. With regard again to sheep brought over the border from the adjoining Colonies, there is no danger to be apprehended from Queensland, and little or none from South Australia; but the risk of infection from Victoria is still great, as the disease is very prevalent there, and as the sheep are running at large on the banks of the Murray, they not unfrequently cross into this Colony. It is hoped, however, that the large staff of Inspectors and boundary riders now employed on the Murray, destroying straggling sheep which cross the river, will prevent the introduction of the disease from that Colony, until the sheep there are cleansed and the danger removed.

7. I anticipated, that, with the eradication of the disease, it would be practicable to reduce the present staff of Inspectors in the inland districts; but as the Directors in these districts, to whom the subject was referred, have, with a single exception, decided against a reduction, I do not consider that I would be justified in submitting any such proposal.

8. I may add, that all the Inspectors report that the season has latterly been most favorable, and that the sheep are looking remarkably well.

I have, &c.,

ALEX. BRUCE,

Chief Inspector of Sheep.

The Under Secretary for Lands.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

VACCINATION.

(REPORT FROM MEDICAL ADVISER TO THE GOVERNMENT, FOR THE YEAR 1866.)

Ordered by the Legislative Assembly to be Printed, 28 August, 1867.

THE MEDICAL ADVISER TO THE GOVERNMENT to THE COLONIAL SECRETARY.

Medical Adviser's Office,

Tarban, 10 July, 1867.

SIR,

The Medical Adviser to the Government has the honor to furnish you with a Report of the State of the Vaccination Department for the year 1866.

He has made strenuous efforts to collect all the necessary facts relating to this important branch of the Service, in order to render it complete and instructive, as a concern of the highest social and hygienic interest; but he regrets that the quality and quantity of information it conveys will tend to impress you rather with the conviction of retrogression than the assurance of progress. The returns of successful vaccinations for the whole year are far from satisfactory. In answering his circular lately issued from this office to public Vaccinators, requesting them to furnish him with duplicates of their returns, or memoranda to that effect, of their successful cases during the latter half of the year 1866,—from some the reply is “nil,” and from others something tantamount to it, in the paucity of their successful cases. One gentleman candidly states that “the Government fee is so small for country districts, that there is no inducement to medical men in the country to carry out the system very widely.” So that the number of successful vaccinations for the year 1866 amounts only to 7,606, whereas the returns of 1865 present a total of 8,367, shewing a decrease of 761.

The chief cause of this falling off appears to him to consist mainly in the absence of a stringent law to compel parents, or those whom it may concern, to have their children vaccinated as early after six months of age as their conditions of health and vigour will permit.

The Medical Adviser hopes it may not be considered forward in him to mention here, in passing, that the indescribable suffering he endured in his own person in childhood, from the worst or confluent form of small-pox, and a long sequel of constitutional derangement and impaired health, with many years of after experience in the treatment of it in others, justify him, he believes, in giving full expression to his convictions on a subject which so deeply concerns the whole family of mankind. He, therefore, proposes that no time should be lost, no moral influence untried, and no reasonable expense withheld, to make vaccination as common in every family as a “household word”—held as sacred as the hearth, and observed with the devotion and force of the innate law of self-preservation. What a scourge it would be in this semi-tropical country may be conjectured from its remorseless ravages, under similar climatic conditions

conditions, in every land where it seems passively welcomed by a fatalism which prevails equally in these Colonies, but for the truth of which, if the logic of our prejudices were analyzed, we would blush while we could not but acknowledge it.

It behoves all men; therefore, of all parties, all opinions, and all creeds, to combine in the humane, or more truly, the selfish resolution—for it is a question of positive self-interest, after all—to carry a Bill through both Houses of Parliament, with as little delay as possible, to render vaccination compulsory. It is only a postulate for time to resolve, and the resolution of it may, be very near at hand—that, as commerce with all quarters of the globe and immigration from all countries increase, so will the probability of the introduction of small-pox increase in proportion. Let this noisome pestilence once get a footing on our shores, and it will laugh to scorn all subsequent efforts to erase it from the catalogue of your epichorival diseases.

The dismal chasms made in families by the devastations of the small-pox, the frequent impairment of the constitution, and the sad transformations effected by it in the most beautiful of all God's handiwork—the human countenance, which many British practitioners still living must have witnessed in the early part of this century, will bear him out in his strong expressions on this subject. Next to the absence of a compulsory law, the deplorable apathy generally evinced in these Colonies towards the heaven-inspired prophylactic of vaccination against the ravages of a disease so loathsome, seems to have two very manifest minor sources—the blameable confidence, or rather, perhaps, temporizing confidence of parents, and the inadequate remuneration of public Vaccinators, particularly those residing in country districts.

On this account, he submits that the allowance of Vaccinators, especially to country district practitioners, should be increased. And he at once especially recommends the addition of one shilling for every successful case, which he has no doubt will be followed by good fruits next year. The number of Vaccinators paid by the Government during 1866 was thirty-six, of whom seven reside in Sydney and the suburbs, and twenty-nine in the country. The expense of this staff for mere vaccination, including the pay of the central Superintendent, only amounted to the sum of £1,190 15s. The extraneous expenses incurred by this useful institution are not taken into account.

For this small public outlay during the twelve months, 7,606 children of both sexes and various ages have been protected from the fatal and disfiguring effects of small-pox. For, even if persons who had been carefully vaccinated in infancy should in after life become infected with *variola*, it has been most generally observed that it always appeared in a modified and mild form.

Under all circumstances, then, the Medical Adviser repeats his firm belief that vaccination should be enforced as a social obligation of the utmost importance to the State and to humanity.

To lengthen out this Report by analyzing the appended tables would answer no useful end; they are sufficiently lucid and intelligible for all the purposes that may be required of them.

FRANCIS CAMPBELL, M.D., A.M., F.A.S.L.

VACCINATION.

[Enclosure 1.]

ANNUAL RETURN of Children vaccinated by the Government Vaccinators in Country Districts, during the Year 1866.

DISTRICT.	1 month and under 1 year of age.				1 year and under 5 years of age.				From 5 to 10 years of age inclusive.				Total number of cases of Vaccination.			
	Male.	Female.	Total.	Successful.	Male.	Female.	Total.	Successful.	Male.	Female.	Total.	Successful.	Male.	Female.	Total.	Successful.
Albury	56	35	91	91	57	40	97	97	9	9	18	18	122	84	206	206
Armidale	6	2	8	7	14	2	16	16	4	5	9	9	24	9	33	32
Bathurst—W. F. Bassett	11	8	19	19	16	13	29	29	5	7	12	12	32	28	60	60
Bathurst—G. Busby	5	6	11	8	5	5	10	6	3	2	5	2	13	13	26	16
Berrima	16	17	33	33	19	21	40	40	40	33	73	73	75	71	146	146
Braidwood	21	13	34	32	74	75	149	136	19	24	43	38	114	112	226	206
Clarence and Richmond Rivers.	26	19	45	45	86	81	170	170	73	73	146	146	185	176	361	361
Dungog	4	3	7	7	14	17	31	31	19	16	35	35	37	36	73	73
Five Dock and Brisbane Water.	131	95	229	199	178	153	336	314	73	71	149	146	387	327	714	659
Goulburn	22	14	36	36	30	26	56	56	4	3	7	7	56	43	99	99
Liverpool	1	2	3	3	..	1	1	1	..	..	..	..	1	3	4	4
Maitland East	5	7	12	12	16	11	27	27	1	2	3	3	22	20	42	42
Maitland West	21	12	34	34	34	18	52	51	9	11	20	20	64	42	106	105
Manning River	12	13	25	25	32	40	72	72	16	10	26	26	60	63	123	123
Morpeth	16	32	48	48	74	61	135	135	5	10	15	15	95	103	198	198
Mudgee	6	7	13	13	48	53	101	101	25	29	54	54	79	89	168	168
Muswellbrook	5	4	9	9	13	16	29	29	5	5	10	10	23	25	48	48
Newcastle	27	27	54	54	28	33	61	61	1	..	1	1	56	60	116	116
Parramatta — G. H. Pringle.	9	13	22	22	35	33	68	68	58	54	112	112	102	100	202	202
Parramatta—W. Brown..	10	5	15	15	9	7	16	15	3	3	6	5	22	15	37	35
Penrith	52	51	103	103	78	96	174	174	32	56	88	88	162	203	365	365
Raymond Terrace	1	1	2	2	5	1	6	4	2	3	5	5	8	5	13	11
Rockley	37	52	89	86	21	32	53	50	12	16	28	28	70	100	170	164
Scone	5	9	14	14	33	36	69	69	10	18	28	28	48	63	111	111
Singleton	46	38	84	77	46	37	83	78	5	14	19	19	97	89	186	174
Sofala	2	4	6	6	4	2	6	6	5	9	14	14	11	15	26	26
Windsor	35	46	81	81	99	140	239	239	88	105	193	193	222	291	513	513
Wollombi	1	1	2	2	9	10	19	19	6	6	12	12	16	17	33	33
Wollongong	2	4	6	6	5	7	12	12	1	1	2	2	8	12	20	20
	591	544	1,135	1,089	1,082	1,075	2,157	2,106	538	595	1,133	1,121	2,211	2,214	4,425	4,316

[Enclosure 2.]

ANNUAL RETURN of Children vaccinated by the Government Vaccinators in the City of Sydney, during the Year 1866.

DISTRICT.	1 month and under 1 year of age.				1 year and under 5 years of age.				From 5 to 10 years of age inclusive.				Total number of cases of Vaccination.			
	Male.	Female.	Total.	Successful.	Male.	Female.	Total.	Successful.	Male.	Female.	Total.	Successful.	Male.	Female.	Total.	Successful.
Dr. William Bell ..	358	318	676	659	373	334	712	696	103	109	212	207	839	761	1,600	1,562
Dr. Myles Egan	127	103	230	225	67	64	131	130	6	11	17	17	200	178	378	372
Dr. Owen Spencer Evans.	35	23	63	63	9	6	15	15	3	..	3	3	47	34	81	81
Dr. Henry Graham..	41	28	69	67	35	37	72	71	19	20	39	38	95	85	180	176
Dr. William Grey ..	45	35	80	78	48	68	116	114	4	17	21	21	97	120	217	213
Dr. James Leahy ..	39	36	75	60	60	53	113	98	34	26	60	53	133	115	248	211
Dr. George Woodcock.	162	146	308	282	157	171	328	316	35	49	84	77	354	366	720	675
	807	694	1,501	1,434	754	733	1,487	1,440	204	232	436	416	1,765	1,659	3,424	3,290
SUMMARY.																
Total in Sydney and Suburbs.	807	694	1,501	1,434	754	733	1,487	1,440	204	232	436	416	1,765	1,659	3,424	3,290
Total in Country Districts.	591	544	1,135	1,089	1,082	1,075	2,157	2,106	538	595	1,133	1,121	2,211	2,214	4,425	4,316
TOTAL.....	1,398	1,238	2,636	2,523	1,836	1,808	3,644	3,546	742	827	1,569	1,537	3,976	3,873	7,849	7,606

Medical Adviser's Office,
Tarban, 9 July, 1867.

F. CAMPBELL, M.D., F.A.S.L.,
Medical Adviser to the Government.

1867-8.

NEW SOUTH WALES.

VACCINATION.

(REPORT FROM MEDICAL ADVISER TO THE GOVERNMENT, FOR THE YEAR 1867.)

Presented to both Houses of Parliament, by Command.

THE MEDICAL ADVISER TO THE GOVERNMENT to THE COLONIAL SECRETARY.

THERE were thirty-seven public vaccination districts in the Colony at the end of the year 1867—twenty in the country and eight in Sydney. This partition of the metropolis into vaccinating stations is purely arbitrary. In the absence of some authorized subdivisions of this kind, I have considered it desirable to distribute the city into as many vaccinating localities as there were public vaccinators in it at the end of last year; so that the whole staff of this Government establishment is now exhibited in one view.

The returns from the several vaccinating stations in town and country display very unequal degrees of success in extending the protecting powers of vaccination; yet I am confident the officers engaged in this beneficent work discharge their duties with zeal and fidelity, as far as lies in the compass of their individual activities. There is, however, an opposing moral force, against which all professional energy and all ordinary reasoning operate without effect; and it were to be wished that the existence of this force was only a simple postulate; but the reports of those who are the best qualified to decide, shew clearly that the obstructive apathy or prejudices of parents are settled theses, confirmed every year by the decreasing number of vaccinations.

One gentleman writes that "vaccination, to become general, must be compulsory. Many of the native-born who are married and have never been vaccinated, do not see any necessity in having their children vaccinated."

The total vaccinations performed in the year 1864 were	11,067.
"	1865 .. 8,367.
"	1866 .. 7,600.
"	1867 .. 7,110.

The returns shew also, that there was one public vaccinator to every 11,000, and one child successfully vaccinated in every fifty-seven individuals of the whole population, at the end of the year 1867. The names of the public vaccinators, and their respective stations, are seen in the subjoined "Statistics of the Government Vaccine Establishment."

I have said apathy. But whatever be the sentiment in the minds of parents which prompts them to oppose the employment of so potent, so sure, and so innocuous a defence against the inroads of small-pox, it is only an effect. The root of the baneful prejudice luxuriates in a richer soil; where, in truth, many another moral pestilence is propagated. The legitimate cause is ignorance—primordially the ignorance of *mothers*; a truism, by the way, which, as a little reflection will shew, goes far to resolve the problem of compulsory general education.

VACCINATION.

Speaking parenthetically, I would ask—Whence arises that unsightly brood of moral cankers—the biased judgments of mankind, the moody bigotries, the opiniatrics, the ineradicable prejudices, the sophistries, the selfish intolerance, the oily falsehoods winding mischievously through all the business of life? They spring from the want of knowledge; they are the exuberant outgrowth of *maternal* ignorance; and it is such cacodæmons of the intelligence as these, progenerating still, that become the most deadly and efficient impediments to human progress, that frustrate the full expansion and the free exercise of the young plastic intellect, and render it incompetent in the years of maturity to exert its noblest faculty—the power to discriminate between the true and the false of the things of life. Minds thus hemmed in are little qualified to correct faults in their own judgments, or to deduce sound conclusions from the propositions of the worldly ethics reduced to practice everywhere around them.

The essential object of all education is to instruct the young mind in what is true. As times go, deception mingles with and tarnishes all the pursuits of man; and it is to enable the young mind to discover the elements of truth, and separate them from what is untrue of things, that a higher order of instruction than public schools now, or at least lately, were capable of imparting. Error in the youthful processes of thought, whether resulting from absolute ignorance or from *mis*-instruction left to grow up and ripen into convictions, become in the course of time habits of the mind; and consequently, through the adapting contrivance of nature, they are transmitted, like physical blemishes, from mother to child, till at last they grow into positive idiosyncrasies of the mental constitution, reproducing in their turn corresponding intellectual obliquities, acting more or less injuriously on the issues of life.

And it is these conditions of ignorance, or a jejune culture of the mother's understanding, which stimulates the moral sentiments of all classes of society, the rich as well the poor, to revolt—as exemplified in the question of vaccination—against some of their dearest interests. It is ignorance—not the baser impulses of the human heart—which is the true cause of that otherwise unaccountable antagonism which the uneducated mostly, but not a few of the educated also, so frequently set up against the progress of those scientific improvements whose chief tendencies are towards their own happiness and the amelioration of their condition; and until the fogs which hang so dense and heavy over the mental vision of the benighted classes shall have been dissipated by the brightening rays of accurate knowledge operating on the female mind, philanthropy may shed her tears in vain. If the daughters of the working classes were taught at public schools something more practical, deep, and lasting than a routine of flimsy coaching to exaggerate their ordinary surface-painting, and render it splendid and fascinating at examinations;—if they were taught some lessons in logic, or the principles of common sense methodized, and their reasoning powers thereby expanded, and their thoughts trained to habits of order in their examination of any disputable points in the realities of life coming under their scrutiny, as well as in giving accurate expression to them in language;—if they were led on, by easy gradations, to investigate without restriction any of the established popular theories, opinions, beliefs, prejudgments, &c., which interest, perplex, or inform the understanding;—nay, if they were subjected to an elementary course of mathematics, including algebra, but without ascending to the higher abstractions of the science,—and I see neither anything startling in the suggestion, nor why this might not be substituted for some of the less important or necessary branches of female study, as it would only take the place and time of Latin and Greek with boys, and would both sharpen and habituate their understandings more than anything they can learn, in the accurate discrimination of right and wrong in whatever concerned their moral or physical interests;—in short, to be practical and domestic, if they were enabled, by suitable instruction, to reason out to first principles the *why* and the *wherefore* of all things that are likely in any way to influence the concerns of their future sphere of action in this “jumble of sighs and tears” which constitutes the volume of human life;—then, and only then, would they be fitted to become both worthy mothers and indefatigable propagators of the soundest form of utilitarian knowledge to succeeding generations. These, with a general view of natural philosophy, would suffice.

Maidens thus trained would find no difficulty, when they become mothers, in comprehending why gloomy prejudices and misconceptions of every name, quality, and degree of

VACCINATION.

H

of power over the affairs of the world, are inimical to social happiness, and the source of inconceivable mischiefs; and by the same light, they would learn the reasons why the salutary and protective effects of vaccination are urged so earnestly and persistently upon them, as embracing one of the most momentous interests of the human family.

There is nothing so precious in life as the proper culture of a girl's understanding; and no consideration on earth should weigh the value of a feather against the full and accurate measure of education being meted out to her, I trust, the future regenerator of the human race. It is only by instructing mothers, that the seeds of sound and useful knowledge and a pure morality can ever be disseminated and made to take permanent root. Enlighten thoroughly the maternal mind, and the husband and the children will not remain long in darkness. The reason is as obvious as the writing on the wall.

The promotion and success of vaccination concern all alike, from the peasant to the peer. It excites all our softer emotions, it pleads in burning accents to every heart and every conscience; for the young, the innocent, the tender, and the beautiful, are its surest victims. It appeals, I repeat, to the affections, and especially to the common sense of every man and woman of the community, to exert their best endeavours in extending this great boon to the utmost limits both of civil and savage life.

Governments may well call for annual reports of the progress of vaccination; few interests in our social condition are more deserving of serious thought. Certainly it is not a matter of true political economy, for it ceases to be productive under the unrestricted *laissez faire* system; on the contrary, it only thrives in the ruder embraces of legislative protection. Without compulsion for its foster-mother, it is to be feared that this best and only defence against the deforming and fatal ravages of small-pox will at last fall into ruin from excess of liberty. I respectfully submit, therefore, that this missionary of protection against a great evil ought not to be sent to hibernate from year to year on the meagre fare of an annual report, or at the expense of a few half-crowns.

Compulsory vaccination ought to be taken into consideration, and treated as a necessity, like all other state obligations which bind society to particular useful courses.

FRANCIS CAMPBELL, M.D., F.A.S.L.,
Medical Adviser to the Government.

[Enclosure.]

VACCINATION.

[Enclosure.]

STATISTICS of the Government Vaccine Establishment.

NAMES OF PUBLIC VACCINATORS.*	VACCINATING STATIONS.	1 month and under 1 year of age.				1 year and under 5 years of age.				From 5 to 10 years of age inclusive.				Total number of cases of Vaccination.				Supposed days of Attendance.
		Males.	Females.	Total.	Successful.	Males.	Females.	Total.	Successful.	Males.	Females.	Total.	Successful.	Males.	Females.	Total.	Successful.	
		Daily.																
Staff of the Government Vaccine Establishment at the end of the year 1867.	Mr. J. Heester	Albury	17	20	37	31	8	10	18	18	1	1	2	1	26	22	57	50
	Dr. S. P. Spasshat	Armudale	9	11	20	11	19	21	40	40	6	4	10	10	27	34	61	61
	Mr. G. Busby	Bathurst	13	8	21	19	15	15	30	32	5	2	7	7	43	25	68	55
	Mr. O. C. Evans	Balmain	29	22	51	50	2	18	20	15	4	4	8	8	35	39	74	73
	Dr. W. H. Williams	Berrima	6	3	9	9	4	5	9	9	1	3	4	4	11	11	22	22
	Mr. John Redhead	Braidwood	59	53	112	87	83	68	151	136	40	55	95	80	182	186	358	302
	Mr. A. Scouler	Camden and Picton	11	10	21	20	41	45	86	82	19	23	42	41	71	78	149	143
	Mr. T. Kelly	Clarence and Richmond	47	53	100	100	54	57	111	111	55	60	115	115	156	170	326	326
	Dr. L. G. Davidson	Cooma	1	1	2	2	7	8	15	15	7	12	19	19	15	2	36	36
	Mr. W. H. Tibbetts	Dubbo	4	3	7	7	13	10	23	23	1	2	3	3	18	15	33	33
	Mr. T. Hogg	Five Dock	86	71	157	139	128	108	236	316	81	57	138	125	295	236	536	514
	Dr. C. W. Morgan	Forbes	18	20	38	38	107	63	169	168	19	35	54	52	138	123	261	259
	Mr. Alex. Skinner	Glen Innes	9	4	13	13	21	27	48	48	11	12	23	23	41	43	84	84
	Mr. R. Waugh	Goulburn	15	21	36	36	20	22	42	42	8	12	20	20	43	55	98	98
	Mr. J. Smith	Liverpool	1	1	2	2	2	3	5	4	1	1	2	2	3	5	8	7
	Messrs. M'Kenzie and Moreton	Maitland West	32	33	65	60	40	53	93	89	17	22	39	38	89	108	197	187
	Mr. D. F. G. Calov	Manning River	12	21	33	33	30	26	56	56	20	22	42	42	62	60	121	121
	Dr. A. Ross	Molong	4	6	10	10	17	14	31	36	9	12	21	21	30	32	62	62
	Mr. W. Getty	Morpeth	8	10	18	18	19	6	25	25	2	1	3	3	29	17	46	46
	Mr. A. B. Brown	Muswellbrook	14	24	38	30	46	55	101	100	34	36	70	66	94	115	209	203
	Mr. A. Cutting	Mudgee	1	1	2	2	13	26	37	37	19	19	38	38	33	44	77	77
	Dr. G. H. Pringle	Parramatta	32	35	67	67	114	66	180	180	103	90	193	193	249	101	440	440
	Mr. H. Glennie	Patrick's Plains	32	26	58	53	65	57	122	121	20	11	31	31	117	94	211	205
	Mr. Ed. O'Brien	Rockley	46	32	78	70	18	12	30	28	11	7	18	18	72	50	149	141
	Mr. T. Hunt	Scone	5	4	9	9	21	16	37	37	11	8	19	19	37	28	65	65
	Mr. Westby Walker	Sofala	7	5	12	12	10	9	19	19	6	4	10	10	23	18	41	41
	Mr. William Bell	Sydney, Pitt-street	163	132	295	295	359	349	738	796	105	79	184	177	627	590	1217	1158
	Mr. Myles Egan (Superintendent)	Sydney, Macquarie-street	66	70	136	118	60	52	112	102	16	27	43	43	142	51	298	263
	Mr. H. Graham	Sydney	412	27	69	65	31	27	58	50	10	14	24	24	83	68	151	139
	Mr. W. Grey	Sydney	14	17	31	30	9	20	29	27	3	6	9	9	26	43	69	66
Mr. W. G. Sedgwick	Sydney, Newtown	22	17	39	39	21	12	33	33	12	11	23	23	55	40	95	95	
Dr. W. Shaw	Sydney	9	8	17	17	15	29	44	44	6	13	19	15	40	50	80	76	
Mr. Woodcock	Sydney	59	47	106	87	74	55	159	147	12	14	26	24	145	146	291	258	
Dr. J. Dowe	Tamworth	9	14	23	23	110	82	192	192	61	48	109	109	180	144	324	324	
Mr. W. Lyons	Ulladulla	7	10	17	17	41	36	77	77	27	25	55	55	75	74	149	149	
Mr. Henry Day	Windsor	40	25	65	65	134	130	264	264	107	125	232	232	281	280	561	561	
Mr. J. S. Milne	Wollombi	13	8	25	19	15	15	30	29	5	2	7	7	43	25	68	55	
Mr. G. P. Lambert	Wollongong	11	6	17	17	13	9	22	22	4	3	7	7	28	18	46	46	
Total		1237	1047	1837	1600	1793	1961	3457	3377	7178	880	1795	2494	3710	5649	7110	6931	

* Including only those officers who have forwarded returns for the year 1867.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

PORT MACQUARIE ASYLUM FOR INFIRM AND
DESTITUTE.

(REPORT OF INSPECTION OF.)

Ordered by the Legislative Assembly to be Printed, 10 July, 1867.

THE SECRETARY OF THE GOVERNMENT ASYLUMS BOARD to THE PRINCIPAL UNDER
SECRETARY.

The Government Asylum,
Sydney, 20 June, 1867.

SIR,

I have the honor to enclose, for the information of the Honorable the Colonial Secretary, a report of my visit of inspection to the Port Macquarie Asylum.

I am directed to call your attention to paragraph No. 7, wherein the necessity for some addition to the enclosures in front of the Asylum, to enable the old people to obtain more exercise, is brought under the Board's notice, and to request that you will be good enough to solicit the Colonial Secretary's sanction to move the Minister for Lands to approve of the fencing in of that portion of the Crown Lands situate between the Asylum and the Harbour (*vide* the accompanying sketch).

I have, &c.,

FREDERIC KING,
Secretary.

REPORT of the Secretary's Visit of Inspection to the Port Macquarie Asylum.

The Government Asylum,
Sydney, 12 June, 1867.

SIR,

I have the honor to report that I left Sydney on the 20th May, and proceeded on a visit of inspection to the Port Macquarie Asylum. I returned to Sydney on the 11th instant.

2. I found the Asylum in good order, and the inmates contented and well-behaved. The Master and Matron appear to pay great attention to the comfort of the inmates and the good order of the institution.

3. Dr. Neild's daily visits to the Asylum enable the Master and Matron to feel that they have some one who is authorized to act and relieve them of responsibility in all cases of difficulty. It is also satisfactory for the Board to know that a gentleman of such matured experience exercises a constant supervision over the interests of the institution. The inmates are very warm in their expressions of gratitude to Dr. Neild for his kindness and attention.

4. Several matters connected with the working of the Asylum require attention, and some of the most urgent I sanctioned, pending the Board's approval.

5. With a view to carrying out the Board's wishes with reference to a garden to be worked by the inmates, I have rented a piece of land, about $\frac{2}{3}$ of an acre, fenced in, close to the principal entrance to the Asylum, at the rate of £3 per annum, which I hope may, in a short time, be found to be remunerative, and enable the Master to dispense with the present expenditure of 1s. 6d. per diem for soup herbs. As it will be some weeks before the garden will be productive, I have directed Mr. Armstrong to purchase, as soon as possible, a few hundred pounds of pumpkins and onions (these being the only soup vegetables supplied by the contractor), in lieu of the above daily supply. This arrangement will give the inmates a larger quantity in their soup, and at a cheaper rate than under the present system. Green herbs, such as parsley, thyme, sage, and eschalots, are quite unattainable in the district.

6. The number of inmates has been increased to 125 men and 47 women; but I am of opinion, and I am supported in it by Dr. Neild and Mr. Armstrong, that though the men's quarters are full with 125 men, the number of women may (provided the western

2 PORT MACQUARIE ASYLUM FOR INFIRM AND DESTITUTE.

end of the large dining-hall is partitioned off, so as to form a dormitory) with safety be augmented to sixty-six. This new dormitory would thus form a convenient hospital ward, and be a great comfort to paralyzed patients, who could get on to the verandah and enjoy the fresh air without running the risk of falling down the stairs.

7. The enclosures for both men and women are very confined, and there appears to be no possibility of increasing them without incurring great expense. At the Gaol a large space of land has been enclosed by a high paling fence. If this were done at the Asylum (and there are numbers of acres of unoccupied Crown land round the walls), it would not only promote the health, but materially increase the comfort of the inmates.

8. The provisions supplied by the contractors are, generally, of a wholesome and proper quality. I have, however, seen it necessary to complain of the tea and potatoes. I have informed Messrs. M'Donald & Co., the contractors, that the conditions of their contract will be strictly enforced; and the Master has been directed to inspect the supplies, and to use authorized measures for replacing them if they are of inferior quality. The bread and meat are very good.

9. The clothing and bedding are kept in good order, and the people appear clean and tidy. It is evident that, from the proximity of the Asylum to the sea, the inmates require quite as warm articles of clothing as those used at the Sydney Asylums. The easterly winds, during the winter months, are very keen and piercing. Mrs. Armstrong wishes to allow the women an extra petticoat. The Asylum being only recently established, is not so well provided with second-hand dresses, which are used for warm petticoats, as the Hyde Park Asylum. Each woman is, at present, provided with 1 dress, 1 shawl, 1 apron, 1 flannel petticoat, 1 chemise, 1 cap, 1 pair shoes, and 1 pair woollen stockings. Should the Board approve of Mrs. Armstrong's proposal, a cheap material might be sent to her immediately.

10. I held a muster of the inmates on the 4th instant; it appeared to be quite correct.

11. The dispensary shelving, which has been so repeatedly asked for, has not been erected by the Colonial Architect's Department. On Dr. Neild's representation that it was much required, and that much risk to the drugs and bottles was incurred by their being placed on loose boards, I anticipated the Board's approval, and agreed with Mr. Butler, who had formerly been employed by Mr. Flue, at the Asylum, for the erection of the necessary shelving and table for the sum of £3 15s.

12. The water-closets and drains are in good order, with the exception of one set of pipes, which are too small to carry off the water from the roof; this, however, is of very trifling inconvenience, and does not involve any risk to the building or the health of the inmates.

13. A lavatory is much required for the use of the men; at present they wash with loose basins on the verandah, or on the grass. It has a messy appearance either way, and in rainy weather is very inconvenient. The men are bathed in a small room outside the walls of the institution, but it is a very awkward arrangement for the very infirm and paralyzed inmates. The arrangements for bathing and washing the women are very good.

14. Mrs. Armstrong has brought under my notice the necessity for an increased staff of washerwomen. It is evident that the most economical way of having the washing of the whole Asylum done is to manage it in the women's laundry. It has been done in this way hitherto by two women at 3d. per diem, with occasional help from the other women; but since the number of men has been increased, and the washing thereby become very onerous, Mrs. Armstrong finds it very difficult to get the work done, and wishes to be allowed one woman at 4d., and three women at 3d. each, per diem. Even at this increased rate, the washing will be done far more cheaply than by allowing the men to wash their own clothes and bedding.

15. Mrs. Armstrong applies to have an extra boiler erected in the women's kitchen. It appears to be necessary, as the large saucepan which was supplied to provide for this want is too heavy for the old women to lift about. The boiler, if supplied by the Board, could be built in by one of the inmates.

16. Mr. Armstrong applies for some additional allowances for the working inmates, and urges his request in consequence of the increased numbers. They are as follows:—

- 1s. per diem instead of 6d. to the head wardman, who will then be on a par with the Parramatta and Liverpool head wardmen.
- 3d. per diem to the assistant cook in the men's kitchen. The head cook receives 6d. per diem.
- 3d. per diem for an additional wardman who has the care of two new wards.
- 3d. per diem to the dispensary assistant clerk and librarian.
- 3d. per diem to the gardener.
- 3d. per diem to the messenger and funeral conductor.

17. A few seats placed round the enclosures would add much to the comfort of the inmates, and prevent their carrying the dining-room forms into the green, and thereby exposing them to the sun.

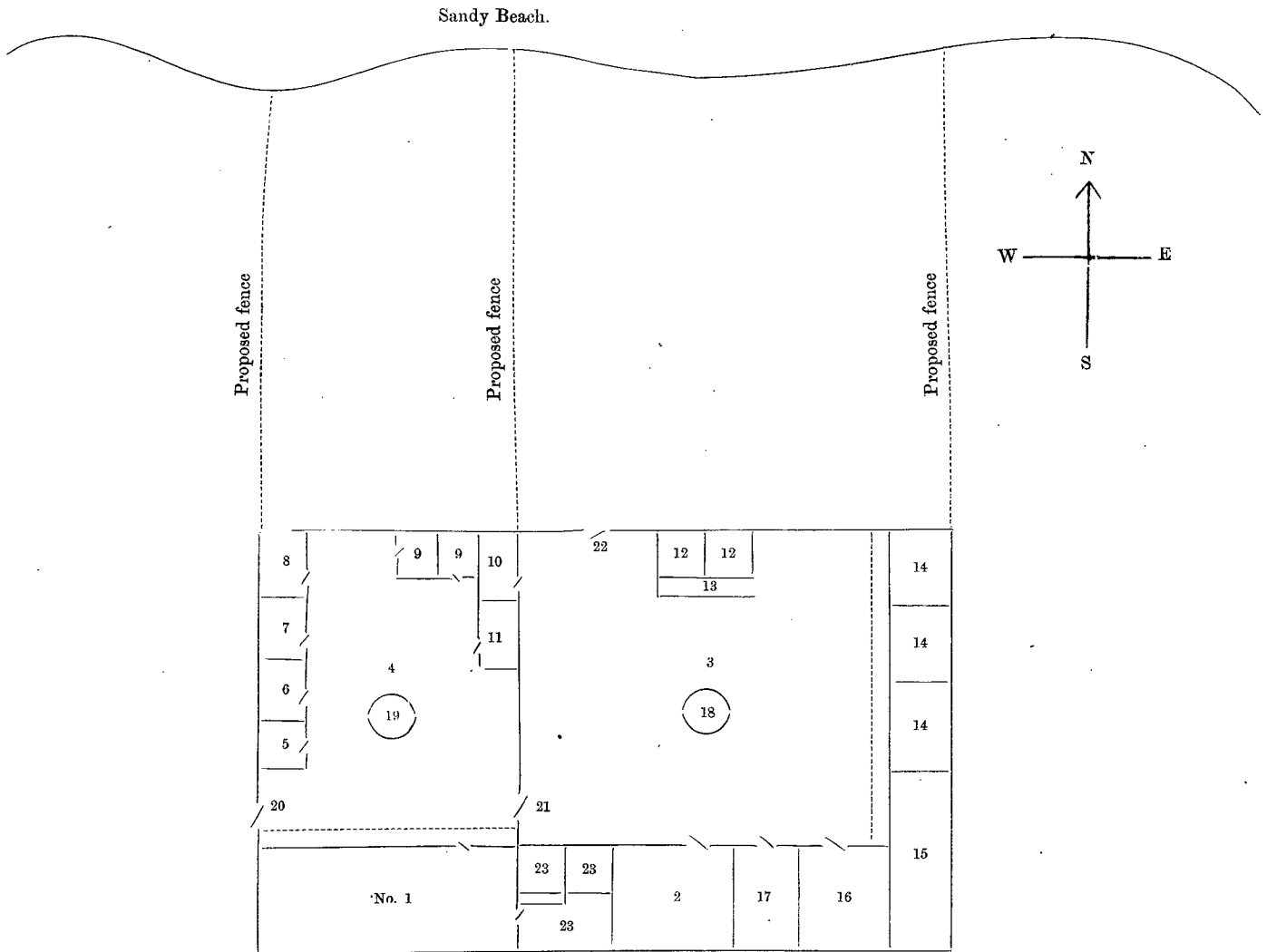
18. The contractor for burials has applied to be allowed to continue his agreement for another year, that is, to the end of 1868. He states that it will be then worth his while to procure a small hearse, and make other arrangements which will enable him to carry out his contract more satisfactorily than at present. He appears a good man, and is anxious to attend to the requirements of the Asylum.

19. Mrs. Armstrong wishes to be allowed a few pounds of knitting cotton and a few needles for the use of the blind women; the expense would be trifling, and the work would amuse the old people.

I have, &c.,
 FREDERIC KING,
 Secretary.

PORT MACQUARIE ASYLUM FOR INFIRM AND DESTITUTE.

HARBOUR.



THE PORT MACQUARIE ASYLUM.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>No. 1. Women's Apartments.
 " 2. Men's
 " 3. " Yard."
 " 4. Women's "
 " 5. Office.
 " 6. Women's Kitchen.
 " 7. " Laundry.
 " 8. Dead-house.
 " 9. Women's Closets.
 " 10. Store.
 " 11. Dispensary.
 " 12. Men's Closets.</p> | <p>No. 13. Urinary.
 " 14. Men's Dormitories.
 " 15. Dining-hall.
 " 16. Kitchen.
 " 17. Store.
 " 18. } Wells.
 " 19. }
 " 20. Principal Entrance.
 " 21. Door of communication, always shut.
 " 22. Door.
 " 23. Master's Apartments.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

1867.

NEW SOUTH WALES.

DESTITUTE CHILDREN'S SOCIETY.

(LIST OF OFFICE-BEARERS AND DIRECTORS.)

Presented to Parliament, pursuant to Act 20 Vic., No. 19, sec. 4.

OFFICE-BEARERS AND DIRECTORS OF THE DESTITUTE CHILDREN'S SOCIETY.

PATRON—HIS EXCELLENCY SIR JOHN YOUNG, BART., K.C.B.

PRESIDENT—THE HON. E. DEAS THOMSON, C.B., M.L.C.

VICE-PRESIDENTS—THE HON. GEORGE ALLEN.

ARCHDEACON M'ENCROE.

TREASURER—WILLIAM HANSON, Esq.

SECRETARY—THE REV. ALFRED H. STEPHEN, M.A.

DIRECTORS:—

BARRY, REV. Z.

BIRRELL, J.

DUTRUC, MONSIEUR.

DAWSON, JOHN.

HEBBLEWHITE, SAMUEL.

HUMPHERY, CHARLES H.

JOY, EDWARD.

JOHNSON, REV. THOMAS.

KING, REV. GEORGE, M.A.

KING, REV. HULTON S.

LANG, REV. DR.

LEVY, L. W.

MOORE, C. (THE MAYOR).

MILNE, REV. JAMES S.

MURNIN, M. E.

PEARCE, S. H.

POWELL, JAMES.

RAPHAEL, J. G.

SHERIDAN, VERY REV. PRIOR.

WOOLFREY, REV. H. N.

WISE, GEORGE F.

I certify the above to be a correct list of the Office-bearers and Directors of the Destitute Children's Society.

May 13, 1867.

ALFRED H. STEPHEN,

Hon. Sec. for D. Children.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

DESTITUTE CHILDREN'S SOCIETY.

(LIST OF OFFICE BEARERS AND DIRECTORS FOR THE YEAR 1868, &c.)

Ordered by the Legislative Assembly to be Printed, 21 April, 1868.

OFFICE BEARERS AND DIRECTORS OF THE SOCIETY FOR THE RELIEF
OF DESTITUTE CHILDREN, FOR THE YEAR 1868.

PRESIDENT—THE HON. E. DEAS THOMSON, C.B., M.L.C.

VICE-PRESIDENTS—THE HON. G. ALLEN, M.L.C.

VEN. ARCHDEACON M'ENCROE.

TREASURER—G. F. WISE, Esq.

SECRETARY—THE REV. A. H. STEPHEN, M.A.

DIRECTORS :—

ALDERSON, WILLIAM.
BARLOW JOHN.
BARRY, REV. Z.
BIRRELL, JOHN.
CLARKE, HENRY.
DAWSON, JOHN.
FRIEND, W. S.
HANSON, WILLIAM.
HEBBLEWHITE, SAML.
HUMPHREY, C. H.
KING, REV. G.

KING, REV. HULTON.
LANG, REV. DR. M.P.
MOORE, CHAS.
MOORE, C. K.
MILNE, REV. J.
PEARCE, S. H.
POWELL, JAS.
RAPHAEL, J. G.
SHERIDAN, REV. J. F.
THOMPSON, JOSEPH.
WOOLFREY, REV. H. N.

I CERTIFY the above to be a true and correct List of the Directors of the Society for the Relief of Destitute Children, for the year 1868.

ALFRED H. STEPHEN,
Honorary Secretary.

The following Alterations have been made in the By-Laws of the Society :—

In Rule 7, the word "four" has been substituted for the word "three."

In Rule 11, the word "fifty" has been substituted for the word "ten."

In Rule 12, the words "one hundred" have been substituted for the word "fifty."

In Rule 16, after the words "not less than sixteen", the words have been added, "nor more than twenty-three"; the word "eight" has been substituted for the word "six"; and after the words "eligible for election" the following words have been added, "but no person whose subscription for the past year has not been paid shall be qualified to be nominated for a Director."

In Rule 24, after the words "*not less than nine members*", have been inserted the words "*nor more than twelve, exclusive of the Treasurer and Secretary, who, ex officio, shall be members of the House Committee.*"

In Rule 27, after the word "*Matron*" the following words have been inserted, "*and Accountant, the appointment and dismissal of all other officers and servants being vested in the House Committee.*"

In Rule 37, all the words following the words "*they shall*" have been omitted, and the following words have been inserted, "*do all that in them lies, both by precept and example, to foster and encourage religion and morality among the children committed to their care.*"

In Rule 38, the words "*shall preside at all meals of the children*" have been omitted.

In Rule 43, all the words following the words "*there shall be*" have been omitted, and the following words have been inserted, "*two Medical Officers, one Honorary and one Visiting, both of whom shall be appointed by the Board of Directors after its first meeting after each Annual General Meeting of the Society.*"

ALFRED H. STEPHEN.

[Price, 3d.]

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

GOVERNMENT ASYLUMS.
(RETURN RESPECTING.)

Ordered by the Legislative Assembly to be Printed, 25 September, 1867.

COMPARATIVE RETURN of the EXPENDITURE OF THE GOVERNMENT ASYLUMS, for the Years 1863-4-5-6.

ASYLUM.	DAILY AVERAGE OF INMATES.	SALARIES.		RATIONS.		CLOTHING.		CONTINGENCES.		TOTAL.		THE PORT MACQUARIE ASYLUM.		
		Total.	Per head.	Total.	Per head.	Total.	Per head.	Total.	Per head.	Expenditure.	Average per head.			
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Hyde Park.	1866	155	608 12 1	3 18 6½	1,124 2 0	7 5 0½	209 18 10	1 7 1	255 1 3	1 12 10½	2,197 14 2	14 3 6½	1,331 0 3	
	1865	161	623 10 0	3 17 5¼	1,110 7 2	6 17 11	373 4 0	2 6 4¼	287 2 7	1 15 8	2,394 3 9	14 17 4¼	.....
	1864	153	555 11 0	3 12 7¼	1,232 3 7	8 1 0¾	160 13 8	1 1 0	292 18 11	1 18 3¼	2,241 7 2	14 12 11¾	.....
	1863	153	624 12 8	4 1 7¾	1,211 1 1	7 18 3½	262 19 4	1 14 4½	261 16 4	1 14 2¾	2,360 9 5	15 8 4¼	.....
Parra-matta.	1866	221	669 19 6	3 0 7½	1,750 6 2	7 18 4¾	391 2 9	1 15 4¼	344 18 5	1 11 2½	3,156 6 10	14 5 7½	.....
	1865	218	666 10 8	3 1 1¾	1,388 16 4	6 7 4¾	600 12 3	2 15 1	441 18 6	2 0 6½	3,097 17 9	14 4 2½	.....
	1864	208	647 12 8	3 2 3	1,528 11 11	7 6 11½	378 10 9	1 16 11¾	376 12 0	1 16 2½	2,931 7 4	14 1 1¼	.....
	1863	207	618 0 10	2 19 8½	1,288 11 5	6 4 6	287 15 2	1 7 9½	490 19 11	2 7 5¼	2,685 7 4	13 4 3¼	.....
Liver-pool.	1866	402	852 8 5	2 2 5	2,790 0 0	6 18 9½	787 14 6	1 19 2¼	843 6 0	2 1 11¼	5,273 8 11	13 2 4¼	.....
	1865	342	835 1 6	2 8 9¾	2,405 17 1	7 0 8¼	1,133 14 7	3 6 3½	754 6 0	2 4 1	5,128 19 2	14 19 11¼	.....
	1864	312	810 12 2	2 11 11½	2,184 1 6	7 0 0	507 19 4	1 12 7	542 3 7	1 14 9	4,044 16 7	12 19 3¼	.....
	1863	264	715 7 3	2 14 2¼	1,963 13 4	7 8 9	439 2 2	1 13 3	831 18 9	3 3 0½	3,950 1 6	14 19 2¾	.....
Totals.	1866	778	2,131 0 0	2 14 9¼	5,664 8 2	7 5 7¼	1,388 16 1	1 15 8¼	1,443 5 8	1 17 8¾	10,627 9 11	13 13 10¾	1,331 0 3	11,958 10 2
	1865	721	2,125 2 2	2 18 11¼	4,905 0 7	6 16 0¾	2,107 10 10	2 18 5¼	1,483 7 0	2 1 2	10,621 0 8	14 14 7
	1864	673	2,013 15 10	2 19 10	4,944 17 0	7 6 11¼	1,047 3 9	1 11 1¼	1,211 14 6	1 16 0	9,217 11 1	13 13 10½
	1863	624	1,958 0 9	3 2 9	4,463 5 10	7 3 0½	988 16 8	1 11 8½	1,584 15 0	2 10 9½	8,995 18 3	14 8 3½

N.B.—The Port Macquarie Asylum was occupied on the 1st July, 1866. The expenditure has not been brought into this return, further than to shew the total amount expended on account of the Government Asylums.

FREDERIC KING,
Secretary.

GOVERNMENT ASYLUMS.

DETAILED STATEMENT FOR 1866.

	HYDE PARK.		PARRAMATTA.		LIVERPOOL.		TOTAL.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SALARIES ... ..	.....	608 12 1	.....	669 19 6	.....	852 8 5	2,131 0 0
RATIONS.							
Food	864 5 0		1,476 12 8		2,498 11 8		
Medical Comforts...	78 1 8		93 0 6		86 13 9		
Vegetables...	111 16 1		90 17 6		93 6 0		
Gratuities	38 0 6		59 4 6		82 7 11		
Milk	31 18 9		30 11 0		29 0 8		
		1,124 2 0		1,750 6 2		2,790 0 0	5,664 8 2
CLOTHING ... ..	.....	209 18 10	.....	391 2 9	.....	787 14 6	1,388 16 1
CONTINGENCIES.							
Travelling Expenses	1 10 0		27 14 4		137 12 6		
Advertisements ...	4 2 0		0 10 0		0 10 0		
Fuel	49 15 4		85 1 10		65 17 7		
Medicines	53 3 2		15 1 6		51 1 7		
Water ... ..	.....		14 14 0		96 12 6		
Burial Expenses ...	34 13 0		61 0 0		114 10 0		
Medical Certificates	4 4 0		1 1 0		4 4 0		
Light	31 5 0		23 2 0		20 11 10		
Soap	22 10 9		22 19 4		27 6 3		
Straw	4 10 0		15 0 0		40 1 3		
Rent	27 3 6		27 3 6		127 3 7		
Postage ... ..	.....		.....		2 9 2		
Ironmongery ... ..	.....		37 9 6		113 0 11		
Sundries	22 4 6		14 1 5		42 4 10		
		255 1 3		344 18 5		843 6 0	1,443 5 8
		2,197 14 2		3,156 6 10		5,273 8 11	10,627 9 11

Hyde Park Asylum,
Sydney, 20th May, 1867.

FREDERIC KING,
Secretary.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

LUNATIC ASYLUM, TARBAN.

(RETURN RESPECTING PATIENTS ADMITTED, &c.)

Ordered by the Legislative Assembly to be Printed, 8 October, 1867.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 17 September, 1867, That there be laid upon the Table of this House,—

“ A Return shewing the number of patients admitted to the Lunatic Asylum, Tarban Creek, within the last two years. Also, a Return, shewing the number of such persons who would be ineligible for admission to such Asylum, on the ground of possessing sufficient means for medical aid, if private establishments were authorized by law.”

(Mr. Burdekin.)

THE SUPERINTENDENT OF TARBAN LUNATIC ASYLUM to THE PRINCIPAL UNDER SECRETARY.

Tarban Lunatic Asylum,
21 September, 1867.

SIR,

In accordance with the request expressed in your letter of 18th September, 1867 (130), that I should prepare and forward, with the least convenient delay, a Return shewing the number of patients admitted to the Lunatic Asylum, Tarban Creek, within the last two years; also, a Return, shewing the number of those who would be ineligible for admission to such Asylum, on the grounds of possessing sufficient means for medical aid, if private asylums were authorized by law, I have the honor to report:—

1. That from the 1st of September, 1865, to the 1st of August, 1867, there were admitted to this Asylum 267 males, and 132 females, making a sum total of 399 admissions.

2. I am so little acquainted with the circumstances of the lunatics placed under my superintendence, that, with a single exception, I am quite unable to form an opinion as to their “ineligibility for admission into this Asylum, on the grounds of possessing sufficient means for medical aid, if private establishments were authorized by law.”

It appears to me, in my present state of knowledge on the matter, that one or two small struggling farmers, tradesmen, and helpless widows, with a large majority of the so called labouring classes, make up the sum of the insane population of this Asylum; that those who can pay at all for their maintenance, do so to their utmost ability, at the rate of two shillings and twopence a day; and that no keeper of a private asylum could supply even pauper patients with food and clothing at this price, without doing grievous injustice either to himself or his charge. Even double the amount would yield but sorry profits for the common run of lunatics enjoying, as they ought, their full freedom; and that amount, I conjecture, is more than any patient in this establishment could afford.

I have, &c.,

F. CAMPBELL, M.D.,
Superintendent.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

LUNATIC ASYLUMS.

(INQUIRY INTO THE CONDITION AND MANAGEMENT OF, IN GREAT BRITAIN, ETC.)

Ordered by the Legislative Assembly to be Printed, 26 February, 1868.

SCHEDULE.

NO.		PAGE.
1.	Dr. Manning to Colonial Secretary. 8 June, 1867...	2
2.	Minute Paper appointing Dr. Manning Commissioner to visit and inquire into condition and management of the principal Lunatic Asylums of Great Britain, &c. 13 June, 1867 ...	2
3.	Commission so appointing Dr. Manning. 14 June, 1867 ...	3
4.	Principal Under Secretary, enclosing Commission. 14 June, 1867 ...	3
5.	Ditto to W. C. Mayne, Esq., Agent for the Colony. 24 August, 1867 ...	4
6.	Colonial Secretary to Dr. Manning—Letter of Instructions. 31 August, 1867 ...	4
7.	Agent for Colony to Principal Under Secretary. 24 October, 1867 ...	5
8.	Dr. Manning to Colonial Secretary. 21 November, 1867 ...	5
9.	Do. do. 23 December, 1867 ...	5

LUNATIC ASYLUMS.

No. 1.

DR. MANNING to THE COLONIAL SECRETARY.

H.M.S. "Esk,"
Sydney, New South Wales,
8 June, 1867.

SIR,

On thinking over our short conversation of yesterday, several points have occurred to me which I think it right to submit to you.

In appointing a Medical Superintendent to your Asylums, you require that he should have, firstly, a high professional and moral character, and secondly, a special acquaintance with the treatment of the insane. The first I hope my papers certify that I possess; the second I am able to offer only in a partial degree, and I completely concur in what seems to be your opinion,—that such knowledge should be gained at my own expense. In visiting the Asylums of England, the Continent, and America; however, I have a strong desire not only to acquaint myself fully with the modes of treatment of the insane, but to collect such complete information concerning the plans, statistics, and general arrangements of Home and Foreign Asylums, as is possessed by few (if any) medical men in England, and which would be of great value to any Colony or public body proposing a remodelling of its institutions for the insane.

Such information, collected at my own expense, would be my personal property; and should circumstances arise, during or after the preparation of my reports, which would prevent me seeking further the appointment which is in your gift, I should feel that I was not doing wrong in publishing such report or disposing of it as seemed most to my advantage. I would venture, therefore, to suggest for your favorable consideration, that the Government of New South Wales should give directions to their Agent in England to appoint me an officer in their service, under whatever title may suggest itself to you, immediately on reporting myself to him as ready for work; that such appointment should have attached to it a salary equal in amount to about half the permanent appointment, and should be accompanied by a letter of instructions from you. In this case, I should travel as the accredited Agent of the Government of New South Wales; and such official position would procure for me an immediate *entrée* to all Home and Foreign Government Asylums, and assure me a much more favorable reception and greater opportunities for collecting information from all public bodies having charge of similar institutions, than I could hope for as a private individual. All reports, plans, &c., so collected would be absolutely the property of the Government of New South Wales; and as I do not propose to occupy much more than six months in pursuing my inquiries, the Government would thus obtain, at a cost of something under £300, a mass of information which will be of great use. The future appointment of Superintendent of your Asylums could be given to me when my reports were examined and found to be to the satisfaction of your Agent, or such other persons as you may be pleased to appoint.

In conclusion, I should be glad to learn if you propose to fix the salary of Superintendent permanently at £800 per annum, or whether it will rise gradually to a larger sum.

I have, &c.,

FREDC. NORTON MANNING, M.D.,
M.R.C.S., England.

No. 2.

MINUTE PAPER FOR THE EXECUTIVE COUNCIL.

Colonial Secretary's Office,
Sydney, 13 June, 1867.

WITH a view to the more perfect organization and control of the Lunatic Asylums of this Colony, I recommend that Frederic Norton Manning, Esq., M.D., should be appointed a Commissioner to visit and inquire into the condition and management of the principal Lunatic Asylums of Great Britain and Ireland, the Continent of Europe, and the United States of America; to obtain for this Government full particulars of the systems of maintenance, rules and regulations in force therein, plans of construction of buildings, modes of treatment of patients, copies of laws, public reports, and papers pertaining to the object of his Commission; and further, that the Commission should come in force on the 1st November, 1867, and remain in operation for six months; and that a salary, to be provided for by vote on Estimate, should be allowed to Dr. Manning during such period, at the rate of £600 per annum.

HENRY PARKES.

MINUTE.

MINUTE.

THE Executive Council, having carefully considered the subject herein set forth, with reference to obtaining full information as to the management and general working of Lunatic Asylums in Great Britain and Ireland, the Continent of Europe, and the United States of America, are of opinion that the course proposed by the Honorable the Colonial Secretary will meet the end contemplated; and accordingly advise that Frederic Norton Manning, Esq., M.D., be appointed a Commissioner, under the Great Seal of the Colony, for the purpose of carrying out the said inquiry, and reporting thereupon.

The Council further advise that the Commission should remain in force for the period of six months from the 1st November next, and that Dr. Manning be allowed salary during such period, at the rate of £600 per annum.

ALEX. C. BUDGE,
Clerk of the Council.

Abstract of Minute 67/25.—Advised, 13th June, 1867.—Confirmed, 20th June, 1867.
22 June, /67.—Approved—J.Y.

No. 3.

COMMISSION.

BY His Excellency the Right Honorable SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Captain General and Governor-in-Chief of the Colony of New South Wales, and Vice-Admiral of the same.

To FREDERIC NORTON MANNING, Esquire, M.D., M.R.C.S., England,—

Greeting :

WHEREAS it being deemed expedient, with a view to the more perfect organization and control of the Lunatic Asylums in the Colony of New South Wales, to appoint a Commissioner to visit and inquire into the condition and management of the principal Lunatic Asylums of Great Britain and Ireland, the Continent of Europe, and the United States of America, in order to obtain for the Government of the said Colony full particulars of the systems of maintenance, rules and regulations in force therein, plans of construction of buildings, modes of treatment of patients, and also copies of all laws, public reports, and papers relating thereto: Now, therefore, I, Sir John Young, the Governor aforesaid, do, with the advice of the Executive Council, by this Instrument, appoint you, the said Frederic Norton Manning, to be such Commissioner accordingly; and I do hereby invite and request all officers and other persons whomsoever in charge of such Asylums to be assistant to you in the execution of these presents.

Given under my hand and the Seal of the Colony, at Government House, Sydney, in New South Wales aforesaid, this fourteenth day of June, in the year of our Lord one thousand eight hundred and sixty-seven, and in the thirtieth year of Her Majesty's reign.

JOHN YOUNG. (L.S.)

By His Excellency's Command,

HENRY PARKES.

Entered on record by me, this fourteenth }
day of June, 1867. }

HENRY HALLORAN,
Under Secretary.

No. 4.

THE PRINCIPAL UNDER SECRETARY to DR. MANNING.

Colonial Secretary's Office,
Sydney, 14 June, 1867.

SIR,

I am directed by the Colonial Secretary to enclose a Commission under the Great Seal of the Colony, appointing you to visit and inquire into the condition and management of the principal Lunatic Asylums of Great Britain and Ireland, the Continent of Europe, and the United States of America, with the object therein more fully stated; and to request that, as early as practicable after your arrival in England, you will enter upon the duties therein confided to you, and endeavour to bring them to a conclusion within the period of six months.

I am to add, that a further communication, containing full instructions, will be forwarded to you through Captain Mayne, the Government Agent, No. 118, Cannon-street, London, to reach you immediately after your arrival.

I have, &c.,
HENRY HALLORAN.

No. 5.

No. 5.

THE PRINCIPAL UNDER SECRETARY to W. C. MAYNE, Esq.

Colonial Secretary's Office,
Sydney, New South Wales,
24 August, 1867.

SIR,

In June last, Fredc. Norton Manning, Esquire, M.D., was appointed, by this Government, Commissioner to visit the principal Lunatic Asylums in Europe and America, to obtain the latest and most accurate information of the plans of construction, systems of management, and the general treatment in such institutions. Dr. Manning was attached to H.M.S.S. "Esk," which vessel was ordered home at the time of his appointment.

2. It is very probable that the "Esk" will arrive in England by the time you receive this letter.

3. On his arrival in London, Dr. Manning will call on you, and present his Commission; and Mr. Parkes is anxious that every assistance should be afforded to him by you in the prosecution of his duties. By the Panama mail leaving on the 1st proximo, full instructions on this subject will be transmitted to you.

I have, &c.,

WILLIAM GOODMAN.
(For the Under Secretary.)

No. 6.

THE COLONIAL SECRETARY to DR. MANNING.

Colonial Secretary's Office,
Sydney, New South Wales,
31 August, 1867.

SIR,

Referring to my letter of June 14th, enclosing a Commission under the Great Seal of the Colony, appointing you to the duty of visiting the principal Asylums for insane and idiotic persons in Europe and America,—I have now the honor to state more in detail the objects which the Colonial Secretary desires to be kept in view in your inquiries.

2. As was fully explained to you before you left Sydney, this Government is desirous of making such changes in the management of the Lunatic Asylums here as will bring their organization more into harmony with the best managed institutions in the mother country. By personal inspection you made yourself acquainted with our Asylums, and you are, therefore, aware of the want of adaptation in the character of the buildings, and the obstacles that stand in the way of effecting satisfactory improvements. Still, it is believed that much may be done by a reorganization of these establishments, on the basis of a correct knowledge of the improvements carried out, under more favorable circumstances, in other parts of the world. The principal object of your mission is, to obtain the information which is considered to be necessary for the guidance of the Government in these important changes.

3. In accordance with the proposal made by yourself in Sydney, you will visit the chief Asylums in the United Kingdom, on the Continent, and in the United States. You will direct your inquiries, in these visits, to the principles on which the buildings have been erected, and the sanitary precautions adopted in their construction. You will carefully observe the different methods of treatment, and obtain statistical evidence of the results in separate cases, so far as is practicable. You will examine the working of different systems of management and discipline, and endeavour to ascertain the effects of the different forms of administrative organization on the condition of the patients, and in relation to efficient supervision and economy of expenditure. In all cases, it will be desirable to obtain plans, as well as accurate descriptions of the buildings, particulars of the number of inmates allotted to rooms of a given size, and the quantity of pure air considered as indispensable to a given space.

4. You will obtain from the institutions you visit, copies of all regulations, dietary scales, and reports. It will also be within the compass of your duties to procure for the Government, copies of all recent and important statutes, state papers, and departmental reports, relating to the treatment of lunatics.

5. You will report to this Government, by every mail, the more important particulars in the progress of your inquiries.

6. Before leaving England for any foreign country, you will present yourself to the Right Honorable the Secretary of State for the Colonies, and explain the object of your mission. It is believed that Her Majesty's Government will not be unwilling to render you assistance in prosecuting investigations which must be regarded with much interest,

I have, &c.,

HENRY HALLORAN.

No. 7.

THE COLONIAL AGENT to THE PRINCIPAL UNDER SECRETARY.

(No. 61.)

New South Wales Agency,
118, Cannon-street, London, E.C.,
24 October, 1867.

SIR,

I have the honor to acknowledge receipt (on the 14th instant) of your letter C.S. 193, dated 24th August, 1867; and, in reply, to inform you that I have had an interview with Dr. Manning, who called on me here, and with whom I arranged to communicate as early as possible after receiving the instructions referred to in the concluding words of your letter.

I have, &c.,
W. C. MAYNE,
Agent for the Colony of New South Wales.

No. 8.

DR. MANNING to THE COLONIAL SECRETARY.

Milton Ham, near Northampton,
21 November, 1867.

SIR,

I beg to acknowledge the receipt of full instructions for my guidance in visiting the Asylums of Great Britain, the Continent of Europe, and the United States of America, and have the honor to report to you, that, with a view to carry out the same, I have waited on the English Lunacy Commissioners, and obtained such advice as they can give me concerning the Asylums best worth visiting at home and abroad. I purpose now to spend about two months in the United Kingdom, in examining fully, and in detail—according to a tabular view which I have drawn up, and which I have the honor to transmit to you by this mail—a limited number of the best English Asylums, making myself thoroughly acquainted with their working, and collecting all reports, plans, and printed regulations. At the same time, I shall lose no opportunity of visiting and inspecting in a more cursory manner any Asylums which are in my route. After completing the English report, I purpose calling on the Right Honorable the Principal Secretary of State for the Colonies, according to your directions, and, making full use of the assistance he is able to furnish me, spend about two months in closely inspecting a limited number of Continental Asylums. The American Asylums I shall subsequently visit in the same manner.

I shall, in accordance with your directions, report to you by each mail what Asylums I have visited, with any particulars that may seem of immediate interest; but I conceive that I shall be best carrying out your wishes if I have all the facts I can collect before me, before making a full report to you. This report I hope to bring to a conclusion in six months from this date, and shall lose no time in forwarding it to you.

In conclusion, I have the honor to request that I may be considered as engaged in the service of the New South Wales Government from November 16th, 1867, and shall be glad to learn how and at what periods I may draw the salary attached to my office as Commissioner.

I have, &c.,
FREDC. NORTON MANNING.

No. 9.

DR. MANNING to THE COLONIAL SECRETARY.

Milton Ham, near Northampton,
23 December, 1867.

SIR,

I have the honor to report to you that, in accordance with the instructions which I have received from the Government of New South Wales, I have visited and inspected the following Institutions for the Insane:—

Middlesex County Asylum	...	...	Colney Hatch
Essex	do.	...	Brentwood
Sussex	do.	...	Hayward's Heath
Surrey	do.	...	Burntwood
Three Counties	do.	...	Hitchin
(Bed. Bucks. Hants.)			
Gloucester	do.	...	Gloucester
Worcester	do.	...	Powick
Stafford	do.	...	Stafford
New Stafford	do.	...	Lichfield
Lancashire	do.	...	Prestwick
Derby	do.	...	Mickleover

Bristol Borough Asylum	...	...	Stapleton
Coton Hill Lunatic Hospital	...	...	Stafford
Bethlehem do.	...	...	Southwark
Camberwell House Private Asylum	...	...	Camberwell
Brislington House do.	...	...	Near Bristol
Broadmoor State Asylum	...	...	Near Woking
Earlswood Idiot Asylum	...	...	Reigate.

I have also visited the Herbert Hospital, Woolwich, and the Pauper Hospital at Chorlton on Medlock, near Manchester,—two of the most recently finished buildings erected on the pavilion principle, so strongly advocated by Miss Nightingale.

I have, &c.,

FREDC. NORTON MANNING, M.D.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

LUNATIC ASYLUMS.

INQUIRY INTO THE CONDITION AND MANAGEMENT OF, IN GREAT BRITAIN, ETC.—FURTHER REPORT.)

Ordered by the Legislative Assembly to be Printed, 1 April, 1868.

FREDERIC NORTON MANNING, Esq., to THE COLONIAL SECRETARY.

Milton Ham, near Northampton,
17 January, 1868.

SIR,

I have the honor to report to you, that since the date of my last letter, I have visited the following Lunatic Asylums:—

Northampton Lunatic Asylum, Northampton.
Leicester Lunatic Asylum, Leicester.
Fife District Asylum, near Cupar.
Morningside Asylum, near Edingburgh.
Dundee Royal Asylum, Dundee.
Montrose Royal Asylum, Montrose.
Perth Royal Asylum, Perth.
Perth District Asylum, Murkilty.
Perth Criminal Asylum, Perth.
Glasgow Royal Asylum, Gartnavel.
Glasgow Parochial Asylum, Glasgow.
Haddington District Asylum, Haddington.

I have also visited the Lunatic Wards in the Leicester, Edinburgh, Dundee, and Perth Poorhouses.

This list almost completes the number of English and Scotch Asylums which I propose visiting. I have made arrangements to see Lincoln County Asylum—an Institution much commended by the Lunacy Commissioners; and the difficulties which surround the question of accommodation for, and treatment of Criminal Lunatics has made me desirous of paying another visit to the State Asylum at Broadmoor, before proceeding abroad.

The very limited time at my disposal will, I am afraid, prevent me paying a visit to any of the Irish Asylums.

I have already met with difficulties in procuring plans of Asylum Buildings. In many cases, and some of the newest and most interesting among the number, the architects themselves are very jealous of supplying copies for use or reference abroad, and such copies are not possessed by the Commissioners. I hope, however, to obtain several which will be very useful.

The Right Honorable the Secretary of State for the Colonies has given me all necessary introductions, and taken marked interest in the work in which I am engaged; and I think it right to report to you the interest which is taken in the object of my mission by physicians of eminence in this country. Among others, Sir James Clark, Bt., Physician in Ordinary to Her Majesty, has written to beg me to pay a visit to his country-house, and confer with him on the subject—the state of his health not permitting him at present to visit town. I propose spending a day or two with him, and doubt not to receive some valuable suggestions.

I have, &c.,
FREDC. NORTON MANNING.

1867.

NEW SOUTH WALES.

UNIVERSITY OF SYDNEY.

(REPORT FOR 1866.)

Presented to Parliament, pursuant to Act 14 Vict., No. 32.

THE REGISTRAR, UNIVERSITY, to THE COLONIAL SECRETARY.

University of Sydney,
1 May, 1867.

SIR,

I do myself the honor to transmit herewith the Annual Report of the University for the year 1866, together with an account of the Receipts and Disbursements during the same period.

I have, &c.,
HUGH KENNEDY,
Registrar.

REPORT of the University of Sydney, for the Year ended 31st December, 1866.

1. The Senate of the University, in accordance with the provisions of the 22nd clause of the Act of Incorporation, have the honor to submit, for the consideration of His Excellency the Governor and the Executive Council, the following Report of their proceedings during the year 1866.

2. Eleven students were admitted to matriculation after having passed the statutory examination.

3. Messrs. John Hunter and Alfred Davis, having proved to the satisfaction of the Senate, that they had kept terms in British Universities, and having otherwise complied with the regulations, were admitted to a corresponding status in the University, with a view to the completion of the curriculum for the degree of B.A.

4. Dispensations were granted to Mr. John Hunter and the Reverend James White, of Singleton, exempting them from attendance on the Lectures for one year.

5. The Degree of Doctor of Laws was conferred on Mr. James Stuart Paterson, M.A., LL.B., and the Reverend George Heap Stanley, M.A., LL.B., who duly complied with the requirements of the By-laws.

6. The Degree of Master of Arts was conferred on Mr. Arthur Mansfield Allen, B.A., who passed the examination in the School of Mathematics and Natural Philosophy.

7. The Degree of Bachelor of Medicine was conferred on Mr. Charles Field Goldsbro', Member of the Royal College of Surgeons, England, who passed the examination in the Faculty of Medicine.

8. The Degree of Bachelor of Arts was conferred on the following students who passed the examination in the Faculty of Arts:—

- | | |
|------------------|------------------|
| A. Browne. | D. M. Myers. |
| W. P. Faithfull. | F. O'Brien. |
| E. Fitzgerald. | E. A. L. Sharpe. |
| J. R. Gorman. | J. D. Sly. |
| A. Horniman. | G. Deas Thomson. |
| G. Knox. | W. Watson. |
| F. M'Culloch. | |

9. The following undergraduates passed the examination for B.A., in Michaelmas Term, viz:—

- | | |
|---------------------|----------------|
| N. Emanuel. | John Hunter. |
| G. Faithfull. | Joseph Maher. |
| G. H. Fitzhardinge. | A. Richardson. |
| A. Gilchrist. | W. Sullivan. |

10. The following Honors were awarded :—

B.A. Mathematical Examination.

1st Class :—G. Knox.

2nd Class :—J. D. Sly.

B.A. Prize for Physics.

N. Emanuel.

SCHOLARSHIPS.

For General Proficiency.

First year :— { J. Alston.
T. Roseby.
J. Coutts ("Levey").

Second year :— { E. Barton ("Lithgow").
P. Cooper.
W. Purves.

Special.

"Deas Thomson" (*for Physics*) :—

A. Gilchrist.

"Professor Pell's" Medal (*for Mathematics*) :—

G. Knox.

"Professor Smith's" Prize (*for Physics*) :—

A. Gilchrist. } *æq.*
D. Cooper. }

"Wentworth" Medal (*for English Essay*) :—

G. Knox.

"Honorable George Allen's" Medal (*for Greek Iambics*) :—

J. D. Sly.

11. Mr. William Charles Windeyer was, at a Convocation duly held in the Great Hall of the University, elected a Fellow of the Senate, in the room of the late Henry Grattan Douglass, Esquire, M.D.

12. Alexander Morrison Thomson, Doctor of Science in the University of London, was appointed, on the nomination of Sir Roderick Murchison, to fill the office of Reader in Geology and Mineralogy, and Assistant in the Laboratory, and has arrived in the Colony. Arrangements have been made for a Course of Lectures in Geology, Mineralogy, and Palæontology, and a Class in Practical Chemistry, to commence in Lent Term.

13. In reporting the death of the Reverend John Woolley, D.C.L., Principal and First Professor of Classics and Logic in the University, the Senate desire to record their high sense and appreciation of his valuable services, and of the unwearied zeal which he manifested in all matters connected with the progress of the Institution. Called on to assist in the work of initiating a scheme of superior education in the Colony, he gave his best energies to that object; and his voyage to Europe, which had so deplorable an issue, was in furtherance of the cause to which he had devoted the best years of his life. By reason of this lamented event a vacancy was created in the Chairs of Classics and Logic. With a view to obtain a perfectly qualified successor, the Senate appointed, as a Committee, the following gentlemen in England, who, from their long connection with the University, and knowledge of the requirements of the Colony, would be competent to fulfil the important trust confided to them, viz. :—

Archbishop Polding.

Sir Charles Nicholson, Bart., D.C.L., LL.D.

Edward Hamilton, Esq., M.A., M.P.

W. C. Wentworth, Esq.

F. L. S. Merewether, Esq., B.A.

J. B. Darvall, Esq., M.A.

Alfred Denison, Esq., B.A.

Pending the arrival of the new Professor, the Assistant Professor of Classics and Dr. Paterson have been appointed to conduct the classes in the Department of Classics.

14. The Senate have to report, with much regret, the death, by the hand of a lunatic, of Richard Greenup, Esq., M.D., one of the Examiners in the Faculty of Arts, and also in the Faculty of Medicine, and would record their sense of the valuable services rendered by him during the long period of his connection with the University in the several capacities of Registrar and Examiner.

15. John Foulis, Esq., M.D., was appointed Examiner in the Faculty of Arts; and Edward Bedford, Esq., and Haynes Gibbes Alleyne, Esq., M.D., Examiners in the Faculty of Medicine; the several vacancies having been caused by the deaths of Dr. Greenup and Dr. West.

16.

16. Negotiations were entered into with the Directors of the Sydney Infirmary, with a view to make that Institution available for a course of study in connection with the University, for the Medical Profession. Steps were accordingly taken by the Senate, and application was made to the Medical Council of England, for the recognition of such of the University Examinations and Lectures as would form part of the curriculum for a Medical Degree. Application was simultaneously made by the Medical Council for the recognition of their Institution by the Medical Council. A scheme of Medical Instruction, to extend over the first two years of the course of study prescribed for intending Practitioners, has been prepared, which, if it can be carried out, will do away with the necessity for a lengthened sojourn in England, in the case of persons desirous of qualifying themselves for the Medical Profession.

17. The Reverend Wazir Beg, M.D., having placed at the disposal of the Senate his gratuitous services, in the capacity of Lecturer in Oriental Languages and Literature, has been appointed Reader in those subjects. Facility will thus be afforded for study in that branch of learning, to persons wishing to compete for appointments in the Civil Service of India.

18. A contract was entered into for completing the rooms in the south end of the building, for the purposes of a Museum of Geology and Mineralogy and a Laboratory. The institution of a class of Practical Chemistry, and the arrival of a large collection of typical rocks, fossils, &c., rendered this work necessary.

19. Appended is an account of the Receipts and Expenditure of the University, for the year 1866.

RETURN of the RECEIPTS and DISBURSEMENTS of the UNIVERSITY of SYDNEY, in the Year 1866.

[Prices, 3d.]

Sydney : Thomas Richards, Government Printer.—1867.

RECEIPTS.			AMOUNT.		DISBURSEMENTS.			AMOUNT.	
ENDOWMENT FUND.			£	s. d.	£	s. d.	ENDOWMENT FUND.		
Balance in Commercial Bank, 31st December, 1865			421	1 11	Paid for charges, salaries, printing, furniture, prizes, &c.			4,396	11 4
Received from the Government—Annual Endowment			5,000	0 0	„ repairs to Building and improvement of Grounds.. .. .			237	10 9
„ Lecture Fees, &c., after paying the Professors their Shares.. .. .			146	3 3	„ University Scholarships			187	10 0
„ M.A. and B.A. Fees			66	0 0	„ to Building Committee			250	0 0
„ from G. W. Allen, Esq., for purchase of a Debenture towards founding a Scholarship			98	16 2	„ for a Debenture for G. W. Allen's Scholarship			100	0 0
„ Return from Mint, after paying for the "Allen" Medal			1	10 8	„ for Professor Pell's Medal			9	3 2
„ for Pasturage			120	0 0	„ on account of Scholarships under Private Foundations, viz. :—				
„ from Investments on account of Scholarships, &c., under Private Foundations, viz. :—					“Lithgow” Scholarship	37	10 0		
“Lithgow” Scholarship	60	0 0			“Salting” Exhibition	20	0 0		
“Salting” Exhibition	25	0 0			“Barker” Scholarship	42	11 8		
“Barker” Scholarship	85	16 1			“Cooper” do.	92	11 8		
“Cooper” do.	85	16 0			“Deas Thomson” Scholarship	94	18 4		
“Levey” do.	40	0 0			“Levey” Scholarship	35	0 0		
“Deas Thomson” Scholarship	110	0 0			“Wentworth” Prize Medal	10	0 0		
“Wentworth” Fellowship	24	0 0						382	11 8
“Wentworth” Prize Medal	10	12 9							
“George Allen” do.	8	8 11							
			449	13 9					
					TOTAL EXPENDITURE			5,513	6 11
TOTAL RECEIPTS			6,303	5 9	Balance in Commercial Bank to credit of the Endowment Fund, 31st December, 1866			789	18 10
									6,303 5 9

UNIVERSITY OF SYDNEY.

REPAIRS of Building and Improvement of Grounds.

	£	s. d.	£	s. d.		£	s. d.	£	s. d.
Received advance from Endowment Fund	237	10 9	237	10 9	Paid for repairs of Building and improvement of Grounds	237	10 9	237	10 9

G. EAGAR, Auditor.

WILLIAM CLARK, Accountant.
31st December, 1866.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

UNIVERSITY OF SYDNEY.

(RETURN IN REFERENCE TO.)

Ordered by the Legislative Assembly to be Printed, 4 July, 1867.

RETURN to an *Address* of the Honorable the Legislative Assembly of New South Wales, dated 18 December, 1866, praying that His Excellency the Governor would be pleased to cause to be laid upon the Table of this House,—

“ A Return shewing, respectively :—

“ (1.) The amount of money expended on the Sydney
“ University, including the cost of buildings, alterations,
“ repairs, architect’s fees, salaries, wages, and all charges
“ of whatever nature, which have been paid out of the
“ public funds on account of that Institution, from its
“ foundation to the present date.

“ (2.) The number of acres, and the estimated value (when
“ dedicated) of the land granted to the University, with
“ interest at the rate of 5 per cent. per annum on such
“ value, from the time of dedication to this date.

“ (3.) The total amount received for fees for or from
“ students to this date, and how such fees have been
“ appropriated.

“ (4.) The maximum and minimum number of students
“ attending the University each year since its foundation.

“ (5.) A nominal Return of all students who have attended
“ the University, with the period of attendance in each case.

“ (6.) A nominal Return of all students who have taken
“ degrees or honors in the said University.

“ (7.) A nominal Return of all persons (not students) of
“ the University, on whom that Institution has conferred
“ honors or degrees.

“ (8.) A nominal Return of all officers (either paid or
“ honorary) connected with the University.

“ (9.) Information of a like nature (so far as applicable),
“ with reference to the Affiliated Colleges connected with
“ the University, and also with reference to the Sydney
“ Grammar School.”

(Mr. Lucas.)

UNIVERSITY OF SYDNEY.

No. 1.

RETURN shewing the Amount of Money expended on the Sydney University, which has been paid out of the Public Funds, from its foundation to 31st December, 1866.

1st.—Annual payment of the Endowment of £5,000 per annum	£80,000
Amount received for a special purpose, viz.:—Repairs to the	
Bank	150
2nd.—Amount received from Government for building purposes ..	65,000
3rd.—Amount received, being nett proceeds of sale of the Sydney	
College, after paying off the shareholders	5,584
	£150,734

31st December, 1866.

WILLIAM CLARK,
Accountant.

HUGH KENNEDY,
Registrar.

No. 2.

THE Number of Acres, and the Estimated Value (when dedicated) of the land granted to the University, with Interest at the rate of 5 per cent. per annum on such Value, from the time of dedication to this date.

The land at Grose Farm, (*48) forty-eight acres, granted to the University in 1852, can hardly be said to have any value, as one of the conditions of the grant was, that it should never be appropriated to building purposes—the only basis of value in such a locality. Mr. F. O'Brien received some land on the Grose Farm Estate in lieu of a similar quantity surrendered by him at Randwick, at a time when Randwick land was worth about £50 an acre.

Bearing in mind that the University grounds cannot be alienated or otherwise made use of, I cannot set a higher value upon them than £50 per acre.

E. T. BLACKET,
Architect.

Interest on £2,400, for 14 years, at 5 per cent.—£1,960.

HUGH KENNEDY,
Registrar.

* The total grant of land was 120 acres, of which 72 acres have been appropriated for the Affiliated Colleges.

No. 3.

RETURN shewing the Amount of Fees received from Students from the foundation of the University, and how such Fees have been appropriated.

RECEIVED :—

Gross amount of Fees from foundation to 31 Dec., 1866

£10,129 19 7

PAID :—

To Professors

£7,388 10 0

To the general revenue of the University

2,741 9 7

£10,129 19 7

31st December, 1866.

WILLIAM CLARK,
Accountant.

HUGH KENNEDY,
Registrar.

UNIVERSITY OF SYDNEY.

3

No. 4.

THE maximum and minimum Number of Students attending the University each year since its foundation.

YEAR.	No. OF STUDENTS.		TOTAL.	MAXIMUM.	MINIMUM.
	Matriculated.	Non-Matriculated.			
1852	24	14	38	38	29
1853	30	5	35	35	30
1854	23	11	34	34	33
1855	24	..	24	24	24
1856	16	4	20	20*	16
1857	28	2	30	30	28
1858	28	..	28	28	27
1859	25	7	32	32	25
1860	28	3	31	31	28
1861	30	3	33	33	30
1862	32	..	32	32	32
1863	30	2	32	32	31
1864	33	..	33	33	32
1865	44	1	45	45	44
1866	35	2	37	37	35

* There were no Students matriculated this year, in consequence of a change being made in the time of Matriculation, viz. :—From Michaelmas to Lent Term.

HUGH KENNEDY,
Registrar.

No. 5.

A NOMINAL RETURN of all Students who have attended the University, with the period of attendance in each case.

Year.	NAME.	Matriculated or Non-Matriculated.	* No. of Terms.
1852.	Leary, George	Matriculated.	3
	Leary, Joseph	do.	4
	Windeyer, William C.	do.	9
	Willis, Robert S.	do.	9
	Moore, William A.	do.	4
	Wilson, Jacob A.	do.	3
	Mitchell, David S.	do.	9
	Lee, Edward	do.	9
	Johnson, James W.	do.	9
	Fitzgerald, Robert M.	do.	9
	Oliver, Alexander	do.	7
	Burdekin, Marshall	do.	9
	Riddell, Rodney S.	do.	7
	Kinlock, John	do.	9
	Coulson, Thomas H.	do.	5
	Curtis, William C.	do.	9
	Clarke, Thomas B.	do.	8
	Allen, Charles L.	do.	3
	Riley, Alexander R.	do.	5
	Hirst, W. H. A.	do.	3
	Sealey, Robert	do.	3
	Radford, Henry W.	do.	7†
	Forshall, Frederick H.	do.	3
	Wentworth, Fitzwilliam	do.	1
	Wilkins, William	Non-Matriculated.	1
	Milford, Henry	do.	1
	Bowden, Thomas	do.	1
	Stephen, William	do.	1
	Stephen, Edward	do.	1
	M'Carthy, W. F.	do.	2
	Evans, Edward	do.	2
	Hart, James	do.	..
	Annand, George	do.	3
M'Ewan, Donald M.	do.	1	
Foss, Thomas A.	do.	..	
Morchead, Robert A.	do.	3	
Milford, Herman	do.	..	
Birch, Gustavus	do.	..	
1853.	Allen, Walter	Matriculated.	3
	Dacre, Henry	do.	9
	Burdekin, Sydney	do.	6
	Macgillivray, Lachlan	do.	9
	Barton, George B.	do.	6

* The academical year consists of three terms.

† Attended the whole course for two terms only; during the other five terms attended only some of the lectures.

No. 5—*continued.*

Year.	NAME.	Matriculated or Non-Matriculated.	No. of Terms.
1853— <i>continued.</i>	Bowman, James	Matriculated.	9
	Curtis, George	do.	3
	Donovan, John	do.	9
	Harnett, John	do.	6
	Paterson, James S.	do.	9
	Egan, Patrick	do.	..
	Pilcher, George D.	do.	9
	Renwick, Arthur	do.	9
	Campbell, Hugh	Non-Matriculated.	1
	Smith, John	do.	1
	Holden, George K.	do.	2
	Ward, Edward	do.	2
	Rae, John	do.	1
	Stack, John	do.	1
1854.	Stack, John	Matriculated.	9
	Salting, William	do.	9
	Salting, George	do.	9
	Jennings, Reginald	do.	3
	Hawthorn, Stuart	do.	9
	Jones, John Booth	do.	5
	Jones, Rees Rutland	do.	9
	Salmon, Henry	do.	3
	Smythe, Melbourne	do.	4
	Wilson, Charles A.	do.	3
	Duke, Laurence P.	do.	1
	Miles, Edward	Non-Matriculated.	1
	Taylor, W.	do.	2
	1855.	Hargraves, Edward J.	Matriculated.	9
Norton, William		do.	5
Lawson, Nelson S.		do.	7
Bowman, Alexander		do.	9
Mayne, Edward		do.	3
Innes, Gustavus C.		do.	9
Thorne, George		do.	9
M'Lerie, John A.		do.	9
Hunt, Edward		do.	9
Wilshire, James		do.	9
Cooper, Frederick		do.	4
Russell, Henry		do.	9
Scarvell, J.		Non-Matriculated.	1
Scarvell, W.		do.	1
1856.	Oakden, Philip	do.	1
	M'Lerie, W.	do.	1
	Cowlishaw, William P.	Matriculated.	9
	Bowden, John E.	do.	9
	Cowper, Sedgwick S.	do.	9
	Fullarton, Archibald	do.	7
	Garland, James R.	do.	9
	Gibbes, Frederick J.	do.	9
	Halley, Jacob J.	do.	9
	Harris, John	do.	8
	M'Carthy, H. T. S.	do.	9
	Moore, William P.	do.	6
	Mulrooney, Joseph J.	do.	5
	Potts, Francis H.	do.	9
1857.	Quaife, Frederick H.	do.	9
	Rogers, Francis E.	do.	9
	Skinner, Henry	do.	4
	Terry, Richard R.	do.	..
	Terry, Richard R.	do.	9
	Smith, John	do.	9
	Yarrington, Albert	do.	9
	Tom, Wesley	do.	9
	M'Cutchen, E.	Non-Matriculated.	1
	Pratt, William	do.	1
	Lane, George	Matriculated.	3
	Stephen, Cecil B.	do.	9
	White, Patrick	do.	3
	Dixon, Robert	do.	4
M'Alister, William W.	do.	6	
1858.	Wright, Gilbert	do.	1
	Irving, William M.	do.	3
	Bowman, Andrew	do.	9
	Bowman, Edward	do.	9
	Perry, John	do.	7
	West, William	do.	7
	Colyer, Henry C.	do.	9
	Hurst, Benjamin	do.	8
	Cuthbertson, William	Non-Matriculated.	1
	Garran, Andrew	do.	1
	Garrick, F.	do.	1
	Joy, Edward	do.	1
	Scott, W.	do.	1
	Perry, William	do.	1
1859.	Joy, E., junr.	do.	1
	Mein, Charles S.	Matriculated.	9
	Griffith, Samuel W.	do.	9
	Murray, Charles E. R.	do.	9
1860.	Broughton, Alfred	do.	9

No. 5—continued.

Year.	NAME.	Matriculated or Non-Matriculated.	No. of Terms.	
1860— <i>continued.</i>	Johnston, Alexander	Matriculated.	9	
	Docker, Ernest B.	do.	9	
	Howison, James	do.	9	
	Harris, Matthew	do.	9	
	Morehead, Robert	do.	2	
	Morehead, Boyd	do.	3	
	M'Cormack, James C.	do.	4	
	Quirk, John N.	do.	9	
	Quirk, D. P.	do.	9	
	Lynch, William	do.	9	
	Meillon, Joseph	do.	9	
	Spruson, Joseph	do.	3	
	Callachor, Hugh B.	do.	9	
	M'Namara, John B.	do.	9	
	Healey, Patrick J.	do.	9	
	Stephens, Charles	do.	1	
	Halloran, Henry W.	do.	3	
	Jones, Russell	Non-Matriculated.	1	
	Severn, Charles	do.	2	
	Grey, William	do.	1	
1861.	Ice-ton George	Matriculated.	0	
	Wright, Kelson	do.	3	
	Allen, Arthur M.	do.	9	
	Fitzhardinge, Henry B.	do.	3	
	M'Gibbon, John	do.	9	
	Wilshire Austin	do.	9	
	Smith Robert	do.	9	
	Adnum, Henry	do.	4	
	Hynard, George	do.	2	
	Browne, William C.	do.	9	
	Bennett, Edward	do.	4	
	Maté, William Henry	do.	9	
	Holden, G.	Non-Matriculated.	1	
	Macpherson, W.	do.	2	
	Boyd, Archibald	do.	2	
	1862.	Cape, Alfred J.	Matriculated.	9
		O'Brien, Lucius	do.	9
		O'Brien, Francis	do.	9
		Pilcher, Charles E.	do.	9
		Cummings, John	do.	3
Maté Frederick (Died)		do.	7	
Long, George E.		do.	9	
Manning, William A.		do.	9	
Sly, Joseph D.		do.	9	
1863.		Belisario, Edward	do.	8
		Brown, Alfred	do.	9
		Faithfull, William P.	do.	9
		Fitzgerald, Edmund	do.	9
		Gould, Albert John	do.	3
		Gorman, John R.	do.	3
	Horniman, Alexander	do.	9	
	Knox, George	do.	9	
	M'Culloch, Frank	do.	9	
	Myers, David M.	do.	9	
	O'Connell, Daniel	do.	9	
	Ramsay, Edward P.	do.	9	
	Sharpe, Ernest	do.	9	
	Watson, William	do.	9	
	Sly, Joseph D.	do.	9	
Thomson, George Deas	do.	9		
Tait, Archibald	Non-Matriculated.	3		
1864.	Merewether, Francis	do.	1	
	Emanuel, Nathaniel	Matriculated.	9	
	Faithfull George E.	do.	9	
	Fitzhardinge, Grantley H.	do.	9	
	Foulis, James	do.	6	
	Gilchrist, Archibald	do.	9	
	Ice-ton, Edward Arthur	do.	9	
	Maher, Matthew E.	do.	9	
	Richardson, Henry A.	do.	9	
	Sullivan, James	do.	9	
	Verge, Austral	do.	9	
	1865.	Lehane, William	do.	2*
		Stephen, Ernest	do.	9
		Teece, Richard	do.	9
		Woolley, William	do.	9
Armstrong, John		do.	1	
Barton, Edmund		do.	9	
Clune, Michael		do.	9	
Cooper, Pope A.		do.	9	
Dillon, John Thomas		do.	9	
Dunstan, Ephraim		do.	9	
Faithfull, Montague		do.	9	
Garrick, Joseph H.		do.	9	
Gordon, Hugh E. H.		do.	9	
Gordon, George H.		do.	9	
O'Meara, Michael		do.	9	

Attending Lectures in Michaelmas Term, 1866.

* Left the University in 1865 and returned in 1867.

No. 5—*continued.*

Year.	NAME.	Matriculated or Non-Matriculated.	No. of Terms.
1865.— <i>continued.</i>	Purves, William A.	Matriculated.	} Attending Lectures in Michaelmas Term, 1866.
	Ramsay, John S.	do.	
	Stephen, Erneph	do.	
	Tole, Joseph	do.	
1866.	Yeomans, Allan	do.	
	Campbell, Frederick	Non-Matriculated.	
	Davis, Alfred	Matriculated.	
	Alston, John W.	do.	
	Coutts, James	do.	
	Gibbes, William C. V.	do.	
	Houison, Andrew	do.	
	Lynch, Michael	do.	
	Purves, John M.	do.	
	Roseby, Thomas	do.	
	Smythe, Peregrine F.	do.	
	O'Sullivan, James	do.	
Pepper, Thomas	do.		
Phelan, W.	Non-Matriculated.		
Verge, Austral	Matriculated.		

HUGH KENNEDY,
Registrar.

No. 6.

A NOMINAL RETURN of all Students who have taken Degrees or Honors in the University.

FACULTY OF ARTS—B.A.

1856.	Windeyer, W. C. Curtis, W. C. Fitzgerald, R. M. Lee, Edward. Mitchell, D. S. Willis, R. S. Burdekin, M.	1863.	Broughton, Alfred. Callachor, Hugh. Collyer, Henry C. Docker, Ernest B. Griffith, Samuel W. Harris, Matthew. Healy, Patrick J. Houison, James. Johnston, Alexander. Lynch, William. Macnamara, Patrick B. Meillon, Joseph. Mein, Charles S. Murray, Charles E. R. Quirk, Daniel P. Quirk, John N.
1857.	Allen, Walter. Donovan, John. Johnson, J. W. Kinlock, John. Paterson, J. S. Renwick, A. Salting, George. Salting, William. Stack, John. Want, Randolph C.	1864.	Allen, Arthur M. Mate, William. M'Gibbon, John. Smith, Robert. Browne, William C.
1859.	Burdekin, Sydney. Bowman, Alexander. Hawthorn, Stuart. Hargraves, E. J. Jones, R. R. Pilcher, George D. Hunt, Edward. Russell, H.	1865.	Cape, Alfred J. Long, George E. Manning, William A. O'Brien, Lucius. Pilcher, Charles E. Thorne, George.
1860.	Cowlshaw, W. P. Garland, J. R. Gibbes, F. J. M'Carthy, H. T. S. Quaife, Frederick H. Tom, Wesley. Cowper, Sedgwick S. Innes, G. C.	1866.	Browne, Alfred. Faithfull, William P. Fitzgerald, Edmund. Gorman, John R. Horniman, Alexander. Knox, George. M'Culloch, Frank. Myers, David M. O'Brien, Francis. Sharpe, Edward A. L. Sly, Joseph D. Thomson, George Deas. Watson, William.
1861.	Rogers, F. E. Bowden, J. E.		
1862.	Stephen, Cecil. Bowman, Andrew. Bowman, Edward.		

UNIVERSITY OF SYDNEY.

No. 6—continued.

HONORS OBTAINED AT THE B.A. EXAMINATION.

1856.

*Windeyer, W. C. (distinguished in Classics).
*There were no Classics till 1857.

1857.

<i>Classics.</i>	<i>Mathematics.</i>
1st Class. Paterson, James S. Salting, George.	1st Class. 0
2nd Class. Salting, William.	2nd Class. Paterson, James S.

1863.

<i>Classics.</i>	<i>Mathematics.</i>
1st Class. Griffith, S. W. Murray, C. E. R.	1st Class. Griffith, S. W. Murray, C. E. R. } acqs. Quirk, J. N.
2nd Class. Mein, C. S.	

1866.

<i>Classics.</i>	<i>Mathematics.</i>
1st Class. 0	1st Class. Knox, G.
2nd Class. Sly, J. D.	2nd Class. Sly, J. D.

GOLD MEDAL FOR PHYSICS.

1863. Griffith, S. W.	1865. Watson, W.
1864. Cape, A. J.	1866. Emanuel, N.

No. 7.

A NOMINAL RETURN of all persons (not Students of the University) on whom that Institution has conferred Honors or Degrees.

FACULTY OF ARTS.

1862.

The Rev. William H. Savigny, B.A., (Oxford).
Admitted to the Degree of M.A., after examination in the School of Classical Philology and History.

1863.

The Rev. John Pendrill, B.A., (Cambridge).
Admitted to the Degree of M.A., after examination in the School of Classical Philology and History.
The Rev. Alfred H. Stephen, B.A., (Cambridge).
Admitted to the Degree of M.A., after examination in the School of Classical Philology and History.

1864.

The Rev. William Ridley, B.A., (London).
Admitted to the Degree of M.A., after examination in the School of Logic, Moral, Mental and Political Philosophy.

FACULTY OF LAWS.

The Rev. George H. Stanley, B.A., (London).
Admitted in 1861, after examination, to the Degree of M.A.; in 1864, after examination, to the Degree of LL.B.; and in 1866, after due performance of the required exercises, to the Degree of LL.D.

FACULTY OF MEDICINE.

1866.

Charles Field Goldsbro, Member of the Royal College of Surgeons, England.
Admitted after examination to the Degree of M.B.

HUGH KENNEDY,
Registrar.

No. 8.

A NOMINAL RETURN of all Officers (either Paid or Honorary) connected with the University.

Badham, The Revd. Charles, D.D. Professor of Classics and Logic. (Paid.)	Allen, George Wigram. University Solicitor. (Honorary.)
Pell, Morris Birkbeck, B.A. Professor of Mathematics and Natural Philosophy. (Paid.)	Smalley, G. R., B.A. Examiner in Arts. (Paid.)
Smith, John, M.D. Professor of Chemistry and Experimental Physics. (Paid.)	Foulis, John, M.D. Examiner in Arts. (Paid.)
Kennedy, Hugh, B.A. Assistant Professor of Classics. (Paid.)	Paterson, James S., LL.D. Examiner in Arts. (Paid.)
M'Farland, Alfred. Reader in General Jurisprudence. (Paid.)	Alleyne, H. G., M.D. Examiner in Medicine. (Honorary.)
Barton, George B. Reader in the English Language and Litera- ture. (Paid.)	Bedford, Edward. Examiner in Medicine. (Honorary.)
Dutruc, Pierre. Reader in the French Language and Litera- ture. (Paid.)	Bennett, George, M.D. Examiner in Medicine. (Honorary.)
Schleicher, The Revd. T. Reader in the German Language and Litera- ture. (Paid.)	Boyd, Sprott, M.D. Examiner in Medicine. (Honorary.)
Paterson, James Stuart, LL.D. Reader in Political Economy. (Paid.)	Cox, J. C., M.D. Examiner in Medicine. (Honorary.)
Thomson, Alexander Morrison, D.Sc. Reader in Geology and Mineralogy. (Paid.)	Foulis, John, M.D. Examiner in Medicine. (Honorary.)
Beg, The Revd. Wazir, M.D. Reader in Oriental Languages and Literature. (Honorary.)	Macfarlane, John, M.D. Examiner in Medicine. (Honorary.)
Kennedy, Hugh, B.A. Registrar. (Paid.)	Nathan, Charles. Examiner in Medicine. (Honorary.)
Reeve, Edward. Curator of Museum. (Paid.)	Roberts, Alfred. Examiner in Medicine. (Honorary.)
Clark, William. Accountant. (Paid.)	Manning, Sir W., LL.D. Examiner in Law. (Honorary.)
Eagar, Geoffrey. Auditor. (Paid.)	Martin, James, Q.C. Examiner in Law. (Honorary.)
Kinlock, John, M.A. Esquire Bedell. (Honorary.)	Burrows, Joseph. Yeoman Bedell. (Paid.)
	Baskerville, Robert. Gardener. (Paid.)
	Walsh, Patrick. Messenger. (Paid.)

HUGH KENNEDY,
Registrar.

ST. PAUL'S COLLEGE.

RETURN moved for by Mr. Lucas, 18th December, 1866.

	£	s.	d.
1. Amount contributed from the Public Funds to the building account of the College	13,826	0	0
Warden's Salary for eleven years	5,500	0	0
Total	£19,326	0	0
2. Number of acres of land granted. (Estimated value unknown)			18
3. Total amount received from fees for Students			Unknown.
4. Maximum number of Students			12
5. Number of Students in 1855			0
" " 1856			0
" " 1857			9
" " 1858			6
" " 1859			6
" " 1860			7
" " 1861			0
" " 1862			2
" " 1863			3
" " 1864			3
" " 1865			8
" " 1866			11
" " 1867			12
6. Amount of fees paid			Cannot be ascertained.
7. Officers:—Paid, Warden; unpaid, Bursar and Vice-Warden.			

22nd May, 1867.

W. SCOTT,
Warden.

UNIVERSITY OF SYDNEY.

9

ST. JOHN'S COLLEGE.

	£	s.	d.
1. Expended on Building, &c., by the Government	19,322	7	2½
Annual Salary to the Rector since the 1st July, 1858	500	0	0
2. Land granted—18 acres.			
3. Total of fees, &c., to date expended on board and maintenance exclusively..	1,945	15	10
4. The College has been only three years built, and is unfinished; but we used a temporary building for three years, beginning in 1861.			
Number of Students in 1861	2		
" " 1862	8		
" " 1863	3		
" " 1864	8		
" " 1865	10		
" " 1866	8		
5 and 6. Students as entered in Register :—			
Healey, P. J., B.A., 1st in Logic.	Gorman, J. R., B.A.		
Browne, W., B.A.	Maher, M. E., B.A., 1st Classics & Math.		
Cummings, J. S.	Sullivan, J., B.A.		
Quirk, D. P., B.A.	Lehane, W.		
Meillon, J., B.A., 1st Math. & Chemistry.	O'Mara, M.		
Callachor, H. B., B.A.	Dillon, J. T.		
M'Namara, P. B., B.A.	Tole, J. A.		
Lynch, W., B.A.	Clune, M. J.		
O'Connell, D.	O'Sullivan, J.		
8. Rev. John Forrest, D.D., Rector.			
J. H. Wiles, Secretary.			

RETURN to Address of 14th December last, so far as applicable to the Sydney Grammar School.

No. 1. Forty-six thousand six hundred and twenty-five pounds (£46,625), up to the 31st December, 1866.				
No. 2. No Crown Lands were dedicated to the Sydney Grammar School; the land at present occupied by the School was purchased by the Trustees, and paid for out of the sum specified in the preceding answer.				
No. 3. Twenty-three thousand two hundred and fifty-five pounds, twelve shillings, and sixpence (£23,255 12s. 6d.), which has been expended as follows, viz:—£10,729 11s. 8d. in Capitation Fees to the Foundation Masters, and £12,526 0s. 10d. in Salaries to Masters.				
No. 4. Year 1857, Maximum, 120	Minimum, 110.			
" 1858, " 208	" 161.			
" 1859, " 199	" 182.			
" 1860, " 156	" 132.			
" 1861, " 130	" 118.			
" 1862, " 108	" 97.			
" 1863, " 120	" 95.			
" 1864, " 140	" 135.			
" 1865, " 145	" 137.			
" 1866, " 128	" 99.			

VISITOR :—

No. 8. His Excellency the Governor-in-Chief.

TRUSTEES :—

The Honorable Henry Parkes, Esq., Colonial Secretary.
 The Honorable James Martin, Esq., Attorney General.
 The Honorable W. M. Arnold, Esq., Speaker of the Legislative Assembly.
 The Honorable E. Deas Thomson, Esq., Chancellor of the University.
 Professor Pell.
 Professor Badham.
 The Honorable George Allen, Esq., M.L.C.
 Arthur M. a'Beckett, Esq.
 R. A. A. Morehead, Esq.
 N. D. Stenhouse, Esq.
 M. H. Stephen, Esq.
 W. C. Wyndeyer, Esq. M.P.

A. B. Wigall, B.A., Head Master.
 Edward Pratt, B.A., Mathematical Master.
 Edwin Whitfield, M. A., Classical Master.
 Chas. S. Mein, M.A., Assistant Classical Master.
 C. J. Nelson, Writing Master.
 P. A. Dutruc, French Master.
 F. Lander, German Master.
 J. Fowles, Drawing Master.
 S. Hodge, Janitor and Drill Sergeant.

1 July, 1867.

W. H. CATLETT,
 Secretary.

[Price, 9d.]

Sydney : Thomas Richards, Government Printer.—1867.

1867.

NEW SOUTH WALES.

ST. JOHN'S COLLEGE.

(BY-LAWS.)

Presented to Parliament, pursuant to Act 21 Vict., sec. 11.

ST. JOHN'S COLLEGE WITHIN THE UNIVERSITY OF SYDNEY.

In pursuance of the power vested in us by the Act passed in the twenty-first year of the reign of Her present Majesty, entitled, "*An Act to incorporate Saint John's College as a College within the University of Sydney*," we, the Rector and Fellows of St. John's College, for the purpose of carrying into effect the provisions and objects of the said Act, do hereby revoke the several By-Laws heretofore made by us, and do, instead thereof, establish the several By-Laws which are contained in the Schedule hereto, signed at the end thereof by the present Rector of the said College.

In witness whereof, we hereunto affix our corporate seal, this third day of December, in the year of our Lord one thousand eight hundred and sixty-six.

By order of the Council,

(L.S.) JOHN FORREST, D.D.,

Rector.

BY-LAWS OF ST. JOHN'S COLLEGE.

MEMBERSHIP.

1. The ordinary members of St. John's College, in addition to the Rector, Vice-Rector, and Fellows, shall be the Tutors, Masters, and students of the College, together with those who, having been students thereof, shall keep their names on its books as hereinafter provided.

2. Other persons may be admitted to membership from time to time, upon such terms and conditions as the Council may determine.

ADMISSION OF STUDENTS.

3. Persons desirous of becoming students of the College shall, if required so to do, produce letters as to character from a clergyman, and from the Principal of the College or school where the applicant has studied.

4. The name of every student admitted into the College shall be registered in a book provided for that purpose.

5. All students residing in the College shall either have matriculated, or be preparing for matriculation at the next ensuing examination for that purpose.

6. The names of resident students shall not be entered in the College register until they shall have matriculated.

7. Any student failing to pass the matriculation examination shall cease to reside in the College, but may be re-admitted prior to the next matriculation examination, if he shall intend again to present himself for examination.

8. Every student, on being entered on the College register, shall sign a declaration that he will conform to the Statutes of the College.

9. Non-resident students, being undergraduates, shall, on signing the usual declaration, be admissible to the College lectures.

TERMS AND VACATIONS.

10. The Collegiate terms and vacations shall be the same as those of the University. The Easter recess shall not be considered a vacation.

11. Resident students wishing to remain in the College during vacation, may do so with the consent of the Rector, and under such regulations as the Council may establish.

RELIGIOUS EXERCISES.

12. All resident students shall attend morning and evening prayers, mass, and all public services in the College chapel.

13. They shall approach the Holy Communion at least once in each term, and also at the festivals of Christmas and Easter.

RELIGIOUS INSTRUCTION.

14. All students, whether resident or non-resident, shall receive gratuitous and systematic instruction in the doctrines and practice of the Catholic Church.

15. The Rector, with the sanction of the Visitor, shall determine the text-books for such instruction; and every student must provide himself therewith, and attend all lectures on these subjects.

GENERAL INSTRUCTION.

16. The course of philosophy commonly distributed into logic, metaphysics, and ethics, shall be taught within the three years of the ordinary University curriculum; and all students, whether resident or not, shall attend the lectures on these subjects.

17. Modern history, dating from the beginning of the Christian Era, shall be taught in the College; and the lectures thereon shall be so arranged as to comprise the entire course within the period of the University curriculum. Attendance at these lectures shall be obligatory on all students.

18. It shall be competent for the Council to provide for the teaching, in the College, of any other subject as deemed advisable.

19. An examination shall be held annually, at a time to be appointed, on the subjects of College instruction other than those taught at the University lectures; and the result of such examination shall be reported at a meeting of the Council.

TUTORIAL INSTRUCTION.

20. Lectures (as well as individual instruction, when deemed necessary,) shall be given on the subjects of the University course.

21. Stated hours shall be set apart for private study; and during the hours so assigned silence shall be observed by all students.

LIBRARY.

22. The Council shall form a library for the use of the College, and shall make regulations for the due management thereof.

MEALS.

23. Resident students shall take their meals together in the College hall, or public dining room, at stated hours, due notice whereof shall be given.

24. These hours shall be such as to suit the convenience of the students, and meet the requirements of the horarium of the University.

25. Non-resident members of the College and visitors may be admitted to the public table, upon such conditions as shall be imposed by the Council.

FEES.

26. The ordinary fees from members shall consist of an admission fee and of Annual fees.

27. The admission fee shall be the same for all students, whether resident or not.

28. The annual fee for resident students must cover the expenses of room, board, service, lectures, and tuition.

29. The annual fee for non-resident students must cover the charges for lectures, tuition, and any other College privileges for which the Council may require a fee.

30. An annual fee shall be payable by all other members (except Fellows and Officers), to entitle them to keep their names on the College books.

31. The amounts of all College fees shall be fixed by the Council, and paid to the officer appointed to receive them.

32. All fees are to be paid in advance; and a schedule thereof shall be exhibited in the public hall.

ROOMS.

33. Any student intending to reside in the College may, upon payment of the necessary fees, select his room from those vacant; priority of choice of rooms being, as between different students, determined by the order of their respective applications for admission.

34. The furniture of his room shall be provided by the student at his own cost.

DISCIPLINE.

DISCIPLINE.

35. The College gates shall be closed at a stated hour every evening, after which hour no resident student shall leave the College without the permission of the Rector.

36. Every resident student shall be within the College grounds before the gates are closed; in default thereof he shall be liable to such penalty as the Council may determine.

37. Every student shall be held responsible for the conduct of his visitors while within the College grounds, and no visitor shall be allowed into the College after the gates are closed.

38. Leave of absence from the College, for a portion or for the whole of the night, may be granted to any student by the Rector, or, in his absence, by the Vice Rector; but, in either case, only for very urgent reasons.

39. The academic dress shall invariably be worn by all students and Officers of the College in chapel, hall, and at lectures, and likewise within the precincts of the College or University, except during recreation.

40. Habitual breach of discipline, or any other serious offence on the part of any student, shall subject him to a reprimand in the presence of the Council; and, in extreme cases, the Council may suspend him for a limited period from his ordinary rights and privileges, or, if necessary, expel him from the College.

SCHOLARSHIPS.

41. Persons desirous of founding scholarships or free places within the College for any special purpose, may do so upon any conditions not repugnant to the objects for which the College is established.

42. Where the founder shall not have directed the special application of any such scholarship, the Council shall have the right to do so.

43. Candidates for scholarships who shall be admissible to the College under By-law No. 3, shall be examined by at least three Examiners, of whom the Rector shall be Chairman, the others being nominated from time to time by the Council.

44. The Examiners shall vote for the candidate who shall exhibit the greatest proficiency in the subject or subjects of examination; and the Rector shall report, in writing, at the next meeting of the Council, the result of such examination, and the Council shall award the scholarship accordingly.

45. Due notice shall be given of all such scholarships, and of the time and place of examination.

THE COUNCIL.

46. The meetings of the Council shall be held at the College, or at some place in Sydney, at such times as shall be appointed for that purpose.

47. A special meeting of the Council shall be convened by the Rector upon the written requisition of one Clerical and two Lay Fellows.

48. Of ordinary meetings, every Fellow resident in Sydney, or within 50 miles thereof, shall receive at least two day's written notice, and, of special meetings, at least one day's written notice.

49. At all meetings, the Rector, or, in his absence, the Vice-Rector, shall preside.

50. All the proceedings of the Council shall be entered in a journal, and at the opening of each meeting the minutes of the previous meeting shall be read, and (unless the then meeting shall be an adjourned meeting) confirmed. In the case of meetings adjourned, the confirmation of the minutes shall be deferred until the next ordinary meeting.

51. No motion (other than of a merely formal character) shall be made at any meeting, unless notice of such motion shall have been given at a previous meeting; but this requirement may be dispensed with in any case where the meeting shall unanimously consent thereto.

52. Whenever any question shall be submitted by the Chairman for the vote of the meeting, every Fellow present shall vote thereon.

53. If any Fellow shall, without leave of the Council, be absent from three consecutive ordinary meetings thereof, his office of Fellow shall thereupon become vacant; provided that, for the purpose of this Rule, every adjourned meeting shall be reckoned as part of the original or principal meeting, and not as distinct therefrom.

54. Upon any vacancy occurring amongst the Fellows, candidates for the vacant office shall be nominated at the next meeting of the Council; and, whether opposed or not at such meeting, they shall be submitted for election at the next ensuing meeting, and their election shall depend upon the result of the votes taken in reference thereto.

55. The annual certificate required by the "Colleges Endowment Act," 18 Victoria, No. 37, section 5, shall be under the hands of any two Fellows.

THE SEAL.

56. The seal of the College shall be in the custody of the Rector, and shall not be affixed to any document except by order of the Council.

JOHN FORREST, D.D.,
Rector.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

EVIDENCE TAKEN BY THE TRUSTEES

OF THE

SYDNEY GRAMMAR SCHOOL,

RESPECTING THE

CHARGES BROUGHT AGAINST MR. PRATT.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
10 *July*, 1867.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1867.

[*Price, 9d.*]

57—A

EVIDENCE

TAKEN BY THE

TRUSTEES OF THE SYDNEY GRAMMAR SCHOOL,

RESPECTING THE CHARGES BROUGHT AGAINST MR. PRATT.

At a Meeting of the Trustees of the Sydney Grammar School, held on Monday, the 7th of January, the following letter was read from Mr. Edward Pratt:—

Sydney Grammar School,
5 January, 1867.

Gentlemen,

I have the honor to ask your attention to certain statements made in the Legislative Assembly, on Thursday, 20th ultimo, by Mr. William Macleay, seriously affecting my character as a Master in this institution, and tending very much to injure the Sydney Grammar School in the eyes of the public.

His charges are briefly these:—

- (1.) That I entered in an unworthy and disgraceful conspiracy with two members of your Board, against the late Head Master, Mr. Stephens.
- (2.) That I am the "most blasphemous infidel that ever came into the Colony," and that I expressed, in the common room, an opinion that if Christ was not an impostor and a swindler, the evidence in favour of that view is very strong.

I have ascertained that these statements have been industriously circulated, publicly and privately, in an exaggerated form; and I feel assured that, if they are allowed to pass unnoticed by the Trustees, they will be productive of serious, and perhaps lasting injury to the school.

I venture, therefore, respectfully to suggest that an inquiry be at once made into the truth of Mr. Macleay's charges, and that that gentleman be requested either to come forward and substantiate them, or state upon what authority they were made.

I have, &c.,

The Trustees of the
Sydney Grammar School.

EDWARD PRATT.

In consequence of the receipt of the above letter, the following letter was addressed to Mr. Wm. Macleay:—

Sydney Grammar School,
9 January, 1867.

Sir,

I am directed by the Board of Trustees of the Sydney Grammar School to enclose a copy of a letter which they have received from Mr. Pratt. In consequence of that letter the Trustees adopted the following resolution, viz.:—"That a copy of Mr. Pratt's letter be forwarded to Mr. Wm. Macleay, and that he be requested to state the grounds upon which he made the charge referred to in the paragraph numbered (2.) in Mr. Pratt's letter."

I am also directed to inform you, that I am instructed to call a Meeting of the Board upon the receipt of your reply, when the Trustees intend to institute an inquiry, if there seems any possibility of the charge referred to in the above resolution being substantiated.

I have, &c.,

Wm. Macleay, Esq., M.P.

W. H. CATLETT,
Secretary.

The

The following reply was received on the 13th January :—

Currajong, 12th January, 1867.

Sir,

In reply to your letter of the 9th instant, enclosing a copy of a letter from Mr. Pratt, to the Trustees of the Grammar School, I beg that you will inform the Trustees that Mr. Edwards, one of the Masters of the school, can give them full information as to the particular charge of blasphemy referred to.

As regards the general charge of blasphemy, I would suggest inquiry among the former and present Masters of the school.

I have, &c.,

WILLIAM MACLEAY.

W. H. Catlett, Esq.,
Secretary, Sydney Grammar School.

Sydney Grammar School,
Thursday, 17 January, 1867.

At a Special Meeting of the Trustees, held this day at 4 p.m., for the purpose of receiving Mr. Wm. Macleay's reply to the Secretary's letter of the 9th instant, and to inquire further into the charge against Mr. Pratt—

Present :

PROFESSOR PELL, Chairman.
N. D. STENHOUSE, Esq.
ARTHUR A'BECKETT, Esq.
R. A. A. MOREHEAD, Esq.
W. C. WINDEYER, Esq.
THE HONORABLE GEORGE ALLEN, Esq.

Mr. John Edwards, Class Master, was called in and examined.

Mr. Macleay's letter of the 12th instant was read to the witness, and he was requested to give what information he possessed on the subject referred to.

The witness stated that he had put in writing the information required.

The Trustees requested the witness to read the writing, and which was as follows,

viz :—

To the Trustees of the Sydney Grammar School,
&c., &c., &c.

Paddington, 17 January, 1867.

Gentlemen,

At the request of your Secretary, Mr. Catlett, I reduce to writing the evidence I have "to give in reference to the charge Mr. Wm. Macleay has made against Mr. Pratt."

And first, I beg leave to say that from the day I joined the Sydney Grammar School to the present period, I have always been in amity with Mr. Pratt, and that I have always met, at his hands, with the greatest consideration and attention, and that, therefore, in what I am about to write, I am not instigated by unkind feeling, but that I deeply regret having unadvisedly repeated in a private conversation to Mr. Stephens any words I have heard from Mr. Pratt.

If I had thought that an advantage would have been taken of what I was communicating to Mr. Stephens, I should have studiously kept silence; and I have Mr. Stephens' assurance that Mr. Macleay's "charge" in the Legislative Assembly was made without his expressed consent.

It is of far greater regret to me, that Mr. Pratt's public repudiation of his words—those quoted by Mr. Macleay—*obliges* me, that in support of my own truthfulness, to mention what I would infinitely prefer not to notice.

A few days after my introduction to the Sydney Grammar School, Mr. Stephens told me of a matter in dispute between himself and Mr. Pratt, that was under investigation by the Trustees; and he begged me, for my own sake and for his, to take no part whatever in the controversy. This advice I scrupulously followed; and until the decision of the Trustees was made known, I had no communication with Mr. Stephens of which Mr. Pratt or the matter under investigation formed the subject. The facts of the case are as follows :—

About a month prior to the Christmas vacation, it happened that I said, in conversation with Mr. Pratt, that though a member of the Church of England, I sometimes heard the Rev. Mr. John Graham preach at the Theatre, and I expressed my admiration of that gentleman's eloquence, ability, and liberality of thought.

This elicited other remarks on the many forms of religion in the present day, and Mr. Pratt asked me if I knew Mr. Newman's "Phases of Faith," I said "No." (I am told that this work is of much ability, but that it casts infinite discredit on the Founder of Christianity, and is of infidel, if not atheistic tendency.) Mr. Pratt spoke in the highest terms of praise of the talent, argument, and evident honesty of the author; and on my asking him to what conclusion Mr. Newman came, said "Oh! he proves Jesus Christ to be an impostor and a swindler." This startled me somewhat; and Mr. Pratt observing, I suppose, that I looked astonished, said—"I do not go so far as that—I do not say that Jesus Christ is an impostor or a swindler, but that the evidence in favour of that view is very strong indeed."

On the evening of that day, speaking in my family of the inquiry then pending, I mentioned that Mr. Pratt held peculiar opinions on Christianity, and I repeated the words he had that day used to me, and quoted since by Mr. Macleay. My wife was shocked, and said

said it was a duty I owed to my own sons and to the other pupils in the school, to report Mr. Pratt's opinions to Mr. Stephens, the Head Master. I thought differently—it was not for me to judge the opinions of other men. Mr. Pratt did not teach his opinions to the boys. And moreover, I could not, in fairness to Mr. Pratt, make any statement to Mr. Stephens that might possibly tell against Mr. Pratt in the investigation not then completed. More was said, but only relevant to this subject, inasmuch as this family difference has kept fresh in my memory what otherwise I might have forgotten.

On the Saturday following the day on which the decision of the Trustees was made known, I called on Mr. Stephens at his private residence, to inquire what my future position in the school would be, as I had been appointed to do what had been Mr. Blackmore's work, but other forms had been assigned me. I held a long conversation with him. Among other topics, Mr. Pratt and his theological opinions was then first mentioned between us; and I told Mr. Stephens what Mr. Pratt had said to me, and the strong feeling of my family on the subject. The words fell from me in common conversation, after the decision of the Trustees had been published, and I never imagined they could in any way be used to Mr. Pratt's disadvantage.

A few days after this, Mr. Pratt told me Mr. Windeyer was to bring before the Assembly His Excellency's speech delivered in the schoolroom. I was present on that occasion, and to my great astonishment, and I must add disgust, heard Mr. Macleay use the identical words I had reported to Mr. Stephens.

My first impression was to tell Mr. Pratt at once, that Mr. Macleay had indirectly derived his information from me; but on consulting my friends, I was advised to take no step in the matter until it should be brought directly before me. Some one else might have given the information, and if so, why embroil myself? The next day I saw Mr. Stephens. He told me the words had been used without his expressed consent; he had mentioned them to Sir William Manning, but was not then sure that he had mentioned them in the first instance to Mr. Macleay, although he had conversed with him upon the subject. He has since found, on inquiry, that he had mentioned them to Mr. Macleay.

On Saturday last, 12th January, I met Mr. Pratt in George-street; he broached the subject to me, and I then told him unreservedly, and as nearly as I can remember, in the same words as I have now used to you, all the circumstances as they actually happened.

I come now most reluctantly to a very painful part of my duty, but Mr. Pratt's published repudiation of his words makes it imperative on me to shew that he has the habit of speaking in a reckless and inconsiderate way of what the majority of people in a christian country hold sacred. The matter of this inquiry is narrowed to an assertion on my part, and a denial on Mr. Pratt's. It is necessary, then, that I shew that Mr. Pratt has a habit of speaking unadvisedly on matters relative to Christianity; and that, in the absence of positive confirmatory evidence of his having used the words I affirm he *did* use, there is at the least very strong presumptive evidence that, from habit, the occasion presenting itself, he would use them.

And first I say, that I had not been a frequenter of the common room one month before I was fully satisfied that, in his theological opinions, Mr. Pratt was what is generally understood by the word infidel, and this from sentiments and opinions uttered casually by him. On very many occasions I have heard him sneer at and speak with biting sarcasm of the Founder of Christianity, and of the doctrines and opinions of the various christian sects and communities. I am unable to detail all, for they have passed from my memory, but I will mention one as a sample of his habit. In conversation I had been saying that I had been greatly wronged by a certain person, a carpenter by trade, and that on going to expostulate with him I found him reading his Bible. "Ah!" said Mr. Pratt, with a sneer, "but Jesus Christ was a carpenter."

Take an instance of his reckless way of speaking. I had been criticizing a picture painted by Martens—I think it is called "The last Judgment." In this picture the Great Judge is represented sitting on a globe; before him is a gulf or chasm; on his left are figures clad in scarlet and the ensigns of power; on his right is a mixed multitude rising from the ground. John Wesley is depicted in a black coat and white handkerchief, in juxtaposition with Alfred the Great, Washington, the former robed in ermine and crowned. I was ridiculing the composition of this picture, when Mr. Pratt said "I don't believe in either Heaven or Hell. If there be a Hell, I would rather go there in company of such intellects as Byron, Shelley, and Voltaire, than go to the other place with black coats and white chokers."

On Saturday last, when I met Mr. Pratt, in course of our conversation I recalled this observation of his to his memory; he admitted it, and said, "Oh, the words mean nothing, and anyone might have used them."

It is quite true the words *may* have no value, but they evidence a reckless and inconsiderate habit of speaking of matters of serious import. Mr. Mein had joined us, and was standing by at the time on the same occasion, speaking of Newman's "Phases of Faith." Mr. Pratt again spoke in admiration of the work, and again said that Mr. Newman came to the conclusion that Jesus Christ was a swindler and an impostor—the words he had used before, only changing the position of the epithets.

I called his attention to his having then uttered as a quotation the very words he had repudiated before. He did not seem to be aware that he had used them at all.

This is a confirmation that I was right in the early impression his words and opinions had made on me. He said, of his own accord—"If you ask me if I believe in the Christianity of the nineteenth century, I unhesitatingly say I do not"; and afterwards he added that he would suffer the rack rather than give his adhesion to the historical portions of the early chapters in Matthew and Luke—

. Mr.

Mr. Pratt has an absolute right to the enjoyment of his opinions, unquestioned and unquestionable; but the above instances are enough to shew that, on matters connected with Christianity, he does speak unadvisedly; and in the present case, the assumption is that, having in his mind the conclusion to which Mr. Newman's reasonings had led him, he would naturally express himself in terms the same or akin to those used by Mr. Newman himself. I ought not to omit to mention that Mr. Pratt emphatically denied having used the word "swindler." It is of no great importance—the two epithets are nearly synonymous. I have, however, a very distinct recollection that both words were used.

At the risk of being tedious I have written thus at large, because I am desirous that all the circumstances connected with Mr. Macleay's "charge" should be before you; and I again repeat that nothing short of the necessity of proving my own truthfulness could have induced me to write what I have done.

I have, &c.,
JOHN EDWARDS.

By Mr. Windeyer: The words underlined were heard by Mr. Mein.

By the Chairman: The words attributed to Mr. Pratt, by Mr. Macleay, were said about a month ago in the common room? Mr. Whitfeld heard the observations about Heaven and Hell attributed by me to Mr. Pratt. I did not make a habit of repeating what was said in the common room to the Head Master. I think that Mr. Pratt made use of the blasphemous expressions attributed to him, without attaching any serious meaning to them. I feel that whatever is said in the common room is confidential. I went to Mr. Stephens to ask some questions respecting my position in the school. We conversed on various subjects. Introduced the subject of Mr. Pratt's blasphemous remarks. This was a private conversation, and not official. Mr. Stephens was not then in reality Head Master. I mentioned Mr. Pratt's remarks to him quite inadvertently.

Cross-examined by Mr. Pratt: I was educated at Westminster, and at Trinity College, Cambridge. I took the degree of Master of Arts there. I never migrated to any other college. I took my degree in 1832. I was on Peacock's side.

Mr. Pratt: Do you not think that, if I had obtained my present situation by representing that I had taken a degree at Cambridge when I had not, that I might fairly be termed a swindler and an impostor? *Mr. Edwards:* Yes, I suppose so.

Mr. Pratt: In such case, then, do you not think that my word would be of very little value—do you think that much weight should be attached to the testimony of a swindler and an impostor? *Mr. Edwards (after some hesitation):* No, I suppose not.

Mr. Pratt: In obtaining your present office, did you not represent yourself to be a M.A. of Cambridge? *Mr. Edwards:* Yes.

Mr. Pratt: Now, did you take a degree at Cambridge? *Mr. Edwards:* Yes, I did.

Mr. Pratt: Have you any papers to shew this? *Mr. Edwards:* No, they were destroyed by a fire in Brisbane.

Mr. Pratt: Your name should appear in the Cambridge Calendar for 1829, 1830? *Mr. Edwards:* Yes.

Mr. Pratt: Have you any such Calendar? *Mr. Edwards:* No.

Mr. Pratt produced Cambridge Calendars for 1828, 1829, 1830. Mr. Edwards, having examined the Calendar for 1829, stated that he could not find his name in it, nor could he account for its absence. On being examined by the Chairman, the witness could not tell the name of the Master of Trinity in his time. On being asked, was inclined to think that Dr. Whewell was Master, and Mr. Thomson, Tutor. Did not know where St. Mary's at Cambridge is, nor what it is. Did not know that it is the church where the members of the University hear sermons every Sunday. Could not tell what College stands next to Trinity. The Chairman here remarked that it was quite obvious that witness had never been a member of the University of Cambridge. Dr. Whewell was not appointed Master of Trinity until 1841. The witness was rising to depart, when the Chairman addressed him as follows:—The impression left upon the minds of the Trustees by this examination is that you are an impostor. Have you anything to say which can remove that impression, or anything further to say? The witness withdrew without any further remark, except that he persisted in the truth of his statements concerning Mr. Pratt.

Mr. Chas. S. Mein, Class Master, was called in and examined:—

By the Chairman: I am acquainted with the charges against Mr. Pratt. I never heard him use expressions such as those attributed to him by Mr. Macleay. According to what I know of Mr. Pratt's opinions about Christ, I do not think that he would have used the expressions swindler and impostor as applied to Christ—never heard him use the words in such conversation. I heard part of a conversation between Mr. Pratt and Mr. Edwards on Saturday last. I did not hear Mr. Pratt say anything about Heaven or Hell. I do not remember hearing Mr. Pratt use the words (underlined words in Mr. Edwards' statement).

By Mr. Pratt: I have been intimate with you for years, and have never seen anything in your religious views to prevent my associating with you. I resided with you for about a month, and did not hear you use any objectionable language concerning religious matters.

Mr. Edwin Whitfeld, Class Master, was called in and examined:—

By the Chairman : Never heard Mr. Pratt use the words attributed to him by Mr. Macleay, or anything to the same effect. I do not think that Mr. Pratt would use such words, knowing as I do his religious opinions. Never heard Mr. Pratt use the words "swindler and impostor" in connection with the name of Christ. Have heard him quote such words from Newman, but stating that he differed from that writer. Never heard him say that the evidence in favour of Newman's view is strong.

By Mr. Pratt : I am generally in the common room more than any other Master. Have never heard you speak sneeringly of Christ.*

Mr. Pratt then read the following letters which he had received from the Masters and ex-Masters of the school:—

(A.)

William-street,
14 January, 1867.

My dear Pratt,

I sympathized very strongly with you when I read the extraordinary attack made on you by Mr. Macleay.

I certainly never, in all my intercourse with you, heard you utter such sentiments, and your conversations with myself entirely prevented me from believing that you held them.

I see that the term "common room" has been misunderstood.

I feel quite certain that, even if you held the opinions attributed to you, you would not enunciate them in the schoolroom.

Very sincerely yours,
JOHN KINLOCH.

Ed. Pratt, Esq.

(B.)

10 January, 1867.

My dear Pratt,

In reply to your note of to-day, I have much pleasure in stating that I have never heard you utter, in the common room or elsewhere, any sentiments at all calculated to shock the mind of a Christian.

Yours truly,
FRANK HUTCHINSON.

Edward Pratt, Esq.

(C.)

211, Macquarie-street,
15 January, 1867.

My dear Sir,

I have read with very great regret the attacks which have been made upon your character, in the Assembly and the *Morning Herald*, in which you are said to have attributed to Jesus Christ the epithets of "swindler and impostor." I have frequently heard you discuss religious questions; and I can state without the least hesitation that I never heard you, either in the "common room" or elsewhere, use the expressions imputed to you, or which could possibly be so interpreted; on the contrary, I have, if I mistake not, heard you condemn those who deny the divine mission of our Saviour.

I sincerely hope that you will be able to refute completely the wanton and cruel attack which has been made upon your character.

Believe me, my dear Sir,
Your sincere friend,
A. BATES.

Ed. Pratt, Esq.

(D.)

134, Forbes-street, Woolloomooloo,
15 January, 1867.

My dear Sir,

I have read, with great surprise, that charges of blasphemy have been brought against you in a most public manner, and in particular of your having used some highly offensive expression regarding Christ. I can only say that I never heard you use such expressions, and, from the general tone of your conversation, I have reason to believe that the charges against you are totally false and unfounded.

I am, dear Sir,
Yours respectfully,

FERDINAND JOSEPH LANDER,
German Master.

E. Pratt, Esq.

(E.)

* The question whether Mr. Whitfeld had ever heard Mr. Pratt say that he did not believe either in Heaven or Hell was accidentally omitted to be put to Mr. Whitfeld on the 17th January, but at a subsequent meeting Mr. Whitfeld was examined on the subject, and he stated that he had never heard Mr. Pratt say that he did not believe in either Heaven or Hell, nor had he expressed sentiments to that effect.

(E.)

Redfern, 12 January, 1867.

Dear Sir,

In compliance with your request, I beg to state, for the information of all whom it may concern, that I never heard you, either in the common room of the school or any other place, make use of the expressions attributed to you by Mr. Macleay; and furthermore, as a simple act of justice towards yourself, truth compels me to add, that the only occasion within my memory on which you, in my presence, made any personal allusions to the great Founder of Christianity, was in terms of admiration of his noble character.

I remain, &c.,

E. Pratt, Esq.

C. J. NELSON.

(F.)

Sydney, 16 January, 1867.

My dear Sir,

In reply to your note of the 9th, inquiring whether or not I have ever heard you impute swindling or imposture to Jesus Christ, I beg to state that I do not remember having heard you make use of such a statement.

Yours truly,

E. Pratt, Esq.,
Grammar School.

E. BLACKMORE.

Sydney, 10 January, 1867.

I hereby certify that I have never heard Mr. Pratt give utterance to any opinions on religious matters in the common room.

P. A. DUTRUC.

Mr. Pratt also read the following letters from the parents of pupils who had resided with Mr. Pratt at the school:—

Newcastle, 3 January, 1867.

Dear Sir,

Had I been present in the Legislative Assembly when Mr. Macleay characterized you as a "blasphemous infidel," I should have felt it to have been my duty to have defended your character from what I conscientiously believe to be a most unwarrantable aspersion.

I am truly glad that you intend to ask the Trustees for a full inquiry into the whole case; and, as one who has had some opportunity of forming an opinion of your qualifications as a guardian of youth, I beg leave to state, for the information of the Trustees, that my son was under your care and control, as a boarder at the Sydney Grammar School, for about two years, and that during that period you behaved towards him in such a way as to deserve my entire approval; and from what has passed between myself and son during my occasional visits to the school, I am fully persuaded that you were ever ready to check what seemed to you to have even the slightest tendency towards an improper course. Most assuredly, his conduct, since he has left the school, affords me no reason whatever to suspect that you taught him to think lightly of what all Christians love and admire.

I have read this note to Mrs. Hannell, who desires me to say that she fully agrees with every word in it.

I entertain no manner of doubt of your being able triumphantly to refute the charges brought against you, and to thoroughly satisfy the Trustees that you are, in every respect, a proper person to be intrusted with the charge of youth.

I am,

Very truly yours,

Edward Pratt, Esq.

JAMES HANNELL.

Blackdown, Bathurst,
2 January, 1867.

My dear Sir,

I have much pleasure in stating that I have enjoyed your acquaintance these past four years, during which period two of my sons, who were pupils at the Sydney Grammar School, boarded with you, and were under your special charge. I have questioned my sons closely—and they are both old enough to judge of such matters—and from their answers, I find there has been nothing in your conduct towards them to lead them to suppose you held any extraordinary opinions upon religion. They have both now altogether left school, and they speak of you most highly, both in regard to your attention to their school duties and their general conduct. I have read the report in the *Herald*, of Mr. W. Macleay's speech in the Assembly, wherein you are characterized as "the most blasphemous infidel that ever came into the Colony." I can only say that, from my own knowledge of you, I don't believe the statement, or that Mr. W. Macleay would venture to make the same statement outside the privileges of "*the House*." If my good opinion of you is held in the least estimation, I beg to assure you, that what Mr. W. Macleay has said of you has not in the least affected it, nor will it cause any alteration in my feelings towards you, which are now as before, those of your sincere friend.

HENRY ROTTON.

E. Pratt, Esq.,
Sydney Grammar School.

My

My dear Mr. Pratt,

I have observed, with surprise and indignation, the attempts which have been made to excite distrust in you as a Teacher; and should you in any way be called upon to notice them, I hope you will give me an opportunity of offering my testimony in your favour. I have known you so long and so intimately, that I am entitled to speak with perfect confidence, and I am certain that a better or more competent guardian and instructor of youth is not to be found in the Colony. And during the years my eldest son has been in your charge, I have always considered him as safe as if he were at home, while his progress in his studies has exceeded my most sanguine expectations. Should circumstances enable me to obtain the same advantages for my second son, I shall gladly avail myself of them, quite regardless of opinions expressed by men who speak in ignorance or malice.

I remain,

My dear Mr. Pratt,

always yours,

JOHN STEWART.

Wollongong,
12th Jan., 1867.

Kurrajong, 28 December, 1866.

My dear Pratt,

I am truly sorry to hear of the false and mischievous attack that has been made on your character, and hope you will be enabled to discover and punish the author of the calumny.

Mr. Macleay, we may presume, only said what he had heard and believed, though I am surprised at his taking advantage of his privileged position, to make such an attack. I have known you intimately for the last eight years, and during that period have very often heard you express your opinions on various religious questions, but in no single instance have I heard you say anything that need shock the most devout Christian, or speak irreverently of the Lord Jesus Christ. I cannot indeed remember any direct statement of your views regarding the nature and teaching of Christ; yet, from the general character of your remarks, I am perfectly convinced that you would not have expressed yourself as you are reported to have done. You are at liberty to make any use you please of this letter, if you think it can be of service to you.

Trusting that you will receive no serious injury from the undeserved attack that has been made on you,—

I remain,

Yours very truly,

W. SCOTT.

E. Pratt, Esq.

Sydney Grammar School,

Friday, 18th January, 1867.

At the adjourned Special Meeting of the Trustees, held this day at 4 p.m., for the purpose of inquiring further into the charges against Mr. Pratt:

Present:

PROFESSOR PELL, Chairman.

ARTHUR A'BECKETT, Esq.

N. D. STENHOUSE, Esq.

THE HONORABLE GEORGE ALLEN, Esq.

R. A. A. MOREHEAD, Esq.

W. C. WINDEYER, Esq.

Mr. John Kinloch, formerly Assistant Mathematical Master in the school, was examined:—

By the Chairman: I am aware of certain blasphemous language attributed to Mr. Pratt; never heard him make use of such expressions, or anything like them; from what I know of Mr. Pratt, I do not think that he would utter such sentiments.

Mr. Kinloch identified his letter addressed to Mr. Pratt, marked (A.) Never heard Mr. Pratt make use of any language respecting Heaven or Hell such as that attributed to him by Mr. Edwards; I have reason to think, from Mr. Pratt's conversation with me, that he holds opinions such as those conveyed by the words attributed to him in abhorrence.

By Mr. Pratt: If I had heard it stated that you had spoken sneeringly of Christ I should not believe it, but would rather think that you had been misunderstood; I would believe you in preference to Mr. Edwards.

Mr. Hutchinson, formerly an Assistant Classical Master in the school, was examined:—

By the Chairman: I left the school about twelve months ago; I am aware of certain blasphemous language attributed to Mr. Pratt; I have never heard him use such expressions, or any like them; I know nothing of Mr. Pratt's religious opinions; never heard him say that he did not believe in Heaven or Hell.

Mr. Hutchinson identified his letter, marked (B).

Mr. Bates, formerly an Assistant Classical Master in the school, was called in and examined :—
I left about six months ago ; I was six months in the school ; I am aware of certain blasphemous language attributed to Mr. Pratt ; I never heard Mr. Pratt use such words, or any like them ; from what little I know of Mr. Pratt's opinions, I should think it very unlikely that he should use such expressions ; I never heard him say that he did not believe in Heaven or Hell ; I have conversed with Mr. Pratt on religious subjects.

Mr. Bates identified his letter, marked (C).

Mr. Lander, German Master in the school, was examined :—

I came to the school in August, 1864 ; I am aware of certain blasphemous language attributed to Mr. Pratt ; I never heard Mr. Pratt use any such expression, and I do not think him capable of using such language ; I never heard Mr. Pratt say that he did not believe in Heaven or Hell ; I never had any conversation with Mr. Pratt on religious matters.

Mr. Lander identified his letter, marked (D).

Mr. Nelson, Writing Master since 1860, was examined :—

I am aware of certain blasphemous language attributed to Mr. Pratt ; I never heard Mr. Pratt use such expressions, or anything like them ; from what I know of Mr. Pratt's opinions, I do not think he would be likely to use such expressions ; I have not had much conversation with Mr. Pratt on religious subjects ; he never said anything derogatory to the Christian religion ; I never heard Mr. Pratt say that he did not believe in Heaven or Hell ; I have been frequently in the common room, and never heard any such language from Mr. Pratt ; I am positive that Mr. Pratt holds sentiments such as those attributed to him in abhorrence, because I have heard him express views directly opposite.

Mr. Nelson identified his letter, marked (E).

M. Dutruc was absent through illness.

Mr. Blackmore, formerly an Assistant Classical Master in the school, was examined :—

I was eight years in the school ; I am aware of certain blasphemous language attributed to Mr. Pratt ; I never heard Mr. Pratt use such language, or any expression that would convey that idea ; I do not think, from what I know of him, that he ever made use of such expressions ; I have conversed with Mr. Pratt on religious subjects ; I never heard him speak sneeringly of Christ ; I never heard him say that he believed there was neither Heaven or Hell.

Mr. Blackmore identified his letter, marked (F).

Mr. Pratt then read the following letter :—

Sydney Grammar School,
18 January, 1867.

Gentlemen,

I have the honor herewith to return you Mr. Edwards' letter, and to inform you that I give a distinct and emphatic denial to each and every charge against me which is therein contained.

Some of Mr. Edwards' statements I solemnly declare to be absolute fabrications, and the rest, even if founded in fact, involve such gross misrepresentations of any sentiments which I may have uttered, that I feel justified in asserting that the whole letter consists of a tissue of falsehoods:

I do not think that it would be consistent with self-respect that I should of my own accord comment upon Mr. Edwards' statements in detail. If, however, you wish to examine me any further in the matter, I shall be glad to give you any information which you may require.

I have, &c.,
EDWARD PRATT.

The Trustees of the Sydney Grammar School.

Mr. Pratt examined by Mr. Allen :—

I never used expressions about Heaven and Hell attributed to me by Mr. Edwards ; I never sneered at, and spoke with bitter sarcasm of the Founder of Christianity ; I never sneeringly remarked that Jesus Christ was a carpenter ; I never had any such conversation as that related by Mr. Edwards on this subject ; I do not hold that Jesus Christ was a swindler and impostor ; I believe in a future state of rewards and punishments ; I hold in abhorrence the opinions attributed to me by Mr. Macleay. Mr. Fowles, the Drawing Master, is not here ; he was summoned ; I never remember seeing him in the common room.

The Trustees having duly considered the above evidence,—

It was moved by Mr. Stenhouse, seconded by Mr. Morehead, and carried unanimously:—

“That the special charge brought against Mr. Pratt by Mr. Macleay rests entirely upon Mr. Edwards’ testimony, which the Trustees consider unworthy of credit, and that the other charges have been disproved, as far as the nature of the case admits.”

Resolved—That a Report of the whole of the proceedings connected with the inquiry be immediately forwarded to the Government.

Elizabeth-street, Paddington,
4 February, 1867.

Gentlemen,

The following is a copy of a credential given me by Mr. Stephens:—

“18 January, 1867.

“I hereby testify that Mr. J. Edwards held office as Assistant Master in the Sydney Grammar School, from July, 1866, to December in the same year, and that during that period, his assiduity, skill, and success in teaching, were in the very highest degree satisfactory. In Mr. Edwards I have found large experience united with abundant energy, and could not have desired a more efficient assistant. I have no doubt that he is thoroughly well qualified to direct and carry out any system of high education.

“I have also had opportunities of observing Mr. Edwards’ success with private pupils, and although I have no particular acquaintance with his method, have seen most satisfactory results from his tuition.

“It may be to the purpose to add that Mr. Edwards was recommended to me as a singularly well qualified Teacher, by my friend and former Master, the Rev. M. Wilkenson, D.D., late Fellow of Clare College, Cambridge, and Head Master of Marlborough College.

“W. J. STEPHENS, M.A.,

“Late Fellow and Tutor of Queen’s College, Oxon., and Head Master of the Sydney Grammar School.”

170, Alberto-terrace, Darlinghurst,
Sydney, New South Wales.

I RECITE this letter to shew that, although I assumed a little to which I had no claim,—in the capabilities I brought to my office, and in the manner I performed its duties, I gave full value for the stipend I received. As a rule, and with very few exceptions, I gave up all my time daily from 12-30 to 2 p.m. to my forms; and, as a result, I brought them to a state of perfect discipline, and got from them nearly twice the amount of work assigned by the Head Master.

I was to receive a salary at the rate of £300 per annum; but although I did all the work for the last half-year, instead of receiving £150 I was paid £137 10s. only, £12 10s. having been held back from my first month’s stipend.

At the close of the year I inquired of your Secretary as to whether my services would be required any longer. He could give me no positive assurance, but said he supposed I should be on the same footing as the other Masters, my appointment being subject to three months’ notice.

On the faith of this I sought no other employment, and when, on the 17th ultimo, I was told I should not be further employed, it was too late, from the nature of scholastic engagements, to seek a post elsewhere.

I therefore submit to your consideration, that it is only justice that I be paid the £12 10s. held back from my first month’s stipend, together with such compensation as you deem just by my loss of employment, consequent on your summary dismissal of me on the 17th ultimo.

It is true that, under the pressure of extreme poverty, and from the belief that no one would be appointed to the office I solicited unless he had a degree, I assumed that to which I had no right. For my culpability in this respect I offer no other excuse; but it went no further—no one could have done the work more efficiently or more assiduously than I did it.

I have only now to refer to what took place at a meeting on the 17th ultimo, to say that, when questioned by Mr. Pratt, I was so confused by the consciousness of my false position that I lost all self-command, and that I do not now know what I then said or did.

The Trustees of the
Sydney Grammar School,
Sydney.

I have, &c.,
JNO. EDWARDS.

1867.

NEW SOUTH WALES.

SYDNEY GRAMMAR SCHOOL.

(REPORT FOR 1866.)

Presented to Parliament, pursuant to Act 18th Victoria.

THE SECRETARY TO THE TRUSTEES, SYDNEY GRAMMAR SCHOOL, to THE
COLONIAL SECRETARY.Sydney Grammar School,
1 July, 1867.

SIR,

I have the honor, by direction of the Trustees of the Sydney Grammar School, to transmit to you, for the purpose of being laid before the Legislative Assembly, the following Report of their proceedings, and of the progress of the School, during the year 1866.

In the early part of the year, the Trustees instituted an inquiry, which extended over many months, into the state of the School. A full Report of the evidence and proceedings relating to this enquiry has been already laid before the Government.

At a Meeting of the Trustees, held on the 12th of April, Mr. Richard Jones was elected a Trustee, in the place of Mr. Thomas Barker, who resigned his seat at the Board. At the same Meeting, Mr. W. C. Windeyer was elected a Trustee, in the place of the Honorable James Martin, whose seat became vacant by his acceptance of office under the Government.

The Trustees having been advised by the Attorney General that Mr. George Wigram Allen and Mr. Richard Jones were disqualified from having seats at the Board, in consequence of their holding office under the Government and the University respectively, the vacancies so occasioned were, at a Meeting held on the 1st May, filled up by the election of the Honorable George Allen and Mr. A. M. A'Beckett.

Mr. Arthur T. Holroyd having resigned his seat at the Board, Mr. M. H. Stephen was elected in his place.

At a Meeting held on the 7th May, the Trustees resolved to recommend to the Senate of the University, that the "Salting Exhibition," then vacant, be conferred upon Mr. J. W. Alston, Scholar of the University, and late Captain of the Grammar School. Upon this recommendation, Mr. Alston was appointed to that Exhibition.

At a Meeting held on the 2nd July, Professor Pell was elected Chairman for the current year. At the same Meeting, a letter having been read from Mr. E. Blackmore, Assistant Classical Master, resigning his office, Mr. John Edwards was subsequently temporarily appointed in his place, and held office until the end of the year.

The office of Head Master having become vacant by the retirement of Mr. Stephens, the Trustees, at a Meeting held on the 17th December, appointed Mr. A. B. Weigall to that office.

SYDNEY GRAMMAR SCHOOL.

Mr. Weigall took high classical honors at Oxford, and was highly recommended to the Trustees by the Authorities of Brasenose College, Oxford, where he was educated, and also by Professor Irving of the University of Melbourne.

The Trustees are happy in being able to report that the utmost harmony prevails amongst the Masters, and that they have every reason to be satisfied with the state of discipline and efficiency of the School under the present management.

Mr. Edward Knox having resigned his seat at the Board, the Trustees, on the 17th December, elected Mr. N. D. Stenhouse in his place.

Since the date of the last Report, the Trustees have not found it necessary to make any further regulations for the government and discipline of the School.

The Account of the whole income and expenditure of the School, and the number of pupils who attended during the year, will be found in the annexed Appendix.

I have the honor to be,

Sir,

Your most obedient Servant,

W. H. CATLETT,

Secretary.

APPENDIX.

RETURN of the Receipts and Disbursements of the Sydney Grammar School, for the Year 1866.

RECEIPTS.		AMOUNT.	DISBURSEMENTS.		AMOUNT.
	£ s d.	£ s d.		£ s d.	£ s d.
To Balance on 31st December, 1865		249 11 1	By Salaries	2,468 2 8	
„ Endowment		1,500 0 0	„ Allowances.....	112 0 0	
„ Interest on Fixed Deposits		51 0 0	„ Capitation Fees paid to Masters	789 2 6	3,369 5 2
„ School Fees from Pupils	2,002 10 0		„ Printing and Stationery.....	70 17 10	
„ Capitation Fee from Pupil.....	3 0 0		„ Petty Expenses	43 7 6	
		2,005 10 0	„ Petty Cash, Postage Stamps, &c.	11 8 9	
„ Deposit Accounts at Interest		850 0 0	„ Insurance	12 0 0	
			„ Prizes	27 18 6	
			„ Advertisements.....	20 9 9	186 2 4
			„ Repairs and Improvements to Buildings		170 4 0
			„ Short-hand Writers.....		72 1 0
			„ Deposit Accounts at the Commercial Bank		850 0 0
			„ Balance in the Commercial Bank		8 8 7
TOTAL.....	£	4,656 1 1	TOTAL.....	£	4,656 1 1

Examined and found correct.
M. B. PELL, Chairman.—1 May, 1867.

W. H. CATLETT,
Secretary.

SYDNEY GRAMMAR SCHOOL.

3

RETURN of the Sydney Grammar School, for the Year 1866.

OFFICES.	NAMES (IN FULL).	SALARIES.	ALLOWANCES.	FEES FROM PUPILS.	TOTAL.	STATE WHETHER ALLOWED RESIDENCE.	REMARKS.
Head Master.....	William John Stephens ...	£ s. d. 500 0 0	£ s. d.	£ s. d. 328 15 0	£ s. d. 828 15 0	Residence allowed	Resigned.
Mathematical Master ...	Edward Pratt	400 0 0	.....	214 5 0	614 5 0	Do. do.	
Foundation Master	Edwin Whitfeld	306 0 0	.....	214 5 0	514 5 0	Do. do.	
Assistant Classical Master	Edward Blackmore	150 0 0	30 0 0	31 17 6	211 17 6		Do.
Do. do. ...	Charles S. Mein	250 0 0	.....	.....	250 0 0		
Do. do. ...	Aked Bates	83 6 8	.....	.....	83 6 8		Retired.
Do. do. ...	John Edwards	137 10 0	.....	.....	137 10 0		Do.
Do. do. ...	H. D. Bell	7 0 0	.....	.....	7 0 0		Do.
French Master.....	Pierre Ambroise Dutruc ...	75 0 0	.....	.....	75 0 0		
German Master	Ferdinand Joseph Lander...	67 10 0	.....	.....	67 10 0		
Writing Master	Carl Johan Nelson	250 0 0	.....	.....	250 0 0		
Drawing Master	Joseph Fowles	60 0 0	.....	.....	60 0 0		
Elocution Master	Thomas Padmore Hill	37 16 0	.....	.....	37 16 0		
Janitor & Drill Sergeant	Sebastian Hodge.....	100 0 0	12 0 0	.....	112 0 0	Residence allowed.	Employed temporarily only.
Secretary & Accountant to Trustees	William Henry Catlett.....	50 0 0	70 0 0	.....	120 0 0		
	TOTALS.....	£ 2,468 2 8	112 0 0	789 2 6	3,369 5 2		

Examined and found correct.

M. B. PELL, Chairman.—1 May, 1867.

W. H. CATLETT,

Secretary.

RETURN shewing the Number of Teachers and Scholars at the Sydney Grammar School, in the Year 1866.

NUMBER OF TEACHERS.	AVERAGE NUMBER OF SCHOLARS.			
	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.
Six engaged for their whole time.	128	127	104	99
Eight engaged for particular lessons.				
	Average 114½			

1 May, 1867.

W. H. CATLETT,

Secretary.

1867.

NEW SOUTH WALES.

PUBLIC SCHOOLS ACT OF 1866.

(REGULATIONS ADOPTED BY THE COUNCIL OF EDUCATION, ON 27 FEBRUARY, 1867.)

Presented to both Houses of Parliament, by Command.

Council of Education Office,
Sydney, 1st March, 1867.

THE following Regulations, adopted by the Council of Education on 27th February, 1867, are published in accordance with Section 7 of the Public Schools Act of 1866.

HENRY PARKES,
Chairman.

COUNCIL OF EDUCATION.

Regulations under the Public Schools Act of 1866, adopted by the Council, 27th February, 1867.

I.—PROCEEDINGS OF COUNCIL.

I.—CONDUCT OF BUSINESS.

1. The Council shall meet for the transaction of business, unless otherwise ordered, every Monday, at 3 o'clock.
2. At each meeting, the Secretary shall enter in the Minute Book an accurate record of every proceeding of the Council; and the Minutes so recorded shall be read over as the first business of the next subsequent meeting, and, after such corrections as may be found necessary to ensure complete accuracy, shall be signed by the President or Member acting in his stead.
3. The President or any two other Members may cause to be convened an extraordinary meeting of the Council, by a letter addressed to the Secretary, stating the time and object of such meeting.
4. If any meeting of the Council shall lapse for want of a quorum, it shall be so recorded in the Minute Book, with the names of the Members present.
5. The order of business shall be arranged by the Secretary, subject to the direction of the President, and shall be clearly stated on a Business Paper for the use of each Member.
6. Acts of misconduct or irregularities on the part of the servants of the Council shall, on becoming known to the Secretary, be reported to the President, who shall have power to take any steps that may be considered necessary in cases of importance, submitting the whole matter for the consideration of the Council at its next meeting.
7. The President shall attend at the offices of the Council at least once in every week, to hear complaints or explanations arising out of the conduct of general business.
8. The President shall be entitled to vote on all questions as a Member of the Council, and, in cases of an equality of votes, shall be entitled to give a casting vote as President.

9. No Member shall absent himself from four consecutive weekly meetings of the Council without leave.

10. All meetings of the Council shall be convened by circular signed by the Secretary.

11. In case of his inability to attend any meeting, the President shall explain the cause of his absence by letter addressed to the Council before the hour of such meeting, unless circumstances render communication of the kind impossible; and another Member shall be elected to the chair for that occasion only.

II.—ELECTION OF PRESIDENT.

12. At the first meeting of the Council in January, in each year, one Member of the Council shall be elected President, who shall hold office until the thirty-first day of December of the same year, but who shall not vacate the chair until his successor has been elected.

13. The President for the year 1867 shall be elected in the month of March, and shall hold office in the same manner until the thirty-first day of December.

14. The President shall be elected by ballot, in the following manner:—

The names of the Members shall be printed on five cards all alike, which, after being initialled by the Secretary, shall be by him enclosed in five blank envelopes, all alike, unsealed, and shall be so distributed to the Members of the Council, either by hand or letter.

Each Member shall erase four of the names, leaving the name for which he votes, and shall return the card in the blank envelope, sealed, either by hand or letter, to the Secretary.

The Secretary shall produce, on the day of election, the cards in the original blank envelopes, sealed; and they shall be opened by the President or other Member occupying the chair, and the Member having the largest number of votes shall be duly elected.

Provided always, that in the event of a tie between any two Members, the election between such two Members shall be decided by ballot confined to the Members then present.

II.—SCHOOL ADMINISTRATION.

I.—ESTABLISHMENT OF SCHOOLS.

1.—Classes of Schools.

The Council of Education will establish, maintain, or assist, four classes of schools, viz. :—

Public Schools—Section 8, Public Schools Act.

Provisional Schools—Section 13.

Half-time Schools—Section 12.

Certified Denominational Schools—Sections 9 and 28.

2.—Assistance to Public Schools.

In the case of Public Schools, the Council will contribute, in such proportion as they may deem expedient—but as a rule not more than two-thirds—to the cost of erecting and furnishing school buildings, subject to the provisions of Section 23. The assistance to the other classes of schools will, as a rule, be limited to payment of Teachers' salaries and supply of school books and apparatus.

3.—Conditions of Grant for Buildings.

Appendix A.

Applications for the establishment of Public Schools are to be made upon forms provided for that purpose; and applicants must state the amount that will be locally contributed towards the cost of the necessary buildings, and the names of the persons by whom payment of that sum is guaranteed.

4.—Duration of Pledge.

A pecuniary pledge made by the Council in any year will hold good for that year only; if not taken up within that time, a fresh application will be necessary.

5.—Assistance to Public School on leased land.

When applicants for the establishment of a Public School are themselves willing to provide the requisite buildings, they must be prepared to execute a lease of the premises to the Council for a term of at least five years, at a nominal rent. Before accepting such lease, the Council will satisfy itself, through its officers, that the proposed school buildings are in good repair, sufficient for the purpose, and suitably furnished.

6.—Deposit of Local Contributions.

All local contributions should be deposited in the Union Bank of Australia, Sydney, to the credit of the "Council of Education Building Fund," and all such payments should be notified to the Secretary at the time they are made.

7.—*Plans and Dimensions.*

Plans for the erection of Public Schools will be supplied by the Council; but plans locally provided may be adopted, if first submitted to the Council and approved. No schoolroom should be less than 16 feet in width, and 10 feet in height; and at least 8 square feet of floor should be allowed for each child in ordinary attendance.

8.—*Provisional Schools.*

In applying for aid to Provisional Schools, the promoters must adopt the form Appendix B. provided, and must satisfy the Council that the Teachers employed are competent to perform the duties required of them, and that they are persons of good moral character.

9.—*Half-time Schools.*

Half-time Schools under Itinerant Teachers may be established wherever twenty children of the school age are residing within an estimated radius of ten miles from a central point, and can be collected in groups of not less than ten children in each.

10.—*Certified Denominational Schools.*

Applicants for a Certificate to a Denominational School must provide a school-house, sufficient in all respects for the purpose, and suitably furnished; and they may Appendix C. nominate a competent Teacher or Teachers, for appointment by the Council. Appendix D.

11.—*Conditions on which Certificate may be withdrawn.*

Certificates will be withdrawn from Denominational Schools, should—

1. The required number of pupils not be maintained.
2. The building become dilapidated, or otherwise unsuitable.
3. The supply of furniture and apparatus become inadequate.
4. The Regulations of the Council be infringed.

12.—*Inscription.*

In the case of every Public School building, whether the property be vested in the Council of Education or not, the inscription—PUBLIC SCHOOL—and no other, shall be conspicuously put up on the outside.

13.—*Uses of Public School Buildings.*

No use shall be made of Public School Buildings tending to cause contention—such as the holding of political meetings, or bringing into them political petitions or documents of any kind for signature; and they shall not at any time be converted into places of public worship, unless they shall have been built and kept in repair without aid from public funds.

II.—ORGANIZATION OF SCHOOLS.

14.—*Grants of School Books.*

Grants of school books and apparatus will be made from time to time, as may be deemed expedient, to all schools under the supervision of the Council, in proportion to the average number of pupils in daily attendance; and a full supply will be granted as a first stock to all schools newly established.

15.—*Character of School Books.*

Such books only as are supplied or sanctioned by the Council are to be used for ordinary instruction.

16.—*Apparatus.*

Apparatus will include maps, diagrams, pictures, black-boards, easels, and ball-frames.

17.—*Registers and Instructional Documents.*

The undermentioned Registers and Forms are to be kept by the Teacher in every school, according to directions supplied with each:—

- Admission Register.
- Class Roll.
- Daily Report Book.
- School Fee Account Book.
- Lesson Register.
- Time-table.
- Programme of Lessons for each Class.

18.—*Returns.*

Quarterly and Annual Returns are to be furnished from every school. The Quarterly Returns, neatly and correctly made out, are to be forwarded to the Inspector of the District, immediately after the close of every quarter. They are to be made out in duplicate; one copy to be furnished to the Inspector, and the other to be retained by the

the Teacher as a record of the school. No salary due or accruing at the end of any quarter will be paid, until the Return, properly completed, has been received, and certified by the Inspector to be correct. The Annual Return must be forwarded, with the Quarterly Return, immediately after the close of the December quarter. Negligence in compiling Returns or in keeping School Registers will render a Teacher liable to a fine, or if repeated to a loss of classification. Teachers found guilty of wilful falsification of Registers or Returns will be instantly dismissed.

19.—*Training of Teachers.*

The Council have established a Training School for Teachers, in connection with the Model Public School at Fort-street, Sydney.

20.—*Classes of Candidates.*

The Council will receive into the Training School three classes of candidates, viz. :—

First Class—Pupil Teachers whose term of service has expired, and Teachers who have already been trained elsewhere.

Second Class—Untrained Teachers who may have been in charge of schools.

Third Class—Persons entering the teaching profession for the first time.

21.—*Qualifications of Candidates.*

Appendix E.

Candidates must apply for admission to the Training School in the form annexed. They must, except in the case of pupil teachers, be at least 18 years of age, but not more than 40; they must be free from any bodily infirmity likely to impair their usefulness as Teachers; they must be persons of active habits, energy of character, and unblemished reputation; they must satisfy the Council as to their previous history, and must undergo an examination in the following subjects at least:—

Reading—Fourth Book of Lessons of the Board of National Education (Ireland), or some equivalent book, with fluency and expression, and answer on the subject matter in detail.

Writing—From dictation, in a neat and legible hand, with correct spelling and punctuation, a passage from the Fourth Book.

Arithmetic—Questions as far as Proportion and Practice.

Grammar—Parsing a passage from the Fourth Book, and elementary Analysis of Sentences.

Geography—The elementary portions of Geography.

22.—*Conditions of Admission.*

Prior to admission, candidates must make a declaration that they intend *bonâ fide* to adopt and follow the profession of Teacher in the public schools of the Colony, and that they will accept a situation in any locality, as the Council may see fit; and they must procure a guarantee from two responsible persons that the whole expense of their training shall be refunded, if from any cause whatever—death excepted—they should quit the service of the Council within three years from the date of their first appointment or admission to the Training School.

23.—*Term of Training.*

Entrance examinations will be held quarterly, in the last weeks of March, June, September, and December; and the periods of training will be, one month, three months, or six months, as may be found necessary.

24.—*Allowances during Training.*

The following allowances will be made to candidates who satisfy the above-mentioned conditions:—

To married couples £7 per month.

To unmarried persons £5 per month.

When the Training School is ready to receive candidates into residence, these allowances may be withdrawn, and board and lodging provided instead.

25.—*Course of Studies.*

The course of studies will include—

1. Ordinary Subjects. (For the whole term of training.)

Reading and Elocution.

Writing—Plain and Ornamental.

Arithmetic—Theory and practice.

Grammar and Composition.

Geography—Physical and Descriptive.

School Management.

School Books.

Drill and Gymnastics.

Elements of Singing.

Linear Drawing.

Exposition of the Public Schools Act and Regulations made thereunder.

2. Alternative Subjects. (For second Quarter only.)

Algebra; as far as Quadratic Equations.

Geometry; the first four Books of Euclid.

Science of Common Things.

Domestic Economy.

English Literature.

26.—*Practical Training of Candidates.*

Candidates will also be trained in the practical management of schools; and it is intended to add certain industrial occupations as soon as arrangements can be made for that purpose.

27.—*Examinations.*

Oral examinations of the students in the Training School will be held monthly, with a view to test their attention and progress; and written examinations will take place quarterly, in the first weeks of January, April, July, and October, when classifications will be awarded to the students, according to their attainments and skill in teaching. The Council will not award to students in training a higher certificate than Class II, and no certificate will be issued until the Inspector's Report upon the school shews that the Teacher is successful in his management.

28.—*Classification.*

Teachers will be classified according to their attainments and practical skill in one of the following grades:—

Class I.....	{	Section A.
		„ B.
Class II	{	Section A.
		„ B.
Class III.....	{	Section A.
		„ B.
		„ C.

29.—*Exhibitions.*

The Council will award exhibitions (not exceeding ten yearly) to Pupil Teachers who exhibit the highest degree of practical skill and the greatest advance in their attainments at the termination of their engagement in that capacity, with a view to enable them to undergo a six months' course of training free of expense.

30.—*Appointment of Teachers.*

The appointment and dismissal of Teachers, in all Schools other than Provisional Schools, rest solely with the Council, subject to the provision contained in Section 10 of the Public Schools Act.

31.—*General qualifications of Teachers.*

As a general rule, no Teacher will be appointed to a Public School or to a Certified Denominational School, unless he has undergone a course of training in the Council's Training School or some other recognized Training Establishment; and although in some cases a Teacher may be appointed provisionally who has not undergone such training, his appointment will not be ratified until his competency has been tested by examination.

32.—*Qualifications as to attainments and practical skill.*

The attainments of Teachers will be tested by oral and written examinations, and their skill in teaching by inspection of their schools.

33.—*Board of Examiners.*

The Council will appoint a Board of Examiners, to whom will be entrusted the duty of setting examination questions and revising the answers.

34.—*Subjects of Examination.*

The subjects on which Teachers will be examined are divided into two classes—Ordinary and Alternative. The former embraces those elementary branches with which it is necessary for every Teacher to be acquainted, inasmuch as they form the staple of daily instruction in school. Reading, Writing, Arithmetic, Grammar, Geography, and the knowledge of the School Books are of this kind; to which must be added, as being equally requisite, acquaintance with the Principles of School Management, and if possible, rudiments of Music and Linear Drawing. All other subjects are styled Alternative, because it is optional with the Teacher to undergo an examination in any of them with which he may be familiar.

35.—*Alternative Subjects.*

The following is the list of Alternative Subjects on which Teachers may be examined:—

Latin.—Virgil. Grammar.
 Mathematics.—Algebra to Quadratic Equations, including Surds, and
 Euclid, Book I—VI. Trigonometry.
 Chemistry.
 French.
 German.
 Geology, }
 Botany, } With especial reference to Australia.
 Zoology, }

36.—*Syllabus of Subjects for each Class.*

THE following is a Syllabus of Subjects in which Teachers will be examined for each grade of Classification.

For a *Third Class Certificate*, Teachers must be examined in—

Grammar: Including Punctuation, Paraphrasing, Parsing, and Analysis of Simple and Combined Sentences.

Geography: General and Descriptive.

Arithmetic: As far as Decimal Fractions. *Female Teachers*, as far as Proportion.

School Management: Including the Organization, Discipline, and Instruction of Schools.

School Books: The Reading Books from the First to the Third inclusive.

Reading: Prose and Poetry, from the Lesson Books.

Writing: Specimens of copy-setting, in text, round, and small hands.

Vocal Music.*

Linear Drawing.*

Female Teachers: Needlework. Domestic Economy.

* Failure in these subjects will not necessarily prevent a Teacher from gaining a classification.

For Second Class Certificate.

Grammar: Including Punctuation, Paraphrasing, Composition, Parsing, Derivation, and Analysis of Sentences.

Geography: Physical and Descriptive.

Arithmetic: As far as Cube Root and Duodecimals and Elementary Mensuration.

Female Teachers as far as Decimals.

Art of Teaching: The Organization, Discipline, and Instruction of Schools, in greater detail.

School Books: The series of Reading Books.

Reading: Prose and Poetry, from the Literary Class Book.

Writing: Specimens of copy-setting in three hands, and of letter-writing.

Vocal Music.

Linear Drawing.

Female Teachers: Needlework. Domestic Economy.

Algebra: As far as, and inclusive of, Quadratic Equations, but omitting Surds.

Geometry: The First Book of Euclid's Elements.

Latin: Cæsar (De Bello Gallico). Grammar. (In lieu of the two preceding subjects.)

For First Class Certificate.

Grammar: Punctuation, Paraphrasing, Parsing, Analysis of Sentences, Composition, Style, Derivation, and Prosody.

Geography: Physical, Political, and Commercial, with Popular Astronomy and Mathematical Geography.

Arithmetic: The whole Theory and Practice as laid down in Text Books in common use.

School Books: The whole of the Reading Series.

Reading: Prose and Poetry.

Writing: Specimens of copy-setting and letter-writing.

Vocal Music.

Linear Drawing.

Female Teachers: Needlework. Domestic Economy.

Principles of Teaching: Including a knowledge of the nature of the human mind.

English Literature: And one Alternative Subject at least.

37.—*Annual Examinations.*

All Teachers holding a lower classification than Class III, Section A, will be required to undergo examination annually. Success in the examination will not necessarily entitle a Teacher to a higher classification, but failure will lead to a loss of classification, unless a very satisfactory reason can be assigned for the decrease of attainments. Teachers who desire to be examined with a view to obtain a higher certificate must apprise the Inspector of the District of their wish, and at the same time furnish to him a list of the Alternative Subjects upon which they are prepared for examination.

38.—*Condition of Promotion.*

In order to obtain a First or Second Class Certificate, Teachers must submit to examination in one or more alternative subjects; and it is recommended that they should confine their attention to one group of subjects. Teachers who undergo examination for a higher certificate, will be expected at every successive grade to show increased acquaintance with the ordinary branches. No higher classification will be awarded, even if an examination be passed successfully by a Teacher, unless the Inspector's Reports upon his school speak in favourable terms of his ability, industry, and efficiency.

39.—*Promotion for Good Service.*

A revision of classification will be made at the end of three years; and should it appear that, during the three years, a school had increased in numbers and efficiency—that the Inspector's opinion was uniformly favourable—and that the Local Board had reported well of his conduct—the Teacher would then be entitled to one grade of promotion, without being required to undergo an examination. The promotion in such cases would be equivalent to a reward for patient, sustained, and skilful exertion in the actual work of the school. A Teacher must, however, serve for *five* years in Class II, Section A, before he can be promoted to Class I, Section B, without examination.

40.—*Promotion by Removal.*

Teachers who are desirous of being promoted to larger or more important schools, are to intimate their wishes in this respect to the Inspector of the District, in writing. A list of such Teachers will be kept in the Council's Office; and, except in special cases, promotions will be made in accordance with the principle of classification and seniority.

41.—*Notification of Commencement of Duty.*

When Teachers have been appointed to schools, they are required to report to the Inspector for the District the fact of their arrival at their post, and of their having commenced their duties.

42.—*Duties of Teachers.*

The duties of Teachers are,—

- To observe faithfully the Regulations of the Council.
- To carry out the suggestions of Inspectors to the best of their abilities.
- To teach according to the Course of Secular Instruction.
- To maintain the Discipline prescribed in the Regulations.
- To keep the School Records and to furnish Returns neatly and punctually.
- To see that the undermentioned documents are constantly posted in a conspicuous place in the schoolroom, viz.:—
 - Regulations of the Council.
 - Notice to Visitors.
 - Course of Secular Instruction.
 - Time-table.
 - Programme of Lessons.
 - Names of Local Board.
 - Scale of Fees.

- To take charge of the Public School Buildings and all other property belonging to the Council, and to be responsible for keeping the school premises in repair at their own cost, allowance being made for reasonable wear and tear.
- To consult the Local Board and receive their instructions on matters not relating to the internal management of the school.

It is the duty of the Teachers' wives to be present at the assembling and dismissal of the pupils, in order that they may take charge of the discipline of the female children; and they are required to teach needlework to the girls during at least one hour every school day. In forming an estimate of the efficiency of schools, the competency and usefulness of Teachers' wives and the amount of time they devote to school duties will be taken into account.

43.—*Remuneration of Teachers—Salary.*

The remuneration of Teachers in charge of Schools will consist of—(1) salary, (2) school fees, and (3) residence. The salaries will be according to the following scale:—

Class I.	{	Section A.....	£150	per annum
		„ B.....	138	do.
Class II.	{	Section A.....	120	do.
		„ B.....	108	do.
Class III.	{	Section A.....	96	do.
		„ B.....	84	do.
		„ C.....	72	do.
Probationers		60	do.	

These will be joint salaries for husband and wife. To single persons, the salary will be £12 per annum less.

44.—*Residence.*

In Public Schools when no residence is provided, an allowance for rent will be made to the Teachers in charge; but in all other schools the Teachers' residences must be provided by the local promoters, or an equivalent in rent.

45.—*Fees.*

If there be more than one Teacher employed in a school, the fees shall be distributed among them in the ratio of their respective salaries, but Pupil Teachers are not entitled to participate in the fees.

46.—*Reduction for small Attendance.*

The foregoing rates apply only to Teachers in whose schools a minimum of thirty scholars is maintained. If in any case the attendance falls below that number, a reduction may be made in the amount of salary awarded, as the Council may see fit.

47.—*Model Schools.*

In Model Schools special salaries may be awarded to the Teachers, at the discretion of the Council.

48.—*Mistresses.*

Mistresses in charge of separate departments will be paid two-thirds of the salaries allotted to the classification they hold.

49.—*Assistant Teachers.*

Assistant Teachers may be appointed to schools in which the average daily attendance exceeds seventy. They will be entitled to receive a proportion of the school fees, and such salary as may be determined by the Council. Assistants may be—(1) persons who have served for three years at least as Pupil Teachers; or, (2) persons who have been regularly trained in a Training Institution; but no person will be appointed as an Assistant Teacher unless examined and classified.

50.—*Pupil Teachers.*

Pupil Teachers may be engaged for a term of not less than three years, for service in schools in which the average daily attendance has not been less than fifty for the six months preceding the date of appointment, provided the Teacher hold a certificate of classification not lower than Class II, Section B, and that the school is well furnished and well provided with books and apparatus.

51.—*Conditions of Appointment.*

Candidates for the office of Pupil Teacher must be at least 13 years of age, and free from any bodily infirmity likely to impair their usefulness. Their remuneration will consist partly of instruction given by the Teacher, and partly in a fixed yearly salary which is paid by the Council, provided the Teacher certify as to their efficiency and good moral character, and they pass their annual examination in a satisfactory manner.

52.—*Course of Study for Pupil Teachers.*

The subjects to be studied during each year are the following:—

Before Appointment.—Candidates.

Reading: To read the "Third Book of Lessons" of the Board of National Education (Ireland) with ease, fluency, and expression; to spell well, and to understand the meaning of the passage read.

Writing: To write from dictation, in a neat hand, a simple prose narrative, with correct spelling and punctuation.

Arithmetic: To know the arithmetical tables, and to work the rules as far as Reduction.

Grammar: To parse and analyze correctly a Simple Sentence taken from the Third Book.

Geography: To understand the Geographical Terms, and have a knowledge of the Geography of Australia.

Skill in Teaching: To teach a junior class in the presence of an Inspector.

First Year of Appointment.—Class IV.

Reading: To read the "Fourth Book" of the Board of National Education (Ireland) with fluency and expression, give synonymous words and phrases, and answer upon the subject matter.

Writing: To write neatly and correctly from dictation, or from memory, a passage from the Fourth Book.

Arithmetic: To work questions in Proportion and Practice.

Grammar: To parse and analyze Combined Sentences taken from the Fourth Book.

Geography: The Geography of New South Wales in detail, and Europe in outline.

Skill in Teaching: To discipline one of the lower classes, and give a reading lesson.

Second Year of Appointment.—Class III.

Reading: To read the Fourth Book with improved intonation and expression; to paraphrase the sentences, and give the derivation of prominent words.

Writing: To write, in a neat and flowing hand, an abstract of an object lesson. Subject to be chosen by the Inspector.

Arithmetic: To Interest and Vulgar Fractions.

Grammar: Parsing of difficult sentences; with a good knowledge of Syntax, and the Analysis of Complex Sentences.

Geography: Australia, Great Britain and Ireland in detail; Asia in outline.

Skill in Teaching: Management of the Second Class, and giving a lesson on Elementary Geography or Grammar.

Third Year of Appointment.—Class II.

Reading: The "Literary Class Book," with correct intonation and emphasis, paraphrasing and derivation.

Writing: To write an account of the organization of the School, or of the methods of teaching adopted.

Arithmetic: To understand the nature and uses of Decimals.

Grammar: Increased skill in Parsing, and in the Analysis of Simple and Complex Sentences.

Geography: Palestine, in detail; America, in outline.

Skill in Teaching: Ability to discipline the Third Class, and give an Object Lesson.

Fourth

Fourth Year of Appointment.—Class I.

Reading: To read with ease and expression the "Literary Class Book," and reproduce, either in word, or writing, the passage read.

Writing: To write an essay on some subject connected with the art of Teaching.

Arithmetic: Extraction of Roots.

Grammar: Prosody; Analysis of Compound Sentences.

Geography: Physical Geography in detail; the World generally.

Skill in Teaching: Increased skill in the management of Classes, and in giving of Object Lessons.

53.—*Resignation of Teachers.*

Teachers are required to give one month's notice of their intention to quit their situations, such notice to be dated on the first day of any month. As a condition to the payment of the salary for the last month of their tenure of office, they are to hand over to the Local Board all the school property belonging to the Council, and are to make out, in duplicate, an inventory of the same; one copy, signed by two of the Local Board in testimony of its correctness, to be forwarded to the Council, the other to be retained by the Local Board.

54.—*Teachers' Occupations.*

Teachers in the service of the Council of Education are prohibited from engaging in any occupation not having a distinctly educational character, unless the sanction of the Council has been applied for and obtained.

III.—DISCIPLINE OF SCHOOLS.

55.—*Punctuality and Regularity.*

With a view to the proper training of their pupils, Teachers are to conduct the operations of their schools with punctuality and regularity.

56.—*Cleanliness.*

Habits of personal neatness and cleanliness are to be encouraged among the scholars, by precept and personal example of the Teacher; and, if necessary, may be enforced by his authority.

57.—*Order.*

Proper measures are to be taken by Teachers to instil into the minds of their pupils the necessity for acquiring habits of orderly behaviour, obedience to Teachers and to the rules of the School, and for maintaining a cheerful and modest demeanour. Pupils should also be trained to exhibit due respect for the property of others, whether public or private; to regard the feelings of their fellows; to be honest and truthful, attentive and diligent while under instruction, and conscientious in the discharge of every duty. Every moral virtue, in short, which the Teachers can inculcate by direct instruction, by influence, or by example, should be sedulously cultivated as they may find occasion.

58.—*Government of Pupils.*

In the government of the pupils, all degrading and injurious punishments are to be avoided. The Teacher's discipline must be mild but firm, his manner kindly, his demeanour cheerful and calculated to gain the confidence of his pupils, and his language marked by strict propriety. While he should overlook no offence, his aim should be to prevent the necessity for punishment by the improvement of the offender.

59.—*Corporal Punishment.*

Corporal punishment should be inflicted in extreme cases only, and then as a last resource; and the Teacher must keep a record of the time and place at which pupils were corporally chastised, the amount of such punishment, and the nature of the offence.

60.—*Expulsion of Pupils.*

No pupil is to be dismissed from any school under the superintendence of the Council, unless with the express concurrence of the Local Board.

61.—*Playground Supervision.*

The conduct of pupils in the playground must be carefully supervised; and Teachers must take steps to see that, in proceeding to school and returning therefrom, the behaviour of the scholars is well-regulated.

IV.—INSTRUCTION OF SCHOOLS.

62.—*Course of Secular Instruction.*

The Course of Secular Instruction for each Class shall be as follows:—

First Class.

Reading: The "First Book" of the Board of National Education (Ireland), or some reading book equivalent to it.

Writing: On slates from copies and monosyllables from dictation.

Arithmetic : Notation to three places of figures ; Simple Addition on slates ;
Mental operations involving results not higher than 60.
Object Lessons : Domestic Animals and Common Objects.
Singing : Simple Melodies by ear or by Tonic Sol-fa Method.

Second Class.

Reading : The "Second Book" and the "First Sequel Book" of the Board of
National Education (Ireland), or some reading book or books equivalent.
Writing : On slates from memory and dictation ; in books, from copies.
Arithmetic : Notation ; Simple Rules ; Tables.
Grammar : The Parts of Speech.
Geography : Local Geography ; Uses of a Map ; Definitions.
Object Lessons : Domestic Animals ; Common Objects.
Singing : Simple Melodies by ear or by Tonic Sol-fa Method.
Drawing : Simple rectilinear figures on slates.

Third Class.

Reading : The "Second Sequel Book" and the "Third Book" of the Board of
National Education (Ireland), or some reading book or books equivalent.
Writing : On paper, from copies ; and on slates, from dictation.
Arithmetic : Compound Rules and Reduction ; the easier Rules of Mental
Arithmetic ; Tables.
Grammar : Parsing, Syntax, Analysis of Simple Sentences, and Elementary
Composition.
Geography : Australia and New Zealand in detail, outlines of Europe.
Object Lessons : Common Minerals, Vegetables, and Animals ; the simpler
Manufacturing processes.
Singing : Part Singing, Tonic Sol-fa Method.
Drawing : Fowles' Elementary Drawing Books, Nos. I II and III, or some
equivalent books.
Scripture Lessons : Scripture Lessons, Old and New Testaments No. 1 of the
Board of National Education (Ireland).

Fourth Class.

Reading : The "Fourth Book" of the Board of National Education (Ireland),
or some equivalent book.
Writing : On paper, from copies and dictation.
Arithmetic : Proportion and Practice ; Fractions ; Mental Arithmetic.
Grammar : Etymology and Syntax, with Analysis of Sentences ; Composition.
Geography : Europe and Asia in detail ; America in outline ; Elements of
Physical Geography.
Object Lessons : Natural History, Manufactures, Elementary Mechanics, Science
of Common Things.
Singing : Tonic Sol-fa Method.
Drawing : Fowles' Drawing Books IV V and VI, on paper.
Geometry : Definitions and Axioms.
Scripture Lessons : No. 2 Old and New Testaments, Board of National Educa-
tion (Ireland.)

Fifth Class.

Reading : The "Supplement to the Fourth Book" of the Board of National
Education (Ireland), or an equivalent.
Writing : On paper—plain and ornamental.
Arithmetic : Decimals ; Roots ; Mensuration.
Grammar : Syntax ; Prosody ; Analysis of Sentences ; and Composition.
Geography : The World, Physical and Descriptive.
Object Lessons : Arts and Manufactures ; Laws of Health ; Social Economy ;
Duties of a Citizen ; The Laws.
Singing : Tonic Sol-fa Method ; Established Notation.
Drawing : Perspective ; Drawing from models.
Geometry : Euclid, Book I.
Algebra : To Simple Equations of two unknown quantities.
Latin : Smith's Inductive Latin Course ; or, Arnold's Henry's First and Second
Books.
Scripture Lessons : As in Fourth Class.

63.—*Religious Instruction.*

During an hour of each day (designated in the Time-table) children whose
parents desire that they should receive special religious instruction from the pastors or
other approved religious teachers of their respective communions, are to be allowed to
receive such instruction, so far as the school buildings will admit of distinct classes
being formed. Every Public School is to be so arranged as to admit of the formation of
one such denominational class at least ; and if the simultaneous teaching of more than
one be impracticable, it will be necessary to arrange that classes of the different denomi-
nations be formed on distinct days of the week. Such arrangements must however
be left in a great measure to the good feelings and convenience of the parties concerned,
as

as circumstances will necessarily vary too much to admit of uniform regulations being applicable in all cases. In case no religious instructor should attend during this hour in any Public School, it is to be employed in the ordinary instruction.

64.—*Denominational Books.*

The Teacher is to take care that the religious books employed in the denominational classes be strictly confined to the time and place of denominational instruction, and that they be not left in the way of the children whose parents may object to them.

65.—*Methods of Teaching.*

Every Teacher is required to make himself acquainted with improved methods of teaching, and to practise them in his own school, in order that his instruction may be productive of the greatest results.

66.—*Results of Teaching.*

As the efficiency of Teachers will be judged by the attainments of their pupils and their mental and moral advancement, the results as well as the methods of instruction should constantly be kept in view.

67.—*Teaching power to be justly distributed.*

Teachers are to provide for the equitable distribution of their time through all the classes, so that no pupils may be neglected.

68.—*Denominational predilections to be respected.*

Nothing must be said or done to offend the religious views of any pupil during the period devoted to ordinary instruction.

V.—GOVERNMENT OF SCHOOLS.

69.—*Public School Boards.*

The power to decide upon a Teacher's competency for his office is vested in the Council alone; and it also reserves to itself the power of controlling, through its officers, the internal management of schools. But the Council, for other purposes, will avail itself of the assistance of Public Schools Boards, wherever suitable persons can be found to fill the office. Members of such Boards are appointed by the Governor and Executive Council, on the recommendation of the Council of Education. The Council will not submit for appointment the names of any persons whose habits are intemperate, or whose moral character is not unexceptionable.

70.—*Duties of Public School Boards.*

In addition to the power to visit, inspect, and report, conferred on Public School Boards by the Public Schools Act (section 22), the Council will entrust to them the following duties:—

- To make due provision for keeping the school buildings in constant repair.
- To take care that they are not used for any improper purposes.
- To cause a sufficient quantity of suitable furniture and apparatus to be provided.
- To take precautions for excluding from the school, during its ordinary business, all books not sanctioned by the Council.
- To inspect periodically the School Registers and Records, and to countersign the Returns made to the Council.
- To use their influence with parents to induce them to send their children regularly to school.
- To see that the school is open on all the usual school days, and that the Teacher is present at his work.
- To observe whether the Teacher regularly and punctually discharges his duties; to report his conduct to the Council when he is in fault; and to protect him from frivolous and vexatious complaints.
- To suspend a teacher from office, pending the decision of the Council, should there appear to be *primâ facie* evidence of gross irregularity or immoral conduct.
- To sign the Teacher's monthly Abstract of Salary, provided they are of opinion that his duties have been regularly and punctually performed.
- To be the medium of communication with the Council on behalf of the School.
- To inquire into and report upon all applications for gratuitous instruction, under Section 17 of the Public Schools Act.

71.—*Local Boards of Denominational Schools.*

The Council will recognise and correspond with the Local Boards of Certified Denominational Schools, Provisional Schools, and Half-time Schools. It is hoped that the Local Boards of these Schools will perform the same duties as the Public School Boards. In every case in which a Local Board is sufficiently numerous, a Chairman, a Treasurer, and a Secretary, should be chosen; but when it consists of three persons only, a Secretary or Chairman should be appointed to conduct the correspondence with the Council.

VI. CONDUCT OF SCHOOLS.

72.—*Daily Routine.*

The following daily routine shall be observed in all Schools aided or maintained by the Council of Education :—

8 $\frac{3}{4}$ or 9 $\frac{1}{4}$	}	Pupils to assemble in the play-ground, all school materials to be prepared for lessons.
8:55 or 9:25		
9 or 9 $\frac{1}{2}$	}	Pupils to be arranged in ranks, inspected as to personal cleanliness, and marched into school.
10 $\frac{1}{2}$ or 10 $\frac{3}{4}$		
10 $\frac{3}{4}$ or 11 11:55 or 12:25	}	Lessons to commence as noted in the Time-table.
12 or 12 $\frac{1}{2}$		
	}	Recess for ten minutes, to be spent in the play-ground by Pupils and Teachers.
	}	Lessons to be resumed according to the Time-table.
	}	Class Rolls to be called and marked.
	}	School to be dismissed.

Afternoon.

12 to 1 or 2, or 12 $\frac{1}{2}$ to 2	}	Recess for dinner and recreation, under the superintendence of the Teachers.
12 $\frac{3}{4}$ or 1 $\frac{3}{4}$		
12:55 or 1:55 1 or 2	}	Pupils to re-assemble in the play-ground ; materials to be prepared for lessons.
2:55 or 3:55 3 or 4		
	}	Pupils to be arranged, inspected, and marched into school. Lessons to commence as noted in the Time-table.
	}	Roll to be called and marked.
	}	School to be dismissed.

73.—*General Time-table.*

The Time-table mentioned in the foregoing Daily Routine is the following :—

9 to 10, or 9 $\frac{1}{2}$ to 10 $\frac{1}{2}$	}	Special Religious Instruction, or, in Public Schools, Ordinary Instruction.
10 to 12, or 10 $\frac{1}{2}$ to 12 $\frac{1}{2}$		
12 to 1 or 2 or 12 $\frac{1}{2}$ to 2.	}	Ordinary Instruction.
1 to 3, or 2 to 4		
	}	Recess.
	}	Ordinary Instruction.

74.—*Vacations.*

The Vacations sanctioned by the Council are—a fortnight at Christmas, a week at Easter, and a week at Mid-winter.

75.—*Holidays.*

The specified Holidays are—Anniversary of the Colony, Good Friday, Queen's Birthday, and Christmas Day.

76.—*Notification of Holidays and Vacations.*

Teachers are required to state on their Time Tables the ordinary Vacations and specified Holidays of the school.

77.—*Closing School at unusual time.*

Schools are never to be closed upon any of the usual school days, without the written consent of the Local Board ; and if closed for more than three days, the circumstances should be reported to the Inspector of the District.

VII.—INSPECTION OF SCHOOLS.

78.—*Credentials of Inspectors.*

Inspectors and other persons deputed by the Council to visit schools will be furnished with credentials under the Corporate Seal.

79.—*Duty of Teachers to Inspectors.*

Teachers are required to treat Inspectors, as the representatives of the Council, with deference, to carry out their suggestions for the improvement of schools, and to obey their instructions in all matters relating to the Public Schools Act and the Regulations of the Council.

80.—*Duty of Local Boards to Inspectors.*

Local Boards are required to afford every facility to Inspectors in the execution of their duty.

81.—*Powers and Duties of Inspectors.*

Inspectors are authorized to enforce the observance of the provisions of the Public Schools Act and of the Regulations ; but their decisions are subject to appeal to the Council. They are further empowered to examine into the condition of schools, and to inquire into all matters which it may be expedient to report to the Council. They are authorized

authorized to determine all questions of school management, and are empowered to take the teaching of a class or of the whole school into their own hands for a time, to show the teacher how defective methods may be improved.

82.—*Conduct of Inspectors.*

In their intercourse with Teachers, Inspectors will be guided by a feeling of respect for their office and of sympathy with their labours. They will manifest towards Teachers a spirit of truest courtesy, treating them at all times with the kindness which the difficulties of their position render proper.

83.—*Observation Book.*

The Inspectors' remarks upon the state of a school visited by him, will be entered in the "Observation Book" of the school, which, as a School Record, should be carefully preserved. Entries therein are not to be erased or altered.

84.—*Visitors.*

The public may have free access to every school maintained or aided by the Council during the hours of secular instruction, not to take part in the business, or to interrupt it, but as visitors, to observe how it is conducted.

85.—*Duty of Teachers to Visitors.*

Every Teacher of a school under the supervision of the Council is required to receive courteously visitors who purpose to inspect it, to afford them free access to the schoolroom, and full liberty to observe what books are in the hands of the children or upon the desks, what tablets are hung up on the walls, and what is the method of teaching; but Teachers are by no means to permit any person to interrupt the business of the school, by asking questions of the children, examining classes, calling for papers of any kind, or in any way diverting their own attention or that of their scholars from the usual business. This restriction is of course not intended to interfere with the provision made in Section 19 of the Public Schools Act, whereby access is afforded to Clergymen and Religious Teachers, for the purpose of communicating special religious instruction, nor is it intended to apply to official visits of Local Boards, or to visits of Members of the Council of Education. Should visitors wish for information which they cannot obtain by such inspection, it will be the duty of the Teacher to refer them to the Local Board.

86.—*Visitors' Book.*

Every Teacher is required to have the "Visitors' Book" lying upon his desk, in which visitors may enter their names, and, if they think proper, any remarks. Such remarks the Teachers are by no means to erase or alter.

APPENDIX.

A.

Application for the establishment of a Public School at

Post Town

Date

To the Council of Education.

Gentlemen,

We, the undersigned residents at _____, request that you will be pleased to establish a Public School at that place, under the provisions of the Public Schools Act of 1866; and we hereby engage to raise, by local subscriptions, the sum of £ _____ for the erection of schoolhouse, teacher's residence, outbuildings and fences, for providing furniture and apparatus, and for other necessary purposes, the total cost of which we estimate to be £ _____. We further submit the following as the names of persons by whom payment of the sum of £ _____ will be guaranteed, viz. :—

We have the honor to be, Gentlemen,
Your most obedient Servants,

Local Committee, }

We, the undersigned, in consideration of the establishment by the Council of Education of a Public School in accordance with the above request, hereby guarantee the payment to the said Council of the above-mentioned sum of £ _____ within six months from this date.

Dated this

day of

A.D. 186 .

Information

14 PUBLIC SCHOOLS ACT OF 1866.—REGULATIONS.

Information to be supplied by Local Committee.

1. Describe the position of the proposed school.
 2. What other schools, maintained or aided by the Council of Education, are within two miles of the site of the proposed school?
 3. If none are within two miles, what is the distance of the nearest school.
 4. Are there any primary schools not aided by the Council of Education, within two miles of the proposed school? If so, of what character, and how attended?
 5. State the number of children, from four to fourteen years of age, living within a radius of two miles of the site of the proposed school, *e. g.* :—

Boys ...	...	...	...	...
Girls ...	...	...	...	...
Total				... ..
- Religious Denominations—
- | | | | | |
|----------------------|-----|-----|-----|--------|
| Church of England... | ... | ... | ... | |
| Roman Catholics | ... | ... | ... | |
| Presbyterians | ... | ... | ... | |
| Wesleyans | ... | ... | ... | |
| Others | ... | ... | ... | |
| Total | | | | |
6. Give a technical description of the proposed site, according to the dimensions and bearings of its boundaries by survey. If possible, annex a plan of the ground.
 7. By whom is the site granted, and on what terms?
 8. Is a right of way to the site secured?
 9. Is the ground level or otherwise?
 10. What is the nature of the ground upon which the building is to rest? Is it of a rocky, clayey, or sandy character? How drained? How affected by floods?
 11. Of what materials are the proposed buildings to be constructed?
 12. Are these materials suitable in all respects?
 13. Of what materials are the public or best buildings in the neighbourhood constructed?
 14. What is the cost of building-stone? Of bricks, per 1,000; of lime, per bushel?
 15. State the price of hardwood, cedar, and pine, per 100 feet, and of shingles per 1,000.
 16. Do the rates mentioned include carriage to the school site? If not, state cost of carriage.
 17. What is the current rate of wages paid in the district, to workmen employed in building?
 18. How is a supply of water to be obtained?
 19. Add any other circumstances deemed desirable for the information of the Council.

Annex to Application for establishment of a Public School at

We, the undersigned, Parents (or Guardians) of children residing within the undermentioned distances from the site of the proposed Public School at _____ hereby undertake that our children, whose names are inserted below, shall attend the said school.

Name of Parent or Guardian. (To be written by himself.*)	Distance from School.	Name of Child.	Age.	Religious Denomination.

* If the Parent or Guardian be unable to write, his mark must be witnessed by a Member of the Local Committee.

B.

Application for the establishment of a Provisional School at

Post Town

Date.

Gentlemen,
 I beg to request that you will grant assistance to the Provisional School established at _____ in accordance with the 13th section of the Public Schools Act. I submit the name of _____ as Teacher of the school, knowing _____ to be a person of good moral character, and believing _____ to be competent to perform the required duties.

I have the honor to be,
 Gentlemen,
 Your most obedient Servant ,

The Council of Education.

Information to be supplied by Applicants.

1. Describe the position of the proposed school.
2. What other schools, maintained or aided by the Council of Education, are within two miles of the site of the proposed school?
3. If none are within two miles, what is the distance of the nearest school?
4. Are there any primary schools, not aided by the Council of Education, within two miles of the proposed school? If so, of what character, and how attended?
5. State the number of children, from four to fourteen years of age, living within a radius of two miles of the site of the proposed school, *e.g.* :—

Boys	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...
Total							...

Religious Denominations :—

Church of England	...	...	...	...	...	...	...
Roman Catholic	...	...	...	...	...	...	...
Presbyterians	...	...	...	...	...	...	...
Wesleyans	...	...	...	...	...	...	...
Others	...	...	...	...	...	...	...
Total							...

Form to filled up by Teachers of proposed Provisional Schools.

Name.	If Married.	Age.	Place where Born.	Religious Denomination.	Where Trained.	Where employed, and during what length of time, as Teacher, in the Colony.

Signatures ... }

Annex to Application for establishment of a Provisional School.

WE the undersigned Parents (or Guardians) of Children residing within the undermentioned distances from the site of the proposed Denominational School at _____ hereby undertake that our Children, whose names are inserted below, shall attend the said School.

Name of Parent or Guardian. (To be written by himself.)*	Distance from School.	Name of Child.	Age.	Religious Denomination.

* If the Parent or Guardian be unable to write, his mark must be witnessed by a Member of the Local Committee.

C.

Form of Application for Certificate to a Denominational School.

Place
Date

Gentlemen,
We do ourselves the honor to request that the school under our management, at _____, within two miles, by the shortest highway, of the Public School at _____, may be certified as a _____ Denominational School, under the provisions of Section 9 of the Public Schools Act. The proposed Denominational School is now in operation, with an average daily attendance of _____ children, making, together with those attending at the _____ Public School, _____ boys, _____ girls; total _____ A school-house, sufficient in all respects for the purpose, and suitably furnished, has been provided, and we beg to nominate _____ as Teacher.

We have the honor to be,
Gentlemen,
Your most obedient Servants,

The Council of Education.

Particulars

Particulars relating to the proposed Denominational School at

Building.			Furniture.		Number of Pupils in actual Attendance.								
Size and Material of School Building.	In whose Possession	Tenure.	Desks and Forms.	Apparatus	Boys.	Girls.	Total.	C.E.	R.C.	Pres.	Wes.	Others.	Total.
Number of Rooms													
Size of Rooms.....													

Form to be filled up by Teachers of proposed Denominational Schools.

Name.	If Married.	Age.	Place where Born.	Religious Denomination.	Where Trained.	Where Employed, and during what length of time, as Teacher, in the Colony.
Master.						
Mistress.						

Signatures ... }

Annex to Application for Certificate to a Denominational School.

WE, the undersigned Parents (or Guardians) of Children residing within the undermentioned distances from the site of the proposed Denominational School at hereby undertake that our Children, whose names are inserted below, shall attend the said School.

Name of Parent or Guardian. (To be written by himself. *)	Distance from School.	Name of Child.	Age.	Religious Denomination.

* If the Parent or Guardian be unable to write, his mark must be witnessed by a Member of the Local Committee.

D.

Form of Application for Certificate to a Denominational School.

Place
Date

Gentlemen,

We do ourselves the honor to request that the school under our management, at within five miles, but not within two miles by the shortest highway, of the Public School at may be certified as a Denominational School, under the provisions of Section 9 of the Public Schools Act.

The proposed Denominational School is now in operation, with an average daily attendance of children, making, together with those attending at the Public School boys girls; total

A school-house, sufficient in all respects for the purpose, and suitably furnished, has been provided. and we beg to nominate as teacher.

We have the honor to be,
Gentlemen,
Your most obedient Servants,

The Council of Education.

Particulars

Particulars relating to the proposed Denominational School at

Building.			Furniture.		Number of Pupils in actual Attendance.								
Size and Material of School Building.	In whose Possession	Tenure.	Desks and Forms.	Apparatus	Boys.	Girls.	Total.	C. E.	R. C.	Pres.	Wes.	Others.	Total.
Number of Rooms													
Size of Rooms ...													

Form to be filled up by Teachers of proposed Denominational Schools.

Name.	If Married.	Age.	Place where born.	Religious Denomination.	Where Trained.	Where employed and during what length of time, as Teacher, in the Colony.

Signatures ... }

Annex to Application for Certificate to a Denominational School.

WE, the undersigned Parents (or Guardians) of Children residing within the undermentioned distances from the site of the proposed Denominational School at _____ hereby undertake that our Children, whose names are inserted below, shall attend the said School.

Name of Parent or Guardian. (To be written by himself.)*	Distance from School.	Name of Child.	Age.	Religious Denomination.

* If the Parent or Guardian be unable to write, his mark must be witnessed by a Member of the Local Committee.

E.

Date
Residence

Gentlemen,

I have the honor to apply for admission to the Public Training School at _____ as a candidate for employment as a Teacher under the Council of Education.

It is my intention *bonâ fide* to adopt and follow the profession of Teacher in the Public Schools of the Colony, and I engage to accept a situation as Teacher in any locality the Council may deem fit.

In compliance with the requirements of the Council, I declare that I am free from any bodily infirmity likely to impair my usefulness as a Teacher, and I enclose testimonials as to my moral character. I am prepared to undergo the entrance examination; and if admitted, I undertake to observe carefully all the Regulations of the Training School.

3—C

Messrs.

179
1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PUBLIC SCHOOLS ACT OF 1866.

(MODIFICATION OF 62ND REGULATION UNDER.)

Ordered by the Legislative Assembly to be Printed, 17 July, 1867.

Council of Education Office,
Sydney, 16 July, 1867.

THE following Regulation was adopted by the Council of Education on the 15th July instant.

HENRY PARKES,
President.

The 62nd Regulation adopted by the Council of Education on the 27th February, 1867, under the head of "School Administration," shall be so far modified that, in Denominational Schools, it shall not be necessary to use the Scripture Lessons published under the sanction of the Board of National Education in Ireland.

1867.

NEW SOUTH WALES.

PROGRESS REPORT

OF THE

COUNCIL OF EDUCATION

TO

31 AUGUST, 1867.

Presented to both Houses of Parliament, by Command.

By Authority :

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1867.

[Price, 1s. 8d.]

9—A

THE COUNCIL OF EDUCATION to HIS EXCELLENCY THE GOVERNOR,

SUBMITTING

PROGRESS REPORT TO 31st AUGUST, 1867.

To His Excellency the Right Honorable SIR JOHN YOUNG, Bart., Governor-in-Chief of
New South Wales, &c., &c.

MAY IT PLEASE YOUR EXCELLENCY,—

We, the Council of Education appointed under the provisions of the Act 30 Victoria, No. 22, entitled the "Public Schools Act of 1866," beg to submit to your Excellency this Report of our proceedings for the portion of the current year preceding 31st August, 1867. Although not required by the terms of the Act to report until next year, we have considered it desirable to furnish, for the information of Parliament, an account of the measures adopted, during our tenure of office, for accomplishing the objects contemplated by the Public Schools Act.

I.—APPOINTMENT OF COUNCIL.

Notification of our appointment was published in the *Government Gazette* of the 1st January, 1867, in the following terms, viz. :—

"His Excellency the Governor, with the advice of the Executive Council, has been pleased to appoint the undermentioned gentlemen to be the Council of Education under the Public Schools Act of 1866, viz. :—

The Honorable GEORGE ALLEN, Esquire, Member of the Legislative Council;

The Honorable WILLIAM MUNNINGS ARNOLD, Esquire, Speaker of the Legislative Assembly;

The Honorable JAMES MARTIN, Esquire, Member of the Legislative Assembly;

The Honorable HENRY PARKES, Esquire, Member of the Legislative Assembly; and

JOHN SMITH, Esquire, M.D., Professor of Chemistry and Experimental Physics in the University of Sydney."

II.—INITIATORY PROCEEDINGS.

On the 5th of that month the first meeting of the Council was held, and the Council at once commenced its duties. The attention of the Council was first directed to those provisions of the Public Schools Act that required immediate action. Having appointed a Secretary and such temporary officers as were necessary for the conduct of business, the Council adopted a Common Seal, and made provisional arrangements for the regulation

regulation of its proceedings. One of the most important duties devolving upon the Council at this time was that of receiving into its charge the National and Denominational Schools, the oversight of which was committed to the Council by the Public Schools Act. The Board of National Education and Denominational School Board having furnished lists of the schools under their control on 31st December, 1866, the Council, in accordance with the provisions of the 28th section of the Act, adopted the National Schools as Public Schools, and, by circular addressed to the Teachers, gave instructions that the latter title should be exclusively used to designate them in all official documents. The necessary steps were also taken to enable the Council to certify existing Denominational Schools. In the first place, application was made to the Heads of Denominations for lists of the Denominational Schools eligible for certification under the 28th section of the Act, which they desired to have continued under the Council's superintendence. This information having been obtained, the Council appointed Inspectors for the purpose of visiting Denominational Schools, in order to ascertain in what cases the requisite conditions were fulfilled. The Inspectors were accordingly instructed to report (1) Whether the schools visited were in existence when the Public Schools Act came into operation; (2) Whether the number of pupils attending was in any case less than the number required by any Regulation of the Denominational School Board; and (3) Whether the Teachers exhibited *prima facie* evidence of competency. The last-mentioned direction was necessary, inasmuch as the 21st section of the Act required the Council to determine whether it was expedient to continue the Teachers in charge of their schools. This inquiry, besides fulfilling its primary object, was the means of eliciting much valuable information respecting the condition of the schools. Reference to this point will be made in a subsequent paragraph. It will suffice for the present to remark, that to visit all the Denominational Schools was a work requiring much time and labour, the distances to be travelled and the frequent interruptions caused by continued wet weather and floods having rendered it impossible to complete the examination in six months. The Council, on receipt of the Inspectors' Reports, certified all the schools mentioned in the Denominational School Board's list, with the exception of—

1. Bungowannah.
2. Baulkham Hills.
3. Eden.
4. Moorwatha.
5. Grubbenbong.
6. Urana, and
7. Mundoonen.

The first mentioned of these had been closed by the Denominational School Board at the end of 1866; the second had not been in operation for more than a year; the third and fourth had not been properly established as Denominational Schools; and the remainder were found not to have been in existence at all. Copies of various forms of certificates for Denominational Schools, required by the 28th and 9th sections of the Act, are appended to this Report. The certificates awarded under the 28th section have now been issued.

III.—REGULATIONS.

The necessity for framing Regulations in accordance with the powers conferred upon us by the 6th section of the Act, was apparent at a very early stage of our proceedings, inasmuch as the re-organization of the Public and Denominational Schools could not be proceeded with until the various matters embraced in that section had been determined. The Council therefore endeavoured to bestow attention upon this subject commensurate with its urgency; and, after careful consideration, adopted Regulations on the 27th February, 1867. At a subsequent date, a supplementary Regulation was framed to define the extent to which the operation of Article 62 was limited. These Regulations having been laid before Parliament within one month after the commencement of the present Session, and not having been disallowed by express Resolution of both Houses, have now the force of law, as provided in section 7 of the Act. Immediately after the framing of the Regulations, the Council proceeded to the election of a President in the manner prescribed in Articles 13 and 14, Section I. The result of the ballot was in favour of the Honorable H. Parkes, Esq., M.P., who was accordingly declared to be duly elected President for the current year.

IV.—

IV.—SCHOOLS.

The Public Schools received by the Council from the late Board of National Education were 259 in number. To these must be added two others, viz., Freeman's Reach and Moulamein, in course of formation in 1866. It was found necessary, however, to close two of the existing schools,—one on account of small attendance, and another because of the superabundance of the means of education in the district. As it was not necessary to visit the Public Schools for any special purpose, it has not been practicable up to the present time to ascertain their condition as a whole, but the regular course of inspection will supply ample means of arriving at a just estimate of their efficiency during the current year.

Three hundred and ten Denominational Schools have been certified under the 28th section of the Act. As before intimated, the inspection of these schools prior to their certification, although cursory, was sufficiently searching to disclose facts calculated to excite grave dissatisfaction with their condition and lack of efficiency. In general terms, it may be stated that those Denominational Schools which during previous years had been subjected to regular inspection and careful oversight were for the most part in a creditable condition. In this class, the Church of England Schools in the Sydney District deserve favourable mention. But where proper supervision had been omitted or neglected, the schools as a whole were found to be badly disciplined and most inefficiently taught. Even competent trained Teachers, owing to the want of professional guidance and the absence of any inducement to improve their own skill or the condition of their schools, failed to manifest ordinary ability or interest in the discharge of their duties. Many men who, under a regular system of inspection, would have gained creditable positions as Teachers and benefited the community by their labours, seemed to have lost the power to manage their schools or to bring their abilities to bear upon their work. The Denominational Schools in the Hunter River District were, as a whole, the worst managed of any in the Colony. It may perhaps be desirable to mention the principal faults observed in the schools visited. The defects of *Organization* were,—general absence of Time-tables and Programmes, and neglect of Registers; of *Discipline*,—unpunctual and irregular attendance, disorderly conduct of pupils, and ineffective control on the part of Teachers; and of *Instruction*,—want of systematic arrangement, obsolete or unsuitable methods, and absence of appreciable results.

The attendance of pupils at the schools in operation may be seen from the subjoined tables.

1. Quarter ending 30th March, 1867 :—

	Number of Children on the Rolls.									Average Daily Attendance.		
	Boys.	Girls.	Total.	C.E.	R.C.	Pres.	Wes.	Others.	Total.	Boys.	Girls.	Total.
Public Schools.....	10988	8653	19641	7716	4072	2903	3002	1948	19611	7,510·97	5,510·98	13,021·95
Church of England	7603	6074	13677	9941	958	925	1257	596	13677	4,712·94	3,687·42	8,400·36
Roman Catholic	5056	5265	10321	469	9645	66	117	24	10321	3,125·60	3,173·49	6,299·09
Presbyterian	1240	1157	2397	796	304	752	317	228	2397	826·75	735·64	1,562·39
Wesleyan	952	639	1591	360	89	59	970	113	1591	616·43	367·05	983·48
Provisional	19	17	36	18	18	.....	.....	.....	36	13·38	12·77	23·15
Total	25858	21805	47663	19300	15086	4705	5663	2909	47663	16,806·07	13,487·35	30,293·42

2. Quarter ending 29th June, 1867 :—

Public Schools.....	10627	8281	18908	7510	3870	2749	2901	1878	18908	6,737·04	4,947·44	11,684·48
Church of England	6904	5461	12365	8907	889	876	1159	534	12365	4,169·77	2,992·58	7,162·35
Roman Catholic	4750	4765	9515	394	8914	57	126	24	9515	2,658·29	2,479·68	5,137·97
Presbyterian	1206	1043	2249	828	306	656	281	178	2249	757·44	624·60	1,382·04
Wesleyan	907	580	1487	355	80	53	873	126	1487	525·53	312·54	838·07
Provisional	38	23	61	27	29	.....	5	.....	61	26·8	18·1	44·9
Total	24432	20153	44585	18021	14068	4391	5345	2740	44585	14,874·87	11,374·94	26,249·81

Various

6 PROGRESS REPORT OF THE COUNCIL OF EDUCATION.

Various causes have conspired to render the number of pupils in average daily attendance less than would have been the case under ordinary circumstances. The continuous wet weather, with its concomitants of floods and impassable roads, acted as a serious preventive to regular attendance, during many months, in large portions of the Colony; and the prevalence of an epidemic specially affecting children served to aggravate the evil, and diminish the number of pupils in other districts. There is now reason to believe, however, that with fair weather and improved sanitary condition, the attendance will be largely increased.

The general poverty of the people in many parts of the Colony, caused by unfavourable seasons and the loss of crops, together with the total destitution resulting from floods in some districts, has rendered many parents unable to pay school fees. This fact will account for an apparent diminution in the amount of fees paid during the first six months of the current year.

From the 1st January to the present date, the Council has received and entertained applications for new schools as follows:—

Public Schools	43
Provisional Schools	30
Half-time Schools	8
	— 81

It is calculated that these schools will furnish the means of education to upwards of 3,500 children who would otherwise be for the most part entirely destitute. Judging from past experience, it seems probable that a similar rate of increase will be maintained during the remainder of the year, and that notwithstanding the obstacles to progress incidental to the organization of a new system, the means of instruction will be largely extended throughout the country, and at the same time considerably improved. In connection with the latter statement, it is desirable to mention that the attention of the Council has been forcibly directed to the need which exists in the larger towns of the Colony for schools of a somewhat superior class to the ordinary Public or Certified Denominational Schools. It is found that schools in which the ordinary course of instruction could be extended by the addition of elementary classics and mathematics would be regarded as a great boon by large numbers of people. The Council has therefore decided to assist in the formation of superior Public Schools of this description, wherever the people contribute in the usual proportion towards the extra expense which the establishment of such schools would entail.

V.—BOOKS.

In deciding upon the course of secular instruction prescribed in section 6 of the Public Schools Act, the Council found it necessary to determine upon the books to be employed in the ordinary teaching of Public and Certified Denominational Schools. It was considered that these books should be of such a character as to admit of their use in all schools alike, without offence to the religious convictions of any denomination. This condition was fully met in one available series of books only—that published under the sanction of the Commissioners of National Education in Ireland. That series was accordingly adopted by the Council, although in some respects defective in proper gradation, and literary merit. On this account, a second series was added, viz.:—Constable's Series, published by T. Laurie of Edinburgh. But a series properly adapted to the circumstances of the Australian Colonies, and to the exigencies of the Public School System would be more fitting than either of the sets above named, if it could be obtained; and the Council accordingly sanctioned the use of some elementary Reading Books designed to meet these conditions, and known as the "Australian Class Books." The books sanctioned by the Council appear to have met with general acceptance from all parties and all denominations, excepting some portions of the Roman Catholic community. On this subject, we beg to refer to the annexed correspondence between the Very Rev. S. J. A. Sheehy, Vicar General, and the Council.

VI.—BUILDINGS.

During the period covered by this Report, the Council has expended upon buildings the undermentioned sums :—

For Public Schools	£3,428	5	3
For Certified Denominational Schools	1,374	7	5
Total	£4,802	12	8

In explanation of the latter item, it may be stated that the sums paid to the Denominational Schools had been pledged to them by the late Denominational School Board. These pledges the Council considered itself bound to meet from the balance transferred by that Board to the Council.

VII.—SALARIES OF TEACHERS.

Pending the settlement of a permanent scale of salaries, the Council determined to pay all Teachers at the rates received by them in 1866. The rates mentioned in Article 43, Section II of the Regulations are based upon a classification to be awarded to Teachers according to their attainments and practical skill. In consequence of the adoption of this principle, it became necessary to take measures for ascertaining the qualification of the Teachers by examination. The Council has not yet been able to carry out the provisions of the 16th section of the Act, which requires the Council to authorize a scale of fees to be paid for pupils alike in Public Schools and in Certified Denominational Schools. Before attempting to lay down such a scale, the Council desired to obtain more extensive and more detailed information respecting the rates commonly paid hitherto in the different districts; and the necessary inquiries have been instituted with this view. In the meantime, the rates formerly charged have been allowed to continue.

VIII.—EXAMINATION AND CLASSIFICATION.

In consequence of the large amount of time unavoidably consumed in making arrangements for the conduct of examinations and the appointment of Examiners, it became evident to the Council that little could be effected towards a general classification of Teachers during the current year. The inability of the Inspectors to superintend examinations, in consequence of the complete absorption of their time in the performance of their ordinary duties, rendered this conclusion still more obvious. The Council therefore adopted the following resolutions :—

- “ 1. That Teachers who were examined and classified under the late Board of National Education shall be confirmed in their several classifications, and shall enjoy the salaries attached thereto, unless the want of success in teaching render re-classification necessary. This resolution to take effect from 1st August, 1867.
- “ 2. That Teachers who were employed under the late Denominational Board shall receive provisional classifications, with salaries attached thereto, but without issue of certificates, and that the classifications will be liable to reduction or withdrawal in the event of want of success in teaching. This resolution to take effect so soon as the necessary information can be obtained on which to found the classifications.
- “ 3. That Teachers classified under the preceding resolutions shall be subject to the operation of the 37th Regulation, in the same manner as other Teachers.”

The requisite instructions were accordingly issued to the Inspectors who are now actively engaged in furnishing the information necessary to award the classifications deserved by the various Teachers.

Another subject of considerable importance in connection with this matter was the position of Pupil Teachers. In the case of Public Schools, a systematic course of instruction, a regular system of examinations, and a graduated scale of payment corresponding with increased experience and efficiency in school work, had been in force under the

the late Board of National Education, and had been continued under the Council; but no such arrangements had prevailed among the Denominational Schools, in which (the Church of England Schools in the Diocese of Sydney excepted) there was a total absence of system, as regards instruction, examination, or payment of Pupil Teachers. The real object of appointing Pupil Teachers and the nature of their position appear to have been generally misunderstood, and hence arose numerous incongruities in the arrangements concerning them. Persons in some instances ten years beyond the proper age were appointed; their instruction was generally irregular and unsystematic, while in frequent cases it was altogether omitted. Some of the Pupil Teachers have never been examined as to their attainments, no inquiry had been made as to their practical efficiency, and their salaries appeared to have been fixed on no discernible principle. In order to reduce these irregularities to order, the Council determined to subject the Pupil Teachers in Denominational Schools to the same rules as obtain in Public Schools. Examinations have accordingly been held for this purpose, hitherto with little result but to shew the necessity for the proposed arrangements.

Appendix F. Copy of a circular addressed to Teachers respecting their duties is appended hereto.

IX.—TRAINING SCHOOL.

The obligation to establish a Training School imposed upon the Council by the 15th section of the Public Schools Act, has formed the subject of careful deliberation. Up to the present time, however, the Council has been able to make only provisional arrangements for this purpose. The deep importance of the subject and the consequent necessity for proceeding in a cautious spirit have seemed to the Council to require some delay before adopting permanent arrangements which are likely to affect in no small degree the future course of education. The provisional arrangements referred to were those in force under the late Board of National Education. Up to the present time, thirty-one persons have completed a course of instruction in the Training School, have passed the required examinations, and have obtained certificates accordingly. Although forty-four candidates are now in attendance, much difficulty has hitherto been experienced in providing a sufficient number of properly qualified Teachers to supply vacancies caused by resignations and removals.

X.—INSPECTION.

Having, through the public Press, invited applications for the office of Inspector of Schools, we received letters from forty-one persons desirous of obtaining the appointment. After inquiring into the merits of the respective applicants, the undermentioned were appointed, and stationed in the Districts set opposite their names:—

J. Gardiner }	Sydney
E. Johnson }	
J. M'Credie	Albury
W. M'Intyre	Armidale
J. Coburn	Bathurst
J. Huffer	Camden
A. L. Forbes	Cumberland
T. Harris	Goulburn
W. Dwyer	Maitland
J. W. Allpass	Newcastle.

As before remarked, most of the Inspectors were engaged for several months in visiting Denominational Schools, in order to report whether they were entitled to be certified under the 28th section of the Public Schools Act. A short time was also occupied in a Conference of Inspectors, convened for the purpose of discussing various matters of school organization and management, and with a view to arrange a systematic course of inspection. Experience has shewn that Conferences of this kind have proved fruitful in useful results; and, on this ground, the Royal Commission appointed to inquire into the educational arrangements of the Colony of Victoria, in their Report recommend "that the practice commenced by the Board, of convening the Inspectors in periodical Conferences, be continued." Appended hereto is a Report of the Proceedings of the Conference of our Inspectors. The recommendations contained in this Report are still under consideration, but the Council has not yet arrived at any determination respecting some of the questions raised.

Appendix A.

Notwithstanding

Notwithstanding the amount of time consumed in the performance of special duties, and the further period devoted to inquiry and report upon applications for new schools, it has been arranged that all the schools in the Colony under the Council's superintendence shall be formally inspected once at least during the present year. By this arrangement the Council hopes, at the end of the year, to be in possession of the requisite information to furnish Reports upon the condition of the Public Schools and Certified Denominational Schools, in accordance with the provisions of Section 27 of the Public Schools Act.

XI.—LOCAL SUPERVISION.

The selection of suitable persons to be recommended for appointment as Public School Boards, under the 22nd section of the Act, occupied a large portion of the Council's attention. Considering the difficulty of this task, and the importance of the interests involved, the Council would have preferred to allow this duty to remain in abeyance until a fuller knowledge of the circumstances of the different schools had been attained; but the necessity for immediate action compelled the Council to proceed in the matter without delay.

The Local Boards of Denominational Schools are appointed by the Heads of Denominations, to whom application was made for information as to the persons holding office in that capacity. Lists of the Local Boards having been furnished by most of the Heads of Denominations, the persons enumerated have been duly recognized by the Council.

HENRY PARKES, President.
 GEORGE ALLEN.
 W. M. ARNOLD.
 JAMES MARTIN.
 J. SMITH.

W. WILKINS,
 Secretary.

Council of Education Office,
 Sydney, 2nd September, 1867.

APPENDIX.

A.

REPORT upon matters submitted for consideration at the Conference of Inspectors held on the 25th March, 1867.



CONFORMABLY to instructions received from the Council of Education, the Inspectors met in Conference on the 25th ultimo, and terminated the discussion of the various matters submitted to them for deliberation on the 10th instant. The subjects to which their attention was directed included upwards of forty topics, which may be classified as follows:—Course of Inspection; Organization, Discipline, and Instruction of Schools; Examination and Training of Teachers and Pupil Teachers; the establishment of Model Schools; and, in general, the best means of raising the character and efficiency of the Schools, and of extending primary education to its utmost limits in the Colony.

2. With the view of economising time, and of facilitating the business of the Conference, the Inspectors resolved themselves into three committees, to each of which was entrusted a portion of the matters to be considered. Upon the reports of these committees being submitted to the full Conference, the various matters treated of were condensed and arranged as presented in the accompanying Report.

3. To decide upon a course of Inspection, and prepare the forms to be used therein; to draw up for an extended period a uniform Standard of Proficiency, by which the progress of the pupils might be measured; and to arrange a Syllabus of Study for Teachers;—a considerable amount of time had to be devoted. It is hoped, however, that the results of the Inspectors' labors, herewith submitted, may be found in some measure commensurate with the time bestowed upon them, and that they may meet the approval of the Council. The Inspectors are fully aware that any attempt at perfect arrangement is, at all events for the present, impracticable; they require a personal and intimate acquaintance with the circumstances brought about by the new order of things in regard to education, before venturing to pronounce confidently upon matters, or strongly advising the Council as to a particular course; but they are of opinion that the conclusions at which they have arrived may reasonably be expected to provide for present difficulties, to meet contingencies for some time to come, and to infuse into the conduct and management of the schools a degree of vitality which it is hoped will increase their energy, and give a successful impetus to their operations and tendencies.

Before concluding this Report, the Conference desires to place before the Council its unanimous opinion that, apart from the more palpable and immediate result of its meeting, the interchange of ideas among Inspectors upon matters of professional experience is in itself an object of such importance as to affect very sensibly their acquaintance with, and performance of, the manifold and onerous duties entrusted to them. By this contact, they are subjected to a healthy mental refreshment, encouraged in what is laudable, warned against undesirable or injudicious courses of action, and prepared to resume the exercise of their ordinary functions with renewed energy and perseverance.

Inspector's Office, Fort-street,
Sydney, 10th April, 1867.

J. GARDINER,
Chairman.

COURSE OF INSPECTION.

By Section 81 of the Council's Regulations, "Inspectors are empowered to examine into the condition of Schools, and to inquire into all matters which it may be expedient to report to the Council."

It is the opinion of the Conference that every School should be inspected at least twice in each year. In discharging this duty it will be necessary, in the case of each school, to make inquiries upon the following subjects:—

1. The material appliances.
2. The means employed in conducting the school.
3. The results obtained.
4. The influences that affect the welfare of the school.

An inquiry which embraces the whole of these particulars may be termed a *General* Inspection. One that is mainly directed to the third, that is, that consists of an examination of the pupils to test their progress in the subjects of instruction, and of the moral condition of the school, may be called a *Regular* Inspection. When the Inspector's visit is for the purpose of observing the school in its ordinary state, and not with the view of examining the pupils, it may be designated an *Ordinary* Inspection. A casual visit to a school by an Inspector, when in the neighbourhood for the discharge of other duties, may be regarded as an *Incidental* Inspection.

In forming a judgment upon the schoolroom, out-offices, furniture, and apparatus, the Model Public School in Sydney, or some provincial school similarly equipped, should be regarded as a standard. The course of inquiry into the means in operation in the school, and the subjects and range of examination, are shewn in the forms E and F for reporting

reporting upon schools, the "Course of Secular Instruction," and the "Standards of Proficiency." In order that a just estimate may be formed of the actual work done in a school under the head of attainments, the Teacher should be required to furnish the Inspector with the following data :—

1. The age, temperament, and mental capacity of each pupil.
2. The names of pupils in each class, who have been promoted since the date of last inspection.
3. The average period for which each class has been enrolled.

The business of examination may be facilitated by the Inspector grouping the subjects under the heads of oral and written. Under the first, would be included Reading, and Grammar, Arithmetic (in part), Geography, Vocal Music, Scripture Lessons, and Geometry; under the second, Arithmetic (in part), Penmanship, Object Lessons, Drawing, Algebra, and Latin. The Conference is strongly of opinion that the Inspector should so conduct the examination as to ascertain, as nearly as possible, the attainments of each pupil. To this end, it should to a large extent be individual. The success of an examination will, in a great measure, depend upon the manner in which it is carried on. The Conference thinks that the Inspector, by a cheerful and becoming demeanour, should endeavour to secure the confidence of the children, so as to get from them the full results of the instruction they have received; that his style of questioning should be direct—neither suggestive, misleading, nor puzzling; that he should insist upon particular and sustained attention from each class, and expect all the pupils to manifest a readiness to answer, as well as to exhibit a cheerful and self-reliant disposition.

It may not be out of place briefly to detail the nature of a Regular Inspection.

In inquiring into the material state of Schools, due attention will be given to the qualities of the situation, playground, school buildings, furniture, apparatus, books, requisites, and the general condition of the school property. Such an inquiry will afford to the Inspector one aspect of the physical as well as moral training to which the pupils are subjected. He will observe whether the outdoor recreation is of a healthful and rational character, whether an attempt is made, as by the cultivation of flower gardens, to implant in the minds of the pupils a taste for the beautiful, and whether they are taught to be mindful of the preservation of public property; defects will be pointed out to the local boards or Teachers, as the case may demand; obedience, to the action recommended as the most suitable will be required, and every effort used to remedy the case before invoking the interference of the Council.

In examining into the condition of the Discipline, a full investigation will be made into the habits of the pupils both in and out of school. Their demeanour under instruction will be carefully noted. It will be observed whether they are taught to avoid waste of time, and to recognise the laws of health, and whether the teaching is calculated to render them industrious, orderly, peace-loving, and virtuous citizens.

The judiciousness of the Classification, and the suitability of the Occupation provided for the pupils, will next be considered and estimated.

Reading.—In ascertaining the progress of the pupils, the first subject examined will usually be Reading. This will first be examined and valued as an art. The inner details—as Word Meanings, Synonyms, Derivation, Equivalent Expressions, and the framing of Sentences shewing the uses of words—will be separately entered upon and estimated apart from the mere retention of the narrative, for it may be seen that a pupil who is utterly incapable of changing the terms used in the construction of narrative may understand its scope, and have no difficulty in answering passably upon the leading features of the lesson.

Spelling.—Generally this will be tested by Dictation, but also orally by requiring the children to spell words, entire phrases, or short sentences.

Writing.—The quality of the Writing will be determined by the examination of slate work, copy-books, the character of the head-lines, reproduction of lessons, and sometimes, as in the case of an advanced class, by oral examination upon principles.

Arithmetic.—In this subject, the Inspector will be careful to see that the principles of each rule are thoroughly understood. With this view, he will commonly propound original questions, care being taken to prevent copying or collusion among the pupils. Only one trial will be permitted in each exercise, and all who fail in the first instance, will be noted. Regard will be had to the circumstances of the class in estimating the value of the work done.

Grammar.—The Grammar will generally be taken in connection with the Reading, and will be tested by detailed Etymological and Syntactical Parsing, Analysis, and Composition. The attention and mental power of the pupils will be carefully noted.

Geography.—For a young class a map or black-board sketch will occasionally be employed, but for upper classes neither will be used except to clear up a doubtful point.

Object Lessons.—This subject will admit of considerable variety of treatment, and as it is sometimes desirable to have a specimen of the Teacher's mode of presenting an Object Lesson, he might be required to recapitulate while the Inspector observed. Should the Inspector however examine, it would be well to scrutinize the Teacher's notes. Very frequently, and especially in the upper classes, the examination in Object Lessons might be conducted in writing, and dealt with as an exercise in composition.

Scripture.—In dealing with Scripture, great prominence will be given to the New Testament.

Drawing.—

Drawing.—This will be examined on slates and books from the black-board, from copies, and from models.

In every school the Examiner will expect to find the faculties of the pupils in three stages of development: in the lower classes, he will look for the full exercise of the perceptive faculties; in the middle division, for the faculties of comparison and classification; and in the upper division, for the reasoning faculties and general power of judgment. In all the stages, due importance will be attached to the cultivation of memory.

Among the circumstances that affect the welfare of a school, the foremost will be the Teacher's influence in the neighbourhood. The Conference is of opinion that charges against him should in all cases be preferred in writing, and that an Inspector should decline to receive a complaint except with the distinct understanding that it may be dealt with officially. Where, in the same locality, there are more than one school under the Council's supervision, the Inspector should discourage unseemly rivalries, and endeavour to promote friendly intercourse between them, especially for mutual professional benefit.

STANDARDS OF PROFICIENCY.

THE following scale of marks is proposed as a standard for estimating the proficiency of pupils examined:—

- $\frac{5}{5}$ Excellent.
- $\frac{4}{5}$ Very good.
- $\frac{3}{5}$ Good or up to standard.
- $\frac{2}{5}$ Very fair approach to standard.
- $\frac{1}{5}$ Fair approach to standard.
- $\frac{3}{8}$ Tolerable approach to standard.
- $\frac{2}{8}$ Moderate approach to the standard.
- $\frac{1}{8}$ Failure.

STANDARD OF PROFICIENCY.—FIRST CLASS.

First Quarter.

Children enrolled one quarter, and being 5 years old, will be expected—

Reading.—To read the First Book, section I, Board of National Education, Ireland; or, Australian Class Book No. 1, part I, to page 15 inclusive; or, Constable's E. R. B. No. 1, part I, to page 13 inclusive.

Writing.—To write on Slates the following letters, with combinations of at least two letters:—*i, u, n, m, o, a, c, e, v, w, r.* Slates used for writing by the first class should be indelibly ruled, and the distance between the lines not less than half an inch.

Arithmetic.—To read and count any number as far as 12, write the same from the Black-Board, and add mentally concrete quantities as far as 12.

Singing.—Tonic Sol-Fa Method—The Scale from the Modulator: Exercises on the Strong Tones: Simple Melodies by ear.

Second Quarter.

Reading.—To read the First Book, I. N. B., section II; or, Australian Class Book No. 1, part I. to page 36; or, Constable's E. R. B. No. 1, part I, to the end.

Writing.—To write on Slates from the Black Board the following letters, with their combinations in words, using also the letters given in the first quarter:—*t, l, d, b, h, j, y, g, q, p.*

Arithmetic.—To count and read any number as far as 20; to add, in single columns, numbers not involving a higher result than 20; to notate as far as 20; to add and subtract mentally numbers not involving results higher than 20.

Singing.—Easy Scale Exercises on Modulator: Strong and Weak Tones: Simple Melodies by ear.

Third Quarter.

Reading.—To read the First Book, I. N. B., section III; or, Australian Class Book No. 1, part II, to section IV, lesson IV; or, Constable's E. R. Book, No. 1, part II, to page 30.

Writing.—To write on Slates from Black Board the letters *k, s, x, z,* and from Dictation, easy words embodying the letters already learned.

Arithmetic.—To count, read, and notate, any number as far as 40. Simple Addition on Slates, involving results not higher than 40. Mental operations with numbers as far as 30.

Singing.—Easy Scale Exercises on Modulator, with upper and lower Replicates: Simple Melodies by ear.

NOTE 1.—Object lessons on Domestic Animals and Common Objects should be given to this class at least twice a week.

NOTE 2.—Simple melodies by ear are required to be taught once a week, and practised daily.

NOTE 3.—It is expected that, during the second year of enrolment, the children will be well grounded in Simple Addition, and able to work easy questions in Simple Subtraction.

Fourth

Fourth Quarter.

Reading.—To read First Book, I. N. B.; or, Australian Class Book No. 1, part II, to end; or, Constable's E. R. B., No. 1, part II, to end.

Writing.—To write on Slates, from Copies and Dictation, Monosyllables and Sentences consisting of Monosyllables.

Arithmetic.—To count, read, and notate any number up to 100. Simple Addition involving the process of "carrying." Mental operations to results not higher than 40.

Singing.—Scale Exercises on Modulator: Simple Melodies by ear, or from Teacher's pointing on Modulator.

STANDARD OF PROFICIENCY.—SECOND CLASS.

First Quarter.

Children enrolled one quarter, and being 7 years old, will be expected—

Reading.—To read the Second Book I. N. B., sections I and II; Australian Class Book, No. 1, Part 3; or, Constable's E. R. Book No. 2, to page 41.

Writing.—*On Slates*—from Copy and Dictation of the lessons read, using capitals; *in books*—simple words in text.

Arithmetic.—To write from Dictation easy numbers as far as 5 places, and to work sums in Addition and Subtraction to at least 5 places; to know the Multiplication Table as far as 6 times. *Mental Arithmetic*—Easy Addition and Subtraction.

Grammar.—To give simple definitions of Noun, Adjective, and Article, and to distinguish them in the Reading Lessons.

Geography.—The Schoolroom and Vicinity; Cardinal Points.

Drawing.—Fowles' Drawing Book, No. I, page 1.

Singing.—Notation of Tune and Time (two-pulse measure): Exercises on Modulator: Simple Melodies by ear.

Second Quarter.

Reading.—To read the Second Book, I. N. B., section III; or, Constable's E. R. Book No. 2, to page 79.

Writing.—*On Slates*—from Copy and Dictation of lessons read, including the use of capitals; *in books*—text, with capitals.

Arithmetic.—Notation as far as 7 places; questions in Subtraction; Multiplication by one digit. *Mental Arithmetic*—More difficult operations in Addition and Subtraction; Multiplication table as far as 9 times.

Grammar.—To give Simple Definitions of the Pronoun, Verb, and Adverb, and distinguish them in the Reading Lesson.

Geography.—Uses of a Map; Definitions of Continent and Ocean, with examples.

Drawing.—Drawing Book No. I, pages 1 and 2.

Singing.—Time (four and three pulse measure): Simple Melodies from Modulator.

Third Quarter.

Reading.—To read the Second Book, I. N. B., section IV; or, Constable's E. R. Book No. 2, to the end.

Writing.—*On Slates*—from Copy and Dictation, passages from the Reading Lessons; *in books*—text hand.

Arithmetic.—Notation as far as 9 places; Multiplication, with frequent recapitulation of previous rules; Multiplication Table. *Mental arithmetic*—As previously given, with exercises in Multiplication.

Grammar.—To define all the parts of speech, and distinguish them in the Reading Lesson.

Geography.—Definitions of Land and Water, with examples.

Drawing.—Drawing Book No. 1.

Singing.—Time—division of pulse into halves: Simple Melodies in Sol-Fa Notation.

Fourth Quarter.

Reading.—To read Sequel, No. 1 to II Bk., I. N. B., lessons 1 to 12; or, Constable's E. R. Book No. 3, to page 56 inclusive.

Writing.—*On Slates*—from Copy, Dictation, and Memory, passages from the Reading Lessons; *in books*—text hand.

Arithmetic.—Notation; Simple Division; exercises in Four Simple Rules. *Mental Arithmetic*—Exercises in Simple Rules.

Grammar.—To distinguish parts of speech in Reading Lesson, and frame Simple Sentences; to be able to distinguish the Kinds of Noun, and to have an acquaintance with Number and Gender.

Geography.—Recapitulation of previous quarter's work, with special reference to Australia.

Drawing.—Drawing Book No. 1, and No. 2, page 1.

Singing.—Tune—Notes of transition, Fe and Ta; Tune—Division of pulse into Fourths and Thirds; Simple Two-part Songs.

NOTE 1.—Object lessons on Domestic Animals and Common Objects should be given to this class at least twice a week.

NOTE 2.—Simple melodies by ear are required to be taught once a week, and practised daily.

NOTE 3.—It is expected that, during the second year of enrolment, the children will be well exercised in Multiplication and simple Long Division.

STANDARD

STANDARD OF PROFICIENCY.—THIRD CLASS.

First Quarter.

Reading.—To read fluently and with expression the 2nd Sequel to 2nd Book, I. N. B., to page 82 ; or, Constable's Reading Book No. 3, to page 61.

Writing.—*On Slates*—passages dictated from the Reading Lessons, marking capitals ; *in Copy-books*—Text and Round hands.

Arithmetic.—Addition of money, with frequent exercises on previous rules, and to know the Money, Troy, and Avoirdupois Tables. *Mental Arithmetic*—Prices of dozens.

Grammar.—To distinguish readily all the parts of speech ; to know the Accidence of the Noun ; to construct Simple Sentences ; and to be able to point out the Subject and Predicate.

Geography.—To know the Outlines of the Geography of Australia.

Object Lessons.—On common Minerals, Vegetables, and Animals.

Drawing.—Fowles' Drawing Book No. 2, Pages 1 and 2.

Singing.—Tune—Sharpened Tones : Time—Six-pulse measure : Two-part Songs, and Rounds in three or four parts.

Scripture Lessons.—Old Testament, No. 1, I. N. B., to Lesson 17 inclusive.

Second Quarter.

Reading.—To read with fluency and expression the 2nd Sequel to 2nd Book, to the end of book ; or, Constable's Reading Book No. 3, to end.

Writing.—*On Slates*—passages dictated from the Reading Lessons ; *in Copy-books*—text and round hands.

Arithmetic.—Addition of weights and measures, with frequent exercises on previous work ; Tables—all the more useful kind. *Mental Arithmetic*—Cost of articles by the score and gross.

Grammar.—To parse the Noun and Simple Verb fully ; Analysis of Simple Sentences ; the Enlargement of the Subject by single words.

Geography.—Physical Geography of New South Wales in detail.

Object Lessons.—On common Minerals, Vegetables, and Animals.

Drawing.—Drawing Book No. 2.

Singing.—Tune—Flattened Tones : Time—Notes and Rests of various lengths : Songs, &c., as in previous Quarter.

Scripture Lessons.—Old Testament, No. 1, Lessons 18 to 23 ; New Testament, No. 1, Lessons 1 to 12.

Third Quarter.

Reading.—To read with fluency and expression the 3rd Book, I. N. B., to page 73 ; or, Constable's Reading Book No. 4, to page 49.

Writing.—*On Slates*—passages dictated from the Reading Lessons, marking periods ; *in Copy-books*—three hands.

Arithmetic.—Subtraction of Money, Weights, and Measures, with exercises on previous work. *Mental Arithmetic*—As before, with exercises on the Arithmetical Tables.

Grammar.—Parsing of Simple Sentences, including a knowledge of the easier rules of Syntax ; Analysis of Sentences ; the Enlargement of the Subject in detail.

Geography.—New South Wales (political), with the general outlines of the other Australian Colonies.

Object Lessons.—On common Minerals, Vegetables, and Animals.

Drawing.—Drawing Book No. 3, Pages 1 and 2.

Singing.—Tune—Various marks of Expression : Time—Sycopation : Three part Songs.

Scripture Lessons.—Old Testament, No. 1, Lessons 24 to 28 inclusive ; New Testament, No 1, Lessons 13 to 18 inclusive.

Fourth Quarter.

Reading.—To read with fluency and expression the 3rd Book, I. N. B., to page 156 ; or, Constable's Reading Book No. 4, to end of section 2.

Writing.—*On Slates*—passages dictated from the Reading Lessons with proper Punctuation ; *in Copy-books*—three hands.

Arithmetic.—Compound Multiplication, using multipliers as far as thousands. *Mental Arithmetic*—A full acquaintance with the easier rules.

Grammar.—Increased skill in Parsing, and Analysis of Sentences, with a further knowledge of the rules of Syntax.

Geography.—New Zealand in detail, and revision of the previous quarter's work.

Object Lessons.—On Manufactured articles.

Drawing.—Drawing Book No. 3.

Singing.—Tune—Transition to Soh and Fah Keys : Modulator and Time Exercises : Three-part Songs.

Scripture Lessons.—Old Testament, No. 1, to the end ; New Testament, No. 1, Lessons 19 to 24.

STANDARD OF PROFICIENCY.—FOURTH CLASS.

First Quarter.

Reading.—To read I. N. B. 4th Book, sec. 1; or, Constable's Eng. Reading No. 5, section 1. (Synonyms—Meanings—Paraphrasing.)

Writing.—*On Paper*—Reproduction of Lessons—Dictation with correct Spelling and Punctuation; *in Copy-books*—three hands.

Arithmetic.—Simple Proportion. *Mental Arithmetic*—Proportion, by "First Principles."

Grammar.—Accidence, fully; Prefixes and Affixes; Parsing passages from Reading Lesson; Analysis of Simple and Combined Sentences; Composition—Constructing Similar Sentences.

Geography.—Europe in detail; Mapping.

Object Lessons.—As in Course of Secular Instruction.

Singing.—Tune—Transition and the Minor Mode: Modulator and Time Exercises: Three-part Songs.

Drawing.—Drawing Book, No. 4, pages 1, 2, and 3.

Geometry.—Euclid's Definitions, 1 to 12 inclusive.

Scripture Lessons.—Old Testament, No. 2, Lessons 21 to 27; New Testament, No. 2, Lessons 1 to 9.

Second Quarter.

Reading.—I. N. B. 4th Book, section. 2, part 1; or Constable's E. R. Book. No. 5, section. 2.

Writing.—Same as previous quarter, with increased excellence.

Arithmetic.—Simple and Compound Proportion. *Mental Arithmetic*—As in previous quarter.

Grammar.—*Syntactical Rules*; Parsing, as before; *Derivation*—Principal Latin Roots, A to C, in the "Spelling Book Superseded"; *Analysis of Complex Sentences*, using only Adjectival and Adverbial Clauses; *Composition* of simple Combined, and Complex Sentences.

Geography.—Asia, in Outline.

Object Lessons.—As in the previous quarter, and Course of Secular Instruction.

Singing.—Tune—Expression: Modulator and Time Exercises: Three-part Songs.

Drawing.—Drawing Book No. 4, and pages 1 and 2 of No. 5.

Geometry.—Euclid's Definitions, 13 to 19 inclusive.

Scripture Lessons.—No. 2, Old Testament, lessons 28 to 40; No. 2, New Testament, Lessons 10 to 15.

Third Quarter.

Reading.—I. N. B. 4th Book, sec. 2, part 2; or, Constable's E. R. B. No. 5, to page 190.

Writing.—The same as in previous quarters, with exercises, *from memory*, added.

Arithmetic.—Reduction and Addition of Fractions; Practice. *Mental Arithmetic*—easy operations in Fractions and Practice.

Grammar.—Parsing (fully) Sentences from Reading Lesson; Analysis of Complex Sentences; Constructing Similar Sentences—Easy Exercises in Letter-writing; Derivation, D to F, inclusive.

Geography.—Asia, in detail; Mapping.

Object Lessons.—As in the previous quarter, higher excellence being expected.

Singing.—Tune—Intonation, Enunciation, and Expression; Modulator and Time Exercises; Part Songs.

Drawing.—Drawing Book No. 5, and pages 1 and 2 of No. 6.

Geometry.—Euclid's Definitions, 20 to 29 inclusive.

Scripture Lessons.—No. 2, Old Testament, lessons 14 to 18; New Testament, No. 2, Lessons 16 to 20.

Fourth Quarter.

Reading.—I. N. B. 4th Book, sec. 3; or, Constable's E. R. Book No. 5, to the end of sec. 3.

Writing.—*On Paper*—Reproduction of Oral lessons, in addition to the work of previous quarters.

Arithmetic.—Practice; Interest; Fractions (fully). *Mental Arithmetic*—Miscellaneous Exercises in the work of the three previous quarters.

Grammar.—Parsing Exercises, in Prose and Verse; Analysis of Compound Sentences; Composition of different kinds of Sentences, and Exercises in Letter-writing; Derivation, G to L inclusive.

Geography.—Elements of Physical Geography; Mapping.

Object Lessons.—As in the Course of Secular Instruction.

Singing.—The whole system of Tonic Sol-Fa Notation: Part Songs.

Drawing.—Drawing Book No. 6.

Geometry.—Euclid's Definitions (complete).

Scripture Lessons.—No. 2 Old Testament, Lesson 49 to the end; New Testament, No. 2, Lesson 21 to the end.

STANDARD OF PROFICIENCY.—FIFTH CLASS.

First Quarter.

Reading.—I. N. B. Supplement to 4th Book, to page 111 ; or, Constable's E. R. Book, to page 76.

Writing.—*On Paper*—Passages in Prose and Verse.

Arithmetic.—Decimals. *Mental Arithmetic*—Advanced Exercises.

Grammar.—Parsing ; General Analysis ; Principal Figures of Speech ; Paraphrasing ; Derivation, M to O inclusive. (Spelling Book Superseded.)

Geography.—Europe (Physical) ; detailed description of countries, particularly of Great Britain and Ireland ; Winds ; Mapping.

Object Lessons.—As prescribed in Course of Secular Instruction.

Singing.—Established Notation—the Staff and positions of notes thereon : Tune—simple divisions of the measure : Part Songs in Sol-Fa Notation.

Drawing.—Ornaments or Scrolls, shaded.

Geometry.—Euclid's 1st Book, prop. 1 to 12 inclusive.

Algebra.—Definitions ; Addition and Subtraction.

Latin.—Henry's (Arnold's) 1st Book, to page 32, Exercises 1 to 20 ; or, Smith's Inductive Course, Exercises 1 to 30.

Second Quarter.

Reading.—I. N. B. Supplement to 4th Book, to page 221 ; or, Constable's E. R. Book, to page 166.

Writing.—As in previous quarter, with Exercises in Invoices and other Commercial Forms.

Arithmetic.—Decimals—Application to other Rules. *Mental Arithmetic*—Advanced Exercises.

Grammar.—Parsing ; Scanning ; General Analysis of Sentences with their relations to one another ; Composition—Original Descriptive Sketches ; Paraphrasing ; Derivation, P to R. (Spelling Book Superseded.)

Geography.—Asia, Physical and Descriptive ; Tides and Currents ; Mapping.

Object Lessons.—As prescribed in Course of Secular Instruction.

Singing.—Established Notation—Clefs, Sharp, Flat, and Natural : Time—Notes, Rests, and Time Signatures : Part Songs.

Drawing.—Figures, Animals, or Landscapes, from copies.

Geometry.—1st Book, prop. 13 to 26 inclusive.

Algebra.—Multiplication and Easy Division.

Latin.—Arnold's 1st Book, to exercise 40 ; or, Smith's I. C., to exercise 50.

Scripture.—As in 4th class.

Third Quarter.

Reading.—I. N. B. Supplement 4th Book, to page 330 ; or, Constable's E. R. Book No. 6, to page 255.

Writing.—As before, with Ornamental Writing added.

Arithmetic.—Square and Cube Roots. *Mensuration*—Rectangular Figures. *Mental Arithmetic*—as before.

Grammar.—Parsing, Scanning, Paraphrasing, and General Analysis ; Composition, Themes ; Derivation, S and T. (Spelling Book Superseded.)

Geography.—America—Physical and Descriptive ; Mapping. The more Simple Astronomical Phenomena.

Object Lessons.—As prescribed in the Course of Secular Instruction.

Singing.—Established Notation—Keys and their Signatures, Marks of Expression : Part Songs.

Drawing.—From solid models.

Geometry.—1st Book, propositions 27 to 42.

Algebra.—1st four rules ; Greatest Common Measure ; Least Common Multiple ; Easy Simple Equations.

Latin.—Arnold's 1st Book to Exercise 62 ; Smith's I. C., to Exercise 72.

Scripture Lessons.—As in 4th class.

Fourth Quarter.

Reading.—I. N. B. Supplement, 4th Book, to end ; or, Constable's No. 6, to end.

Writing.—As in the previous quarter.

Arithmetic.—General Exercises upon previous Lessons. *Mensuration*—of Surfaces (fully). *Mental Arithmetic*—as before.

Grammar.—As before ; Derivation, U to V. (Spelling Book Superseded.)

Geography.—Africa and Oceanica ; Mapping ; Physical Geography ; Meteorology.

Object Lessons.—As prescribed in the Course of Secular Instruction.

Singing.—Established Notation—The whole System : Part Songs.

Drawing.—Simple objects in perspective.

Geometry.—Book 1, proposition 43 to end of Book, with Exercises.

Algebra.—Simple Equations.

Latin.—Arnold's 1st Book, to end ; Smith's Inductive Course, to Exercise 90.

NOTE.—The foregoing Standards are not intended to prevent Teachers from realising, if possible, higher results.

INSTRUCTIONAL DOCUMENTS.

The Conference begs to submit specimens of Forms for a *General Time Table*, a *Programme of Lessons*, and a *Lesson Register*.

It is considered that every Time Table should provide for the following matters:—

- 1st The constant and profitable employment of all the classes.
- 2nd The allotment of portions of time to the various subjects, according to their relative importance. As a rule, each pupil should read and write in some form twice a day: and two-thirds of the time for instruction should be devoted to Reading, Writing, and Arithmetic.
- 3rd. The alternation of Oral and Silent lessons to adjoining classes.

UNIFORMITY IN TREATMENT OF GRAMMAR.

The Circular here submitted embodies the views of the Conference on this subject:—

WITH a view to avoid the difficulties and inconveniences caused by the adoption of many different modes of Parsing and Analysis, the Council of Education recommends that the subjoined method should be employed by all Teachers in its service.

The advantages sought to be secured by the introduction of a uniform method may be thus enumerated:—

1. The Examination Papers of Teachers and Candidates may be more easily compared and revised, and their respective merits more accurately estimated.
2. The Inspection of Schools and Examination of Pupils would be greatly facilitated, and the means of forming a just comparison of schools by reference to a fixed standard would be largely increased, while the Inspectors would not be obliged to acquaint themselves with the peculiarities obtaining in each school.
3. Pupils on removing from one school to another would not require to commence the study of Grammar anew, in order to acquaint themselves with the peculiar terms in use.
4. A change of Teachers would not subject a school to a possible alteration in the technical language employed in teaching Grammar.

MODE OF PARSING.

<i>Article</i> —		Kind.	Prefixed to the Noun			
	Definite					
	Indefinite					
<i>Noun</i> —		Kind.	Number.	Gender.	Case.	
	Common		Singular	Masculine	Nominative to the Verb	
	Proper		Plural	Feminine	Objective, governed by the Verb	
				Neuter	Objective, governed by the Preposition	
				Masculine	Nominative addressed	
				&	Nominative, in apposition with	
				Feminine	Objective, in apposition with	
				Masculine	Possessive, governed by	
				or		
				Feminine		
<i>Adjective</i> —		Qualifying	} The Noun.			
		Limiting	}			
<i>Pronoun</i> —		Kind.	} Number, gender, and case, as in the Noun			
		Personal	}			
		Relative	}			
<i>Verb</i> —		Kind.	Person.	Number.	Tense.	Mood.
	Transitive		1st person	Singular	Present	Indicative
	Intransitive		2nd person	Plural	Past	Infinitive
	Auxiliary		3rd person			Imperative
						Conditional
						} Agreeing with its Nominative
						} Or, governed by the Verb
(NOTE.—There will be no objection to the introduction of such terms as <i>Passive Voice</i> , <i>Perfect Tense</i> , <i>Future Tense</i> , <i>Potential Mood</i> , &c., when the pupils are sufficiently advanced to comprehend them.)						
<i>Adverb</i> —		Of Time	} Qualifying Verb			
		Place	} Modifying Adjective			
		Manner	} „ Adverb			
<i>Preposition</i> —		Shewing relation between			and governing the Noun (or Pronoun).	
		in the Objective Case.				
<i>Conjunction</i> —		Joining words, phrases, or clauses.				
<i>Interjection</i> —						

APPENDIX.

FORM OF ANALYSIS.

I.—For Simple Sentences.

Subject.		Predicate.				
Enlargement of the Subject.	Simple Subject.	Simple Predicate.	Enlargement of the Predicate.			
			Completion.		Extension.	Kind of Extension.
			Object.	Attribute.		

II.—For Combined, Complex, and Compound Sentences.

Order of Clauses denoted by letters, thus— A ... b ... c ... d ... E ... f ... g ... h ...	Clauses.	Names of Clauses and their relation to each other.	Connectives.	Subject.		Predicate.			Remarks.	
				Enlargement of the Subject.	Simple Subject.	Simple Predicate.	Completion.	Extension.	Kind of Extension.	
							Object.	Attribute.		

NOTE.—Capital Letters may be used to denote Principal Clauses; Small Letters, Subordinate Clauses.

CLASSIFICATION OF PUPILS.

ON this subject the opinion of the Conference is as follows :—

- 1st. That there should be one classification for all subjects.
- 2nd. That, as a rule, there should not be more than three classes in a school that is conducted by one teacher.
- 3rd. That the pupils composing any class should be, as nearly as possible, of similar attainments in Reading, Arithmetic, and Grammar.
- 4th. That pupils should be removed from one class to another, *only* at the beginning of a school quarter.
- 5th. That it is important that children should not be placed in classes for which their attainments render them unfit, nor detained therein when eligible for promotion.
- 6th. That the representations of parents as to the classes into which their children are to be placed, should not be allowed to influence the teacher so as to lead him to disregard the foregoing provisions.

MAXIMUM PERIOD FOR EACH CLASS.

THE Conference desires to state, that the following is based on the supposition of children attending school regularly.

First Class.—Pupils in the First Class, admitted at four years of age, may be expected to clear the First Book I. N. B., or Australian Class Book No. 1, parts 1 and

2, or Constable's English Reading Book No. 1, parts 1 and 2, at 6 years of age; at 7 years old, to have mastered the Australian Class Book No. 1, part 3, or Constable's No. 1, part 3. Pupils should therefore clear the First Class at 7 years.

Second Class.—Pupils passing from the First to the Second Class will be expected to clear the Second Book and First Sequel I. N. B., or Constable's Reading Book No. 2, at 9 years of age.

Third Class.—Pupils will be expected to clear the Second Sequel, and Third Book I. N. B., or Constable's Third Book, and sections 1 and 2 of Fourth Book, at 11 years of age.

Fourth Class.—Pupils will be expected to clear the Fourth Book I. N. B., or Constable's Fourth Book, sections 3 and 4, and Fifth Book, at 13 years of age.

Fifth Class.—Pupils will be expected to clear the Supplement to the Fourth Book I. N. B., or Constable's Sixth Book, at 14 years of age.

THE BEST MEANS OF SECURING THE REGULAR ATTENDANCE OF PUPILS.

In the absence of a compulsory system of Education, the Conference is of opinion, that all other means to secure regularity of attendance, must, at the best, be but weak and partial in character. It has had several under consideration, but doubts whether much good would result from the adoption of any, unless it be monthly or quarterly payments of school fees in advance.

HOME LESSONS.

It is the unanimous opinion of the Conference, that such lessons should be given systematically to the more advanced pupils. It believes, that, in this way, the general work of the school may be facilitated, and parents led to take more interest in school business than they at present exhibit. It is to be observed, however, that, while teachers ought to be encouraged to foster the habit of home study in their pupils, they should be careful not to allow such lessons to degenerate into mere rote learning, or attention to them to interfere with the more immediate duties of the school. Where the hearing of home lessons is permitted to usurp the place of oral instruction, the result cannot but be hurtful.

Home lessons may be classified under two heads :—

1. To prepare for school work.
2. To test the result of the instruction given.

The following are recommended as suitable subjects for home lessons, which may always be given in connection with the ordinary school work :—

1. Spelling.
2. Committing to memory passages of poetry and prose for recitation.
3. Arithmetic—Tables and Exercises.
4. Grammar—Parsing and Analysis; Composition.
5. Geography—Reproduction of lesson; Mapping.
6. Latin.
7. Geometry.
8. Drawing.

REWARDS AND PUNISHMENTS.

It is not the mind of the Conference, that, as a rule, the giving of rewards should be encouraged.

As regards punishment, the Conference considers that it should be inflicted for persistent inattention and for moral offences. For trivial breaches of discipline, it is of opinion that a reprimand or an imposition will be found sufficient; but for grave offences, where the surrounding circumstances are of a special or aggravated character, it believes that nothing short of the cane will be found effective. It would, however, limit the use of this to the head teacher, and place the following restrictions upon its application—that it shall on no account be applied to the head of a child; and that, as a rule, the punishment shall be inflicted after an interval from the time the offence has been committed.

THE SUPPLY OF SCHOOL REQUISITES.

For a *first* supply, the Conference begs to recommend an allowance at the rate of *five shillings* for each pupil in actual attendance, or who will probably attend.

In the case of *subsequent* grants, it is the opinion of the Conference that *two shillings* per head per annum should not be exceeded, but that each application should be considered on its merits.

It is further suggested that the pupils in the schools be encouraged to purchase the books required for their home studies.

REQUISITION

 REQUISITION FOR BOOKS, MAPS, &c., FOR THE SCHOOL AT

Scripture Lessons (Old Testament), No. 1.
 Do. do. No. 2.
 Do. (New Testament), No. 1.
 Do. do. No. 2.

Reading Books (I. N. B. Series) :—

First Book.
 Second do.
 First Sequel Book.
 Second do.
 Third Book.
 Fourth do.
 Supplement to Fourth Book.

Constable's Reading Series :—

First Book, part 1.
 Do. part 2.
 Do. part 3.
 Second Book.
 Third do.
 Fourth do.
 Fifth do.
 Sixth do.
 Advanced Reader.

Australian Class Books :—

Number I, part 1.
 Do. II, part 2.
 Do. III, part 3.

Maps (Wm. Hughes' Series) :—

The World.
 Europe.
 Asia.
 America, N.
 Do. S.
 Africa.
 Australia.
 British Isles.
 Palestine.
 New South Wales.

Diagrams :—

Johnson's Natural Philosophy.

Pictures :—

Comparative sizes of Animals (S. P. C. K.).

Black-board.
 Easel.
 Ball-frame.
 Slates.
 Pens.
 Penholders.
 Pencil cases.
 Pencils.
 Ink.
 Ink-wells.
 Chalk.

THE FORMATION OF DEPOTS IN THE COUNTRY, FOR THE SALE OF APPROVED SCHOOL MATERIALS.

The Conference regards *Sydney* as the most suitable place from which to forward supplies of school requisites to the various schools throughout the Colony.

At the same time it is thought of importance that the Council's Agent in *Sydney* should be instructed to establish *branch depôts* in the various parts of the Colony, wherever such a course may be expedient or practicable.

SCHOOL

SCHOOL LIBRARIES.

In schools under the Council's supervision, the establishment of libraries for the use of the pupils would, in the judgment of the Conference, prove very beneficial.

In order to reach this desirable result, it is thought that the Council of Education might be requested to contribute a portion of the cost of the books, and of the cases in which they are kept, whilst the remaining portion should be raised in the school and neighbourhood.

For the judicious use, and profitable benefit of these libraries, and for their safe custody, the teachers ought to be held responsible.

NIGHT SCHOOLS.

It is the opinion of the Conference that, wherever the establishment of night schools will clearly advance the interests of education, they ought to be encouraged; but, at the same time, it is considered necessary that they should be subjected to the following restrictions:—

- 1st. Pupils of the ordinary school age should not be admitted to them.
- 2nd. They should not be open for more than three evenings a week, nor kept open beyond an hour and a half each evening.
- 3rd. They should in no case be mixed schools, but contain one sex only.

THE PROPRIETY OF ESTABLISHING MODEL SCHOOLS.

It is often assumed that the mere possession of knowledge is sufficient to qualify a person for the office of Schoolmaster—in other words, that literary attainments and practical skill to educate are identical; this, however, is a great mistake. A person may be well-informed in a subject, and yet possess little or no power of explaining it; he may even be able to explain it in such a manner as to make himself understood by an adult, and yet his language may be such as to render the explanation quite unintelligible to a child. To be a teacher, principles must be studied, and practical skill in their application must be acquired. A teacher should be energetic, persevering, and enthusiastic in his work; he should have the power of disciplining the mind of his pupils, of inculcating right principles, of forming correct habits, and of cultivating refined tastes. Teachers such as these are wanted for the Colony; and, if education is to be promoted, it is necessary that means should be at once adopted to obtain such. The Conference is of opinion that nothing will be more effective in promoting this object than the establishment of Model Schools throughout the Colony. A Model School may be described “as being one established on such principles, organized on such plans, regulated by such a course of discipline, and conducted on such a method of instruction, as to be a model or pattern for teachers or school managers to copy or imitate. The model or pattern may refer to various and very different phases of a school: sometimes to the architecture or construction of the building; sometimes to the arrangement of the furniture; sometimes to method, to order, to system, to the course of education—it may refer to all or any of these, so far as they can be copied or imitated by others, and, in this regard, every well-conducted school may, in some measure, be said to be a model; but, in the strict sense of the term, as Educationists define it, a Model School is one in which there is a reasonable excellence in all these respects, and which, in addition, is either attached to an institution for the training of young teachers, or is itself, along with being an Elementary school, a seminary for the same purpose.”

The Conference, therefore, recommends as follows:—

- 1st.—That there should be a principal Model School in Sydney in connection with a Normal Institution or Training Establishment. This institution would, in time, furnish a supply of thoroughly-trained teachers, sufficient for all the wants of the Colony.
- 2nd.—That one Model School, at least, should be established in each Inspectoral district. This would not only serve as a pattern or model for the imitation of the other schools in the district, but candidates and inexperienced and untrained teachers might be sent to the school for a practical training in their work. Thus the expense of bringing such persons to the principal Model School in Sydney would be saved to the Council.
- 3rd.—That in outlying parts of each district, minor Model Schools should be established. The untrained teachers and others in such parts would thus have a model for imitation, and means of improvement brought within their reach.

Model Schools may be of *one, two, or three* departments, according as circumstances may render it desirable.

The entire outlay for the erection and equipment of Model Schools, will have to be incurred by the Council of Education. Considering, however, the scope and object of these institutions, namely—that they are intended not merely to confer the advantages of Education of the most approved kind upon the localities in which they may be established, but also to afford a complete exposition of the principles and practice of improved modern teaching; to present to the surrounding schools a constant standard of efficiency; to elevate the character of the instruction; to direct and concentrate the tone of thought among teachers; and, in a word, to diffuse as widely as possible the germs of perfection

in the educational machinery of the Colony—these are among the more prominent results which Model Schools are intended to effect—and considering their incalculable value, as means to a most desirable end—the Conference begs to submit that the mere money expenditure is a matter of secondary importance, and not to be regarded as paramount when placed in juxtaposition with the benefits which the establishment of such schools is likely to realize.

CLASSIFICATION OF SCHOOLS, PARALLEL TO THAT OF TEACHERS.

SUCH a classification of schools as is above indicated is deemed desirable, and the Conference advises that they be divided into Special and Ordinary, in the following manner:—

1st. *Special*:—All Model Schools.

2nd. *Ordinary*:—

(a) *First Class*:—Schools of three departments, viz., boys, girls, and infants.

(b) *Second Class*:—Schools of two departments, and others held in approved buildings, thoroughly organized, and having an average attendance of 100 pupils.

(c) *Third Class*:—All other schools.

NOTE.—As a rule first-class teachers should be appointed to Model or Ordinary First-class Schools; second-class teachers to Ordinary Second-class Schools; and third-class teachers to Ordinary Third-class Schools.

CAN THE PUPIL TEACHER SYSTEM BE IMPROVED OR EXTENDED?

THE Conference, taking into consideration the fact that young persons apprenticed to trades have generally allowances equivalent to board, lodging, and partial clothing, considers that the position of pupil teachers ought to be at least somewhat in advance of theirs; and, to this end, it advises that the money remuneration be as follows:—

For Males, £36 1st year, £42 2nd year, £48 3rd year, £54, 4th year.
 „ Females, £24 „ £30 „ £36 „ £42 „

Further, with a view to encourage teaching talent, and to promote efficiency in preparatory training for the teaching profession, it is suggested that scholarships for at least one year, in the Training Department, be granted by the Council; and that for every forty of an increase in the daily average attendance at any school, an additional pupil teacher be appointed.

COURSE OF STUDIES FOR TEACHERS.

THE following is a List of Subjects in which Teachers will be examined for the various Classifications:—

THIRD CLASS.

(The maximum number of marks for each subject in this class is 500.)

Grammar.—Including Spelling, Punctuation, Paraphrasing, Etymological and Syntactical Parsing, Analysis of Simple and Combined Sentences.

Text Books.—M'Leod's Grammar, National School Grammar, Morell's Analysis of Sentences.

Geography.—Geographical Terms and their application, General Geography of the World—Europe and Australia in detail.

Text Books.—Sullivan's Introduction to Geography, W. Hughes' General Geography (Gleig's Series), Geography of New South Wales (Moore).

Arithmetic.—Simple and Compound rules, Reduction, Proportion, Practice, Interest, &c., Vulgar Fractions, Terminate Decimals. Female Teachers—to Compound Proportion only.

Text Books.—Colenso's Arithmetic, National School Arithmetic, Tate's Arithmetic.

School Management.—Organization, Discipline, and Instruction of schools in outline.

Text Books.—Regulations of the Council of Education, Robinson's School Management, Currie's Infant School Management.

School Books.—Reading Books as prescribed for First, Second, and Third Classes in Standards of Proficiency.

Reading.—Prose and Poetry from the Lesson Books.

Writing.—Specimens of Copy lines in Text, Round, and Small hands, knowledge of the Principles of Writing.

Vocal Music.—Subjects required for Elementary Tonic Sol-fa Certificate.

Text Books.—Manual of Tonic Sol-fa Method, Curwen's Standard Course, Tonic Sol-fa Reporter, Vols. V and VIII.

Linear Drawing.—On paper and on the Black Board.

Text Books.—Fowles' Drawing Books, Nos. 1, 2, and 3.

Domestic Economy.—Female Teachers only—Plain Needlework, Food, Clothing, Household Management.

Text Books.—The Finchley Manuals.

SECOND CLASS.

(The maximum number of marks assigned to each subject in this class is 800.)

Grammar.—Including Spelling, Punctuation, Paraphrasing, Parsing in full detail, Derivation, and Analysis.

Text Books.—Latham's English Grammar, Hunter's English Grammar, Morell's Grammar and Analysis of Sentences, Sullivan's Dictionary of Derivations.

Geography.—

- Geography*.—Descriptive Geography of the Four Continents, Australasia, and Polynesia, Physical Geography.
Text Books.—W. Hughes' Physical Geography, W. Hughes' Manual of Geography.
Arithmetic.—As far as and inclusive of the Cube Root, Duodecimals, and Elementary Mensuration. Female teachers—to Decimals only.
Text Books.—Tate's Mensuration, Book-keeping in the National School Series, Cornwell and Fitch's Arithmetic.
Art of Teaching.—Organization, Discipline, Method, and Instruction of schools in full detail.
Text Books.—Gill's School Management, Morrison's School Management.
School Books.—The Authorized Series of Reading Books.
Reading.—Prose and Poetry, Reading books in ordinary use, Literary Class Book, Biographical Sketches.
Writing.—Specimens of Copy lines, Letter writing, Principles of teaching Writing.
Vocal Music.—Subjects for Intermediate Tonic Sol-fa Certificate.
Text Books.—As before.
Drawing.—On Paper and Black Board; and conduct a class properly.
Text Book.—Fowles' Drawing Books, Nos. 1 to 6.
Needlework.—For Female Teachers—Plain and Ornamental.
Text Books.—Finchley Manuals.
Domestic Economy.—For Female Teachers—Food, Clothing, simpler Laws of Health.
Text Book.—The Laws of Health—Gleig's Series.
Algebra.—As far as and inclusive of Quadratic Equations, omitting Surds.
Text Book.—Colenso's Algebra, Part 1.
Geometry.—Euclid's Elements—First Book.
Text Book.—Pott's Euclid.
Latin.—Cæsar (De Bello Gallico), Grammar.
Text Books.—Anthon's Cæsar, Edwards' Eton Latin Grammar.

FIRST CLASS.

- (The maximum number of marks assigned to each subject in this class is 1,000.)
Grammar.—Including Orthography, Punctuation, Parsing in full detail, Paraphrasing, Analysis of Sentences, Composition, Style, Derivation, and Prosody.
Text Books.—Latham's Grammar, Hunter's Grammar, Morell's Analysis of Sentences.
Geography.—Physical Geography of the Globe, Political and Commercial Geography with special reference to Australia, Popular Astronomy, Mathematical Geography.
Text Books.—W. Hughes' Manual, W. Hughes' Physical Geography, W. Hughes' Mathematical Geography, Sullivan's Geography Generalized, Tate's Popular Astronomy, Lardner's Popular Astronomy.
Arithmetic.—The whole Theory and Practice.
Text Books.—Thomson's, De Morgan's, and Cornwell's Arithmetics.
School Books.—The Authorized Reading Series in full.
Reading.—Prose and Poetry.
Writing.—Specimens of Copy Setting, Letter Writing.
Vocal Music.—The whole System of Tonic Sol-fa Notation, ability to sing at sight easy music in the Established Notation, Elementary Knowledge of Harmony.
Text Books.—As before.
Drawing.—Animals, figures, and landscapes; perspective; sketching on the Black Board.
Text Book.—Dicksee's Perspective, Butler William's Manual of Model Drawing and Perspective.
Needlework.—For Female Teachers—Plain and ornamental needlework.
Domestic Economy.—For Female Teachers—Food, Clothing, Health, Sickness.
Principles of Teaching.—Method, including a knowledge of the nature of the Human Mind.
Text Books.—Tate's Philosophy of Education, Currie's Common School Education, Morell's Mental Philosophy.
English Literature.—From the time of Chaucer to the present period.
Text Books.—Chambers' English Literature, Craik's English Literature.
 (One Alternative subject at least must be taken.)

NOTE.—Whilst no marks can be assigned for Spelling considered as such, failure in this subject will deprive a Teacher of all claim to a Certificate.

TRAINING OF TEACHERS.

THE Conference is of opinion, that the training of teachers will not be satisfactorily dealt with until provision has been made for the board, lodging, and systematic instruction of candidates and teachers who may attend the Training School. The objects of the instruction should be:—

- 1st. To impart information on subjects which are taught in the Schools under the Council's direction.
- 2nd. To furnish professional knowledge.
- 3rd. To exhibit good methods.

1st. It is thought desirable that the principles of teaching inculcated in the Training School, should be systematically illustrated by lessons to a class of children, in the presence of the candidates.

2nd.

2nd. That the candidates ought to be employed, at stated periods, in the actual business of teaching.

3rd. That, if practicable, each candidate should be required to take full charge of a *small* school, in the presence of a responsible person, in order that his practical skill may be ascertained, and errors of management corrected.

EXAMINATION AND CLASSIFICATION OF TEACHERS.

ON this subject, the Conference is of opinion :—

1st. That the questions in Examination papers, as well as the papers for the different Classifications, should be carefully graduated.

2nd. That no questions should appear in an Examination paper, except those that the Examinee is expected to answer—that is, that groups of questions should not be given.

3rd. That a specified time be allowed for completing each paper, and that it be strictly adhered to.

4th. That new sets of Examination papers be issued monthly, if required.

5th. That Examinations be regulated by the printed rules. These should be read to the Teachers before the Examination begins, and a copy suspended in the room during the Examination.

6th. That special prominence be given to the subject of School-Management.

7th. That Style, as well as Matter, be taken into account in estimating the value of Examination papers.

8th. That Examinations in Reading and Practical Skill, be dealt with by Inspectors.

9th. That in attaching a value to these subjects, the maximum number of "Marks" for "Reading" be the same as for any other Ordinary subject, and that the number for "Practical Skill" be the same as those attainable for the Ordinary subjects for a First-class Certificate.

10th. That Teachers, upon whom it is compulsory to attend the Annual Examination, but who cannot do so without incurring personal expense, should receive allowances from the Council.

11th. That at the triennial revision of a Teacher's Classification, his promotion should not necessarily depend upon the receipt of a good report upon his conduct from the Local Board, inasmuch as, in some cases, Local prejudices might render such a report untrustworthy.

12th. That, inasmuch as the meaning of words used in communicating to teachers the results of Examinations, is liable to misinterpretation, numbers should be employed for this purpose.

THE NECESSITY FOR DIAGRAMS OF FURNITURE AND APPARATUS.

THESE diagrams are considered to be necessary—

1st. To prevent the use of unsuitable furniture.

2nd. To promote uniformity of Organization.

These diagrams should be *working plans*, to enable any ordinary tradesman to construct the furniture.

Diagrams of the following kind are recommended :—*Black-board* and *easel* ; *desks*—shewing grooves, ink-wells, and standards ; *book-presses* ; *forms* ; and *map-stand*.

TEACHERS WEST OF THE DIVIDING RANGE TO BE GRANTED AN ALLOWANCE ON ACCOUNT OF SITUATION.

THE Conference is of opinion, that on account of the dearness of provisions, an allowance, at the rate of *eighteen pounds* (£18) per annum, should be made to teachers located west of the Dividing Range, and in other Localities in which the Council may consider it necessary.

SUPPLY AND ARRANGEMENT OF SCHOOL FURNITURE.

THE desks should, in the judgment of the Conference, be sufficient to accommodate at least two-thirds of the pupils in daily average attendance. They ought to be arranged in parallel groups, lengthwise, and placed on graduated platforms, leaving sufficient space in front for the necessary school operations.

E.

GENERAL INSPECTION.

INSPECTOR'S Report upon the	School, at	in the	District.
Visited on the	day of	18 . Teacher	Class Section

I.—ORGANIZATION.

1. SITUATION.
 - Is it central ?
 - Is it healthy ?
 - Is it pleasant ?
 - Is it accessible ?
 - Is it otherwise suitable ?
2. SCHOOLROOM.
 - What is its form ?
 - What are its dimensions ?
 - In what state of repair is it ?
 - Is it suitable ?
 - What is its condition as to cleanliness ?
3. PLAYGROUND.
 - Give its extent ?
 - Is it enclosed ?
 - Are the closets in good condition, suitably placed, and properly arranged ?
 - Is there a shed to protect the pupils from the weather ?
 - Are there trees for shade ?
 - Are there flower borders ?
 - Has the Master a garden—its condition ?
4. FURNITURE.
 - Is it sufficient ?
 - Is it suitable ?
 - In what condition ?
 - Is it properly arranged ?
5. APPARATUS.
 - Is it sufficient ?
 - Is it suitable ?
 - In what condition ?
 - Is it properly arranged ?
6. BOOKS.
 - Is the stock sufficient ?
 - In what condition ?
 - Are any in use not sanctioned by the Council ; if so, give their titles ?
7. CLASSIFICATION.
 - How many classes are there ?
 - Is the classification judicious ?
 - Is it adapted to the "Course of Secular Instruction" ?
8. OCCUPATION.
 - Time Table :—Does it agree with the "Act," "Course of Secular Instruction," and "Regulations" ?
 - Does it provide for the constant and profitable occupation of all the pupils ?
 - Is it duly observed by the Teacher ?
 - Are there any vacations and holidays other than those sanctioned by the Council ?
- PROGRAMMES OF LESSONS :—
 - Are they suitable ?
 - Are they acted upon ?
9. SCHOOL RECORDS.
 - Admission Register
 - Class Roll
 - Daily Report Book
 - Quarterly Return
 - School Fee Account Book
 - Lesson Registers
 - Remarks

II.—DISCIPLINE.

10. PUNCTUALITY.
 - At what hour does the School business commence ?
 - Is the Teacher punctual ?
 - Are the Pupils punctual ?
 - If not, what means have been employed to secure punctuality ?
11. REGULARITY.
 - What proportion of the Pupils attends regularly ?
 - What means are adopted to secure regular attendance ?
 - Are they successful ?
 - If not, why ?
12. CLEANLINESS.
 - Of Premises ?
 - Furniture ?
 - Apparatus ?
 - Teacher ?
 - Pupils ?
 - What is the character of the inspection before entering School ?
13. ORDER.
 - Are the School operations conducted with order and decorum ?
 - What is the character of the behaviour of the Pupils ?

APPENDIX.

14. GOVERNMENT.

- Is the Teacher's demeanour in the presence of his Pupils becoming?
- Is his moral influence beneficial or otherwise?
- Are the principles of virtue inculcated?
- What is the character of the Government?
- What is the moral tone of the School?

III.—INSTRUCTION.

15. SUBJECTS.

- What are the subjects taught?
- Do they accord with the "Course of Secular Instruction"?

16. METHODS.

- What are the methods employed?
- Are they suitable?
- Are they effective?

IV.—SCHOOL BOARD.

- Name the Members and state the number of Visits paid to the School, by each, since the last inspection, as recorded in the Visitors' Book?
- How often are Board Meetings held?
- Is a record kept of the business of each meeting?

RETURN OF ATTENDANCE.

NUMBER OF PUPILS.	7 Years and under.		8 Years.		9 Years.		10 Years.		11 Years.		12 Years and over.		TOTAL.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
On the Rolls														
Present at Examination														

F.

REGULAR INSPECTION.

School, at Visited, 18

PROFICIENCY OF THE PUPILS.

FIRST CLASS.

- | | | | |
|----------------------|-------|--------|--------|
| Numbers present, | Boys, | Girls, | Total. |
| Quarter of enrolment | | | |
- Reading.*
 Book and Lesson—
 (a) Enunciation, &c.
 (b) Spelling
 (c) Meaning of words
 (d) Knowledge of subject
- Writing.*
 (a) Copies on slates
 (b) Dictation
- Arithmetic.*
 (a) Notation
 (b) Slate work
 (c) Mental operations
- Object Lessons.*
- Singing.*
- Summary.*
 (a) Attention
 (b) Mental effort
 (c) Mental culture
 (d) General proficiency

SECOND CLASS.			
Numbers present,	Boys,	Girls,	Total.
Quarter of enrolment			
<i>Reading.</i>			
Book and Lesson—			
(a) Enunciation, &c.			
(b) Spelling			
(c) Meaning of words			
(d) Knowledge of subject			
<i>Writing.</i>			
(a) Copies			
(b) Dictation			
<i>Arithmetic.</i>			
(a) Notation			
(b) Slate work			
(c) Mental operations			
<i>Grammar.</i>			
(a) Definitions			
(b) Parsing			
<i>Geography.</i>			
(a) Locality			
(b) Uses of a map			
(c) Definitions of common terms			
<i>Object Lessons.</i>			
Subjects :—			
<i>Singing.</i>			
<i>Drawing.</i>			
<i>Summary.</i>			
(a) Attention			
(b) Mental effort			
(c) Mental culture			
(d) General proficiency			
—————			
THIRD CLASS.			
Numbers present,	Boys,	Girls,	Total.
Quarter of enrolment			
<i>Reading.</i>			
Book and Lesson—			
(a) Enunciation, &c.			
(b) Spelling			
(c) Meaning of words			
(d) Knowledge of subject			
<i>Writing.</i>			
(a) Copies			
(b) Dictation :—Writing			
		, Spelling	, Punctuation
<i>Arithmetic.</i>			
(a)			
<i>Grammar.</i>			
(a) Accidence			
(b) Parsing			
(c) Analysis of sentences			
(d) Composition			
<i>Geography.</i>			
(a) Australia			
(b) New Zealand			
(c) Europe			
<i>Object Lessons.</i>			
Subjects :—			
<i>Singing.</i>			
<i>Drawing.</i>			
<i>Scripture Lessons.</i>			
Old Testament			
		, New Testament	
<i>Summary.</i>			
(a) Attention			
(b) Mental effort			
(c) Mental culture			
(d) General proficiency			

APPENDIX.

19

FOURTH CLASS.

Numbers present,	Boys,	Girls,	Total.
Quarter of enrolment			
<i>Reading.</i>			
Book and Lesson—			
(a) Enunciation, &c.			
(b) Meaning of words			
(c) Derivation			
(d) Knowledge of subject			
<i>Writing.</i>			
(a) Copies			
(b) Dictation :—Writing			
, Spelling			
, Punctuation			
<i>Arithmetic.</i>			
<i>Grammar.</i>			
(a) Accidence			
(b) Parsing			
(c) Analysis of sentences			
(d) Composition			
<i>Geography.</i>			
(a) Europe			
(b) Asia			
(c) America			
(d) Physical			
<i>Object Lessons.</i>			
Subjects :—			
<i>Singing.</i>			
<i>Drawing.</i>			
<i>Geometry.</i>			
<i>Scripture Lessons.</i>			
Subjects :—Old Testament			
, New Testament			
<i>Summary.</i>			
(a) Attention			
(b) Mental effort			
(c) Mental culture			
(d) General proficiency			



FIFTH CLASS.

Numbers present,	Boys,	Girls,	Total.
Quarter of enrolment			
<i>Reading.</i>			
Book and Lesson—			
(a) Enunciation, &c.			
(b) Meaning of words			
(c) Derivation			
(d) Knowledge of subject			
<i>Writing.</i>			
(a) Plain			
(b) Ornamental			
<i>Arithmetic.</i>			
<i>Grammar.</i>			
(a) Accidence			
(b) Parsing			
(c) Analysis of sentences			
(d) Composition			
<i>Geography.</i>			
(a) Physical			
(b) Descriptive			
<i>Object Lessons.</i>			
Subjects :—			
<i>Singing.</i>			
<i>Drawing.</i>			

Geometry.

Geometry.

Algebra.

Latin. •

Scripture Lessons.

Subjects :—Old Testament

, New Testament

Summary.

- (a) Attention
 - (b) Mental effort
 - (c) Mental culture
 - (d) General proficiency
-

B.

CHURCH OF ENGLAND SCHOOLS, SYDNEY DIOCESE—PERMANENT LIST.

Locality of School.	Name of Teacher.	Annual Salary.	Number of Scholars as taken from the last Return received from the School.						
			On the Roll.			Average Attendance.			
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Ashfield*	Booth W.	£ s. d. 84 0 0							
Bankstown	Monkley H.	60 0 0	17	16	33	13	13	26	
Balmain	Waterman J. C.	96 0 0	85	61	146	59	38	97	
Do. P.T.	English W.	18 0 0							
Do. P.T.	Forsyth Miss	18 0 0							
Bathurst	Lucas W. B.	96 0 0	60	23	83	30	15	45	
Do. Infant	Darney Miss	60 0 0	43	49	92	33	34	67	
Berrima	Rae J. B.	72 0 0	32	12	44	28	9	37	
Burwood	Watts J.	72 0 0	37	41	78	30	25	55	
Cabramatta	Bragg R.	60 0 0	11	19	30	9	14	23	
Camden	Reeves H. P.	96 0 0	28	33	61	25	27	52	
Do. Infant	Allen Mrs.	60 0 0	26	34	60	17	25	42	
Campbelltown	Evans G. R.	96 0 0	57	46	103	41	29	70	
Do. P.T.	Smith Miss	24 0 0							
Canterbury	Mills J.	84 0 0	53	60	113	36	34	70	
Do. P.T.	Rossiter Miss	18 0 0							
Castle Hill	Bravey J. C.	72 0 0	56	45	101	38	25	63	
Christchurch	Turton S.	96 0 0	224	129	353	158	74	232	
Do. 1st Assistant	Ward S. F.	60 0 0							
Do. 2nd do.	Tibbey W.	60 0 0							
Do. 3rd do.	Turton Miss	52 0 0							
Do. Infant	Wood Mrs.	72 0 0	120	73	193	85	54	139	
Do. P.T.	.....	24 0 0							
Do. P.T.	.....	24 0 0							
Cobbitty	Warren J. W.	72 0 0	27	18	45	13	11	24	
Cook's River	Guille R. W.	96 0 0	112	85	197	87	64	151	
Do. P.T.	Juhl Miss	18 0 0							
Do. P.T.	Kohn W. J.	36 0 0							
Cudgegong	Miller J.	72 0 0	21	15	36	18	11	29	
Dapto, W.	Lambert G.	72 0 0	22	17	39	16	12	28	
Darlinghurst	Hardy S. J.	96 0 0	81	70	151	58	59	117	
Do. P.T.	Poole Miss	30 0 0							
Do. P.T.	Davis Miss	18 0 0							
Denham Court	Millar Miss	60 0 0	16	13	29	9	9	18	
Dural	Turrell A. B.	72 0 0	28	15	43	17	13	30	
Emu	Paul C.	72 0 0	67	38	105	43	25	68	
Enfield	Body G.	60 0 0	31	34	65	25	16	41	
Do. near Richmond	Anderson C.	60 0 0	19	29	48	12	22	34	
Fairy Meadow	Cadden Mrs.	60 0 0	12	22	34	8	12	20	
Fox Ground	Taylor —	60 0 0	30	25	55	23	18	41	
Frederick's Valley	Marks F. M.	60 0 0	25	19	44	15	14	29	
Gerrington	Wilson W.	66 0 0	29	30	59	22	22	44	
Glebe	Green J.	96 0 0	117	59	176	88	37	125	
Do. P.T.	Blackmore Miss	24 0 0							
Do. P.T.	Croft S.	18 0 0							
Guntawang*	Rooke C.	72 0 0							
Holsworthy	Wilks Mrs.	60 0 0	13	18	31	5	7	12	
Hunter's Hill	Farr H.	84 0 0	58	26	84	39	13	52	
Jamberoo	Bernard W.	84 0 0	41	36	77	32	27	59	
Kelso	Buchanan T.	96 0 0	26	25	51	19	19	38	
Kiama	Vote J. C.	72 0 0	72	32	104	58	24	82	
Kurrajong, N.	Coleman J.	72 0 0	30	19	49	20	16	36	
Do. S.	Anderson A.	72 0 0	20	17	37	14	15	29	
Liverpool	Long W.	96 0 0	47	18	65	29	11	40	
Lord's Forest	Palmer G.	84 0 0	31	25	56	23	17	40	
Macquarie River	Taylor W. H.	60 0 0	40	29	69	21	16	37	
Marsfield	Deane W.	87 10 0	38	31	69	28	15	43	
Menangle	Mills H.	72 0 0	24	21	45	15	15	30	
Mulgoa	Spanswick G.	72 0 0	25	17	42	16	9	25	
Mudgee	Bent S.	96 0 0	88	61	149	55	35	90	
Do. Infant	.....	60 0 0							
Do. P.T.	King —	18 0 0							
Do. do.	.....	18 0 0							
Narellan	Hartley J.	84 0 0	23	35	58	10	20	30	
Newtown	Bayley H.	84 0 0	44	21	65	33	14	47	
Do. Infant	Ewing Miss	60 0 0	25	31	56	19	23	42	
O'Connell	Johnson W.	72 0 0	21	40	61	13	20	33	
Paddington	Kealey J.	96 0 0	66	55	121	42	36	78	
Do. P.T.	Smith Miss	30 0 0							
Parramatta	Hole T.	87 10 0	43	42	85	30	24	54	
Pennant Hills	Thomas D. A.	84 0 0	63	44	107	48	37	85	
Do. Asst.	Thomas Mrs.	24 0 0							
Penrith	Hughes G.	87 10 0	48	23	71	30	12	42	
Picton	King F.	72 0 0	14	16	30	20	29	49	
Pitt Town	Bass W. C.	84 0 0	20	22	42	32	28	60	
Pymont	Gale R. V.	84 0 0	68	51	119	49	36	85	
Randwick	Grant E. H.	72 0 0	44	31	75	34	23	57	

* Just opened.

B—continued.

CHURCH OF ENGLAND SCHOOLS, SYDNEY DIOCESE—PERMANENT LIST—continued.

Locality of School.	Name of Teacher.	Annual Salary.	Number of Scholars as taken from the last Return received from the School.					
			On the Roll.			Average Attendance.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Redfern ...	Saunders W. ...	£ s. d. 96 0 0	130	93	223	97	66	163
Do. Assistant	Lees G. ...	60 0 0						
Do. Infant ...	Saunders Wm. ...	50 0 0	100	88	188	67	65	132
Do. P.T. ...	Spratt Miss ...	36 0 0						
	Holmes — ...	24 0 0						
	Spratt S. ...	18 0 0						
Richmond ...	Temperley T. ...	96 0 0	38	25	63	22	16	38
Rouse Hill ...	Land J. ...	72 0 0	31	27	58	16	15	31
Ryde ...	Brown J. ...	84 0 0	67	48	115	54	41	95
Do. P.T. ...	Bethune J. ...	18 0 0						
Rylstone* ...	Pike — ...	60 0 0						
Sackville Reach ...	Campbell W. M. ...	72 0 0	21	12	33	19	9	28
St. Andrew's†	Barracough W. ...	96 0 0						
Do. Infant ...	Mellor Miss ...	66 0 0	96	98	197	68	69	137
Do. P.T. ...	Gadbold Miss ...	24 0 0						
	Forsyth G. ...	18 0 0						
St. Barnabas' ...	Buchanan T. ...	96 0 0	134	93	227	100	64	164
Do. Assistant	Turner T. ...	60 0 0						
Do. Infant ...	Wylde Miss ...	60 0 0	97	82	179	51	41	92
Do. P.T. ...	Lees Miss ...	24 0 0						
	Barham S. ...	18 0 0						
	Read Miss ...	18 0 0						
St. James' ...	Madley L. G. ...	96 0 0	131	95	226	96	67	163
Do. Infant ...	Thomas Miss ...	84 0 0	127	111	238	91	84	175
Do. Assistant	Stack E. ...	42 0 0						
Do. Do.	Viles Miss ...	36 0 0						
Do. P.T. ...	Barnett R. ...	30 0 0						
Do. do.	Green Miss ...	30 0 0						
Do. do.	Hopkins Miss ...	30 0 0						
Do. do.	Delon Miss ...	24 0 0						
Do. do.	Segust Miss ...	18 0 0						
Do. do.	Humphreys — ...	18 0 0						
St. Leonards ...	Buchanan J. ...	66 0 0	52	...	52	42	...	42
Do. Girls ...	M'Carthy P. ...	60 0 0	...	29	29	...	23	23
St. Mark's' ...	Bracken C. ...	84 0 0	92	66	158	66	47	113
St. Mark's, Infant	Moore Miss ...	60 0 0						
St. Philip's ...	Fletcher J. ...	96 0 0	94	83	177	72	57	129
Do. Infant ...	Davey ...	72 0 0	126	139	265	104	109	213
Do. Assistant	Browne Miss ...	50 0 0						
Do. P.T. ...	Cumming Miss ...	30 0 0						
Do. do.	Davey Miss M. A. ...	30 0 0						
Do. do.	O'Hea Miss ...	30 0 0						
Do. do.	Smith Miss ...	18 0 0						
Do. do.	Wells Miss ...	18 0 0						
Seven Hills ...	Adams A. ...	84 0 0	49	39	88	29	21	50
Do. Assistant	„ Mrs. ...	18 0 0						
Shoalhaven ...	Jeston G. ...	72 0 0	24	13	37	18	10	28
Sofala ...	Page A. ...	84 0 0	62	59	121	49	48	97
Do. Assistant	„ Mrs. ...	50 0 0						
South Creek ...	Debelle E. ...	72 0 0	35	35	70	25	24	49
South Colah ...	.....	60 0 0						
Surry Hills ...	Fletcher H. ...	96 0 0	59	38	97	49	31	80
Do. Infant ...	Done Miss ...	60 0 0	54	56	110	42	43	85
Do. P.T. ...	M'Lean — ...	30 0 0						
Do. do.	Done — ...	30 0 0						
Sutton Forest ...	Dicker H. ...	72 0 0	35	29	64	24	22	46
Theresa Park†	Martin — ...	60 0 0						
Trinity ...	Bardsley J. ...	96 0 0	76	53	129	54	33	87
Do. Infant ...	Whitehead — ...	66 0 0	122	96	218	93	69	162
Do. P.T. ...	Newland Miss ...	36 0 0						
Do. do.	Drewe — ...	24 0 0						
Do. do.	M'Laughlin — ...	24 0 0						
Do. do.	Wilson Miss ...	18 0 0						
Ulladulla... ..	Done J. ...	66 0 0	29	16	45	18	9	27
Waterloo ...	Holliday A. ...	96 0 0	64	39	103	48	24	72
Do. Infant ...	Saunders Miss ...	60 0 0	66	60	126	45	41	86
Do. P.T. ...	M'Connell Miss... ..	30 0 0						
Do. do.	Sheffield Miss ...	24 0 0						
Waverley ...	Hall T. N. ...	72 0 0	58	50	108	47	39	86
Do. P.T. ...	Smith Miss L. ...	18 0 0						
Wilberforce ...	Hinder E. R. ...	84 0 0	35	32	67	21	23	44
Windsor ...	Jordan W. ...	87 10 0	19	17	36	13	9	22
Wingecarribbee ...	Elkin J. ...	84 0 0	21	16	37	16	11	27
Do. (Itinerant)	Welsh T. G. ...	84 0 0	19	14	33	18	14	32
Wollongong ...	Spier H. ...	84 0 0	51	37	88	37	20	57
Woonona ...	Harris H. ...	72 0 0	43	41	84	27	23	50
Training and Organizing Master.	Huffer J. ...	300 0 0						
Inspector, including Travelling Expenses.	Coburn J. ...	500 0 0						

* Just opened.

† Had been closed temporarily.

‡ Lately opened.

B—continued.

CHURCH OF ENGLAND SCHOOLS, GOULBURN DIOCESE—PERMANENT LIST.

Locality of School.	Name of Teacher.	Annual Salary.	Number of Scholars as taken from the last Return received from the School.					
			On-the Roll.			Average Attendance.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
		£ s. d.						
Albury ...	Halls J. ...	60 0 0	19	18	37	11	10	21
Araluen ...	Shearman W. ...	60 0 0	39	33	72	23	22	45
Adaminaby ...	M'Kay M. ...	60 0 0	7	10	17	7	9	16
Bungendore ...	Ford J. ...	72 0 0	15	17	32	12	14	26
Bega ...	Quick W. ...	72 0 0	30	23	53	15	14	29
Braidwood ...	Clark C. ...	72 0 0	26	35	61	19	24	43
Breadalbane ...	Burton A. R. ...	60 0 0	21	19	40	15	11	26
Bungonia ...	...	60 0 0	11	17	28	7	10	17
Bombala ...	Benjamin Mrs. ...	60 0 0	12	33	45	9	27	36
Burrowa ...	Field H. E. ...	60 0 0	17	16	33	12	11	23
Bodalla* ...	...	60 0 0						
Bolong* ...	Read C. W. ...	60 0 0						
Canberra ...	Abermethy J. ...	60 0 0	25	16	41	17	9	26
Collector ...	Boate A. B. ...	72 0 0	10	7	17	6	7	13
Corowa ...	Tennant B. P. ...	60 0 0	25	24	49	35	37	72
Crookwell* ...	Gordon G. ...	60 0 0						
Eden* ...	Smith E. B. ...	60 0 0						
Goulburn ...	Kirke T. ...	120 0 0	65	47	112	52	29	81
Do. Assistant	Hollis Miss ...	40 0 0						
Do. P.T.	Wilcombe Mr. ...	20 0 0						
Do. North ...	Russell S. ...	72 0 0	41	46	87	24	33	57
Gundaroo ...	Viles S. ...	60 0 0	13	14	27	9	11	20
Gunning ...	Line T. ...	72 0 0	24	22	46	18	14	32
Gundagai ...	Smith J. S. ...	60 0 0	23	17	40	18	16	34
Ginninderra ...	M'Phee H. ...	60 0 0	10	17	27	10	16	26
Kippelaw ...	Strong W. ...	72 0 0	24	19	43	16	14	30
Moruya ...	Ussher G. ...	72 0 0	34	37	71	24	24	48
Mulwalla* ...	Evans — ...	60 0 0						
Marulan ...	Brierley — ...	60 0 0	18	14	32	13	11	24
Moorwatha* ...	Pyall — ...	60 0 0						
Pejar* ...	Milne G. C. ...	60 0 0						
Queanbeyan ...	Soares G. ...	72 0 0	27	16	43	19	12	31
Tarago ...	Miller J. ...	60 0 0	25	18	43	18	12	30
Tiranna ...	Robinson R. ...	60 0 0	15	9	24	10	6	16
Tumut ...	Large Mrs. ...	60 0 0	24	29	53	23	28	51
Urana* ...	...	60 0 0						
Wheeo* ...	Lansdowne — ...	60 0 0						
Mundoonen* ...	...	60 0 0						
Kiora* ...	...	60 0 0						
Yass ...	Pembrooke S. ...	84 0 0	51	42	93	48	39	87
Do. P.T.	Miss ...	20 0 0						
Young ...	Apsey W. ...	60 0 0	59	61	120	51	48	99
Organizing Master and Travelling Expenses.	Jones Rev. D. E. ...	450 0 0						

CHURCH OF ENGLAND SCHOOLS, NEWCASTLE DIOCESE—PERMANENT LIST.

Armidale ...	Boardman J. ...	108 0 0	45	49	94	31	33	64
Do. Assistant	” Mrs. ...	30 0 0						
Aberdeen†	...	60 0 0						
Bishop's Bridge ...	Munday J. ...	60 0 0	23	19	42	17	14	31
Blandford ...	Foster T. ...	72 0 0	14	12	26	11	10	21
Blue-gum Flat†	...	50 0 0						
Bolwarra ...	Hughes T. ...	72 0 0	32	33	65	24	27	51
Buchanan ...	Molster G. ...	72 0 0	29	35	64	15	20	35
Bundarra†	...	72 0 0						
Cassilis ...	Walker — ...	72 0 0	23	11	34	21	8	29
Colo—Upper ...	Cavanough Mrs. ...	60 0 0	19	17	36	14	14	28
Do. Lower ...	Norton J. ...	72 0 0	27	28	55	18	14	32
Cobbora ...	Weston J. ...	60 0 0	17	14	31	14	11	25
Denman ...	Kibble Mrs. ...	72 0 0	21	21	42	12	14	26
Dungog ...	Wyatt W. ...	96 0 0	39	43	82	27	28	55
Do. Assistant	” Mrs. ...	30 0 0						
Ellalong ...	White Mrs. ...	72 0 0	11	9	20	6	5	11
Do. (Millfield)	Snedden Mrs. ...	60 0 0	13	11	24	11	7	18
Erina ...	Green J. ...	60 0 0	25	24	49	17	15	32
Gosford ...	Chapman C. ...	84 0 0	28	14	42	25	10	35
Grafton†	...	72 0 0						
Goonoo Goonoo ...	Chatfield C. ...	30 0 0	8	3	11	7	2	9
Gresford ...	Bush J. ...	72 0 0	12	19	31	10	16	26
Glen Innes ...	Baines E. ...	72 0 0	48	27	75	33	18	51
Gunnedah ...	Margrie W. ...	84 0 0	26	21	47	20	17	37
Hexham ...	Munday Mrs. ...	72 0 0	23	15	38	12	11	23
Hinton ...	Swan D. ...	84 0 0	37	32	69	27	24	51
Jerry's Plains ...	Walker E. ...	84 0 0	24	18	42	17	13	30
Kempsey ...	Pearce Mrs. ...	84 0 0	31	33	64	15	17	32
Kincumber ...	Lane H. ...	60 0 0	16	13	29	12	11	23

* Lately opened.

Vacant

B—continued.

CHURCH OF ENGLAND SCHOOLS, NEWCASTLE DIOCESE—PERMANENT LIST—continued.

Locality of School.	Name of Teacher.	Annual Salary.	Number of Scholars as taken from the last Return received from the School.					
			On the Roll.			Average Attendance.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Laguna	Townshend Mrs.	£ s. d. 72 0 0	25	17	42	16	12	28
Maitland, E.	Gill G.	96 0 0	27	23	50	23	17	40
Do. Assistant	" Mrs.	30 0 0						
Do. W.	Blake W.	102 0 0	80		80	58		58
Do. do. Girls	Lindley Miss	60 0 0		87	87		61	61
Do. do. St. Paul's	Newman C. D.	96 0 0	47	37	84	33	20	53
Do. do. Assistant	Verge Miss	30 0 0						
M'Donald River	Pescud J.	60 0 0	17	13	30	10	11	21
Macleay River	Lancaster J.	84 0 0	30	18	48	17	12	29
Miller's Forest	Green J.	84 0 0	51	51	102	33	36	69
Morpeth	Warner W.	132 0 0	32	33	65	19	19	38
Do. Infant	Fox Mrs.	50 0 0	20	37	57	10	21	31
Muswellbrook	Breyley W.	96 0 0	67	46	113	56	34	90
Do. Assistant	Ashburn Miss	50 0 0						
Do. Railway Line	Adnum H.	84 0 0	20	16	36	12	6	18
Myall	Olive A. T.	60 0 0	16	18	34	8	12	20
Newcastle	Peak L.	96 0 0	72	54	126	52	27	79
Do. Assistant	" Mrs.	30 0 0						
Do. St. John's	Hollingworth J.	96 0 0	86	76	162	71	67	138
Do. Assistant	" Mrs.	30 0 0						
Nundle	Porter W. H.	72 0 0	28	14	42	22	10	32
Paterson	Saunders M.	72 0 0	28	20	48	21	14	35
Port Macquarie	Eden D. R.	84 0 0	19	11	30	15	9	24
Port Maitland	Kelsh Mrs.	60 0 0	15	24	39	10	13	23
Raymond Terrace	Kent W.	96 0 0	48	43	91	37	36	73
Scone	Ledger Mrs.	96 0 0	35	43	78	28	34	62
Do. P.T.	Cole J.	30 0 0						
Singleton	Cragg E.	96 0 0	113	63	176	83	43	126
Do. P.T.	Upjohn —	20 0 0						
Stroud	Harrison J.	96 0 0	17	24	41	12	17	29
Tamworth	Crawford J.	96 0 0	36	33	69	27	20	47
Do. Assistant	" Mrs.	30 0 0						
Tenterfield*		84 0 0						
WallSEND	Deane F. S.	84 0 0	93	98	191	68	61	129
Williams River	Collier J. P.	72 0 0	29	29	58	16	23	39
Wollombi Creek	Walker Mrs.	60 0 0	19	18	37	13	14	27
Woodville	Bower H.	72 0 0	35	32	67	23	23	46

PRESBYTERIAN SCHOOLS—PERMANENT LIST.

Bathurst	Macpherson M.	102 0 0	70		70	64		64
Do. Assistant	Tucker Mrs.	42 0 0		54	54		46	46
Do. P.T.	Deane Miss	30 0 0						
Do. do.	M'Kay L.	30 0 0						
Bamarang	M'Donald W.	87 0 0	17	20	37	10	14	24
Campbelltown	Harrison D.	87 0 0	22	31	53	16	23	39
Do. Assistant	" Mrs.	30 0 0						
Charcoal Creek	Hawkins R.	87 0 0	34	31	65	23	21	44
Do. Assistant	" Mrs.	30 0 0						
Dapto	Thomson J.	87 0 0	34	36	70	24	31	55
Do. Assistant	" Mrs.	30 0 0						
Dingo Creek	Small W.	87 0 0	22	29	51	15	20	35
Erskine-street	Walker Miss H.	60 0 0	38	71	109	34	64	98
Do. Assistant	" A.	50 0 0						
Goulburn	Ayling J.	96 0 0	47	22	69	39	20	59
Do. Assistant	" Mrs.	36 0 0						
Hastings		87 0 0	7	17	24	5	11	16
Kempsey	Grant W.	87 0 0	23	35	58	20	30	50
Maitland W.	Cameron G.	102 0 0	42	55	97	32	34	66
Do. Assistant	" Miss F.	42 0 0						
Do. 2nd Assistant	" C.	30 0 0						
Do. East	Wright J.	102 0 0	89	78	167	69	57	126
Do. Assistant	" Miss	40 0 0						
Do. P.T.	" "	30 0 0						
Morpeth	Ferguson —	87 0 0	29	21	50	20	10	30
Do. Assistant		30 0 0						
Newcastle	Macara J.	102 0 0	77	48	125	73	37	110
Do. Assistant	Christie Mrs.	48 0 0						
Do. P.T.	Abel J.	30 0 0						
Do. do.		30 0 0						
Parramatta	Cumming J.	96 0 0	50	54	104	41	41	82
Do. Assistant	" Mrs.	36 0 0						
Do. P.T.	M'Innes ...	30 0 0						
Do. Junction	Taylor Miss	60 0 0	25	40	65	17	25	42
Portland Head	M'Fetridge M.	90 0 0	20	15	35	11	11	22
Araluen	M'Naught T.	87 0 0	51	44	95	41	38	79
Do.	" Mrs.	30 0 0						

* Vacant.

B—continued.

PRESBYTERIAN SCHOOLS—PERMANENT LIST—continued.

Locality of School.	Name of Teacher.	Annual Salary.	Number of Scholars as taken from the last Return received from the School.					
			On the Roll.			Average Attendance.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
St. Leonards ...	George R. ...	£ s. d. 87 0 0	75	39	114	58	30	88
Do. - Assistant	" Mrs. ...	40 0 0						
Do. P.T. ...	Cockrane Miss ...	30 0 0						
St. Andrew's ...	Hume W. J. ...	140 0 0	116	70	186	78	47	125
Do. Assistant	Thomson Miss J. ...	60 0 0						
Do. do. ...	" M.H. ...	51 0 0						
Waverley ...	Wiley J. ...	96 0 0	51	43	94	36	27	63
Do. Assistant	Cooper Miss ...	30 0 0						
Do. P.T. ...	.....	20 0 0						
Windsor ...	McClelland J. ...	87 0 0	36	18	54	27	13	40
Do. Assistant	" Mrs. ...	40 0 0						
Woolloomooloo ...	Tibbey C. ...	114 0 0	77	78	155	56	65	121
Do. Assistant	Lambe Miss ...	60 0 0						
Do. P.T. ...	Henery J. ...	30 0 0						
Do. do. ...	M'Kellar Miss ...	30 0 0						
Yass ...	Daly J. ...	87 0 0	23	29	52	18	22	40
Do. Assistant	" Miss ...	30 0 0						
Shoalhaven ...	Sinclair — ...	87 0 0	26	18	44	25	16	41
Do. Assistant	" Mrs. ...	30 0 0						

WESLEYAN SCHOOLS—PERMANENT LIST.

Botany ...	Burgess G. ...	60 0 0	26	16	42	22	14	36
Carr's Creek ...	Dunman J. ...	60 0 0	27	18	45	21	11	32
Castlereagh ...	Bell J. ...	78 0 0	37	32	69	20	20	40
Chippendale ...	Burrowes J. ...	102 0 0	70	55	125	57	42	99
Do. Infant ...	" Mrs. ...	54 0 0	26	30	56	19	22	41
Do. P.T. ...	Greenland Miss. ...	30 0 0						
Currajong ...	Killger G. A. ...	66 0 0	18	8	26	14	6	20
Emu ...	Travis H. ...	72 0 0	33	22	55	23	14	37
George's River ...	King J. ...	84 0 0	31	24	55	19	16	35
Goulburn ...	Todd R. ...	102 0 0	44	17	61	34	14	48
Hornsby ...	Edwards J. G. ...	60 0 0	23	11	34	18	11	29
Lane Cove ...	M'Intosh G. ...	84 0 0	25	22	47	15	16	31
Maitland W. ...	Tarplee W. J. ...	102 0 0	57	...	57	39	...	39
Do. Girls ...	Lindley Miss ...	30 0 0	...	28	28	...	19	19
Moruya ...	Harrison L. ...	84 0 0	15	12	27	13	8	21
Newtown ...	Dunlop R. ...	102 0 0	58	33	91	42	29	71
Do. Infant ...	" Mrs. ...	54 0 0	35	20	55	24	16	40
Do. P.T. ...	" Miss ...	30 0 0						
Parramatta ...	Sladen A. W. ...	102 0 0	59	13	72	50	9	59
Rocky Point ...	Andrews J. ...	84 0 0	39	25	64	22	13	35
Surry Hills ...	Adams A. ...	126 0 0	93	37	130	68	28	96
Do. Infant ...	Sullivan Miss ...	54 0 0	48	31	79	36	18	54
Do. P.T. ...	Robertson D. C. ...	30 0 0						
Ulmara ...	Young L. C. ...	60 0 0	19	11	30	13	8	21
Windsor ...	Tiddy L. ...	102 0 0	34	28	62	26	22	48
Do. Infant ...	Alderson Miss ...	54 0 0	25	26	51	13	15	28
York-street ...	Rutledge J. ...	102 0 0	89	60	149	23	44	67
Do. Assistant	" Miss ...	54 0 0						

ROMAN CATHOLIC SCHOOLS—PERMANENT LIST.

Albury ...	Cullen P. ...	84 0 0	52	35	87	34	25	59
Appin ...	Salame J. ...	84 0 0	34	22	56	14	12	26
Do. P.T. ...	" Miss ...	12 0 0						
Araluen ...	Jacob J. ...	72 0 0	51	55	106	26	28	54
Armidale ...	Brown J. ...	72 0 0	37	...	37	32	...	32
Do. Girls ...	" Mrs. ...	60 0 0	...	38	38	...	26	26
Balmain ...	Lynch B. ...	72 0 0	44	...	44	35	...	35
Do. Girls ...	Ennis Miss ...	72 0 0	46	94	140	30	50	80
Bargo ...	Hickey T. ...	72 0 0	22	24	46	15	21	36
Bathurst ...	M'Girr M. ...	96 0 0	122	...	122	90	...	90
Do. Girls ...	Crook Mrs. ...	60 0 0	...	68	68	...	50	50
Do. Infant ...	M'Swinye — ...	50 0 0	6	86	92	4	56	60
Do. P.T. ...	Hallaghan J. ...	15 0 0						
Berrima ...	Cummins J. ...	72 0 0	19	26	45	18	24	42
Blandford ...	Murphy D. ...	60 0 0	20	17	37	12	13	25
Bulli ...	.....	60 0 0	18	16	34	15	9	24
Burrowa ...	Shannon — ...	84 0 0	35	22	57	21	17	38
Broulee ...	Clarke J. H. ...	84 0 0	51	...	51	38	...	38
Do. Girls ...	Cleary Miss ...	60 0 0	...	62	62	...	42	42
Braidwood ...	Finnegan — ...	72 0 0	42	55	97	33	40	73
Do. Assistant	" Miss ...	60 0 0						
Bungendore ...	Champion — ...	72 0 0	16	22	38	11	17	28
Camden ...	Beston J. ...	72 0 0	21	19	40	17	15	32
Cabramatta ...	Marshall S. ...	60 0 0	24	15	39	14	14	28

B—continued.

ROMAN CATHOLIC SCHOOLS—PERMANENT LIST—continued.

Locality of School.	Name of Teacher.	Annual Salary.	Number of Scholars as taken from the last Return received from the School.					
			On the Roll.			Average Attendance.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
		£ s. d.						
Campbelltown ...	Newman P. ...	96 0 0	51	55	106	39	44	83
Camperdown ...	Molony J. ...	87 10 0	77	85	162	60	64	124
Do. Assistant ...	" Mrs. ...	32 10 0						
Clarence Town ...	O'Connell — ...	60 0 0	21	19	40	17	15	32
Charcoal Creek ...	Tresnan P. ...	78 0 0	37	33	70	30	28	58
Do. P.T. ...	" Miss ...	15 0 0						
Church Hill ...	M'Quoin Mrs. ...	96 0 0	37	114	151	22	78	100
Do. Infant ...	Doyle Mrs. ...	60 0 0	95	114	209	36	49	85
Do. Assistant ...	Lynch Mrs. ...	50 0 0						
Do. P.T. ...	Manion — ...	20 0 0						
Do. P.T. ...	Wheatley Miss ...	15 0 0						
Cook's River ...	Henessey Miss ...	60 0 0	30	24	54	17	16	33
Collector ...	O'Donovan — ...	60 0 0	13	16	29	10	15	25
Concord ...	Loobie B. ...	72 0 0	46	31	77	32	22	54
Cooma ...	O'Ryan J. ...	72 0 0	29	32	61	21	27	48
Double Bay ...	O'Halloran M. ...	84 0 0	40	19	59	33	11	44
Gerringong ...	Brohan W. ...	72 0 0	20	15	35	14	10	24
Goulburn ...	Sheehy P. ...	84 0 0	54	...	54	39	...	39
Do. Girls ...	Murphy Mrs. ...	84 0 0	...	51	51	...	45	45
Do. Infant ...	Dolphine Miss ...	50 0 0	...	62	62	...	54	54
Greendale ...	Booth Miss ...	72 0 0	10	29	39	6	18	24
Grafton ...	Stokes B. ...	72 0 0	33	26	59	29	21	50
Gunnedah ...	O'Leary Miss ...	72 0 0	11	22	33	9	15	24
Hartley ...	Szarka G. ...	60 0 0	19	19	38	17	17	34
Haymarket ...	O'Grady M. ...	96 0 0	165	...	165	123	...	123
Do. P.T. ...	Greed M. ...	20 0 0						
Irishtown ...	Fitzpatrick J. ...	72 0 0	41	27	68	33	17	50
Jamberoo ...	Kevin E. ...	72 0 0	37	20	57	29	15	44
Jembaicumbene ...	O'Dwyer J. ...	72 0 0	42	39	81	22	26	48
Do. Assistant ...	" Miss ...	24 0 0						
Kent-street, North ...	Ryan J. ...	108 0 0	185	...	185	122	...	122
Do. Infant ...	Fay Mrs. ...	78 15 0	32	101	133	27	79	106
Do. P.T. ...	Ryan M. ...	25 0 0						
Do. do. ...	M'Donald Miss... ..	15 0 0						
Do. South ...	Butler J. ...	96 0 0	56	...	56	42	...	42
Do. Girls ...	Egan Miss ...	60 0 0	20	50	70	8	33	41
Kincumber ...	Hyland T. ...	72 0 0	18	22	40	15	18	33
Kurrajong ...	Plunkett G. ...	72 0 0	20	30	50	18	28	46
Lambing Flat ...	Callan A. ...	84 0 0	40	32	72	22	21	43
Lane Cove ...	.....	72 0 0	16	15	31	7	8	15
Liverpool ...	Higgins Miss ...	72 0 0	16	10	26	13	8	21
Liverpool Road ...	.....	60 0 0	14	19	33	9	11	20
Lochinvar ...	A'Hearn D. ...	72 0 0						
Maitland, West ...	Canty J. ...	96 0 0	123	...	123	89	...	89
Do. Girls ...	Butler Mrs. ...	72 0 0	...	136	136	...	98	98
Do. Infant ...	Nihill Miss ...	60 0 0	26	52	78	15	32	47
Do. P.T. ...	Coogan J. ...	20 0 0						
Do. East ...	Molony P. ...	84 0 0	66	...	66	50	...	50
Do. Girls ...	" Mrs. ...	60 0 0	...	85	85	...	56	56
Menangle ...	Kelly D. ...	84 0 0	25	30	55	14	17	31
Michalago ...	Boland J. ...	60 0 0	16	13	29	12	9	21
Miller's Forest ...	O'Callaghan T. ...	72 0 0	21	31	52	12	25	37
Mittagong ...	M'Gauran — ...	72 0 0	41	27	68	32	21	53
Morpeth ...	Dunford R. ...	84 0 0	52	46	98	42	37	79
Do. Assistant ...	" Mrs. ...	36 0 0						
Mudgee ...	O'Brien J. ...	84 0 0	18	14	32	14	12	26
Muswellbrook ...	Hogan Mrs. ...	60 0 0	31	24	55	18	16	34
Nerrigundah ...	Wallace P. ...	60 0 0	33	31	64	21	19	40
Newcastle ...	Gribben J. S. ...	60 0 0	78	...	78	57	...	57
Do. Girls ...	" Mrs. ...	36 0 0	...	70	70	...	54	54
Do. P.T. ...	Stringfellow Miss ...	15 0 0						
Nimitybelle ...	Scanlan Miss ...	60 0 0	15	19	34	12	14	26
Oaks ...	Finn Miss ...	60 0 0	16	18	34	9	12	21
Orange ...	Bendon E. B. ...	72 0 0	34	...	34	28	...	28
Do. Girls ...	" Mrs. ...	60 0 0	...	49	49	...	40	40
Paddington ...	Ryan Mrs. ...	72 0 0	50	64	114	26	43	69
Parramatta ...	Southwell J. ...	87 10 0	93	...	93	60	...	60
Do. Girls ...	" Mrs. ...	50 0 0	...	96	96	...	61	61
Parramatta-street ...	Beston E. ...	108 0 0	176	...	176	127	...	127
Do. Girls ...	Wiles Mrs. ...	125 0 0	...	310	310	...	150	150
Do. Infant ...	Brennan — ...	60 0 0	221	166	387	88	71	159
Do. Assistant ...	Slattery Miss ...	50 0 0						
Do. P.T. ...	Bardwell H. ...	20 0 0						
Do. do. ...	Moss C. ...	20 0 0						
Do. do. ...	Riley Miss ...	20 0 0						
Do. do. ...	Gunny Miss ...	20 0 0						
Penrith ...	Baker J. ...	96 0 0	44	46	90	33	38	71
Picton ...	Ryan J. ...	72 0 0	19	20	39	13	12	25

B—continued.

ROMAN CATHOLIC SCHOOLS—PERMANENT LIST—continued.

Locality of School.	Name of Teacher.	Annual Salary.	Number of Scholars as taken from the last Return received from the School.						
			On the Roll.			Average Attendance.			
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	
		£ s. d.							
Petersham ...	Carolán H. ...	72 0 0	31	39	70	19	20	39	
Phoenix Park ...	Tierney A. ...	72 0 0	42	19	61	35	14	49	
Prospect ...	M'Namara — ...	72 0 0	20	22	42	11	15	26	
Pymont ...	Grobety Mrs. ...	72 0 0	24	41	65	16	33	49	
Pitt-street ...	Hart Mrs. ...	72 0 0	...	200	200	...	106	106	
Do. Infant ...	Molony Miss ...	60 0 0	60	133	193	25	55	80	
Do. Assistant ...	Caulfield Mrs. ...	50 0 0							
Do. P.T. ...	M'Donald — ...	15 0 0							
Do. do. ...	Cassidy Miss ...	15 0 0							
Queanbeyan ...	Rooney P. ...	84 0 0	28	32	60	19	26	45	
Raymond Terrace ...	Ashton T. ...	60 0 0	16	20	36	14	15	29	
Do ...	” Mrs. ...	12 0 0							
Reidsdale ...	Tierney L. ...	72 0 0	36	38	74	22	26	48	
Richmond ...	Purcell Miss ...	72 0 0	46	64	110	38	52	90	
Do. P.T. ...	” Miss K. ...	15 0 0							
Rosebrook ...	Mahoney T. ...	72 0 0	20	14	34	15	12	27	
Rocky Point ...	M'Garvie Miss ...	60 0 0	23	25	48	14	15	29	
Ryde ...	Meikle Mrs. ...	60 0 0	18	21	39	15	17	32	
Shoalhaven ...	Cullen F. ...	72 0 0	43	25	68	26	17	43	
Singleton ...	Coghlan C. ...	84 0 0	63	70	133	40	49	89	
Do. Assistant ...	” Mrs. ...	24 0 0							
South Creek ...	Gaines Miss ...	60 0 0	23	23	46	15	16	31	
Spaniard's Hill ...	Mulcahy Miss ...	72 0 0	35	35	70	17	28	45	
Sutton Forest ...	.....	72 0 0	30	7	37	27	6	33	
St. Leonards ...	Crowley J. ...	84 0 0	41	32	73	34	22	56	
Spring Valley ...	Belford Mr. ...	60 0 0	17	20	37	15	16	31	
Surry Hills ...	Lyons J. ...	96 0 0	137	...	137	96	...	96	
Do. Infants ...	Molony Mrs. ...	72 0 0	56	136	192	36	84	120	
Do. P.T. ...	Forrest J. ...	20 0 0							
Do. do. ...	Gorman Miss ...	15 0 0							
St. Mary's ...	O'Byrne G. ...	120 0 0	295	...	295	232	...	232	
Do. Assistant ...	Kevin J. ...	84 0 0							
Do. 2nd do. ...	” C. ...	80 0 0							
Do. Girls ...	Haynes Miss ...	72 0 0	...	209	209	...	143	143	
Do. Infant ...	Cook Mrs. ...	60 0 0	84	145	229	38	77	115	
Do. Assistant ...	Brennan Miss ...	50 0 0							
Do. P.T. ...	King M. ...	30 0 0							
Do. do. ...	Callagher J. ...	20 0 0							
Do. do. ...	Everson Miss ...	15 0 0							
Taralga ...	May Miss ...	60 0 0	20	22	42	10	12	22	
Victoria-street ...	Raymond Mrs. ...	72 0 0	...	93	93	...	61	61	
Do. Infant ...	Gannon Miss ...	60 0 0	55	47	102	39	22	61	
Do. P.T. ...	Loneragan Miss ...	15 0 0							
Do. do. ...	O'Halloran Miss ...	15 0 0							
Waterloo ...	Ellery V. ...	72 0 0	125	...	125	84	...	84	
Do. P.T. ...	Green D. ...	20 0 0							
Waverley ...	Kelly Mrs. ...	72 0 0	37	29	66	25	16	41	
Windsor ...	Langton W. ...	78 15 0	85	66	151	65	49	114	
Do. Assistant ...	” Mrs. ...	17 5 0							
Wollongong ...	Moore T. W. ...	84 0 0	42	...	42	34	...	34	
Do. Girls ...	” Mrs. ...	36 0 0	...	43	43	...	37	37	
Yass ...	Flannery H. ...	72 0 0	77	...	77	52	...	52	
Do. Girls ...	” Mrs. ...	60 0 0	...	27	27	...	21	21	
Nelson ...	Cusack J. ...	72 0 0							
Tumut ...	Bush J. ...	72 0 0	35	19	44	26	19	45	
Training and Organizing Master ...	Keily J. N. G. ...	240 0 0							
Inspector, including travelling expenses ...	Reilly J. ...	550 0 0							

SUPPLEMENTAL SCHOOLS.

PRESBYTERIAN SCHOOLS.

Wauchope ...	Hume J. ...	87 0 0	18	26	44	13	16	29
Westbrook ...	Clarke J. W. ...	87 0 0	18	27	45	8	13	21
Grafton ...	M'Intyre H. ...	87 0 0						
Wallaby ...	Crerar G. ...	72 0 0	17	8	25	12	8	20
Bourke Town ...	Clarke — ...	87 0 0	45	44	89	35	37	72
Lane Cove ...	Bryson — ...	60 0 0	11	29	40	7	19	26
Erskine-street, P.T. ...	Walker Miss ...	30 0 0						
Grubbenbong ...	.....	72 0 0						

B—continued.

SUPPLEMENTAL SCHOOLS—continued.

Locality of School.	Name of Teacher.	Annual Salary.	Number of Scholars as taken from the last Return received from the School.					
			On the Roll.			Average Attendance.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
ROMAN CATHOLIC SCHOOLS.								
		£ s. d.						
Bega	Quinlivan P.	60 0 0	16	19	35	12	18	30
Baulkham Hills .....	.....	60 0 0						
Breadalbane	Morrice Miss	60 0 0	12	21	33	8	15	23
Burrogorang	Scully J.	60 0 0	26	39	65	26	39	65
Dapto	O'Connor J.	60 0 0	23	31	54	17	26	43
Double Bay (Girls) .....	.....	60 0 0						
Ermington	Doyle Mrs.	60 0 0	22	19	41	19	17	36
Gundagai	Barry Miss	60 0 0	6	22	28	6	22	28
Jugiong	Hynes P.	60 0 0	24	22	46	16	18	34
Laggan	Carrige Miss	60 0 0	9	16	25	6	14	20
Newtown	Oddie Miss	60 0 0	17	29	46	15	20	35
Ulladulla	Brennan, J.	60 0 0	23	11	34	13	8	21
Paddington	King Miss	15 0 0						
Wagga Wagga	O'Doherty F.	72 0 0	43	13	56	39	12	51
Wellington	M'Donald M.	60 0 0	23	11	34	13	8	21
Waterloo (Girls)	Woodbury Miss.	60 0 0	...	89	89	...	60	60
Tamworth .....	.....	60 0 0						
Bungonia	O'Brien Miss	60 0 0	10	17	27	8	15	23
Sofala	Laffan J. P.	60 0 0						
Haymarket, P.T.	Sheehy J. J.	20 0 0						

RETURN of National Schools in operation on 31st December, 1866.

METROPOLITAN DISTRICT.		CENTRAL DISTRICT—continued.	
Balmain	V.	Nowra	V.
Botany Road	N.V.	New Sheffield	N.V.
Bourke-street	N.V.	Omega Retreat	V.
Cleveland-street	V.	Parramatta	V.
Fort-street	V.	Pennant Hills	V.
Glebe	V.	Penrith	N.V.
Newtown	N.V.	Petersham	N.V.
Paddington	V.	Peterborough	N.V.
Pitt-street	N.V.	Picton	V.
Pymont	N.V.	Pyree	N.V.
William-street	V.	Richmond	N.V.
Woolloomooloo	N.V.	Shellharbour	N.V.
		Smithfield	V.
		St. Mary's	N.V.
		Stony Creek	V.
		Tomerong	N.V.
		Ulladulla	N.V.
		Violet Hill	V.
		Wallgrove	N.V.
		Watson's Bay	N.V.
		Westbrook	V.
		Woodburn	N.V.
		Wollongong	V.
		Worragee	V.
CENTRAL DISTRICT.		NORTHERN DISTRICT.	
Ashfield	N.V.	Armidale	V.
Avondale	V.	Barrington	N.V.
Berkeley	V.	Bendemeer	V.
Boolong	N.V.	Bingera	N.V.
Botany Bay	N.V.	Bo Bo Creek	N.V.
Broughton Creek	N.V.	Casino	V.
Cambewarra	V.	Croki	V.
Camden	V.	Cundletown	V.
Carrarawell	N.V.	Dingo Creek	N.V.
Castlereagh	N.V.	Dondingalong	N.V.
Cawdor	N.V.	Dumaresque Island	V.
Cobbity Paddock	N.V.	Euroka	N.V.
Colyton	V.	Ghinni Ghinni	N.V.
Coolangatta	N.V.	Grafton	V.
Croobyar	N.V.	Inverell	N.V.
Dobroyde	N.V.	Kelly's Plains	V.
Fairy Meadow	V.	Lismore	N.V.
Five Dock	N.V.	Oxley Island	N.V.
Gledswood	V.	Rocky Mouth	N.V.
Glenmore	N.V.	Maitland Point	N.V.
Jamberoo	V.	Palmer Island	N.V.
Kiama	N.V.	Parkhaugh	N.V.
Liverpool	N.V.	Port Macquarie	V.
Luddenham	V.	Purfleet	V.
Llandielo	N.V.	Redbank	V.
Lower Hawkesbury	N.V.		
Macdonald River (Lower)	N.V.		
Macdonald River	V.		
Mangrove	N.V.		
Manly	V.		
Marrickville	V.		
Marshall Mount	V.		
Mount Kiera	N.V.		
Mulgoa Forest	N.V.		
North Bulli	N.V.		
North Sydney	N.V.		

B—continued.

RETURN shewing particulars of Land, &c., held by the Board of National Education, New South Wales, on 31st December, 1866.

Place.	Nature of Property.	Description of Site.
Albury	Land and Buildings	Deed No. 5.
Avondale	do. do.	Deed No. 1.
Aberdeen	Land	Deed not issued.
Aberglasslyn	Land and Buildings	Deed No. 2.
Armidale	do. do.	Deed not issued.
Adelong	Land	Deed No. 6.
Appin	do.	As per deed.
Balmain	Land and Building	Deed No. 11.
Bandon Grove	do. do.	Deed No. 12.
Bathurst	Land	Deed No. 13.
Berkeley	Land and Building	Deed not issued.
Bendemeer	do. do.	Deed No. 17.
Bega	do. do.	Deed No. 18.
Bingera	Land	Deed No. 19.
Binalong	Land and Buildings	Deed No. 20.
Blaney	do. do.	Deed No. 21.
Botany Bay	Land	Deed No. 22.
Bolwarra	Land and Buildings	Deed No. 23.
Bowenfels	do. do.	Deed No. 24.
Bombala	do. do.	Deed not issued.
Bowning	do. do.	Deed No. 27.
Bowna	Land	Deed No. 26.
Braidwood	Land and Building	Deed No. 28.
Branxton	do. do.	Deed No. 29.
Brookfield	do. do.	Deed No. 30.
Bo Bo	Land	Deed No. 31.
Binda	Land and Building	Deed No. 32.
Bunyan	Land	Deed No. 33.
Ballina	Land and Buildings	Deed No. 179.
Bogabri	Land	Deed No. 198.
Bullanulata	do.	Deed not issued.
Cambewarra	Land and Building	Deed No. 36.
Camden	do. do.	Deed No. 37.
Cadia	do. do.	Deed not issued.
Carcoar	do. do.	Deed No. 39.
Campsie	do. do.	Deed No. 40.
Casino	do. do.	Deed No. 41.
Cleveland-street	do. do.	Deed not issued.
Clarence Town	do. do.	Deed No. 43.
Colyton	do. do.	Deed No. 44.
Cowra	do. do.	Deed No. 45.
Cooma	do. do.	Deed No. 46.
Croom Park	do. do.	Deed No. 16.
Croki	do. do.	Deed No. 48.
Cundletown	do. do.	Deed No. 49.
Camperdown	do. do.	As per deed.
Codrington	Land	Deed No. 50.
Carroll	do.	Deed No. 51.
Cassilis	do.	Deed No. 52.
Campbell's Creek	do.	Deed not issued.
Cudgegong	do.	Deed not issued.
Copmanhurst	do.	Deed not issued.
Cathcart	do.	Deed not issued.
Cobbadah	do.	Deed not issued.
Cootamundry	do.	Deed No. 201.
Chatsbury	do.	Deed not issued.
Carawa	Land and Buildings	Deed not issued.
Deniliquin	do. do.	Deed not issued.
Dungog	do. do.	Deed not issued.
Dunmore	do. do.	Deed No. 55.
Dundee	do. do.	Deed No. 56.
Dumaresque Island	do. do.	Deed No. 57.
Dubbo	do. do.	Deed not issued.
Dungowan	Land	Deed not issued.
Deep Creek	do.	Deed not issued.
Denman	do.	Deed not issued.
Deep Water Creek	do.	Deed not issued.
Dondingalong	do.	Deed not issued.
Dingo Creek	do.	Deed No. 51.
Darkwater	do.	Deed No. 203.
Eagleton	Land and Building	Deed not issued.
Eden	do. do.	Deed No. 61.
Eling Forest	do. do.	Deed No. 62.
Euroka	do. do.	As per deed.
Evans Plains	do. do.	Deed No. 63.
Ellalong	Land	Deed No. 64.
Fairy Meadow	Land and Buildings	Deed No. 66.
Falbrook	do. do.	Deed No. 67.
Fishery Creek	do. do.	Deed No. 68.
Forbes	Land	Deed not issued.

B—continued.

RETURN shewing particulars of Land, &c.—continued.

Place.	Nature of Property.	Description of Site.
Fort-street	Land and Building	Deed not issued.
Four-mile Creek	do. do.	Deed not issued.
Gledswood	do. do.	Deed No. 71.
Glenwilliam	Land and Building	Deed No. 72.
Gosforth	do. do.	Deed No. 73.
Goulburn	Land	Deed No. 74.
Gunnedah	do.	Deed No. 76.
Gordon	do.	Deed No. 78.
Grafton S.	do.	Deed No. 204.
Grafton	Land and Building	Deed not issued.
Gundagai	do. do.	Deed not issued.
Glen Innes	Land	Deed not issued.
Glebe	Land and Building	Deed not issued.
Hargraves	do. do.	Deed No. 180.
Hanbury	Land	Deed not issued.
Hinton	Land and Building	Deed No. 81.
Howlong	Land	Deed No. 82.
Hexham	do.	Deed not issued.
Hay	do.	Deed No. 83.
Iona	Land and Building	Deed No. 85.
Inverell	do. do.	Deed not issued.
Junece	Land	Deed not issued.
Jamberoo	Land and Building	Deed not issued.
Kelly's Plains	do. do.	Deed not issued.
Kiama	Land	Deed No. 89.
Kirkconnell	Land and Building	Deed No. 192.
Kempsey W.	do. do.	Deed not issued.
Kempsey E.	Land	Deed No. 65.
Lambton	Land and Building	Deed not issued.
Lismore	Land	Deed not issued.
Limekilns	do.	Deed not issued.
Long Reach	do.	Deed No. 92.
Lochinvar	do.	Deed No. 93.
Luddenham	Land and Building	Deed No. 94.
Long Creek	Land	Deed not issued.
Lower M'Donald	do.	Deed not issued.
Marrickville	Land and Building	Deed No. 95.
Manly	do. do.	As per Deed.
Marshall Mount	do. do.	Deed not issued.
Maitland East	Land	Deed No. 98.
do. West	do.	Deed No. 116.
Marengo	do.	Deed not issued.
Major's Creek	Land and Building	Deed No. 99.
M'Donald River	do. do.	Deed not issued.
Merriwa	do. do.	Deed No. 101.
Meadow Flat	do. do.	Deed No. 102.
Mitchell's Creek	do. do.	Deed No. 103.
Morpeth	do. do.	Deed No. 205.
Molong	do. do.	Deed No. 105.
Mount Macquarie	do. do.	Deed not issued.
Murrurundi	do. do.	Deed No. 107.
Mudgee	do. do.	Deed No. 108.
Myrtleville	do. do.	Deed not issued.
Moulamein	do. do.	Deed No. 110.
Mulwala	Land	Deed No. 115.
M'Lean	do.	Deed No. 197.
Marlow	do.	Deed No. 112.
Monga	do.	Deed No. 111.
Merton	do.	Deed No. 114.
Mulgoa	do.	Deed No. 113.
Moama	do.	Deed not issued.
Mount Pleasant	do.	Deed not issued.
Myall River	do.	Deed not issued.
Mundooran	do.	Deed not issued.
Newtown	do.	Deed No. 123.
Nelson's Plains	Land and Building	Deed No. 117.
Newcastle	do. do.	Deed No. 119.
Narranderra	Land	Deed No. 121.
Nowra	Land and Building	Deed not issued.
Nundle	Land	Deed No. 122.
Nimitybelle	do.	Deed not issued.
Narrabri	do.	Deed not issued.
Nelligen	do.	Deed not issued.
Nymboida	do.	Deed not issued.
Omega Retreat	Land and Building	Deed not issued.
Ophir Road	do. do.	Deed No. 125.
Orange	do. do.	Deed No. 126.
Ophir	Land	Deed No. 128.
Paddington	Land and Building	Deed No. 129.
Parramatta	do. do.	Deed not issued.
Parading Ground	do. do.	Deed not issued.

B—continued.

RETURN shewing particulars of Land, &c.—continued.

Place.	Nature of Property.	Description of Site.
Panbula	Land and Building	Deed No. 133.
Pennant Hills	do. do.	Deed No. 135.
Peel	do. do.	Deed not issued.
Picton	do. do.	Deed No. 137.
Purfleet	do. do.	Deed not issued.
Palmer Island	Land	Deed not issued.
Parkhaugh	Land	Deed No. 132.
Quirindi	do.	Deed No. 199.
Quorribolong	do.	Deed not issued.
Redbank	Land and Building	Deed not issued.
Rockley	do. do.	Deed No. 200.
Roslyn	do. do.	Deed No. 195.
Randwick	Land	Deed not issued.
Richardson's Point	do.	Deed not issued.
Rocky River	do.	Deed not issued.
Rawdon Island	do.	Deed not issued.
Summerland	Land and Building	Deed No. 151.
Smithfield	do. do.	Deed No. 148.
Singleton	do. do.	Deed No. 147.
Saumarez Creek	do. do.	Deed No. 144.
Seaham	do. do.	Deed not issued.
Seven Oaks	do. do.	Deed No. 146.
Stony Creek	do. do.	As per Deed.
Sugarloaf	do. do.	Deed No. 150.
Stanhope	do. do.	Deed No. 155.
Schuldam	Land	Deed not issued.
Somerton	do.	Deed No. 154.
Sofala	do.	Deed No. 152.
Severn	do.	Deed No. 153.
Seymour	do.	Deed not issued.
Scone	do.	Deed not issued.
Sturt	do.	Deed not issued.
Tamworth	Land and Buildings	Deed No. 156.
Taree	do. do.	Deed not issued.
Tambaroora	do. do.	Deed No. 158.
Taralga	Land	Deed No. 159.
Tenterfield	Land and Building	Deed not issued.
Tea-pot Swamp	do. do.	Deed not issued.
Thurgoona	Land	Deed not issued.
Tinonee	Land and Building	Deed No. 162.
Tomago	do. do.	Deed No. 163.
Tuena	Land	Deed No. 164.
Tabulam	do.	Deed No. 165.
Tucki Tucki	do.	Deed not issued.
Teralba	do.	Deed not issued.
Ulmarra	Land and Building	Deed No. 167.
Uralla	Land	Deed No. 168.
Upper Macdonald	do.	Deed No. 196.
Urana	do.	Deed not issued.
Violet Hill	Land and Building	Deed No. 169.
Wallsend	Land	Deed not issued.
Wallalong	Land and Building	Deed No. 172.
Walcha	do. do.	Deed No. 173.
Warialda	do. do.	Deed No. 174.
Wattle Flat	do. do.	Deed No. 175.
Wagga Wagga	do. do.	Deed No. 176.
Westbrook	do. do.	Deed not issued.
West Kempsey	do. do.	Deed not issued.
Wellington	do. do.	Deed No. 180.
Wentworth	Land	Deed No. 188.
Wingham	Land and Building	Deed No. 181.
William-street	do. do.	Deed No. 182.
Windeyer	do. do.	Deed No. 183.
Wollongong	do. do.	Deed not issued.
Worragee	do. do.	Deed No. 185.
Wollombi	do. do.	Deed No. 186.
Woola Woola	Land	Deed No. 187.
Wollumla	do.	Deed not issued.
Warkworth	do.	Deed No. 189.
Wardell	do.	Deed not issued.
Woodford Island	do.	Deed not issued.
Wee Waa	do.	Deed No. 190.
Watson's Bay	do.	Deed not issued.
Wollumla South	do.	Deed not issued.
Young	Land and Buildings	Deed No. 191.
Yarrowlumla	Land	Deed No. 193.
Yass North	do.	Deed not issued.

C.

(Circular No. 1.)

Council of Education Office,
Fort-street, Sydney,
7 January, 1867.

Sir,

I have the honor, by direction of the Council of Education, to acquaint you that, by the Public Schools Act of 1866, all National Schools, whether Vested or Non-vested, are declared to be Public Schools within the meaning of the Act.

2. I am, therefore, to request that in all books, records; and returns, you will designate the School under your charge as a Public School, and that the inscription, "National School," required by the regulations of the late National Board, may be immediately removed, and the words, "Public School," substituted.

3. Two copies of the Public Schools Act are forwarded herewith for your information; and I am to intimate that all communications to the Council respecting Public Schools should be addressed to me as above.

I have, &c.,

W. WILKINS,
Secretary.

To
Teacher of the Public School,

D.

(Certificate A, 30 Vic., 22, sec. 9.)

To all to whom these Presents shall come,—

The Council of Education, the Corporation created under the Public Schools Act of 1866, sends greeting:—

WHEREAS the school at _____ in the Colony of New South Wales, known as _____ is situated within five miles but not within two miles of a public school established under the said Act, and which has in attendance not less than seventy children: And whereas the Council is satisfied, after due inquiry, that there are at least thirty children in regular attendance at such first mentioned school: Now these presents witness, that the Council of Education doth hereby certify and declare the said School at _____ to be a certified Denominational School within the intent and meaning of the Public Schools Act of 1866.

In witness whereof, the Council of Education hath caused its Common Seal to be hereto affixed, at Sydney, in the said Colony, this
day of _____ in the year of our Lord one thousand eight
hundred and _____

(Certificate B, 30 Vic., 22, sec. 9.)

To all to whom these Presents shall come,—

The Council of Education, the Corporation created under the Public Schools Act of 1866, sends greeting:—

WHEREAS the school at _____ in the Colony of New South Wales, known as _____ is situated within two miles by the shortest highway of the Public School at _____ and the said Public School at _____ together not less than one hundred and twenty children: And whereas the Council is satisfied, after due inquiry, that there are at least thirty children in regular attendance at such first mentioned school: Now these Presents witness, that the Council of Education doth hereby certify and declare the said school at _____ to be a certified Denominational School within the intent and meaning of the Public Schools Act of 1866.

In witness thereof, the Council of Education hath caused its Common Seal to be hereto affixed, at Sydney, in the said Colony, this
day of _____ in the year of our Lord one thousand eight
hundred and _____

(Certificate C, 30 Vic., 22, sec. 28.)

Know all men by these Presents, that the Council of Education, the Corporation created by the Public Schools Act of 1866, doth hereby certify and declare that the Denominational School situated at _____ in the Colony of New South Wales, called or known as _____, was an existing Denominational School at the time when the said Act came into operation, and that the said school is entitled to be, and is hereby to be, a certified Denominational School under the said Act.

In witness whereof, the Council hath caused its Common Seal to be hereto affixed, at Sydney, in the said Colony, this _____ day of _____
in the year of our Lord one thousand eight hundred and _____

E.

E.

The Very Rev. S. J. A. Sheehy, V.G., to The Council of Education.

Vicar General's Office,
Sydney, 13 June, 1867.

Gentlemen,

The Roman Catholic Clergy of this Diocese, being assembled in Conference, have adopted certain resolutions, of which I have the honor to enclose a copy, inasmuch as the third resolution contains their respectful request to the Council of Education.

2. They hope most earnestly that you will be able to gratify them and their people, by acceding to the request therein expressed for a supply of acceptable books.

3. They are acting in this matter from no desire to embarrass or complicate; rather their intention is to indicate at the outset a difficulty which is insuperable, because it is founded on motives which no inducements or discouragements can ever suffice to render inactive in the minds of Catholics.

I have, &c.,
S. J. A. SHEEHY, V.G.

Copy of Resolutions passed at a Conference of the Roman Catholic Clergy of the Archdiocese of Sydney, on the 13th June, 1867.

RESOLVED—1. That we, the Catholic Clergy of the Diocese of Sydney, can not and will not accept any series of books for use in our primary schools which shall not have received the sanction of our Archbishop.

2. That the series of school books published by the Christian Brothers, and also the series at present used in the Roman Catholic Schools of England, under the Privy Council System of Education, having been sanctioned by His Grace the Archbishop, either of these series will be accepted for use in our schools.

3. That the Council of Education be respectfully requested to supply our schools with books of either of the series mentioned in the foregoing resolution.

The Secretary to the Council of Education to The Very Rev. S. J. A. Sheehy, V.G.

Council of Education Office,
Sydney, 22 June, 1867.

Very Reverend Sir,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 13th June instant, enclosing copy of resolutions passed at a Conference of the Roman Catholic Clergy of the Archdiocese of Sydney, on the 13th June, 1867.

2. In reply, I am instructed to acquaint you that the resolutions will be considered at a special meeting of the Council.

I have, &c.,
W. WILKINS,
Secretary.

The Very Rev. S. J. A. Sheehy, V.G., to The Council of Education.

Vicar-General's Office,
27 June, 1867.

Gentlemen,

Referring to my letter of the 13th instant, on the subject of certain resolutions which the Roman Catholic Clergy of this Diocese felt themselves compelled to adopt in the matter of primary education, I have the honor to forward with this, copies of books from the two series mentioned in the second resolution as sanctioned by their Archbishop, and which they now submit to the Council, with their earnest and respectful request that a supply of them may be by the Council authorized, and furnished to the Catholic Schools.

I have, &c.,
S. J. A. SHEEHY, V.G.

The Secretary to the Council of Education to The Very Rev. S. J. A. Sheehy, V.G.

Council of Education Office,
Sydney, 29 June, 1867.

Very Reverend Sir,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 27th June instant, forwarding copies of books sanctioned by the Archbishop from the two series mentioned in the second resolution of the Roman Catholic Clergy of the Archdiocese of Sydney, transmitted in your letter of the 13th instant, and requesting that a supply of them may be authorized by the Council and furnished to the Catholic Schools.

I have, &c.,
W. WILKINS,
Secretary.

The

The Secretary to the Council of Education to The Very Rev. S. J. A. Sheehy, V.G.
Council of Education Office,
Sydney, 7 August, 1867.

Very Reverend Sir,

Adverting to my letter, dated 22nd June last, in which it was stated that the Council of Education would, at a special meeting, take into consideration the resolutions of the Roman Catholic Clergy of the Archdiocese of Sydney, transmitted with your letter of the 13th of that month, I have now the honor, by direction of the Council, to acquaint you that the question raised by your communication has formed the subject of lengthened and careful deliberation. Your letter of the 27th June and the school reading books which accompanied it, have also occupied the Council's attention.

2. In reply to these communications, I am instructed by the Council to remark that, both in your letter and the resolutions, it was implied, though not expressly stated, that the two series of reading books which the Council was requested to authorize and to furnish, viz., "Reading Lessons, by the Christian Brothers," and "Reading Books," published by Burns, Lambert, and Oates, were intended for use in the ordinary secular instruction of Certified Roman Catholic Denominational Schools, and that such use would not be limited to the hour set apart for special religious instruction, under Article 73, Section II, of the Regulations of 27th February, 1867.

3. The Council therefore deemed it necessary to minutely examine the books thus proposed for adoption, in order to ascertain if they possessed the characteristics required to admit of their use in the course of secular instruction, prescribed in Section 6 of the Public Schools Act of 1866, and contained in Article 62, section II, of the Regulations. That course was drawn up with a view to its adoption in all schools under the Council's supervision, without offence to the religious convictions of any pupils; and as, by the 9th section of the Act, all Certified Denominational Schools are to be subject to the same course of secular instruction as may be prescribed in reference to Public Schools, regard was had to this provision in selecting the reading books for the purpose since sanctioned by the Council. A course of secular instruction would fail to satisfy the necessary conditions, if books were used which inculcated the special doctrines or religious observances of any particular Church. That any other arrangement would be objectionable is evident from the 20th section of the Act, which provides that "no applicant shall be refused admission into any Public or Certified Denominational School on account of the religious persuasion of such applicant, or of either of his parents." The necessity for constructing the course of secular instruction on the principles before mentioned is further shewn by the fact that a large proportion of the Certified Denominational Schools are attended by children whose parents belong to different religious persuasions.

4. The Council found, on inspection, that both series of the reading books submitted for sanction contained lessons inculcating the special doctrines and religious observances of the Roman Catholic Church.

5. It follows, therefore, that to authorize the introduction of such books for use in the ordinary teaching would be to abolish the course of secular instruction in Certified Roman Catholic Denominational Schools; to extend the period of religious instruction to the whole of the school day; and, the religious instruction in all Certified Denominational Schools being, by Section 11 of the Act, left entirely under the control of the Heads of the Denominations to which such schools may belong, to deprive the Council of all right to interfere in the instruction. Further, the provisions of the 20th section of the Act would be rendered entirely nugatory, and proselytism would receive the Council's official sanction.

6. Such a course being in direct contravention of the letter and spirit of the Public Schools Act, the Council has no alternative but to decline to supply or sanction the reading books under consideration.

7. Should the Council be in error as to the wishes of the Clergy by whom the resolutions were passed, and have wrongly supposed that the reading books were intended for use during the hours of secular instruction, I am to point out that the Council's sanction is not required to the books to be employed during the period devoted to religious instruction, that matter being entirely under the control of the Head of the Denomination.

8. I am, moreover, instructed to observe, that any objections to the books already sanctioned by the Council for use in the secular instruction of Public or Certified Denominational Schools will, on being made known to the Council, receive full and reasonable consideration.

9. A proviso in Section 9 of the Public Schools Act empowers the Council, in the case of Certified Denominational Schools, to introduce into the course of secular instruction such modifications, not being inconsistent with any express provision of the Act, as may be judged to be expedient. As the Council is prepared to interpret this clause as liberally as is consistent with the leading principles of the Act, any proposal for a modification in the Daily Routine or Time-table prescribed in Articles 72 and 73, Section II of the Regulations, that may be desired to enable the pupils of the same denomination to receive instruction in the doctrines and observances of their Church, will be favourably considered by the Council, provided the arrangements proposed do not break the continuity of the secular teaching, and admit of the convenient absence of any children whose parents may object to their attendance.

I have, &c.,
W. WILKINS,
Secretary.

F.

Council of Education Office,
Sydney, 27 March, 1867.

Sir,

In compliance with the 7th section of the Public Schools Act, two copies of the Regulations, published in the *Government Gazette* of the 1st instant, have been forwarded to you, and I am now instructed by the Council of Education to furnish, for your guidance, a brief exposition of the objects which the Public Schools Act was designed to accomplish, and an explanation of the general scope and operation of the Regulations founded thereon.

The Public Schools Act was intended, in the first place, to extend the means of instruction throughout the Colony, so that by the various agencies which the Council will establish or support, every locality, however remote, and every family, however humble, may have the ameliorating influences of education brought within their reach. While the Public and Denominational Schools already existing will provide for the teaching of the great body of the population, the Provisional Schools will confer the same advantages upon newly settled or thinly inhabited localities; and the Half-time Schools, under itinerant teachers, will carry the benefits of instruction into remote and neglected districts which could not be reached by the more regular agencies.

But, concurrently with this extension of the means of instruction, the Council of Education further contemplates improvement in its character by its more systematic communication, and by its closer adaptation to the special needs of the pupils. Thus, while it is desired that every scholar on quitting school should be able to read and comprehend ordinary English prose, to write in a flowing and legible hand, to be acquainted with the grammatical construction of his mother tongue, the more useful arithmetical processes, and the physical conformation, natural resources, and industrial products of the Colony, it is further deemed necessary that some instruction should be given upon subjects of a less technical, though not less important, description. For example, the laws of health in individuals and communities; the principles which regulate family and social economy; such general notions respecting property, capital, and labour, and their relations, as may be rendered comprehensible to boys at school; and other questions of a similar kind, which have an important bearing upon the condition and prosperity of the industrial classes;—should be included in the programme of a good elementary school. It is of equal moment that some knowledge of the laws by which the community is governed should be widely diffused, in order that none may err through ignorance, but that all may feel equally interested in obeying their requirements, and in supporting the authorities to whom the duty of enforcing their provisions is intrusted.

Of even greater importance than effective and enlarged instruction, is the moral training of the youth of the Colony. The formation of habits of regularity, cleanliness, and orderly behaviour,—the inculcation of regard for the rights of property, public and private,—the growth of a spirit of obedience to the law, and respect for duly constituted authority,—the correct practical appreciation of the value of time as an element of worldly success,—the implanting of a love for patient and sustained exertion in some industrial pursuit,—and the development of a character for energy and self-reliance,—are all points of the highest value both to individual children and to the community at large. Honesty, truthfulness, temperance, and other virtues, may be cultivated by school discipline; reverence for sacred things may be fostered; and, without any violation of the strict neutrality required between conflicting creeds, a religious spirit may be educed by a teacher who exhibits in the performance of his own duty the promptings of religious influences.

A cursory glance at the course of secular instruction laid down in the Regulations will show that the teaching in schools supervised by the Council is designed to be systematic and progressive. It is probable, indeed, that in many schools the whole of this programme can never be fully carried out. For this, among other reasons, everything taught should be taught thoroughly, and in such a manner as to give the utmost cultivation to the pupils' reflective faculties that the nature of the subjects will admit of. If, in your teaching, these objects be constantly borne in mind,—if you steadfastly work with a view to produce such results,—and if you are unceasingly solicitous about what your pupils are becoming, as well as about what they know,—the expectations of the Legislature in passing the Public Schools Act will, in time, it is hoped, be realized.

The results of such teaching would speedily become manifest in the character of the individuals thus educated. Along with thoughtful intelligence, and, for their years, a mind well stored with information, they will have received such a moral and religious training as will prepare them for the easier and more cheerful performance of the duties incumbent upon them in their various relations as members of a family, of society, and of a state. The national character will thus be elevated and improved, while the concomitant advance in national prosperity will place New South Wales in a position of honor and respect. Such results the teacher should labour to secure; they are such as will most certainly earn for the teaching profession in New South Wales the thanks and confidence of the Legislature and people.

The various practical measures devised by the Council for the attainment of these objects may be ascertained by a careful perusal of the Regulations. The matters relating to Teachers merit your special consideration.

The elevation of the teaching profession to its proper rank in a civilized community has been regarded by the Council as one of the most effective means of improving the character of public instruction. To this end, the Regulations have been framed in such a manner as to afford to intelligent and faithful teachers opportunities of extending their acquirements, of improving their professional qualifications, and of raising their social position—thus widening and strengthening their influence for good.

To accomplish the aims shadowed forth in the preceding remarks, teachers are required whose personal attainments are high, whose moral character is above question, and whose religious principles may be discerned in every act of their lives. A high authority has pronounced that a teacher requires to know more than he is called upon to teach, in order that he may teach with intelligence and with taste; and this view has led the Council to arrange for the successive examination of teachers until they have gained a respectable rank in the profession. They must at the same time possess such moral qualities as will secure for them the respect of the community in general, and such professional skill as will place them above depreciatory remark. But, to be fully successful, other qualifications are necessary. The best teacher is liable to failure unless possessed of a calm temper, courteous manner, and sound judgment. Tact and discretion are not less necessary than sound principle, for the accomplishment of the objects which he will constantly have in view.

The multiform relations sustained by teachers in regard to their pupils, to parents, to Local Boards, and to the Council and its officers, impose upon them a variety of duties which, though not absolutely conflicting, are sometimes difficult to adjust in such a manner as to avoid risk of disagreement. Their duties to their pupils will have been gathered in general terms from the foregoing observations, and it is only necessary now to remind teachers of the deep responsibility they incur for the influence they exert upon the character and habits of those placed in their charge. To parents, teachers are responsible for the safe custody and proper training and instruction of their children. In their intercourse with parents, teachers should exhibit a becoming demeanour, patient attention to the communications made respecting pupils, a considerate regard for their wishes, and a desire to meet such wishes as far as is compatible with their duty to the Council. Towards the members of Local Boards their conduct should be characterized by politeness and respect, and by a desire to co-operate cordially with them in promoting the welfare of the school—maintaining, at the same time, a modest independence of manner, equally removed from servility on one hand, and from insolent assumption on the other. It will be seen from the Regulations that Inspectors are charged to treat teachers with the utmost courtesy. This conduct should be reciprocated by teachers, who will find in the Council's officers, friends ready and willing to assist them with advice and direction on all points connected with the management of their schools. But in cases of neglect, disregard of regulation, or manifest inefficiency, the Inspectors are required to enforce attention to duty and observance of rule, or to recommend the removal of teachers whose services are unproductive of useful results.

The inducements held out by the Council to every competent and assiduous teacher will, it is hoped, assist in rendering the performance of these duties not an irksome task, but an occupation in which he can engage with zeal and pleasure. With emoluments sufficient to maintain him in comfort and respectability,—with a position honorable and useful in itself, and secured to him as long as he may desire to retain it, unless lost by his own fault,—and with opportunities of benefiting the community to an incalculable extent,—the teacher's career, notwithstanding its acknowledged difficulties and trials, may be found to possess most of the characteristics which render other pursuits attractive to men of cultivated minds. But, in addition to motives of personal interest, the pleasure you will doubtless share in contributing to the better recognition of the dignity of your profession will not be without its influence; nor will the claims of your native or adopted country upon your earnest exertions in her behalf be disregarded. And finally, when it is remembered that you will be to the children around you the most prominent living exemplar of the idea of duty, the Council will confidently rely upon your efforts to fulfil every obligation with the strictest care.

I have the honor to be,

Sir,

Your most obedient servant,

W. WILKINS,

Secretary.

To School at

1867-8.

NEW SOUTH WALES.

REPORT

OF THE

COUNCIL OF EDUCATION

UPON THE CONDITION

OF THE

PUBLIC SCHOOLS

FOR

1867.



Presented to both Houses of Parliament, by Command.

By Authority:

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

[Price, 3s. 1d.]

423—A

THE COUNCIL OF EDUCATION to HIS EXCELLENCY THE GOVERNOR,

SUBMITTING

REPORT UPON THE CONDITION OF THE PUBLIC SCHOOLS FOR 1867.

To His Excellency the Right Honorable SOMERSET RICHARD, Earl of Belmore, a Member of Her Majesty's Most Honorable Privy Council in Ireland, Governor and Commander-in-Chief of the Colony of New South Wales, and Vice-Admiral of the same.

MAY IT PLEASE YOUR EXCELLENCY,

In conformity with the provisions of the Public Schools Act of 1866, Section 27, we, the Council of Education, beg to submit to your Excellency this Report upon the condition of the Public Schools under our superintendence during the year 1867.

A Progress Report which we had the honor to lay before His Excellency Sir John Young, in the month of August last, and which was submitted to Parliament, describes the steps taken to re-organize the educational system of the Colony. It is only necessary to add that the Council continued to devote its attention to this subject during the remainder of the year, and that the organization of the system is now tolerably complete, some few points of importance being yet under consideration. In carrying out the duties entrusted to the Council by the Public Schools Act, it has been found necessary to hold seventy-five meetings in the course of the year. The President has further attended at the Council's Office for the purposes indicated in Article 7, Section I, of the Regulations of 27th February, 1867.

The total number of schools in operation under the Council's superintendence in 1867 was 642, and the aggregate number of pupils in attendance was 64,655. The following Table exhibits the number of schools of each kind, and the number of pupils that attended at any time during the year:—

	Schools.	Pupils.
Public	288	28,434
Provisional	31	733
Half-time... ..	6	267
Denominational	317	35,306
Total	642	64,740

The total amount of school fees paid was £30,719 8s. 9d., and 8,603 children were instructed gratuitously.

PUBLIC SCHOOLS.

A Return shewing the number of Pupils on the Rolls and the number in Average Attendance at the 288 Public Schools is appended to this Report. Similar Returns respecting the Provisional and Half-time Schools are given in Appendices B and C, and some further general statistical information is comprised in Appendix D.

Reference

Appendix E.

Reference to the accompanying Schedule will shew that, during 1867, seventy-six applications were received for the establishment of Public Schools. This fact appears to the Council to furnish strong evidence of a wide-spread desire on the part of parents to take advantage of the increased facilities afforded by the Public Schools Act for the diffusion of education throughout the Country. The number of children for whom the schools applied for would provide the means of instruction is estimated at 6,000; the number of those whose attendance was actually promised was 4,202; and the number of persons who, as parents or guardians, signed the applications and undertook that their children should attend was 1,288. The proportion of each Denomination may be seen from the subjoined Table:—

Church of England	...	...	...	...	...	639
Roman Catholic	...	...	...	...	...	287
Presbyterian	...	...	...	...	...	175
Wesleyans	...	...	...	...	...	130
Others	...	...	...	...	...	57
Total	...	...	...	...	...	1,288

It is clear from this statement that, if left to their own unbiassed judgment, the laity of all Denominations would join in making applications for the establishment of Public Schools. If the members of any Denomination have hitherto appeared to give a less cordial support to the Public Schools Act than the general public, the fact is to be attributed to the exercise of special influences, the nature of which may be inferred from the correspondence appended to this Report respecting the establishment of a Public School at Nimitybelle.

Appendix F.

A Schedule of applications for aid to Provisional Schools instituted under the provisions of Section 13 of the Public Schools Act, will be found in Appendix G. In many of these cases, it is anticipated that, as the population increases or becomes more settled, the schools will be regularly organized as Public Schools.

The appointment of Itinerant Teachers in sparsely populated districts, as contemplated by the 12th Section of the Act, has received much consideration; and, by the close of the year, Half-time Schools had been established in twelve localities. The Council has now under consideration a code of regulations for the more systematic organization and conduct of schools of this class which, it is believed, may be usefully extended to large portions of the Colony in which other modes of education would not be practicable.

Appendix H.

The general condition of the Schools may be ascertained from the Inspectors' Reports appended. The Council is desirous to regard the Inspectors' estimate rather as a point from which future improvement may be measured, than as an absolute judgment of the efficiency of the Schools. During a period of transition, many irregularities occur and mistakes are committed, which a more settled state of things and a more intimate knowledge of rule would enable Teachers to avoid. For these and other reasons, the Council anticipates with confidence that marked improvement in the condition of Schools will be observed in future Reports.

The condition and efficiency of the Half-time Schools already in operation have not been reported upon by any of the Inspectors during the past year; and, believing that information on this important department of the Council's operations would be much valued, the Council invites attention to the following extract from the Report of Mr. E. Johnson, an Inspector who was specially instructed to visit these Schools since the commencement of the current year:—

“The teachers in charge of Half-time Schools are, with one or two exceptions, energetic and painstaking, and imbued with a proper enthusiasm for the work. Although not specially instructed to do so, I examined the attainments of the pupils in several of the Schools, and it afforded me much satisfaction to find that substantial work had been done. Even in the case of those Schools which receive but one day's instruction in the week, appreciable results had been produced. Had I been required to report in detail of each Teacher's labour, I do not hesitate to say that, having regard to the difficulties

difficulties under which the Half-time System has hitherto been carried on, that Report would have disclosed results of a gratifying kind. I have reason to believe that if the Half-time Schools be conducted upon the principles embodied in this Report, they will prove a success, and form no unimportant part of the educational machinery of the Colony."

BUILDINGS.

The amount paid by the Council towards the erection and repair of school buildings, the property of the public, was £6,941 12s. 1d. A further sum of £1,348 2s. 3d. was expended for similar purposes upon school buildings belonging to various Denominations, in fulfilment of pledges made by the late Denominational School Board.

It has been the aim of the Council, in providing plans of new school buildings, to secure designs as tasteful and appropriate as is consistent with judicious economy of the public funds. The question as to the best form and arrangement of a schoolhouse is still unsettled, and cannot, indeed, be determined without reference to local circumstances.

The dilapidated condition of the Public School buildings at Cleveland Street, their unsuitable material, and the insufficient accommodation they afforded, having been brought under the Council's notice, it was decided to erect new schoolrooms according to improved designs furnished by the Council's Architect, Mr. G. A. Mansfield. The foundation stone of this building was laid on 14th November, 1867, by His Excellency Sir John Young, and we anticipate that it will prove to be a model for imitation in all large city schools.

Besides the school buildings required for the new schools for which application was made in 1867, others were erected during the year for old established schools which had either been conducted in temporary premises, or which had increased beyond the accommodation afforded by the original schoolrooms. It is hoped that considerable improvement has thus been effected in the organization of some of the schools, and that a similar course will be followed in future years in the case of other schools.

As a rule, contributions to the extent of one-third of the total cost of new school buildings have been required from the residents in the locality. The principle has not been rigidly adhered to in all cases, the exceptions being chiefly those in which, from accidental causes, the people were in a state of great poverty.

BOOKS AND SCHOOL REQUISITES.

Under existing arrangements, the Council grants supplies of books and other requisites to an amount not exceeding, in any one year, the sum of 2s. for each child in daily average attendance; but, in the case of newly established schools, this rate is augmented so as to provide sufficient materials for the ordinary work. All books and other requisites supplied by the Council remain the property of the public, and are placed in charge of the respective Teachers.

Hitherto the supply of books has been entrusted to an agent who undertakes to forward them to all parts of the Colony. The defective means of communication with some districts, and other accidental circumstances, have caused considerable delay in furnishing some Schools with their supplies, but there is reason to believe that in very few instances is any inconvenience now felt on this ground. Requisitions for the books sanctioned by the Council have now been received from all the Schools under the Council's superintendence in which those books were not already in use.

The amount actually disbursed for books and school requisites in 1867, was £958 0s. 5d.; but as many accounts have not been received, this sum does not represent the whole charge under this head.

TEACHERS.

Considerable difficulty has been experienced in properly adjusting the teaching staff to the requirement of the several schools. In some instances, the number of Teachers was found to greatly exceed the proportion necessary for the efficient instruction of the pupils, while in other cases the staff was insufficient. It was, therefore, obviously desirable that

that some general rule should be established for regulating the number and kind of Teachers to be appointed in different Schools, according to the daily average attendance of pupils, and for defining their relations to each other. After considerable inquiry had been made, and the question had been fully discussed, the Council adopted the following Rules :—

- “ 1. In every School consisting of more than one department and conducted in the same premises, the Master shall be regarded as the *head*, having power to interfere for the better discipline and instruction of each of the departments into which the School may be divided, subject, however, in cases of doubt or dispute, to an appeal to the Inspector of the District.
- “ 2. This power of general supervision, however, shall not be accorded to a Master who may not possess the necessary ability or skill to exercise it for the general well-being of the departments concerned.
- “ 3. This exceptional rule shall also apply to any School consisting of more than one department, whether conducted in separate premises or not, where the Teachers in one of the departments are members of a religious order.
- “ 4. In any School consisting of more than one department, but conducted in separate premises, the Teacher in charge of each department shall be regarded as directly responsible to the Inspector alone for the proper and efficient management of that department.
- “ 5. In any School consisting of one department, in which two or more Teachers are employed, the Master shall be regarded as head of the School, and shall have control over the other members of the teaching staff whilst in the performance of school-duty.
- “ 6. In every separate Boys', Girls', or Mixed School, the proportion of Teachers to pupils shall be—

For an average attendance of at least—

50 pupils	Teacher and a Pupil-Teacher.
80 pupils	Teacher and 2 Pupil-Teachers.
100 pupils	Teacher, Assistant, and Pupil-Teacher.
140 pupils	Teacher, Assistant, and 2 Pupil-Teachers.
180 pupils	Teacher, Assistant, and 3 Pupil-Teachers.
240 pupils	Teacher, 2 Assistants, and 2 Pupil-Teachers.
300 pupils	Teacher, 2 Assistants, and 3 Pupil-Teachers.

- “ 7. In every Infant School having an average attendance of at least—

60 pupils	Teacher and Pupil-Teacher.
100 pupils	Teacher and 2 Pupil-Teachers.
150 pupils	Teacher, Assistant, and 2 Pupil-Teachers.
200 pupils	Teacher, 2 Assistants, and 2 Pupil-Teachers.”

In carrying out these Rules, the Council has been desirous to proceed cautiously so as to avoid injuring, by sudden removals, the Schools which have hitherto been accustomed to the services of a certain staff of Teachers.

At the close of 1867, there were in the service of the Council—

659	Principal Teachers or Heads of Departments.
155	Assistant Teachers.
157	Pupil Teachers.

Total.....971

The organization of the Training School is still less complete than could be desired, and the existing arrangements for its conduct must still be regarded as provisional. The whole question as to the training of Teachers requires careful deliberation; and, before any permanent system is adopted, it seems to the Council that further experience should be gained. In the mean time, the arrangements in force appear to work with reasonable efficiency.

While

While applicants for admission to the Training School are sufficiently numerous, it is to be regretted that they are not as a body better prepared for the course of instruction upon which they are required to enter. The whole number of persons who made application in 1867, was 181, of whom 112 were received. Of the remaining 69, 10 failed to appear at the entrance examination, 3 were disqualified on the ground of age, 2 withdrew their applications, and 5 who had some previous experience in teaching were at once appointed to schools which would otherwise have been closed for a lengthened period. Forty failed to pass the entrance examination, being somewhat more than 22 per cent. of the whole number of applicants. Of the 112 admitted, 65 were males and were females.

The numbers of each Denomination were,—

Church of England	...	...	42
Roman Catholics	...	...	30
Presbyterians	...	...	11
Wesleyans	...	...	17
Others	...	...	12
			112

The subjects of instruction were those prescribed in Article 25, Section II, of the Regulations, excluding however those specified for the second quarter. In addition to the instruction imparted on these subjects, the candidates received some practical training while attending the Model School. As regards conduct and attention while under instruction, the candidates were, in general, favourably reported of by the Training Master and other persons charged with their supervision.

At the expiration of the usual period the candidates were again examined with a view to determine the classification to which they were respectively entitled. The subjoined Table exhibits the number that obtained each grade of classification :—

	CLASS III.		
	Section A.	Section B.	Section C.
Males	12	18	26
Females	8	11	22
	20	29	48

Four of the candidates were appointed to Schools before their term of training had expired ; two retired on account of bad health ; one died before his examination was completed ; one was expelled ; one absented herself from examination ; four failed to pass ; and two were retained to undergo further instruction.

In consequence of the occupation of the Inspectors' time, no examinations of Teachers were held during the year. The provisional certificates granted under the Minute of 29 July, 1867, cited in our Progress Report, are consequently still in force. As the steps taken by the Council in this matter appear to have been misunderstood, it may be desirable to explain the grounds on which the certificates awarded by authorities beyond the Colony were not recognized. In the first place, it may be remarked that the Council was called upon to decide the classification of Teachers or Applicants holding certificates obtained in New South Wales, Victoria, Queensland, England, Ireland, Scotland, and Canada. As the requirements for the different grades vary greatly in all these countries, to adopt all the certificates indiscriminately would be eminently unjust to superior Teachers, inasmuch as it would place men of widely differing qualifications upon the same footing. Such a step would be calculated to defeat the object contemplated by the award of certificates—the encouragement of superior attainments and practical skill. Again, the certificates granted in some countries vary according to the period at which they were issued. In England, for instance, the value of a certificate has greatly declined of late years, and a First-class Certificate obtained in 1865 by no means implies equal ability with that indicated by one of the same grade awarded in 1855. An opposite process has taken place in Ireland, where the late certificates are of more value than the earlier

earlier. In every one of the countries above enumerated, a change of some kind has occurred in the value of certificates. Further, it is found that high certificates have been granted in these countries too exclusively on the ground of attainments, and without sufficient reference to practical skill, although the latter branch of a Teacher's qualifications is equally essential with the former. The Victorian Board of Education seem also to have experienced the difficulty felt by the Council. In their Fifth Report, the Board state:—

“We believe that the Teachers now employed in Common Schools are, as a body, considerably superior to those who were employed when the Common Schools Act came into operation. Under the late Boards of Education, there were no regular and systematic examinations. In the case of one Board, there had not been any general compulsory examination for several years previous to the passing of the Common Schools Act; and under the other, a large number of Teachers were exempted from examination on the production of Home certificates, which did not, in practice, furnish sufficient evidence of their holders' qualifications; and many others were exempted from examination altogether on the grounds of length of service, or of their examination in certain subjects for honours, which gave no proof whatever of their qualifications to teach in Common Schools.”

Impressed with these considerations, the Council resolved to recognize no certificates but those granted by the late Board of National Education in the Colony, as these were determined by qualifications closely approximating to those required by the Regulations, and as they demanded practical skill commensurate with attainments.

In order to prepare for the examination of Teachers who desire to obtain the higher class certificates, the Council has taken steps to constitute a Board of Examiners; and the Rev. Dr. Badham, of the Sydney University, and A. B. Weigall, Esq., of the Grammar School, have expressed their willingness to act in that capacity. The action of the Council in this matter was stayed, however, in order to afford time for the consideration of a proposal to substitute for the Teachers' Examination in Alternative Subjects, the Public Examinations held under the authority of the University. The great amount of business of a pressing nature which has required the attention of the Council, has not allowed sufficient time for a full discussion of the question, although the Council is disposed to view the suggestion favourably, if certain practical difficulties can be lessened or removed.

The amount paid for Teachers' salaries during the year, in all schools, was £61,805 13s. 10d. Some progress has been made in the introduction of a uniform principle in the regulation of Teachers' salaries, so that all Teachers possessing similar qualifications may be paid at the same rate by the Council. A Teacher's salary, under this arrangement, is a measure of his qualifications, and the prospect of increased remuneration becomes a stimulus to improvement.

The amount of fees paid in Public Schools, £14,585 2s. 11d., is the property of the Teachers; and, in cases where more than one Teacher is employed in a School, the fees are shared among them in proportion to their respective salaries.

No general scale of fees has yet been adopted and authorized to be paid in all Schools. The result of much inquiry on this subject has been to shew that the distress consequent upon floods and other calamities, together with the widely varying principles on which gratuitous instruction was formerly given in different Schools, has rendered it difficult to introduce a uniform scale, without causing much inconvenience to both Teachers and parents. Two scales have been submitted for the Council's consideration by the Inspectors after mutual consultation, but as yet the Council has been unable to decide upon the adoption of either.

The provisions of the Public Schools Act on this head do not yet appear to be fully understood, and misconceptions have arisen in the minds of Teachers and parents as to their respective powers and duties; but the Council anticipates that further experience will in a great measure remove the ground of dispute. The fact that 2,968 free scholars

scholars attend the Public Schools of the Colony, may perhaps be considered as indicative of the existence of a large amount of poverty; but, except in a few districts which have suffered most severely from floods and bad seasons, the omission to pay school fees seems to arise less from inability than from disinclination or indifference on the part of the parents. In this belief, the Council has hitherto declined to accede to proposals to pay Teachers for the instruction of free scholars; and, bearing in mind the example afforded by the neighbouring Colony of Victoria, where the sum paid for this purpose amounted to £11,380 10s. 6d. in 1866, the Council is desirous to avoid introducing a practice that may ultimately become a serious burden upon the Parliamentary grant for education. The Board of Education in Victoria in their Report for 1866 remark—

“In previous Reports we have alluded to the difficulties surrounding this subject, and there can be no doubt that the privilege of free education to destitute children is greatly abused. Our Inspectors are unanimously in favour of the abolition of the payment for destitute children, and we feel that the whole subject requires special consideration.”

Much importance is attached by the Council to the employment and training of Pupil Teachers, a class from whom the teaching body in the Colony will, in all probability, be largely recruited. The number employed in Public Schools, 78, is already considerable, and the Council is on that account induced to regard their training with some anxiety. They can only be appointed in large Schools under Teachers whose classification gives evidence of the possession of the knowledge and skill required to impart to Pupil Teachers the rudiments at least of their professional education. The periodical reports upon the conduct and proficiency of the Pupil Teachers tend to shew that they are a most useful and, for their circumstances, efficient body, who give promise of becoming in the future even more valuable to the Country.

The subjects of Elementary Singing and Drawing being entirely new to a large proportion of the Schools, the Council appointed special Teachers for these branches. It is the duty of these Teachers to give instruction to candidates in the Training School, and to the children attending the Model School, and to visit all other schools within their circuit, as frequently as circumstances permit, for the purpose of assisting the regular Teachers by their advice and example. At present these arrangements are confined to the Sydney District, but the Teachers in the vicinity of Windsor have been instructed in both subjects by a competent master from Sydney, who visits them for this purpose every Saturday. As these arrangements have been in force but for a limited period, it would be premature as yet to discuss the result of the experiment; but the Council trusts that the cultivation of the arts of Singing and Drawing will become general, and that the beneficial influence which they exert will be widely felt.

INSPECTION.

The duties performed by the Inspectors in the course of the year are minutely Appendix H. detailed in their Reports, from which it will be seen that their time was much occupied in the extraneous duties incidental to the change of systems, and that in some districts the examination of Schools was not fully completed on that account. No report has been furnished upon the Schools in the Goulburn District, the Inspector, Mr. Harris, being unable from serious illness to attend to official business.

The trying position in which these officers have been placed has required of them the exercise of great judgment and forbearance, as well as energy and professional skill. On the whole, the Council believes that they have fairly met the claims on their ability, and that their functions have been discharged faithfully, and in such a way as to benefit the Schools and Teachers placed under their supervision.

The Council having found it necessary to withdraw Mr. Gardiner, the Senior Inspector, from the actual work of Inspection, and to confine his attention exclusively to the Revision of Examination Papers and of Inspectors' Reports upon Schools, appointed him to the office of Examiner, to which those duties properly appertain. To complete the Inspectoral Staff, the Council appointed Mr. J. S. Jones, who had previously acted for some time as Training Master, to be an Assistant Inspector.

The continued illness of Mr. Harris having rendered the services of another Inspector necessary, the Council selected Mr. E. H. Flannery, Teacher of the Certified Denominational Roman Catholic School at Yass, and appointed him as Assistant Inspector, in accordance with the understanding previously arrived at, that no person should be placed in sole charge of a District until he had acquired some practical acquaintance with his duties under the direction of an experienced Inspector. Mr. Flannery had been recommended to the Council for this appointment solely by his success as a Teacher and the general estimation in which he was held by all classes of the community in which he lived.

The Districts under the charge of the several Inspectors in 1868, will be as follows:—

Sydney	{ E. Johnson E. H. Flannery
Albury.....	J. Coburn
Armidale.....	J. S. Jones
Bathurst.....	J. M'Creddie
Camden	J. Huffer
Cumberland	A. L. Forbes
Goulburn	W. M'Intyre
Maitland	W. Dwyer
Newcastle	J. W. Allpass

LOCAL SUPERVISION.

During the period covered by this Report, the Council recommended for appointment, in accordance with the provisions of Section 22 of the Public Schools Act, 235 Public School Boards, comprising 1,066 individuals. With very few exceptions, the persons appointed to this office have cordially co-operated with the Council for the welfare of the schools of which they have the oversight; but, after making all necessary allowances for imperfect acquaintance with their powers and duties, for want of time and absorption in private business, it would appear that considerable improvement is still to be desired in the mode of exercising their functions. It must not be supposed that there is any lack of interest *felt*, but it is rarely manifested in energetic and judicious action except in the case of new schools. The want of means other than those contributed by themselves, is perhaps the most serious obstacle to effective local administration, and Members of Public School Boards are naturally disinclined to undertake the whole expense of works from which they, in most cases, derive no direct benefit, although they willingly assist in the establishment of schools and sometimes subscribe a very large proportion of the whole cost. For this reason, the Council has endeavoured to devise some means by which Local Schools Funds could be raised, to be administered by the various Public School Boards, and to be appropriated in payment of the many incidental expenses which are found by experience to be necessary. The difficulties which surround the subject have hitherto prevented the Council from arriving at a satisfactory conclusion, but it will receive further consideration hereafter.

FINANCE.

Appendix I.

A Balance Sheet is appended to this Report, shewing the receipts and disbursements during the year. It may be remarked upon this document that, while the system was in course of re-organization, the expenditure was less under control than it will be when all the arrangements have settled down into regular order. Some items of expenditure incidental to the initiation of the new system, and which have added materially to the expenses, will not appear in future accounts. Among these may be specified the charges for buildings and repairs, for travelling expenses, for books and printing, and for miscellaneous expenses, many of which were incurred for the use of the schools generally, although it was not practicable to separate the different amounts chargeable to individual schools, the materials purchased being obtained in large quantities and distributed as occasion required.

CONCLUDING

CONCLUDING REMARKS.

ON reviewing the facts set forth in this Report, the Council believes that the conclusion is evident, that the Public Schools Act is generally acceptable, and that it fairly meets the educational wants of the country. That in the first year of the operation of the Act, and before its provisions could have become fully and extensively known, no less than 129 applications should have been made for the establishment of Schools is a proof both of the necessity for increased means of education and of the public confidence in the legal provisions by which those means are to be supplied.

Although there is every reason to expect that applications for new Schools will continue to be made in 1868 at the same rate as hitherto, the fact cannot be concealed that extensive districts of the Colony are still entirely destitute of education. Omitting the provision requisite to supply the natural increase of the population and the re-distribution occasioned by the opening up of new tracts of country, the squatting districts generally will need a large development of educational agencies. Maneroo, the Murray District, and the great plains to the west and north are in this position. Judging by the results already attained, the Half-time System seems eminently adapted to meet the peculiar requirements of these districts, and attention will be given to this part of the Council's operations with a view to extend the system as far as practicable.

A further extension of the means of education may be accomplished by means of the provision authorized to be made for boarders in Public Schools under the 14th section of the Act. Although inquiry has been made on this head, in order to collect the information necessary to guide the Council, it has not hitherto been found practicable to make arrangements for this purpose in any existing Public School.

Some re-distribution of the means of education supplied at the public expense will be necessary in the course of 1868, the number of schools in some localities being in excess of the requirements, while large districts are entirely destitute. The re-arrangement which this circumstance suggests, would have the further effect of economizing the public funds, as more places would be supplied with education without additional expense.

While persuaded that the Public Schools Act is generally appreciated by all classes in the Colony, and that as much has been effected during the past year as could have been reasonably expected, the Council is aware that much remains to be accomplished both in the internal organization and in the gradual extension of the Public School System. The result of the Council's labours during the current year will, it is hoped, show that progress has been made in both directions.

In conclusion, we have pleasure in referring to the following extract from the dispatch of His Grace the Duke of Buckingham and Chandos, dated 26th March, 1867 :—

“ With regard to the Act No. 22, to make better provision for Public Education, I must express my satisfaction that a decision has been arrived at on a matter of so much difficulty and importance to the welfare of the Colony, and I hope that the Act will be found to work well and satisfactorily to parties of all religious persuasions.”

We submit this as our Report upon the Public Schools for the Year ending 31st December, 1867 ; and, in testimony thereof we have caused our corporate Seal to be affixed hereto, this thirtieth day of March, one thousand eight hundred and sixty-eight.

(L.S.)

HENRY PARKES, President
G. ALLEN.
W. M. ARNOLD.
JAMES MARTIN
J. SMITH.

W. WILKINS,
Secretary.

APPENDIX A.

RETURN of the Attendance of Children at the Public Schools of New South Wales, as certified by the Public School Boards, for the Quarter ending 31st December of the Year 1867, or for the last Quarter in which the Schools were in operation respectively.

Name of School. I.	Number of Children on Rolls.									Average Weekly Attendance.		
	Boys.	Girls.	Total	Church of England.	Roman Catholic.	Presbyterians.	Wesleyans.	Others.	Total.	Boys.	Girls.	Total.
	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.
Aberdeen	15	18	33	8	13	12	...	...	33	10.9	11.9	22.8
Aberglasslyn	25	20	45	18	21	4	2	...	45	18.1	12.5	30.6
Adelung	46	35	81	37	20	11	10	3	81	29.2	20.6	49.8
Albury	114	81	195	76	36	63	16	4	195	88.36	65.45	153.81
Armidale	42	46	88	32	24	26	6	...	88	31.25	37.25	68.50
Ashfield	24	15	39	9	2	2	26	...	39	14.5	7.9	22.4
Avisford	11	10	21	3	15	3	...	...	21	4.30	6.90	11.20
Avondale	25	23	48	29	14	...	5	...	48	17.1	14.4	31.5
Balmain	188	141	329	111	34	121	8	55	329	135.6	97.1	232.7
Balranald	10	15	25	20	3	2	...	...	25	7.66	9.47	17.13
Bandon Grove	17	22	39	27	4	3	2	3	39	10.36	12.13	22.49
Barrington	20	12	32	10	...	22	...	...	32	12.62	9.71	22.33
Bathurst	108	56	164	16	...	3	141	4	164	70.99	26.12	97.11
Bega	26	24	50	21	14	9	5	1	50	16.9	15.2	32.1
Bendemecr	18	21	39	20	6	9	4	...	39	16	17.80	33.80
Bendolba	17	10	27	7	7	4	6	3	27	10.4	5.4	15.8
Berkeley	28	16	44	2	15	6	16	5	44	19.1	10.7	29.8
Bingera	14	11	25	20	5	...	...	...	25	10	7	17
Binalong	29	20	49	12	37	...	...	...	49	18.90	12.70	31.60
Binda	10	6	16	6	10	...	...	...	16	7.9	4.9	12.8
Bishop's Bridge	22	13	35	...	30	5	...	...	35	20.1	10.9	30
Blayne	27	23	50	7	18	21	4	...	50	15.58	16.71	32.29
Black Range	25	30	55	29	17	5	4	...	55	14.5	20.8	35.3
Blue Gum Flat	28	26	54	39	15	...	...	...	54	15.5	18.2	23.7
Bo Bo Creek	17	11	28	20	...	...	8	...	28	10.72	7.69	18.41
Bodalla	19	11	30	28	2	...	...	...	30	14.7	9.2	23.9
Bolwarra	29	30	59	10	14	2	21	12	59	19.11	19.85	38.96
Booral	18	14	32	8	8	8	5	3	32	15.7	11.1	26.8
Bombala	47	33	80	56	23	1	...	...	80	37.3	25.1	62.4
Bowral	33	22	55	36	5	...	13	1	55	28	17	45
Boolong	26	38	64	4	14	39	7	...	64	18.8	26.7	45.5
Boolambayte	18	13	31	17	8	5	...	1	31	15.8	7.7	23.5
Botany Road	66	55	121	26	2	14	18	61	121	48.9	36.9	85.8
Botany	45	49	94	28	14	5	41	6	94	30.8	31.7	62.5
Bourke-street	214	184	398	89	16	17	42	234	398	165.2	137.7	302.9
Bourke Town	56	50	106	15	24	27	8	32	106	40	31	71
Bowna	9	12	21	5	8	8	...	...	21	6.4	8.9	15.3
Bowenfels	49	21	70	40	13	12	4	1	70	30.80	13.50	44.30
Branxton	49	50	99	29	50	10	10	...	99	32.28	34.19	66.47
Braidwood	75	66	141	54	15	17	54	1	141	54.8	43.9	98.7
Broughton Creek	20	40	60	29	10	16	5	...	60	16.3	25.6	41.9
Brookfield	26	24	50	7	43	...	...	...	50	14.9	12.8	27.7
Bungowannah	11	11	22	5	...	7	10	...	22	6.8	6.48	13.28
Burrendulla	16	16	32	15	...	...	17	...	32	9.56	8.86	18.42
Cambewarra	18	21	39	13	2	17	7	...	39	14.3	17	31.3
Camden	65	51	116	38	30	...	37	11	116	51.7	38.5	90.2
Camperdown	51	36	87	57	8	9	12	1	87	33.3	22.9	56.2
Campsie	13	19	32	9	23	...	...	...	32	8.83	14.75	23.58
Canobolas	25	11	36	...	32	4	...	...	36	8.40	4.60	13.00
Cadia	26	35	61	30	14	...	17	...	61	17.19	22.62	39.81
Cararawell	14	15	29	17	2	4	6	...	29	11.9	10.5	22.4
Carrara	14	17	31	2	26	...	3	...	31	9.07	11.78	20.85
Carcoar	25	33	58	21	25	10	...	2	58	19.67	21.87	41.54
Castlereagh	17	20	37	12	16	...	9	...	37	9.6	9.1	18.7
Casino	29	22	51	19	22	6	4	...	51	22.20	17.60	39.80
Cawdor	33	34	67	29	3	...	35	...	67	24	19.8	43.8
Cessnock	20	16	36	17	19	...	...	...	36	12.2	13.8	26
Clarence Town	42	42	84	36	9	25	6	8	84	23.48	19.97	43.45
Cleveland-street	386	281	667	258	85	77	119	128	667	280	185.2	465.2
Colyton	22	28	50	23	4	6	14	3	50	15.8	21.3	37.1
Collector	11	18	29	7	...	4	16	2	29	4.1	12	16.1
Coolangatta	22	23	45	9	26	7	3	...	45	15.5	16	31.5
Coonanbong	19	12	31	5	22	4	...	...	31	17.6	10.8	28.4
Cornish Settlement	17	17	34	7	...	...	27	...	34	10.70	9.90	20.60
Cowra	35	33	68	34	19	15	...	...	68	26.80	23.20	50.00
Cobbity	12	15	27	...	...	...	27	...	27	8	12.2	20.2
Cooma	29	16	45	34	4	3	...	4	45	22.6	10.4	33
Croobyar	49	41	90	36	13	5	23	8	90	35.6	26.1	61.7
Croom Park	15	24	39	12	14	13	...	...	39	9.27	15.15	24.42
Croki	27	29	56	13	4	5	34	...	56	22.27	25.43	47.7

APPENDIX A—continued.

Name of School. I.	Number of Children on Rolls.									Average Weekly Attendance.		
	Boys.	Girls.	Total.	Church of England	Roman Catholic	Presbyterians.	Wesleyans.	Others.	Total.	Boys.	Girls.	Total.
	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.
Crudine	11	10	21	15	3	3	...	...	21	5.85	6.16	12.01
Cullenbone	7	17	24	17	7	...	...	...	24	5.50	12.20	17.70
Cundle Town	34	22	56	38	8	5	5	...	56	26.42	17.17	43.59
Denis Island	18	17	35	6	...	...	29	...	35	12.85	9.95	22.80
Deniliquin	48	26	74	54	8	12	...	...	74	31.75	15.29	47.04
Dingo Creek	16	13	29	5	14	10	...	...	29	13.23	12.20	25.43
Dobroyde	34	43	77	45	6	19	2	5	77	22.1	24.4	66.5
Dondingalong	15	15	30	2	11	...	17	...	30	9.10	7.30	16.40
Dubbo	35	28	63	42	10	11	...	...	63	22.49	16.34	38.83
Dumaresq Island	20	26	46	19	6	12	2	7	46	12.82	19.6	32.42
Dunmore	35	21	56	20	14	8	11	3	56	24.7	13.7	38.4
Dungog	33	32	65	22	23	9	11	...	65	19.1	15.4	34.5
Eagleton	24	27	51	11	21	18	...	1	51	17.16	20.57	37.73
Ecclestone	13	9	22	18	2	2	...	...	22	5.8	3.5	9.3
Eden	26	17	43	15	17	10	...	1	43	21.8	11.9	33.7
Eling Forest	24	17	41	19	10	10	2	...	41	18.8	14.6	33.4
Euroka	18	11	29	5	...	4	20	...	29	12.20	5.70	17.90
Eurobodalla	9	7	16	9	...	4	...	3	16	6.4	6.9	13.3
Euston	8	10	18	12	2	4	...	...	18	6.5	9	15.5
Evans' Plains	25	17	42	16	17	4	5	...	42	17.70	11.40	29.10
Fairy Meadow	47	40	87	27	31	25	3	1	87	35	24.2	59.2
Falbrook	17	20	37	25	5	...	5	2	37	14.6	16.6	31.2
Five Dock	30	17	47	29	13	1	3	1	47	24.1	12.5	36.6
Fishery Creek	26	8	34	2	32	...	...	...	34	17	5.8	22.8
Fort-street	918	707	1625	699	410	189	143	184	1625	671.5	508.3	1179.8
Forbes	77	38	115	53	29	1	32	...	115	39.30	18.20	57.50
Freeman's Reach	29	23	52	36	2	7	...	7	52	20.2	16.7	36.9
Ghinni Ghinni	24	26	50	17	5	11	15	2	50	17.02	20.61	37.63
Glebe	174	130	304	144	41	31	83	5	304	119.6	79.1	198.7
Glenmore	29	38	67	18	6	7	36	...	67	19.5	25.4	44.9
Gledswood	14	20	34	16	13	5	...	...	34	8.7	9.3	18
Glenwilliam	17	19	36	25	3	4	...	4	36	12.56	12.44	25
Gosforth	17	8	25	5	15	...	5	...	25	9.6	6.7	16.3
Gosford	14	24	38	23	15	...	...	...	38	12.5	15.8	28.3
Grafton	124	116	240	141	25	22	42	10	240	91.90	79.67	171.57
Grenfell	82	64	146	81	43	4	7	11	146	42.02	31.99	74.01
Gundagai	44	14	58	35	15	8	...	...	58	26.6	9.7	36.3
Gunning	36	26	62	32	4	2	24	...	62	29.9	18.3	48.2
Hanbury	96	79	175	45	8	24	45	53	175	63.31	52.66	115.97
Hargraves	21	20	41	27	14	...	...	...	41	14.68	14.77	29.45
Hawkesbury, Lower	10	14	24	1	...	...	23	...	24	4.08	5.4	9.48
Hexham	26	13	39	11	2	6	19	1	39	14.9	8.1	23
Hinton	25	23	48	7	17	...	6	18	48	13.76	13.09	26.85
Howlong	33	22	55	33	13	9	...	...	55	17.5	14.2	31.7
Inverell	53	41	94	44	22	28	...	...	94	36.14	27.94	64.08
Iona	14	12	26	14	1	4	7	...	26	9.5	7.9	17.4
Jamberoo	29	19	48	23	6	13	5	1	48	20.8	10.5	31.3
Kelly's Plains	25	22	47	12	15	8	9	3	47	19.20	16.40	35.60
Kiama	35	20	55	18	5	14	18	...	55	21.1	13	34.1
Kirkconnel	29	24	53	40	8	4	1	...	53	21.80	16.70	38.50
Lambton	167	159	326	102	36	49	68	71	326	102.24	97.57	199.81
Limekilns	13	10	23	1	5	15	2	...	23	8.70	7.10	15.80
Lithgow Valley	36	35	71	28	23	18	2	...	71	26.74	25	51.74
Little River	39	22	61	36	17	3	5	...	61	26.5	13.7	40.2
Lismore	22	28	50	23	14	10	3	...	50	14.25	16.8	31.05
Liverpool	49	33	82	51	1	22	8	...	82	33.1	19.3	52.4
Llandelo	20	24	44	31	4	9	...	...	44	12.84	14.04	26.88
Lochinvar	32	22	54	31	9	9	5	...	54	19.7	8.7	28.4
Lucknow	20	20	40	18	9	13	...	...	40	12.86	10.77	23.63
Luddenham	32	35	67	24	13	17	5	8	67	19.2	21.8	41
M'Donald River	15	8	23	15	2	3	3	...	23	13.3	7.1	20.4
M'Donald do., Lower	13	8	21	15	4	...	2	...	21	6.1	2.8	8.9
Macquarie Plains	22	18	40	7	3	3	27	...	40	9.80	7.90	17.70
Maitland, East	207	141	348	192	37	49	62	8	348	135.5	90.8	226.3
Main Camp	39	35	74	46	9	12	6	1	74	29.97	22.60	52.57
Major's Creek	34	32	66	34	22	9	1	...	66	26	19.8	45.8
Mangrove	13	15	28	4	24	...	...	...	28	9.3	10.4	19.7
Manly	37	13	50	15	7	15	...	13	50	25.2	8.6	33.8
Marrickville	93	49	142	41	21	15	3	62	142	68.5	34.7	103.2
Marshallmount	28	22	50	15	23	...	7	5	50	23.5	19.7	43.2
Marengo	18	18	36	23	5	...	8	...	36	12.10	10.80	22.90
Marchvale	26	23	49	22	17	6	...	4	49	19.70	14.70	34.40
Marulan	31	19	50	13	24	13	...	...	50	15.9	12	27.9
Meroo	17	18	35	3	...	20	12	...	35	14.3	14	28.3
Meadow Flat	24	15	39	2	13	10	14	...	39	12.50	10.40	22.90
Merriwa	25	26	51	20	31	...	...	...	51	19.8	20.9	40.7
Minmi	61	38	99	21	3	22	4	49	99	39.29	17.66	56.95
Millbang	17	12	29	5	21	3	...	...	29	6.8	5.4	12.2
Mitchell's Creek	38	36	74	26	5	23	20	...	74	30.47	23.73	54.20
Mount Keira	36	32	68	6	30	5	16	11	68	23.6	13.7	37.3
Morpeth	87	57	144	57	16	10	53	8	144	65.6	39.3	104.9

APPENDIX A—continued.

Name of School. I.	Number of Children on Rolls.									Average Weekly Attendance.		
	Boys.	Girls.	Total	Church of England	Roman Catholic	Presbyterians.	Wesleyans.	Others.	Total.	Boys.	Girls.	Total.
	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.
Monkerai.....	16	17	33	30	...	3	...	...	33	14.96	15.91	30.87
Mosquito Island.....	19	21	40	28	6	1	...	5	40	13.77	12.20	25.97
Molong.....	31	30	61	42	15	...	4	...	61	23.50	23.70	47.20
Moulamcin.....	15	14	29	10	5	9	4	1	29	9.72	9.26	18.98
Moama.....	25	32	57	21	25	3	5	3	57	9.5	15.6	25.1
Monkittee.....	15	19	34	10	22	2	...	...	34	7.6	12.7	20.3
Mount Macquarie.....	13	21	34	26	7	1	...	...	34	9.30	18.29	27.59
Mount Clarence.....	30	33	63	20	15	13	13	2	63	22.36	19.33	41.69
Mudgee.....	110	91	201	80	63	20	38	...	201	77.24	63.11	140.35
Mulgoa Forest.....	42	27	69	24	7	6	32	...	69	22.8	18.	40.8
Murrurundi.....	40	17	57	24	12	15	5	1	57	28.25	12.65	40.9
Murrumburrah.....	13	15	28	16	12	...	...	...	28	7.10	10.20	17.30
Myrtleville.....	8	17	25	3	18	4	...	...	25	4.7	7.5	12.2
Nelson's Plains.....	24	23	47	14	10	5	16	2	47	16.8	19.1	35.9
Nerrigundah.....	12	16	28	23	...	3	2	...	28	8.6	8.5	17.1
Newtown.....	126	92	218	62	14	13	6	123	218	93.9	64.8	158.7
New Sheffield.....	62	58	120	63	...	27	30	...	120	40.	...	40.
New Country Flats.....	No Returns.											
Newcastle.....	190	133	323	98	12	46	59	108	323	128.	71.6	199.6
North Bulli.....	23	10	33	14	12	3	4	...	33	17.1	5.4	22.5
North Sydney.....	15	24	39	22	4	4	...	9	59	5.3	15.5	20.8
Norwood.....	14	15	29	9	11	5	...	4	29	6.7	7.	13.7
North Yass.....	22	23	45	16	17	8	...	4	45	17.7	18.4	36.1
Nowra.....	20	33	53	21	11	14	7	...	53	14.2	22.	36.2
Omega Retreat.....	35	30	65	11	5	13	36	...	65	25.5	25.3	50.8
Ophir Road.....	14	16	30	10	5	...	11	4	30	8.17	7.58	15.75
Orange.....	60	29	89	50	5	12	21	1	89	39.60	19.05	58.65
Oswald.....	29	19	48	11	3	1	31	2	48	16.2	11.4	27.6
Oxley Island.....	28	30	58	20	16	10	9	3	58	16.42	21.65	38.07
Paddington.....	164	120	284	118	37	18	30	81	284	118.	76.9	194.9
Palmer Island.....	15	27	42	8	10	24	...	...	42	7.21	18.95	26.16
Parramatta.....	140	65	205	98	29	5	54	19	205	102.7	47.9	150.6
Parading Ground.....	21	17	36	13	...	...	25	...	38	14.87	11.27	26.14
Peel.....	12	8	20	13	6	1	...	...	20	6.75	4.15	10.90
Pelican Point.....	11	9	20	9	5	6	...	...	20	8.44	5.2	13.64
Peterboro.....	21	18	39	1	29	2	7	...	39	16.1	12.7	28.8
Petersham.....	42	36	78	33	1	1	...	...	78	29.3	19.8	49.1
Pennant Hills.....	42	34	76	27	6	1	39	43	76	30.1	22.5	52.6
Penrith.....	77	43	120	64	11	12	31	3	120	52.1	21.4	73.5
Panbula.....	14	19	33	17	11	5	...	2	33	9.5	11.6	21.1
Pitt-street.....	17	100	217	54	18	7	22	...	217	86.5	67.4	153.9
Pitt-street South.....	177	34	111	27	14	32	28	116	111	55.8	27.3	83.1
Pitt Town.....	05	89	194	75	18	43	34	10	194	75.7	58.4	134.1
Picton.....	133	19	52	33	5	...	14	24	52	24.5	13.4	37.9
Pipeclay Creek.....	19	8	27	10	7	3	5	...	27	13.51	4.18	17.60
Pleasant Valley.....	12	15	27	16	1	...	10	2	27	8.40	9.20	17.60
Plattsburgh.....	77	59	136	18	12	57	11	...	136	47.24	35.56	82.8
Port Macquarie.....	69	28	97	39	22	19	17	38	97	51.27	21.58	72.85
Prospect.....	30	14	44	33	9	1	...	...	44	19.5	8.5	28.
Purfleet.....	20	20	40	...	...	25	15	1	40	15.1	14.4	29.5
Pymont.....	56	90	246	57	18	142	19	...	246	117.7	63.2	180.9
Pyree.....	139	44	83	10	10	44	18	10	83	31.5	36.3	67.8
Queanbeyan.....	34	29	63	25	16	8	10	1	63	27.4	24.2	51.6
Quorobolong.....	12	13	25	5	11	5	4	4	25	7.5	8.4	15.9
Raymond Terrace.....	36	24	60	6	...	10	44	...	60	26.	17.9	43.9
Redbank.....	30	20	50	28	11	9	2	...	50	21.	13.3	34.3
Richmond.....	46	28	74	36	...	21	17	...	74	36.8	19.5	56.3
Rocky Mouth.....	28	24	52	28	18	4	2	...	52	10.06	12.10	22.16
Rocky River.....	13	15	28	2	...	14	12	...	28	16.76	16.28	33.04
Rockley.....	17	14	31	14	13	2	2	...	31	10.20	13.60	23.80
Roslyn.....	13	8	21	...	3	18	...	...	21	8.3	4.1	12.4
Saumarez Creek.....	13	17	30	15	7	8	...	...	30	9.55	10.31	19.86
Seaham.....	25	19	44	9	18	11	...	6	44	15.6	11.1	26.7
Seven Oaks.....	16	20	36	17	6	6	7	...	36	12.13	13.95	26.08
Scone.....	21	11	32	8	13	11	...	...	32	15.	6.8	21.8
Scot's Flat.....	39	25	64	19	45	...	...	...	64	24.4	11.65	36.05
Shell Harbour.....	43	35	78	23	29	18	1	7	78	30.3	21.4	51.7
Singleton.....	63	67	130	75	2	15	37	1	130	45.2	43.4	88.6
Smithfield.....	35	29	64	38	10	...	...	16	64	24.4	19.3	43.7
Smith's Flat.....	24	16	40	15	9	16	...	...	40	20.92	14.14	35.06
Southgate.....	19	25	44	22	...	9	13	...	44	15.10	22.30	37.4
South Grafton.....	33	31	64	43	15	6	...	...	64	26.50	27.50	54.00
Stoney Creek.....	20	16	36	8	23	3	2	...	36	13.	10.4	23.4
Spring Grove.....	21	18	39	22	1	9	7	...	39	13.50	13.60	27.10
St. Mary's, South Ck.....	29	22	51	34	3	13	1	...	51	20.9	15.6	36.5
Stanhope.....	26	39	65	9	45	...	6	5	65	14.5	23.9	38.4
Stockton.....	23	17	40	14	5	16	...	5	40	11.6	6.3	17.9
Strontian Park.....	24	20	44	10	5	14	13	2	44	17.	15.90	32.90
Sugarloaf.....	23	28	51	18	...	9	24	...	51	15.85	17.12	32.97
Summerland.....	20	16	36	22	11	...	3	...	36	12.26	9.74	22.
Sussex-street, Sydney.....	90	93	183	100	15	21	38	9	183	46.2	46.9	93.1

APPENDIX.

15

APPENDIX A—continued.

Name of School. I.	Number of Children on Rolls.										Average Weekly Attendance.		
	Boys.	Girls.	Total.	Church of England.	Roman Catholic.	Presbyterians.	Wesleyans.	Others.	Total.	Boys.	Girls.	Total.	
	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.	
Tambaroora	24	27	51	28	11	3	9	...	51	15.0	13.16	28.16	
Taralga	18	17	35	16	...	9	10	...	35	11.5	9.2	20.7	
Taree	49	45	94	26	13	30	18	7	94	34.01	31.99	66	
Taree Farms	21	17	38	15	...	20	3	...	38	14.3	13.3	27.6	
Tamworth	63	53	116	65	30	5	11	5	116	43.0	34.5	77.5	
Teralba	20	10	30	22	2	6	...	...	30	15.39	6.69	22.08
Tea-pot Swamp	19	13	32	12	12	3	5	...	32	10.60	8.60	19.20	
Telegherry	39	20	59	29	5	13	12	...	59	28.99	14.46	43.45	
Tenterfield	54	62	116	45	50	3	18	...	116	34.94	39.2	74.14	
Thalaba	21	22	43	34	3	5	...	1	43	11.93	11.21	23.14	
Thurgoona	30	27	57	22	24	7	4	...	57	20.4	17.0	37.4	
Tinonee	29	25	54	24	8	22	...	...	54	22.44	19.07	41.51
Tomago	15	17	32	16	5	4	4	3	32	11	14.6	25.6	
Tomerong	19	15	34	9	8	17	...	...	34	10.7	8.6	19.3
Towrang	16	14	30	20	...	1	9	...	30	7.6	7.8	15.4	
Tucki Tucki	23	25	48	17	2	24	5	...	48	12.07	17.01	29.08	
Tumut	22	16	38	27	2	9	...	...	38	14.47	12.58	27.05
Ulladulla	31	13	44	17	10	9	5	3	44	22.1	10	32.1	
Umarra	24	23	47	25	4	12	...	6	47	18.73	16.97	35.7	
Upper Adelong	21	13	34	18	14	2	...	...	34	18.56	10.48	29.04
Uralla	35	32	67	40	18	9	...	...	67	24.76	20.87	45.63
Vacy	19	21	40	35	4	1	...	...	40	12.3	15.5	27.8
Violet Hill	20	22	42	10	24	2	6	...	42	15.9	15.6	31.5	
Wagga Wagga	48	40	88	61	11	4	8	4	88	35.0	21.9	56.9	
Wallgrove	22	26	48	19	23	6	...	...	48	16.1	16.5	32.6
Wallalong	26	20	46	4	15	2	24	1	46	19.12	14.07	33.19	
Wallsend	93	69	162	37	23	38	19	45	162	69.24	43.56	112.8	
Walcha	22	19	41	19	14	5	3	...	41	17.77	15.33	33.10	
Wallabadah	13	14	27	20	4	3	...	...	27	10.05	10.18	20.23
Wallerawang	39	26	65	27	15	19	4	...	65	19.90	13.30	33.20	
Waratah	31	34	65	30	12	1	13	9	65	20.3	17.9	38.2	
Warialda	22	11	33	19	12	2	...	...	33	17.80	9.20	27.0
Warren	12	19	31	21	2	8	...	...	31	7.90	11.90	19.80
Watson's Bay	18	15	33	17	8	...	...	8	33	13.2	8.6	21.8
Watagon Creek	15	9	24	14	10	...	...	...	24	11.3	5.4	16.7
Wattle Flat	27	27	54	22	23	...	9	...	54	15.55	16.83	32.38	
Westbrook	29	26	55	27	7	1	9	11	55	14.2	12.9	27.1	
West Kempsey	34	28	62	28	5	8	11	10	62	20.66	17.97	38.63	
Wellington	23	23	46	36	5	5	...	...	46	13.90	14.17	28.07
Wesley Vale	18	18	36	1	...	...	31	4	36	7.2	7.5	14.7
Wentworth	27	18	45	24	5	13	...	3	45	17.1	13.5	30.6	
White Rock	13	15	28	6	17	3	2	...	28	8.14	8.05	16.19	
William-street	536	395	931	444	191	88	96	112	931	353.2	254.9	608.1	
Wingham	16	23	39	22	...	15	2	...	39	11.7	17	28.7	
West Ballina	30	19	49	37	9	3	...	...	49	21.90	11.90	33.80
Winburndale	19	23	42	21	19	2	...	...	42	12.90	16.10	29
Wollongong	80	49	129	31	17	11	38	32	129	55.7	27.5	83.2	
Woodford Dale	9	18	27	5	5	11	6	...	27	7.85	16.02	23.87	
Woodburn	10	6	16	9	3	...	4	...	16	5.4	3.2	8.6	
Woolloomooloo	77	48	125	96	8	7	8	6	125	59.9	35.5	95.4	
Wollombi	39	40	79	38	31	2	8	...	79	25.1	24.6	49.7	
Wolumla	15	11	26	6	18	2	...	...	26	7.9	4.7	12.6
Worragee	19	11	30	12	...	12	3	3	30	13.2	6.9	20.1	
Woola Woola	15	18	33	11	9	11	2	...	33	12.87	15.29	28.16	
Yaypo	24	23	47	18	...	29	...	...	47	17.69	14.74	32.43
Young	45	27	72	27	14	8	19	4	72	29.90	15.30	45.20	
TOTAL	11,945	9,685	21,630	8,815	4,225	3,188	3,292	2,110	21,630	8,265.91	6,366.11	14,632.02	

APPENDIX B.

APPENDIX B.

RETURN of the Attendance of Children at the Provisional Schools of New South Wales, as certified by the Local Committees, for the Quarter ending 31st December of the Year 1867, or for the last Quarter in which the Schools were in operation respectively.

Name of School. I.	Number of Children on Rolls.									Average Weekly Attendance.		
	Boys. II.	Girls. III.	Total IV.	Church of England V.	Roman Catholic VI.	Presby- terians. VII.	Wesley- ans. VIII.	Others. IX.	Total X.	Boys. XI.	Girls XII.	Total XIII.
Bergalia	15	8	23	4	10	9	...	...	23	13.2	5.10	18.3
Bombaderra	21	20	41	11	22	8	...	...	41	14.9	15.2	30.1
Bourke	12	14	26	16	10	...	...	...	26	7.40	7.61	15.41
Broughton Vale	11	17	28	20	4	1	3	...	28	10.	13.	23.
Broughton Village	11	7	18	8	6	3	1	...	10	8.	6.	14.
Brush Grove	10	11	21	13	2	6	...	...	21	8.70	9.30	18.
Colville	18	14	32	17	5	10	...	...	32	14.90	11.30	26.20
Condobolin	(No Return.)											
Coonamble	do.											
Crowther	6	8	14	7	7	...	...	...	14	3.45	5.88	9.33
Darkwater Creek	14	13	27	16	5	3	3	...	27	10.56	9.16	19.72
Five Islands	11	13	24	9	8	7	...	...	24	6.23	8.19	14.42
Ironbark	12	21	33	18	13	...	...	2	33	8.50	15.40	23.90
Kayuga	23	16	39	1	2	...	2	34	39	15.4	13.4	28.8
Kenny's Point	6	9	15	...	15	...	...	...	15	6.	8.6	14.6
Mountain Run	8	7	15	2	13	...	...	...	15	5.60	5.50	11.10
Moorfields	12	15	27	13	6	1	7	...	27	6.	8.	14.
Murrygon	6	14	20	...	1	19	...	...	20	6.	12.20	18.20
Newington	13	9	22	14	6	...	2	...	22	8.4	4.3	12.7
Nowra Hill	19	8	27	14	13	...	...	...	27	11.9	6.2	18.1
Portland Lower	7	6	13	2	...	...	11	...	13	6.3	5.	11.3
Redbank	12	4	16	5	...	...	11	...	16	6.90	3.40	10.30
Saggart Field	15	23	38	10	26	2	...	...	38	12.5	19.	31.5
Shancamore	27	17	44	18	26	...	...	...	44	10.3	9.3	19.6
South Apsley	7	4	11	4	7	...	...	...	11	2.41	3.25	5.66
Taralla	(No Return.)											
Underbank	11	15	26	13	3	7	3	...	26	6.5	11.4	17.9
Wardell	10	8	18	7	9	2	...	...	18	8.80	7.50	16.30
Wright's Creek	14	6	20	9	6	...	5	...	20	10.3	5.1	15.4
Woodford Park	9	14	23	7	6	10	...	...	23	7.	11.	18.
Yetman	8	12	20	6	9	1	1	3	20	5.40	10.30	15.70
	348	333	681	264	240	89	49	39	681	241.23	249.14	490.37

APPENDIX C.

RETURN of the Attendance of Children at the Half-time Schools of New South Wales, as certified by the Local Committees, for the Quarter ending 31st December of the Year 1867, or for the last Quarter in which the Schools were in operation respectively.

Name of School. I.	Number of Children on Rolls.									Average Weekly Attendance.		
	Boys. II.	Girls. III.	Total IV.	Church of England V.	Roman Catholic VI.	Presby- terians. VII.	Wesley- ans. VIII.	Others. IX.	Total X.	Boys. XI.	Girls XII.	Total XIII.
Ballalaba	19	20	39	25	10	4	...	...	39	9.1	10.	19.1
Bullamalita	21	14	35	18	17	...	...	...	35	13.6	8.3	21.9
Jamboye	36	34	70	16	54	...	...	...	70	9.	13.	22.
Jingera	19	27	46	21	12	13	...	...	46	12.9	20.	32.9
Oranmeir	24	24	48	16	32	...	...	...	48	19.1	17.	36.1
Rock View	12	17	29	6	22	1	...	...	29	5.1	6.8	11.9
	131	136	267	102	147	18	...	...	267	68.8	75.1	143.9

APPENDIX D.

APPENDIX D.

ABSTRACT of Returns from Public and other Schools under the Council of Education, for the Quarters ending

Name of School.	Number of Children on the Rolls.									Average Daily Attendance.			Amount of School Fees Paid.
	Boys.	Girls.	Total.	C. E.	R. C.	Pres.	Wes.	Others.	Total.	Boys.	Girls.	Total.	
30th March.													£ s. d.
Public Schools	10,988	8,653	19,641	7,716	4,072	2,903	3,002	1,958	19,641	7,510·97	5,510·98	13,021·95	3,397 4 8
Denominational Schools	14,851	13,135	27,986	11,566	10,996	1,802	2,661	961	27,986	9,281·72	7,963·60	17,245·32	4,786 19 11½
Provisional Schools	19	17	36	18	18	.....	.....	.....	36	13·38	12·77	26·15	.....
	25,858	21,805	47,663	19,300	15,086	4,705	5,663	2,909	47,663	16,806·07	13,487·35	30,293·42	8,184 4 7½
29th June.													
Public Schools	10,627	8,281	18,908	7,510	3,870	2,749	2,901	1,878	18,908	6,737·04	4,947·44	11,684·48	3,221 12 4
Denominational Schools	13,767	11,849	25,616	10,484	10,189	1,642	2,439	862	25,616	8,111·03	6,409·40	14,520·43	3,698 12 10
Provisional Schools	38	23	61	27	29	.....	5	.....	61	26·80	18·10	44·90	8 1 6
	24,432	20,153	44,585	18,021	14,088	4,391	5,345	2,740	44,585	14,874·87	11,374·94	26,249·81	6,928 6 8
28th September.													
Public Schools	11,296	9,071	20,367	8,113	4,194	2,876	3,029	2,155	20,367	7,358·43	5,568·08	12,926·51	3,726 2 3½
Provisional Schools	174	173	347	125	163	18	10	31	347	116·97	119·41	236·38	39 1 5
Half-time Schools	89	98	187	84	88	15	.....	.....	187	63·65	70·57	134·22	8 9 1½
Denominational Schools	13,961	12,277	26,238	11,108	10,255	1,660	2,360	855	26,238	8,880·70	7,242·12	16,122·82	3,414 0 4½
	25,520	21,619	47,139	19,430	14,700	4,569	5,399	3,041	47,139	16,419·75	13,000·18	29,419·93	7,187 13 2½
28th December.													
Public Schools	11,592	9,394	20,986	8,517	4,117	3,090	3,164	2,098	20,986	8,037·79	6,221·86	14,259·65	4,059 1 7
Provisional Schools	344	327	661	255	234	89	44	39	661	231·65	244·49	476·14	115 9 6
Half-time Schools	131	136	267	102	147	18	.....	.....	267	68·80	75·10	143·90	10 0 6
Denominational Schools	14,005	12,411	26,416	11,187	-10,613	1,551	2,248	817	26,416	9,383·77	7,994·91	17,378·68	4,234 12 8
	26,072	22,268	48,330	20,061	15,111	4,748	5,456	2,954	48,330	17,722·01	14,536·86	32,258·37	8,419 4 3

423—0

APPENDIX.

17

245

APPENDIX E.

SCHEDULE of Applications for the establishment of Public Schools, received during the year 1867.

Place.	Distance of nearest School	Number of Pupils promised to attend.									Number of Parents or Guardians undertaking to send children.						Remarks.
		M.	F.	Total	C. E.	R. C.	Pres.	Wes.	Others	Total	C. E.	R. C.	Pres.	Wes.	Others	Total	
Adelong, Upper	15	37	19	56	34	12	10	...	...	56	6	3	4	...	...	13
Adelong, Lower	7	30	20	50	30	10	5	5	...	50	6	4	4	...	...	14
Appin	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arncliffe	2	26	18	44	27	10	...	2	5	44	11	3	...	1	2	17	
Ballington	5	19	15	34	24	10	...	...	...	34	7	3	...	...	...	10
Bateman's Bay	20	17	8	25	...	20	5	...	...	25	...	8	2	...	...	10
Bellinger, Upper	60	11	20	31	20	7	4	...	...	31	5	4	1	...	...	10
Benbooka	6	15	24	39	10	29	...	...	...	39	...	11	4	...	...	15
Berrima	...	38	38	76	52	20	4	...	...	76	...	No Return.	...	...	...	...
Bodalla	5	18	14	32	28	4	...	...	...	32	12	1	...	...	...	13
Bangalore	5	15	12	27	7	...	4	16	...	27	3	...	2	5	...	10	
Bulladeelah	7	14	17	31	28	1	2	...	...	31	13	1	1	...	...	15
Bungowannah	...	20	15	35	5	1	13	13	3	35	5	...	1	5	...	11	
Burrier	7	24	17	41	12	3	26	...	...	41	1	1	8	...	...	10
Burrundullah	4	14	17	31	8	...	...	...	23	31	4	...	...	10	...	14
Cabbage-tree	2½	33	28	61	32	9	4	16	...	61	12	3	1	3	...	19	
Candelo	12	19	26	45	23	18	2	2	...	45	8	6	2	1	...	17	
Canobolas	3½	40	36	76	38	21	11	6	...	76	9	1	3	3	...	16	
Chatsbury	6	17	20	37	10	10	17	...	...	37	3	1	4	...	...	8
Chatsworth Island	6	20	32	52	14	10	20	3	5	52	4	3	8	1	2	18	
Coramandra	26	24	18	42	15	27	...	...	...	42	4	9	...	...	...	13
Crudine	14	23	23	46	25	16	5	...	...	46	8	4	1	...	...	13
Davis Town	...	27	36	63	33	27	3	...	...	63	7	1	1	...	...	9
Eccleston	16	24	16	40	28	3	5	2	2	40	8	1	2	...	...	11
Erskine Park	4	27	30	57	38	10	9	...	...	57	8	2	2	...	...	12
Fish River Creek	8	27	22	49	15	20	...	14	...	49	4	5	3	...	...	12
Goulburn	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grafton South	2	38	28	66	43	17	6	...	...	66	16	8	3	...	...	27
Gundaroo	...	16	13	29	17	9	3	...	...	29	7	4	1	...	...	12
Kangaloon	6	42	32	74	56	4	10	4	...	74	18	1	2	1	...	22	
Kangaloon, West	6	28	23	51	14	...	...	37	...	51	7	...	...	6	...	13
Kiandra	52	18	14	32	24	8	...	...	...	32	9	3	...	...	...	12
Limekilns	8	30	35	65	6	42	15	2	...	65	...	14	5	1	...	20	
Lithgow Valley	3	22	41	63	36	12	11	4	...	63	17	4	3	3	1	28	
Liverpool-street	...	50	48	98	57	12	7	20	2	98	26	9	3	4	7	49	
Lowther	7	17	23	40	6	28	6	...	...	40	3	9	2	...	...	14
Main Camp	3	30	25	55	35	6	8	5	1	55	17	3	5	2	1	28	
Marlee	5	18	14	32	27	3	2	...	...	32	8	1	1	...	...	10
Maitland, West	...	183	196	379	169	53	19	55	83	379	51	14	8	23	31	127	
Menangle	...	22	33	55	32	3	...	19	1	55	10	2	...	7	1	20	
Meroo	5	17	13	30	2	3	16	9	...	30	1	1	5	4	...	11	
Middle River Hill	2½	15	30	45	26	6	12	1	...	45	16	4	6	1	...	27	
Mirari Creek	4	29	26	55	25	18	12	...	...	55	7	4	3	...	...	14
Mitchell's Island	4	28	26	54	30	4	5	15	...	54	10	1	2	4	...	17	
Mittagong, Upper	1	26	24	50	34	...	11	5	...	50	10	2	...	1	...	13	
Mittagong, Lower	3	41	27	68	43	21	4	...	...	68	11	6	1	...	...	18
Mooroooolen	2	22	14	36	22	4	10	...	...	36	7	2	2	...	...	11
Mountain Run	7	21	15	36	9	27	...	...	...	36	3	12	...	...	...	15
Mount Pleasant	2½	25	25	50	25	18	5	2	...	50	3	5	...	...	...	8
Mummel	10	28	25	53	16	3	...	34	...	53	6	1	...	12	...	19	
Narrabri	58	33	22	55	32	16	...	2	5	55	9	4	...	2	2	17	
Nelligen	28	22	13	35	22	7	4	...	2	35	8	3	2	...	2	15	
New Country Flats	5	13	14	27	20	7	...	...	...	27	6	2	...	...	1	9
Nimitybelle	...	19	12	31	5	23	3	...	...	31	4	11	2	...	...	17
Picton	...	106	87	193	92	48	21	32	...	193	23	9	4	1	...	37	
Pipeclay Creek	...	30	13	43	25	10	3	5	...	43	11	4	1	2	...	18	
Prospect	3	33	18	51	36	11	4	...	...	51	12	3	...	1	...	16
Rainbow Reach	10	24	37	61	15	41	...	...	5	61	3	10	...	...	1	14
Rose Valley	2½	30	37	67	14	8	12	5	...	67	7	...	1	1	2	11	
Ryde	...	107	91	198	113	17	15	41	12	198	24	2	4	7	1	38	
St. Alban's	5	20	18	38	24	4	...	10	...	38	7	2	...	3	...	12	
Southgate Creek	3	25	30	55	19	8	10	13	5	55	4	1	4	4	2	15	
Spring Flat	2½	33	16	49	33	16	...	...	...	49	13	7	...	...	...	20
Spring Grove	4	46	39	85	56	4	6	19	...	85	8	1	...	3	...	12	
Sutton Forest, North	1	24	36	60	25	17	12	6	...	60	7	3	4	2	...	16	
Tantawangla	...	18	26	44	17	19	5	3	...	44	10	6	2	...	...	18
Tucki Tucki	8	23	28	51	15	10	19	5	2	51	4	4	9	3	...	20	
Tumbarumba	43	22	28	50	23	13	14	...	...	50	10	...	3	...	...	13
Turon Upper	15	25	21	46	17	25	...	...	4	46	6	6	...	...	1	13
Uralla	2½	26	34	60	10	23	27	...	...	60	6	6	9	...	...	21
Wallabadah	27	11	17	28	21	4	...	...	3	28	15	2	...	...	...	17
Warkworth	12	27	30	57	42	7	8	...	...	57	14	3	3	...	...	20
Warren	70	16	14	30	19	4	7	...	...	30	3	1	2	...	...	6
White Rock	5	26	27	53	19	16	6	12	...	53	4	6	1	1	...	12	
Woodford Dale	10	23	26	49	17	7	17	8	...	49	6	2	6	2	...	16	
Woodford Leigh	...	26	24	50	12	5	33	...	...	50	4	2	12	...	...	18
TOTALS	...	2153	2049	4202	2081	969	537	452	163	4202	639	285	175	130	57	1286	

APPENDIX F.

CORRESPONDENCE relating to the establishment of a Public School at Nimitybelle.

GOULBURN DISTRICT.

Report upon application for the establishment of a Public School at Nimitybelle.

1. The majority of the persons who signed the annex to application for the establishment of a public school at Nimitybelle are Roman Catholics, almost all of whom now refuse to send their children to the proposed school, as the Most Rev. Archbishop Polding, and the Roman Catholic clergyman of the District—Rev. M. Kavanagh—have, in most emphatic terms, commanded them to give no support to a public school, under pain of religious censure.

2. While at Cooma, the Rev. M. Kavanagh informed me that he had applied to the Council of Education for a teacher for the Roman Catholic School at Nimitybelle; and I am of opinion that the efforts made to deter the Roman Catholic portion of the inhabitants from availing themselves of the advantages to be derived from the establishment of a public school, arise from the expectation that the Council will grant a salary for a Roman Catholic Denominational school, a certificate for which was shewn to me by Rev. M. Kavanagh.

3. The Roman Catholic Denominational school at Nimitybelle was discontinued twelve months since; and I cannot ascertain that any steps were taken towards its re-establishment, until the inhabitants applied for a Public School; nor do I believe that the minimum average daily attendance for a Denominational school, specified in the Public Schools Act, could be maintained, should the Council of Education sanction its re-establishment.

4. Under present circumstances, I do not consider that the establishment of a Public School at Nimitybelle could be successfully carried out.

Nimitybelle, 14 March, 1868.

E. H. FLANNERY,
Assistant Inspector,
Goulburn District.

The Secretary to the Council of Education to David Bell, Esq.

Council of Education Office,
Sydney, 24 January, 1868.

Sir,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your formal application, dated 31st December, 1867, for the establishment of a Public School at Nimitybelle, signed also by the gentlemen named in the margin.

2. In reply, I am instructed to acquaint you that the Council sees no objection to the establishment of a public school at Nimitybelle. Notice of the application has therefore been sent for publication in the *Government Gazette*, in accordance with the requirements of the 24th section of the Public Schools Act of 1866.

3. A further communication will be made to you when the necessary notice has been published.

I have, &c.,
W. WILKINS,
Secretary.

B.

Application for the Establishment of a Public School at Nimitybelle.

To the Council of Education.
Gentlemen,

31 December, 1867.

We, the undersigned residents at or around Nimitybelle, request that you will be pleased to establish a public school at that place, under the provisions of the Public Schools Act of 1866.

For this purpose we have provided the requisite buildings, as hereafter described; and we are prepared to execute a lease of these premises for a term as required, at a nominal rent.

We have, &c.,

Local Committee. { David Bell, Nimitybelle.
William Jurvine, Curry Flat, near Nimitybelle.
Samuel McDonald, Nimitybelle.
Donald Campbell, Thistle Brook, near Nimitybelle.
William Hayes, Nimitybelle.
A. McDonald, near Nimitybelle.

Information to be supplied by Local Committee.

- 1.—Describe the position of the proposed school. In or near the centre of Nimitybelle.
- 2.—What other schools, maintained or aided by the Council of Education, are within two miles of the site of the proposed school? None.
- 3.—If none are within two miles, what is the distance of the nearest school? —
- 4.—Are there any primary schools, not aided by the Council of Education, within two miles of the proposed school? If so, of what character, and how attended? None.
- 5.—State the number of children, from four to fourteen years of age, living within a radius of two miles of the site of the proposed school, e.g. :—

Boys	19
Girls	12
Total	31
Religious Denominations—	
Church of England	5
Roman Catholic	23
Presbyterian	3
Total	31

(As per Memo. there are considerably more.)

DAVID BELL,
(On behalf of Local Committee.)

Particulars

Particulars relating to the proposed Public School at Nimitybelle.

Building.	Number of Pupils in actual Attendance, or expected to attend.						
	Boys.	Girls.	Total.	C. E.	R. C.	Pres.	Total.
Two buildings offered, neither yet accepted—cannot therefore describe, but will procure those most suitable.	19	12	31	5	23	3	31

DAVID BELL,
(On behalf of the Local Patrons.)

Land suitable for the erection of a Public School at Nimitybelle.

Town Reserve, about 5 acres in extent, between blocks 49 and 50, bounded by Monaro-street South and Clarke-street North.

This portion was pointed out to Mr. Inspector Harris, who, I am informed, approved of same. It would be well that the same was granted for the purpose of a Public School. There will be no difficulty in procuring the necessary proportionate cost of erecting a school and residence from the inhabitants. Respectfully submitted,—

DAVID BELL
Nimitybelle.

Annex to Application for Establishment of a Public School at Nimitybelle.

We, the undersigned parents (or guardians) of children residing within the undermentioned distances from the site of the proposed Public School at Nimitybelle, hereby undertake that our Children, whose names are inserted below, shall attend the said school.

Name of Parent or Guardian. (To be written by himself.)*	Distance from School.	Name of Child.	Age.	Religious Denomination.	
1 } Samuel M'Donald	1 mile	Hugh M'Donald	12	Roman Catholic.	
2 } do	do	Margaret M'Donald ...	10	do	
3 } do	do	Archibald M'Donald ...	6	do	
4 } his	2 miles	James Peters	10	do	
5 } John + Peters		do	David Peters	8	do
Witness—D. Campbell.					
6 }	in town	Sarah Butler	14	do	
7 }	do	Martin Butler	10	do	
8 } John Butler	do	Bridget Butler	7	do	
9 }	do	John Butler	5	do	
10 }	do	Thomas Butler	4	do	
11 } Donald Campbell	8 miles	William Campbell	11	Presbyterian.	
12 } do		do	John Campbell	8	do
13 } Michael Lucy	in town	Sarah M'Donald	6	Roman Catholic.	
14 } David M'Kee	do	Mary Jane Rayner	11	Church of England.	
For David Deeves her					
15 } Christiana + Deeves	do	David Deeves	8	Roman Catholic.	
mark Witness—D. Bell.					
16 } James Armstrong	do	William Armstrong	5	Church of England.	
17 } do	do	Mary Anne Armstrong	3	do	
18 } his	do	Mary Houldsworth	8	Roman Catholic.	
19 } Thomas + Houldsworth	do	Catherine Houldsworth	7	do	
mark Witness—D. Bell.					
20 } his .....	.....	Mary Bourke	8	do
21 } John + Bourke .....	.....	Margaret Bourke	6	do
mark Witness—D. Bell.					
22 } her	2 miles	Patrick Thornton	10	do	
23 } Mary + Thornton		do	Morgan Thornton	7	do
mark Witness—D. Bell.					
24 }	1 mile	Sarah James	13	do	
25 } James James		do	Samuel James	10	do
26 } do		do	James James	9	do
27 } Donald M'Donald	2 miles	Dugald M'Donald†	14	do	
28 } David Bell		do	Robert Bell	5	Church of England.
29 } George Lewis	4 miles	Susan Lewis	7	do	
30 } A. M'Donald	7 miles	John M'Donald	9	Roman Catholic.	
31 } do		do	Mary M'Donald	12	do
32 } William Brillmann	4 miles	Morton Brillmann	5	Presbyterian.	

* If the Parent or Guardian be unable to write, his mark must be witnessed by a Member of the Local Committee.
† Donald M'Donald wishes his name withdrawn.

APPENDIX.

APPENDIX G.

SCHEDULE of Applications for aid to Provisional Schools received during the Year 1867.

Places.	Distance of nearest School.	Number of Pupils promised to attend.								Number of Parents or Guardians undertaking to send Children.						
		Males.	Females.	Total.	C. E.	R. C.	Pres.	Wes.	Others.	Total.	C. E.	R. C.	Pres.	Wes.	Others.	Total.
Apsley, South	4 miles	12	12	24	13	11	...	...	24	6	5	...	...	...	11
Araluen, Upper	2 "	11	14	25	20	3	...	2	25	7	2	...	...	...	10
Australian Farm	6 to 7 miles	15	13	28	2	10	...	16	28	1	2	...	...	6	9
Bergalia	10 "	6	16	2	7	7	...	...	16	1	2	...	...	...	5
Bomaderry	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bourke	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Broughton Vale	4 miles	15	23	38	18	4	...	11	38	6	1	2	3	...	12	
Broughton Village	3 "	18	12	30	21	5	3	1	30	8	2	1	1	1	12	
Brushgrove	...	18	16	34	27	3	1	3	34	12	3	1	1	1	17	
Bundarra	30 miles	16	16	32	26	5	...	1	32	10	2	2	...	...	13
Castlereagh	14 "	11	11	22	13	3	...	6	22	6	1	1	1	3	10	
Colville	7 "	23	22	45	17	16	12	...	45	5	3	...	...	...	15
Condobolin	60 "	13	11	24	9	15	...	...	24	5	6	4	...	...	9
Coonamble	110 "	15	15	30	...	...	...	...	30	3	2	...	...	...	5
Crowther	16 "	6	6	12	6	6	...	...	12	3	2	1	1	...	13
Dark Water Creek	6 "	19	13	32	23	6	2	1	32	5	3	3	2	...	14	
Gilmore, Upper	2 1/4 "	11	20	31	19	8	4	...	31	2	2	2	...	...	16
Jannung	8 "	10	11	21	10	5	...	6	21	2	3	...	...	1	6
Kayuga	4 "	22	13	35	6	3	...	3	35	4	1	1	1	10	16	
Kenny's Point	7 "	10	9	19	19	...	...	...	19	...	...	...	...	...	4
Lake Albert	5 "	13	10	23	23	...	...	...	23	11	4	...	...	...	11
Lawrence	9 "	14	16	30	13	1	16	...	30	5	1	5	...	...	14
Lostock, Upper	12 "	20	18	38	22	13	...	...	38	9	5	...	...	...	14
Lower Portland Head	15 to 20 miles	10	14	24	11	...	...	13	24	3	3	...	...	...	11
Moorfields	3 miles	10	11	21	3	7	...	11	21	2	3	...	...	9	8
Newington	3 "	16	10	26	15	9	...	2	26	6	4	1	1	...	14	
Nowra Hill	6 "	11	8	19	11	4	4	...	19	4	4	1	1	...	11	
Palmer's Oakley Creek	15 "	25	21	46	17	25	...	4	46	4	1	1	...	...	6
Puddledock	12 "	4	6	10	6	...	4	...	10	2	...	2	...	...	4
Quart-pot Creek	3 "	8	7	15	15	...	...	...	15	5	5	...	...	...	5
Rawdon Island	6 "	14	9	23	10	12	1	...	23	5	6	1	...	...	12
Redbank	18 "	9	8	17	...	...	...	11	17	...	...	5	3	...	12
Rose Hill	...	19	14	33	11	10	12	...	33	4	4	1	5	...	12	
Ryde	2 miles	10	18	28	16	...	2	10	28	7	...	1	...	...	13
Saggart Field	3 "	11	36	47	10	30	4	3	47	4	6	2	1	1	13	
Taloumbi	3 1/4 "	7	10	17	1	3	10	3	17	1	1	4	1	...	7	
Taralia	10 "	6	13	19	12	...	3	4	19	5	...	...	1	...	6
Terrymah	6 1/4 "	10	11	21	5	16	...	...	21	2	4	...	...	...	6
Tumberumba	28 "	29	19	48	18	26	4	...	48	7	6	4	2	...	17	
Thompson's Lead	3 "	16	25	41	8	15	9	...	41	4	9	4	2	...	16	
Underbank	9 "	10	13	23	13	5	...	5	23	4	2	2	2	...	8	
Urana	50 "	9	7	16	12	4	...	...	16	6	2	...	...	...	8
Wardell	...	14	8	22	7	11	4	...	22	2	4	2	...	...	8
Wombat	9 miles	22	23	43	16	14	13	...	43	8	7	5	...	...	20
Woodford Park	8 to 10 miles	10	16	26	...	8	18	...	26	...	3	5	...	...	8
Wright's Creek	3 miles	14	6	20	10	4	...	6	20	2	2	1	...	1	5	
Yetman	45 "	7	12	19	6	8	1	...	19	2	2	1	...	1	6	
		601	612	1213	523	354	142	121	43	1183	202	119	51	51	15	438

APPENDIX H.

INSPECTORS' REPORTS.

GENERAL REPORT.—ALBURY DISTRICT.

INSPECTOR'S REPORT upon the Public and Denominational Schools of the Albury and a part of the Bathurst District, visited during the year 1867.

I HAVE the honor to submit, for the consideration of the Council of Education, the following Report upon the schools visited by me during the year 1867:—

I.—AMOUNT OF INSPECTION.

All the schools in the Albury District, with one exception, have been at least once inspected during the year. In accordance with the instructions of the Council, I also visited and reported upon twelve schools in the Bathurst District. During the year, applications have been received from the following places for the establishment of Public or Provisional Schools:—*Public*—Adelong (Upper), Adelong (Lower), Bungowannah, Coramundra, Lake Albert, Mount Pleasant (Wagga Wagga), and Tumberumba; *Provisional*—Gilmore Creek, Terryamah, Urana, and Womargama. Several applications may be shortly anticipated from other localities in the Albury District.

During the early part of the year, I was employed in visiting, for the purpose of certification under the Public Schools Act, the various Denominational Schools in the district. On the completion of this work, I was called upon to attend the Conference of Inspectors, held in March and April in Sydney. The rest of the year has been occupied in inspecting schools, visiting localities for the purpose of reporting on applications, making inquiry anent the means of education, preparing reports, and conducting the general correspondence and business connected with the schools in the district.

The following summary will shew the amount of work done during the year:—

Number of Public and other schools inspected	39
Number of pupils enrolled in those schools	1,983
" present	1,410
Number of visits of inspection	52
Number of visits of inquiry	49
Number of teachers and pupil teachers examined	7
Number of miles travelled	4,851

Annex A.

The

The subjoined table contains a list of the schools and places visited for purposes of inspection and inquiry :—

Public Schools.	Public Schools.	Places visited for inquiry.
<p><i>Albury District.</i> Adelong. Adelong (Upper). Albury. Primary Schools. Infants' do. Balranald. Black Range. Bowna. Deniliquin. Enston. Gundagai. Howlong. Moama. Moulamein. Thurgoona. Tumut. Wagga Wagga. Boys' School. Girls' do. Wentworth.</p> <p><i>Bathurst District.</i> Binalong. Crowther (Prov.)</p>	<p>Forbes. Grenfell. Marengo. Murrumburrah. Young.</p> <p>DENOMINATIONAL SCHOOLS. <i>Albury District.</i> Albury R.C. Albury C.E. Corowa C.E. Gundagai R.C. Jugiong R. C. Mulwala C.E. Tumut R.C. Tumut C.E. Wagga Wagga R.C.</p> <p><i>Bathurst District.</i> Burrowa R.C. Burrowa C.E. Currajong Wes. Lambing Flat R.C. Young C.E.</p>	<p>Adelong (Lower). Adelong (Upper). Bethungra. Big Ben. Billabong. Bungowannah. Collendina. Conargo. Coolac. Coramundra. Crowther. Gerogery (Huon). Gilmore Creek. Gocup. Jindera. Lake Albert. Moorna. Moorwatha. Mount Pleasant. Mullengandra. Murrumburrah. Piney Range. Teramiah. Tocumwal. Tumberumba. Urana. Womargama. Wombat.</p>

Bungowannah public school, which was opened during my absence in the Bathurst District, was closed for the Christmas vacation previous to my return to Albury. It was not therefore inspected.

II.—CHARACTER OF THE INSPECTION.

The inspections made, and reports furnished, of all schools, have been of the General and Regular kinds. The time spent in examining each school has varied, according to circumstances, from about four to seven hours. The situation of the building, the general condition, and the supply of furniture, apparatus, and books, together with the occupation of the pupils, as shewn in the time-tables and programmes, and the condition of the school records as to neatness and correctness, have all been carefully observed and noted; the discipline under the several heads of punctuality, regularity, cleanliness, order, and government, has been scrutinized; and the attainments of the pupils have been tested in accordance with the requirements of the Standard of Proficiency sanctioned by the Council. The proficiency of the pupils has been estimated by oral and written examination, the object having been to ascertain, as far as possible, the knowledge of the various subjects possessed by each individual member of the class, so as to obtain data for the formation of an opinion as to its average condition. Defects observable in the organization, discipline, or instruction, have been pointed out, and suggestions made, either verbally or in writing, for their correction. The habits of the children, as exhibited in their general conduct—whether quiet, orderly, attentive, promptly obedient, self-reliant, cheerful, and respectful, or the reverse—together with their powers of observation and thought, and the general spirit of the school, have all been watchfully observed, and carefully considered in forming a final estimate of the moral and mental influence of the school.

III.—ORGANIZATION.

Public Schools.

Annex B.

Situations.—The situations of about seven-eighths of the schools rank from fair to good. The sites are, therefore, on the whole, satisfactory.

Buildings.—About two-thirds of the school buildings vary from fair to good. There is a very marked distinction between the buildings which are, and those which are not, vested in the Council; the former being decidedly superior to the latter, which are often of a temporary and unsuitable character. This discrepancy will probably shortly disappear from the Albury District, as the promoters of non-vested schools are almost unanimous in their desire for vested schools, as soon as circumstances will permit of their establishment.

Playgrounds.—Three-fifths of the schools have good or fair playgrounds, but about one-fourth of them are destitute of fencing. Nearly all are furnished with the necessary out-houses, though some of them are only tolerably suitable.

Furniture and Apparatus.—The furniture of three-fifths, and the apparatus of one-half of the schools, range from fair to good. Generally speaking, the vested have a marked superiority over the non-vested schools in these respects, one-fourth of the schools—all non-vested—being very defective in these points. Since their inspection, however, improvements have been effected in several of them.

Books and Records.—The supply of books in the majority of schools may be regarded as satisfactory, and the school records are, in general, neatly and accurately kept.

Denominational Schools.

Situations, Buildings.—The situations of nearly all the schools are reasonably satisfactory. If the buildings in which the schools are conducted were proper school-rooms, there would be little ground for dissatisfaction under this head; but of the fourteen schools inspected, seven are held in churches, and two others in premises rented by the teachers themselves. The following are the remaining five schools which are built and organized expressly for school purposes :—Albury District—Corowa C.E. and Jugiong R.C.; Bathurst District—Burrowa R.C., Currajong Wes., and Young C.E.

Playgrounds, Furniture, and Apparatus.—The playgrounds are generally suitable, furnished with the necessary out-houses, and properly fenced. The supply of furniture and apparatus in about one-half of the schools is reasonably sufficient, but the arrangement is often objectionable, and the furniture not of the most suitable kind.

Books.—Owing partly to the inability of the Council's Agent to meet the sudden and large demand for books, and from other causes, some of the schools, when inspected, were scantily furnished in this respect, and the examination of the pupils in reading had to be conducted in books not sanctioned by the Council. This state of matters is now, however, remedied.

Registers.—In about one-third of the schools, the registers are not in a satisfactory state. This, in some instances, has arisen from ignorance on the part of the teacher; but in others it appears to have been caused by carelessness and sheer neglect. The next inspection of these schools will probably disclose a considerable improvement in the keeping of these records.

IV.—DISCIPLINE.

Public Schools.

Punctuality.—On the whole, the punctuality of the pupils may be regarded as fairly satisfactory. Where this is very defective, I am disposed to think that, as a rule, the teacher is himself to blame. Experience and observation alike incline me to the opinion that, where the teacher is himself uniformly punctual, and the school in organization, discipline, and instruction is attractive, there is usually little to complain of in this respect. Much may be done in this direction by the earnest and judicious teacher.

Regularity.—The regularity in about three-fourths of the schools varies from fair to good. In the remainder, irregularity of attendance continues to be the main obstacle to the progress of the pupils. It varies greatly, however, according to the pursuits of the people in the district in which the school is situated. In mining and agricultural localities the work of the teacher is much impeded from this cause, especially at certain seasons of the year. I was particularly struck with this fact when visiting certain schools established among mining communities in the Bathurst District. I am strongly of opinion that nothing short of the establishment of a compulsory system will meet or satisfy the requirements of the case. So long as there are parents who are ignorant, indifferent, or avaricious, there will be some who, unless compelled by law to act otherwise, will continue to keep their children wholly or partially away from school, on the most frivolous pretexts, or for the most mercenary reasons.

Cleanliness.—In the majority of schools the cleanliness is satisfactory, judging from the appearance of the children when inspected. It is difficult, however, to form a correct opinion as to the normal condition of a school from an inspection of which previous notice has been given, as the school and pupils are sure then to look their best. The general state of a school in this respect is best ascertained by incidental inspection.

Order.—Seventeen of the twenty-five schools examined range from fair to good in point of order. In some cases the organization is such as to interfere very materially with the maintenance of proper order, but in most instances, schools are defective in this respect, from inattention on the part of teachers to those petty details which all go to its formation. Uniformity of movement, prompt obedience to command, and sustained attention by the pupils, are not sufficiently insisted upon. Drill is a valuable auxiliary towards this end, but it is practised in only a few schools.

Government.—Though not entirely disused, corporal punishment is not often resorted to in the government of schools. It is generally felt that it should only be appealed to after other modes of punishment have been exhausted to no purpose. Where the teacher is a man of firmness, energy, and decision of character, and at the same time habitually self-controlled and uniformly watchful and prudent, the application of the rod will seldom be necessary. If good order be maintained, the occupation well regulated, and constant vigilance exercised, little trouble need be experienced with the government. On the whole, the condition of the schools visited is fairly satisfactory, there being two-thirds of them varying from fair to good.

Denominational Schools.

Regularity, Punctuality, Cleanliness, Order and Government.—The regularity of one-half of the schools visited is estimated at from fair to good, and the same estimate is formed of the punctuality of about one-third. In regard to cleanliness, eleven of the fourteen schools inspected rank from fair to good. The order and government also of about one-third may be considered in a reasonably satisfactory state. From this summary, it will be observed that while these schools, in point of cleanliness, are in a fair condition, they fail, on the whole, to come up to a reasonable standard under the other headings. This failure is, in my opinion, partly to be attributed to defective organization, want of training on the part of some of the teachers, and the former almost total absence of inspection of the schools situated in this district, by reason of which even trained teachers have fallen into apathetic and careless habits, which have acted prejudicially upon their schools.

The general remarks made with reference to Public Schools are at least equally applicable to those now under consideration, but they need not be here repeated.

V.—INSTRUCTION.

Public Schools.

Classification.—The classification of more than three-fourths of the schools ranks from fair to good. Generally speaking, not more than three classes are organized in country schools under the charge of one teacher, and a fair attempt is made, in the majority of them, to have the pupils in the same class fairly equal in point of intelligence and general attainments. There is sometimes a tendency, however, to subdivide the first class to too great an extent. This class, in a school conducted by one teacher, should never contain more than two divisions.

Occupation.—Three-fifths of the schools provide from fairly to well for the occupation of the pupils. In some, however, the "time-tables," but especially the "programmes," are defective. In regard to time-tables, some fail in arranging the subjects for the various classes, so that the oral lessons do not clash with each other; others do not allot time to the subjects according to their relative importance; whilst others, again, are wanting in precision and explicitness. In only one school, however, was there no time-table suspended. Thoroughly intelligent programmes are rarely met with. They are not often properly graduated, and are frequently very vague and indefinite. The registers of lessons are not well kept in most instances. Few teachers enter the lessons sufficiently in detail to be of much use in judging of the instruction of the school. The mutual relation and value of these instructional documents do not seem to be well understood or appreciated—the time-table as pointing out definitely what and how much time shall be devoted to each particular subject, the programme as shewing for a quarter the amount of work to be done weekly in each subject, and the register of lessons as recording for *each day* what work is actually done. The importance and value of such documents cannot be over estimated in regard to the efficient instruction of the school.

Methods.—The methods in use vary much, according to the ability and practical skill of the teacher. Except in the case of untrained teachers, whose methods are often unsuitable, they are generally of the modern kinds, but some fail in their application, from want of tact, and lack of knowledge, experience, or energy. On the whole, the methods are fairly suitable. The best methods sometimes fail, however, to produce good results, from the absence of penetrative power in the teaching. It is not enough to communicate to the pupil; care must also be taken that the instruction be received and assimilated. For the purpose of ascertaining this, close pertinent questioning should be regularly practised. The neglect of this is apparent from the remarks sometimes made by teachers, when the Inspector fails to elicit from the pupils some information required from them. It is said, "Well, they should know that; they have often been told all about it." This may be perfectly true, and yet the teaching has failed evidently from the want of searching examination on the lessons given. Frequent recapitulation of previous work is necessary to fix the instruction in the pupil's mind, and also to enable the teacher to test the results of his labours, which every judicious teacher will do. No lesson should be considered as mastered, unless it can be reproduced in substance, either orally or in the form of an abstract on slate.

Subjects.—The subjects taught in the schools are reading, writing, arithmetic, grammar, geography, object lessons, needlework, Scripture, and, occasionally, drawing and vocal music; in a few, geometry, mensuration, algebra, and Latin are added to these.

Reading.—Except in the upper classes of a few schools, good reading is seldom heard. There is not much to complain of in the pronunciation, but it is deficient in intelligence and expression. In some schools the pupils read in too low a tone, and too fast, and with a monotonous undulating intonation that produces

produces anything but pleasurable feelings in the listener; in others it is too slow, and is accompanied by a sing-song drawl equally unpleasant. The neglect of instruction in the art of reading, the teacher seldom reading as a model for the imitation of his pupils, and insufficient practice therein, form, it is believed, in the main, the causes of the defects in this subject. Many hurry over the reading to get to what they consider more important work—spellings, meanings, derivations, and explanation of the subject matter. It would be well that, at least *once* a week, a lesson in reading *only* should be given. In this way the portions previously read might be recapitulated, each pupil reading a paragraph, and not a sentence. Spelling is taught in connection with the reading lesson, but principally from dictation, exercises in which are given to all the classes.

Writing.—The writing is, as a rule, not supervised with sufficient care. The writing exercises for the first class are seldom properly graduated, and little attention is given to the manner in which they are performed. This is a grave mistake on the teacher's part, considering what the future effect of this neglect must be to him. The best writing is generally found where the teacher sets his own copies.

Arithmetic.—Arithmetic is taught orally, the black-board being used in explaining principles and giving illustrative examples for practice. The examples given in the simple rules are commonly of too abstract a nature. Much might be done to interest the pupils and relieve the dryness of the subject by concrete questions bearing on things with which they are familiar. Notation is on the whole fairly taught, but mental arithmetic does not receive that attention which its importance as a mental exercise demands. Instruction in geography and grammar including analysis, is given orally, no text book being used in teaching them. In only a few schools are these subjects well taught.

Object lessons continue to be only tolerably satisfactory in the majority of schools. Of their value, when properly given, in cultivating the perceptive faculties, especially of the young children, few seem to have an intelligent conviction. There appears to be a great difficulty experienced by some in obtaining suitable subjects for these lessons in the first class. The cow, the cat, the horse, and the dog, are stock subjects. Greater variety in the selection of subjects, and higher skill in their treatment, are much needed. The children are fairly acquainted with the principal narratives of the Old and New Testaments contained in the Scripture Lesson series.

Denominational Schools.

Classification.—The classification of one half of the schools is judicious—varying from fair to good. In the remainder, the defects arise from there being too many classes, from the inequality of the pupils in point of intelligence and attainments, and from there being too many subdivisions of classes—especially in the first.

Occupation.—In regard to the occupation of the pupils, these schools, as a body, were, at the date of inspection, very imperfectly provided for, there being only three suitably furnished with time-tables and programmes. The remaining eleven had no programmes, and unsatisfactory time-tables. In only one school of all those visited was a register of lessons kept. In every instance of the absence of these documents, ignorance was pleaded as the cause of their not being constructed. The mode of framing them, and their design, having been explained during the course of inspection, it is probable that a more satisfactory state of matters now exists.

Methods.—The methods in use in five of the schools are satisfactory. In the remainder they are for the most part neither suitable nor effective. The tendency of the teaching is, in most cases, mechanical, the methods in use not being calculated to cultivate the mental powers, except the memory, which is laden with a mass of undigested materials. Grammar, geography, and spelling, for the most part, are learned by rote from text books. This is directly opposed to the most approved modes of modern education, and the expressed opinions of the most eminent educationists. One of the greatest of modern philosophers says—“Oral instruction is, in the earlier stages of education, of principal importance; and written ought therefore, at first, only to be brought in as a subsidiary.” The same authority says, in reference to memory—“To commit to memory what we read before we elaborate it into an intellectual possession, is not only useless but detrimental; for the habit of laying up in memory what has not been digested by the understanding, is at once the cause and the effect of mental weakness.”

With the exception of vocal music and drawing, which are rarely taught, the subjects are similar to those already enumerated, and the general remarks made in reference to them are applicable likewise to those now in question. The answering on the subject matter of the reading is often unintelligent and incorrect, and shews conclusively that the examination thereon is neither searching nor careful. Dictation and transcription of the lesson seem very little practised as means of teaching spelling. For instance, when three-fifths of a second class of five pupils, in writing from dictation the sentence “A great man is one who does great and noble things,” spell the words dictation, great, who, and does, thus—dictases, dickton, grat, grait, garte, ho, Ho, dos, and dose, it may safely be inferred that such exercises have been neglected.

The writing and arithmetic of the first class are very badly conducted; in fact, in some cases, these two subjects are not even attempted. Mental arithmetic is also defectively treated in all the classes.

With two or three creditable exceptions, the instruction in grammar is far from satisfactory. In only two schools is analysis of sentences studied, and in these, the proficiency attained therein is only tolerable.

Geography and object lessons are not treated in an intelligent manner. In many instances, the whole geography consists in pointing out on the map the position of certain towns, &c. and repeating tasks from books. Instruction in the principles of physical geography is rarely given. Object lessons are very imperfectly understood. Many seem to suppose that talking, or reading from some book, to the children about the particular subject is giving an object lesson. Few have an intelligent idea of their design, and fewer still have the skill so to treat them as to stimulate and sustain the attention of the children, and to cultivate the preceptive faculties.

J. M'CREDIE,

Inspector, Albury District.

Albury, 2nd March, 1868.

ANNEX A.

PUBLIC SCHOOLS.

ATTENDANCE OF PUPILS: Numbers and Ages of Pupils enrolled at the date of Examination.

District.	Pupils.	7 years and under.	8 years.	9 years.	10 years.	11 years.	12 years and over.	Totals.
Albury.....	Boys enrolled ...	233	55	49	40	36	67	480
	Girls do. ...	182	43	38	27	32	53	375
Bathurst.....	Boys do. ...	109	34	32	24	27	43	270
	Girls do. ...	79	20	15	19	18	38	188
Totals in both Districts...	Boys do. ...	342	89	81	64	63	110	750
	Girls do. ...	261	63	53	46	50	91	563

NUMBERS

APPENDIX.

ANNEX A—continued.
NUMBERS and Ages of Pupils present at the date of Examination.

District.	Pupils.	7 Years and under.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years and over.	Totals.
Albury.....	Boys present ...	186	48	37	26	30	59	385
	Girls do. ...	151	38	36	21	26	45	318
Bathurst.....	Boys do. ...	50	21	10	14	14	25	134
	Girls do. ...	45	10	8	6	9	14	92
Totals in both Districts... {	Boys do. ...	236	69	47	40	44	84	519
	Girls do. ...	196	48	44	27	35	59	410

DENOMINATIONAL SCHOOLS.

ATTENDANCE OF PUPILS :—Numbers and Ages of Pupils enrolled at the date of Examination.

District.	Pupils.	7 Years and under.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years and over.	Totals.
Albury.....	Boys enrolled ...	96	24	27	22	22	38	229
	Girls do. ...	77	18	18	22	7	27	169
Bathurst.....	Boys do. ...	69	17	15	10	9	22	142
	Girls do. ...	59	21	17	10	5	16	130
Totals in both Districts... {	Boys do. ...	165	41	42	32	31	60	371
	Girls do. ...	136	39	35	32	12	43	299

NUMBERS and Ages of Pupils present at the date of Examination.

District.	Pupils.	7 Years and under.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years and over.	Totals.
Albury.....	Boys present ...	70	17	14	18	20	25	164
	Girls do. ...	55	13	16	14	4	18	120
Bathurst.....	Boys do. ...	48	10	13	7	7	16	101
	Girls do. ...	43	17	13	7	2	14	96
Totals in both Districts... {	Boys do. ...	118	27	27	25	27	41	265
	Girls do. ...	98	30	29	21	6	32	216

ANNEX B.

PUBLIC SCHOOLS.—Material Condition.

Organization.	Good.	Very fair.	Fair.	Tolerable to Indifferent.	Totals.
Situations	15	2	4	4	25
Buildings	9	2	5	9	25
Playgrounds	12	3	4	6	25
Furniture	4	7	4	10	25
Apparatus	4	6	7	8	25
Books	8	9	4	4	25
Registers	11	6	6	2	25

DENOMINATIONAL SCHOOLS.—Material Condition.

Organization.	Good.	Very fair.	Fair.	Tolerable to Indifferent.	Totals.
Situations	8	1	4	1	14
Buildings	3	1	7	3	14
Playgrounds	6	2	5	1	14
Furniture	1	1	4	8	14
Apparatus	1	1	5	7	14
Books	2	1	3	8	14
Registers	2	3	4	5	14

APPENDIX.

ANNEX C.

PUBLIC SCHOOLS.—Moral Character.

Details.	Good.	Very fair.	Fair.	Tolerable to Indifferent.	Totals.
Regularity	6	4	8	7	25
Punctuality	5	7	11	2	25
Cleanliness	10	7	4	4	25
Order	8	8	1	8	25
Tone	4	9	2	10	25

DENOMINATIONAL SCHOOLS.—Moral Character.

Details.	Good.	Very fair.	Fair.	Tolerable to Indifferent.	Totals.
Regularity	1	2	4	7	14
Punctuality	1	1	2	10	14
Cleanliness	4	3	4	3	14
Order	2	1	2	9	14
Tone	1	1	2	10	14

ANNEX D.

PUBLIC SCHOOLS.—The Instruction.

Details.	Good.	Very fair.	Fair.	Tolerable to Indifferent.	Totals.
Classification	6	8	7	4	25
Occupation	5	6	7	7	25
Methods	6	6	5	8	25

DENOMINATIONAL SCHOOLS.—The Instruction.

Details.	Good.	Very Fair.	Fair.	Tolerable to Indifferent.	Totals.
Classification	2	2	3	7	14
Occupation	2	0	1	11	14
Methods	2	1	2	9	14

ANNEX E.

PUBLIC SCHOOLS.—Estimated Proficiency of the Pupils.

Subjects.	Good.	Fair.	Tolerable to Moderate.	Totals.
Reading—				
Monosyllables	38	158	127	323
Easy Narratives	33	135	127	295
Ordinary	71	82	81	234
Writing—				
On Slates	38	174	127	439
In Copy-books... ..	86	286	136	508
Arithmetic—				
Simple Rules	60	172	268	500
Compound Rules	54	105	46	205
Higher Rules	23	9	4	36
Grammar—				
Elementary	39	123	135	297
Advanced	45	61	53	159
Geography—				
Elementary	18	67	177	262
Advanced	38	68	87	193

ANNEX

ANNEX E—continued.

DENOMINATIONAL SCHOOLS.—Estimated proficiency of the Pupils.

Subjects.	Good.	Fair.	Tolerable to Moderate.	Totals.
Reading—				
Monosyllables	25	38	86	149
Easy Narratives	14	40	108	162
Ordinary Prose	12	36	45	93
Writing—				
On Slates	6	13	96	115
In Copy-books	36	77	150	263
Arithmetic—				
Simple Rules	20	76	116	212
Compound Rules	8	43	29	80
Higher Rules	8	9	.....	17
Grammar—				
Elementary	15	32	70	117
Advanced ... ..	.....	15	41	56
Geography—				
Elementary	16	20	24	60
Advanced	2	38	42	82

ANNEX F.

DETAILED Statement of the Condition of Public Schools inspected during 1867.

Name of School.	Date.	Remarks.
Adelong (Non-vested.)	1867. 5 Aug. ...	The building is in a wretched condition, utterly unfitted for school purposes. Since the date of inspection, more suitable premises have been obtained. The organization is defective, and the discipline and instruction are not satisfactory. The teacher is untrained, and has never been examined or classified. The attainments of the pupils are meagre, and the moral tone is low.
Adelong (Upper) (Vested.)	25 Nov....	The school has just been opened in temporary premises—the school-room not being yet ready for the reception of pupils. Neither books nor apparatus have yet been received from Sydney. In the circumstances, the organization, discipline, and instruction, are satisfactory.
Albury (Primary) (Vested.)	12 Nov....	The building is in good repair, and the general organization is excellent. The discipline is well sustained and thoroughly effective; and the methods are of the most approved kinds—suitable and effective. The general spirit of the school is pleasing, and the moral tone is good. In addition to the ordinary subjects, Latin, algebra, geometry, music, and drawing are also taught. The proficiency of the pupils is satisfactory. In every respect this school takes rank as the model school of the district.
Albury (Infants') (Vested.)	11 Nov....	The material condition of the school is excellent. The pupils are very cleanly and orderly. The subjects and methods are appropriate to young children, and the instruction is characterized by intelligence, energy, and tact. For the time the school has been in operation, the attendance and proficiency are good.
Balarald (Non-vested.)	17 Oct. ...	The school building is fairly suitable, and in good condition. There is no teacher's residence. The supply of furniture and apparatus is deficient, and the playground is unfenced. The discipline is fairly efficient, and the attainments tolerably up to the standard.
Binalong (Vested) ...	19 Dec....	The building needs repair. The organization is fair; the classification appropriate. The discipline is effective, the subjects and methods suitable, and the general spirit of the school pleasing. The school has improved in every respect since the present teacher took charge.
Black Range (Non-vested)	25 June...	The building is of a temporary character, but tolerably suitable. It is fairly supplied with furniture, but the apparatus is somewhat deficient. The playground is not fenced. The order is fair, and the government efficient. The pupils are irregular. The proficiency is, in the circumstances, reasonably satisfactory.
Bowna (Non-vested)	24 June...	The school building is fairly suitable, but there is no teacher's residence. The supply of furniture and apparatus is scanty, and the playground is unfenced. The attendance is fair for the population. The classification is suitable; the order and government very fair, and the subjects and methods suitable and effective. The pupils are fairly up to the standard of proficiency.
Crowther (Provisional)	9 Dec....	The building is fairly suitable, and tolerably furnished. The instruction is confined to reading, writing, and arithmetic. The pupils have made tolerable progress for the time the school has been open. The order is tolerable, but good methods are not understood.

ANNEX F—continued.

Name of School.	Date.	Remarks.
Deniliquin	1867. 17 Sept....	The building is in urgent need of repair. It is well supplied with furniture and apparatus, and the classification and occupation are good. The discipline is effective, the subjects appropriate, and the methods suitable. Fair progress seems to have been made during the year.
Euston (Non-vested)	8 Oct....	The building is tolerably suitable, but there is no teacher's residence. It is almost devoid of furniture, and the apparatus is very scanty. The classification is injudicious; there are no instructional documents; the school records are badly kept, and the teaching is altogether mechanical and ineffective. The attainments of the pupils are low. The teacher has since resigned.
Forbes (Non-vested)	12 Dec....	The material state of the school is far from satisfactory. A new building is urgently required. The order and government are good. The subjects and methods suitable, and the proficiency fair. The pupils are attentive, and manifest fair intelligence and self-reliance. The moral tone is good.
Grenfell (Non-vested)	16 Dec....	The school building is tolerably suitable, but there is no residence or proper playground. The supply of furniture is tolerable; that of apparatus, very fair. The order and government are tolerably effective. The pupils are very irregular; their attainments are therefore only moderate. The moral tone is fairly promising.
Gundagai (Vested)...	12 Aug....	The material state of the school is fairly satisfactory. The playground is now securely fenced. The furniture and apparatus are sufficient. Maps of more modern construction are, however, desirable, those in use being old and dingy. The discipline and instruction are reasonably satisfactory. Fair progress is being made by the pupils.
Howlong (Non-vested)	28 June...	The building is fairly suitable. The organization of the school is reasonably satisfactory. The order and government are good, and the instruction is intelligent and energetic. The pupils are attentive and self-reliant. The general spirit of the school is pleasing.
Marengo (Non-vested)	17 Dec. ...	The school building is in a good state of repair. The furniture is clumsy and unsuitable, and the apparatus is defective. The discipline is tolerably efficient, but the instructional documents are not well regulated. The attainments are tolerably satisfactory, but there is a lack of spirit in the school operations.
Moama (Non-vested)	23 Sept....	The building is only tolerably suited for school purposes. The furniture and apparatus are fairly sufficient, and suitable. The classification is judicious; the discipline is fairly effective; and the instruction is tolerably regulated. The attainments and general tone of the school are reasonably satisfactory.
Moulamein (Vested)...	25 Oct. ...	The building is a good one, thoroughly suitable, and very fairly organized. The material condition is good; the discipline firm and vigilant; and the instruction sound and systematic. The attainments are satisfactory, and the general spirit is pleasing. Energy and earnestness characterize the general management.
Murrumburrah (Non-vested.)	20 Dec. ...	The building in which the school is held is only tolerably suitable. The erection of proper school premises is very desirable. The supply of furniture and apparatus is only tolerably sufficient. The occupation is not well regulated, and the order and government are barely tolerable. Considering the circumstances of the school, the proficiency is tolerable.
Thurgoona (Non-vested.)	8 Nov. ...	A new building is urgently required. The present school-room is too small, and unsuitable in other respects. Steps are being taken for the erection of a vested public school. Additional furniture and apparatus are needed. The discipline is effective, and the instruction tolerably well regulated. The attainments are reasonably satisfactory, and the general spirit of the school is pleasing.
Tumut (Non-vested) ..	7 Aug....	The building is unsuitable, and badly provided with furniture and apparatus. Suitable premises will shortly be erected. The order and government are tolerable; the subjects are suitable; but the methods are mechanical and ineffective. The mental powers of the pupils have received little cultivation.
Wagga Wagga (Boys) (Vested.)	29 July ...	The building is in a good state of repair, but the school-room is too small. The furniture is fairly suitable and sufficient, but a supply of apparatus, especially of maps and diagrams, is required. The order and government are effective; the subjects and methods are appropriate; and the general spirit of the school is satisfactory. The moral tone is good. The proficiency ranges from tolerable to good.
Wagga Wagga (Girls) (Vested.)	30 July ...	The organization is similar to that of the boys' school. The classification is judicious; the order and government efficient; the methods suitable and fairly effective; and the moral tone very fair. The proficiency ranges from tolerable to very fair.
Wentworth (Non-vested.)	1 Oct. ...	The material state of the school is bad. The building is unsuitable; the furniture and apparatus meagre and inappropriate; and the playground unfenced. The classification is fairly judicious. The order is not satisfactory; the government is wanting in firmness and vigilance; and the moral tone is low. The proficiency is moderate.

APPENDIX.

29

ANNEX F—continued.

Name of School.	Date.	Remarks.
Young (Vested)	1867. 3 Dec. ...	The building is in good repair, and is fairly supplied with furniture and apparatus. The classification is judicious; the pupils are attentive; and the teaching is energetic and intelligent. The order and government are effective; the methods fairly skilful; the proficiency satisfactory; and the moral tone very fair.

DETAILED Statement of the Condition of Denominational Schools inspected during 1867.

Name of School.	Date.	Remarks.
Albury, C.E....	1867. 26 June...	The school is conducted in a building furnished and rented by the teacher himself. The furniture is sufficient, but the supply of apparatus is defective, there being no maps or diagrams. The occupation is seriously defective; there are no programmes, or suitable time-table, and no registers of lessons. The pupils are orderly, quiet, and attentive; the government is stern and severe. The methods employed are not modern. Except in reading, which is well taught, the attainments of the pupils are low.
Albury, R.C....	27 June...	The school is conducted in the R.C. Church; the organization is therefore not satisfactory. The furniture is fairly sufficient, but the supply of apparatus is somewhat defective. The classification is fairly judicious, but the occupation is not well regulated, there being no programmes or registers of lessons. The order is bad; the pupils being noisy, restless, and inattentive; and the government is ineffective. The moral tone is not good. The proficiency ranges from indifferent to fair.
Burrows, R.C.	18 Dec. ...	The building is fairly suitable, and tolerably supplied with furniture and apparatus. The occupation is fairly regulated, the order and government efficient, and the moral tone very fair. The methods are suitable and effective, and the general proficiency is satisfactory.
Burrows, C.E.	18 Dec. ...	The school is conducted in the C.E. Church. There is no teacher's residence. The attendance is small. The furniture and apparatus are tolerably sufficient; the occupation is moderately satisfactory; and the order and government are tolerable. The methods are suitable, but only moderately effective. With two exceptions, the proficiency of the pupils is moderate.
Corowa, C.E....	12 Sept....	This is the best denominational school building in the Albury District. Additional furniture is needed, but the supply of apparatus is sufficient. The occupation is not well provided for; the order and government are not good; and the methods are mechanical and ineffective. The average attainments of the pupils are only moderate. The moral tone is low.
Currajong, Wes.	13 Dec. ...	The building is fairly suitable, and is well supplied with furniture and apparatus. The classification is judicious; the occupation very fairly provided for; the order and government, good; and the methods very fairly effective. The proficiency is reasonably satisfactory; and the moral tone is good.
Gundagai, R.C.	13 Aug. ...	The school is held in the R.C. Church. The furniture and apparatus are deficient. There are neither time-tables, programmes, nor registers of lessons, and the school records are kept in a disgraceful manner. The methods are obsolete, and the whole teaching is mechanical and unintelligent. The attainments of the pupils are small.
Jugiong, R.C.	15 Aug....	The building—a substantial stone structure—is well situated and fairly suitable. The furniture and apparatus are tolerably sufficient, but badly arranged. The classification is injudicious; the occupation very imperfectly provided for; and the order and government far from satisfactory. The methods are obsolete; the general teaching, mechanical; and the moral tone, low. The proficiency of the pupils is only moderate.
Laming Flat, R.C.	6 Dec. ...	The school is conducted in the R.C. Church. It is insufficiently supplied with furniture, and the apparatus is very defective. The classification is tolerably judicious, but the occupation is not well regulated. The order and government are reasonably satisfactory, and the methods fairly suitable. The average proficiency is only moderate.
Mulwala, C.E.	13 Sept....	The school is conducted in the C.E. Church. The furniture is very scanty, and there is no apparatus. The supply of books is good. There is no attempt made to regulate the occupation by a time-table or programme. The order is bad, and the government only tolerably effective. Good methods are unknown, and the general proficiency is but small. The attendance is small—not more than required for a provisional school.

ANNEX F—continued.

Name of School.	Date.	Remarks.
Tumut, R.C....	1867. 8 Aug....	The school is held in the R.C. Church. The apparatus is sufficient, and the furniture tolerably so. The classification is injudicious; the occupation of the pupils is badly regulated, and the school records indifferently kept. The discipline, instruction, and attainments of the pupils are not satisfactory. The entire management is characterized by apathy and carelessness.
Tumut, C.E.	9 Aug....	The school is conducted in the ballroom of an ex-public-house, which is rented by the teacher herself. It is suitable, and fairly supplied with furniture and apparatus, which are however not well arranged. The classification is judicious, and the occupation tolerably provided for. The order and government are fair, and the general spirit of the school is pleasing. The methods are tolerably effective, and the range of proficiency is from tolerable to fair.
Wagga Wagga, R.C.	26 July...	The school is conducted in the R.C. Church. The classification is judicious; the occupation fairly regulated; and the school records well kept. The discipline is efficient, and the instruction sound. The proficiency is reasonably satisfactory, and the whole management is marked by intelligence and energy.
Young, C.E....	4 Dec. ...	The school premises are good, but the teacher resides in a miserable bark hut, erected by himself. The furniture and apparatus are fairly sufficient, but the former is badly arranged. The discipline and instruction are tolerable, and the average attainments of the pupils moderate. The moral tone is only moderate.

ARMIDALE DISTRICT.—INSPECTOR'S GENERAL REPORT FOR 1867.

PUBLIC SCHOOLS.

I BEG to submit, for the consideration of the Council of Education, my General Report upon the condition of the Public and Provisional Schools inspected by me, in the Armidale District, during the year. A separate report upon each school visited was furnished as my inspection proceeded, and it is from these reports, my observations, and weekly journals, that the following general statement is compiled.

OCCUPATION OF TIME.

A considerable portion of my time at the beginning of the year was occupied in visiting denominational schools, in order to ascertain in what cases the conditions of the Public Schools Act, entitling them to certificates, were fulfilled. I was also employed for a short period attending the Conference of Inspectors in Sydney, which was convened for the purpose of discussing various matters of school management and arranging a systematic course of inspection. Several matters connected with the business of the Central Office required a share of my time, so that it was not until 6th June that I commenced the general inspection of the schools. The establishment of new schools, the selection of suitable sites, the numerous inquiries relative to the educational wants of the various settlements, several investigations, the examination of pupil teachers, the amount of travelling to be performed, and the writing of the numerous reports and memoranda upon all these matters, required much of my time and attention, business hours being usually from 7 o'clock in the morning to 6 or 7 o'clock in the evening daily.

SCHOOLS IN OPERATION.

At the beginning of the year there were twenty-six public schools in operation in the Armidale District, attended by 1,485 children, being an average of 57 scholars for each school. The school at Bendemeer was closed during the first quarter of the year. The following table shews the places where the Public Schools in the District are situated.—

NAME OF SCHOOL.	SITUATION.	NAME OF SCHOOL.	SITUATION.
Armidale	New England.	Seven Oaks	Macleay River.
Bendemeer	Do.	Smith's Flat	Clarence River.
Bingera	Gwydir River.	Saumarez Creek	Near Armidale.
Casino	Richmond River.	Strontian Park	Clarence River.
Dandingalong	Macleay River.	Tamworth	Liverpool Plains.
Euroka	Do.	Summerland	Macleay River.
Grafton	Clarence River.	Tenterfield	Near Queensland.
Inverell	MacIntyre River.	Umarra	Clarence River.
Kelly's Plains	Near Armidale.	Uralla	Near Armidale.
Lismore	Richmond River.	Walcha	Apsley River.
Macleay	Clarence River.	Warialda	Gwydir River.
Palmer Island	Do.	West Ballina	Richmond River Heads.
Port Macquarie	Hastings River.	West Kempsey	Macleay River.
Rocky River	Near Armidale.		

During

APPENDIX.

During the year eleven new schools were opened, which are attended by 427 scholars, making a total of thirty-eight schools in the district on 31st December last, attended in the aggregate by 2,366 scholars in the year. The following statement shews the places where the new schools have been established :—

PUBLIC SCHOOLS.		PROVISIONAL SCHOOLS.	
NAME OF SCHOOL.	SITUATION.	NAME OF SCHOOL.	SITUATION.
South Grafton	Clarence River.	Brushgrove	Clarence River.
Southgate	Do.	Dark Water Creek ...	Macleay River.
Tucki Tucki	Richmond River.	Redbank	Hastings River.
Wallabadah	Liverpool Plains.	Wardell	Richmond River.
Woodford Dale	Clarence River.	Woodford Park	Clarence River.
		Yetman	McIntyre River.

PLACES WHERE SCHOOLS ARE REQUIRED.

The following table shews the names and situations of the places where twenty-one schools, which will probably be attended by 500 children, are in course of establishment :—

PUBLIC SCHOOLS.		PROVISIONAL SCHOOLS.	
NAME OF SCHOOL.	SITUATION.	NAME OF SCHOOL.	SITUATION.
Woodford Leigh	Clarence River.	Ashford	Fraser's Creek.
Chatsworth Island ...	Do.	Falconer	Near Ben Lomond.
Yarrowell	Macleay River.	Coraki	Richmond River.
Rainbow Reach	Do.	Rose Hill	Do.
Cherry-tree Hill	Near Armidale.	Coldstream	Clarence River.
Violet Hill	Do.	Lawrence	Do.
Wauchope	Hastings River.	Rose Bank	Do.
Gundurimba	Richmond River.	Saumarez Bridge	Near Armidale.
Bowling Alley Point...	Peel River Diggings.	Bundarra	Gwydir River.
Bellenger	Bellenger River.	Limestone Creek	Near Armidale.
Narrabri	Namoi River.		

In addition to the thirty-eight public and provisional schools in operation, and the twenty-one in the course of establishment, there are numerous localities where a supply of the means of education is much required ; and I hope that, during the current year, I shall be able to assist in making some arrangements to bring the advantages of the Public Schools Act within the reach of the residents of some of these places. The localities I refer to are situated as shewn in the following statement :—

PLACES where a supply of the means of Education is required.

NAME OF PLACE.	SITUATION.	NAME OF PLACE.	SITUATION.
The Tweed River ...	North of Richmond River	Rawdon Island ...	Hastings River
Codrington ...	Richmond River	Ellenborough River ...	do
Rocky Mouth ...	do	Cockburn River ...	Near Tamworth
Bald Hill ...	do	Neminga ...	do
Harwood Island ...	Clarence River	Wooloomool ...	do
Swan Creek ...	do	Quirindi ...	Near Wallabadah
Urara Meat Works ...	do	Carroll ...	Namoi River
Nymboida ...	do	Somerton ...	do
Tabulam ...	do	Bogabri ...	do
Toooloom ...	do	Wee Waa ...	do
Nambuera ...	North of Macleay River	Moree ...	Gwydir River
Kinchela Creek ...	Macleay River	Barraba ...	Liverpool Plains
Darkwater Vale ...	do	Manilla ...	Manilla River
Austral Eden ...	do	Wellingrove ...	New England
Turner's Flat ...	do	Tableland ...	Near Tenterfield
Moonaba ...	do	Moonbi ...	Near Tamworth
Maloney's Flat ...	do	Gulligal ...	Namoi River
Deep Creek ...	do	Pimlico ...	Richmond River
Blackman's Point ...	Hastings River	Cookamerica ...	Hastings River

AMOUNT OF INSPECTION.

Since the 6th June, I have inspected all the public and provisional schools in the district, excepting the following :—

Wallabadah.—This school was not in operation when I inspected the premises.

Wardell.—Owing to the state of the wind and tide in the river, I could not reach this school on the day fixed for its inspection, until after the pupils were dismissed; and as I was not aware of its existence prior to the date of my visit, my engagements would not permit me to delay another day to examine the pupils.

Yetman.—This school was not established when I visited the western part of my district. To some of the schools convenient to my station, I paid several incidental visits on the Council's business; but owing to the extent of country over which my duties call me, including the districts of the Tweed, Richmond, Clarence, Bellenger, Nambuera, Macleay, Hastings, New England, Macintyre, Gwydir, Namoi, Peel, and Liverpool Plains, several places where schools are required could not be visited. During the year I travelled about 3,500 miles.

CHARACTER OF THE INSPECTION.

The inspection of the schools was tolerably rigid in all respects. The examination of each school generally occupied from six to eight hours; but in the case of large schools, or schools consisting of several departments, two, and sometimes three days were occupied. In every instance I endeavoured to ascertain if the Council's fundamental regulations were complied with. I noted the suitability of the site, the character of the school buildings and furniture, and if the time-tables, programmes of study, and occupations of the pupils were suitable, and in accordance with the requirements of the Public Schools Act and Council's Regulations. I inquired into the classification of the scholars, inspected the school library, the mode of keeping the school records, and the books in the hands of the children. As regards the discipline, I noted the punctuality, regularity, cleanliness, order, conduct, and manners of the scholars, also the moral tone of the school and system of government. In most cases, I examined every child, noted the subjects taught, the proficiency of the pupils, the rate of school fee, the professional skill and usefulness of the teachers, and the efficiency of the local supervision. At the close of every inspection, I made such suggestions to the teachers and to the School Boards as I concluded would improve the schools and benefit the public.

GENERAL CHARACTER OF THE SCHOOL PREMISES.

The sites of thirty of the schools are suitable in almost every respect, and six are tolerably so. The only two of an indifferent kind are Seven Oaks and Summerland, which are liable to inundation occasionally; they are, however, built on the highest land that could be obtained, both on the Lower Macleay; the former, about 12 miles from Kempsey, and the latter about 15 miles from Trial Bay. All the schools vested in the Council in this District are, with few exceptions, well furnished, in good repair, and suitable for the purposes of teaching. Important and valuable improvements have been made during the year to the school-buildings at Ballina, Casino, Armidale, Kempsey, Seven Oaks, and Port Macquarie; and very fine school-buildings are in course of erection at Lismore, Chatsworth Island, Uralla, and Woodford Dale; and tolerably substantial and spacious school-houses at Tenterfield and Euroka were completed about the beginning of the year. Arrangements for the erection of a large number of school-buildings, and for making important alterations and improvements, are in course of progress. The school-houses at Bingera, Rocky River, Darkwater Creek, Dondingalong, Redbank, Strontian Park, Wardell, and Tucki Tucki, are small, badly furnished, and not sufficiently suitable for the purposes of teaching, but in most cases, action has been taken to remedy the deficiencies. The low price of agricultural produce, the drought, the depressed state of the Colony, the extreme poverty which prevails among the free selectors where schools are most required, have been much against the collection of the local contributions required by the Council, and have caused the establishment of several schools to be postponed. The Council, however, having decided to accept labour and materials from the settlers of such localities as cannot contribute their quota in money, may have a beneficial tendency. In some cases, I have been informed by the settlers, that it was possible for them to cut and supply timber for a school-house, but they could not contribute money, because they could barely supply food for their families. The playgrounds attached to the schools generally contain an area of two acres, and the land is in most cases fenced. The playgrounds of a few schools are of an indifferent kind, either from the nature of the soil, the want of draining, or the insufficiency of the accommodation. In two or three instances, a convenient supply of water is much needed.

ORGANIZATION.

In most cases, the schools are fairly supplied with books and apparatus. Time-tables for regulating the time devoted to each branch of instruction, and programmes, shewing the course of study prescribed for each class for the quarter, are to be found in almost every school, but in some cases they are not constructed with much skill, nor adhered to with sufficient strictness, though in general the instruction is carried on in a progressive and systematic manner, and the daily work recorded in the register of lessons. In most of the schools the classification of the pupils is judicious, and the school records are kept with considerable neatness and care. In some cases I found the promotions of the scholars, and the quarter of enrolment, were not recorded at the proper time, nor the class-roll duly closed at the end of the quarter. But, on the whole, the school accounts are carefully and honestly kept, and the returns kept in progress, and punctually dispatched at the close of the quarter.

DISCIPLINE.

The Council's rules relative to punctuality, regularity, and cleanliness, receive due attention in most schools; and the most pleasing feature in the general discipline is the cleanliness observed. This is in itself of great importance to the community, because it is so conducive to health and morality. It has been often and truly said that "cleanliness is a virtue," and it is generally admitted there is an intimate connection between purity of person and purity of mind. Some one has written, "that cleanliness like righteousness exalteth a nation," and that "habits of cleanliness and decency carry with them an hereditary morality that descends from parent to child, and whose influence is felt by succeeding generations." As a general rule in all the public schools in the Armidale District, about ten minutes to 9 o'clock, the children form themselves into parallel lines for inspection in cleanliness, and then the teachers pass along the lines and satisfy themselves, by personal inspection, that the boots, clothes, hands, face, and ears of the children are clean, and their hair brushed. Should any child continue deficient in cleanliness, the parents are made acquainted with the fact, and every legitimate means used to promote habits of cleanliness and decency. After the children have been inspected they march into school, and take their places in an orderly manner, and the business of the day commences. Generally speaking, I found the scholars clean, and the furniture and apparatus well kept. In two-thirds of the schools the order and punctuality appear to range from fair to good, and in the remainder, from tolerable to indifferent. With regard to the government, moral suasion is the ruling principle in all the schools, but I did not inspect any in which corporal punishment had been wholly abandoned, neither did I hear of undue severity (save in one case) having been practised by any teacher.

So far as I have been able to ascertain, the fundamental regulations of the Council are faithfully observed; and as regards the moral tone of the schools, the character and extent of the instruction imparted, the order and general discipline maintained, the proficiency of the pupils and general management, the following may be taken as a just classification of the schools inspected:—Ten are well or fairly managed; eighteen are tolerably or passably conducted, and seven are moderately or indifferently managed.

ATTENDANCE OF PUPILS.

The following table exhibits the attendance of pupils at the schools inspected:—

	Boys.	Girls.	Total.
Number of pupils on school rolls at time of inspection	817	766	1,583
Number of scholars present at examination	723	686	1,409
Number of scholars on rolls for last quarter of year	998	914	1,912
Average attendance for the same period	721	658	1,379
Number of scholars who attended in the year	1,214	1,152	2,366

By

By a comparison of the figures in the foregoing table, it will be seen that about seven-eighths of the pupils on the rolls at the time of inspection were present at examination, and that the daily average attendance of pupils for the last quarter of the year was but little less than the number of children examined. It also appears from the above statement, that 72 per cent. of the number of pupils on the rolls attend school regularly. This result is on the whole perhaps not unsatisfactory, when it is remembered that the average daily attendance in Great Britain and Ireland does not amount to much over half the number on the rolls. The irregularity of the scholars at many schools may be traced, to a certain extent, to all or some of the following causes—such as the poverty of the parents, the high price of labour, the drought, the heavy rains, floods, sickness and disease, and in some cases the indifference of parents to the moral and intellectual improvement of their children. As a general rule, the excellence of a school and the regular attendance of the pupils go hand in hand, and a large and regular attendance of pupils, compared with the number enrolled, may be considered as the result of a teacher's industry and skill. In schools well managed, I find the scholars are more regular, and the average attendance generally exceeds 80 per cent. of the number of pupils enrolled.

AGES OF THE CHILDREN EXAMINED.

Of the 1,409 pupils examined, 295 boys and 256 girls were 7 years of age and under.

109	"	94	"	8	years of age.
86	"	74	"	9	"
65	"	74	"	10	"
54	"	53	"	11	"
72	"	94	"	12	years of age and above.

From this statement, it may be observed, that about three-sevenths of the pupils are not over seven years of age; that one-fourth are over seven, and under ten years, and that 30 per cent. out of the entire number present were above ten years.

AGES OF CHILDREN ON SCHOOL ROLLS.

Of the 1,583 pupils on the rolls of the schools at the time of inspection, there were—

344	boys and 309	girls	7	years of age and under.
129	"	108	"	8 years of age.
92	"	84	"	9
80	"	88	"	10
65	"	65	"	11
97	"	112	"	12 years of age and above.

In this statement, the proportions of the different ages are much the same as in the number of pupils examined.

PROFICIENCY OF THE PUPILS.

The following table shews the number of pupils learning the different branches.

Learning—The alphabet and to read monosyllables	578.
To read easy narrative	500.
To read ordinary prose	331
To write on slates	670.
To write on paper	550.
Simple rules of arithmetic	820.
Compound rules of arithmetic	330.
Advanced rules of arithmetic	259.
Elements of English grammar	500
Advanced parts of the subject	331.
Analysis and composition	200
Elements of geography	500
Advanced parts of the subject	331
To write from dictation	1,000.
Scripture history	831
Lessons on common things and objects	1,309
Drawing	380
Music	700
Extra branches, including algebra, geometry, &c.	12
Needlework, knitting, netting, crochet, &c.	450 girls.

Taking into consideration the very tender years of so many of the pupils, the short time a number of them have been under instruction, and the fact that several schools have been recently opened, the following classification of the pupils will not perhaps be considered unsatisfactory:—

First class	312 boys, 266 girls; total, 578.
Second class	248 boys, 252 girls; total, 500.
Third class	170 boys, 161 girls; total, 331.

In many schools, the teachers have no knowledge of drawing or vocal music, but in all other respects, the subjects taught agree with the "Course of secular instruction" prescribed by the Council. The actual proficiency of the scholars, as ascertained by examination, is as follows:—

READING.

Able to read ordinary prose correctly	243
Can read easy narrative correctly	388
Able to read monosyllabic composition	375
Able to read ordinary prose moderately to tolerably	88
Can read easy narrative moderately to tolerably	112
Able to read easy monosyllabic composition	138
Learning alphabet and words of two letters	125

As reading is the most essential part of the course of instruction, it is of great importance that it should be well taught. I think reading may be called good when it is easy, firm, and clear in tone, definite and exact in enunciation, without affectation, expressing the meaning intended with distinctness, and joining with this, expression of sentiment, judgment, and taste. The pupils in some schools read with hesitation and indistinctness; in others, the enunciation was rapid and incorrect, and in an unnatural pitch of voice. The pupils in many of the schools, however, read with a pleasing expression, accommodated to the subject, and varying with the sense. The meanings of the words and phrases in the lessons are now generally taught in connection with the reading, rather than from the vertical columns at the beginning of the lessons, and, generally speaking, the pupils have a tolerably correct knowledge of the subject of the lessons read.

SPELLING.

As spelling is usually taught in connection with reading, and as it is a subject of so much importance, and one upon which a good deal has been written by educationists, I have to report that, in addition to *viva voce* spelling, which is taught in all the schools, the dictation of sentences by the teacher, to be written by the pupils, is the usual method of teaching and testing the proficiency in this branch; but I find that some teachers, forgetting the object of the exercise, pay little attention to the correction of the errors by the pupils. Transcribing portions of the reading lessons is also practised; and as the opinions of the most eminent educationists agree that good spelling does not depend upon sound, upon analogy, nor upon rules, but upon the exercise and memory of the eye, it therefore appears this is a very judicious method of acquiring a knowledge of the subject. Spelling is carefully taught in many schools, and the most improved methods are generally adopted.

WRITING.

The following statement shews the proficiency in this useful branch of instruction:—

Able to write with correctness	...	...	...	...	...	500
Can write with tolerable accuracy	...	...	...	...	...	500
Write indifferently	...	...	...	...	...	269
Cannot write	...	...	...	...	...	140

The penmanship in many schools is creditable, but in several it is performed in a careless manner. In all schools where writing is well taught, the teachers are careful to mark all errors of imitation in the shapes of the letters, the breadth of the strokes, their slope, their regularity, their distance from each other, and the manner in which they are joined. In some schools, under classified teachers, I found the pupils use small bits of pencils, and in others, a page is written before the defects are pointed out. I have endeavoured to impress upon the teachers that success in teaching writing depends upon effort and care on the part of the pupil, and vigilant and constant supervision on the part of the master. I have frequently observed that many pupils can write much better upon slates than paper, and I am of opinion if the elder pupils wrote more upon paper, and none upon slates, their progress would be more satisfactory. Paper is the great medium of communication in the present age, and of course excellence in writing upon it, and not upon slates, is the object in view. It is a generally received opinion now in France and Holland that writing upon slates is objectionable, and their use is in many cases forbidden. For these reasons I have requested some teachers, for experiment, to adopt this plan as much as possible.

ARITHMETIC.

The subjoined table exhibits the proficiency in this subject:—

Able to solve questions in proportion and higher rules	...	...	...	...	181
Can work compound rules with tolerable accuracy	...	...	...	...	241
Learning tables and simple rules	...	...	...	...	478
Infants learning to read, write, and add digits	...	...	...	...	509

There are few schools where this branch is well taught. The methods that ensure success are but little understood, the principles are seldom rightly introduced to the pupils, and the elements—such as the tables, notation, and numeration—are not sufficiently dwelt upon. There is not enough of competitive work among the pupils. I very often find children working proportion, and they fail in the simple rules. There are several schools, however, where the pupils have made good progress, and the method of teaching excellent. The attainments in mental arithmetic, generally speaking, admit of much improvement.

GRAMMAR.

The proficiency in this branch is shewn in the following statement:—

Can parse syntactically, and have made some progress in composition and analysis of the English language	...	...	...	...	200
Able to distinguish parts of speech and parse etymologically	...	...	...	...	431
Learning mere elements	...	...	...	...	200

The elements of English grammar are taught in all the schools, excepting two or three recently established. In several instances, the subject is not taught with much skill. Some teachers are content if their pupils can repeat the names of the parts of speech, and point out those most easily known, such as the noun, article, and adjective, while others, aiming at something more, pursue it in such an unsystematic manner that the results are of little value. In the most of the schools, however, grammar is very fairly taught, and many of the pupils have made considerable progress in composition and analysis of the English language.

GEOGRAPHY.

Of the 1,409 children examined, 831 were learning geography. A considerable number of these were studying the mere elements, such as the cardinal points, the topography of the school district, the uses of a map, the definitions of the common geographical terms, the relative positions of the Continents and Oceans, and the outlines of the geography of Australia. The more advanced pupils have a fair knowledge of the physical and descriptive geography of the globe, with Europe and Australia more in detail.

Mathematical geography, and the use of the globes, are taught in none of the schools to any appreciable extent, but considerable attention is devoted to the study of the geography of the Colony. This subject is chiefly taught by means of maps, reading lessons, and lectures. Maps are in use in nearly all the schools, but globes are found in few, and map-drawing is not much practised.

Learning the mere elements	.....	180
Can define the relative positions of the continents and oceans, and know the outlines of Australia	.....	420
Have in general, a tolerable or fair knowledge of the descriptive and physical geography of the globe	.....	331

SCRIPTURE.

A large number of the pupils examined were learning scripture, either from the second or third reading books, or the Scripture lessons published by the Commissioners of National Education in Ireland. The pupils in the second class have made considerable progress in such subjects as the following:—

- “How the World was made.”
- “Adam and Eve.”
- “Cain and Abel.”
- “The Flood.”
- “The Tower of Babel.”
- “Parting of Abraham and Lot.”
- “The Destruction of Sodom and Gomorrah.”

In most schools, the third class pupils were learning the history of the birth, life, death, and resurrection of Christ, and the teaching of His Apostles, from the New Testament extracts, or from the Old Testament Scripture lessons, such subjects as—

- “The History of Abraham and his descendants.”
- “Birth of Isaac, and Expulsion of Ishmael.”
- “Trial of Abraham’s Faith.”
- “Death of Sarah.”
- “Jacob and Esau.”
- “History of Joseph.”
- “History of Moses.”
- “Deliverance of the Israelites.”
- “The Law.”

The attainments of the elder pupils were in most respects either tolerable or fairly satisfactory.

THE KNOWLEDGE OF COMMON THINGS.

This much esteemed branch of school instruction is attempted to be taught in the majority of the schools. This is gratifying, because an accurate knowledge of things bearing upon matters of life daily, such as the food we eat, the water we drink, the air we breathe, the clothes we wear, the soil we till, the manufactures we use, the minerals, plants, and animals with which we so often come in contact, is perhaps the most useful and important of all secular studies, except reading and writing. Several schools are not supplied with the necessary prints, models, and diagrams for the illustration of the objects, and in some cases the teachers are not much skilled in the methods of teaching the subject. Considerable interest is, however, manifested among the teachers, marked progress is visible, and beneficial results must follow.

NEEDLEWORK.

This useful branch of domestic economy is taught in nearly all the schools, and in some very successfully. This must be very beneficial to the public, because a competent knowledge of needlework, especially the plainer branches of the art, is one of the most essential parts of female education. To girls in the humbler, as well as the middle classes of society, a practical acquaintance with cutting out and making up articles of wearing apparel is of great importance; and fancy work, if skilfully taught, with due regard to what is useful and most required for domestic purposes, is also beneficial as a means of cultivating the task. Sewing machines have lessened the drudgery of plain needlework, but they cannot originate the fashions, cut the garment, finish the article, nor do fancy work. Knowledge of this kind is therefore still required.

VOCAL MUSIC.

Although vocal music is systematically and successfully taught in the Model Schools in Sydney, it is not so in this district. In a large number of the schools the subject is not taught, and where it has been introduced, the method of teaching is far from satisfactory. There are, however, a few schools where some progress has been made in singing by Tonic Sol-fa method. As the teachers in the training department now receive instruction in music, it is to be hoped the subject will soon be more generally and more efficiently taught. This would be a great public benefit, because it is generally believed that a better preservation of pure morals, a more innocent amusement, and a more cheerful stimulant to all exercises, whether of study, labor, or religion, cannot be devised.

DRAWING.

Of the utility of drawing it is almost unnecessary to speak, because all persons conversant with educational matters must discern what immense advantages are derived from the cultivation of an art which not only improves the knowledge, but elevates the moral character. It is of great use to smiths, carpenters, engineers, and others engaged in works of construction and to the tourist, and those employed in the physical sciences, it is almost indispensable. In a number of the schools in the Armidale District, elementary drawing has been introduced upon the plan used in the public schools in Great Britain, under the authority of the Department of Science and Art, and some progress has been made; but in many schools the subject is not taught, and generally speaking, the methods of teaching admit of much improvement.

TEACHERS.

There were employed in the public and provisional schools in the district at the close of the year, 38 teachers and 3 pupil teachers. Of these, 37 were males and 4 females. The following statement shews the salaries paid by the Council:—

2 at £138 per annum.	Public schools.
1 at 120	„
1 at 108	„
5 at 96	„
11 at 84	„
4 at 72	„
7 at 60	„
1 at 40	„
4 at 48	Provisional schools.
2 at 36	„
1 at 30	„
1 at 24	Pupil teachers.
1 at 18	„

From the above statement, it appears that the average salaries of the teachers in the public schools are £85 13s. 6d.; provisional schools £44; and from another statement, it will be found that the average amount of school fees paid to the teachers in the public schools during the year was about £39 4s. 4d. to each.

COST OF EDUCATION PER PUPIL.

The average daily attendance of pupils at the public and provisional schools in the district for the last quarter of the year, as shewn on the Abstract of Returns, is 1,379; the number on the school rolls for the same period being 1,912, and for the year 2,366. From the same returns, it appears that the annual salaries of the teachers, with the cost of inspection added, amount to £3,696. The total amount of school fees received by the teachers was £1,248 8s. 7d.; and if the grants made by the Council for permanent improvements in repairs and the erection of school buildings are not taken into account, it will then be seen to follow—

	£	s.	d.
That each pupil who attended the schools in 1867 cost the Council ...	1	11	3
And the people, in the shape of school fees ...	0	10	0

From these statements, which are based upon authenticated returns, it is evident that the cost of the education of each pupil is rather less than in former years. The numbers of gratuitous scholars who attended the schools in the year were 70 boys and 62 girls, making a total of 132.

CONCLUDING REMARKS.

There is every reason to expect that, owing to the settlement of the education question, the condition of the schools will shortly be much improved. The Public Schools Act gives much public satisfaction, and the demand for additional schools and more frequent inspection is on the increase. The interest manifested in educational matters by all classes since the passing of the Act is remarkable. The teachers appear to take considerable interest in the methods of imparting knowledge, the local supervision is in general intelligent and tolerably efficient, considering that the service is gratuitous.

W. M'INTYRE,
Inspector of Schools,
Armidale District.

Armidale, 15 February, 1868.

ARMIDALE

ARMIDALE DISTRICT.—INSPECTOR'S GENERAL REPORT FOR 1867.

DENOMINATIONAL SCHOOLS.

I BEG to submit, for the consideration of the Council, the following General Report upon the condition of the Denominational Schools in this District, for the year 1867.

SCHOOLS.

At the beginning of the year there were seventeen schools in operation, attended by 926 pupils, being an average of fifty-four scholars for each school. Of the seventeen schools in the district, nine are Church of England, three are Roman Catholic, three are Presbyterian, and two are Wesleyan. The following statement shews the names of the places where these schools are situate :—

Name of School.	Situation.	Name of School.	Situation.
CHURCH OF ENGLAND SCHOOLS.		PRESBYTERIAN SCHOOLS.	
Armidale	Borough of Armidale.	West Kempsey	Macleay River.
East Kempsey	Macleay River.	Wallaby Hill	Wilson River.
Frederickton	Do.	Wauchope	Hastings River.
Goonoo Goonoo	Liverpool Plains.		
Glen Innes	New England.		
Nundle	Peel River.		
Port Macquarie	Hastings River.		
Tamworth	Peel River.		
ROMAN CATHOLIC SCHOOLS.		WESLEYAN SCHOOLS.	
Armidale	Borough of Armidale.	Carr's Creek	Near Grafton.
Grafton	Borough of Grafton.	Ulmarra	Clarence River.
Gunnedah	Namoi River.		

All these schools have been in constant operation during the year, excepting Ulmarra, Carr's Creek, and Port Macquarie, which were vacant a few weeks, owing to the resignation of the teachers. There has been no application for the establishment of any new denominational schools in this district made since the Public Schools Act came into operation; but the inhabitants of several localities where denominational schools are situated have expressed a desire for the establishment of public schools instead thereof; and in one case (that of Wauchope) the inhabitants have actually made application to the Council for the establishment of a public school. The clergy and some of their parishioners appear to take an interest in the management of the schools; but generally speaking, the colonists in this district are perfectly satisfied with the means of education supplied in public schools.

AMOUNT OF INSPECTION.

All the Denominational schools in the district were visited twice during the year. In the first instance, for the purpose of ascertaining whether they were entitled to be certified under the 28th section of the Public Schools Act; and secondly, for general inspection, to ascertain their condition as regards organization, discipline, and instruction, and to give directions for their better management. The only school not subjected to the course of general inspection was Port Macquarie, which was closed at the date of my visit, owing to the resignation of the teacher.

CHARACTER OF THE INSPECTION.

The inspection was, in all respects, the same as in public schools, and carried out with as much strictness. The examination of each school occupied a day, and in some cases more. In every instance I observed if the fundamental regulations of the Council were complied with. I noted the suitability of the school premises and furniture—if the necessary instructional documents were in use, such as the time-tables, programmes of lessons, and lesson-register. I also inspected the school records, the library, the books in use, and noted their condition, as well as the suitability of the classification, and occupations of the pupils.

With reference to the discipline, I endeavoured to arrive at every school in sufficient time to notice the punctuality of the pupils. I examined the rolls to ascertain whether the attendance was regular. I noted the cleanliness of the teachers, the school-rooms, and the scholars, and if the desks, seats, and maps were free from dust, ink, and stains. I duly noted how the operations of the schools were carried on, and observed the conduct and manners of the scholars, as well as the moral tone and system of government. The instruction of the schools occupied the greater portion of my time. Excepting in the case of mere infants, I examined every pupil present, noted the subjects taught, the rate of school fees, the professional skill of the teachers, the proficiency of the scholars, and if the Local Boards manifested an intelligent interest in the usefulness of the schools. At the close of every inspection I made such suggestions, for the better management of the schools as I considered necessary, and in my reports I embodied information upon all these matters.

SCHOOL PREMISES.

Of the seventeen schools, there are only three—the Church of England Schools at Armidale, Port Macquarie, and Tamworth—held in buildings which have been erected for denominational school purposes. Of the others, they are all held in churches belonging to the respective denominations, excepting the Roman Catholic schools at Armidale and Gunnedah, which are held, the former in good premises, the private property of the teacher, and the latter in a building lent for the school by a neighbouring squatter, and in much need of repairs. Although the churches in which the majority of the schools are held are unsuitable in some respects for the purposes of teaching, they are in general in a passable state of repair, but badly furnished. In several instances the playgrounds are not fenced, and out-buildings and a supply of water for the use of the schools are much needed.

ORGANIZATION.

The furniture of the schools is, in almost every instance, unsuitable and badly arranged; in many cases it is insufficient in quantity, and seldom kept with sufficient care. The desks and forms are never of graduated heights suited to the ages of the scholars; they are generally too high, the desks sometimes double, and otherwise unsuitable. The schools are all well supplied with maps, and in most cases with clocks. In almost every instance where the apparatus and books were insufficient in quantity, application had been made for a supply. In several schools I found neither time-tables nor programmes of school work in use, and in most cases where the teachers had prepared these documents they were unsuitable, and not adhered to. Every one who knows anything of school organization will admit that the formation of suitable instructional documents for a school requires professional skill, but the teachers in general have little or no experience in these matters; they do not see the use of time-tables and programmes of study for their classes; they never analyze what they have to teach, neither do they consider the point from which they ought to start in explaining a subject, because they hardly know the object they seek to attain, nor the course by which they

they mean to proceed. There is no doubt, however, but so soon as they give attention to these matters, they will see the use of time-tables and programmes of lessons. Intimately connected with this subject is the classification of the pupils. In general they are classed too highly, which is a great mistake. To allow a child to commence reading a book or working arithmetical exercises too difficult for him, is only to obstruct and retard his progress. In some schools I found a different classification for each of the subjects of instruction, and in one case the teacher informed me he had seventeen classes, which he enumerated as follows:—"Four reading classes, four spelling classes, two writing classes, two grammar classes, one parsing class, two geographical classes, two arithmetical classes, and a number of pupils I have never been able to class." At the date of my first visit I found the school records in the majority of the schools kept in the most careless manner, but considerable improvement in this respect has been effected during the year. Since the general inspection of the schools, the organization has been altered for the better in many respects; and so soon as the teachers have an opportunity of attending the Council's training department, they will become better acquainted with their profession.

DISCIPLINE.

The schools in general admit of much improvement in this respect. The pupils are in many schools unpunctual, restless, talkative, and disorderly. This arises chiefly from the imperfect organization, and the want of due provision being made for the useful and constant employment of the pupils. Punctuality in attendance on the part of the pupils is a matter which depends greatly upon the teachers; they can generally enforce compliance with any regulation they may make on the subject, but in some cases it appears there is no effort made by the teachers to improve the discipline in this respect, and some of them do not appear to know that efficiency of instruction, and the usefulness of the education they impart, have a tendency to make the pupils more punctual and regular in attendance. In some cases the teachers do not begin the business of the day at the moment marked on the time-table; or, in other words, they wait until the late pupils arrive, and in this way they discourage the habit they wish to promote. In the majority of the schools there is no drilling of the boys, no uniformity of movement among the classes nor physical exercises among the children in use of any kind. The pupils in many instances rush in and out of the schools without any apparent control or discipline. In the majority of the schools the cleanliness is tolerably satisfactory, but there are several instances where the inspection as to cleanliness is not sufficiently strict. The attention of the teachers has, however, been directed to these matters, and it is to be hoped that ere long considerable improvement will be visible.

So far as I have been able to ascertain, the fundamental regulations of the Council are faithfully observed, the school accounts are in most cases carefully kept, and the returns punctually despatched at the close of the quarter. As a general rule, the government of the schools is lax. The means of maintaining order and obedience is usually the infliction of corporal punishment; the use and advantages of moral influence are not generally known, and therefore the government and discipline of the schools exercise little influence upon the characters of the scholars.

ATTENDANCE OF PUPILS.

The following statement shews the attendance of pupils at the Denominational Schools inspected:—

	Boys.	Girls.	Total.
Number of pupils on rolls at time of inspection	408	329	737
Number of pupils present at examination	320	252	572
Number of pupils on rolls for last quarter of year	463	395	858
Average attendance for same period	310	258	568
Number of pupils who attended the schools in 1867	689	563	1,252

By comparing the figures in the above statement, it may be observed that about three-fourths of the pupils on the rolls at the time of the general inspection were present at examination, and that the average attendance for the last quarter of the year was but four less than the number of children examined. It also appears that 66 per cent. of the pupils on the rolls attend school daily, or regularly. It is a singular fact that, during the last half-year, the pupils on the rolls have decreased 8 per cent.—from 926 to 858.

AGES OF THE CHILDREN EXAMINED.

Of the 572 pupils present at the time of inspection—

147 boys and 102 girls were 7 years and under.

39 " 46 " 8 years.

30 " 24 " 9 "

38 " 25 " 10 "

33 " 20 " 11 "

33 " 35 " 12 " and above.

From this statement, it appears that nearly one-half of the children examined were not over 7 years of age, that about one-fourth were over 7 years and under 10 years, and that about one-third, or 33 per cent. of the entire number enrolled, were above 10 years of age. The proportions of the different ages of the pupils enrolled are much the same as they appear in the number examined.

PROFICIENCY OF THE PUPILS.

The following statement shews the numbers of pupils learning the different branches in the schools inspected:—

Learning—

The alphabet and to read monosyllables	241
To read easy narrative	202
To read ordinary prose	129
To write on slates	220
To write on paper	180
Simple rules of arithmetic	150
Compound rules of arithmetic	81
Learning more advanced rules	32
Elements of English grammar	152
Advanced parts of the subject	32
Analysis and composition of English language	27
Elements of geography	160
Advanced parts of the subject	66
To write from dictation	250
Object lessons... ..	200
Drawing	120
Vocal music	140
Extra branches (French and algebra)	1
Needlework	157 girls.

The

The condition of the schools as regards instruction is, in most cases, far from satisfactory. The attainments of the pupils are low, and there is no thoroughness in the teaching in any subject. The improved methods of tuition are but little known, and the result is that, in many schools, the pupils make the smallest possible progress. In the management of these schools the want of trained teachers and inspection is evident. In some instances, I found children of an average age of 7 and 8 years, who had been at school for two years, and they could write none, and unable to read easy monosyllables, having no knowledge worth noting of the spelling or meaning of the words, the number of the lesson, the page of the book, or elements of arithmetic. Under ordinary successful teaching, such pupils would have been able to read easy narrative, write the same from dictation, work exercises in the four simple rules of arithmetic, define and distinguish the parts of speech in their reading lessons, define the geographical terms with examples, give the relative positions of the great divisions of land and water on the globe, with some knowledge of Scripture history, and the elements of drawing and vocal music. In other cases I found children who had been, according to the teacher's own shewing, three and four years in the third class, and they did not know the parts of speech in the English language, could not multiply nor divide money, and unable to give the boundaries of the continents and oceans. Such pupils would have been able, in a school properly managed, to work arithmetic, and parse well, and well acquainted with analysis, composition, and modern geography, together with a knowledge of linear drawing, vocal music, and Scripture history. The teachers, in almost every instance, have to learn that the three great means of instruction are *explanation, interrogation, and repetition*; and many of them do not see that the pupils should be made well acquainted with one lesson before they proceed to another. Satisfactory results, however, cannot be expected until all teachers are educated and prepared for the discharge of their duties, as in other professions. All the teachers are very careless in making any previous preparation for the proper performance of the work that daily engages them, and, in many instances, the pupils are not supplied with the necessary lesson books for home study. In the schools the end of the instruction seems to be to impart a certain amount of knowledge, rather than to improve the intellect in the course of its acquisition. The want of skill that is shewn in teaching the junior classes, and in presenting the elements of the several subjects to the minds of the pupils, is lamentable in the extreme. The Roman Catholic and Church of England Schools in Armidale are managed with considerable efficiency.

READING.

Reading is attempted to be taught in all the schools, but in the majority, the modes of teaching are far from satisfactory. The tones of the voices of the children are seldom the same as in speaking, the pronunciation is often incorrect, the final syllables in words and the closing words in sentences are not pronounced distinctly, and it is remarkable how little attention is generally paid to the punctuation. In some schools the pupils read very fast, in others loudly, but in the majority indistinctly. The subject read is seldom well understood, and in very few of the schools do the scholars read with that intelligence, expression of sentiment, and intonation of voice, which the passage demands. Of the 572 pupils examined, there were learning the—

Alphabet, and to read monosyllables	241
To read easy narrative	202
To read ordinary prose	129

As regards spelling, writing from dictation has recently been introduced into the most of the schools, and some attention is now devoted to the explanation of the words and meaning of the lessons read. In a few of the schools the reading is tolerably satisfactory.

WRITING.

In but few schools is the writing taught with sufficient care. In many cases, the desks are badly constructed for the purpose. The slates are seldom properly ruled for the junior classes, and the pupils are generally allowed to use short bits of pencils. The children who write on paper have sometimes bad pens, bad paper, or unsuitable copies, and they are allowed to write too much before their work is examined, and the defects in the penmanship are seldom pointed out. In a number of the schools I found the copies written with considerable neatness and care. Of the 572 pupils examined, I found—

Writing on slates	220
Writing on paper	180
Unable to write	172

ARITHMETIC.

The condition of the schools, as regards progress in arithmetic, is very backward. In all the denominational schools in this district, I have not found thirty children able to write correctly from dictation such a number as 1,003,010. The most advanced pupils are not acquainted with the elementary tables. In very few schools did I find any of the scholars able to add and subtract mentally, with readiness and correctness, one of the digits, such as 7, in the following manner:—

Addition—7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84, 91, 98, 105.
Subtraction—105, 98, 91, 84, 77, 70, 63, 56, 49, 42, 35, 28, 21, 14, 7, 0.

The old and obsolete method of teaching arithmetic by rule instead of principles is still common; and instruction in numeration and notation receives little or no attention. The fact is, the elements of the subject are taught in the most immethodical manner, and therefore, the progress of the pupils is very slow and unsatisfactory. Of the 575 pupils examined, I found—

Learning the mere elements	150
Working compound rules	81
Learning more advanced rules... ..	32
Entirely ignorant of the subject	309

The black-board, in teaching this subject is not much used, the simple rules are not sufficiently dwelt upon, the teaching is mechanical, and the subject is generally treated as an art without any reference to its claims as a science. Much improvement in the method of teaching this branch of useful instruction is urgently needed.

GRAMMAR.

With the exception of three schools, I cannot say that any progress has been made in this subject. In the majority of the schools little more is known than the definitions of the parts of speech, and in some nothing more than their names. The subject is usually taught by requiring the pupils to commit to memory, without comment or explanation, a number of rules, and the result is that little or no progress is made. Of the 572 children examined, there were learning—

The mere elements	152
Advanced parts of the subject	32
Analysis and composition	27

The improved methods of teaching this subject orally are not generally known nor practised in denominational schools.

GEOGRAPHY.

GEOGRAPHY.

The number of children learning geography is somewhat in excess of the number learning grammar, but the methods of teaching are unsatisfactory, and the attainments of the scholars very low. The schools are all well supplied with maps, but globes are found in few. Generally speaking, the instruction is chiefly confined to the study of the Continent of Europe, while the knowledge of the other portions of the globe is wholly neglected. The study of Australian geography has been recently introduced, and I have no doubt more prominence will be given to the subject in future. Of the 572 pupils examined, there were learning—

The mere elements	...	...	...	...	160
Advanced parts of the subject	...	...	...	...	66

Mathematical geography is taught in very few schools, and map-drawing is seldom or never practised.

DRAWING, MUSIC, OBJECT LESSONS, AND NEEDLEWORK.

These subjects are not taught in any of the schools to any appreciable extent. Vocal music is not taught in a methodical manner in any of the schools, but in a few linear drawing is practised on slates. The use of object lessons is generally unknown, and the teachers have no scientific knowledge whatever of the philosophy of common things, or of the method of imparting such information. I have not seen a good display of needlework in any of the schools, and I am therefore convinced there is not sufficient attention devoted to this useful branch of domestic economy.

COST OF EDUCATION.

The total average daily attendance at the denominational schools in the district for the last quarter of the year was 568, the number on the rolls for the same period being 858, and for the year 1,252. The amount of the annual salaries of the teachers with the cost of inspection added is £2,002, and the total amount of school fees received from the pupils was £575 16s. 6d. It therefore follows that each pupil who attended the schools in 1867 cost the Council £1 11s. 11d., and the people for school fees 9s. 2d. From this statement, it appears that about three-fourths of the emoluments of the teachers are paid by the Council, and about one-fourth by the parents and guardians of the scholars in the shape of school fees.

TEACHERS.

There were employed in the denominational schools in the district at the close of the year fifteen male teachers and five female teachers, two of whom are assistants. The school at Port Macquarie being in operation during a portion of the last quarter of the year, the teacher is included in this statement. The salaries attached to the provisional classifications are as follow:—

2 teachers at £108 per annum each.		
5 "	84	"
6 "	72	"
5 "	60	"
2 assistants at 30		"

The total amount of school fees received was £575 16s. 6d. From this statement it appears that the average salaries are £80 10s. nearly, and the average school fees £33 17s. 6d., making the total average annual income of each teacher £114 7s. 6d. In addition to this, excepting in three or four cases, they have residences free of rent.

LOCAL SUPERVISION.

The inspection of the schools by the Local Boards is very seldom. In some cases the teachers are not aware of the names of all the members, and as a general rule the influence of the Boards in encouraging the teachers in the efficient discharge of their duty, or in promoting education of a useful character, is of very little value. One teacher informed me that the Local Board of his school had not met on business for ten years. In country districts the clergy have so little time to spare from church matters that they cannot devote much attention to the improvement of the schools under their immediate control; indeed, in very few instances in this district can they spare time to visit the schools to give religious instruction. In three or four cases I found the Local Boards manifest some interest in the affairs of the schools under their supervision.

CONCLUDING REMARKS.

The majority of the schools are held in churches, and inadequately furnished. Although the buildings are unsuitable in some respects, they are in passable repair. The organization, discipline, and instruction of the schools admit of much improvement. The instruction is badly arranged, the average attendance of pupils is very low compared with the number enrolled, and the attainments of the scholars are small and unsatisfactory. The teachers are wanting in professional skill, the local supervision is of little value, and there is a prevalent feeling abroad that the advantages of denominational schools are not so great as formerly supposed, but that, notwithstanding this, the means of education afforded therein will soon be improved under the Council's supervision.

W. M'INTYRE,
Inspector of Schools.

Armida, 29 February, 1868.

BATHURST DISTRICT.—INSPECTOR'S GENERAL REPORT FOR 1867.

ON 22nd January, I received from the Secretary of the Council of Education an acting order as Inspector; and I was, at the same time, instructed to visit certain Denominational schools in and near Sydney, for the purpose of reporting upon the applications for certificates which had been made by them.

2. In accordance with these instructions, I visited and reported upon the following schools:—two (2) C.E., twelve (12) R.C., and one (1) Pres.

3. On 2nd February, I received my appointment as an Inspector of Schools under the Council of Education; and, at the same time, I was ordered to continue my former duties. Following these instructions, I visited and afterwards reported upon twenty-six (26) C.E., thirteen (13) R.C., two (2) Pres., and four (4) Wes. schools. These schools were situated in the northern part of Cumberland, the south of Northumberland Counties, and in the Moruya District. I also visited two (2) Public schools for special report, and the same number of private schools that had applied to be converted into Public.

4. When these duties had terminated, I attended the Inspectors' Conference, which was held in Sydney, from 25th March to 10th April.

5. Having been appointed to the Bathurst District, I left Sydney, and arrived at my head quarters on 20th April. For a considerable time after my arrival, I was prevented from visiting the schools from various causes. My time, however, was occupied with various clerical duties, and in inquiring, by personal visits, into applications for new schools.

6. The total number of schools in the Bathurst District at the end of the year was eighty-three, viz. :—

Fifty-one	(51)	Public Schools
Twenty-two	(22)	Cert. Denomin. do.
Ten	(10)	Provisional do.

Eighty-three (83) Total.

7. The magnitude of my district, coupled with the short time I had for inspection, and the time occupied in attending to the applications for new schools, prevented me from visiting the whole of the schools within the year. I have, however, inspected the schools in and near Bathurst, those lying on or near the Main Western Road as far as Bourke, and those situated in the north-western part of the district. I have also visited for special report a few other schools; and in the course of my journeys, "incidental" visits were paid to seven (7) schools that received no other visit.

8. The following statements shew the number of schools inspected during the year, and also the number of visits paid to schools during that time. Before my arrival at Bathurst, I inspected—

Two	(2)	Public Schools
Twenty-eight	(28)	C. E. do.
Twenty-five	(25)	R. C. do.
Three	(3)	Pres. do.
Four	(4)	Wes. do.

Sixty-two (62) Total.

Since I took charge of this district, I have inspected—

Twenty-eight	(28)	Public Schools
Nine	(9)	C. E. do.
Four	(4)	R. C. do.
One	(1)	Pres. school
One	(1)	Provl. do.

Forty-three (43) Total.

The total number of schools inspected is therefore—

Thirty	(30)	Public Schools
Thirty-seven	(37)	C. E. do.
Twenty-nine	(29)	R. C. do.
Four	(4)	Pres. do.
Four	(4)	Wes. do.
One	(1)	Provl. School

One hundred and five (105) Total number of inspected schools.

To this number (105) must be added the following—

Seven	(7)	schools, visited "incidentally" only
Five	(5)	private schools, visited with the view of their being accepted as provisional schools

Twelve (12) Total number visited only.

Thus the total number of visits paid to schools is—

Twelve	(12)	not formally inspected
One hundred and five	(105)	formally inspected

One hundred and seventeen (117) Grand total.

9. The number of applications for the establishment of Public and other schools I have reported upon, after personal visits to the localities, is eighteen (18). Of these, six (6) were not completed at the end of the year, and four (4) were ineligible. In some instances, applications of this nature were entertained by the Council without my report.

10. The number of schools opened in this district during the year is as follows :—

Seven	(7)	Public Schools
Ten	(10)	Provisional do.

Seventeen (17) Total.

11. In consequence of press of other work, I have not been able to hold any examinations of teachers, with the exception of pupil teachers and candidates for pupil teacherships.

12. The total distance I have travelled during the year is 3,026 miles, viz., before my appointment to this district, 1,103 miles; since that time, 1,923 miles.

13. The amount of correspondence since my arrival at Bathurst has been 945 letters, et cetera.

14. I now proceed to submit the following remarks upon the several topics on which Inspectors are required to report, when engaged in examining the schools.

ORGANIZATION.

Situation.—In general the schools I have visited have been found to be well situated, not only as regards proximity to the population, but also in other respects.

The following are exceptional cases—three (3) were too near creeks or rivers, one (1) was adjacent to a slaughter-yard, one (1) quite buried in the bush, and two (2) were much too near the main street and road. There is frequently no supply of water on the premises; sometimes the water has to be brought some distance, and almost always at the expense of the teacher.

School-room.—The majority of rooms are suitable, but at nine (9) places they are too small for proper accommodation.

There are a good many Public Schools without class-rooms; and several have either no inscription, or a wrong one, over the entrance.

New schools are being built at three places, and a handsome and convenient C. E. school has been built at Bathurst during the year.

Accommodation for boarders has been provided at a few schools, and others have made efforts to provide similar apartments.

The ventilation of the school-rooms is often bad, because the windows do not open at the top.

With two exceptions, wooden floors are laid down; the exceptional cases are where a brick and an earthen floor are found.

Residences

Residences are generally provided, but four (4) public and two (2) C. D. schools are without them, while at four places they are in very bad repair.

Playground.—Very generally provided. At one school there was none at the date of my visit, but since that time a good one has been secured.

At ten (10) schools the playgrounds are unenclosed, at four (4) they are too small, and at one (1) the pupils have to go some distance to get to their ground for recreation.

A very common fault is the absence of trees or other means of shelter from these grounds.

The playgrounds are not always separated for the sexes; and although out-offices are, with one or two exceptions, provided, they are, in a few instances, only partially divided into the proper compartments, when only one building has been erected for each school.

Furniture.—This is, in general, fully supplied to the schools, and is of the proper shape. Four (4) schools are, however, not properly stocked; at two (2) the furniture is very old, and is unfit for use; at twenty-one (21) schools the stock is very good. In a few schools the only fault in the construction of the furniture is the great height of the desks and forms, or of one or other of these. When I have found this to be the case, I have told the teacher to reduce these articles to the proper size. Clocks and hat-pegs are too often unprovided.

Apparatus.—The stock was found to be insufficient at twelve (12) schools, and there was none at four (4) places, if a few maps be excepted.

Very often the stock is deficient in pictures only. This is felt to be a great drawback in the matter of object lessons especially.

Books.—Requisitions for books, &c., have been furnished to all the teachers of the district, with the exception of the new schools, which were supplied direct from Sydney.

The C. D. schools had not been fully supplied with proper books at the date of inspection of each, and several of the Public Schools were short of stock.

This has arisen, I am informed, through the temporary exhaustion of the stock in the Council's depôt.

In general, I find the books, maps, &c., to be well kept, although there are comparatively few book-presses provided.

Classification.—For the most part judicious. In the great majority of instances, there are three (3) classes in each school; in eight (8) schools there are four (4) in each; in one (1) of these the classification is inappropriate.

The mode of classifying the pupils being dependent on the reading, and the same reading books not being found in all the schools, there must of necessity be some unevenness in this matter, but this will soon disappear.

Organization.—*a.* Time-tables.—These are in general drawn up more correctly than the document *b.* They are, however, capable of being amended in many cases, in respect of the equal distribution of studies. I have recommended the teachers to revise them at least every quarter. As the drawing up of this document requires great care, and takes up the teacher's spare time to some extent, it is desirable that *blank forms* of this and document *b* should be obtainable, at a cheap rate, from the Council's agent for books.

At one (1) school only was there no time-table.

The usual hour of opening school is 9:30 a.m., in some 9 a.m., and at two (2) or three (3) 10 a.m. is chosen instead. In the latter case some special reason was given for the practice.

In a few country schools the "dinner recess" was made to be too long.

b. Programmes of lessons.—In seven (7) instances these were almost useless, from the manner in which they had been drawn up.

The C. D. schools had, in many instances, incomplete and imperfect specimens hung up in them; and in two (2) cases these were not always kept displayed on the walls.

Some of the Public Schools had very poor specimens to shew, as regards neatness of construction.

The same school reported as having no time-table was also without this document.

School Records.—In general these are fairly kept. The entire set is *very neatly* kept at fourteen (14) schools; *very fairly* at twelve (12); *very moderately* at two (2) only.

In some of the new schools there were no official records when I visited them; but private records of attendance and fees had been kept, and these would be transferred. "Visitors' Books" were sometimes not to be found; and, occasionally, when such were in the school, no use had been made thereof. The school fees, in general, range from one shilling (1s.), to sixpence (6d.) per head per week; and in many country schools they are paid quarterly. It is very much to be wished that the Council could see their way to authorize a "scale of fees"; at present the payment of these moneys is often resisted, and is, in very many instances, a constant source of trouble, to both Local Boards and Teachers.

DISCIPLINE.

Punctuality.—This important item of good discipline is reported as "good" at fifteen (15) schools, and as "very bad" at nine (9) others. At the rest it may be styled "fair."

As regards the means employed to secure punctuality, I find that, in general, calling on or sending to the parents, keeping the late-comers in, and corporal punishment are adopted.

At three (3) schools *extra* means are tried, namely, keeping a daily record of late-comers, by means of a monitor appointed for that purpose; prizes in the shape of small books are also given, and in one case late pupils are made to do all the day's work they missed by being late. Some teachers do not insist on work being done by the children when they are kept in.

Regularity.—In seventeen (17) schools about two-thirds ($\frac{2}{3}$) of number on the roll attend regularly in fifteen (15) about three-fourths ($\frac{3}{4}$), in four (4) less than two-thirds ($\frac{2}{3}$), and in five (5) more than three-fourths ($\frac{3}{4}$).

The usual causes of irregular attendance are in operation in this district, viz., carelessness and indifference of parents, the demands of labour, the state of the weather and of the bodily health. I am strongly of opinion that, until a compulsory system of education is introduced, some of the above causes will not be overcome.

Cleanliness.—In general, I have been able to report this as "good"; but it should be remembered that notice of my visit was sent, in each case, a few days beforehand. Still, I believe most of the schools are clean and neat in general.

At three (3) schools "very good" was reported of their state in this respect, at fifteen (15) "very fair", and in two (2) instances only did I find the teacher untidy.

In connection with this heading, I may here refer to the untidy habit prevalent in too many schools of cleaning the slates without using dusters or sponges, and also the very frequent absence of any means for washing hands and faces.

Order.—Generally speaking the order maintained is "very fair"; at ten (10) schools however it does not reach that standard, while at five (5) the report gives "very good" as the estimate thereof. The great fault I have to find with the order, as kept by the great majority of the teachers, is a want of due attention to the *minor* points or matters, if I may so term them. Like "trifles," they go to make "perfection." In such cases the children do not sit or stand properly in class, nor do they hold their books and slates as they should; in short, they do a thousand little things in a negligent manner.

Where the schools above spoken of as "very good" excelled the rest was, in minute attention to little matters. In C. D. schools there was a general neglect of marching out of school and premises at dismissal.

In the matter of making obeisance to the authorities of the school (if to no others), I find a great diversity of action. I always advise the practice of proper respect.

Government.—The chief faults of this item of discipline are either a want of firmness or mildness on the teacher's part, and the partial neglect of the uses to which the "uncovered schoolroom"—the playground—should be put.

Except in one instance, I did not hear any undue severity (by corporal or other punishment) on the part of the teachers complained of; and on investigation, this charge broke down.

The practice of having to register the several cases where punishment is inflicted has a wholesome effect.

The moral character and influence of our teachers was, on due inquiry, found to be in almost every instance satisfactory; in some cases better persons could hardly have been obtained. I regret to have to report that one teacher was dismissed for drunkenness during the year, and the character of another (since gone away) was found to be very unsatisfactory.

INSTRUCTION.

Subjects.—The subjects taught are those prescribed by the Council, with the following exceptions. The "Tonic Sol-fa" method is only taught at two (2) schools, and in these only in the initiatory stages.

Singing	is not practised	at twelve (12)	schools.
Drawing	do	fifteen (15)	do.
Needlework	do	five (5)	do.
Object lessons	do	four (4)	do.
Scripture lessons	do	one (1)	do.
Geometry	do	five (5)	do.

Method.—I had no opportunity during the year of hearing teachers give oral lessons; and the only means afforded of judging the method was by the results, as shewn in the examination of pupils. The "individual" method is not professedly employed in any school; but I find it practised in a few. "Collective" teaching is almost solely used for object lessons. There is a manifest want of revision of work in too many instances; and further, of the necessary *training* for the duties required of teachers, on the part of some of those at present employed by the Council.

"Home lessons" are very seldom required of the pupils; and if the study of these should be insisted upon, there is great difficulty experienced in getting the pupils to buy the necessary books.

The teachers' wives, in addition to teaching needlework, sometimes volunteer their services for other subjects. In two cases, where the school is in charge of the wife, the husband teaches writing and arithmetic.

SCHOOL BOARD.

In almost every instance *some* members of the Local Boards attended my examination, and at several schools the parents of the pupils and others were also in attendance.

The visits paid by the members of the Local Boards were found to vary in a great degree. At two (2) schools these were made almost daily; at nineteen (19), the visits are very fairly regular; at five (5), there have been no visits paid; and at six (6), a few of these attendances are recorded.

The "Visitors' Book" has not been used at (10) schools; but this is often the fault of the teacher, in not placing it in the proper place.

Meetings of the Local Boards have been held as under:—

At four (4) schools, regularly, and generally monthly.

At eighteen (18), at irregular intervals.

For the rest, no meetings appear to have been held; but in some of these cases no Local Boards for 1867 had been nominated, and the members of 1866 Boards either declined to act, or confined their actions to signing the teachers' official papers.

Records of these meetings have been kept by the Hon. Secretaries of seventeen (17) School Boards.

I have found *visiting* to be the weak point of these Boards. In some cases, the dislike to perform this duty has arisen from the want of education on the part of the visitor; in others, from nervousness, or some feeling similar; but in too many instances, from decided indifference to duty and the interests of the school.

This is a difficult matter to deal with, more especially as the number of persons eligible for membership of these Boards is often very limited.

Attendance of Pupils.—The following is the number of pupils *on the rolls* at inspection:—Boys, 1,296; girls, 1,164; total, 2,460.

The number *present* at inspection, was,—Boys, 1,059; girls, 926; total, 1,985.

PROFICIENCY OF PUPILS.

In general, the classes were enrolled as for the "second quarter" of the "standard of proficiency," which was received in July by the teachers.

Reading.—The chief defects of this subject are, a want of distinctness of utterance, and a lack of due expression—the latter fault being characteristic of the reading in the upper classes.

There is also noticeable a want of appreciation of the nature of the different points or stops used in composition; no inflection, or an improper kind of inflection of the voice takes place at the period, note of interrogation, and other pauses, and thus a monotonous style of delivery is caused.

Another fault is, the abuse of the aspirate; it is either too prominently marked, or more frequently omitted altogether.

Many of these defects would be greatly modified, if not removed, by a judicious course of simultaneous reading.

Writing—including Dictation.—In general, the writing on slates is much better than that on paper.

In the latter case, there is too great a variety in the kind of copy-book used, some being little better than useless. Copy-books with a graduated set of head lines are not in use so often as they should be; and to secure the best specimen of these books for general use, it would be necessary that the Council should recommend a series. In writing on slates, lines are not required for any class above the second, but they are often used.

Dictation is generally fairly well done, with the exception of the first class, where the idea that reading and writing should be taught simultaneously does not seem to be as fully acted upon as is required.

Writing from dictation on paper is practised in a few schools, as is also letter-writing; but more attention to both is required. The practice of writing narrative from the memory is, on the whole, fairly well attended to.

Some teachers vary the kind of dictation, by using such excellent text books as Sullivan's "Spelling-book Superseded," and Davis' "Composition."

Arithmetic.—As an art, this subject is very fairly done in most cases. The theory of the different stages however, requires much more attention on the teachers' part.

Notation

Notation is in general too much neglected ; at any rate, the "standard" requirements are as yet not often fully reached. In the third class the pupils are, in several instances, in advance of the required point ; but when this is the case, there is often a weakness in the knowledge and ready use of the back rules, through want of frequent and careful revision of work.

Occasionally, correctness and readiness in working sums were obtained at the sacrifice of neatness. *Object Lessons.*—In the great majority of cases, this is the only subject in which collective teaching is employed.

From the answers given at inspection, it is evident too often that the method of giving these lessons is defective, chiefly in being too mechanical.

There is often a deficiency in the supply of the diagrams that are necessary for this subject ; but on the other hand, I have found a few teachers who have collected their own specimens for illustrating these lessons, and in other ways supplied what the school did not furnish.

Singing.—This subject is generally taught by ear. In two (2) schools the Tonic Sol-fa method is taught, and in a few, Hullah's.

Two instances are known where the teachers, being unable to teach, employ persons to perform this duty ; and in several schools, singing is taught by the teachers' wives. In some schools, I have had to call attention to the silence of the boys at singing time ; at others (but only a few) to the puerile character of the songs taught to the elder children.

Grammar.—Too frequently this is the weak subject of instruction.

The definitions, not only of the parts of speech, but also of the technical terms in common use, are frequently indistinct, and sometimes incorrect, while, from want of an authorized text-book, they vary almost with the number of schools.

In the mode of parsing, there is, as one would expect from having an official guide thereupon, a great and favourable contrast to the last-named point.

In the higher classes, very little instruction seems to have been attempted as regards the art of composition ; and the analysis of sentences requires more attention than it at present receives.

Geography.—The general knowledge of this was found to be superior to that of the last subject.

In the earlier stages of instruction, however, the teaching is not so carefully done as it ought to be.

Maps are in general supplied in sufficient abundance ; and those illustrating Australian Geography are of the most recent date, with very rare exceptions.

The drawing of maps has not been extensively practised ; but if maps in outline or projections could be easily and cheaply bought, an impetus would be given to this practice.

Drawing.—This branch of school work is beginning to receive its due share of attention ; but several teachers out of the fifteen (15) who do not teach it, are deterred from attempting it from a real or fancied inability to teach it. Having such suitable books as those of Mr. Fowles' to guide them, I believe there is very little (if any) excuse to be made for neglect of this subject. When taught, more oral teaching—chiefly by way of explanation—is required in most instances.

In a few schools, the drawing is done on paper ; and in some individual cases, considerable skill and taste are shewn by the pupils.

Scripture Lessons.—On the whole, this subject receives its proper share of attention.

At one or two schools that I visited, the time for needlework was identical with that set down for these lessons, consequently only the boys read them.

In one public school these lessons were not used ; and none of the C.D. schools studied them, with the exception of one or two, in which the teacher based a series of oral lessons on one or other of these books.

I believe these lessons will be applied for by some of the teachers of C.E. schools.

In connection with this subject of instruction, I may state that, in the public schools I have visited and inspected, there is very little special religious instruction given by the clergy or other authorized persons. At two schools, however, such instruction is regularly imparted by the clergymen of the C.E. stationed nearest them.

Geometry.—This subject has received but little attention, at present being taught at three (3) schools only. In these, only the very elementary parts of the subject have been studied.

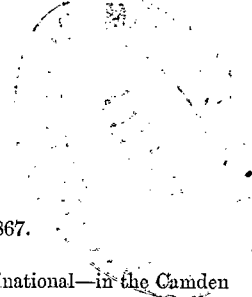
As the schools get into full work under the present system, this subject will receive its full share of attention, I have no doubt.

Needlework.—In general, care is taken to teach this in a proper manner.

Plain needlework is taught at almost all the schools ; but in one or two, it was evident that a decided preference was given to fancy work, from a foolish desire to please the parents, who desired such only to be taught. In too many instances, it is only with much trouble that parents are induced to supply materials for this useful branch of girls' education.

Bathurst, 25 March, 1868.

I. COBURN,
Inspector, Bathurst District.



CAMDEN DISTRICT.—GENERAL REPORT FOR 1867.

INSPECTOR'S Report upon the Schools—Public, Provisional, and Certified Denominational—in the Camden District, for the year 1867.

The number of schools in operation in this district, in the first quarter of the year, was ninety-nine (99), viz. :—forty (40) Public schools, one (1) Provisional school, and fifty-eight (58) Certified denominational schools. Twelve (12) new schools—five (5) Public and seven (7) Provisional—were added to the list in the year. At the end of 1867, therefore, the total number of schools on the list was one hundred and eleven (111).

Amount of Inspection.—The following statement exhibits the number of visits paid, and the distance travelled by me, in connection with my duties, in the year :—

Number of visits paid for inquiry relative to the certifying of denominational schools	26
Number of visits for inquiry relative to applications for establishment of new schools	27
Number of visits for General Inspections	79
Number of visits for special inquiries	42

Total distance travelled, 3,714 miles.

TABLE

TABLE shewing the numbers of Schools examined, and not examined in the year.

	Public.	Provisional.	Certified Denominational.				Total.
			C.E.	R.C.	Pres.	Wes.	
Schools visited for examination	33	3	22	14	5	2	79
Schools <i>not</i> visited for examination	14	5	8	8	...	1	36
Totals	47	8	30	22	5	3	115

N.B.—1. In the case of three (3) schools, one consisting of three (3) departments and two (2) of two (2) departments each, each department is given in the above table as a separate school.

2. In the case of eleven (11) of the schools *not* examined, six (6) were closed, and five (5) had not been brought into operation in the last quarter of the year. The latter, with one exception, have since been opened.

The numbers on the rolls of the schools inspected on the day of examination, and also the numbers actually present on the occasion, with the pupils' ages and sexes, are shewn in the following tables:—

Numbers enrolled.

Schools.	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and upwards.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public	415	292	107	92	109	80	93	80	69	68	123	110	916	722
Provisional	24	18	12	8	7	4	1	12	2	2	10	10	56	54
Certified C.E. Denominational...	247	188	77	63	67	53	74	46	52	46	109	83	626	479
" R.C. "	142	110	52	57	45	37	52	39	35	42	74	67	400	352
" Pres. "	47	41	17	16	13	11	15	10	10	13	24	27	126	118
" Wes. "	25	25	7	6	13	7	8	7	1	4	3	2	57	51
Totals	900	674	272	242	254	192	243	194	169	175	343	219	2181	1776

Numbers present.

Schools.	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and upwards.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public	318	230	77	71	92	69	66	64	56	53	95	80	704	567
Provisional	15	13	9	6	2	3	1	5	2	2	2	4	31	33
Certified C.E. Denominational...	184	129	61	38	51	37	50	35	39	32	76	57	461	328
" R.C. "	112	87	36	43	38	31	44	29	31	31	61	47	322	268
" Pres. "	43	34	14	16	10	9	12	9	9	11	18	20	106	99
" Wes. "	18	18	5	3	10	5	4	5	...	3	2	2	39	36
Totals	690	511	202	177	203	154	177	147	137	132	254	210	1663	1331

It will be seen from the above tables that the numbers present on the day of inspection must, in many cases, have been small as compared with the numbers enrolled. This was caused, chiefly, by the inclemency of the weather. The prevalence of measles had also an injurious effect upon school attendance, in different parts of the district, during the year.

Character of Inspection.—In the inspection of the schools, the Council's "Regulations," the "Instructions to Inspectors," and the "Standard of Proficiency," were strictly adhered to. The examination of the pupils was searching in its character, and, as far as practicable, the educational results, as shewn by the conduct and attainments of the pupils, were carefully ascertained.

CONDITION OF THE SCHOOLS INSPECTED.

A detailed statement, shewing the condition of the various schools at the time of examination, will be found appended to this report. The condition of each school is described under the heads of—

1. Material Condition
2. Moral Character.
3. Instruction.
4. Proficiency.

I.—MATERIAL STATE OF THE SCHOOLS.

Situations.—The Public schools at Croobyar, Jamberoo, Peterboro', and Worragee, are not sufficiently central to the populations in their respective localities. The situations of the other Public schools examined may, in most respects, be considered satisfactory. As regards the Certified Denominational schools, they have good sites, but, in several instances, they are placed nearer to each other, or to a Public school, than the educational requirements of the localities render necessary.

Buildings.—Of the Public schools inspected, eighteen (18) are conducted in buildings the property of the Council, and the remaining thirteen (13) in premises belonging to private persons. Of the vested buildings, twelve (12) may be considered satisfactory, and three (3) tolerably so. The remaining three (3) are indifferent or unsuitable for school purposes. Seven (7) non-vested buildings are fairly satisfactory. Of the Certified denominational schools inspected, eight (8) are conducted in buildings which are either unsuitable or in bad repair, whilst the buildings in which the remaining thirty-five (35) are conducted may be considered fairly satisfactory. There are ten (10) Certified denominational schools where teachers' residences are not provided.

Playgrounds.—

Playgrounds.—In nearly all cases playgrounds are provided; but some are not fenced in, and at ten (10) schools—four (4) Public and six (6) Denominational—the necessary out-buildings have not been erected.

Furniture.—In thirty-two (32) of the schools visited—nine (9) Public, three (3) Provisional, and twenty (20) Denominational—the furniture is either unsuitable or there is an insufficient supply. In forty-seven (47) schools the furniture may be described as good or fair. Those public school buildings in which the furniture is insufficient and unsuitable are, chiefly, non-vested.

Books and Apparatus.—These are supplied by the Council. At the time of inspection, the whole of the schools had not received their grants; but all have now been properly supplied. In the majority of the Certified Roman Catholic denominational schools, the teachers, acting by direction of their Local Boards, did not apply for school requisites until the third quarter of the year.

Records.—In most of the schools visited these are carefully and honestly attended to by the teachers, and the necessary returns are properly furnished. In three cases, however, it was found that teachers had wilfully falsified the records and returns. The offenders have been dismissed from the Council's service.

TABLE shewing the Material Condition of the Schools.

Schools.	Good or Fair.	Tolerable or moderate.	Indifferent or bad.
Public	17	7	9
Provisional ... ..	.....	.....	3
Certified C. E. Denominational	8	9	5
" R. C. "	4	9	1
" Pres. " ... ..	.....	2	3
" Wes. "	1	1	.....
Totals	30	28	21

II.—MORAL CHARACTER.

Attendance.—In many of the schools inspected, the attendance of the pupils, both as regards regularity and punctuality, is very unsatisfactory. Parents are, undoubtedly, to a great extent answerable for this; but, at the same time, it is unquestionable that teachers are also much to blame in the matter. To effectually remedy the evil of irregular attendance, I am strongly of opinion that a compulsory system of education will have to be introduced. But, in the meantime, the duty of teachers in connection with the matter is plain. By earnest, well-directed, and persevering exertions, they should, in the first place, strive to make good and cheerful schools that would have an attractive influence over the children; and, in the second place, they should constantly communicate and reason with the parents, with the view of securing their co-operation, as far as possible.

Cleanliness.—In this respect the condition of the schools, as a whole, is tolerably satisfactory. In a considerable number of the schools visited the matter is exceedingly well attended to.

Order and Government.—In three-fourths of the schools inspected the pupils are quiet and orderly, and the government is mild and fairly efficient. In these respects six (6) schools are indifferent or bad.

TABLE shewing the Moral Character of the Schools inspected.

Schools.	Good or fair.	Tolerable or moderate.	Indifferent or bad.
Public	18	13	2
Provisional ... ..	.....	2	1
Certified Church of England Denominational	8	9	5
" Roman Catholic "	3	5	6
" Presbyterian "	1	2	2
" Wesleyan " ... ..	.....	2	.....
TOTALS	30	33	16

III.—INSTRUCTION.

Classification.—In the schools inspected, the classification of pupils is, on the whole, tolerably judicious. In one-half of the schools it may be considered good or fair: in one-fourth, tolerable or moderate; and in the remaining one-fourth, indifferent or bad.

Occupation.—In three-fourths of the Public schools inspected, and in one-half the certified denominational schools, the work is regulated by suitable time tables and programmes of lessons. In the remainder of the schools, at the date of inspection, these documents were either not in use, or, if in use, they were constructed in such a manner as rendered them nearly valueless for the purposes intended. In this respect, however, a great improvement has been made since the schools were inspected. In all cases the required documents are, I believe, now in use.

Subjects and Methods.—Reading, writing, arithmetic, grammar, and geography are taught in all the primary schools visited. The scripture lessons are used in the Public schools and in many of the Denominational schools. In nearly all the Public schools, and in about one-half the Certified denominational schools, object lessons are given with more or less skill. Singing and drawing are more or less taught in about three-fifths of the schools, and in five (5) schools—three (3) Public, and two (2) Certified denominational—elementary instruction in Latin, geometry, and algebra, is given to a few pupils. Needlework is taught in about three-fifths of the schools. As regards the methods of instruction practised, there is great room for improvement in the schools visited. In about two-fifths of the Public schools the methods may be considered good or fair; in two-fifths, tolerable or moderate; and in the remaining one-fifth, indifferent or bad. Of Certified denominational schools, in twelve (12)—seven (7) C.E., three (3) R.C., and two (2), Pres.—the methods may be considered good or fair; in fourteen—seven C.E., four R.C., one Pres. and two Wes.—tolerable or moderate; and in seventeen (17)—eight (8) C.E., seven (7) R.C., two (2) Pres.—indifferent or bad.

TABLE shewing the condition of the Schools as to Instruction.

Schools.	Good or fair.	Tolerable or moderate.	Indifferent or bad.
Public	15	15	3
Provisional ... ..	.....	1	2
Certified Church of England Denominational ...	5	11	6
" Roman Catholic "	2	6	6
" Presbyterian "	1	2	2
" Wesleyan " ... ..	.....	2	.....
TOTALS	23	37	19

IV.—PROFICIENCY.

The results in this respect are tested by the "Standard of Proficiency." At the time of inspection copies of the standard had not been received in several of the schools, whilst in others they had only been in use a short time. Partly from this cause, in a considerable number of the schools examined the results were found to be far below the standard. But at next examination, when all teachers will have had an opportunity of instructing their pupils in accordance with the standard's requirements, the results will, I believe, prove more satisfactory. At present, only sixteen (16) schools—ten (10) Public, four (4) C.E., one (1) R.C., and one (1) Pres.—can be considered as up to the standard. In reading, writing, and arithmetic, the schools, as a whole, are moderately satisfactory; whilst in grammar, geography, and object lessons, the proficiency in the majority of cases is but indifferent or bad.

TABLE shewing the general Proficiency of the Schools examined.

Schools.	Good or fair.	Tolerable or moderate.	Indifferent or bad.
Public	10	18	5
Provisional ... ..	.....	1	2
Certified Church of England Denominational...	4	10	8
" Roman Catholic "	1	4	9
" Presbyterian "	1	3	1
" Wesleyan " ... ..	.....	2	.....
Totals	16	38	25

TEACHERS.

The teachers in the schools visited are, as a body, respectable, and they are conscientious in the discharge of their duties. They are also anxious to become better qualified for their work. On all occasions I found them ready to receive and act upon my suggestions for the improved working of their schools.

TABLE shewing the Classification of Teachers.

Classes.	A.	B.	C.	Number not classified.
Class I ... ..	.....	2	.....	47
" II	4	5	.....
" III	17	21	20	

LOCAL SUPERVISION.

In a few instances the schools are regularly visited, and meetings are held by the Local Boards; and in about one-half the schools inspected the local supervision is, I believe, more or less beneficial. In some places the reverse of this is the case, and in others no interest whatever is manifested in the welfare of the schools.

J. HUFFER,
Inspector of Schools, Camden District.

APPENDIX.

DETAILED Statement of the condition of Schools inspected in the Camden District in 1867.

The remarks under head 1 relate to the material condition of the schools.
2 to their moral character.
3 to the subjects and methods of instruction.
4 to the proficiency of the pupils.

PUBLIC SCHOOLS.

AYONDALE (Vested) :—Visited, 28th August, 1867.

Numbers present :—Boys, 13; girls, 13; total, 26.

1. The material condition of the school is tolerably good. 2. The pupils are only moderately regular and punctual. The cleanliness, order, and attention are tolerably good. 3. The prescribed subjects are taught—singing and drawing excepted. The teaching is conducted with earnestness and care. 4. The proficiency of the pupils is moderately satisfactory.

BERKELEY

BERKELEY (Vested) :—Visited, 3rd October, 1867.

Numbers present :—Boys, 21 ; girls, 12 ; total, 33.

1. The material appliances are fairly satisfactory. 2. The discipline is healthy. 3. The instruction is tolerably efficient. 4. The proficiency is fairly satisfactory.

BOOLONG (Non-vested) :—Visited, 19th September, 1867.

Numbers present :—Boys, 15 ; girls, 21 ; total, 36.

1. The site is good, and the building is tolerably satisfactory. 2. The pupils are neither regular nor punctual. The moral tone is tolerably pleasing. 3. Singing and drawing are not taught. The teaching is carried on with industry, but with a want of thoroughness. 4. The proficiency is only moderately satisfactory.

BROUGHTON CREEK (Non-vested) :—Visited, 21st September, 1867.

Numbers present :—Boys, 17 ; girls, 24 ; total, 41.

1. The material condition of the school is good. 2. The moral tone is pleasing. 3. The ordinary subjects are taught. The teaching is carried on with industry and tolerable skill. 4. The proficiency is tolerably satisfactory.

CAMDEN (Vested) :—Visited, 6th December, 1867.

Numbers present :—Boys, 50 ; girls, 43 ; total, 93.

1. The material state of the premises is reasonably good. 2. Regularity and punctuality, good ; moral tone satisfactory. 3. The prescribed subjects are taught ; the methods are effective. 4. The proficiency is satisfactory.

CAMBEWARRA (Vested) :—Visited, 17th September, 1867.

Numbers present :—Boys, 13 ; girls, 15 ; total, 28.

1. The material state of the school is fairly satisfactory. 2. The discipline is tolerably healthy. 3. All the subjects are taught. The teacher is tolerably skilful. 4. The pupils' attainments are fairly satisfactory.

COOLANGATTA (Non-vested) :—Visited, 20th September, 1867.

Numbers present :—Boys, 19 ; girls, 18 ; total, 37.

1. The material condition of the school (requisites excepted) is bad. 2. The regularity is very unsatisfactory. The general tone is fairly healthy. 3. The ordinary subjects are taught. The methods are not satisfactory. 4. The pupils' attainments are only moderate.

CARARAWELL (Non-vested) :—Visited, 5th June, 1867.

Numbers present :—Boys, 16 ; girls, 13 ; total, 29.

1. The working materials are good. The building is unsuitable. 2. The discipline and moral tone are very satisfactory. 3. The teaching is carried on vigorously. The methods are effective. 4. The proficiency, under the circumstances of the school, is satisfactory.

CROOBYAR (Non-vested) :—Visited, 28th May, 1867.

Numbers present :—Boys, 13 ; girls, 15 ; total 28.

1. The material condition is fairly satisfactory. 2. The discipline is fairly healthy. 3. All the subjects are taught. The methods used are fairly satisfactory. 4. The proficiency is tolerably good.

FAIRY MEADOW (Vested) :—Visited, 7th October, 1867.

Numbers present :—Boys, 37 ; girls, 34 ; total 71.

1. Some repairs and additions are needed. 2. The discipline is tolerably satisfactory. 3. Except singing, all the subjects are taught. The teacher is earnest, and tolerably skilful. 4. The proficiency ranges from tolerable to fair.

GLEDSDOOD (Vested) :—Visited, 3rd December, 1867.

Numbers present :—Boys, 9 ; girls, 14 ; total, 23.

1. Some repairs are needed, otherwise the material state would be good. 2. The discipline is only moderate. 3. The ordinary subjects are taught. The methods are bad. 4. The proficiency is not satisfactory.

JAMBEROO (Vested) :—Visited, 11th September, 1867.

Numbers present :—Boys, 22 ; girls, 10 ; total, 32.

1. The site is not central. In other respects the material condition is fairly satisfactory. 2. The discipline is tolerably healthy. 3. All the subjects are taught. The methods, though apparently skilful, are not effective. The results are unsatisfactory.

LIVERPOOL (Non-vested) :—Visited, 26th November, 1867.

Numbers present :—Boys, 43 ; girls, 22 ; total, 65.

1. The material state (furniture excepted) is fairly satisfactory. 2. The discipline is healthy. 3. The prescribed subjects are taught. The teacher is energetic and tolerably skilful. 4. The attainments are, on the whole, fairly satisfactory.

MARSHALL MOUNT (Vested) :—Visited, 26th September, 1867.

Numbers present :—Boys, 18 ; girls, 14 ; total, 32.

1. Some additions and painting are needed ; in other respects the material condition is good. 2. The pupils are clean and orderly. The tone is pleasing. 3. The ordinary subjects are taught. The methods are suitable. 4. The proficiency is tolerably satisfactory.

MOUNT KEIRA (Non-vested) :—Visited, 21st August, 1867.

Numbers present :—Boys, 30 ; girls, 21 ; total, 51.

1. Requisites excepted, the material condition is bad. 2. The discipline is moderately healthy. 3. The ordinary subjects are taught. The methods are only moderately skilful. 4. The results are tolerably satisfactory.

MEROO (Non-vested) :—Visited, 18th September, 1867.

Numbers present :—Boys, 16 ; girls, 17 ; total, 33.

1. Additions to the teacher's quarters, and outbuildings are needed. Otherwise the material condition is good. 2. The discipline is very good. 3. The teaching is carried on with energy and care. 4. The attainments, considering the short time the school has been in operation, are good.

NORTH BULLI (Non-vested) :—Visited, 4th October, 1867.

Numbers present :—Boys, 15 ; girls, 6 ; total, 21.

1. The present state of the school premises is not satisfactory. 2. The discipline and general tone are good. 3. The teaching is effective. 4. The attainments, under the circumstances of the school, are highly satisfactory.

NOWRA (Vested) :—Visited, 6th June, 1867.

Numbers present :—Boys, 18 ; girls, 28 ; total, 46.

1. The material state is fairly satisfactory. A teacher's residence is needed. 2. The discipline and general tone are fairly healthy and pleasing. 3. The ordinary subjects are taught. The methods are moderately skilful. 4. The general proficiency is only moderate.

OMEGA RETREAT (Vested) :—Visited, 10th September, 1867.

Numbers present :—Boys, 27 ; girls, 23 ; total, 50.

1. The buildings are in an unfinished state. 2. The discipline is very good. 3. The prescribed subjects are taught. The instruction is conducted with energy and considerable skill. 4. The proficiency ranges from fair to good.

PETERBORO' (Vested) :—Visited, 9th September, 1867.

Numbers present :—Boys, 14 ; girls, 9 ; total, 23.

1. With the exception of school requisites, the material state of the school is very bad. The premises are unsuitable. 2. The discipline is tolerably healthy. 3. The ordinary subjects are taught. The instruction is carried on with earnestness, but without much skill. 4. The results are only moderately satisfactory.

PICTON, UPPER (Vested) :—Visited, 21st October, 1867.

Numbers present :—Boys, 21 ; girls, 13 ; total, 34.

1. The material condition of the school is only moderate. 2. The pupils are fairly orderly and attentive. The moral tone is tolerably healthy. 3. The prescribed subjects are taught—singing and drawing excepted. The teacher is intelligent and industrious. 4. The proficiency is fairly satisfactory.

PYBEE (Non-vested) :—Visited, 12th June, 1867.

Numbers present :—Boys, 38 ; girls, 34 ; total, 72.

1. With the exception of requisites, the material state is bad. 2. The discipline is very good. 3. The prescribed subjects are taught. The teachers are intelligent, skilful, and painstaking. The results are highly satisfactory.

SHELLHARBOR :—Visited, 5th September, 1867.

Numbers present :—Boys, 37 ; girls, 28 ; total, 65.

1. The material condition is bad. Steps have been taken for the erection of new premises. 2. The discipline and general tone are fairly satisfactory. 3. All the subjects are taught ; the teachers are earnest and industrious. 4. The results are fairly satisfactory.

SMITHFIELD (Vested) :—Visited, 29th November, 1867.

Numbers present :—Boys, 24 ; girls, 19 ; total, 43.

1. Since the date of inspection a new residence for the teacher has been completed. The material condition is now good. 2. The discipline is fairly healthy. 3. The prescribed subjects are taught ; the teacher possesses an average amount of skill. 4. The proficiency is, on the whole, fairly satisfactory.

STONY CREEK (Vested) :—Visited, 14th September, 1867.

Numbers present :—Boys, 22 ; girls, 16 ; total, 38.

1. The material appliances are fairly satisfactory. 2. The discipline and moral tone are healthy. 3. The teacher is intelligent and painstaking. 4. The proficiency is, on the whole, satisfactory.

TOMERONG (Non-vested) :—Visited, 1st June, 1867.

Numbers present :—Boys, 17 ; girls, 16 ; total, 33.

1. The material condition of the school is good. 2. The school has a healthy tone. 3. The ordinary subjects are taught ; the methods employed are not the most suitable. 4. The proficiency ranges from tolerable to fair.

ULLADULLA (Non-vested) :—Visited, 29th May, 1867.

Numbers present :—Boys, 14 ; girls, 5 ; total, 19.

1. The school-room is in bad repair. 2. The discipline is healthy. 3. The instruction is tolerably effective. 4. The proficiency is, on the whole, tolerably satisfactory.

VIOLET HILL (Vested) :—Visited, 23rd August, 1867.

Numbers present :—Boys, 17 ; girls, 22 ; total, 39.

1. The material condition is tolerably good. 2. The pupils are punctual, and they are tolerably orderly and attentive. 3. The ordinary subjects are taught with tolerable success. 4. The attainments range from tolerable to fair.

WORRAGEE (Vested) :—Visited, 3rd June, 1867.

Numbers present :—Boys, 15 ; girls, 7 ; total, 22.

1. The material condition is bad. 2. The discipline is only moderately healthy. 3. The teaching is not effective. 4. The proficiency is moderate.

WOLLONGONG,

APPENDIX.

49

WOLLONGONG (Vested)—Boys :—Visited, 13th August, 1867.

Number present, 47.

1. The buildings are in a bad state of repair.
2. The discipline is good—regularity and punctuality excepted.
3. The instruction is well attended to.
4. The results are fairly satisfactory.

WOLLONGONG (Vested)—Girls.

Number present, 21.

1. The buildings need repairs.
2. The regularity and punctuality are fair; the general tone is only moderately satisfactory.
3. The instruction is not effective.
4. The proficiency is but moderately satisfactory.

WOLLONGONG (Vested)—Infants :—Visited, 14th August, 1867.

Numbers present :—Boys, 17; girls, 5; total, 22.

1. The material condition is reasonably good.
2. The discipline is healthy.
3. The ordinary subjects are fairly taught.
4. The proficiency is very fair.

WOODBURN (Non-vested) :—Visited, 27th May, 1867.

Numbers present :—Boys, 7; girls, 4; total, 11.

1. The material condition is moderately satisfactory.
2. The discipline is fairly healthy.
3. The instruction is moderately effective.
4. The proficiency is moderate.

PROVISIONAL SCHOOLS.

BOMADERRY :—Visited, 19th September, 1867.

Numbers present :—Boys, 17; girls, 16; total, 33.

1. The material condition is tolerable; additional furniture is needed.
2. The discipline is fairly healthy.
3. The ordinary subjects are taught with much industry and care.
4. The results are fairly satisfactory.

NOWRA HILL :—Visited, 20th September, 1867.

Numbers present :—Boys, 6; girls, 4; total, 10.

1. The material condition is not satisfactory.
2. The discipline is but moderately healthy; the attendance is very irregular.
3. The classification is totally neglected; the instruction is not skilful.
4. The proficiency is, in some respects, higher than could be expected from the character of the instruction.

SAGGART FIELD :—Visited, 16th December, 1867.

Numbers present :—Boys, 8; girls, 13; total, 21.

1. Furniture is needed, otherwise the material condition is fair.
2. The attendance is good; the general tone of the school is but moderately healthy.
3. The teaching is very unskilful.
4. The proficiency is very moderate.

CERTIFIED DENOMINATIONAL SCHOOLS.

CHURCH OF ENGLAND.

BANKSTOWN :—Visited, 21st and 22nd November, 1867.

Numbers present :—Boys, 8; girls, 6; total, 14.

1. The material condition is tolerably good.
2. The discipline is moderate.
3. The teaching is conducted with industry.
4. The proficiency is small.

CAMDEN (Primary) :—Visited, 4th December, 1867.

Numbers present :—Boys, 19; girls, 21; total, 40.

1. The material condition of the school is good.
2. The discipline is very good.
3. The prescribed subjects are taught with industry and skill.
4. The results are, on the whole, satisfactory.

CAMDEN (Infants).

Numbers present :—Boys, 10; girls, 25; total, 35.

1. The material condition is fair.
2. The discipline is healthy.
3. The instruction is fairly effective.
4. The proficiency may be considered satisfactory.

CAMPBELLTOWN (C.E.) :—Visited, 16th December, 1867.

Numbers present :—Boys, 37; girls, 21; total, 58.

1. New closets are needed; and the interior of the schoolroom should be cleaned.
2. The prevailing tone of the school is healthy.
3. The prescribed subjects are taught with energy and skill.
4. The proficiency is fairly satisfactory.

CANTERBURY (C.E.) :—Visited, 18th November, 1867.

Numbers present :—Boys, 33; girls, 23; total, 56.

1. The material state is good.
2. The discipline is moderately satisfactory.
3. The prescribed subjects are taught; the methods are not satisfactory.
4. The proficiency ranges from moderate to fair.

DAPTO (C.E.) :—Visited, 2nd September, 1867.

Numbers present :—Boys, 16; girls, 11; total, 27.

1. The school building is in bad repair, but the working materials are fairly satisfactory. A new residence has been provided.
2. The discipline is tolerably healthy.
3. The ordinary subjects are taught; the teacher is moderately skilful.
4. The proficiency is not satisfactory.

DENHAM COURT (C.E.) :—Visited, 28th November, 1867.

Numbers present :—Boys, 16 ; girls, 10 ; total, 26.

1. The material state of the school is very unsatisfactory.
 2. The discipline is moderately healthy.
 3. The ordinary subjects are taught with earnestness ; the teacher is not skilful.
 4. The proficiency is low.
-

FOX-GROUND (C.E.) :—Visited, 16th September, 1867.

Numbers present :—Boy, 1 ; girls, 2 ; total, 3.

1. The material condition is fairly satisfactory.
 2. Although 42 pupils were enrolled only 3 were present—the parents refusing to allow them to attend until a new master had been appointed.
-

GERRINGONG (C.E.) :—Visited, 23rd September, 1867.

Numbers present :—Boys, 27 ; girls, 17 ; total, 44.

1. Material condition, fair.
 2. The discipline is moderately satisfactory.
 3. The ordinary subjects are taught with industry and care ; the teacher is moderately skilful.
 4. The proficiency is moderate.
-

HOLSWORTHY (C.E.) :—Visited, 28th November, 1867.

Numbers present :—Boys, 2 ; girls, 4 ; total, 6.

1. The building and the supply of requisites are fairly satisfactory. The furniture is old and unsuitable.
 2. The discipline is very moderate.
-

JAMBEROO (C.E.) :—Visited, 13th September, 1867.

Numbers present :—Boys, 21 ; girls, 21 ; total, 42.

1. The material condition (requisites excepted) is unsatisfactory.
 2. The discipline and tone are tolerably healthy.
 3. The prescribed subjects are taught with intelligence and tolerable skill.
 4. The proficiency is moderate.
-

KIAMA (C.E.) :—Visited, 6th September, 1867.

Numbers present :—Boys, 58 ; girls, 23 ; total, 81.

1. The material appliances are not satisfactory.
 2. The discipline is good.
 3. The prescribed subjects are taught with industry and tolerable skill.
 4. The results range from tolerable to fair.
-

LIVERPOOL (C.E.) :—Visited, 25th November, 1867.

Numbers present :—Boys, 44 ; girls, 19 ; total, 63.

1. The buildings are old and unsuitable.
 2. The discipline is fairly satisfactory.
 3. The prescribed subjects are taught with industry and tolerable skill.
 4. The proficiency is fair.
-

LORD'S FOREST (C.E.) :—Visited, 12th December, 1867.

Numbers present :—Boys, 26 ; girls, 15 ; total, 41.

1. The material condition is fairly satisfactory ; new closets should be erected.
 2. The discipline is healthy.
 3. The prescribed subjects are taught with intelligence, earnestness, and tolerable skill.
 4. The proficiency ranges from tolerable to fair.
-

MACQUARIE RIVER (C.E.) :—Visited, 3rd September, 1867.

Numbers present :—Boys, 16 ; girls, 16 ; total, 32.

1. Material condition, tolerable to fair.
 2. The attendance is not good ; in other respects the discipline is fairly satisfactory.
 3. The ordinary subjects are taught with industry, but the teacher is unskilful.
 4. The proficiency is moderate.
-

MENANGLE (C.E.) :—Visited, 18th December, 1867.

Numbers present :—Boys, 12 ; girls, 15 ; total, 27.

1. The material condition is tolerable.
 2. The discipline is tolerably healthy ; the general tone is pleasing.
 3. The ordinary subjects are taught with much care ; the teacher's skill is moderate.
 4. The proficiency is tolerably satisfactory.
-

NARELLAN (C.E.) :—Visited, 5th December, 1867.

Numbers present :—Boys, 10 ; girls, 12 ; total, 22

1. The material condition is moderate.
 2. The discipline is fairly healthy.
 3. The prescribed subjects are taught ; the teacher is tolerably skilful.
 4. The proficiency ranges from moderate to tolerable.
-

PICTON (C.E.) :—Visited, 10th October, 1867.

Numbers present :—Boys, 4 ; girls, 6 ; total, 10.

1. The material appliances are tolerably satisfactory.
 2. The discipline and general tone are very moderate.
 3. The instruction is very unsatisfactory.
 4. The results are very small.
-

APPENDIX.

51

TERRARA (C.E.) :—Visited, 10th June, 1867.

Numbers present :—Boys, 18 ; girls, 12 ; total, 30.

1. The material condition is fair. 2. The discipline and general tone are very moderate. 3. The ordinary subjects are taught. The teacher's skill is very moderate. 4. The results are very unsatisfactory.

ULLADULLA (C.E.) :—Visited, 30th May, 1867.

Number present :—Boys 3.

1. The material condition of the school is bad. (In consequence of heavy rain on the day of inspection only 3 pupils were able to attend. The school has not been re-opened since.)

WOLLONGONG (C.E.) :—Visited, 15th August, 1867.

Numbers present :—Boys, 47 ; girls, 23 ; total, 70.

1. The material state and keeping of the school are, on the whole, satisfactory. 2. The discipline is good. 3. The prescribed subjects are taught with earnestness and skill. 4. The proficiency of the senior class, very fair. The proficiency of the junior classes, moderate.

WOONONA (C.E.) :—Visited, 12th August, 1867.

Numbers present :—Boys, 32 ; girls, 26 ; total, 58.

1. Material condition of the school, tolerable. 2. The discipline and general tone, fair. 3. The ordinary subjects are taught. The methods, though suitable, are unskillfully used. 4. The proficiency is moderate.

ROMAN CATHOLIC SCHOOLS.

APPIN (R.C.) :—Visited, 8th October, 1867.

Numbers present :—Boys, 15 ; girls, 9 ; total, 24.

1. The material condition of the school is moderate. 2. The discipline, failure. 3. The instruction, failure. 4. Proficiency, failure.

CAMDEN (R.C.) :—Visited, 5th December, 1867.

Numbers present :—Boys, 22 ; girls, 17 ; total, 39.

1. The material condition is tolerably good. 2. The discipline is fairly satisfactory. 3. The instruction is moderately effective. 4. The results, under the present teacher, may be considered tolerably satisfactory.

CAMPBELLTOWN (R.C.) :—Visited, 17th December, 1867.

Numbers present :—Boys, 40 ; girls, 43 ; total, 83.

1. The material condition is very fair. 2. The discipline is healthy and the tone pleasing. 3. The prescribed subjects are well taught. 4. The proficiency ranges from tolerable to good.

CHARCOAL CREEK (R.C.) :—Visited, 2nd October, 1867.

Numbers present :—Boys, 23 ; girls, 20 ; total, 43.

1. The material condition is bad. 2. The discipline is moderate. 3. The ordinary subjects are taught with industry and care ; the teacher is not skilful. 4. The results may be considered moderately satisfactory.

DAPTO (R.C.) :—Visited, 27th August, 1867.

Numbers present :—Boys, 14 ; girls, 11 ; total, 25.

1. The material condition—furniture excepted—is reasonably good. 2. The discipline is moderately satisfactory. 3. The ordinary subjects are taught ; the instruction is not effective. 4. The results are considerably below the standard.

GERRINGONG (R.C.) :—Visited, 25th September, 1867.

Numbers present :—Boys, 12 ; girls, 10 ; total, 22.

1. The material condition is tolerably satisfactory. 2. The discipline is moderate. 3. The ordinary subjects are taught with industry and painstaking. 4. The proficiency is moderate.

IRISHTOWN (R.C.) :—Visited, 22nd November, 1867.

Numbers present :—Boys, 31 ; girls, 21 ; total, 52.

1. Furniture excepted, the material condition is fairly satisfactory. 2. The discipline and general tone are fair. 3. The ordinary subjects are taught with intelligence and tolerable skill. 4. The proficiency is tolerably satisfactory.

JAMBEROO (R.C.):—Visited, 12th September, 1867.

Numbers present :—Boys, 37 ; girls, 14 ; total, 51.

1. The material condition is tolerably good. 2. The discipline is moderately healthy. 3. The ordinary subjects are taught. The methods used are tolerably appropriate, but the teacher apparently lacks energy and skill. 4. The results are tolerably satisfactory.

LIVERPOOL (R.C.):—Visited, 27th November, 1867.

Numbers present :—Boys, 13 ; girls, 16 ; total 29.

1. The material condition is tolerably satisfactory. 2. The discipline is fair. 3. The instruction is not effective. 4. The results are very moderate.

MENANGLE (R.C.):—Visited, 18th December, 1867.

Numbers present :—Boys, 20 ; girls, 18 ; total 38.

1. The material condition is tolerably good. 2. The discipline is only moderate. 3. The instruction is very inefficient. 4. The proficiency is, on the whole, very unsatisfactory.

ROCKY POINT (R.C.):—Visited, 13th December, 1867.

Numbers present :—Boys, 17 ; girls, 16 ; total 33.

1. There are no out-buildings, and the furniture is unsuitable. In other respects the material condition is good. 2. The discipline is bad. 3. The ordinary subjects are nominally taught. The teacher is very unskilful. 4. The proficiency ranges from moderate to failure.

ULLADULLA (R.C.):—Visited, 31st May, 1867.

Numbers present :—Boys, 9 ; girls, 8 ; total, 17.

1. The material condition is moderately satisfactory. Furniture is much needed. 2. The discipline is bad. 3. The instruction, failure. The proficiency, failure. The teacher gave up the school on the day of inspection.)

SHOALHAVEN (R.C.):—Visited, 4th June, 1867.

Numbers present :—Boys, 26 ; girls, 16 ; total, 42.

1. The material condition is fair. 2. The discipline is tolerably satisfactory. 3. The ordinary subjects are taught with care and industry ; the teaching is tolerably skilful. 4. The results are moderately satisfactory.

WOLLONGONG (R.C.):—Visited, 16th August, 1867.

Numbers present :—Boys, 43 ; girls, 50 ; total, 93.

1. Furniture excepted, the material condition is tolerably good. 2. The discipline is only moderate. 3. The ordinary subjects are taught with much industry and painstaking ; the methods are unsuitable. 4. The proficiency is moderate.

PRESBYTERIAN SCHOOLS.

BAMERANG (Pres.):—Visited, 7th June, 1867.

Numbers present :—Boys, 10 ; girls, 13 ; total, 23.

1. The material condition is only moderate. Furniture and out-buildings are needed. 2. The discipline is moderate. 3. The ordinary subjects are nominally taught ; the methods are not suitable. 4. The proficiency is very moderate.

CAMPBELLTOWN (Pres.):—Visited, 17th December, 1867.

Numbers present :—Boys, 21 ; girls, 23 ; total, 44.

1. The material condition is only moderate. 2. The discipline is tolerably healthy. 3. The prescribed subjects are taught. The methods are suitable, but only carried out with moderate skill. 4. The proficiency is moderate.

CHARCOAL CREEK (Pres.):—Visited, 5th October, 1867.

Numbers present :—Boys, 15 ; girls, 17 ; total, 32.

1. The material condition is not good. 2. The discipline is tolerable. 3. The prescribed subjects are taught. The methods are moderately effective. 4. The proficiency is moderate.

DAPTO (Pres.):—Visited, 30th August, 1867.

Numbers present :—Boys, 26 ; girls, 22 ; total, 48.

1. The material condition is tolerably good. 2. The discipline is moderate. 3. The prescribed subjects are taught in a mechanical and unskilful manner. 4. The proficiency ranges from tolerable to failure.

SHOALHAVEN (Pres.):—Visited, 11th June, 1867.

Numbers present :—Boys, 32 ; girls, 25 ; total, 57.

1. The material condition, requisites excepted, is bad. 2. The discipline is good. 3. The prescribed subjects are taught. The methods are suitable, and skilfully used. 4. The proficiency ranges from fair to good.

WESLEYAN SCHOOLS.

GEORGE'S RIVER (Wcs.) :—Visited, 12th December, 1867.

Numbers present :—Boys, 14 ; girls, 18 ; total, 32.

1. The material condition of the school is moderate. Closets are much needed. 2. The discipline is fair. 3. The prescribed subjects are tolerably well taught. 4. The results are tolerably satisfactory.

ROCKY POINT (Wes.) :—Visited, 13th December, 1867.

Numbers present :—Boys, 25 ; girls, 18 ; total, 43.

1. The material condition, furniture excepted, is good. 2. The discipline is tolerably healthy. 3. The prescribed subjects are taught with energy and care, but the methods are unskilful. 4. The results are only moderate.

CUMBERLAND DISTRICT—INSPECTOR'S REPORT FOR THE YEAR 1867.

The work performed has been various in character, and spread over a somewhat extensive surface. In the early part of the year I was commissioned to the Hunter and Northern District, to inspect, prior to their being certified, several Denominational schools. A like duty has been attended to at a more recent period in the case of two applications within my own district. Annex A shews this division of my work.

A considerable amount of time has also been occupied with visits of special inquiry in connection with applications for the establishing of new schools, or the granting of aid to existing schools. This is set forth in Annex B.

Visits of special inquiry, different in their nature and object from those just mentioned, and incidental visits of inspection, have occupied no small portion of my time and attention.

Much the largest portion of my time, however, has been devoted to the work of inspection proper,—ascertaining the material condition, the educational appliances, the intellectual and social status, and the general working of the schools intrusted to my supervision. Before entering upon this, the most important part of an inspector's duties, I received a list of schools to be inspected. Some time had to be expended in arranging a programme of the work to be accomplished, and the order in which it might be most systematically and effectively performed ; this being done, the duty was entered upon, and the extent and results of its performance it is the main design of this Report to describe.

I.—NUMERICAL SYNOPSIS OF INSPECTION WORK.

Number of schools inspected for certificates	18
Number of pupils enrolled in these schools	724
Number of pupils present at inspection	517
Number of schools thoroughly examined	61
Number of pupils enrolled in these schools	3,614
Number of pupils present at examination	2,733
Number of regular visits of inspection	63
Number of incidental visits	10
Number of visits of special inquiry	13
Number of visits on applications for new schools	10
Number of teachers supervised at examination	8
Number of pupil-teachers supervised at examination	7
Number of miles travelled	5,267

The number of miles, which may seem excessive, would not have been nearly so great had I not availed myself of the railway whenever that was practicable, but the time required for a like amount of duty would have been considerably more ; I have thus accounted for a large portion of the time devoted to the work of inspection. As regards the remainder, it may be sufficient to state that it was fully occupied in writing reports upon the schools examined, and attending to the various clerical and other duties inseparably connected with my office.

II.—DESCRIPTION OF INSPECTION.

The whole of the sixty-one schools have been subjected to the same kind of inspection—the general inspection. By this is meant that full observation has been taken, full inquiry instituted, and full examination held, respecting all that appertains to these schools—from their external arrangements, through their internal management and working, to their attainments and final results. An inspection of this kind, minutely, quietly, and intelligently conducted, collects and records all that needs to be known of what may be designated the body of the school ; but it does far more, it reveals its inner life, its intellectual condition, and moral influence. From the data thus supplied, the State has the means of estimating the character of the institutions that it maintains, and of judging of the nature, extent, and value of that education under whose influence its children are being prepared for the business of life. The whole organization, material and mechanical, comes under review ; the discipline, as evidenced by the conduct and bearing of the pupils, is carefully noted, and the character and results of the teaching and training are ascertained by minute examination. In conducting the several classes in a school, from the lowest to the most advanced, through the various subjects of instruction, there is a full opportunity afforded of learning the methods and results of the teaching, and of studying the development of mind and the formation of character which ought to be its highest aim.

These remarks indicate the kind of examination to which a general inspection subjects a school, and the knowledge of its state which is thereby necessarily obtained. Annex C shews the schools thus inspected, whilst Annex D contains the numbers and ages of the pupils on their class rolls, as also of those present at the dates of inspection.

III.—ORGANIZATION.

The importance of this subject cannot well be over-estimated. Very much of the healthy and efficient working of a school depends upon its organization. Its character, in many of its most important features, is largely moulded by it. The principle of observation soon operates in the young ; their eyes are the inlets to their minds of their earliest and most permanent impressions ; hence arises the necessity for their surroundings being of a kind that will prove beneficial. Let them be brought as much as possible in contact with the neat, the beautiful, and the orderly, and their minds will be undergoing an invaluable education. If this be true in the general, how careful ought the promoters of schools to be in the selection of sites, the erection and furnishing of the buildings, the laying out of the grounds, and, in short, in every particular within their province that can make the school a pleasing, healthful, and profitable attraction to the young. Let all, outside and inside, of the school arrangements, be designed and fitted to cultivate, silently yet effectively, a taste for order and beauty in the minds of those whose good it is intended to secure.

As regards the schools inspected, a fair estimate of their organization is given in Annex E.

In

In the great majority of these, the organization ranks from fair to good; this applies to nearly all its parts. In the minority the case is very different, the buildings are inferior, and the furniture is in keeping with them; to this there are some exceptions. In some of the inferior school buildings there is a good supply of suitable furniture and apparatus; whilst, on the other hand, in some of the good buildings, the furniture and apparatus are not of the most approved description. This occurs mainly in instances in which the same buildings are used as schools and regular places of worship; hence I regard this arrangement as being very unsatisfactory. Several of the schools stand much in need of proper playgrounds and suitably arranged outbuildings; indeed there are schools put down in the annex as indifferent in their particulars that, strictly described, have no proper playgrounds. The greatest difficulty, however, with which many teachers have had to contend, has arisen from the want of a sufficiency of proper books; this is being obviated as speedily as possible. It remains here to be noted that the keeping of the records in many schools bears an unfavourable testimony. The want of accuracy and neatness is too prevalent. In two or three instances there is the appearance of something even worse; at the least, there is a manifest neglect of the simplest and most intelligible direction for their keeping.

IV.—DISCIPLINE.

A greater amount of attention needs to be paid to this subject in most schools than it appears as yet to have received. Although the comfort and success of a teacher's work depend so much upon this, it is a remarkable fact that very few schools are distinguished for the excellence of their discipline. Even teachers, in other respects competent, fail here. They either regard the want of punctuality and regularity, the neglect of cleanliness and tidiness, the noise and disorder, and inattention in their pupils, as matters of too little moment to be specially dealt with; or they do not succeed in effectively applying the remedy. I admit that, in many instances, teachers have very much to contend against; but by intelligence, prudence, and firmness, coupled with a full realization of the vast responsibility of their office, many difficulties now apparently insuperable would be overcome, and the actual work of teaching would then, in a measure, resemble the casting of seed into well-prepared soil.

In some schools the pupils, whether sitting or standing, are allowed to present themselves in all attitudes and positions but those that are becoming, either from want of observation in the teachers, or from their indifference to strict propriety in these particulars. Again, the want of sustained attention is a very common evil. This must arise from one or other of two causes: either the teachers do not make the lessons given, sufficiently attractive, so as to command attention; or, they are not sufficiently particular in discovering whether their instruction has taken effect. In those schools in which the lessons are well taught, and in which the results of the teaching are tested and rendered more enduring by constant pertinent questioning upon the lessons, there is little to complain of as regards attention. Another and a serious fault in several schools is the continual whispering and talking allowed to be carried on, to the destruction of that quiet and order that should prevail. The teachers seem so used to this state of things, as to be unconscious of the noise amid which the business of their schools is carried on.

The points of discipline to which reference has thus briefly been made, go far to form those habits in the pupils, and to bring about that condition in the school which has been termed its "moral tone," and which is the highest test, when properly applied, of a school's true value.

For a numerical estimate of the state of the discipline in the schools examined, see Annex F.

V.—INSTRUCTION.

As essential to profitable and successful teaching, due regard must be paid to the classifying of the scholars. Wherever this is judiciously done, creditable results will reward fair teaching talent, energetically and faithfully exercised. It requires no small amount of discernment and skill to classify a school of any great extent properly; but this once effected, an important step has been taken towards its future and progressive prosperity. The unnecessary multiplication of classes is objectionable in any case, but specially so when the teaching staff is limited to one or two teachers. In some instances I have been introduced to six and seven classes, where three, or at the most four, should have been the extent. Instead of concentrating skill and labour upon a few classes, they were diffused over the many, and so rendered of little effect. It is a foolish idea that the number of classes in a school is any evidence of its true character for efficiency. Another error, and not an unusual one, is the placing of children in classes beyond their capacity. This is sometimes done at the instigation of ignorant parents, who imagine that if their children have the name of being in a higher class they must of necessity be making progress. To act thus is wrong in principle, and it is doing an injustice. No child ought to be punished by being put into a higher class, for I reckon it nothing else, until he or she has acquired a reasonable fitness for it. And, moreover, no class ought to have any such drag placed upon its progress. Reading has been made the basis of classification, and some teachers, by adhering too rigidly to the letter of this arrangement, have acted as if reading alone had to be taken into account. Whilst reading may safely be taken as the basis, this does not imply that attainments in other branches are to be disregarded. A really good classification should proceed from an accurate knowledge of the proficiency of the pupils in the other fundamental branches of their instruction. If this were more generally attended to, the progress of classes would be more decided and regular.

An impropriety sometimes met with, as regards classification, is the detaining of pupils in classes when they are fit for promotion. This may suit the convenience of a lazy indolent teacher, who depends upon such means to bring up his classes, but it is a pure injustice to those so kept back. To remove all difficulties out of the way of a proper classification, all that a teacher has to do is to give due attention to the teaching and training of his classes according to their standing and capacity; always bearing in mind that the foundation of true enduring success must be laid in the thorough teaching of the elementary classes.

The employment of the pupils, or the manner in which their time is occupied, comes next to be noticed. In almost all the schools the time is apportioned among the several classes and subjects by means of time-tables. In many cases as yet these are imperfect, but experience will no doubt lead to improvement. In one or two instances I found nothing deserving the name of a time-table. Programmes of lessons in many instances I found of little value. The drawing up of these was something quite new to many of the teachers, and therefore considerable allowance must be made. In the certified Denominational schools, one hour of the five is allowed for special religious instruction. This privilege is not used in all cases; and in a few instances there is very little departure from the routine of the Public school throughout the whole of the school day. In all schools in which the arrangements are intelligently made and punctually carried out, about two-thirds of the whole time are devoted to reading, writing, and arithmetic, and one-third is occupied with grammar, geography, and object lessons. One hour a day is usually given to the instruction of the girls in needlework. The division referred to, is in a small degree modified in the case of several of the schools in which music and drawing form part of the course of instruction. In the Public schools, and in several of the Denominational also, the Scripture lessons are taught. In connection with the subjects of instruction, the methods employed deserve to be noticed. For my own part, I find no method of imparting instruction so generally efficacious as the common sense method—that method which presents a lesson or a subject clearly and fully in all its phases and bearings to an individual or class, and by close questioning out of the lesson given, ascertains to what extent the teaching has been profitable. Give me this method in the hands of a faithful, energetic, and fairly-educated teacher, and I have no doubt about finding good effective teaching as the result. Let a teacher fully comprehend what he intends to teach, and with a reasonable knowledge of the human mind, a fair aptness of explaining and illustrating, and fair tact in ready discriminating questioning, let him earnestly devote himself to his work.

work, and success will crown his labours. In thus performing his duty, he will enlist, though he may not know them by name, the most appropriate methods, and employ them with advantage; this I have found to be the case of some, whose teachers could talk about the various technical methods of teaching, there were not like good results. Correct methods are good, and it is very desirable that a more perfect acquaintance with them should be possession, but after all much more depends upon the teachers than upon the methods. In a majority of the schools the methods, estimated by results, vary between fair and good, in a small minority they rank as indifferent, and in a considerable number as tolerable; this is shown in Annex G, which likewise contains the classification and occupation. In those schools, in which the occupation and methods are characterized as indifferent, the teaching is to a large extent purely mechanical. The lessons are gone through after a fashion, but little is done to make the children intelligently acquainted with their contents; hence, when they were examined and found incapable of answering the simplest questions, the teachers expressed their astonishment, affirming that "they ought to answer," that "they had been taught these lessons."

Reading.—In a large majority of the schools, considerable attention is paid to correctness of pronunciation; much more than this, however, is required to produce good, intelligent, pleasing, reading. Tone and time, pause and emphasis, are just as much importance in the teaching of reading, as they are in the teaching of music; this has yet to be realized, studied, and acted upon by most of the teachers. Specimens of good reading should often be presented to the scholars by their teachers, so as to accustom them to its appreciation and practice. In schools, where this is done, the effect is very observable in the more artistic manner of the reading generally; much indistinct, imperfect enunciation and bad reading would be avoided, were more care taken with the pupils in the lower classes, in teaching them how to clearly and decidedly give forth the sounds of letters, syllables, or words, as the case may be. Attention to this point, I feel confident, will prevent in the future many of the faults that are now so common in the reading of too many of the schools.

Besides, the teaching of reading as an art, it is the aim of the great majority of the teachers to make their scholars understand what they read, by explaining to them and questioning them upon the meanings of the words and subjects of their lessons. Spelling also is, to some extent, taught from the reading lessons, but more generally and effectively from dictation, and the reproduction of lessons given. It may here be remarked, that one obstacle to greater success in the teaching of the subject of reading is to be found in the neglect of the teachers to make themselves masters of the lessons in all their parts, before attempting to give them to their scholars. Too many teachers see the lesson for the first time when the book is opened to hear the class read; this is not wise, and it cannot be profitable. The enunciation and elocution should be gone over beforehand, the meaning and derivation of words, together with the meaning of the subject, carefully studied, and, if need be, the leading points noted and thrown into the form of questions, as a due preparation for attractive, interesting, and successful teaching.

Writing.—This subject is well taught in several schools, and fairly in a majority of the remainder. In some the writing is very bad. There are two notable examples—the spelling is bad, the writing is illegible, in almost every line of several pages; and yet, across these very pages, the teachers have written such expressions as "very fair," "good," "very good," with the initials of their names and the dates. The principle and motive of such conduct I leave to be inferred.

Arithmetic.—As a rule, in the teaching of this subject, too little attention is paid to the requirements of every-day life. It is not taught in such a manner as to be readily available in practice. Its principles are not sufficiently explained and illustrated; hence, when a very simple question is put about an ordinary matter of buying and selling, involving no operation beyond multiplication or division of money, even an advanced class has been at a loss to know how it should be done. In several schools, books are put into the hands of the scholars, and from these they take the sums under the several rules; and so long as they are not turned out of the beaten track, they appear to considerable advantage, but take away the books, and give them similar sums, slightly varied in the mode of expressing them, and they are surrounded with difficulties. This mode of teaching arithmetic is disappearing, and by a goodly number of the teachers it is being taught with fair skill and effect. This will be increasingly the case as the principles of arithmetic become more generally and thoroughly comprehended by the teachers themselves, and when these principles, rather than mere rules, are instilled into the minds of the pupils, by skilful illustrations, and rendered operative by the performance of many and varied exercises on the black-board and on slates.

Grammar.—Much the same account may be given of the teaching of grammar as has been given of the arithmetic. In some instances, the dry profitless work of committing and repeating rules occupies a considerable portion of the time, even in the schoolroom; thus its teaching is a mere name, a worthless engaging of the memory and a waste of time. It is evident that grammar is little understood by those who profess to teach it in such a manner; in a majority of the schools, however, the case is different. In these it is taught mainly from the reading lessons, and by the aid of the black-board. In this way it becomes a profitable and pleasing exercise of the intellect, and an excellent mental culture. Considerable attention is bestowed upon parsing in most of the schools; and into a good many of them the analysis of sentences has been introduced with profitable results.

Geography.—Even this, in not a few schools, is attempted to be taught by assigning to the scholars lists of names or paragraphs in books on geography, as lessons to be learned by rote. An important point in the teaching of geography, is to begin it early, and to employ the observation and local knowledge of the pupils, as instruments in conveying to them their first formed lessons upon it. They will thus be prepared for accompanying the teacher with intelligence and profit as he gradually leads them outward to a knowledge of more distant parts, and for entering with eagerness upon this study in its higher departments. The giving of large lessons, and of lessons not adapted to the capacity of the classes, is carefully to be avoided. It is a prudent and a safe course to do a little, but to do it well. The inefficient teaching of geography arises very frequently from a desire on the part of teachers to conduct their scholars over a wide area. The work thus performed is most superficial; it might nearly as well have been left undone. It is not to be inferred, from these observations, that geography is in no cases well taught. The contrary is the fact. In a fair proportion of the schools the acquaintance of the pupils with this subject is very creditable. Notwithstanding this, there is too much room for the assertion that in very few schools does geography receive that amount of attention which its importance demands, and which it is destined yet to have bestowed upon it. There are indeed few subjects of study more calculated to develop and expand the faculties of the mind. This is specially true as regards the power of memory and the principles of comparison and association.

With respect to the other subjects of instruction, the Scripture and Object Lessons, it may be enough to state that in many schools they are fairly taught. In a few schools vocal music and drawing are very fairly and successfully taught. A tabular estimate of the results of teaching in the several subjects is given in Annex H, from which I take the following abstract of proficiency:—

Of 958 pupils examined in monosyllables, about 455 vary in the degree of accuracy with which they read from fair to good, and the remaining 503 from moderate to tolerable.

Of 795 examined in easy narrative, the reading of 327 is estimated as fair to good.

Of 793 examined in ordinary prose, the reading of 383 is regarded as varying between fair and good.

Of 1,041 writing on slates, 453 rank from fair to good.

Of 1,449 writing in copy books, 742 rank from fair to good.

Of 1,691 examined in the simple rules of arithmetic, 797 range in attainments from fair to good.

Of 655 examined in the compound rules, 223 vary from fair to good.

Of 96 examined in higher rules, 66 range from fair to good.
 Of 749 examined in elementary grammar, 344 vary from fair to good.
 Of 726 examined in advanced grammar, 299 vary from fair to good.
 Of 779 examined in elementary geography, 238 range from fair to good.
 Of 733 examined in more advanced geography, 319 vary from fair to good.

A reference to the table will, I consider, be sufficient as to the state of proficiency in the remaining subjects.

In addition to the above, it may not be wholly profitless if I present the teaching in the schools examined in a somewhat different aspect, by affixing to each subject an estimate of the manner in which it is taught. In doing this I omit a few exceptional schools that rank low in almost everything.

Reading, as an art	...	...	...	...	...	...	Indifferent.
Reading, as respects knowledge of subjects	...	...	...	...	...	...	Fair.
Writing, as an art	...	...	...	...	...	...	Fair.
Dictation	...	...	...	...	...	...	Fair.
Grammar	...	...	...	...	...	...	Tolerable to fair.
Geography	...	...	...	...	...	...	Fair to very fair.
Arithmetic	...	...	...	...	...	...	Nearly fair.
Object Lessons, on common things	...	...	...	...	...	...	Tolerable.
Object Lessons, more difficult	...	...	...	...	...	...	Moderate.
Scripture Lessons	...	...	...	...	...	...	Fair.
Needlework	...	...	...	...	...	...	Very fair.

Such is an average estimate of the state of education in the majority of the schools examined. In several of the schools, taken by themselves, the estimate would be considerably more favourable.

VI.—TEACHERS.

At present the teachers are classified as under:—

1ST CLASS.		2ND CLASS.		3RD CLASS.			Probationers.
Section A.	Section B.	Section A.	Section B.	Section A.	Section B.	Section C.	
—	1	1	2	9	24	25	9

In the great majority of the schools the teachers are persons of good reputation and social position. That they are not all alike successful in the results which they produce, is true. This is to a large extent accounted for by the circumstance, that many of them have betaken themselves to teaching without due consideration of the nature and responsibilities of the office, and consequently without being fully qualified for the performance of its duties. In all such cases the labour may be regarded as more or less unskilled, and therefore not productive of the highest results. It is worthy of observation, however, that in almost every instance I found the teachers open to counsel and willing to receive such hints and suggestions as were deemed necessary for the more successful working of their schools. As regards a very few teachers it must be stated that, keeping in view the proper teaching and training of the young, they might do more good, but certainly less injury, in some less important situations. As a remedy for this unhealthy element in our schools, it is of great importance that the pupil teacher system be encouraged and extended as much as possible. To this source mainly I would look for a majority of our best and most successful teachers.

VII.—LOCAL SUPERVISION.

Nothing in connexion with the management of our schools would give me greater pleasure than to be able to commend the local supervision. There is, however, little ground for commendation. With a few exceptions the local supervision is almost entirely nominal. It is to be hoped that Local Boards will awaken to the importance and responsibilities of their office. Their frequent friendly visits to the schools under their supervision would tend to encourage and stimulate both teachers and scholars, whilst an occasional judicious hint to parents would go far to maintain and promote the influence and efficiency of the schools themselves.

VIII.—RESULTS OF INSPECTION.

Every trustworthy teacher hails inspection. He does not regard himself or his work as perfect; but, feeling that there is room for improvement, he is thankful for any friendly suggestion whereby his efforts may be rendered more successful. He does not, therefore, regard the Inspector with suspicion or alarm, but welcomes him as a friend. Apart from any suggestions, I have in many cases found that the examination of the scholars itself has gone far as a guide to the teachers in the performance of their duties. There are exceptional cases. There are a few to whose ears the term inspection convey no very agreeable sound, and on whose minds the work of inspection leaves no pleasing impressions. Their want of success, the result of their own incompetency and inefficiency, is, in some way, placed to the account of the Inspector or the system which he represents. In such cases there is little reason to hope for amendment, but they furnish strong proof of the necessity for inspection. It may not be out of place here to state, that a greater amount of harmony and unity of action is observed amongst the teachers than existed heretofore when they were working under a different arrangement. Generally, they now regard themselves as fellow workers in the same important field, and make it their study, by mutual intercourse and instruction, to acquire greater fitness for the successful performance of their arduous duties. This I regard as one very valuable result of the system of education recently inaugurated. In the schools, likewise, the benefits begin to appear; a new impulse has been given to teachers and scholars in connexion with their school work, and the lifeless routine, that was but too prevalent, is fast giving place to earnest and intelligent instruction. Much has been done during the year to bring about this desirable result, and also to extend the means of education throughout the district. A good deal remains still to be accomplished. There are several localities in which schools are required, and where, most probably, but for the disastrous flood with which the district has been visited, they would, ere this time, have been established. It is to be hoped, that in the course of the ensuing year the people in these places will bestir themselves and take the steps necessary for having their wants supplied. Earnest, intelligent, and united action will enable them to overcome any difficulties that may present themselves, and secure for the young in their neighbourhoods, one of the greatest blessings that any Government can confer, or any people enjoy—an enlightened and enlightening education.

ALEXANDER L. FORBES, A.M.,
 Inspector of Schools,
 Cumberland District.

APPENDIX.

57

ANNEX A.

List of Schools inspected on application to be certified.

Roman Catholic School, Muswellbrook, 22nd February.
Church of England School, Muswellbrook, 22nd February.
Do. near Muswellbrook, 23rd February.
Do. Scone, 25th February.
Roman Catholic School, Blandford, 25th February.
Church of England School, Blandford, 25th February.
Do. Tamworth, 26th February.
Do. Gunnedah, 28th February.
Roman Catholic School, Gunnedah, 28th February.
Church of England School, Goonoo Goonoo, 4th March.
Do. Nundle, 4th March.
Do. Cassilis, 7th March.
Do. Denman, 9th March.
Do. Jerry's Plains, 11th March.
Do. Broke, 13th March.
Presbyterian School, Westbrook, 14th March.
Roman Catholic School, Lane Cove, 16th October.
Do. Baulkham Hills (closed), 5th December.
Total—18.

ANNEX B.

List of places visited in consequence of applications for establishing new Schools, or for aid to existing Schools.

1. Kayuga, 6th March.	Castlereagh, 12th August.
Australian Farm, 5th May.	Newington, 23rd August.
Wright's Creek, 8th May.	Ryde, 25th September.
Prospect, 1st August.	Parramatta, 28th September.
Erskine Park, 2nd August.	10. St. Alban's.
Total—10.	

ANNEX C.

GENERAL INSPECTION.—List of Schools inspected during 1867.

<i>Public Schools.</i>	
1. Castlereagh.	Manly.
Colyton.	North Sydney.
Dobroyd.	Parramatta.
Five Dock.	Pennant Hills.
Freeman's Reach.	Penrith.
Llandeilo.	Petersham.
M'Donald River.	St. Mary's.
M'Donald River (Lower).	17. Wallgrove.
Mangrove.	
<i>Church of England.</i>	
1. Burwood.	Parramatta.
Castle Hill.	Pennant Hills.
Colo (Upper).	Penrith.
Dural.	Pitt Town.
Emu Plains.	Richmond.
Enfield, N.R.	Rouse Hill.
Hunter's Hill.	Ryde.
Kurrajong, North.	Seven Hills.
Kurrajong, South.	South Creek.
Marsfield.	Wilberforce.
M'Donald River.	22. Windsor.
<i>Roman Catholic.</i>	
1. Concord.	Petersham.
Ermington.	Richmond.
Kurrajong.	Ryde.
Nelson.	South Creek.
Parramatta.	11. Windsor.
Penrith.	
<i>Presbyterian.</i>	
1. Lane Cove.	Portland Head.
Parramatta.	5. Windsor.
Parramatta Junction.	
<i>Wesleyan.</i>	
1. Castlereagh.	Lane Cove.
Emu.	Parramatta.
Hornsby.	6. Windsor.
Total—61.	

ANNEX D.

ATTENDANCE OF PUPILS.

NUMBER and Ages of Pupils enrolled at the date of the Examination.

Pupils.	7 Years and under.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years and over.	Totals.
Boys enrolled	733	218	238	238	204	343	1,974
Girls do	613	200	194	210	153	270	1,640

ANNEX D.—*continued.*

NUMBER and Ages of Pupils present at the date of the Examination.

Pupils.	7 Years and under.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years and over.	Totals.
Boys present	553	168	187	176	153	250	1,487
Girls do.	452	161	159	149	115	210	1,246

ANNEX E.

THE Material Condition of the Schools.

Organization.	Good.	Fair.	Tolerable.	Indifferent.	Totals.
Situation	40	15	5	1	61
Buildings	25	23	9	4	61
Playgrounds	27	10	10	14	61
Furniture	17	16	18	10	61
Apparatus	13	31	11	6	61
Books	21	16	8	16	61
Registers	24	11	16	10	61

ANNEX F.

MORAL Character of the Schools.

Details.	Good.	Fair.	Tolerable.	Indifferent.	Totals.
Regularity	12	19	17	13	61
Punctuality	14	25	13	9	61
Cleanliness	22	28	7	4	61
Order	16	15	21	9	61
Moral Aspect	10	20	21	10	61

ANNEX G.

THE Instruction.

Details.	Good.	Fair.	Tolerable.	Indifferent.	Totals.
Classification	12	19	17	13	61
Occupation	9	21	15	16	61
Methods	7	27	17	10	61

ANNEX H.

NUMBER of Pupils and their estimated proficiency in the subjects of Examination.

Subjects.	Good.	Fair.	Tolerable.	Moderate.	Totals.
Reading—					
Monosyllables	159	296	285	218	958
Easy narrative	96	231	280	188	795
Ordinary prose	143	245	286	119	793
Writing—					
On slates	145	308	331	257	1,041
On copy books	284	458	486	271	1,499
Arithmetic—					
Simple rules	277	520	509	385	1,691
Compound rules	67	156	255	177	655
Higher rules	32	34	21	9	96
Grammar—					
Elementary	103	241	254	151	749
Advanced	105	194	246	181	726
Geography—					
Elementary	105	233	273	168	779
Advanced	124	195	227	187	733
Other subjects—					
Needlework	124	412	78	.....	614
Drawing	21	54	42	.....	117
Vocal Music	109	172	163	113	557

CUMBERLAND DISTRICT.

DETAILED Statement of the condition of the Schools Examined in 1867.

CASTLEREAGH (Public) :—Visited, 29th October, 1867.

Numbers present at the examination :—Boys, 12 ; girls, 11 ; total, 23.

1. The material condition of the school is bad, but new premises are about to be erected. 2. The pupils are very fairly clean and punctual, but not regular. 3. The ordinary subjects are taught with fair skill and effect. 4. The attainments of the pupils are in the main satisfactory.

COLYTON (Public) :—Visited, 30th August, 1867.

Numbers present at the examination :—Boys, 16 ; girls, 25 ; total, 41.

1. On the whole, the material condition of the school is good. 2. The pupils are regular and punctual in attendance, clean and tidy in person, and orderly and generally industrious. 3. The teaching is fairly intelligent and successful. 4. The progress being made is creditable, and the tone of the school is on the whole healthy.

DOBBOYD (Public) :—Visited, 20th September, 1867.

Numbers present at the examination :—Boys, 23 ; girls, 28 ; total, 51.

1. The schoolhouse is in good condition and well furnished. 2. The attendance of the pupils is fairly regular and punctual ; they are likewise clean and orderly, and on the whole attentive to their duties. 3. All the ordinary subjects are taught, together with singing ; and whilst there may be nothing positively objectionable in the methods employed, greater energy and tact are needed to give them due effect. 4. The proficiency of the pupils on the whole is nearly fair, and the moral tone of the school, generally, is satisfactory.

FIVE DOCK (Public) :—Visited, 12th September, 1867.

Numbers present at the examination :—Boys, 29 ; girls, 16 ; total, 45.

1. Materially viewed, the school is in good condition ; it is well supplied with good and suitable furniture and apparatus. 2. The attendance is neither punctual nor regular, but the cleanliness and order of the scholars are fairly satisfactory. 3. All the ordinary subjects are taught, and the methods employed are fairly suitable and tolerably effective. 4. The attainments of the scholars are not of a very satisfactory order, nor is the moral tone fully healthy. The present teacher has not been long in charge.

FREEMAN'S REACH (Public) :—Visited, 11th June, 1867.

Numbers present at the examination :—Boys, 18 ; girls, 16 ; total, 34.

1. The material condition of the school is tolerably satisfactory ; the play-ground requires to be fenced, and other external appliances have to be provided. 2. The pupils are not sufficiently punctual and regular in their attendance ; they are however clean and tidy in person and dress, and, upon the whole, well conducted. The moral aspect of the school is fairly healthy. 3. Singing is added to the ordinary subjects of instruction, and the whole work of the school is carried on with considerable skill and effect. 4. Generally speaking, the proficiency of the pupils is tolerably satisfactory.

LLANDEILO (Public) :—Visited, 29th August, 1867.

Numbers present at examination :—Boys, 19 ; girls, 23 ; total, 42.

1. The teacher's residence is not in good condition, but the school-house is tolerably good and fairly supplied with furniture, apparatus, and books. 2. The attendance of the pupils is neither regular nor punctual, but they are clean, orderly, and well conducted. 3. The ordinary subjects are taught, and earnestness and diligence mark the operations of the school. 4. The attainments of the pupils are, on the whole, satisfactory.

M'DONALD RIVER (Public) :—Visited, 5th November, 1867.

Numbers present at examination :—Boys, 14 ; girls, 8 ; total, 22.

1. The material condition of the building is by no means satisfactory, nor are the furniture and apparatus of the most desirable kind. 2. The pupils attend regularly and with punctuality. In person and dress they are clean and neat, whilst their behaviour is orderly and pleasing. 3. The ordinary subjects are taught with fair skill and effect. 4. On the whole, the proficiency of the scholars is fair.

M'DONALD RIVER, LOWER (Public) :—Visited, 4th November, 1867.

Numbers present at examination :—Boys, 12 ; girls, 5 ; total, 17.

1. The building is in a tolerable state, and it is fairly supplied with suitable furniture and books, but rather deficient in apparatus. 2. The scholars are fairly punctual, but irregular in attendance ; they are cleanly, and tolerably well conducted. 3. Only the ordinary subjects are introduced, and in the teaching of these there is a want of animation, energy, and tact. 4. The attainments are by no means satisfactory.

MANGROVE (Public) :—Visited, 7th November, 1867.

Numbers present at examination :—Boys, 9 ; girls, 12 ; total, 21.

1. The building stands in need of some repairs ; it is fairly supplied with furniture and apparatus, but there is a deficiency of books. 2. The attendance is fairly satisfactory, but for cleanliness the pupils are not remarkable. The moral tone of the school is somewhat low. 3. The ordinary subjects are taught with considerable skill and success. 4. On the whole there is reason to be satisfied with the attainments of the children.

MANLY (Public) :—Visited, 25th October, 1867.

Numbers present at examination :—Boys, 24 ; girls, 8 ; total, 32.

1. The material condition and general organization of the school are very satisfactory. 2. The discipline is not effective, nor is the moral tone of the school all that could be desired. 3. The ordinary subjects chiefly are taught, and the methods employed are marked by fair intelligence and success. 4. The proficiency of the pupils is on the whole fair.

NORTH SYDNEY (Public) :—Visited, 17th October, 1867.

Numbers present at examination :—Boys, 12 ; girls, 18 ; total, 30.

1. The material condition of the premises is good. The school is fairly supplied with suitable furniture, apparatus, and books, and the organization generally is correct. 2. The children are punctual, but not regular in their attendance ; they are fairly clean and orderly, attentive and diligent. The tone of the school is pleasing. 3. The ordinary subjects are taught, and the duties of the school are performed with earnestness, fidelity, and considerable success. 4. The pupils are making fair progress.

PARRAMATTA (Public) :—Visited, 19th June and 5th July, 1867.

Numbers present at examination :—Boys, 76 ; girls, 34 ; total, 110.

1. The building is excellent, well furnished, and fully supplied with suitable apparatus and books. The entire organization is very satisfactory, with the exception of the play-ground which is too small, and a portion of the fence which needs repairing. 2. On the whole, the attendance of the pupils is satisfactory ; they are likewise clean and tidy in person and dress, and generally orderly and well-conducted. The tone of the school is in the main healthy. 3. To the ordinary subjects are added singing and drawing ; and the whole business of the school is carried on with energy, skill, and success. 4. Generally, the attainments of the scholars in the various subjects of instruction are very creditable.

PENNANT HILLS (Public) :—Visited, 24th July, 1867.

Numbers present at examination :—Boys, 33 ; girls, 29 ; total, 62.

1. In scarcely one particular is the material condition of the premises satisfactory ; the building is unsuitable and in bad repair, and the furniture is neither very suitable in kind nor sufficient in quantity. New premises and new fittings are much required. 2. On the whole, the attendance is good, as are also the cleanliness and behaviour of the pupils. The tone is healthy. 3. Singing and drawing are being added to the ordinary subjects, and the work of teaching is performed with fidelity and care. 4. The attainments are fair ; the needle-work deserves special notice for its excellence.

PENRITH (Public) :—Visited, 8th and 9th August, 1867.

Numbers present at examination :—Boys, 35 ; girls, 9 ; total, 44.

1. The premises are on the whole in a satisfactory condition ; some slight repairs are required in the roof of the main building ; some addition to the furniture is also required. 2. The pupils are generally punctual and regular in their attendance, and fairly clean and tidy in person and dress ; apart from these points the discipline is not efficient, nor is the moral tone very healthy. 3. The required subjects are taught, but the methods employed are not fully effective. 4. The attainments rank from tolerable to fair.

PETERSHAM (Public) :—Visited, 11th September, 1867.

Numbers present at examination :—Boys, 31 ; girls, 26 ; total, 57.

1. The school-room is in bad condition. The furniture is neither good nor suitable, and there is scarcely a sufficient supply of apparatus and books. 2. The discipline of the school is fairly satisfactory, and the moral tone healthy. 3. The ordinary subjects are taught with fair skill and effect. 4. The proficiency of the pupils is on the whole creditable.

St. MARY'S (Public) :—Visited, 16th August, 1867.

Numbers present at examination :—Boys, 24 ; girls, 15 ; total, 39.

1. The school-room is in tolerably good condition, but neither sufficiently nor suitably furnished. 2. The pupils generally are punctual and regular, and fairly clean, tidy, and orderly. 3. The ordinary subjects and singing are taught. More vigour is needed to render the work effective. 4. The proficiency ranks from tolerable to nearly fair.

WALLGROVE (Public) :—Visited, 4th September, 1867.

Numbers present at examination :—Boys, 15 ; girls, 14 ; total, 29.

1. The material condition of the premises is fairly satisfactory, and the appliances for carrying on the work of teaching are suitable and sufficient. 2. Greater punctuality and regularity of attendance are very desirable ; in other respects the conduct and demeanour of the scholars are proper and pleasing. 3. The ordinary subjects are taught with fair skill and success. 4. The proficiency of the pupils is on the whole satisfactory.

BURWOOD (C.E.) :—Visited, 22nd August, 1867.

Numbers present at examination :—Boys, 28 ; girls, 25 ; total, 53.

1. The material condition of the premises is good ; the furniture of the schoolroom is fairly sufficient but scarcely suitable. 2. The pupils are wanting in regularity and punctuality ; the discipline of the school generally is ineffective, and the children, although not badly behaved, are noisy and under no proper sense of control. 3. The ordinary subjects are taught, but neither skilfully nor efficiently. 4. The attainments are barely tolerable.

CASTLE HILL (C.E.) :—Visited, 14th November, 1867.

Numbers present at examination :—Boys, 32 ; girls, 19 ; total, 51.

1. The building is in tolerable repair and fairly supplied with suitable furniture, apparatus, and books. The entire organization is in the main satisfactory. 2. The discipline of the school is generally effective and the moral tone fairly healthy. 3. Only the ordinary subjects are taught. The instruction is careful and fairly judicious. 4. Fair proficiency has been attained by the scholars generally.

COLO, UPPER (C.E.) :—Visited, 6th and 7th June, 1867.

Numbers present at examination :—Boys, 17 ; girls, 9 ; total, 26.

1. The material condition of the premises is tolerable ; furniture and apparatus are deficient. 2. The pupils are neither punctual nor regular in their attendance ; they are fairly clean and orderly, and on the whole pleasing in their demeanour. 3. The ordinary subjects, including needlework, are taught. The time-table is of little value, and there are no programmes of lessons. The teaching is too mechanical, and of little effect. 4. The proficiency is not satisfactory.

DURAL (C.E.) :—Visited, 13th November, 1867.

Numbers present at examination :—Boys, 22 ; girls, 15 ; total, 37.

1. The school building is in fair condition, well furnished, and tolerably supplied with apparatus and books. 2. The discipline is not effective. Much indifference and inattention prevail among the pupils, many of whom are slovenly in their appearance and dress. 3. In addition to the ordinary subjects of instruction, singing and drawing are introduced. The teaching wants life and energy. 4. The attainments of the pupils, with a very few exceptions, are only moderate, and the development of mental power is small. The teacher has not been long in charge.

EMU PLAINS (C.E.) :—Visited, 6th August, 1867.

Numbers present at examination :—Boys, 19 ; girls, 17 ; total, 36.

1. The building, furniture, apparatus, and books are in a fairly satisfactory condition, but the appearance and comfort of the school-room would be much improved were it lined or plastered inside. 2. The pupils are fairly clean and tidy, but neither regular nor punctual. The discipline is not fully effective, nor is the moral tone perfectly healthy. 3. The ordinary subjects and a little drawing are taught. The teaching is too superficial, not penetrative and engaging. 4. The proficiency can scarcely be estimated at more than moderate.

ENFIELD, N.R. (C.E.) :—Visited, 23rd May, 1867.

Numbers present at examination :—Boys, 9 ; girls, 15 ; total, 24.

1. The building is good, but, as it is a church, it is not furnished so as to be well adapted for the purposes of a school. The proper organization and efficient working of the school are, in consequence, injuriously affected. 2. The discipline is very fair, and the moral tone approaches to healthy. 3. The ordinary subjects, together with needlework and a little singing, are taught. The methods employed are marked by fair skill and success. 4. As yet the attainments are not very high. The teacher has been but a short time in charge.

HUNTER'S HILL (C.E.) :—Visited, 8th October, 1867.

Numbers present at examination :—Boys, 43 ; girls, 19 ; total, 62.

1. The material condition of the premises is good, and the whole organization fairly satisfactory. 2. In point of discipline and moral character, the state of the school is, on the whole, pleasing. 3. The subjects taught accord with the "Course of Secular Instruction," and the methods employed are fairly suitable and effective. 4. The attainments might reasonably be expected to be higher.

KURBAJONG, NORTH (C.E.) :—Visited, 20th May, 1867.

Numbers present at examination :—Boys, 21 ; girls, 17 ; total, 38.

1. The whole material condition of the school-room, including building, furniture, apparatus, and books, is fairly satisfactory. 2. The pupils are punctual, but irregular. The discipline of the school is, on the whole, effective, and the moral tone healthy. 3. The prescribed subjects are taught with earnestness and energy. 4. The proficiency, generally, taking into account the irregularity of attendance, is fair.

KURBAJONG, SOUTH (C.E.) :—Visited, 21st May, 1867.

Numbers present at examination :—Boys, 20 ; girls, 21 ; total, 41.

1. The internal arrangement and fittings of the school are very unsatisfactory, and those outside are equally so. 2. The discipline is feeble and comparatively worthless ; and, whilst no positive impropriety is noticeable, the inattention, inertness, and backwardness in answering that distinguish the scholars, do not augur well for the moral and intellectual health of the school. 3. The ordinary subjects are taught, but the work of teaching is manifestly carried on in a manner that indicates little energy or skill. 4. In none of the classes, and in no subject, are the attainments entirely satisfactory.

MARSFIELD (C.E.) :—Visited, 19th July, 1867.

Numbers present at examination :—Boys, 25 ; girls, 11 ; total, 36.

1. In almost every particular the material condition of the premises is satisfactory. The whole organization is fairly correct. 2. The discipline and moral tone are fairly healthy. 3. The ordinary subjects are taught, and with considerable energy and skill. 4. The pupils are making creditable progress ; they are being well grounded in the elements.

M'DONALD RIVER (C.E.) :—Visited, 6th November, 1867.

Numbers present at examination :—Boys, 11 ; girls, 8 ; total, 19.

1. The school building is in fair condition, but badly furnished and ill supplied with apparatus. 2. The pupils are punctual, but neither regular nor very clean and tidy. Discipline, properly so called, is wanting, and the moral tone is low. 3. The ordinary subjects are taught, but very ineffectively. 4. The proficiency of the pupils ranks from moderate to tolerable.

PARRAMATTA (C.E.) :—Visited, 18th July, 1867.

Numbers present at examination :—Boys, 31 ; girls, 33 ; total, 64.

1. The building is good, and sufficiently, though not very suitably, furnished. The outside arrangements are rather defective. 2. The discipline is not sufficiently firm and effective, and the moral tone is not very high. 3. The ordinary subjects and needlework are taught. There is too much of the merely mechanical, and too little of the intellectual and penetrative, in the methods employed. 4. The proficiency ranks from indifferent to tolerable.

PENNANT HILLS (C.E.) :—Visited, 6th September, 1867.

Numbers present at examination :—Boys, 43 ; girls, 33 ; total, 76.

1. The building is good, but at present not well furnished. There is a tolerable supply of apparatus and books. In other respects, the organization is satisfactory. 2. The discipline and moral character of the school are, on the whole, healthy. 3. The ordinary subjects, singing, and needlework are taught. The methods employed are marked by earnestness and fair practical skill. 4. The proficiency generally ranks from tolerable to fair.

PENRITH (C.E.) :—Visited, 8th August, 1867.

Numbers present at examination :—Boys 9, girls 5 ; total, 14.

1. The school-room is in tolerably good order, and fairly supplied with suitable furniture, apparatus, and books. The outbuildings are not in good condition. The school registers and lesson documents are not in a satisfactory state. 2. The discipline is feeble, and the moral tone not very high. 3. The ordinary subjects are introduced, but the teaching of them is devoid of energy and skill. 4. The attainments generally are rather indifferent.

PITT TOWN (C.E.) :—Visited, 13th June, 1867.

Numbers present at examination :—Boys, 19 ; girls, 23 ; total, 42.

1. The building requires considerable repairs. There is no playground, and the outbuildings are in a bad state. The school-room is fairly supplied with all requisites. 2. Neither in punctuality nor regularity do the pupils excel, and they are only moderately clean, tidy, and orderly. There is considerable room for improvement in the moral aspect of the school. 3. The ordinary subjects and needlework are taught, and the method employed, whilst tolerably correct, would be productive of better results were they practised with greater animation and energy. 4. The attainments do not rank high.

RICHMOND (C.E.) :—Visited, 29th May, 1867.

Numbers present at examination :—Boys, 41 ; girls, 29 ; total, 70.

1. The school premises are in tolerably good order. The furniture is about sufficient in quantity, but badly arranged. Of apparatus and books there is a fair supply. 2. On the whole, the discipline is tolerably satisfactory, and the moral aspect pleasing. 3. The ordinary subjects, including needlework and singing, are taught, and with tolerable energy and skill. 4. The proficiency ranks from tolerable to fair.

ROUSE HILL (C.E.) :—Visited, 15th October, 1867.

Numbers present at examination :—Boys, 19 ; girls, 23 ; total, 42.

1. With the exception of the furniture, the material condition of the premises is very fair. 2. The pupils are fairly punctual and regular, clean and orderly. The moral aspect of the school is on the whole pleasing. 3. The ordinary subjects are taught, and the methods are tolerably correct and suitable. 4. The proficiency is not high in any of the subjects.

RYDE (C.E.) :—Visited, 25th September, 1867.

Numbers present at examination :—Boys, 34 ; girls, 25 ; total, 59.

1. The material condition of the premises, with the exception of the playground, which is not enclosed, is fairly satisfactory. 2. The discipline is not effective ; the pupils are neither punctual nor regular in their attendance, nor are they remarkable for their cleanliness and industry. 3. The ordinary subjects, principally, are taught, and the methods shew tolerable skill. 4. The proficiency ranks from moderate to tolerable.

SEVEN HILLS (C.E.) :—Visited, 31st July, 1867.

Numbers present at examination :—Boys, 28 ; girls, 18 ; total, 46.

1. The material condition of the school is good. 2. The pupils are punctual and fairly regular. They are also tolerably clean and well-conducted. 3. The ordinary subjects, together with singing, drawing, and needlework, are taught, and the work of instructing is carried on with fair skill and energy. 4. The attainments rank between tolerable and fair.

SOUTH CREEK (C.E.) :—Visited, 27th August, 1867.

Numbers present at examination :—Boys, 30 ; girls, 28 ; total, 58.

1. The school-house needs considerable repairs ; the furniture also requires improving, and the supply of apparatus and books is somewhat deficient. 2. The discipline and moral tone of the school are on the whole satisfactory. 3. The teaching, which embraces the ordinary subjects and needlework, is marked by tolerable practical skill and considerable energy. The attainments generally are from tolerable to fair.

WILBERFORCE (C.E.) :—Visited, 12th June, 1867.

Numbers present at examination :—Boys, 23 ; girls, 27 ; total, 50.

1. The school-house is in fair repair, and fully but not suitably furnished. A supply of books is required. There is no proper playground. 2. The attendance is tolerably punctual and regular, as are also the cleanliness and order of the pupils. At work they are somewhat indolent. 3. The subjects chiefly taught are the ordinary, including needlework. The methods are tolerably correct and appropriate. 4. The proficiency is rather low.

WINDSOR (C.E.) :—Visited, 4th June, 1867.

Numbers present at examination :—Boys, 39 ; girls, 26 ; total, 65.

1. The premises are much in want of repair, but there is a good supply of suitable furniture and apparatus. 2. The pupils are punctual, but not regular in their attendance ; they are fairly clean and neat in person and dress, but not sufficiently orderly and well conducted at their work. The moral tone is not very healthy. 3. The ordinary subjects and needlework are those mainly taught as yet. The methods are in themselves correct, and were they more energetically employed better results would follow. 4. The attainments are not of a high order.

CONCORD (R.C.) :—Visited, 5th September, 1867.

Numbers present at examination :—Boys, 31 ; girls, 21 ; total, 52.

1. The school building is in good condition, but not suitably furnished. The organization is further rendered imperfect by the want of a judicious classification, and of the requisite "lesson documents." 2. The pupils are tolerably punctual and regular, and fairly clean and orderly ; but they are wanting in attention and industry. The moral tone may be regarded as tolerably healthy. 3. The ordinary subjects and needlework are taught. The teaching is too much of a mechanical routine, little mental development or culture. 4. The attainments are not high in any class or in any subject. They rank from moderate to nearly fair.

ERMINGTON (R.C.) :—Visited, 25th November, 1867.

Numbers present at examination :—Boys, 20 ; girls, 18 ; total, 38.

1. The material condition of the premises is, on the whole, very good ; the furniture is sufficient and fairly suitable, but apparatus and books require additions. 2. Tolerable punctuality and regularity mark the attendance. The pupils are also fairly clean, but not orderly ; the discipline is not satisfactory. 3. The ordinary subjects only are taught. In the working of the school there is an absence of correct method, energy, and practical skill. 4. The proficiency is barely tolerable. The present teacher has not been long in charge.

KURRAJONG (R.C.) :—Visited, 22nd May, 1867.

Numbers present at examination :—Boys, 21 ; girls, 33 ; total, 54.
1. The school-house is in very fair condition, but insufficiently supplied with furniture, apparatus, and books. Leaving out of view the building itself, the whole of the organization is most unsatisfactory. 2. The pupils are fairly punctual, but very irregular. The discipline is not healthy. 3. The ordinary subjects are introduced, but the teaching is to a large extent devoid of profitable method and practical skill. 4. The attainments are very indifferent.

NELSON (R.C.) :—Visited, 18 June, 1867.

Numbers present at examination :—Boys, 13 ; girls, 18 ; total, 31.
1. The building is new, but it is not very fully or suitably furnished, nor is it well supplied with apparatus and books. 2. On the whole, the attendance is fairly punctual and regular, but the pupils are neither remarkable for cleanliness nor order. The discipline is not good, and the moral tone is low. 3. The ordinary subjects are introduced. The teaching is unskilful and ineffective. 4. The attainments are very low. In no subject is the proficiency beyond moderate.

PARRAMATTA (R.C.) :—Visited, 25th July, 1867.

Numbers present at examination :—Boys, 25 ; girls, 24 ; total, 49.
1. The school building is in fair condition, but the furniture, whilst fairly sufficient and suitable, is very much disfigured by cutting and smearing with ink. There is a deficiency of apparatus and books. 2. The attendance is fairly punctual, but very irregular. Proper effective discipline is not maintained, and the tone of the school is not pleasing. 3. The ordinary subjects and needlework are introduced. The methods employed are evidently too mechanical and superficial. 4. The proficiency ranks from bad to tolerable.

PENRITH (R.C.) :—Visited, 14th August, 1867.

Numbers present at examination :—Boys, 37 ; girls, 36 ; total, 73.
1. The school-room, a slab building, is in fair repair, but the furniture is insufficient and in bad condition. There is a fair supply of apparatus, but a deficiency of books. The classification and lesson documents are unsatisfactory. 2. The discipline is imperfect, and the moral tone not healthy. Noise and disorder prevail. 3. To the ordinary subjects is added needlework. The methods do not appear to be intelligent, nor are they practised with sufficient energy and skill. 4. The attainments generally are very unsatisfactory.

PETERSHAM (R.C.) :—Visited, 10th September, 1867.

Numbers present at examination :—Boys, 30 ; girls, 28 ; total, 58.
1. The school building is in fair condition, but too small. The furniture is insufficient, and some of it is not suitable. Apparatus and books are deficient. The organization generally is imperfect. 2. The discipline is unsatisfactory, and the moral tone not entirely pleasing. 3. The ordinary subjects and needlework are taught. The methods employed are in themselves tolerably correct and suitable. 4. The thinking and reasoning powers of the pupils are not sufficiently exercised. The proficiency ranks from moderate to fair ; as a whole, it may be estimated as tolerable.

RICHMOND (R.C.) :—Visited, 28th May, 1867.

Numbers present at examination :—Boys, 36 ; girls, 42 ; total, 78.
1. The school-room is in tolerable repair, but neither sufficiently nor suitably furnished. There is a deficiency of apparatus and books. The classification is not judicious, and the occupation is not sufficiently defined. 2. The pupils do not attend either punctually or regularly ; with a few exceptions, they are fairly clean, but disorderly. The discipline is not effective, and the moral tone is low. 3. To the ordinary subjects are added singing and needlework. The methods are mainly mechanical, exercising the memory, but little beyond. Practical skill is very deficient. 4. The attainments, as a whole, are not by any means high.

RYDE (R.C.) :—Visited, 27th September, 1867.

Numbers present at examination :—Boys, 7 ; girls, 9 ; total, 16.
1. The material condition of the premises is fair. The furniture is not well arranged. There is a deficiency of apparatus and books. The classification of the pupils is injudicious, and the whole business of the school ill-regulated. 2. The discipline is very lax, and the general aspect of the school not pleasing. 3. The ordinary subjects are introduced, but the teaching is devoid of system and skill. 4. The attainments are very moderate.

SOUTH CREEK (R.C.) :—Visited, 28th August, 1867.

Numbers present at examination :—Boys, 15 ; girls, 23 ; total, 38.
1. The school is carried on in a front room of a small cottage ; the accommodation is far too limited, and the furniture insufficient and badly arranged. In almost every particular the organization is bad. No proper time-table and programmes of lessons regulate the business of the school. 2. The discipline is most unsatisfactory, and the whole tone of the school unhealthy. 3. The ordinary subjects and needlework are introduced, but the teaching is very ineffective. 4. The proficiency is very moderate.

WINDSOR (R.C.) :—Visited, 31st May, 1867.

Numbers present at examination :—Boys, 49 ; girls, 39 ; total, 88.
1. The school building is in tolerably good repair. The furniture is also fairly suitable, but badly arranged. Of apparatus and books there is a fair supply. The classification is injudicious, and the success of the teaching thereby retarded. 2. The discipline is fairly effective, and the moral tone, on the whole, healthy. 3. Singing and needlework are added to the ordinary subjects of instruction, and the methods employed are generally correct and suitable. 4. Several of the pupils acquitted themselves very creditably, but the proficiency of the whole cannot be estimated as much beyond tolerable.

LANE COVE (Pres.) :—Visited, 17th October, 1867.

Numbers present at examination :—Boys, 12 ; girls, 23 ; total, 35.
1. The whole organization is unsatisfactory, the furniture is badly arranged, and the supply of apparatus and books is inadequate ; the classification is injudicious, and the occupation, to a large extent, unprofitable. 2. The discipline is very ineffective, and the moral tone not healthy. 3. The ordinary subjects are taught, but unskilfully, and with little good effect. 4. The attainments, on the whole, are only tolerable.

PARRAMATTA (Pres.) :—Visited, 16th July, 1867.

Numbers present at examination :—Boys, 27 ; girls, 33 ; total, 60.

1. The school-room premises are only in very moderate condition. The furniture is fairly suitable, and the apparatus good. A supply of books is required. The working of the school, on the whole, is satisfactory. 2. The discipline is fairly effective, and the moral tone tolerably pleasing. 3. To the ordinary subjects are added singing, drawing, and needlework ; and the methods employed are, in the main, suitable. 4. The proficiency generally ranks from tolerable to fair.

PARRAMATTA JUNCTION (Pres.) :—Visited, 17th July, 1867.

Numbers present at examination :—Boys, 17 ; girls, 21 ; total, 38.

1. The premises are in tolerable repair, and the furnishing of the school-room is fairly suitable ; some increase to the apparatus and books is required. 2. The discipline is rather ineffective, but, on the whole, the moral aspect is pleasing. 3. The ordinary subjects and needlework are taught. The work of the school is carried on with earnestness and industry. 4. The proficiency is tolerably satisfactory.

PORTLAND HEAD (Pres.) :—Visited, 14th June, 1867.

Numbers present at examination :—Boys, 19 ; girls, 18 ; total, 37.

1. The school premises are in good condition ; the furniture is badly arranged ; the supply of apparatus and books is sufficient. The instruction is not regulated by a time-table or programmes of lessons, hence it is comparatively ineffective. 2. The discipline is very feeble, and the moral tone not very high. 3. Only the ordinary subjects are attempted. There is little deserving the name of method or skill displayed in the teaching. 4. The attainments, as a whole, do not exceed tolerable.

WINDSOR (Pres.) :—Visited, 30th May, 1867.

Numbers present at examination :—Boys, 13 ; girls, 11 ; total, 24.

1. The premises are in tolerably good repair, and there is a good supply of suitable furniture, apparatus, and books. The instruction, on the whole, is well-regulated. 2. The discipline and moral tone are good. 3. The ordinary subjects, together with needlework, are taught. The methods are suitable, and practised with energy and fair practical skill. 4. The proficiency is, on the whole, very fair.

CASTLEREAGH (Wn.) :—Visited, 15th August, 1867.

Numbers present at examination :—Boys, 18 ; girls, 30 ; total, 48.

1. The school-room is in good condition, well and suitably furnished, and supplied with sufficient apparatus and books. The classification and instructional documents are as yet not fully correct. 2. The discipline is fairly effective, and the moral tone, on the whole, satisfactory. 3. To the ordinary subjects are added singing and needlework. The methods are tolerably suitable, and earnestly applied. 4. The proficiency is, on the whole, nearly fair.

EMU (Wn.) :—Visited, 7th August, 1867.

Numbers present at examination :—Boys, 9 ; girls, 7 ; total, 16.

1. The building is good, but ill furnished for school purposes. There is a fair supply of apparatus, but not of books. The instruction is not well-regulated. 2. The discipline is very feeble, and the general aspect of the school unsatisfactory. 3. The ordinary subjects are taught ; the methods are too mechanical and superficial. 4. The attainments are only moderate.

HOENSBY (Wn.) :—Visited, 26th September, 1867.

Numbers present at examination :—Boys, 20 ; girls, 10 ; total, 30.

1. The school is neither sufficiently nor suitably furnished. This, in a measure, interferes with its efficient working. 2. The discipline is not fully effective, nor is the moral aspect perfectly satisfactory. 3. The ordinary subjects are taught. The methods are not very suitable, nor does the teacher, as yet, possess much practical skill. 4. The proficiency ranks, on the whole, as moderate.

LANE COVE (Wn.) :—Visited, 16th October, 1867.

Numbers present at examination :—Boys, 17 ; girls, 15 ; total, 32.

1. The outside arrangements are very imperfect. The building itself is good, but not suitably furnished. Of apparatus and books there is a fair supply. The classification is not judicious, and the instruction is not well-regulated. 2. The discipline is somewhat lax, but the moral tone is tolerably healthy.

PARRAMATTA (Wn.) :—Visited, 26th July, 1867.

Numbers present at examination :—Boys, 54 ; girls, 7 ; total, 61.

1. The school-room is in tolerably good repair, and well-supplied with apparatus and furniture. A supply of books is needed. The classification is judicious, and the instruction carefully regulated. 2. The discipline is effective, and the moral tone healthy. 3. To the ordinary subjects are added singing and drawing. The methods are appropriate, and fairly effective. 4. The proficiency of several of the pupils is very creditable, and that of the school, as a whole, is fair.

WINDSOR (Wn.) :—Visited, 5th June, 1867.

Numbers present at examination :—Boys, 32 ; girls, 37 ; total, 69.

1. The general condition of the premises is fairly satisfactory. The furniture requires to be renewed. Of apparatus and books the supply is sufficient. The classification is not quite perfect, and there are no programmes of lessons whereby to regulate the instruction. 2. The punctuality is very fair, not so the regularity of the attendance ; cleanliness and order are only tolerable. The discipline is not fully effective, but, on the whole, the aspect of the school is satisfactory. 3. The ordinary subjects and needlework are taught. The methods are tolerably suitable, and energetically applied. 4. The proficiency ranks from tolerable to fair.

M. L. FORBES, A.M.

MAITLAND DISTRICT—GENERAL REPORT.

In January, 1867, I received a temporary appointment as Inspector of Schools under the Council of Education, which was changed to a permanent one early the following month; and I was employed in the Bathurst District until the end of March. Having received previous notice of removal, I then proceeded to Sydney to attend the Conference of Inspectors, and in the middle of April entered upon the charge of the Maitland District. My duties for the year may be briefly summarized as follows:—I visited for certification 21 Denominational Schools entailing 950 miles of travelling, inspected incidentally 27, and examined 57 schools. The entire distance travelled in the performance of my duties was 2,175 miles.

My list of schools, as furnished from the Council's Office, contained 68, which may be classed as follows:—Public 30, Church of England 24, Roman Catholic 9, Presbyterian 4, Wesleyan 1. On the 31st December, the number in operation was—Public 31, Provisional 1, Church of England 23, Roman Catholic 9, Presbyterian 3, Wesleyan 1; total, 68. Considering each department for the purpose of examination as a separate school there were examined—Public 17, Church of England 24, Roman Catholic 12, Presbyterian 3, Wesleyan 1; total, 57. That is, every Denominational School open in December was inspected; but 14 Public Schools, equivalent to 15 departments, were obliged for want of time to be left unvisited.

PUBLIC SCHOOLS.

I.—ORGANIZATION.

Situations.—In this respect there are two formidable obstacles peculiar to this district, viz., scarcity of water at certain seasons and liability to floods at others. It is a matter of great difficulty to avoid both evils; but in all other respects the sites are eligible for the most part. Of the schools inspected there are none badly situated as regards the ground, while 10 are satisfactory and 7 tolerably so.

Schoolrooms.—Though differing in material and structure, the general design of the schools inspected is tolerably satisfactory. Scattered chiefly among poor communities, it is seldom that anything more than barely necessary accommodation and comfort is attempted. Most of them have been many years erected, and require in some instances entire renewal, in others considerable repairs. Only 8 of the premises inspected are vested in the Council. The general character of the buildings is tolerable. In 6 there are no residences for the teachers; and in most of the others, these are inferior in kind, deficient in accommodation, and much in need of repair. Number of schools whose material condition is—

Good or fair	2
Tolerable or moderate	14
Indifferent or bad	1

Playgrounds.—As regards extent and suitability of ground there is seldom much to complain of; but in respect of their protection from adjacent thoroughfares, weather, and, above all, their necessary adjuncts the out-offices, few are satisfactory. This last circumstance is indeed the great desideratum, and what in the main influences the judgment on this head. In some there are no out-buildings, in others only one, and even in some of the best premises they form but one building, divided by a partition, without any external contrivances to secure privacy. The condition of the playgrounds inspected is—

Good or fair	3
Tolerable or moderate	8
Indifferent or bad	6

Furniture.—A fair idea of what school furniture ought to be obtained in most localities where a public school is established, and in general a good attempt at arrangement is evinced. It is not the knowledge or will of teachers and School Boards that is at fault in this respect, but the means of improvement. In one or two schools the furniture is old and decidedly unsuitable; in others the stock comprises little more than desks and forms of rude material and construction; in nearly all there is a deficiency of shelves or presses for books and also of hat-pegs. Number of schools in which the furniture is—

Good or fair	3
Tolerable or moderate	8
Indifferent or bad	6

Apparatus.—The stock in use is generally of approved character, but more or less limited in quantity. There are, however, few schools in which the more essential articles, as a black-board, two or three maps, and a sufficiency of slates, are not to be found. The defects lie in the condition of these: sometimes a blackboard is too small, sometimes awkwardly mounted; maps are old and worn, and slates broken and unfit for use. I regard any school as deficient under this head where a map of New South Wales and a ball-frame are not provided; and under the Regulations previously in force in national schools, as well as under those which now govern public schools, there is no room, if teachers are at all prudent, for such serious defects. The condition of the schools inspected was, under this head,—

Good or fair	2
Tolerable or moderate	11
Indifferent or bad	4

Books.—The books sanctioned by the Council are—(1) the Reading Series and Scripture Lessons of the Irish National Board, (2) Constable's Series, and (3) the Australian Class Book. The first named are those most generally met with; and, with the exception of local allusions and associations, their general character is very well adapted to public schools. Of the second, it may be said that they offer a greater variety of gradation and matter, with perhaps a somewhat improved style; but they contain likewise allusions and illustrations which cannot be well understood in our latitude. Their price too is considerable, and must limit their use in competition with the others. The third set is so far only introductory. It consists of three parts, graduated to the capacities of young children beginning to read, each of which is, as far as I have seen, very appropriate, and free from the defects noticed in the others. Owing, however, to the long familiarity of teachers with the books of the Irish National Board, they have continued in most instances to use them. Recent editions of these books have been published, and as their compilation seems much more judicious, and their illustrations much more copious and perfect than the older editions, their substitution for these would be a decided improvement. As regards the supply of books, the condition of the schools examined is—

Good or fair	9
Tolerable or moderate	6
Indifferent or bad	2

Records.—In general these are kept with punctuality and accuracy. Most teachers were under a false impression as regards the date of commencing the Admission Register, but otherwise the records are tolerably well kept. Under this head, the condition of the schools was—

Good or fair	4
Tolerable or moderate	12
Indifferent or bad	1

II.—DISCIPLINE.

Punctuality.—This is, in general, a pretty satisfactory feature in the discipline of public schools. With two exceptions the teachers were punctually at their post, and by their own example—always the most

most powerful incentive—won, on the part of children and parents, a degree of co-operation securing an amount of success as nearly complete as possible. The state of the schools inspected under this head was—

Good or fair	12
Tolerable or moderate	3
Indifferent or bad	2

Regularity.—The obstacles to regularity are numerous and serious, but reducible to two principal causes—the high price of labour and the general poverty of parents. In this district the bulk of the population is almost wholly engaged in agricultural pursuits, and being for the most part leaseholders, at best in merely moderate circumstances, as soon as the children are old enough to go to school, there are a hundred little jobs which they can do as well, or nearly as well, as a hired servant, and hence the temptation to put their services into requisition is almost irresistible; and, as they grow up, becoming more and more useful, their going to school at all becomes a matter of secondary importance. When to this, force of circumstances, the losses and misfortunes of several years, are added, there would seem to be a very plausible excuse for the negligence and indifference of parents, as there undoubtedly is for the repugnance with which children long accustomed to the free and easy tone of out-door intercourse regard being shut up in a school for several hours a day. Considering these impediments, the state of the schools inspected, under this head, is not unsatisfactory. Parents seem to have some appreciation of the value of education, but always subordinate to material interests, and they endeavour to spare the children during certain seasons for awhile at school. The question of payment seems to operate somewhat against the more general attendance of pupils. Many parents are, I believe, absolutely unable to pay anything, and will not allow their children to attend free; and others bargain, in the most trifling manner, for concessions of a paltry nature, but aiming at the greatest possible reduction in the rate. A difference of opinion between themselves and the teacher reacts upon the children, whose brief period of instruction is thereby interrupted, and whose scanty progress is almost totally neutralized. In fine, as this is the most essential condition of the efficiency and prosperity of a school, so it is the most difficult of attainment. There is generally some obstacle: at one time a flood, at another sickness; while the occupations of home, both in town and country, always furnish a source of interruptions which, under present circumstances, can scarcely be wholly avoided or overcome. Number of schools in which the regularity is—

Good or fair	7
Moderate or tolerable	5
Indifferent or bad	5

Cleanliness.—Cleanliness is general in public schools, but neatness of person and dress is less common. The inspection is upon the whole regular and effective, and the condition of the schools visited tolerably satisfactory. Number of schools in which the cleanliness is—

Good or fair	6
Tolerable or moderate	11
Indifferent or bad	0

Order.—In most of the schools inspected the character of the order presented was passable, and in a few satisfactory. Teachers are, however, very apt to be deceived as to the proper notion of what order is, and to be satisfied with a part instead of endeavouring to compass the whole. In some schools the movements of the pupils are made with tolerable uniformity, while their demeanour is unbecoming and their attention slight; in others the reverse is the case. Now, in either, order exists only in part. As I understand *order*, it comprises not only ease and grace of motion, but recollection, mildness, respect on the part of pupils for teachers and for each other, and a general deportment embodying and manifesting these conditions as its principal constituent elements. Judged by this standard, few schools are orderly; but those are hopeful in which the teachers aim at such, though probably convinced of the almost insurmountable difficulties which oppose its realization. Number of schools in which the order is—

Good or fair	5
Tolerable or moderate	10
Indifferent or bad	2

Government.—In the public schools visited the authority of the teacher seems pretty well established, and the work proceeds with a general uniformity seldom disturbed, or calling for any special effort to sustain it. In three instances there might be said to have been no government, but rather anarchy—utter confusion. The teachers did not know their duty, and possessed little or no influence to enforce it even if they did. In all other cases the governing power is tolerably suitable, and judiciously exercised. Number of schools in which the character of the government is—

Good or fair	5
Tolerable or moderate	9
Indifferent or bad	3

III.—INSTRUCTION.

Classification.—The classification of the pupils is for the most part from tolerable to fair. This is not a matter of much difficulty, though very important, and requiring some amount of judgment in its proper adjustment. Three things have to be observed:—(1) the ages and capacities of the pupils, (2) the facilities or difficulties of the school-room, and (3) the teaching power. In proportion as these considerations are kept in view, the better the classification is decided on; but on this head the instructions laid down for the guidance of teachers are few and simple, and, along with their own experience, generally suffice to indicate the principle of classification which comprehends most advantages and fewest disabilities. Number of schools in which the classification is—

Good or fair	6
Tolerable or moderate	8
Indifferent or bad	3

Occupation.—Upon this point, also, abundant instructions and subsidiary aids have been issued, so that a really faulty arrangement of school work is the result either of gross negligence or great stupidity. What with Specimen Forms, Course of Secular Instruction, and Standard of Proficiency, there seems no need of or room for much further assistance. Yet, I found four schools either destitute of any defined occupation, or with work of so desultory a character as to call forth immediate and strong suspicion of the teacher's incompetence. Number of schools in which the occupation is—

Good or fair	9
Tolerable or moderate	4
Indifferent or bad	4

Subjects.—In addition to the ordinary subjects prescribed in the Course of Secular Instruction, and forming the essential basis of education in public schools, the following are taught:—

Vocal music, in	7 schools
Linear drawing, „	9 „
Euclid, „	2 „
Algebra, „	1 „
Needlework, „	11 „

Methods.—

Methods.—The results collected shew the methods of instruction to be, in their nature and application, of a passable character, as a whole; but it is not to be thence inferred that they at all approach perfection or complete satisfaction. For the most part, they are a little more than a mechanical compound, generalized from brief experiences, rarely descending below the surface, and bound by no principle of logical procedure. To begin, very frequently, at the end or in the middle; to look at things as they appear, and leave them so, without inquiry into their origin, mutual relation, or ultimate tendency; to fill the mind with facts, without any cultivation of its own native powers;—these are among the features of the methods pursued most generally. And while this is the case, is it surprising that examinations turn out so unsatisfactorily to all concerned? While teachers run rapidly over and beyond the programmes laid down, seldom caring to ascertain whether their instructions have been received, they are surprised when the pupils fail in the merest rudiments of what they had been taught. Pupils, in these circumstances, are set down as stupid, idle, &c.; but, so far as I have been able to observe, the fault lies wholly, or almost wholly, in the teachers. They have not tested the capacities of the pupils; they have allowed themselves to be led away from their true stand-point by fanciful and hopeful anticipations, and to be only restored to consciousness by the practical solution which an examination affords of the real value of their previous work. Notes of lessons are recommended by almost every authority on education; yet I have not once witnessed the use of them, though, as my inspections related principally to results, I may have overlooked them. Still, if used, I am confident it is by very few teachers.

Number of schools in which the methods are—

Good or fair	...	...	...	2
Tolerable or moderate	...	...	...	11
Indifferent or bad	...	...	...	4

IV.—PROFICIENCY.

Numbers.—The following table exhibits the numbers of pupils on the rolls, and present at examination:—

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Total.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Number on rolls	165	121	47	36	35	50	48	35	27	30	57	50	371	322
Number present	128	86	40	27	28	39	36	26	21	19	47	33	283	230

Reading.—Of the pupils present, 88 per cent. were reading, as follows:—

Monosyllables	...	...	38.6	per cent.
Easy narrative	...	...	33.4	"
Ordinary prose	...	...	25	"

These are the gradations of the subject common to primary schools. In the first, the sounds and combinations of letters form the chief exercise; in the second, the mechanical utterance of words; in the third, the intelligent and sometimes expressive reading of ordinary prose passages. It is only in this last that good reading, properly so called, can be expected. The peculiar function of mechanical reading, and the end it is destined to accomplish, is well explained as follows:—"The muscles of the throat, like those of the hand, have to be trained to their work, to be made flexible, to be brought under the ready command of the will. Both organs are educated by example: the copy is set to the hand by the eye, to the throat by the ear. The singer's exercises, the painter's touch, must needs be mechanically excellent before they can themselves excel. So in the use of the throat or hand in reading or writing, the excellence of their work depends on the perfection with which the uses of those instruments have been learnt. Articulation must come before expression. The eye must acquire great readiness in translating symbols into sounds, before that much more difficult translation of them into sense can be accomplished.

Articulation being thus secured, faults of pronunciation are detected and amended, and dialectic varieties, which arise in schools, as among nations and tribes, from laziness or difficulty in using the organ of voice, are corrected or prevented. If mechanical excellence be not acquired by beginners, they spend their whole school-life in acquiring it, and in learning to use instead of using the implements of their minds." With regard to the third or highest state of reading usually attempted in primary schools, the results noted are small, shewing only about 28 per cent. tolerably satisfactory. There is one important element of success in this exercise often omitted or carelessly observed, viz., explanation, including the meaning and derivation of words and allusions; the use of synonyms and equivalent phrases. Intelligent, and still more, expressive reading, is impossible without understanding the passage in all these relations, and this is rarely attempted in a thorough-going and efficient manner. The following percentage will shew the proficiency in this subject:—

Fair to good	...	...	17.4	per cent.
Moderate to tolerable	...	...	62.7	"
Indifferent to bad	...	...	19.9	"

Writing.—In this subject the same proportion of pupils was engaged as in the preceding, and in nearly equal numbers, on slates and paper, with fairly satisfactory results. In teaching the subject, I have observed that, as a rule, small-hand is attempted much too soon, and that large and round hands are correspondingly neglected. This, so far as my experience goes, is a mistake, and appears to proceed only upon the reversion of a fundamental principle of good teaching—that the simple and complex stand to each other in no necessary relation, and that a knowledge of the one is not necessary to a knowledge of the other. Dictation forms a distinct exercise, and is of very general application. Instruction in it proceeds by sentences to be written, and proficiency is judged by the correct spelling and punctuation exhibited in the reproduction. The results shew a passable proficiency of 77 per cent. of the pupils examined. In regard to penmanship, the knowledge evinced may be stated thus:—

Fair to good	...	...	31.1	per cent.
Moderate to tolerable	...	...	47.9	"
Indifferent to bad	...	...	21	"

Arithmetic.—Of the entire number of pupils present, 87 per cent. were learning the subject as follows:—

Simple rules	...	...	76.5	per cent.
Compound rules	...	...	23	"
Higher rules	...	...	5	"

Their proficiency shews a slight preponderance in favour of the higher results. The great fault observable in the teaching of arithmetic is the delusion into which teachers fall of fancying that, once a rule is explained and illustrated, it therefore is, or ought to be, understood; and upon this they often build

a progress, like castles in the air, which falls to pieces at the first touch of reality. In nearly all the schools examined, the pupils were advanced considerably beyond the standard laid down for their average periods of enrolment; but when tested only within that range, their ignorance was often surprising. This is not a subject which can be treated lightly: to present it in suitable and sufficient portions to the minds of the pupils, and to be certain that, as thus delivered, it is received, is by no means so easy a task as might, at first sight, be supposed. To do so properly implies an amount of preparation which is seldom, and by very few bestowed, while constant repetition must be always counted as an element of success. The principal defects are found in teaching the simple rules, so that, as the pupils advance, their fundamental knowledge being insecure, they are frequently puzzled by the first commonplace question put to them. I am of opinion that the requirements of the standard will have a very good effect, as regards arithmetic: it insists so much on thoroughness that, where it is observed, good results must follow. Mental arithmetic is taught in every public school; but the proportion of satisfactory instances elicited by examination is small, being only about 36 per cent. of the number examined. In this subject the proficiency may be stated as follows:—

Fair to good	...	...	31 per cent.
Moderate to tolerable	...	...	22 "
Indifferent to bad	...	...	47 "

Grammar.—Upwards of 54 per cent. of the pupils examined are learning the subject with the following progress:—Elementary, 60 per cent.; advanced, 40 per cent. The results are, upon the whole, tolerable, and taken in connection with the abstract nature of grammar, afford fairly satisfactory evidence of pretty successful teaching. Although the answering as a result, however, bear a favourable interpretation, much of it is nevertheless mechanical. Although children readily give the correct definitions of the principal parts of speech, distinguish them in a sentence, and point out their inflections in some cases, they very seldom have any notion that the whole subject of discourse relates to signs and not to things. This, to be sure, would be rather difficult for them; but I observe that the distinction is not always borne in mind by teachers, who would otherwise inculcate greater definiteness and precision in their instructions and illustrations. This becomes especially evident in the parsing, where much unnecessary verbiage is often let loose. On the back of the standard of proficiency a paradigm of parsing is set forth, which is simple and natural, but not, it would seem, sufficiently comprehensive for the number of subtle distinctions which some teachers originate; and is not, therefore, so well observed as it should be. In the analysis of sentences, 57 per cent. of the number learning it failed, the remainder ranging from tolerable to fair. The same want of precision is observable in this as in the elementary portions; but in the better class of schools, I am happy to say, that the teachers devote great attention to it as a preparation for their own examinations, and their pupils accordingly reap the advantage of their industry. In four schools analysis was not taught. Composition is, in general, unsatisfactory. The proficiency of the pupils in grammar is—

Fair to good	...	...	16 per cent.
Moderate to tolerable	...	...	39 "
Indifferent to bad	...	...	45 "

Geography.—About 55 per cent. of the pupils examined receive instruction in geography, in the following stages and proportions:—Elementary, 39 per cent.; advanced, 61 per cent. Their proficiency is, however, unsatisfactory; and this result is mainly attributable to that mistaken zeal for advancement which teachers are so prone to display. A knowledge of the locality, which should be the beginning of instruction in this subject, is seldom attempted at all, and even where it is, is confined to mere technicalities and speedily disposed of. The next step is the use of a map, and in this likewise a cursory acquaintance and evanescent impression are the general effects produced. Some teachers seem to think that they are not teaching geography at all, unless obliged to carry, in imagination, their pupils into remote regions, away from every landmark which would serve to connect the various stages of their journey with its beginning, and help to enable them to make it for themselves. The teaching of geography is, upon the whole, dry and mechanical. The results are—

Fair to good	...	...	4 per cent.
Moderate to tolerable	...	...	28 "
Indifferent to bad...	...	...	68 "

Object Lessons.—These lessons are very generally given in public schools, but their treatment is, as a whole, injudicious; and their results are small and uninteresting. Instead of leading children to think, the general methods pursued would seem to be intended to save them that trouble. Specimens are not usually presented for observation, and beyond the exercise of memory, the faculties come in for a very small share of cultivation. The object of this instruction is therefore but partially attained. In giving object lessons, teachers seek too much assistance from books, and too little from reflection and preparation. The arrangement of a lesson often follows no regular order, but proceeds according to what the chances of the moment may bring uppermost in the teacher's mind; and hence, in the reproduction of a lesson, the pupils usually exhibit a most incongruous accumulation of words, often grossly irrelevant, and seldom evincing any genuine exercise of thought. Percentage of proficiency—

Fair to good	...	...	0
Moderate to tolerable	...	...	23.2
Indifferent to bad...	...	...	76.8

Scripture Lessons.—About 22 per cent. of the pupils examined receive instruction in these lessons, but their proficiency is for the most part small—

Fair to good	...	...	0 per cent.
Moderate to tolerable	...	...	36 "
Indifferent to bad...	...	...	64 "

V.—TEACHERS.

The public schools inspected are conducted by seventeen teachers and three pupil teachers. The former are classified as follows:—

Class II.	{	Section A	...	...	2
		Section B	...	...	1
Class III.	{	Section A	...	...	1
		Section B	...	...	8
		Section C	...	...	1
Probationers	...	...	...	4	
Total					17

The latter—

Class II	...	...	...	2
Class III...	...	...	...	1
Total					3

By

By a minute of the Council dated the 28th July last, it was decided that the teachers of public schools should, without examination, be confirmed in the classification which they had held as National teachers, subject to certain conditions; accordingly, none were examined. As far as I have been enabled to judge, the teachers whom I have met are, as a class, intelligent, devoted to their duties, and capable of achieving good results. It is no disparagement to their merits to say that they are still in need of much improvement, and that a knowledge of themselves, of their powers and defects—especially of those last, is necessary to their increased usefulness. The average emolument of teachers in this district is—salary, £82 1s. 6d.; fees, £28 19s. 5d.; total, £111 0s. 10d., which, with house or allowance for rent, makes their average income in round numbers about £130 per annum. This might seem a reasonable sum; but if the salary and fees of the higher class be omitted, the average falls to £97 4s. 6d., exclusive of house or rent—an amount which, for the bare maintenance of a teacher and his family, in any sort of a respectable manner, is very inadequate. It is satisfactory to know that, beyond this, there is a good prospect of improvement open to all teachers willing to put forth the necessary effort; but how very few will be able to attain to these advanced positions, while their constant struggle with adversity distracts their attention, enfeebles their energy, and imparts a tone of selfishness to their efforts? They are at present merely able to live, but what are they to do for the future? When physically enfeebled by age, and destitute of mental vigor, what is to become of them? They can spare nothing from their incomes, and to insure their lives would be a sacrifice too great for most of them; so that, at present, their only prospect in old age seems utter destitution. Other public servants are protected by the country, and very justly, from so deplorable a consequence; and I can see no valid reason why a teacher, who has given the best years of his life to the service of the State, and that in no capacity of meanness, but in such a way as to affect for good the whole organization of society, should, when no longer able to earn his bread, be cast a pauper on the world. As this, however, is matter of suggestion, I do not, agreeably to instructions, offer any; but I have strong hopes that the Council of Education will spontaneously consider it, and take measures to provide against an evil which must soon begin to be felt.

VI.—SCHOOL BOARDS.

Every public school inspected was under the local supervision of a Board, appointed under the twenty-second section of the Public Schools Act; but the duties also therein prescribed have not been satisfactorily fulfilled. I found very few visits recorded or reported; comparatively few meetings were held, and, with one or two exceptions, no record of meetings was kept. These omissions might appear, at first sight, to justify the imputation to School Boards of want of interest in the institutions with which they are connected; but I think they arise chiefly from the small amount of business to be done, the inability of many members to conduct it in a proper manner, and (the strongest motive of all) the constant care of their own affairs which generally overrules all efforts of philanthropy. When spoken to individually, members exhibit a general interest in the welfare of the schools; but it is usually very short-lived, and seldom survives the occasion which excited it. Upon the whole, however, I am of opinion that, under all circumstances, the efficiency of these Boards is praiseworthy, and their connection with the schools productive of considerable good.

CERTIFIED DENOMINATIONAL SCHOOLS.

I.—ORGANIZATION.

The number of separate departments examined was forty. In general, their condition bears a strong analogy to that of public schools, and accordingly, my remarks upon those will frequently apply to these also. I shall therefore endeavour to condense my observations in this part of the Report, contenting myself with stating results, and offering explanations where necessary.

Situations.—The same impediments to perfect satisfaction, noticed in treating of public schools, exist, to the like extent, in these; otherwise their condition as regards eligibility of site is generally satisfactory. Number of schools in which the situation is—

	C.E.	R.C.	Pres.	Wes.
Good or fair	17	9	3	1
Tolerable or moderate	7	3	...	...
Indifferent or bad ... ..	...	...	...	...

Schoolrooms.—With a few exceptions, the general condition of the schoolrooms ranges from tolerable to fair. Their internal arrangements are often very inconvenient for teaching; but in the generality of the Church of England schools, they serve the double purpose of church and school; this is also the case in three Roman Catholic schools. In schools solely used for their normal purpose, there is, generally, some peculiarity of design, which, however ornamental to the building, seldom adds to its convenience. In most schools the accommodation provided is just about equal to the requirements, and nothing more; even in the best, a class-room is not to be found. Attached to twenty-two schools there are residences for the teachers, chiefly in the Church of England schools, there being but one Roman Catholic and one Presbyterian school so provided. The condition of the schoolrooms is—

	C.E.	R.C.	Pres.	Wes.
Good or fair	8	4	1	1
Tolerable or moderate	15	5	2	...
Indifferent or bad	1	3	...	...

Playgrounds.—In the great majority of cases, these may be set down as tolerable; in six they are fair to good, in nine indifferent or bad, the latter being those wholly destitute of out-offices. This is not a large proportion; but as most of these schools have been long established, it is rather surprising that so obvious a defect should remain so long unnoticed. The condition of the playground is—

	C.E.	R.C.	Pres.	Wes.
Good or fair	4	2	...	...
Tolerable or moderate	13	10	1	1
Indifferent or bad	7	...	2	...

Furniture.—In five schools, the character and supply of furniture are good, in twenty tolerable, and in fifteen indifferent or bad. One striking circumstance under this head is the variety of arrangement which prevailed. In schools where the desks and forms were movable, it was not unusual to find them placed in all possible directions, but most commonly at right angles. In those used as places of worship, the desks are generally fastened to the walls by hinges. Wherever any improvement could be made without inconvenience, I have found the teachers and Local Boards willing to give their assistance. The state of denominational schools under this head is—

	C.E.	R.C.	Pres.	Wes.
Good or fair	3	...	1	1
Tolerable or moderate	10	9	1	...
Indifferent or bad	11	3	1	...

Apparatus.—Six schools were deficient in their stock of apparatus; in others it was generally tolerable both in character and quantity. The provision made by the Council for affording aid, has been pretty generally availed of; and by this means, the condition of several schools, under this head, was much improved before the date of inspection. Number of schools in which the apparatus was—

	C.E.	R.C.	Pres.	Wes.
Good or fair	8	2	1	...
Tolerable or moderate	12	9	1	1
Indifferent or bad	4	1	1	...

Books.

Books.—The books in use in very many schools were unsuitable, as not sanctioned by the Council, but generally sufficient in quantity. In Church of England Schools the reading series published by the Society for Promoting Christian Knowledge, in the Roman Catholic Schools the books compiled by the Christian Brothers and those published by Burns and Lambert, were very generally used; in the Presbyterian and Wesleyan Schools the Irish National Board books were adopted. In all these cases in which I found books not sanctioned by the Council of Education, I invariably pointed out the violation of the Public Schools Act and Regulations involved in using them, and suggested their discontinuance. During the last quarter of the year, however, I found that although the requisitions had been made up, approved, and forwarded from most schools, the supplies had not been received in several, and only partly in others. It is now, I believe, and has been for some time past, the desire of the heads of all denominations in the district to comply with the rule of the Council under this head; but of course, until the grants are available, its rigid observance cannot well be enforced. The state of the schools inspected as regards books, is—

	C.E.	R.C.	Pres.	Wes.
Good or fair	7	...	2	...
Tolerable or moderate	5	2	...	1
Indifferent or bad	12	10	1	...

Records.—I found in almost every school that the teachers had but a very confused idea of the nature of the books to be kept, and that they were, in general, apparently lost in doubt as to the proper mode of keeping them. It was therefore necessary to explain at length their purport and construction, and to exemplify in each case the exact manner of proceeding. The Admission Register was in particular open to correction, but as the form was quite new to teachers of denominational schools, their mistakes and confusion are not surprising. Number of schools in which the keeping of the records was—

	C.E.	R.C.	Pres.	Wes.
Good or fair	2	4	1	1
Tolerable or moderate	10	5	...	...
Indifferent or bad	12	3	2	...

II.—DISCIPLINE.

Punctuality.—As regards the hour of commencing business, the generality of schools exhibit a fairly satisfactory character in this respect; but the observance of the ordinary routine was not so good. In fact, teachers did not seem to take particular care, so long as the main points were observed, whether the subordinate ones received much attention. This will appear more evident in speaking of the occupation. Number of schools in which the punctuality was—

	C.E.	R.C.	Pres.	Wes.
Good or fair	14	8	1	1
Tolerable or moderate	8	4	2	...
Indifferent or bad	2	...	...	...

Regularity.—Under this head much the same influences prevail as noticed in connection with the public schools, with this difference—that in these the local supervision extends not only to the school but even to the children in their homes, and that a pretty constant pressure is kept on the parents, whose excuses are less likely to pass in consequence. It is the teacher against the parents in the one case—the teacher and School Board in the other. Number of schools in which the regularity is—

	C.E.	R.C.	Pres.	Wes.
Good or fair	10	4	...	...
Tolerable or moderate	9	4	2	1
Indifferent or bad	5	4	1	...

Cleanliness.—The cleanliness of the pupils in Denominational Schools is equally satisfactory with its observance in Public Schools; but from my inquiries on the point, I am aware that the same amount of pains is not bestowed in both cases. With few exceptions, the inspection made by teachers in these schools, as to the appearance of the children, has been more nominal than real, sometimes occurring but once or twice a week. It is not easy to judge of the usual state of a school, in this respect, from an inspection previously notified, when all appear to advantage; and the few instances in which the local secretaries failed to acquaint the teachers with the date of examination, prove that the ordinary appearance of the children, and their appearance on the day of inspection, are very different. I do not say that the same may not be the case in public schools; but it is less likely, inasmuch as the precautions taken have been more regular and effective. Condition of the schools under this head:—

	C.E.	R.C.	Pres.	Wes.
Good or fair	6	4	...	...
Tolerable or moderate	18	7	3	1
Indifferent or bad ... ..	...	1	...	...

Order.—With very few exceptions, this feature of the character of denominational schools is very unsatisfactory, being indifferent or bad in eighteen schools, and satisfactory only in eight. Indeed, for the most part there was no order whatever; noise and confusion reigned supreme, and, except by sight, it was often difficult to know that a teacher was present. Before much improvement can be expected under this head, the training of the teachers, where not too old, will be requisite; for, as their notion of order is at its lowest point, it is vain to look for any in their schools. Condition of schools in respect of order:—

	C.E.	R.C.	Pres.	Wes.
Good or fair	3	4	...	1
Tolerable or moderate	7	5	2	...
Indifferent or bad	14	3	1	...

Government.—In rather more than half the number of schools the government is passably suitable and effective; but the number in which its principles are understood is very small indeed. In some schools the pupils are naturally mild and docile, and government with them, as a coercive power, is unnecessary; in others, they are rude, noisy, and troublesome, and render frequent appeals to the cane quite requisite. If the teacher be a person of mild temperament, he will probably suffer much annoyance before interfering, and will then, perhaps, inflict a punishment so inadequate as to encourage, rather than suppress the evil. I have not noticed any instance of extreme violence. What is wanted is system, law, administered rigidly, but calmly, dispassionately, and firmly; but before this can be generally established, the teachers must, in several instances, be trained, or replaced by those who are. Schools in which the government is—

	C.E.	R.C.	Pres.	Wes.
Good or fair	3	5	...	...
Tolerable or moderate	11	4	2	1
Indifferent or bad	10	3	1	...

III.—INSTRUCTION.

Classification.—With the exception of one school, the classification accorded, in name, with that prescribed in the Course of Secular Instruction; but, in practice, it varied very considerably. In several schools it was badly proportioned to the teaching power; in several it was founded upon various principles; and in several, though theoretically well defined, it was so confused that one class could not be well distinguished from another. I generally found that after testing the Admission Register in this way, many pupils would occupy a different position from their ordinary one in the school, and that, for the real purposes of instruction, the classification in force had very little meaning. Number of schools in which the classification was—

	C.E.	R.C.	Pres.	Wes.
Good or fair	6	6	1	...
Tolerable or moderate	9	4	2	1
Indifferent or bad	9	2	...	...

Occupation.—In this respect very few schools were satisfactory. In most an attempt was made to comply with the requirements of the Council in so far as having time-tables and programmes was concerned. But in too many instances they were constructed to meet the eye and not to methodize the school work. In some schools the religious instruction was not restricted to its proper hour; but this was promptly remedied as soon as noticed, and I believe it occurred in all cases through mistake or want of thought. But, looking at the generality of time-tables as regards their merely scholastic character, there were few indeed which bore evidence of care in their preparation. The same may be said of the programmes of lessons. Some were wholly different from the specimen forms, and others but feeble imitations of them. Upon the whole the real utility of these documents was badly understood, and their application tended to confuse rather than simplify the work of the school. Number of schools in which the occupation was—

	C.E.	R.C.	Pres.	Wes.
Good or fair ... ..	...	4	1	...
Tolerable or moderate	11	5	1	1
Indifferent or bad	13	3	1	...

Subjects.—In most schools the majority of the subjects prescribed were taught; in one history was added for a second class. Along with these the following formed part of the instruction:—

	C.E.	R.C.	Pres.	Wes.
Singing	10	3	1	1
Drawing	10	2	2	1
Needlework	15	4	1	1
Euclid	2	3	...	1
Algebra ... ..	...	2	...	...

Methods.—Of intelligent method in the communication of knowledge, or of its legitimate and mainly desirable end—the promotion of the power of correct thinking, very few teachers know anything. With the great majority, instruction proceeded in a stiff monotonous strain, generally in the form of tasks in which the whole burden was thrown upon the learner whose memory was solely exercised, but whose understanding was left blank. In my examinations I have very often been told by teachers that the pupils knew the subjects perfectly for them, which for me they did not know at all. Accordingly, I would sometimes request them to put my question; but the result was invariably the same, except that after a long trial, and frequent appeals to association, a glimpse of light might break upon them; or they would so alter the shape of the question as to bring it under the accustomed formula and so draw out an answer. The question is frequently asked—Why not leave teachers to pursue their own methods, and hold them responsible for the results? To this the answer is very simple. Results are attainable only through method, which must necessarily be of some kind—good, bad, or indifferent—if good, corresponding results may be expected; if otherwise, bad, or at least unsatisfactory. This being undeniable—what is the best qualification in a teacher? Evidently the power of exercising the minds of his pupils to the fullest and freest possible extent, without overstraining them; and can it be maintained that this exercise lies in the committing to memory which has hitherto prevailed? Experience proves the contrary. It is not to be inferred from this, that I advocate a knowledge of method at the expense of acquirements. This is not my intention; if a person does not know a subject he cannot teach it. But in the case of scholars, simply as such, they acquire knowledge for its own sake; in the case of teachers they acquire knowledge for the sake of others, and its utility is measured by their power of communicating it. There is thus in the education of teachers a twofold object to be attained, which the more fully it is realized in each phase, the more skilful and effective will be their efforts, and *vice versa*.

Number of schools in which the methods are—

	C.E.	R.C.	Pres.	Wes.
Good or fair	3	3	...	...
Tolerable, or moderate	7	7	2	1
Indifferent, or bad	14	2	1	...

IV.—PROFICIENCY.

The numbers of pupils on the rolls and present at examination, are given in the following tables:—

NUMBERS ON THE ROLLS.

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Totals.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Church of England	334	308	88	75	82	78	93	66	66	55	118	103	781	685
Roman Catholic	203	216	66	58	57	44	47	52	40	44	78	59	491	473
Presbyterian	41	21	9	8	13	14	9	11	1	5	10	16	83	75
Wesleyan.....	19	25	5	5	3	3	3	2	2	3	3	4	35	42

NUMBERS PRESENT AT EXAMINATION.

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Totals.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Church of England	247	225	69	57	57	52	71	44	51	37	83	68	578	483
Roman Catholic	145	160	49	47	45	35	35	41	35	34	64	55	374	371
Presbyterian	31	15	6	6	7	9	4	7	1	4	10	14	59	55
Wesleyan.....	17	16	2	5	1	3	2	2	2	3	3	2	27	31

Reading.—

Reading.—The course of reading is chiefly elementary, and its quality, for the most part, from moderate to tolerable. In the majority of schools a reading lesson was a most mechanical and uninteresting exercise. It consisted of reading alone, with sometimes the addition of spelling; and such reading as may be imagined, where the monotonous drawl or half-muttered articulation is all that strikes the ear. There was seldom any attempt to make the lesson intellectual, by an examination of its contents, or an explanation of the words occurring therein. "In the hands of a good teacher, a reading lesson to an advanced class, given without hurry, in a class-room or a quiet school, should be the most interesting, instructive, and educating lesson of the day. He should explain the words which they do not understand, by reference to others which are familiar to them; he should contrast their ungrammatical language with the expressions in the book before them; he should point out upon the map the names of all the places mentioned, so as to localize the impressions of the children; he might, here and there, mention important circumstances connected with these places, and explain, in simple terms, the historical allusions, where they relate to our own country, and above all when they relate to his own neighbourhood; he should point out to the children the points to be imitated and admired in the characters and conduct of the persons about whom they were reading." Statement of results:—Per centage of pupils able to read—In Church of England schools, 70; in Roman Catholic schools, 73; in Presbyterian schools, 81; and in Wesleyan schools, 54 per cent. Of these there are the following proportions in,—

	C.E.	R.C.	Pres.	Wes.
	Per cent.	Per cent.	Per cent.	Per cent.
Monosyllables	25·6	36·	38·7	42·
Easy narrative	37·2	35·	35·3	34·2
Ordinary prose	37·2	29·	28·	23·8
Proficiency—				
Fair to good	9·8	24·3	5·4	13·2
Moderate to tolerable	52·5	51·6	65·6	47·8
Indifferent to bad	37·7	24·1	29·	39·

Writing.—My remarks upon this subject, in speaking of the public schools, will be applicable to these also. In general, the writing in denominational schools was taught with considerable care, and gave reasonable promise of increased excellence in future. Upwards of 66 per cent. of the pupils present were practising dictation, but with only moderate success. In this subject the results are as follows:—

	C.E.	R.C.	Pres.	Wes.
Per centage of pupils learning	67·	67·	81·	60·
" " writing on slates	35·3	40·	41·	44·
" " " in copies	64·7	60·	59·	56·
Per centage of proficiency—				
Fair to good	24·	20·7	12·3	24·
Moderate to tolerable	53·	53·7	37·	59·
Indifferent to bad	23·	25·6	50·7	17·

Arithmetic.—With the exception of three or four schools, the progress of the pupils did not exceed the compound rules. As a whole, the subject was injudiciously taught, and the proficiency, in consequence, very small. The general mode of teaching was the old-fashioned one of working sums out of books, and in some cases entering them on paper. The black-board was very little used, and explanation, as a rule, was not given, except in that mechanical style which perhaps brought out the answer but left the pupil in ignorance as profound as before. In my examinations I dictated questions usually of a commonplace character, and often in an indirect manner, so as to test the pupils' knowledge most effectually. The results were for the most part unsatisfactory, and not in one rule or class but generally. Teachers seem not to understand that, except in the case of advanced scholars, the use of text books is injurious. They themselves must be both book and teacher if they would thoroughly drill the minds of children into the conception and manipulation of numbers; they must, in fact, be prepared to exert themselves more vigorously and systematically, if they desire—as I doubt not they do—to confer real and lasting benefit on the pupils entrusted to them. In mental arithmetic the proficiency is very poor.

	C.E.	R.C.	Pres.	Wes.
Per centage of pupils learning arithmetic... ..	77·	72·	86·	70·
Per centage of these learning simple rules... ..	70·	74·3	74·	74·
" " compound rules	27·	22·3	26·	26·
" " higher rules	3·	3·4	...	...
Per centage of proficiency—				
Fair to good	7·7	19·6	9·1	36·
Moderate to tolerable	13·3	25·1	18·2	25·
Indifferent to bad	79·	55·3	62·7	39·

Grammar.—About 50 per cent. of the pupils in denominational schools were learning this subject. Their knowledge is for the most part poor, and of a mechanical cast. Accustomed, in general, to book learning with little or no intelligent exercise, they seemed thoroughly nonplussed when questioned in a common-sense manner. Many who could repeat considerable portions of the text-book by rote, could not distinguish the parts of speech or tell the inflections of the noun. It is almost needless to point to the causes of failure, as those of success were almost wholly wanting; but it may be stated at once, that the character of the instruction was such as to leave no other result attainable. In eighteen schools the pupils knew absolutely nothing of the construction of a simple sentence, and in the others the knowledge of analysis and composition was of the most meagre and partial character. A fresh and energetic impulse needs to be given to the teaching of this subject before any satisfactory degree of progress or proficiency can be looked for; and the first step in the procedure must be taken by the teachers, by improving their own knowledge and method of imparting it.

	C.E.	R.C.	Pres.	Wes.
Per centage of pupils learning the elementary portions	51·5	55·	46·	36·
Learning the advanced portions	48·5	45·	54·	64·
Per centage of proficiency—				
Fair to good	2·	2·3	...	20·
Moderate to tolerable	10·6	47·3	18·4	36·
Indifferent to bad... ..	87·4	50·4	81·6	44·

Geography.—

APPENDIX.

73

Geography.—Much the same number of pupils was learning this as the preceding subject, and with very similar results. In some schools it was not taught; in some it was taught only in name, and in very few with intelligence or earnest effort. The methods and proficiency are for the most part superficial.

	C.E.	R.C.	Pres.	Wes.
Percentage of pupils learning the elementary portions	52·7	57·8	47·	46·
Learning the advanced portions... ..	47·3	42·2	53·	54·
Percentage of proficiency—				
Fair to good	1·2	12·	2·	4·
Moderate to tolerable	9·2	17·	16·	12·
Indifferent to bad... ..	90·6	71·	82·	84·

Object Lessons.—In eight schools these were omitted, and in most of the others their teaching was merely nominal, and inserted in the occupation to evince a compliance with the requirements of the Regulations. Last year may be said to have witnessed their introduction to the majority of schools. The subjects are tolerably suitable, but their treatment is in no instance satisfactory, and their effect in the mental development of the pupils scarcely perceptible. The character of the knowledge evinced does not rise above moderate, while in the main it is indifferent or bad.

	C.E.	R.C.	Pres.	Wes.
Percentage of proficiency—				
Fair to good ... ..	...	...	...	...
Tolerable or moderate	20·	25·	17·	20·
Indifferent to bad... ..	80·	75·	83·	80·

V.—TEACHERS.

The numbers of teachers employed in Denominational Schools during the past year was 46; pupil teachers, 3. Their rank, as provisionally awarded in conformity with the Council's Minute dated 20th July last, is as follows:—

	C.E.	R.C.	Pres.	Wes.
Class III ... { Section A	3	2	1	1
" B	3	2	...	...
" C	5	6	2	...
Probationers	15	4	1	1
Pupil Teachers { Class II	1	...	...	...
" III	1	1	...	...

In the case of 16 teachers this classification corresponds with the salaries they had received from the late Denominational Board; in 9 it is above, and in 16 below them. This result was mainly decided by the condition of the several schools. Some of these teachers, I am sorry to say, are thoroughly and hopelessly incompetent, but the majority are capable of improvement, and likely to become efficient, while a few evince a decided aptitude for, and a fair amount of skill and judgment in teaching. I may say that, upon the whole, I found these teachers very willing to receive instruction as to the better performance of their duties, and to carry out the Regulations of the Council. There seemed to prevail, for a time at least, a most unjust suspicion among several of them, that their schools were "doomed," and that simple justice, as between the Council and themselves, was not to be expected. This was sometimes openly expressed, especially when the examination proved a failure, and the feeling was even shared in by Local Boards. I trust that experience has since proved its groundlessness; and that they now understand that a rigid exaction of duty may not be incompatible with a care for the individual interests of teachers, and need not be construed into a threat of extermination against a school. The average emolument of teachers of Denominational Schools is—

	C.E.			R.C.			Pres.			Wes.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Salary per annum	85	4	9	71	11	5	79	10	0	63	0	0
Fees for year	31	4	8	16	10	5	15	4	1	20	4	4
	£116	9	5	88	1	10	94	14	1	83	4	4

My remarks under this head upon Public Schools, both as to present salary and future prospects, apply with equal force to Denominational teachers, and render any further discussion of the matter unnecessary in this place.

VI.—SCHOOL BOARDS.

As a rule the Boards of Denominational Schools are very deeply interested in the institutions, and leave nothing undone, as far as they can, to ensure their success. The burden of work, however, usually falls to the lot of some one, generally the Clergyman, who performs the double duty of Chairman and Secretary. The meetings are not of a formal character, nor are they held with any regularity or business like proceeding; but notwithstanding this, the supervision exercised is zealous and assiduous.

CONCLUDING OBSERVATIONS.

A new era in the education of the country commenced last year, and this fact should recommend the system and its administration to the indulgent consideration of all reasonable minds. In a very large number of schools the new order was introduced amidst doubt, difficulty, and various contending opinions, not unmixed with a large share of prejudice; in others it was hailed with welcome as the solution of a long-standing and formidable difficulty. To inspire confidence in its provisions, as the means of reconciling both interests, and to apply, at the same time, the hand of reform, and that in no unsparing manner to admitted or ill-concealed abuses, to invade what had hitherto been, to some extent, privileged precincts, and to question the apparently prescriptive rights of individuals with the view of testing their validity, were objects of so conflicting, so complicated a nature, as to make their successful accomplishment a matter rather to be desired than attempted. Yet such was necessarily the first step in adapting the existing institutions to the new *regime*. And now, that the first shock is over, and a more perfect understanding established between all parties, it is earnestly to be hoped that mutual concessions, of a reasonable nature, will be made, and that the advantages which the Public Schools Act is capable of conferring, may be worked out to the fullest possible extent.

W. DWYER,
Inspector, Maitland District.

MAITLAND DISTRICT.—APPENDIX TO GENERAL REPORT.

A brief notice of the state of each school inspected is subjoined as follows :—

1. Material Condition.
2. Moral Character.
3. Subjects and Methods of Instruction.
4. Proficiency of the Pupils.

Name of School.	Date of Inspection.	Number of Pupils present at Examination.			Remarks.
		Boys.	Girls.	Total.	
PUBLIC SCHOOLS. Aberdeen	1867. 31 Oct. ...	14	13	27	1. The schoolroom and its appointments are moderately passable, but the playground is unenclosed and unprovided with out-offices. 2. The moral aspect of the school was tolerable. 3. The subjects were suitable, and the methods moderately intelligent, though chiefly mechanical. 4. The general proficiency was partial, but the pupils evinced a reasonable degree of intelligence.
Bishop's Bridge	16 July ...	19	10	29	1. The school is very unsuitable, and the premises, as a whole, are very defective. 2. The personal appearance of the pupils was not satisfactory, but their conduct and order were passable. 3. The instruction was appropriate, but not well arranged; the methods were intelligent and carefully applied, but not sufficiently penetrative. 4. The general proficiency was but moderate, and the mental culture indifferent.
Cessnock	17 July ...	13	15	28	1. The site is objectionable, the premises are very defective, and the organization is every way unsatisfactory. 2. The pupils are naturally well behaved, but the discipline of the school counteracted, rather than promoted this tendency. No order existed. 3. The instruction was tolerably suitable in name, but otherwise utterly inappropriate. 4. The proficiency and mental culture of the pupils were extremely small.
Falbrook	23 Sept....	12	17	29	1. The teacher's residence is too small, and the whole building needs repair. The general organization is tolerable. 2. The moral character of the school was fairly satisfactory. 3. The instruction was tolerably suitable and imparted with considerable earnestness; the methods were, however, mechanical. 4. To a partial extent the proficiency was tolerable, but, upon the whole, indifferent. The pupils evinced a thoughtful disposition.
Lochinvar	15 Aug....	21	12	33	1. The premises are moderately suitable, and the organization is tolerable. 2. The pupils were well conducted, tolerably attentive, and orderly. 3. The subjects were appropriate, tolerably well arranged, and imparted with considerable skill and judgment. 4. The pupils evinced a tolerable readiness in answering, and a reasonable degree of mental development.
Merriwa	16 Oct. ...	22	23	45	1. Repairs and general cleansing needed, otherwise the premises are in a tolerably effective state. 2. The pupils were fidgetty and inattentive, and their discipline wanted energy. Moderate order was, however, maintained. 3. The instruction was suitable, tolerably well arranged, and imparted with moderate intelligence. 4. The general proficiency approached moderate, but was, upon the whole, unsatisfactory.
Murrurundi	25 Oct. ...	25	10	35	1. The schoolhouse is unsuitable, insufficient, in bad repair, and inadequately provided with appliances. 2. Owing to the awkwardness of the rooms order is observed with difficulty. The pupils were, however, modest and agreeable in manner, and tolerably well trained for their opportunities. 3. The subjects prescribed were taught with the exception of singing and drawing; but their arrangement was unsatisfactory. The methods were fairly intelligent and skilfully applied.

Name of School.	Date of Inspection.	Number of Pupils present at Examination.			Remarks.
		Boys.	Girls.	Total.	
Murrurundi— <i>contd.</i>	1867. .....	.....	.....	.....	4. The classification was inappropriate, and the general proficiency poor; but in reading, writing, and grammar, a tolerable knowledge was evinced.
Oswald	16 Aug....	13	5	18	1. The schoolroom is moderately satisfactory in every particular except cleanliness, which was badly observed. 2. The pupils were irregular and unpunctual, addicted to objectionable habits, and in poor order. 3. The occupation was tolerably suitable, but arranged in a slovenly manner. The methods were disconnected, rambling, and ineffectual. 4. Both the progress and proficiency of the pupils were very poor, and bore no evidence of mental culture.
Quorribolong ...	30 Aug....	5	7	12	1. The playground accommodation is very defective, and the supply of school materials extremely limited; otherwise the condition of the premises is tolerable. 2. Regularity and punctuality were not at all observed; order was not recognised, and the moral aspect of the school was very low indeed. 3. The subjects prescribed were but partially taught, and without any attempt at arrangement. The methods do not deserve the name. 4. Extreme ignorance and complete imbecility of thought characterized the results of the examination.
Scone	21 Oct. ...	12	7	19	1. The premises are not enclosed, but in good repair. The organization of the school is tolerable. 2. The pupils, all very young, were well-behaved, and in fair order. 3. The subjects were appropriate and fairly arranged; imparted with moderate intelligence, energy, and zeal. 4. The pupils were too highly classed for their ages, and their general proficiency was small in consequence. They evinced, however, some acquaintance with the simpler exercises of thought.
Scott's Flat	19 Sept....	35	15	50	1. The schoolroom is much too small, and the organization very defective. 2. Several pupils were beyond the regular school age. The order of the school was unsatisfactory. 3. The instruction was suitable in character and fairly arranged. The methods evinced considerable earnestness; but want of preparation and awkwardness in applying them render their effect very slight. 4. The general proficiency was tolerable.
Singleton—(Primary)	11 & 12 Sept	31	19	50	1. The premises are suitable, sufficient, and well organized, but in need of cleansing and minor repairs. 2. The order of the school was fair upon the whole, but below what might reasonably be expected, considering its character and numerous advantages. 3. The instruction was appropriate, well arranged, and judiciously imparted. 4. The proficiency ranged from tolerable to fair; but the mental culture of the pupils was not satisfactory.
Singleton—(Infants)	12 Sept....	15	18	33	1. The schoolroom is very small and insufficiently furnished, but otherwise in fair condition. 2. Cleanliness, order, and attention among the pupils were tolerably manifest; but regularity was subject to serious interruptions through sickness. 3. The subjects were suitable, arranged with tolerable judgment, and carefully taught. 4. The proficiency was very moderate, and evinced but slight mental culture.
Stanhope	6 Sept....	14	18	32	1. The school buildings are old, and in need of repair, but tolerably effective, and carefully kept. 2. The school operations were conducted with reasonable order, and the manners of the pupils were pleasing.

Name of School.	Date of Inspection.	Number of Pupils present at Examination.			Remarks.
		Boys.	Girls.	Total.	
Stanhope— <i>contd.</i>	1867. .....	.....	.....	.....	3. The subjects were suitable, and the methods moderately intelligent, though mainly mechanical. 4. The proficiency and mental culture were moderate.
Sugarloaf	29 Aug...	14	21	35	1. The schoolroom is a new slab building, suitable, sufficient, and tolerably well organized. 2. The pupils were thoughtless, inattentive, and awkward in manner, but evinced a moderate degree of order in their movements. 3. The subjects accorded with the "Course of Secular Instruction," and were arranged in the requisite guides. The methods were moderately intelligent, but wanting in vigour and interest. 4. The proficiency was very small throughout. The teacher had only been a short time in charge.
Watagon	25 July...	18	9	27	1. The building is of a very rude description, but moderately furnished. The premises generally are very defective. 2. In manner and address the pupils were diffident and awkward; their attention was very passive, but their movements were made in moderate order. 3. Owing to a faulty classification, the instruction was badly adapted to the requirements of the school. The methods were tolerably intelligent, but in the main, mechanical and superficial. 4. With two or three exceptions the proficiency and mental culture were very small.
Wollombi	22 & 23 July	31	23	54	1. The school was conducted in temporary premises, pending the removal and re-erection of the proper building out of the reach of floods. 2. The pupils betrayed a tendency to unsteadiness; but their conduct, attention, and movements were otherwise fair. 3. The instruction was tolerably suitable and well arranged. The methods were intellectual, well applied, and moderately effective. 4. The proficiency was tolerable, but below what might be expected from the teaching power, average periods of enrolment, and general advantages of the school.
CERTIFIED DENOMINATIONAL SCHOOLS. CHURCH OF ENGLAND.					
Bishop's Bridge ...	19 Dec...	20	22	42	1. The schoolroom is in good repair, but badly organized, and the playground is deficient in out-offices. 2. The pupils were not properly drilled, but were, upon the whole, well-conducted and in tolerable order. 3. The subjects were for the most part appropriate, but badly arranged; the methods were hurried, desultory, and ineffective. 4. The proficiency ranged from indifferent to bad, with slight mental culture.
Blandford	28 Oct. ...	9	5	14	1. The premises are old, but in moderate repair; the schoolroom is small and very scantily furnished. 2. The pupils were well-behaved, but entirely ignorant of order. 3. Only reading, writing, and arithmetic were taught; they were wholly destitute of arrangement, and imparted by obsolete methods. 4. The pupils knew absolutely nothing.
Bolwarra	17 Dec. ...	14	20	34	1. The schoolroom is in a wretched state of repair, and quite unfit for the accommodation of pupils. 2. Punctuality and regularity had been very carelessly observed of late, both by teacher and pupils. The order of the school was low. 3. The subjects were in partial accordance with the prescribed course, but subject to no guidance or arrangement. The methods were allowed to fall into mere routine. 4. For the ages and average attendances of the pupils, the results were small; but considerable intelligence was evinced.

APPENDIX.

77

Name of School.	Date of Inspection.	Number of Pupils present at Examination.			Remarks.
		Boys.	Girls.	Total.	
Buchanan	1867. 16 Dec. ...	11	5	16	<ol style="list-style-type: none"> 1. The premises are in moderate repair and reasonably sufficient, but the organization of the school is very defective. 2. The pupils were well-conducted, tolerably attentive, and orderly. 3. The subjects were suitable, but not arranged in the requisite guides; the methods were very inanimate, devoid of energy, and almost ineffective. 4. The proficiency was very small in every class and subject, with the sole exception of writing in the third.
Cassilis	18 Oct. ...	21	10	31	<ol style="list-style-type: none"> 1. The premises are fairly suitable and in good repair, but the appliances are insufficient and badly arranged. 2. The pupils were subject to no discipline worth mentioning; order was unknown in the school. 3. Reading, writing, and arithmetic constituted the bulk of the instruction, but subject to no arrangement; the teaching was of the most mechanical character. 4. The proficiency evinced was small and poor in the extreme.
Denman	14 Oct. ...	18	14	32	<ol style="list-style-type: none"> 1. The building is in good repair, and moderately well furnished, but too small for the attendance. 2. The discipline was very lax, and the order, in consequence, very unsatisfactory. 3. The instruction was to a partial extent nominally appropriate; but, in reality, it was mechanical, feeble, and ineffectual. 4. The proficiency and intelligence of the pupils were extremely small.
Ellalong	19 July ...	23	15	38	<ol style="list-style-type: none"> 1. The premises are in tolerable repair, and the schoolroom is moderately furnished. 2. The discipline was very superficial, and the order of the pupils very unsatisfactory. 3. The instruction was injudiciously arranged, mechanically rendered, and but slightly effectual. 4. The proficiency and mental culture were very small.
Gresford	21 Aug. ...	10	10	20	<ol style="list-style-type: none"> 1. The schoolhouse is moderately sufficient, but badly organized; there are no out-offices. 2. The moral character of the school was moderate. 3. The prescribed subjects were nominally taught, but the methods were extremely mechanical and unintelligent. 4. The progress and proficiency of the pupils were very small, and evinced no intellectual cultivation.
Hinton	13 Dec. ...	30	28	58	<ol style="list-style-type: none"> 1. The school-room is suitable, sufficient, and fairly organized; the premises generally are in good repair. 2. With the exception of a habit of prompting, prevalent among the pupils, the moral aspect of the school was tolerable. 3. The subjects were appropriate and the methods tolerably intelligent. 4. The proficiency and mental culture were moderate, but partial.
Jerry's Plains	11 Oct. ...	23	13	36	<ol style="list-style-type: none"> 1. The schoolroom is in good repair, but very inadequately furnished. The teacher's residence was in bad condition. 2. The pupils were noisy, inattentive, and highly disorderly. 3. The subjects taught were very few, and without arrangement of any kind; the methods, judging by results, were unsuitable and ineffectual. 4. The pupils' knowledge was extremely small and bore no evidence of mental culture.
Laguna	24 July ...	17	12	29	<ol style="list-style-type: none"> 1. The premises are in tolerable repair, but the supply of furniture and apparatus is insufficient. 2. The pupils were well-conducted but very awkward and utterly ignorant of order. 3. The subjects were in partial accordance with the prescribed course, the methods were obsolete and unintelligent. 4. The proficiency was very small in every respect. The pupils knew almost nothing.

Name of School.	Date of Inspection.	Number of Pupils present at Examination.			Remarks.
		Boys.	Girls.	Total.	
Maitland West (St. Mary's ; Boys.)	1867. 22 & 25 Nov.	65	...	65	<ol style="list-style-type: none"> 1. The out-offices are badly situated, otherwise the premises are in good repair. The schoolroom is fairly organized. 2. The pupils were somewhat addicted to talking ; but their conduct, demeanour, and movements were, upon the whole, tolerably pleasing. 3. The subjects were suitable and arranged with moderate judgment. The methods were tolerably skilful and intelligent. 4. The general proficiency was partial, but ranging, in most important subjects, from moderate to tolerable.
Maitland, West (St. Mary's ; Girls.)	25 Nov. ...	...	59	59	<ol style="list-style-type: none"> 1. The material condition and general organization of the school are fair. 2. The conduct, manner, and bearing of the pupils were pleasing, and their order was very fair. 3. The subjects were suitable and arranged with tolerable care. The methods were earnest, intelligent, and tolerably effective. 4. The general proficiency ranged from moderate to tolerable.
Maitland, West (St. Paul's.)	8 & 12 Nov.	44	29	73	<ol style="list-style-type: none"> 1. The schoolroom is new, suitable, fairly sufficient, and moderately equipped ; but the out-offices are badly placed and otherwise objectionable. 2. The pupils, though individually not ill-behaved, were, as a whole, most unruly, and evinced the utmost disorder in their movements. 3. The subjects were appropriate but without arrangement, imparted with little judgment, preparation, or effect. 4. The proficiency was very bad.
Millfield	18 July ...	11.	14	25	<ol style="list-style-type: none"> 1. The premises are in barely tolerable condition, and in need of repair. Furniture unsuitable and appliances very limited. 2. The several features of discipline were but feebly developed. The moral aspect of the school was moderate. 3. Most of the prescribed subjects were taught, but without much guidance or judgment, as regards either quantity or measure. 4. The knowledge evinced was very poor.
Morpeth (Primary.)	5 & 6 Dec.	36	35	71	<ol style="list-style-type: none"> 1. The premises are in good condition, suitable, and sufficient ; and the school-room is fairly organized. 2. The discipline was very lax ; the pupils' manners were rather forward, and their order, attention, and industry very slight indeed. 3. The subjects were appropriate and tolerably well arranged. The methods were very intelligent,—skilfully but not effectively applied. 4. The classification was very recent and quite injudicious. The proficiency and mental culture were small in every class.
Morpeth (Infants) ...	6 Dec. ...	18	24	42	<ol style="list-style-type: none"> 1. The schoolroom is suitable and sufficient, but inadequately furnished. 2. Several pupils were untidy in appearance ; intelligent discipline was wanting ; and order was feeble and ineffective. 3. The subjects were moderately suitable, but not arranged in any guide. The methods were extremely crude, unskilful, and ill-adapted to the children. 4. The proficiency and mental culture were small and poor.
Muswellbrook	24 & 25 Sept.	53	29	82	<ol style="list-style-type: none"> 1. The premises are badly situated, but in tolerable repair ; reasonably suitable and fairly supplied with the requisite appliances. 2. The pupils were forward in manner, unsteady in deportment, and very disorderly in their general conduct. 3. The subjects were appropriate, but badly arranged. The methods were almost wholly suggestive and superficial. 4. The classification was highly injudicious, and the answering of the pupils, in general bad.
Muswellbrook (Railway.)	27 Sept....	15	13	28	<ol style="list-style-type: none"> 1. Erected to meet a temporary want, the premises are of a tolerable character, and moderately provided with furniture apparatus and books.

APPENDIX.

79

Name of School.	Date of Inspection.	Number of Pupils present at Examination.			Remarks.
		Boys.	Girls.	Total.	
Muswellbrook (Railway) — <i>contd.</i>	1867. .....	.....	.....	.....	2. The general appearance and conduct of the pupils were fairly satisfactory, but they had not been subjected to a proper discipline, and hence evinced little acquaintance with good order. 3. The instruction was suitable in kind, but injudiciously arranged and mechanically imparted. 4. The proficiency and mental development were very small.
Paterson	20 Dec. ...	20	8	28	1. The buildings are very old and much in need of repair. The organization of the school was moderately satisfactory. 2. The moral character of the school was tolerable. 3. The subjects were appropriate, and arranged for the senior classes with moderate judgment; the methods were intelligent and fairly applied. 4. The general proficiency was small but promising. The teacher had only been a few weeks appointed.
Port Maitland	15 Nov. ...	8	20	28	1. The fences are broken and the schoolroom is much injured by floods. The organization is unskilful. 2. The pupils were well behaved, clean, and neatly dressed, but fidgetty, talkative, and inattentive. 3. The subjects were without arrangement or guidance, but suitable as far as they went. The methods were tolerably intelligent, but wanting animation and penetrative force. 4. The results were very unsatisfactory, no subject approaching the standard, except writing on paper.
Scone	22 & 23 Oct.	31	42	73	1. The premises are tolerable in all respects, and, to a partial extent, the school is fairly organized. 2. For the most part the pupils were well-conducted and in moderate order, but talking and unsteadiness were prevalent habits among them. 3. The instruction was suitable, fairly arranged, and imparted by intelligent and skilful methods. 4. In reading, writing, and arithmetic a tolerable but partial proficiency was evinced; in the other subjects the knowledge was feebler and more vague.
Singleton	13 & 17 Sept.	71	41	112	1. The premises are in excellent condition, and the school is fairly organized. 2. The pupils were very inattentive and much addicted to talking; their movements were made in passable order, but their general deportment was far from pleasing. 3. The subjects were tolerably appropriate, but very injudiciously arranged; the methods were fragmentary, inanimate, and superficial. 4. The proficiency and mental culture were unsatisfactory.
Wollombi (Broke) ...	29 July ...	10	15	25	1. The premises are tolerably suitable and in good repair, but badly provided with the requisite appliances. 2. The pupils were most disorderly, and appeared to be under no effective control. 3. The occupation was, in theory, tolerably suitable and well-defined, but impracticable, owing to want of discipline. The methods were mere repetitions, and wholly ineffectual. 4. Reading and writing were moderate in the highest class; but the general proficiency was small and unintelligent.
ROMAN CATHOLIC SCHOOLS:— Blandford	29 Oct. ...	29	24	53	1. The ground is not enclosed, but the building is substantial and tolerably well furnished. 2. The pupils were well-behaved, for the most part very attentive, and in fair order. 3. The subjects were suitable, but not properly arranged. The methods were intelligent, appropriate, and fairly effective. 4. The general proficiency was moderate, but partial.
Lochinvar	14 Aug. ...	12	13	25	1. The schoolhouse is in excellent repair and tolerably well furnished. 2. The pupils were well behaved, but not under orderly training.

Name of School.	Date of Inspection.	Number of Pupils present at Examination.			Remarks.
		Boys.	Girls.	Total.	
Lochinvar— <i>contd.</i>	1867. .....	.....	.....	.....	3. Most of the subjects prescribed were taught, but their arrangement was confused and injudicious. The methods were earnest and tolerably skilful, but awkwardly applied. 4. The general proficiency was moderate, and the mental culture partial.
Maitland East (Boys)	28 and 29 Nov.	61	...	61	1. The schoolroom is much too small, and the furniture awkward and badly arranged. 2. The pupils were, for the most part, untidy, addicted to talking, and awkward in their movements, but considerable allowance must be made for defective organization. 3. The instruction was fairly appropriate and well arranged, imparted with earnestness of purpose, though sometimes wanting connectedness and spirit. 4. The general proficiency ranged from moderate to tolerable, with a partial display of intelligence.
Maitland East (Girls)	2 and 3 Dec.	...	47	47	1. The school is badly situated, of very diminutive proportions, extremely uncomfortable, unsuitably furnished, and, in every respect, unfit for its present purpose. 2. The pupils were generally well behaved, moderately attentive, and in tolerable order, under the circumstances; whispering was prevalent among them. 3. The subjects were, for the most part, in conformity with those prescribed and arranged in proper guides; the methods were not witnessed, but seemed, judging by results, moderately intelligent and suitable. 4. The general proficiency may be regarded as tolerable, and the mental culture moderate.
Maitland West (Boys)	14, 15, and 18 Nov.	93	...	93	1. The schoolroom is suitable, fairly sufficient, and tolerably well organized; but the playground is extremely limited in extent. 2. Many of the pupils were untidy in appearance and not satisfactorily clean; all were addicted to talking, and attention was poorly maintained. 3. For the most part the instruction accorded with the prescribed course, and was laid down in the requisite guides. The methods were intelligent and earnest, but counteracted in their effects by ineffective discipline. 4. The proficiency was partial—reading, writing, dictation, and arithmetic being best understood.
Maitland West (Girls)	13 and 14 Nov.	...	64	64	1. The schoolroom is upstairs, and is rather small for the attendance, but otherwise, with the exception of books, fairly organized. 2. Talking was indulged in by the pupils, but their general behaviour, attention, and order, were tolerable. 3. The subjects were fairly suitable, and the methods intelligent, skilful, and zealously applied. 4. The proficiency was partial in general, but ranging from moderate to fair in a considerable number of instances. The classification was, however, too low.
Maitland West. (Infants.)	12 and 13 Nov.	10	67	77	1. The room was on the same floor with the girls', and divided from it by a partition; it was tolerably well provided with furniture and apparatus. 2. Talking was prevalent among the pupils, and order was not an acquired habit. The moral aspect of the school was moderate. 3. The subjects were for the most part suitable, and the methods intelligent and earnest, but wanting simplicity in their application. 4. The proficiency and mental culture were moderate, but partial.
Morpeth	10 and 11 Dec.	58	62	120	1. The premises are fairly suitable, well kept, and in good repair, but the furniture is insufficient, and the organization unsatisfactory. 2. With the exception of a habit of whispering and prompting, the moral aspect of the school was tolerable. 3. The subjects were suitable and well arranged; the methods were rather suggestive, but tolerably intelligent and skilful. 4. The general proficiency was small.

APPENDIX.

81

Name of School.	Date of Inspection.	Number of Pupils present at Examination.			Remarks.
		Boys.	Girls.	Total.	
Muswellbrook	1867. 26 Sept....	16	14	30	<ol style="list-style-type: none"> 1. The schoolhouse is well situated, in good repair, fairly suitable, and tolerably well furnished. 2. The discipline was very unsuitable and ineffective; the pupils were rude, inattentive, and disorderly. 3. Most of the subjects prescribed were taught, but their arrangement was very meaningless. The methods were mechanical, obsolete, and ineffectual. 4. Except a little reading and writing, the pupils knew nothing.
Phoenix Park	12 Dec....	34	22	56	<ol style="list-style-type: none"> 1. The condition of the schoolroom and premises is barely tolerable, and the organization very defective. 2. The pupils were tolerably clean in person and dress, modest and respectful in manner, but utterly devoid of order in their movements, and very slightly attentive to instruction. 3. Except singing, drawing, and needlework the subjects prescribed were taught, and arranged in the requisite guides. The methods were mechanical, but not without intelligence. 4. The proficiency and mental culture were very small.
Rosebrook	18 Dec....	12	7	19	<ol style="list-style-type: none"> 1. The building is moderate for the place, but the teacher's apartments are not weather-proof. The school is tolerably well furnished, but untidily kept. 2. The pupils were very untidy in dress and appearance, rude in manner, and totally ignorant of order. 3. The classification and occupation were extremely confused, and very inappropriate. The methods were partially intelligent, but, upon the whole, mechanical. 4. The proficiency was extremely small, and the intelligence of the pupils very slight.
Singleton	17 & 18 Sept.	49	51	100	<ol style="list-style-type: none"> 1. The building is badly situated, and in wretched condition, but tolerably well furnished and cleanly kept. 2. In appearance, conduct, manners, and general order, the pupils were very pleasing. 3. Singing and drawing were taught, otherwise the course of secular instruction was observed, and the requisite guides, as far as understood, were intelligently used. The methods were earnest and careful, but not sufficiently searching. 4. The general proficiency was partial, but accompanied by a degree of intelligence and thoughtful effort which greatly enhanced its value.
PRESBYTERIAN SCHOOLS. Maitland West	27 Nov....	39	31	70	<ol style="list-style-type: none"> 1. With one or two trifling exceptions, the premises were in excellent condition, carefully kept, and satisfactorily furnished. 2. In their general bearing the pupils were passable; but their order and attention were slight. 3. The ordinary subjects were taught and the requisite guides used, though not, on the whole, judiciously. The methods were moderately intelligent and earnestly applied. 4. The proficiency and mental culture were indifferent.
Morpeth	9 Dec....	11	4	15	<ol style="list-style-type: none"> 1. There are no out-offices, otherwise the school is moderate in its condition and organization. 2. The moral character of the school was moderate. 3. The prescribed subjects were nominally taught; but the occupation was, in reality, very superficial. The methods were feeble and inanimate. 4. The general proficiency was small, and the intelligence of the pupils slight and partial.
Westbrook	20 Sept....	9	20	29	<ol style="list-style-type: none"> 1. The school is a rude structure, but moderately suited to the place. It was poorly furnished. 2. The pupils were shy, inattentive, addicted to prompt and whisper, and wholly destitute of order in their movements.

Name of School.	Date of Information.	Number of Pupils present at Examination			Remarks.
		Boys.	Girls.	Total.	
Westbrook— <i>cond.</i>	1867. .....	...	...	...	3. The subjects prescribed were but partially taught, and their arrangement was confused and indefinite. The methods were mechanical and ineffective.
WESLEYAN SCHOOL. Maitland West.....	20 & 21 Nov.	27	31	58	4. The pupils were able to read and write a little, but were otherwise extremely ignorant. 1. The playground is very small and the out-offices are badly situated, otherwise the condition of the premises is fair. 2. The pupils were clean, well-behaved, and, in general, orderly and attentive. 3. With the exception of drawing, the prescribed subjects were taught, and tolerably well arranged. The methods were, to a partial extent, tolerably intelligent and skilful. 4. The proficiency and mental culture ranges from moderate to tolerable.

NEWCASTLE DISTRICT.—INSPECTOR'S GENERAL REPORT.

Inspector of Schools, Newcastle District, to The Secretary, Council of Education.

Newcastle, 31 December, 1867.

Sir,

I have the honour to submit, for the information of the Council of Education, my Report, for the Year ended 31st December, 1867, on the Public and Certified Denominational Schools in the Newcastle District.

2. My appointment as Inspector of Schools dates from the 1st April last. During the months of April and May my work was chiefly of a special character; the following six months were devoted to the general inspection and examination of schools, the business of special inquiries, and subsequently to the general inspection of certain schools in the Cumberland District. December has been occupied in official correspondence, and the compilation of this General Report.

The following is a detailed summary of these duties, and the time occupied therein:—

Inspection of schools, travelling to schools, examining pupil teachers	130
Writing reports upon schools, diary reports, special reports upon cases referred, general correspondence, transmitting records to the several schools, writing general report, and examining the quarterly returns of schools	86
Attending Conference of Inspectors	9
Off duty (public holidays, and removing family from Sydney to Newcastle)	5
Detention by floods	6
Sundays.....	39
Total days.....	275

3. The Newcastle District includes that portion of the Hunter River District, extending from Newcastle as far as Miller's Forest and Raymond Terrace, The Williams, Karuah, Myall, and Manning Rivers, and Lake Macquarie.

The schools in operation are:—

Public schools	46
Provisional schools	1
Denominational schools:—	
Church of England	9
Roman Catholic	4
Presbyterian.....	2
	<u>62</u>

Twenty-five of these schools are in the Hunter River District, 14 on the Williams River, 16 on the Manning River, 5 on the Karuah and Myall, 1 at Barrington near Gloucester, and 1 at Coorumbong.

The whole of the schools in the district have undergone the general inspection and examination; and in addition, twelve schools have been incidentally inspected *twice*, and thirty four schools *once*.

In two schools the examination extended over two days, but in others, from five to seven hours were found to be sufficient for the purpose.

The time spent in the incidental inspections, varied from one to three hours.

The number of miles travelled in visiting these schools and others in the Cumberland District was 2,289.

IV.—ORGANIZATION.

School Buildings.—Nearly one-fifth of the schoolhouses in this District are built of brick or stone; the remainder are of wood. Owing to the perishable nature of the material, and perhaps through lack of proper local oversight, about one-third of these latter structures are in great need of repair.

Teachers' Residence.—With one exception (Newcastle Presbyterian) all the Denominational schoolhouses have masters' dwellings, and, excepting Dungog (C. E.) these residences are adjacent to the schoolhouses. As regards the Public Schools quite one-third are without teachers' residences. One of these is a Vested School (Dungog), the remainder being Non-vested. Apart from the annual expense in form of allowance for rent, the want of a proper residence for the teacher is a serious evil. Frequently the residences obtained are so remote from the schoolhouses, that unless the teachers leave their homes at an unduly early hour, there is little opportunity of controlling and disciplining the children as they gather for school. My experience testifies to the fact that much mischief of a moral and physical nature occurs in those schools over which the teachers are unable to exercise *early* supervision.

Playgrounds

Playgrounds and Out-offices.—Under this head, I have to report unfavourably. More than one-half of the schools in the district have no playgrounds, or only such as are practically useless. The want is about equally shared in proportion to numbers, by the Public and Denominational Schools. The non-provision of suitable out-offices is, however, a more serious defect. Sixteen (16) Public and two (2) Denominational Schools have no closets attached, and in fourteen (14) other instances, nine (9) of them being Public Schools, either but one has been provided, or, if two, no attempt has been made to give privacy to the sexes. How the managers and promoters of these schools imagine that the teachers can train the children to habits of decency, I am at a loss to perceive. It needs, however, little penetration to conclude that children, who grow up with a lack of proper training in this respect, will not be very remarkable for decency or morality in after life.

School Furniture and Working Appliances.—As a whole, the schools may be reported as being tolerably supplied with suitable furniture, apparatus, books, maps, &c., although the Public Schools have the advantage.

I subjoin a tabulated Return of the material condition of the Public Schools.

PUBLIC SCHOOLS.

	Good in supply or condition.	Fair and moderate.	Bad or not provided.
<i>a.</i>			
Schoolhouse	26	14	7
Teacher's residence	13	15	19
Playground	24	...	23
Out-offices	18	4	25
<i>b.</i>			
Furniture and apparatus	18	23	6
Books, maps, &c.	25	20	2

DENOMINATIONAL SCHOOLS.

	Good in supply or condition.	Fair and moderate.	Bad or not provided.
<i>a.</i>			
Schoolhouse	6	7	3
Teacher's residence	6	7	3
Playground	9	...	7
Out-offices	5	4	7
<i>b.</i>			
Furniture and apparatus	4	4	8
Books, maps, &c.	4	6	6

Classification of Pupils.—As this is the basis of systematic education, its absence or defectiveness defeats either discipline or instruction, and perhaps both. It is, therefore, natural that considerable attention should have been paid to this branch of school polity by the Council, and that an Inspector's first duty should be to judge of schools by their perfection in this respect. Defective classification is a fertile topic with H.M. Inspectors of Schools in England. One of them, for example, writes: "I had occasion to remark in many cases what seems to me the very faulty organization of schools. They are unnecessarily divided into minute but ill-defined classes, requiring many more teachers than the school-staff is able to supply. Some of the upper lads are therefore, often against their will, drafted off from the first class, and appointed to teach to other children subjects of which they know little, and in which they take little interest. I have, for instance, found a school of 45 boys arranged in 7 classes; another of 112 boys and girls, in 13 classes; again, 40 boys in 5, and 82 girls in 8 classes. Altogether, in 18 of these schools, containing 1,018 children there are 114 classes, for the instruction of which there are 18 masters or mistresses, and 7 pupil teachers, *i.e.*, there are $4\frac{1}{2}$ classes for every teacher competent or incompetent. It is needless to say that where this is the case, either the discipline of the school or its progress must suffer, and not unfrequently both. I may add, that some of these schools are amongst the worst in my district."

This kind of experience is not unfamiliar to School Inspectors in this Colony. In this district, some short time since, a school, having an attendance of about 70 pupils, was divided into 7 classes; another in which the attendance was about 28, into 4 classes; and a third, of about 50 pupils, into 7 classes. I need scarcely add that little children, termed monitors, had to be freely used as teachers in these schools. The masters evidently imagined that their schools were organized after the English model, whereas they were but reproducing the exploded abuses of the monitorial system. In schools that have been subjected for some time to inspection, little improvement in this branch of school organization may have been needed, but in schools that have not been previously so influenced, reform was imperative, and the introduction of a general system of school organization would naturally have caused embarrassment to both teacher and inspector, had not the Council's Regulations made the technicalities of school work so unmistakably plain. To the decisive tone of these Regulations I attribute the improvements that have taken place in schools that were previously defectively conducted. I would not, however, be understood to imply that technical classification was not carried out heretofore. In no school, I presume, were scholars received without being subjected to a preliminary ordeal and a necessary classification; but, assuming that this normal test was correctly applied, what I wish to indicate is, the faulty way in which the mental powers of the children have been cultivated after taking the first step in classification. A cursory inspection will enable a visitor to see that the majority of the children who attend our elementary schools is in the lower classes. The early removal of children from school to work will partly account for this, but I am inclined to think that an unskilful distribution of time and power on the part of teachers, has increased the evil. An ordinary school generally consists of three classes, and the teacher is expected to devote his time proportionately to them; but, unfortunately for the younger children, close attention is not paid to this principle. I visited a school some short time since, and saw by the time-table that the children of the lowest class (little ones below seven years of age) were expected to look over their reading lessons from 9 till 10.40, and again in the afternoon for another half-hour. I scarcely believed it to be a correct statement, and really hoped that, in this instance, the *practice* would not accord with the *plan*. I was mistaken, and daily were these little ones subjected to a mental and physical cruelty that extended over two-fifths of the school time. The school consisted of less than thirty children.

In

In another school (Public) of about forty pupils, the time-table provided that the lowest class (children mostly below six years of age) should write on slates 13½ hours out of the weekly 25. Generally, it may be said that the little ones get but a very small modicum of suitable instruction from the teacher; so that, even after making a fair allowance for the effects of irregular attendance, it need not be a matter of surprise that the junior classes should remain *bulky* and *dull*.

The quarterly returns for December shew that the children on the rolls, in Public and Certified Denominational Schools of this District, were as follow:—

Public Schools	3,181
Denominational Schools	1,334
	4,515

My reports upon schools also shew that 2,737 children were present at the examinations, and were arranged in classes as follow:—

	Classes.				Totals.
	1st.	2nd.	3rd.	4th.	
47 Public Schools.....	862	592	431	33	1,918
16 Denominational Schools.....	361	241	203	14	819
	1,223	833	634	47	2,737

These attendances are somewhat less than the usual averages; but, owing to the effects of floods and sickness, many of the schools were examined at unfavourable times. The ordinary average attendance at the schools is about two-thirds of the numbers on the rolls. Of the children attending school in this District, three-fourths are in the two lower classes, and about two-thirds leave school before they are ten years old, and before their education has been sufficient to fit them for the upper classes, *i. e.*, they are only able to read very easy narratives, to write a little, and to stumble through the four simple rules of arithmetic.

I feel sure that the grave importance of this phase of school experience has challenged the anxieties of teachers, and that the several causes have passed under review; but, after all, is it not to be feared that the evil is greatly aggravated by misapplied power? Many of the teachers lack the skill of *equal manipulation*, and do what, under the circumstances, appears to them to be the best, *i. e.*, *work on the upper classes*, and leave the junior classes, and all their difficulties, to the future. I venture to predict that, if they would somewhat reverse the plan, and give more time to the lower, and less to the upper classes, school classification would soon wear a more satisfactory aspect.

V.—DISCIPLINE.

The discipline prevailing in a large number of schools of this district is of a very moderate character. Fair attention has been paid to what is termed school drill, but in numerous instances little good has been effected, whilst in others the discipline has been absurdly managed. In one school a very elaborate sort of drill was gone through on the schoolground, and the marching was perfect until the children crossed the threshold of the schoolroom, then laxity began to shew itself, and from the beginning to the end of the school hours talking and lounging were everywhere evident. In another school the children were in the morning systematically examined on the "lines," and marched into school in an orderly manner, but at the afternoon assembly the signal for "school" was no sooner given than the children pressed into the room pell-mell. It is true that these are exceptional cases, yet in many of the schools not only are some of the important externals of discipline neglected, but the watchful eye to detect, and the skilful hand to stay the beginnings of disorder are wanting. Few of the teachers are very sensitive to noise, and most of them appear to believe that it betokens industry, and they are surprised if an Inspector designates the discipline as faulty, or hints that the industry is not of the right sort.

There is also what appears to me an important feature of discipline, or, to say the least, of good manners, neglected in the majority of the schools—the according due respect to a stranger upon his entering the schoolroom.

I have subjoined a tabular estimate of the discipline which prevailed in the schools at the times of inspection.

	Good.	Fair.	Moderate.	Bad.
Public Schools	18	12	12	5
Denominational Schools	1	4	6	5

VI.—INSTRUCTION.

The special work of the year has prevented what is termed Ordinary Inspection, a visitation which enables an Inspector to see a day's work of an ordinary kind, and without which he cannot closely criticise the methods of instruction adopted. I have, it is true, seen some of the schools twice, and others three times, still I think it is undesirable that I should say much about the methods used, excepting as deduced from the results of the examinations. In general terms the character of the instruction is tolerably satisfactory. In many schools a highly intelligent spirit pervades the teaching, but of an equal number, it may be said that the instruction is dull and monotonous.

Reading.—Although one of the staple items of school instruction, and perhaps the most important aid to the mental future of the children, this subject is by no means satisfactorily taught in our schools. If mechanical correctness be acquired by the pupil, the teacher too frequently accepts it as all that is sufficient and desirable. Through the prevailing mode, a boy may acquire the means of informing his own mind, but will certainly, by such reading, be unable to contribute to the information or pleasure of others. The fact is, *teaching* to read is supplanted by "hearing to read." Passage after passage is read, and the monotony of the pupils' voices is only relieved when a stumble occurs, and the teacher gives the pronunciation, or upon a child's arrival at a "period" the teacher desires the "next" to read. I have frequently, when examining an upper class, abandoned the book and listened to the reading, but in very few schools have I detected talent likely to inform a listener, or prove that the children have been put on the right road to acquire an intelligent style of reading.

Writing.—

Writing.—The writing in the majority of the schools is satisfactory as far as the copybooks are concerned, but the practical defects are sufficient to create the conviction that the art is seldom *taught* by the teacher but acquired by the imitation of “head lines”, and that, when acquired, it is kept distinct from the ordinary work of the school. The copybooks pass creditable muster, but “home lessons” and general school exercises are too frequently permitted to be done in a style little better than a scrawl.

Dictation.—This subject is not so successfully taught as one could wish. The children are not only insufficiently taught to analyze words, and to observe the differing structures of words of similar sound, but the style in which the exercises are too frequently written, is, as has been previously hinted, of such a slipshod character, that an examiner would be quite justified in suspecting that such writing was an artifice to hide ignorance. A difficult word occurs, and an indistinct scrawl stands as its representative.

Arithmetic.—The results of the examinations shew that in this subject many schools pass but indifferently, whilst others are positively bad. This is partly to be attributed to defective classification, and partly to a want of intelligent teaching. In some schools the practice hitherto has implied that the ordinary classification is unsuitable for arithmetic, and the teachers have failed to perceive that it is possible to construct classes that will exhibit something like equality of attainments in reading and arithmetic. The notion is, that to attempt such a thing is to risk the progress of *proficient* pupils; but those who entertain this idea, fail to see that the neglect of systematic classification is a sure hindrance to the progress of the *majority* of the pupils. The real cause of this anomaly in school management does not however arise so much from a desire to benefit the forward pupils as from an inability to cope with the difficulty. Arithmetic is not *taught* in such schools. The children are seated in the desks and allowed to work “sums” from books (generally those that have the answers), and to scramble on as best they can, receiving, at most, occasional suggestions and promptings from the master. The precocious children soon work through the “tutor” and are looked upon by the master as a credit to his *teaching*, and further, he flatters himself that they will be received as fair representatives of the whole school. My experience of these *forward* children is not very flattering. I generally found that, when tested in the elementary rules, or with questions worded in a practical but unbookish way, they were no better than the less advanced members of the class.

Grammar.—This is a subject in which the Public Schools of the district give very fair results, but in the Denominational Schools it has scarcely been attempted as a definite study.

Geography is certainly not a strong point in many of the schools, and in some the results are wretchedly feeble. The majority of the schools are fairly, and some even profusely, furnished with maps; but I have sometimes been at a loss to perceive that they have been put to any other use than ornamentation. Creditable results in “physical geography” were shewn by several schools, but the pupils were seldom able to point out, with accuracy, or give intelligible description of, the positions of important places, or say how the capabilities of one country affect the interests of others. The tendency to *race* the subject and give the pupils a general idea of all the divisions of the world, is the main cause of this lameness, and the result is, that the pupils have a disconnected and smattering knowledge of the science. The standard of proficiency will, however, check a perpetuation of the evil, and until a school has pupils that are sufficiently advanced to constitute a fourth class, the teacher will be expected to confine the geographical studies of the pupils to Australia, Tasmania, New Zealand, and Europe.

Object Lessons.—Few of the teachers are proficient in this kind of teaching. It is a formidable subject to them—a something they suppose they *must* teach—because the Regulations say so; but of the true character of such lessons they have little conception. It does not occur to them that the main intention of defining the subject was to ensure a full explanation of things incidentally brought out in other lessons, so that by these and similar materials the creation of thought and mental activity in the children may be effected. One of the most useful text books of “object lessons” is intitled “Lake’s Object Lessons,” and it is remarkable how slavishly the majority of teachers follow it, both as regards *subject* and *text*. Quarter after quarter the same subjects appear on the “programmes,” whilst “common things,” that are not mentioned by “Lake,” but are realities to the children, and about which they might well be instructed, remain unnoticed. In short, no branch of elementary teaching is used so ineffectively as that termed “Object Lessons.”

Drawing and Vocal Music.—These subjects have not received much attention in the schools of this district. Drawing forms part of the school work in nine Public and two Denominational Schools. Singing, upon the “Tonic Sol Fa Method,” in eight Public Schools, and upon Hullah’s Method in two Denominational Schools.

I annex a table, shewing the relative proficiency of the schools in all the subjects upon which I have treated.

PUBLIC SCHOOLS.

	Good.	Fair.	Moderate.	Bad, or failure.
Reading	4	15	19	8
Writing	14	22	9	1
Arithmetic	9	14	19	4
Dictation	5	17	18	6
Grammar	15	11	10	10
Geography	7	12	14	13
Object lessons	5	12	14	15
Drawing	...	2	5	40
Vocal music	1	2	5	38

DENOMINATIONAL SCHOOLS.

	Good.	Fair.	Moderate.	Bad, or failure.
Reading	2	6	4	4
Writing	2	7	5	2
Arithmetic	2	4	5	5
Dictation	...	2	6	8
Grammar	...	...	4	12
Geography	...	3	5	7
Object lessons	...	2	...	14
Drawing	...	...	2	14
Vocal music	...	...	2	14

VII.—LOCAL SUPERVISION.

The local supervision of the Public Schools of this District is generally of a very nominal character. In most instances the teachers are favourably reported by School Boards, but it is to be regretted that the interest in the welfare of the schools is of a negative character. At nineteen Public Schools none of the members of the Boards were present at the examinations. As regards the Denominational School Boards the lay members are nominally such, as a rule, and the work of supervision generally devolves upon the clergy. With one or two exceptions, the Denominational School Boards were represented at the inspections. I cannot forbear adding that in *all* instances I have been received most courteously by the School Boards, and, excepting in two instances, by the teachers also.

8. Summaries of my detailed reports are appended.

I have, &c.,

J. W. ALLPASS,

Inspector of Schools, Newcastle District.

ANNEX A.

NEWCASTLE DISTRICT.—TABULATED REPORTS FOR 1867.

PUBLIC SCHOOLS.

BANDON GROVE (Vested) :—Visited, 5th September.

Pupils enrolled :—Boys, 15 ; girls, 19 ; total, 34.

Pupils present :—Boys, 15 ; girls, 17 ; total, 32.

Excepting that the out-offices are unsuitable and much in need of repair, the school premises are substantially good. The school is well furnished, and has a good supply of working material. The discipline is good, and the instruction satisfactorily effective. The local supervision is tolerable ; two of the School Board were present at the examination.

BARRINGTON (Non-vested) :—Visited, 9th September.

Pupils enrolled :—Boys, 21 ; girls, 13 ; total, 34.

Pupils present :—Boys, 16 ; girls, 12 ; total, 32.

The schoolhouse, a wooden structure, is in fair condition, and tolerably furnished, and supplied with working material. The playground is not enclosed, nor are there any closets. The methods of instruction exhibit no great amount of skill, but in mechanical work the results are reasonably satisfactory. Local supervision is systematically conducted. All the members of the Board were present at the examination.

BENDOLBA (Vested) :—Visited, 24th June.

Pupils enrolled :—Boys, 18 ; girls, 16 ; total, 34.

Pupils present :—Boys, 13 ; girls, 9 ; total, 22.

The school premises, which are of wood, are much out of condition, and no out-offices have been provided. There is a fair supply of school furniture and apparatus, but the books are in poor condition. The organization, discipline, and methods of instruction, are satisfactorily effective, and the tone of the school is good. The local supervision is but nominal, and no members of the School Board were present at the examination.

BO BO CREEK (Non-vested) :—Visited, 11th September.

Pupils enrolled :—Boys, 15 ; girls, 10 ; total, 25.

Pupils present :—Boys, 9 ; girls, 5 ; total, 14.

The site of this school is pleasant, but not sufficiently central. The schoolroom is fairly furnished, and supplied with working material. There is a piece of land called the playground, but, being open to an adjoining farm, it is nothing better than a cow-yard in a filthy state. There are no closets. The discipline is of a negative character ; the methods of instruction are worthless, and the results correspond. The tone of the school is very unsatisfactory. The local supervision is only moderate. Most of the members of the Board were present at the examination.

BOOLAMBAYTE (Non-vested) :—Visited, 11th June.

Pupils enrolled :—Boys, 15 ; girls, 13 ; total, 28.

Pupils present :—Boys, 14 ; girls, 12 ; total, 26.

The schoolhouse is pleasantly situated, and is in good condition, but the furniture and apparatus are bad and insufficient. There are no closets, nor is the schoolground enclosed. The classification is defective, and the discipline is of a very moderate character. Judging the methods of instruction by the results, they are of little value. The reading is wretched. The school has been in operation rather more than twelve months ; previous to its establishment the children were in a very ignorant and neglected state, and in estimating the value of the education imparted, some allowances must be made for the shortcomings ; still, considering that through the influence of the proprietor of the settlement, Mr. D. M'Crae, regular attendance at school is almost compulsory, the teacher ought to have produced higher results. The school is well supervised by Mr. M'Crae.

BOORAL (Non-vested) :—Visited, 6th June.

Pupils enrolled :—Boys, 17 ; girls, 15 ; total, 32.

Pupils present :—Boys, 15 ; girls, 15 ; total, 30.

The schoolhouse is a wooden structure in excellent condition, well furnished, and supplied with working requisites. The playground is properly fenced, and suitable out-offices have been provided. The methods of instruction are good ; the teaching is intelligent and energetic, and the results are satisfactory. Local supervision is but moderately exercised.

BROOKFIELD

BROOKFIELD (Vested) :—Visited, 26th June.

Pupils enrolled :—Boys, 26 ; girls, 30 ; total, 56.

Pupils present :—Boys, 13 ; girls, 20 ; total, 33.

The site of the school buildings is an unpleasant one, being low and swampy ; but it is said to be healthy. The schoolroom is in fair condition, and the internal and external appointments are suitable and sufficient. The organization is satisfactory, but the discipline lacks decision. The instruction has been careful, and has produced satisfactory results. Local supervision is only nominal, nor were any of the School Board present at the examination.

CLARENCE TOWN (Vested) :—Visited, 27th June.

Pupils enrolled :—Boys, 48 ; girls, 41 ; total, 89.

Pupils present :—Boys, 34 ; girls, 30 ; total, 64.

The schoolhouse is a brick building in excellent condition, and, excepting that the closets are badly arranged, the material condition of the establishment is very satisfactory. The organization is correct, the discipline is excellent, and the results of the teaching are very satisfactory. The reading is very good. A healthy spirit pervades all the classes. One member of the School Board was present at the examination.

COORUMBUNG (Non-vested) :—Visited, 1st November.

Pupils enrolled :—Boys, 19 ; girls, 12 ; total, 31.

Pupils present :—Boys, 18 ; girls, 11 ; total, 29.

The schoolhouse is in good condition, and is tolerably furnished and supplied with working appliances. Although there are five (5) acres of ground attached to the school, no portion of it is enclosed, nor have out-offices been provided. The school organization is satisfactory, the discipline is effective, and the results of the teaching are moderately satisfactory. Local supervision is not exercised.

CROKI (Vested) :—Visited, 20th September.

Pupils enrolled :—Boys, 27 ; girls, 29 ; total, 56.

Pupils present :—Boys, 23 ; girls, 28 ; total, 51.

The schoolhouse is pleasantly situated, and is substantially in good condition, although needing some repairs. The schoolground is properly fenced, and the necessary out-offices have been provided. The furniture and school apparatus are in a satisfactory state. The organization is correct, but the discipline is wanting in firmness and precision. The methods of teaching are satisfactory, and the results are moderate. Local supervision is but nominal. All the members of the School Board were present at the examination.

CROOM PARK (Vested) :—Visited, 17th June.

Pupils enrolled :—Boys, 17 ; girls, 23 ; total, 40.

Pupils present :—Boys, 11 ; girls, 15 ; total, 26.

The school building is in good condition. Suitable out-offices have been provided, and the schoolground, at present unenclosed, will shortly be securely fenced. The furniture and working material are good in condition, and moderate in supply. The organization and discipline are judicious and effective ; the methods of instruction appear to be inductive, and the results are satisfactory. Local supervision is but nominal. One member of the Public School Board was present at the examination.

CUNDLETOWN (Vested) :—Visited, 18th September.

Pupils enrolled :—Boys, 33 ; girls, 23 ; total, 56.

Pupils present :—Boys, 27 ; girls, 19 ; total, 46.

The schoolhouse is pleasantly situated, but, like many of the wooden structures in the district, is greatly in need of repair. The furniture is of a wretched kind, the apparatus is insufficient, and the maps are old and nearly useless. The organization is correct, but the discipline is wanting in firmness. The results of the examination are satisfactory, and the tone of the school is pleasing. Local supervision is a nominal affair. The members of the School Board were present at the examination.

DINGO CREEK (Non-vested) :—Visited, 26th September.

Pupils enrolled :—Boys, 17 ; girls, 16 ; total, 33.

Pupils present :—Boys, 15 ; girls, 15 ; total, 30.

The schoolhouse is a neat and substantial building, well furnished, and supplied with working materials ; but the teacher's dwelling is a wretched hovel. The schoolgrounds are unfenced, and no out-offices of any kind have been provided. The details of organization are satisfactory, but the discipline is bad. Although the teaching betokens considerable labour, the methods are unskilful and ineffective. Local supervision is but nominal. Two of the School Board were present at the examination.

DUNGOG (Vested) :—Visited, 18th June.

Pupils enrolled :—Boys, 36 ; girls, 36 ; total, 72.

Pupils present :—Boys, 23 ; girls, 22 ; total, 45.

The schoolhouse is a brick structure, in good condition, and fairly supplied with furniture and apparatus. The organization is judicious, but the discipline is capable of improvement. The teaching has, on the whole, been efficient, and the results are fair. The local supervision is said to be tolerably effective ; but none of the Board were present at the examination.

DUMARESQ ISLAND (Vested) :—Visited, 2nd October.

Pupils enrolled :—Boys, 18 ; girls, 21 ; total, 39.

Pupils present :—Boys, 15 ; girls, 19 ; total, 34.

The schoolhouse is a neat structure, and is well furnished and supplied with working appliances. The playground is properly fenced, and the closets are suitably placed, but they are in need of repair. The school is well organized, the discipline and the methods of instruction are good, and a healthy tone pervades the several classes. The local supervision is but nominal. Two members of the Board were present at the examination.

EAGLETON (Vested) :—Visited, 15th November.

Pupils enrolled :—Boys, 22 ; girls, 27 ; total, 49.

Pupils present :—Boys, 21 ; girls, 26 ; total, 47.

Excepting that the out-offices are very injudiciously placed, the material state of this school is excellent. The organization and discipline are effective, and the teaching produces good results. Local supervision is very infrequent ; three members of the School Board were present at the examination.

GHINNI GHINNI (Non-vested) :—Visited, 19th September.

Pupils enrolled :—Boys, 26 ; girls, 27 ; total, 53.

Pupils present :—Boys, 26 ; girls, 27 ; total, 53.

The schoolhouse, a wooden structure, is small and very unsuitable. The supply of furniture and working materials is insufficient and inferior. There is no playground, and as regards out-offices, there is one closet in a wretched state. The organization and discipline are effective, the teaching is painstaking, and the results are satisfactory.

GLENWILLIAM (Vested) :—Visited, 2nd September.

Pupils enrolled :—Boys, 19 ; girls, 19 ; total, 38.

Pupils present :—Boys, 14 ; girls, 17 ; total, 31.

The schoolhouse, which is substantially good, is in need of repair. The furniture and school appliances are sufficient and suitable, but the ground is unfenced, and only one out-office has been provided. The organization, discipline, and instruction are fairly effective. The local supervision is said to be satisfactory, but no member of the Board was present at the examination.

HANBURY (Non-vested) :—Visited, 17th July.

Pupils enrolled :—Boys, 49 ; girls, 40 ; total, 89.

Pupils present :—Boys, 48 ; girls, 37 ; total, 85.

The present schoolhouse is too small ; but suitable and commodious premises are in course of erection. There is a fair supply of furniture and school appliances, but no playground is attached to the present building ; neither are there any closets. The organization is satisfactory, but the discipline is lax. The children whisper and lounge incessantly. The methods of instruction are fair, and the results are moderate, but I am inclined to think that increased energy would have effected higher results. Considerable allowance should, however, be made for the migratory character of a large portion of the population which seriously affects the progress of the children. I believe that the members of the School Board are systematic in the discharge of their official duties, but none of them were present at the examination.

HEXHAM (Non-vested) :—Visited, 28th October.

Pupils enrolled :—Boys, 21 ; girls, 12 ; total, 33.

Pupils present :—Boys, 21 ; girls, 12 ; total, 33.

The schoolhouse is a wooden building, in good condition ; but the schoolground (2 acres) is unfenced, and situated, as it is, close to the main road, the children are exposed to danger from the droves of cattle that are continually passing. The school is fairly furnished, but there is but one closet. The organization and classification are somewhat unsatisfactory ; the discipline is tolerable ; the teaching may be painstaking, but it is unskilful, and the results are but moderate. The mental cast of the pupils is unsatisfactory ; they exhibit little perseverance. There is no evidence of local supervision, nor were any of the School Board present at the examination.

LAMBTON (Vested) :—Visited, 12th and 13th August.

Pupils enrolled :—Boys, 143 ; girls, 115 ; total, 258.

Pupils present :—Boys, 116 ; girls, 86 ; total, 202.

This schoolhouse is an excellent structure, and is complete in all the requirements for school work ; but I question whether a much worse site could have been found. In every direction there are elevated tracts of land, but the spot chosen for the schoolhouse is low, and, in wet weather, must be nearly unapproachable. The organization and discipline are excellent, and the instruction is suitable and effective. A healthy local supervision is exercised, but no member of the School Board was present at the examination.

MINMI (Non-vested) :—Visited, 1st August.

Pupils enrolled :—Boys, 54 ; girls, 28 ; total, 82.

Pupils present :—Boys, 47 ; girls, 18 ; total, 65.

The schoolhouse is a brick building, in excellent condition, but is not sufficiently commodious. The furniture and school appliances are sufficient and good. The organization is correct, the discipline effective, and the teaching produces satisfactory results. Local supervision is unknown, nor were any members of the Board present at the examination.

MOSQUITO ISLAND (Non-vested) :—Visited, 3rd August.

Pupils enrolled :—Boys, 18 ; girls, 21 ; total, 39.

Pupils present :—Boys, 18 ; girls, 17 ; total, 35.

The school premises are small, and much out of condition. The playground is but partly enclosed, and but one closet has been provided. The school is suitably furnished, and supplied with working materials. The organization is satisfactory ; the discipline is excellent ; the instruction is methodically regulated and carefully imparted, and the results are very good. The teacher's heart is in his work, and the tone of the school is very satisfactory. Local visitation is rare, but all the members of the School Board were present at the examination.

MONKERAI (Non-vested) :—Visited, 14th June.

Pupils enrolled :—Boys, 7 ; girls, 10 ; total, 17.

Pupils present :—Boys, 6 ; girls, 9 ; total, 15.

The schoolhouse is a slab building, roofed with bark. It is low-pitched, but in other respects suitable. The school furniture and appliances are in tolerable condition, and moderate in supply. The organization is not skilful. The discipline is very lax ; but I think that this is attributable to the extreme deafness of the teacher. From the cause just stated, the instruction has been very unsuitable, and the results are very feeble. The teacher retires from the work of teaching in a few days. Local supervision is nominal, nor were any members of the Board present at the examination.

NEWCASTLE (Vested) :—Visited, 20th, 21st, and 22nd August.

Pupils enrolled :—Boys, 142 ; girls, 85 ; total, 227.
Pupils present :—Boys, 118 ; girls, 67 ; total, 185.

The school buildings are in good condition, but too small for the requirements ; and it is to be regretted that greater space has not been allotted to the playground. The premises are properly fenced, but the out-offices are insufficient and defective. The schoolroom is excellently furnished, and supplied with requisite appliances. The organization and discipline are very good ; the instruction is regulated by modern and efficient methods, and the results are excellent. The school is in a very healthy state. Local supervision is but rarely exercised, nor were any members of the Public School Board present at the examination.

OXLEY ISLAND (Non-vested) :—Visited, 3rd October.

Pupils enrolled :—Boys, 22 ; girls, 29 ; total, 51.
Pupils present :—Boys, 22 ; girls, 29 ; total, 51.

The schoolroom is a wooden building, suitable, and in fair condition, and tolerably furnished ; but the ground is unenclosed, and there are no closets. The school is but moderately organized and disciplined, the teaching is unskilful, and the results are just passable. Local supervision is nominal. Two members of the School Board were present at the examination.

PARADING GROUND (Vested) :—Visited, 3rd June.

Pupils enrolled :—Boys, 23 ; girls, 19 ; total, 45.
Pupils present :—Boys, 19 ; girls, 14 ; total, 41.

This schoolhouse is a suitable building, but at present in need of repair. It is fairly furnished, and supplied with working material. The organization is unskilful, there being too many classes. The discipline is tolerable, and the results of the teaching are moderate, excepting in the younger class, which is very backward, and cannot have received fair attention. Local supervision is nominal, but three members of the Board were present at the examination.

PARKHAUGH (Non-vested) :—Visited, 13th September.

Pupils enrolled :—Boys, 26 ; girls, 19 ; total, 45.
Pupils present :—Boys, 24 ; girls, 17 ; total, 41.

The building used at present as the schoolroom is small, and in every respect unsuitable ; but a good schoolhouse is in course of erection. The ground is unfenced, and no closets have been provided. The organization is tolerable, the discipline is judicious, and the methods of instruction are suitable and fairly effective. Local supervision is rarely exercised, but all the members of the Board were present at the examination.

PELICAN POINT (Non-vested) :—Visited, 4th October.

Pupils enrolled :—Boys, 9 ; girls, 5 ; total, 14.
Pupils present :—Boys, 9 ; girls, 5 ; total, 14.

The schoolhouse is a neat and substantial wooden structure, and it is well furnished and supplied with suitable appliances. The organization is injudicious, the discipline is moderate, the teaching is unskilful and unsatisfactory. Local supervision is fairly exercised, and two members of the Board were present at the examination.

PITT TOWN (Non-vested) :—Visited, 2nd August.

Pupils enrolled :—Boys, 66 ; girls, 56 ; total, 122.
Pupils present :—Boys, 50 ; girls, 34 ; total, 84.

The schoolhouse is very unsuitable and much out of condition, being extensively damaged by the white ant. Good out-offices have been provided, but the school-ground is unfenced. The organization is good, the discipline is effective, the methods of instruction systematic, and the results are from fair to good. The tone of the school is pleasing. The School Board has not been gazetted.

PLATTSBURG (Non-vested) :—Visited, 30th July.

Pupils enrolled :—Boys, 81 ; girls, 45 ; total, 126.
Pupils present :—Boys, 31 ; girls, 23 ; total, 54.

The schoolroom is in good condition, well furnished, and supplied with working appliances ; but it is too small. There is no school-ground, nor have closets been provided. The organization is satisfactory, but the discipline is wanting in firmness. The instruction is fairly regulated, and the results are moderate. Local supervision is but nominal. One member of the Public School Board was present during a portion of the examination.

PURFLEET (Vested) :—Visited, 30th September.

Pupils enrolled :—Boys, 9 ; girls, 11 ; total, 20.
Pupils present :—Boys, 9 ; girls, 11 ; total, 20.

The schoolhouse is built of wood, and is in tolerable condition, but it is precariously close to the river (Manning). The play-ground is small, portions thereof having been washed away by successive floods. The furniture is fair in condition and supply, but the apparatus and books are very insufficient. The organization and discipline are fair, and the teaching is tolerably effective. Local supervision is moderately effective, and three members of the Board were present at the examination.

RAYMOND TERRACE (Non-vested) :—Visited, 6th November.

Pupils enrolled :—Boys, 36 ; girls, 24 ; total, 60.
Pupils present :—Boys, 27 ; girls, 20 ; total, 47.

The schoolhouse is in good condition, but it is not sufficiently central, and the site is low and swampy. The playground is small, and, for the reason stated above, is frequently of no value. There are no closets. The furniture is sufficient, but very inferior. Apparatus insufficient ; but there is a good supply of books. The organization and discipline are tolerable ; the teaching is painstaking and moderately skilful, and the results are moderate. Local supervision is very infrequent, nor were any of the School Board present at the examination.

REDBANK (Vested) :—Visited, 1st October.

Pupils enrolled :—Boys, 27 ; girls, 17 ; total, 44.
Pupils present :—Boys, 27 ; girls, 17 ; total, 44.

The schoolhouse is tolerably suitable, but much in need of repair. The school-ground is fenced, and suitable closets have been provided. With the exception that the books are insufficient, and much worn, the furniture and working materials are sufficient and good. The organization is suitable, and the discipline is effective. The pupils are much below the "standard" in attainments, and they exhibit very little self-reliance or thought. The teacher has been but recently appointed, and is not responsible for the defects. Local supervision is moderately exercised. All the members of the School Board were present at the examination.

SEAHAM (Vested) :—Visited, 30th August.

Pupils enrolled :—Boys, 20 ; girls, 16 ; total, 36.
Pupils present :—Boys, 16 ; girls, 11 ; total, 27.

The schoolhouse is too small, and is much in need of repair. There is a fair supply of furniture and working appliances. The classification is satisfactory, but the time-table and the lesson programmes are defective ; the discipline is fair ; the teaching evidences painstaking, but it is by no means suitable for the younger children. The results of the examination were but moderate. Local supervision is but nominal. One member of the School Board was present at the examination for a short time.

STOCKTON (Non-vested) :—Visited, 26th September.

Pupils enrolled :—Boys, 15 ; girls, 10 ; total, 25.
Pupils present :—Boys, 10 ; girls, 7 ; total, 17.

The schoolroom is suitable and in fair condition. The school-ground is unenclosed and the closets require to be repaired. There is a fair supply of working appliances. The organization and discipline are effective, and the results of the teaching are moderate. The School Board had not been gazetted at the time of my visit.

TARREE (Vested) :—Visited, 16th September.

Pupils enrolled :—Boys, 48 ; girls, 39 ; total, 87.
Pupils present :—Boys, 37 ; girls, 31 ; total, 68.

The school-house is built of brick, is well situated and substantially good, but needs completion and repair. There is a well-fenced playground, and the space in the front of the school is laid out in flower borders. The school furniture is wretchedly insufficient, and there is none of the ordinary school apparatus. The organization is correct, but the discipline lacks decision ; the teaching is careful, but loses its force through want of energy in the teacher ; the results of the examination are tolerable. Many of the children are very indolent. The Local Board has but recently been appointed ; all the members were present at the examination.

TELEGHERRY (Non-vested) :—Visited, 13th June.

Pupils enrolled :—Boys, 46 ; girls, 20 ; total, 66.
Pupils present :—Boys, 38 ; girls, 17 ; total, 55.

The schoolhouse is in good condition, and properly supplied with furniture and apparatus ; but the books are insufficient. The organization and discipline are tolerably effective ; the methods of instruction careful ; and the results are fair. The tone of the school is pleasing ; local supervision is a rare event. No member of the Local Board was present at the examination.

TERALBA (Non-vested) :—Visited, 31st July.

Pupils enrolled :—Boys, 21 ; girls, 9 ; total 30.
Pupils present :—Boys, 18 ; girls, 8 ; total 26.

The school is taught in a small and low-pitched bark hut, which has an earthen floor lower than the surface of the ground outside the hut. The furniture consists of a small table and a few forms ; of apparatus, there is none. Books, good and sufficient. The land is but partly fenced, and no out-offices have been provided. The organization and discipline are correct and effective, and the teaching results are very satisfactory. The teacher is doing his duty faithfully, and it is to be regretted that he has to labour under such disadvantages. There does not appear to be any local supervision.

THALABA (Non-Vested) :—Visited, 3rd September.

Pupils enrolled :—Boys, 22 ; girls, 23 ; total, 45.
Pupils present :—Boys, 17 ; girls, 19 ; total, 36.

The schoolhouse, which is built of wood, is in fair condition, and is suitably furnished and supplied with working materials. The land is unenclosed, and the closets are badly situated, and are in an unfinished state. The organization and discipline are good and effective ; the methods of instruction are suitable, and the results are satisfactory. Local supervision is but nominal, and it appears that the notice of my visit miscarried, consequently no member of the Board was able to be present at the examination.

TINONEE (Vested) :—Visited, 12th September.

Pupils enrolled :—Boys, 29 ; girls, 23 ; total, 52.
Pupils present :—Boys, 25 ; girls, 22 ; total, 47.

The schoolhouse is in tolerable condition. There is a well-fenced playground, and suitable closets are about to be built. The furniture is insufficient in supply and inferior in kind. The apparatus is fair ; but the books and maps are insufficient. The organization is good ; the discipline firm and effective ; the instruction is intelligent and careful, and the results are very fair. The tone of the school is good. The local supervision is healthy ; and all the members of the School Board were present at the examination. This is one of the few schools, in this district, in which the School Boards do their work systematically.

TOMAGO (Vested) :—Visited, 30th October.

Pupils enrolled :—Boys, 14 ; girls, 16 ; total, 30.

Pupils present :—Boys, 12 ; girls, 16 ; total, 28.

Owing to the ravages of the white ant, the schoolhouse has to undergo immediate repair, and temporary premises have been taken, in which the school is carried on. There is a sufficient supply of furniture, but it is of a very inferior kind. The organization and discipline are moderate; the methods of instruction are intelligent, but insufficiently energetic; moderate progress has been made by the pupils. The local supervision is satisfactory. Mrs. Windeyer takes great interest in the school.

WALLESEND (Non-vested) :—Visited, 22nd July.

Pupils enrolled :—Boys, 58 ; girls, 49 ; total, 107.

Pupils present :—Boys, 49 ; girls, 39 ; total, 88.

The school is carried on in a slab hut which is low-pitched and much too small. There is no school ground, and although there is an apology for a closet, yet it is a wretched and disgraceful makeshift. The furniture and school appliances are good and sufficient; the discipline is firm and effective; the teaching is careful; and the results are from fair to excellent. Local supervision is occasionally exercised, but no member of the School Board was present at the examination.

WARATAH (Non-vested) :—Visited, 18th July.

Pupils enrolled :—Boys, 21 ; girls, 19 ; total, 40.

Pupils present :—Boys, 19 ; girls, 17 ; total, 36.

The schoolhouse is a wooden building, substantially good, but the roof requires repair, and the interior walls should be cleansed. The ground attached is too small to be of much service as a playground. The furniture is good, but the apparatus and books are insufficient. The organization is good; the discipline effective; the teaching is very careful, and the results are excellent. The tone of the school is very pleasing. Local supervision is moderate. None of the School Board were present at the examination.

WOOLLA WOOLLA (Non-vested) :—Visited 23rd September.

Pupils enrolled :—Boys, 19 ; girls, 21 ; total, 40.

Pupils present :—Boys, 16 ; girls, 19 ; total 35.

The schoolhouse is small and badly lighted, but in tolerable condition. The playground and closets are suitable, and the school furniture and appliances are sufficient and good. The school is properly organized; the discipline is judicious; the instruction is well regulated, and the results are fairly satisfactory. Local supervision is very occasional. Two members of the Board were present at the examination.

WINGHAM (Vested) :—Visited, 27th September.

Pupils enrolled :—Boys, 15 ; girls, 23 ; total 38.

Pupils present :—Boys, 12 ; girls, 22 ; total 34.

The schoolhouse is an excellent building, and as regards furniture, apparatus, and general working material, this school presents a pleasing completeness. The play-ground is properly enclosed, and suitable out offices have been provided. The organisation, discipline, and methods of instruction are excellent. This is a very pleasing school and testifies to the industry of the teacher. Local supervision is but nominal. One member of the Board was present at the examination.

PROVISIONAL SCHOOL.

UNDERBANK (Non-vested) :—Visited, 12th November.

Pupils enrolled :—Boys, 9 ; girls, 15 ; total, 24.

Pupils present :—Boys, 2 ; girl, 1 ; total, 3.

The school-house is a good wooden building, but the land is unfenced, and closets have not been provided. The furniture and school appliances are suitable. The organization appears to be well planned, but I am unable to give any opinion respecting the discipline or instruction. The small attendance of children is attributable to a heavy fall of rain in the morning of the day of visit. No member of the school Board was present at the examination.

DENOMINATIONAL SCHOOLS.

CHURCH OF ENGLAND.

DUNGOO :—Visited 17th June.

Pupils enrolled :—Boys, 44 ; girls, 51 ; total, 95.

Pupils present :—Boys, 32 ; girls, 40 ; total, 72.

The schoolhouse is built of brick and is in tolerable condition. The school-ground is unfenced and the closets are in a dilapidated state. The furniture is unsuitable and badly arranged, and the apparatus and books are insufficient. The organization is fair, but the discipline is lax. Many of the elder boys were very unruly. The results of the teaching are tolerable. Local supervision is satisfactorily carried out. The Rev. F. D. Bode and a lay member of the School Board were present at the examination.

HEXHAM :—Visited, 29th October.

Pupils enrolled :—Boys, 26 ; girls, 24 ; total, 50.

Pupils present :—Boys, 21 ; girls, 16 ; total, 37.

The schoolhouse is a wooden building tolerably suitable but in need of repair and cleansing. The furniture, apparatus, and books are very insufficient. The organization is defective, the children are too highly classified; the discipline is very lax; as regards the instruction the results are tolerable in reading and writing, but in other subjects valueless. The tone of the school is of a negative character, but it is due to the teacher that I state that the infrequent attendance not only sadly prevents the satisfactory progress of the pupils but interferes with their proper discipline. Scarcely one-half of the children have attended with any regularity for months past. The Rev. J. S. Wood was present at the examination.

MILLER'S FOREST :—Visited, 19th November.

Pupils enrolled :—Boys, 40 ; girls, 32 ; total, 72.
Pupils present :—Boys, 32 ; girls, 29 ; total, 61.

The schoolhouse, which is also used as a church, is in good condition, but the furniture is insufficient and unsuitable. There is no apparatus whatever, and as the Council's grant has not been received ; the books in use are of the series published by the Society for Promoting Christian Knowledge. The ground is unfenced, and but one closet has been provided. The children are fairly classified ; the discipline is judicious ; the teaching exhibits a considerable amount of painstaking ; and, considering the serious checks the floods and their after-effects have had upon the attendance, the results are reasonably satisfactory. The tone of the school is good. The Rev. S. Simm was present at the examination.

MYALL RIVER :—Visited, 10th June.

Pupils enrolled :—Boys, 13 ; girls, 12 ; total, 26.
Pupils present :—Boys, 8 ; girls, 7 ; total, 15.

The schoolhouse is much in need of repair, the land is unfenced, and but one closet has been provided. The furniture and apparatus are sufficient but very unsuitable. The books are also insufficient. The classification is bad ; the discipline is fair ; as regards the instruction, reading, writing, and arithmetic, are the only subjects that have been attempted, and they give very small results. Local supervision is unknown.

NEWCASTLE (Christ Church) :—Visited, 14th August.

Pupils enrolled :—Boys, 54 ; girls, 38 ; total, 92.
Pupils present :—Boys, 35 ; girls, 27 ; total, 62.

The schoolhouse is a commodious and substantial building, excellently furnished, and supplied with apparatus. The play-ground is very small, and practically useless as such, but the out offices are good and suitable. The pupils are satisfactorily classified ; the discipline is tolerable ; the teaching is methodical, but not sufficiently educative. The tone of the school is reasonably good. The Rev. J. Selwyn and a lay member of the School Board were present at the examination.

NEWCASTLE (St. John's) :—Visited, 15th August.

Pupils enrolled :—Boys, 58 ; girls, 43 ; total, 101.
Pupils present :—Boys, 48 ; girls, 32 ; total, 80.

The schoolhouse is commodious and in good condition ; it is well furnished and supplied with school appliances. The organization is fair, but the discipline is lax. As far as I can now judge, the instruction is not sufficiently educative, more especially that given to the junior classes. The results in the upper class were satisfactory. The Rev. G. C. Bode, and the lay members of the Board were present at the examination.

RAYMOND TERRACE :—Visited, 4th and 5th November.

Pupils enrolled :—Boys, 51 ; girls, 38 ; total, 89.
Pupils present :—Boys, 26 ; girls, 15 ; total, 41.

The schoolhouse is built of stone, and is in good condition. There is a small space in front of the school enclosed for play-ground. Suitable out-offices are in course of erection. The furniture and school appliances are good in supply and condition. The classification is satisfactory ; the discipline is mild, but tolerably effective, and the results of the examination are moderately satisfactory. The tone of school is pleasing. The Rev. S. Simm, Chairman of the School Board, was present at the examination. The small attendance, as compared with the number on the rolls, is caused by the prevalence of measles.

STROUD :—Visited, 7th June.

Pupils enrolled :—Boys, 21 ; girls, 21 ; total, 42.
Pupils present :—Boys, 14 ; girls, 10 ; total, 24.

The schoolhouse is a brick-building, substantially good, but somewhat in need of repair. The out-offices are also much out of condition. The furniture is sufficient, but badly arranged. The stock of books authorized by the Council is insufficient. The classification of the pupils is unsatisfactory ; the discipline is weak and indecisive ; the methods of instruction are neither suitable nor effective, and the tone of the school very unsatisfactory. The pupils seemed to be perfectly indifferent whether they answered my questions or not. Local supervision devolves upon the Clergyman mainly, but the parish is without one at present.

UPPER BENDOLBA :—Visited, 25th June.

Pupils enrolled :—Boys, 29 ; girls, 25 ; total, 54.
Pupils present :—Boys, 18 ; girls, 17 ; total, 35.

The schoolhouse, which is also used as a church, is suitable, and in moderately good condition ; and the play-ground and out offices are good. The school is badly furnished and supplied with working materials ; the classification is defective ; time-tables and programmes have not been introduced ; the discipline is fair, but judging the methods of instruction by the results of the examination, they are not effective. Local supervision is but moderate. One member of the Local Board was present at the examination. A subsequent visit enables me to state that this school is improving.

WALLSEND :—Visited, 29th July.

Pupils enrolled :—Boys, 70 ; girls, 65 ; total, 135.
Pupils present :—Boys, 45 ; girls, 40 ; total, 95.

This schoolhouse, which is also used as a church, is in good condition, and the school-ground and out offices are satisfactorily suitable. There is a good supply of furniture and apparatus, but the stock of books is insufficient. The classification is tolerably satisfactory ; the discipline is too noisy and demonstrative ; and the results of the instruction are moderate. Local supervision is but nominal, nor were any of the School Board present at the examination.

ROMAN CATHOLIC.

CLARENCE TOWN :—Visited, 28th June.

Pupils enrolled :—Boys, 24; girls, 21; total, 45.

Pupils present :—Boys, 20; girls, 17; total, 37.

This school is held in the church; the building is in fair condition. The school-ground is fenced and proper out-offices are provided. The furniture is wretchedly insufficient and unsuitable. The teacher has not applied for the books sanctioned by the Council, and those in use (of the Christian Brothers' Series) are very insufficient, and in bad condition. The classification of the pupils is tolerably correct; the discipline is severe and fitful, the general supervision being very defective; and the teaching, judging by the results, is by no means efficient. Local supervision is nominal, and none of the School Board were present at the examination.

MILLER'S FOREST :—Visited, 18th November.

Pupils enrolled :—Boys, 33; girls, 28; total 61.

Pupils present :—Boys, 27; girls, 27; total, 54.

The schoolhouse is suitable, and in fair condition, and there is a fair supply of furniture and working appliances. The organization is satisfactory; the discipline is firm, but the details need to be improved; the teaching is painstaking, and moderately effective. In measuring the work of this school I have made allowance for the serious hinderances it has experienced through the floods. The Rev. P. J. O'Quinlivan was present at the examination.

NEWCASTLE :—Visited, 19th August.

Pupils enrolled :—Boys, 57; girls, 46; total, 103.

Pupils present :—Boys, 41; girls, 32; total, 73.

The schoolroom, which is underneath the church, is, on the whole, suitable for the purpose, and is fairly furnished. The books authorized by the Council have not been received, hence the books in use are of the series published by the Christian Brothers, and of these the stock is very limited. The organization is moderate; the discipline is fair in some respects, but the supervision is not sufficiently comprehensive; the instruction imparted to the children of the upper classes is tolerably effective, but that to the juniors is very faulty. The local supervision has for some time past been suspended; neither did the clergyman, nor any of the lay members of the School Board, put in an appearance during the examination.

RAYMOND TERRACE :—Visited, 5th November.

Pupils enrolled :—Boys, 14; girls, 20; total, 34.

Pupils present :—Boys, 12; girls, 13; total, 25.

The schoolroom is in tolerably good condition, and the furniture and school material are suitable and sufficient. The playground is fenced, and proper out-offices have been provided. The organization is moderate, and the discipline is satisfactory. The instruction is mechanical, and not calculated to evoke thought in the pupils. Though mentally sluggish, the children were well-behaved. The Rev. P. J. O'Quinlivan was present at the examination.

PRESBYTERIAN.

DINGO CREEK :—Visited, 25th September.

Pupils enrolled :—Boys, 21; girls, 28; total, 49.

Pupils present :—Boys, 16; girls, 22; total, 38.

The schoolhouse is in fair condition, but the school-ground is only partly fenced, and no closets have been provided. There is a fair supply of books, but the school furniture is insufficient and unsuitable. The classification and discipline are moderate, but the teaching, judging by the result of the examination, is unskilful. The children exhibit a lack of self-reliance and mental activity. It was with the greatest difficulty I prevented them from copying. Local supervision is very rare. The Rev. J. S. Laing, and two lay members of the Local Board, were present at the examination.

NEWCASTLE :—Visited, 16th August.

Pupils enrolled :—Boys, 76; girls, 34; total, 110.

Pupils present :—Boys, 54; girls, 31; total, 85.

The school-room is a wooden building in good condition but too small. The playground is merely a small space of sand enclosed, and no out-offices of any kind have been provided. The furniture and apparatus are suitable and nearly sufficient. Books, insufficient. The classification is satisfactory; the discipline is weak; the instruction is careful and effective. Local supervision is infrequent. The Rev. Mr. Coutts, and a lay member of the Board, were present at the examination.

J. W. ALLPASS,

Inspector of Schools,
Newcastle District.

ANNEX B.

CUMBERLAND DISTRICT.

TABULATED REPORTS for 1867, upon Schools in the Cumberland District that were examined by the Inspector for the Newcastle District.

PUBLIC SCHOOLS.

BLUE GUM FLAT (Non-vested) :—Visited, 2nd December.

Pupils enrolled :—Boys, 20; girls, 27; total, 47.

Pupils present :—Boys, 18; girls, 24; total, 42.

The school-house is a substantial building, and is well furnished and supplied with working appliances. The ground is enclosed, but no closets have been erected. The pupils are properly classified, but the discipline is ineffective as regards the elder pupils. The results of the examination were tolerably satisfactory. The school is fairly superintended by the Local Board, and two members thereof were present at the examination.

GOSFORD

GOSFORD (Non-vested) :—Visited, 26th November.

Pupils enrolled :—Boys, 24 ; girls, 14 ; total, 38.

Pupils present :—Boys, 11 ; girls, 15 ; total, 26.

The school is held in a portion of the Catholic church. There is a tolerably fair supply of furniture and school appliances ; the grounds are enclosed, but the closets need repair. The organization and discipline are satisfactory ; the instruction is methodical but not sufficiently searching ; the results of the examination are reasonably satisfactory. Local supervision is very occasional.

DENOMINATIONAL SCHOOLS.

CHURCH OF ENGLAND.

ERINA :—Visited, 27th November.

Pupils enrolled :—Boys, 28 ; girls, 25 ; total, 53.

Pupils present :—Boys, 16 ; girls, 19 ; total, 35.

The schoolhouse is a wooden structure, and, excepting that it has an earthen floor, is fairly suitable to its uses. The school-ground is unenclosed, and there are no closets. The furniture is bad, and there is no apparatus whatever ; the books in use are of the series published by the Society for the Promotion of Christian Knowledge. The organization is bad ; the classification is defective ; the discipline is strict, but lacks geniality ; the teaching is very defective ; the mental cast of the children is low, and the results of the examination are very unsatisfactory.

GOSFORD :—Visited, 26th and 27th November.

Pupils enrolled :—Boys, 24 ; girls, 21 ; total, 45.

Pupils present :—Boys, 21 ; girls, 19 ; total, 40.

The schoolhouse is a wooden structure, and is very much in need of repair. It is wretchedly furnished, and indifferently supplied with apparatus and books. The organization is moderate ; the discipline is fair ; the teaching is wanting in energy, and the results are but moderate. The children are pleasing, but not very industrious. The school is under the supervision of the Rev. J. Shaw.

KINCUMBER :—Visited, 28th November.

Pupils enrolled :—Boys, 19 ; girls, 10 ; total, 29.

Pupils present :—Boys, 16 ; girls, 8 ; total, 24.

The schoolhouse is very small, and is much out of condition. The school-ground is enclosed, but no closets have been provided. The furniture is sufficient, but out of condition. There is no apparatus, and the books are insufficient. The Council's grant has not been received, and the teacher states that, for the past nine years, he has received no school appliances from the Denominational School Board. The organization is defective, and the classification is much too high ; the discipline is kind, but effective. Judging the teaching by the results, it is of small educative value. This school is under the supervision of the Rev. J. Shaw.

ROMAN CATHOLIC.

KINCUMBER :—Visited, 28th November.

Pupils enrolled :—Boys, 19 ; girls, 29 ; total, 48.

Pupils present :—Boys, 17 ; girls, 24 ; total, 41.

Though small, the building is fairly suitable. The furniture and apparatus are in excess of the requirements of the school. The books are chiefly of the Christian Brothers' Series. There are too many classes, and, altogether, the classification is much too high. Through misconception, the instructional documents (time-table and programmes) have been incorrectly constructed. The discipline is weak, and subjects the children to very little control. The methods of instruction are inferior and ineffective. A lay member of the School Board was present at the examination.

J. W. ALLPASS,
Inspector of Schools,
Newcastle District.

INSPECTORS' REPORT.—SYDNEY DISTRICT.

INSPECTORS' REPORT upon the condition of Public and Certified Denominational Schools, in the Sydney District, for the year 1867.

The schools of this District lie in the City of Sydney and Suburbs. They consist of fifteen Public Schools numbering twenty-nine departments, and forty-five Certified Denominational Schools comprising sixty-eight departments. The Public School in Sussex-street was opened, and the Public School in Bourke-street, Woolloomooloo, closed during the year. The certificate was withdrawn from the Roman Catholic School, Pitt-street South, during the same period. All the schools in this District were examined during the year except the Certified Roman Catholic Schools at Pitt-street South and Pyrmont. The Local Board refused to allow us to complete the inspection of the former, and the latter was not examined for reasons known to the Council. In addition to the general inspection, incidental visits were paid to all schools under our supervision, including the Roman Catholic Schools at Pitt-street South and Pyrmont.

The course of inspection was based upon the guides furnished by the Council, namely—the Regulations, the Instructions to Inspectors, and the Standard of Proficiency. It comprised an inquiry into the material condition of each school, its moral character, the quality of the instruction imparted—whether, in short, as an educational institution, each school was subserving those objects for which it was aided or maintained by the Council.

Material Con-
dition. Annex A.

Seven-eighths of the public schools have situations ranging from fair to good. Not one occupies a decidedly bad or unhealthy site. Five-sevenths of the denominational schools possess situations ranging from fair to good. Six Roman Catholic schools and one Wesleyan occupy bad or unhealthy sites.

Seven of the public schools, fifteen departments, are vested in the Council ; the rest are not. About five-sixths of the buildings vary from fair to good ; the remaining sixth are tolerable structures. Nearly five-eighths of the denominational school buildings range from fair to good ; the remaining three-eighths, from bad to tolerable.

In

In three-fifths of the public schools, the play-ground accommodation is fair or good; in one-fifth indifferent; and in the remaining fifth there is a total absence of this important provision. One-third of the denominational schools have fair or good play-grounds; one-half are tolerably provided in this respect; and the remaining sixth have no play-grounds at all.

All the public schools, with the exception of three, have a sufficiency of suitable furniture and apparatus; two-thirds are well found in these requisites, the furniture and apparatus being of a superior kind, well cared-for and well arranged. The schools most in need of improvement in these particulars are those at Watson's Bay, Botany Road, and Pitt-street South. Of denominational schools, one-half are reasonably provided with suitable furniture and apparatus; the supply in the remainder ranges from indifferent to tolerable.

Both public and denominational schools are well found in books; a few of the latter have not yet received their supplies from the Council's agent.

In public schools the records are, without an exception, punctually and correctly kept, and in a large proportion, with exemplary neatness and care; the same may be said of denominational schools, in only a few of which was any remissness exhibited in the proper keeping of these documents.

There is a pretty general complaint among teachers respecting the irregularity with which children attend school. We fully admit the existence of the evil complained of, but believe that in teachers themselves lies in part the power to remove it. After a tolerably wide observation, we have been struck with the fact that irregular attendance mostly obtains in schools conducted by inefficient and unpopular teachers—that schools, remarkable for a desultory attendance under one set of teachers, have, under others of a more energetic class, undergone a complete reformation in this particular. We are inclined to think too, that the subject of school fees has something to do with school attendance. We observe that in schools where a scale of fees has not been definitely fixed, or where, if fixed, it has not been rigidly acted upon, where the children are admitted at nominal rates, or without payment at all, the attendance is most irregular. We could instance schools (denominational), in which the number of children educated gratuitously during the past year amounted to nearly one-half of the total number on the roll, notwithstanding that a large proportion of the parents of these children, we were assured by the teachers, were quite able to pay for their education. It is a noticeable feature, in connection with this matter, that the children thus educated solely at the cost of the State, are the least regular in attendance, and are generally the least amenable to discipline. The average attendance at public schools and at denominational schools, for the quarter ending 31st December, 1867, bore the following percentages to the total number on the rolls:—

Public Schools	...	...	...	69.8
Church of England Schools	...	...	...	66.9
Roman Catholic	..	..	..	64.4
Presbyterian	..	..	..	68.2
Wesleyan	..	..	..	64.1

The mean average being 66.6, which is far from satisfactory.

The number of children on the roll, for the quarter ending 31st March, was 15,798; the number on the roll for the quarter ending 31st December, was 16,300. There has thus been an increase, during the year, of 502 pupils, or a little more than 3 per cent. The following table will shew how these 16,300 pupils were divided in respect to sex and religious denomination:—

	Boys.	Girls.	Total.	C.E.	R.C.	Pres.	Wes.	Others.	Total.
Total of Public Schools	3,281	2,473	5,754	2,263	911	779	664	1,137	5,754
" C.E.	2,684	2,106	4,790	2,795	118	285	339	253	4,790
" R.C.	2,101	2,312	4,413	42	4,346	1	7	17	4,413
" Pres.	344	318	662	272	70	178	97	45	662
" Wes.	400	281	681	121	30	26	414	90	681
	8,810	7,490	16,300	6,493	5,475	1,269	1,521	1,542	16,300

It appears from this table, that the number of children belonging to the Church of England, who attend schools of their own denomination, is 43 per cent. of the total number of Church of England children in attendance at all the schools under the Council's superintendance; that Roman Catholic schools are attended by 79 per cent. of children of their own denomination, Presbyterian schools by 14 per cent., and Wesleyan schools by 27 per cent. The most obvious inference is that, in the Sydney District, which offers the most favourable conditions for the development of denominational tendencies, these tendencies cannot be said to exist to any great extent.

The total number of pupils on the rolls of public schools inspected was 4,889; and of these, 3,788, or 77.5 per cent., were present at examination. Of those examined—

34.6 per cent. were 7 years of age, or under.

11.3 " " 8 years of age.

12.7 " " 9 " "

12.6 " " 10 " "

10 " " 11 " "

18.8 " " 12 years of age, or above.

The total number of pupils on the rolls of denominational schools inspected, was 9,126; and of these 6,672, or 73.1 per cent., were present at examination. Of those examined—

45.1 per cent. were 7 years of age, or under.

14.6 " " 8 years of age.

11.2 " " 9 " "

9.8 " " 10 " "

7.5 " " 11 " "

11.8 " " 12 years of age, or above.

A comparison of the above tables goes to shew that in public schools, children continue their attendance to a later age than in denominational schools.

Punctuality (another feature of school discipline) has much improved during the year, both as regards teachers and pupils. At our earlier visits to denominational schools, we observed that not only did unpunctuality prevail among the pupils of some schools to a large extent, but that the teachers themselves were in this particular not less remiss. We therefore deemed it desirable to enjoin on the teachers of these schools the observance of the practice already in use in public schools, namely, that of signing the time of their arrival at and departure from school. An immediate improvement in the punctuality of the teachers was the result, which was soon followed by a corresponding improvement in the punctuality of the children. But other more direct and positive means need to be taken by teachers to place the punctuality of their schools upon a fully satisfactory footing. Many, when spoken to relative to the habitual lateness of their pupils, throw the blame upon the parents, and seem to imagine that, by doing so, they relieve themselves of all responsibility in the matter. No greater mistake could be made. We hold

hold that the teacher is greatly responsible for the character of the punctuality which distinguishes his school, as it only needs the exercise of a little firmness, energy, and determination to render this as satisfactory as could be wished. There is another form of unpunctuality met with in far too many schools. We refer to the indifference or carelessness displayed by a number of teachers in commencing the actual business of teaching at the times indicated on the time-table. In some instances we have observed the loss of as much as half an hour before work actually began. We have invariably impressed upon such teachers that books, slates, and other materials should be placed upon the desks, ready for distribution, before the pupils were marched into school, and that the children should be punctually at work at the time set down for the opening of school in the morning and afternoon.

In reporting upon the cleanliness which distinguishes the schools of this district, we have viewed it in relation to the school premises, the furniture and apparatus, the teachers, the pupils. As regards school premises we have found a great number in a disgraceful state—the school-rooms not swept for days together, the play-grounds littered with loose paper and other rubbish, and the closets in a filthy and exposed condition. We have witnessed the results of gross neglect, on the part of teachers, in the keeping and preservation of the furniture and apparatus placed under their care, desks being hacked and besmeared with ink, doors off presses, maps torn and covered with dust, and books abused or carelessly destroyed. It is but just to the teachers of the schools in which these irregularities were observed, to state that they have evinced a general desire to remedy them, and to use all care and attention to prevent their repetition. As a rule, teachers seem sufficiently alive to the necessity of holding themselves patterns of personal neatness to their pupils. We do not remember an instance where we were called upon to remind a teacher of neglect in this particular. As regards the pupils themselves, we are constrained to report that in a large number of instances the inspection for cleanliness is not conducted with sufficient care or minuteness, and it is a noticeable circumstance, in connexion with this matter, that in a good proportion of schools no provision is made for ensuring habits of cleanliness among the children.

No doubt the most important feature in the discipline is order. Upon this depends in a great measure the efficiency of the teaching. To secure it as a habit of the school, necessitates on the part of the teacher the exercise of tact, judgment, and ability to govern. As applied to schools, it means something more than the absence of unnecessary noise. It implies precision and uniformity in the movements of the pupils, an absence of listlessness and inattention, a promptness in obeying commands, and the evidence of a spirit anxious to please. This is admittedly a high standard, but is one which a few schools have already nearly reached. In two public and nineteen denominational schools the order may be regarded as very unsatisfactory; in the remainder it ranges from tolerable to good.

The documents prescribed by the Council for properly regulating the instruction are a time table and a programme of lessons. The first is intended to apportion the time to the different subjects of instruction, according to their relative importance. The following may be taken as the ordinary distribution of time which obtains in the better conducted schools:—

Instruction.
Annex C.

To reading and scripture are given weekly	6	hours.
To writing, dictation, and composition	5½	”
To arithmetic and mensuration	5½	”
To grammar and analysis of sentences	1½	”
To geography	1½	”
To moral Lessons and object Lessons	1½	”
To needlework for the girls, or at the same time Euclid, Algebra, and Latin for the elder boys	2	”
To drawing.....	1	”
To music.....	1	”

Total number of hours 25 hours.

Where the higher subjects cannot be profitably introduced, the time is devoted to extra teaching in the leading subjects. In a large number of schools the time-table is, owing to its defective or injudicious arrangement, next to worthless; while in a few it has no existence. In these latter the most frivolous reasons were assigned by the teachers for its non-construction. Instances were not at all uncommon where the teachers displayed an utter ignorance of the advantage of such a document, never having before used it in their schools; while, in others, the teachers, in obedience to the Council's Regulations, having managed to draw up a time-table, and having suspended it on the walls of the schoolroom, took little or no notice of it afterwards. The object of the programme is to render the teaching in each subject systematic and progressive. It is required to be drawn up at the beginning of each quarter, and to contain the whole of the instruction to be given in each subject during that quarter. The instruction is thus divided into twelve weekly portions. In general terms, it may be stated that very fair judgment is displayed by the teachers of public schools in the arrangement of their programmes. In denominational schools, the character of this document is less satisfactory, the principal defects being a want of explicitness and fulness of detail.

One of the most important helps to effective teaching is a judicious classification. In order to secure it, regard must be had to the following points:—First, the ages of the pupils; secondly, their mental capacities; and thirdly, the requirements imposed by the Council's standard of proficiency. In a majority of schools these points have been steadily kept in view. In some it would be difficult to say that any classification had been attempted at all, as the pupils were arranged into a number of sections or subdivisions, which were taught in part by monitors, or the more advanced children of the school. It will be readily perceived that to examine under these circumstances was well nigh impossible; to do so in accordance with the guides laid down by the Council, it was absolutely necessary for the Inspector to reclassify the school before he began. This generally consumed a large amount of time, as the teachers evinced an ignorance of what was wanted, and the pupils in some instances were unable to state to what class they belonged. Where an attempt had been made at classification, it was not unfrequently the case that the teacher had been guided by other considerations than the right ones, and in general it may be said that too much deference was paid to the whims and wishes of parents.

As might be expected, the methods in use vary in kind and excellence. Whilst in a majority of cases they are tolerably well defined, in a large number they belong to no readily distinguishable type. Those most commonly employed, are combinations of the analytic and synthetic. It would be a great mistake to suppose, however, that the mere excellence of any method, considered in the abstract, afforded a reliable or certain indication that the instruction produced satisfactory results. Something more is required besides the mere knowledge of good methods to enable a teacher to make his instruction effective. He must possess the power to secure the attention of his pupils; he must have a knowledge of the nature of the human mind, in order that he may be able to select appropriate subjects to place before it at the different stages of its development; he must especially make himself familiar with the temperaments and mental capacities of his pupils, that he may know when to stop in the teaching of a subject, and when to go on—when to dwell upon a point, when not; he must be a man of a versatile mind, of good information, great power of illustration, and considerable tact and judgment. Such qualifications are high and varied, and are possessed in full but by a few of our most successful teachers. Given two men of equal attainments who have received the same advantages of training, the one becomes an able teacher of youth and the other fails to rise above mediocrity. How is this difference in success to be accounted for? Chiefly, if not entirely, by a difference in the individual character of the two men. And be it borne in mind that no amount of training, education, or after experience in the practice of teaching, can wholly remove this difference.

difference. As a general rule, however, it may be said that a determination to maintain order, a power to infuse energy and spirit into the teaching, a disposition to be dissatisfied with imperfect results, a distrust of the efficacy of any method not characterized by a searching examination of the pupils—are always promising signs in a teacher. Added to these qualifications, a teacher anxious to render his instruction thoroughly effective will do well to attach great importance to the frequent repetition of the lessons, and to require the pupils to reproduce the more important in writing. Where these tests are fully applied, there can be little doubt but that successful teaching must result.

Reading.—Speaking generally, it must be stated that the elements of reading are taught badly. The ordinary mistake made is to teach the names of the letters of the alphabet instead of the sounds of the letters. The time consumed in some schools before children even make this small progress ranges from six to twelve months. Teaching the alphabet is evidently regarded by many teachers as mere drudgery, and as so much lost time, if they are required to perform the duty. In many instances, therefore, this labour is delegated to monitors, whose time may be said to be wholly occupied in vain endeavours to obtain order. We would be understood now as referring more particularly to the practice ordinarily pursued in Denominational Schools. Faults equally objectionable characterize the teaching of reading in most of the succeeding stages. Little effort is made to explain the meaning of the more difficult words; nothing is done to relieve the lessons of tediousness and monotony, but the pupils read again and again until their minds get so accustomed to the never-varying succession of sounds as to be apprehensive of little else. Children taught after this fashion, when stopped in the middle of a sentence, and asked to explain the meaning of some word, phrase, or allusion, seem to awake as from a dream, look in perfect bewilderment at the examiner, and seem utterly unable to realize what they are expected to do. This purely mechanical aspect which is imparted to the teaching of reading is the great defect that underlies the whole of the after teaching. The minds of the pupils not being properly exercised upon the meaning and scope of the lessons, gradually relapse into a kind of lethargy, and when presented with other subjects requiring for their grasp a healthy development of the faculties, prove unequal to the strain thus imposed. This no doubt is a serious defect, but another and one more closely affecting the style of reading acquired, proceeds from the same cause. We refer to the expressionless and unintelligent reading common to the more advanced pupils. To hear these children read, one would suppose they had been taught to regard rapidity of utterance as the one great end to be aimed at. Listen to their reading with books closed, and it is almost impossible to distinguish one word from another; added to which, they read in so low a tone of voice as to be almost inaudible a few feet off. Few teachers really make an effort to cultivate a good style of reading among their pupils. A child reads and makes certain mistakes, he is told to read again; he reads again and falls into the same errors: he is ordered to read again; and this process is continued *ad libitum*. The proper course to pursue in such cases would be for the Teacher to read the faulty passage as it ought to be read, bearing in mind that reading is essentially an imitative art, and that a child to read well must hear good reading. Reading appears to be taught with more than ordinary care in the following schools:—St. Andrew's, C.E.; St. Andrew's, Pres.; St. Mark's, C.E.; Waverley, C.E.; Victoria-street, R.C.; Kent-street North, R.C. In Public Schools the method of teaching reading is tolerably uniform, its distinguishing features being the partial use of the phonic principle in the elementary stage, and the great importance which is attached to the thorough explanation of the words and subject matter of the lessons in succeeding stages. The application of this method, however, is open to some of the objections mentioned in connection with the teaching of reading in Denominational Schools, the principal being that exemplar reading by the Teacher is not practised to a sufficient extent.

Writing.—The elements of writing are taught upon slates. There is little attempt at method, but in most cases, the teacher having set the copies, the pupils are expected to do the rest. Very little regard is paid as to whether the slates are ruled or not, and letters of all sizes are found incorporated in the same word. But a small proportion of teachers have succeeded in laying down in their programmes a well-considered graduated course of teaching the elements. It not unfrequently happens, that children are set to write, more with the view of keeping them quiet than with any more useful object. Writing in copy-books is taught with greater success; but even here there is a wide margin for improvement. The following are the usual faults committed: the pupils are allowed to write too much at a time; habits of neatness and cleanliness in the keeping of the books are not sufficiently enforced; errors of style are permitted to pass unnoticed; and the supervision is of a lax and casual description. One good mode of teaching the subject, is to set the copy upon the black-board, and only to allow the pupils to write four or five lines before the books are inspected. If a large class, this examination need not necessarily be very searching, but being gone through, the teacher then points out a few of the more striking errors upon the black-board, and gives the necessary advice respecting their future avoidance. The pupils are then permitted to write a few lines more, when the examination of the books by the teacher is repeated.

Arithmetic.—Arithmetic is less successfully taught than any other branch. In general, teachers neglect to ground their pupils sufficiently in notation, and bestow their attention upon the giving of rules rather than upon the explanation of principles. This defective knowledge of the elements is also partly attributable to the fact, that many teachers continue to employ books in the teaching of arithmetic. It is not an uncommon occurrence to find children who are said to be working the higher rules fail to master a question in simple multiplication. Upon an average, not more than one child out of fifteen in the higher classes, has succeeded in working a question like the following, 70985793×60090 . Our advice to teachers has been,—dispense with the use of books, and trust solely to *viva voce* teaching; explain the principles of each rule thoroughly to the pupils; give plenty of examples; vary them as much as possible; and solve a sufficient number upon the black-board; above all things, hold regular and frequent examinations in the rules gone through.

Much of the uncertain and superficial knowledge displayed in the higher rules, arises chiefly from the defective manner in which the elements are taught. It is seldom that children will attempt to face a question out of the ordinary form, and unless the solution depend directly upon the obvious application of some well-known rule, the result is a failure. We have found it necessary, therefore, to continually press upon the attention of teachers, the importance of making their questions as practical as possible, so that children may thus be taught to apply the various arithmetical processes to the ordinary transactions of life. Mental arithmetic is professedly taught in most schools. In a small proportion, however, does the subject receive that care and attention which its importance as a means of intellectual training demands. Besides forming an agreeable relaxation from other studies, it may be made to occupy intervals which otherwise might unprofitably pass away. A few questions, judiciously chosen, and rapidly given between the changes of the lessons, not only tend to prevent the pupils' attention from flagging, but by giving to the current of thought a new direction, add vigor and elasticity to the mind, and enable it to put forth renewed effort. The frequent and intelligent use of mental calculation, not only exercises a powerful influence upon the cultivation of the reasoning faculties, but enables children to grasp readily the principles upon which the commoner arithmetical processes are based, and to work questions in slate arithmetic expeditiously and correctly. It is not an unusual occurrence to find children in one school, where due prominence is given to the practice of mental arithmetic, solve questions off-hand, and without any apparent effort, which the pupils of another school, in whose routine the same subject finds no place, evince great difficulty in answering with slate and pencil.

Grammar.—This branch is taught with fair skill in Public Schools; in Denominational Schools, it does not appear to have received proper attention, until after the issue of the Council's Standard of Proficiency. As yet, the methods of teaching it are crude and ill-considered. In many schools, books upon grammar are put into the hands of the children, who are expected to learn by rote as much of the contents as they can. It is hardly necessary to observe that such a mode of teaching the subject is productive of

more harm than good. It is absurd to expect the average child to comprehend the nice distinctions of an abstract science couched in the language of books. Grammar, to be taught effectively or even to be taught at all, must be stripped of its technicalities, must be communicated little by little, the same ground repeatedly gone over, every possible recourse had to concrete illustration, and the black-board freely used; above all, the teacher must convey his instruction by means of the living voice. Considering the small progress which the larger number of schools have made in the elements of grammar, it will be readily inferred that the teaching of the higher parts, as analysis and composition, is almost confined to Public Schools. As regards analysis, we have reason to believe that sufficient care is not taken to distinguish clearly between the elements that occasionally constitute the completion of a sentence, and those which form the extensions of the predicate. Another point, frequently overlooked, is the necessity of making the parsing harmonize with the analysis. It is quite a usual thing to see a sentence parsed one way and analyzed another—we refer, of course, to sentences of complex construction in which great uncertainty seems to be manifest as to which clause the conjunctive words belong.

Geography.—Notwithstanding that the order in which the different parts of geography should be taught is clearly laid down in the Council's Standard of Proficiency, a reference to Annex D will show that the extent of the attainments possessed by children in this branch is limited. We attribute the ill-success that attends the teaching of the subject to the following causes:—A large number of teachers do not prepare the lessons; many of those who do, attempt too much at a time; no proper tests are applied to see that the children have received the instruction given; too much reliance is placed upon printed maps, and upon chance information which they afford; there is a want of intelligent management in the lessons; and the methods are for the most part uninteresting and unskilful. Geography appears to be taught most successfully in those schools in which the teachers possess a moderate knowledge of linear drawing, and who turn this knowledge to account by sketching outline maps upon the black-board. It is surprising with how much greater effect the leading physical features of a country, the exact positions of its mountains, rivers, and towns can be taught by means of such a map than by the use of those of the ordinary kind.

Object Lessons.—Object lessons receive very general attention from our teachers. Their aim, however, is but imperfectly understood. As a means of mental culture, they are comparative useless, unless treated in a definite, intelligent, and comprehensive manner. The methods of communicating them are marked by a good deal of sameness. Were their object primarily to convey information, little fault could be found with the form in which they are presented to children. But, considering that their main purpose is to develop the perceptive faculties, we are forced to observe that in most cases they fail to effect this result. The "lecture" method is of all others the least calculated to rouse into activity the mental energies of children, and this is the commonest form in which object lessons are delivered. There is a sad dearth of intelligent questioning, of ready and appropriate illustration, and of power to make lasting impressions. Too much reliance is placed upon book information, and too little upon the knowledge afforded by a careful examination of external nature.

Drawing and Music.—Drawing and music in accordance with the Council's requirements forms part of the ordinary school course. They have been generally introduced into the schools, and are taught under the supervision of special masters. The progress made in them is not yet sufficiently general or decided to enable us to report further than that we believe reasonable results are being achieved. The step which the Council has taken in placing drawing and music among the ordinary subjects of examination for teachers' certificates, and in affording the teachers and pupil-teachers of the district an opportunity of acquiring a knowledge of these branches, cannot but be productive of the best results.

The Scripture lessons are used in all the Public Schools with fairly satisfactory results. They are also used in some of the Denominational Schools; but we have not considered it part of our duty to examine the pupils of these schools in Scripture.

Proficiency.—The following Tables of percentages are intended to shew the relative proficiency of Public and Denominational Schools in the different subjects of instruction.

PUBLIC SCHOOLS.

Actual Proficiency.	Reading.				Writing.			Arithmetic.				Grammar.			Geography.			Object Lessons.
	Monosyllables.	Easy Narrative.	Ordinary Prose.	Total.	On Slates.	In Copy-books.	Total.	Simple Rules.	Compound Rules.	Higher Rules.	Total.	Elementary.	Advanced.	Total.	Elementary.	Advanced.	Total.	
Indifferent	4.8	3.5	0	8.3	4	5.9	9.9	30.1	6.8	2.7	39.6	11.1	13.9	25	12.7	6.5	19.2	16.3
Tolerable	6.4	12.3	4.7	23.4	11.8	14.8	26.6	16.9	5.5	1.5	23.9	11.5	10.9	22.4	17.8	9.4	27.2	29.8
Fair	6.1	17.9	13.4	37.4	10	23.3	33.3	6	4.7	3.3	14	15.8	14.7	30.5	14.3	22.5	36.8	37.6
Good	7.8	10.5	12.6	30.9	7.3	22.9	30.2	10.1	7.5	4.9	22.5	11.3	10.8	22.1	8.9	7.9	16.8	16.3
	25.1	44.2	30.7	100	33.1	66.9	100	63.1	24.5	12.4	100	49.6	50.4	100	53.7	46.3	100	100

DENOMINATIONAL SCHOOLS.

Actual Proficiency.	Reading.				Writing.			Arithmetic.				Grammar.			Geography.			Object Lessons.
	Monosyllables.	Easy Narrative.	Ordinary Prose.	Total.	On Slates.	In Copy-books.	Total.	Simple Rules.	Compound Rules.	Higher Rules.	Total.	Elementary.	Advanced.	Total.	Elementary.	Advanced.	Total.	
Indifferent	11.3	6.6	2.4	20.3	20.5	4.8	25.3	47.2	6.6	2.9	56.7	34.9	20.9	55.8	36.7	15	51.7	39.3
Tolerable	14.5	21.8	9.9	46.2	16.8	20.1	36.9	18.2	6.3	1.9	26.4	15.6	13.4	29	19.4	14.3	33.7	35.1
Fair	3.8	18	10.4	27.2	6.6	19.5	26.1	5.2	6.2	1.4	12.8	8.1	3.7	11.8	6.4	4.7	11.1	21.6
Good	1.1	2	3.2	6.3	3.5	8.2	11.7	2	2.1	0	4.1	3.4	0	3.4	1.2	2.3	3.5	4
	30.7	43.4	25.9	100	47.4	52.6	100	72.6	21.2	6.2	100	62	38	100	63.7	36.3	100	100

Teachers.—

Annex E.

Teachers.—The teaching staff of the schools of this district comprised at the close of the year 94 teachers, 57 assistant teachers, and 110 pupil teachers. These were distributed as follows:—In Public Schools, 26 teachers, 26 assistant teachers, and 49 pupil teachers; in Denominational Schools, 68 teachers, 31 assistant teachers, and 61 pupil teachers. The subjoined table shews the classification of the teachers and assistant teachers:—

First Class.		Second Class.		Third Class.			Not Classified.
Section A.	Section B.	Section A.	Section B.	Section A.	Section B.	Section C.	
1	5	16	18	37	27	19	28

As a body, the teachers are earnest, diligent, and painstaking, evince a willingness to receive suggestions, and endeavour to carry them out to the best of their abilities.

Local Supervision.—It is almost premature to offer any general opinion upon the character of the local supervision of schools. It may be sufficient for the present to state, that in many instances the Local Boards appear to manifest an earnest, an intelligent, and an abiding interest in the schools with which they are connected.

Summary.—The results of the year's inspection may be briefly summed up thus,—The Public Schools are in a fair state of efficiency; and, whilst the condition of Denominational Schools is less satisfactory, much has been done to render them more efficient, and they afford every indication of future improvement.

E. JOHNSON, }
J. S. JONES, } Inspectors, Sydney District.

Sydney, February, 1868.

ANNEX A.

TABLE shewing the Material Condition of Public Schools.

Organization.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Situations	13	2	7	1	6	...	...
Buildings	11	7	7	4	...	...	...
Playgrounds	16	...	1	...	...	6	...
Furniture.....	16	4	6	2	...	1	...
Apparatus	18	2	7	1	...	1	...
Books	19	4	5	1	...	...	...
Registers	21	2	6	...	...	...	...

TABLE shewing the Material Condition of Church of England Schools.

Organization.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Situations.....	11	10	8	2	...	...	...
Buildings	15	1	8	6	...	...	1
Playgrounds	12	...	3	7	5	3	...
Furniture.....	10	4	6	6	3	2	...
Apparatus	3	4	12	5	5	2	...
Books	18	5	6	2	...	...	...
Registers	25	1	2	1	2	...	...

TABLE shewing the Material Condition of Roman Catholic Schools.

Organization.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Situations.....	5	4	7	...	4	...	6
Buildings.....	3	...	6	5	7	2	3
Playgrounds	4	...	1	4	11	1	...
Furniture.....	1	...	6	7	10	2	...
Apparatus .....	...	...	6	8	9	3	...
Books	2	2	4	10	8	...	...
Registers	3	2	14	7	...	...	...

TABLE shewing the Material Condition of Presbyterian Schools.

Organization.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Situations.....	...	1	1	...	4	...	...
Buildings.....	1	...	2	1	1	1	...
Playgrounds .....	...	...	...	...	...	2	...
Furniture.....	2	...	2	1	1	...	...
Apparatus	1	2	...	3	...	...	...
Books	3	...	3	...	...	...	...
Registers	2	3	...	1	...	...	...

TABLE showing the Material Condition of Wesleyan Schools.

Organization.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Situations.....	2	...	1	1	...	...	1
Buildings.....	3	1	...	...	...	...	1
Playgrounds.....	1	...	2	...	...	...	...
Furniture.....	3	...	1	1	...	...	...
Apparatus.....	1	3	...	...	1	...	...
Books.....	1	1	3	...	...	...	...
Registers.....	1	1	2	...	1	...	...

TABLE showing the Material Condition of all Denominational Schools.

Organization.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Situations.....	18	15	17	3	8	...	7
Buildings.....	22	2	16	12	8	3	5
Playgrounds.....	17	...	6	11	16	6	...
Furniture.....	16	4	15	15	14	4	...
Apparatus.....	5	9	18	16	15	5	...
Books.....	24	8	16	12	8	...	...
Registers.....	31	7	18	9	3	...	...

ANNEX B.

TABLE showing the Moral Character of Public Schools.

Discipline.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Regularity.....	7	14	5	2	1	...	...
Punctuality.....	6	6	8	5	2	...	2
Cleanliness.....	17	4	5	2	1	...	...
Order.....	11	5	6	6	1	...	...
Moral tone.....	12	8	2	6	1	...	...

TABLE showing the Moral Character of Church of England Schools.

Discipline.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Regularity.....	10	10	7	1	2	...	1
Punctuality.....	3	3	24	...	1	...	...
Cleanliness.....	12	5	8	3	3	...	...
Order.....	4	9	6	8	4	...	...
Moral tone.....	5	7	6	9	3	1	...

TABLE showing the Moral Character of Roman Catholic Schools.

Discipline.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Regularity.....	2	3	5	4	11	...	1
Punctuality.....	2	...	8	4	7	...	5
Cleanliness.....	5	4	4	7	6	...	...
Order.....	2	1	7	7	7	...	2
Moral tone.....	2	1	8	7	6	...	2

TABLE showing the Moral Character of Presbyterian Schools.

Discipline.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Regularity.....	1	1	3	1	...	...	...
Punctuality.....	...	...	5	...	1	...	...
Cleanliness.....	...	2	...	2	2	...	...
Order.....	...	1	...	1	4	...	...
Moral tone.....	1	...	...	4	1	...	...

TABLE showing the Moral Character of Wesleyan Schools.

Discipline.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Regularity.....	...	3	1	...	1	...	...
Punctuality.....	1	2	2	...	...
Cleanliness.....	1	...	3	1	...	...	...
Order.....	3	2	...	...
Moral tone.....	1	3	...	1	...

APPENDIX.

101

TABLE shewing the Moral Character of *all* Denominational Schools.

Discipline.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Regularity	13	17	16	6	14	...	2
Punctuality	5	3	38	6	11	...	5
Cleanliness	18	11	15	13	11	...	...
Order	6	11	13	19	17	...	2
Moral tone	8	8	15	23	10	2	2

ANNEX C.

TABLE shewing the Character of the Instruction.—Public Schools.

Details.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Classification	15	2	8	2	2	...	...
Occupation	23	1	4	1	...	...	...
Methods	5	8	11	2	2	1	...

TABLE shewing the Character of the Instruction.—Church of England Schools.

Details.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Classification	4	2	11	5	9	...	...
Occupation	11	6	7	4	3	...	...
Methods .....	...	1	11	9	8	2	...

TABLE shewing the Character of the Instruction.—Roman Catholic Schools.

Details.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Classification .....	...	...	7	7	9	...	3
Occupation	4	1	6	5	10	...	...
Methods .....	...	...	3	7	10	...	6

TABLE shewing the Character of the Instruction.—Presbyterian Schools.

Details.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Classification	2	1	...	3	...	...
Occupation	2	1	3	...	...	...
Methods	1	1	4	...	...

TABLE shewing the Character of the Instruction.—Wesleyan Schools.

Details.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Classification	1	1	1	1	1	...
Occupation	1	2	2	...	...	...
Methods	1	...	3	1	...

TABLE shewing the Character of the Instruction.—Denominational Schools generally.

Details.	Good.	Very fair.	Fair.	Tolerable.	Moderate.	Indifferent.	Bad.
Classification	4	5	20	13	22	1	3
Occupation	15	10	16	14	13	...	...
Methods .....	...	1	16	17	25	3	6

ANNEX D.

TABLE showing the Proficiency of the Pupils in the Ordinary Subjects.—Public Schools.

Actual Proficiency.	Reading.				Writing.			Arithmetic.				Grammar.			Geography.			Object Lessons.
	Monosyllables.	Easy Narrative.	Ordinary Prose.	Total.	On Slates.	In Copies.	Total.	Simple Rules.	Compound Rules.	Higher Rules.	Total.	Elementary.	Advanced.	Total.	Elementary.	Advanced.	Total.	
Indifferent	167	119	...	280	129	190	319	917	908	82	1207	269	333	602	353	178	533	539
Tolerable	221	425	162	808	379	450	829	515	168	45	728	279	262	541	493	260	755	988
Fair	210	617	461	1288	322	751	1073	185	148	92	425	379	355	734	398	629	1027	1247
Good	267	358	437	1062	235	739	974	305	229	147	684	272	200	532	246	217	463	542
	865	1519	1060	3444	1065	2160	3225	1925	753	366	3044	1199	1210	2409	1494	1284	2778	3316

TABLE showing the Proficiency of the Pupils in the Ordinary Subjects.—Church of England Schools.

Actual Proficiency.	Reading.				Writing.			Arithmetic.				Grammar.			Geography.			Object Lessons.
	Monosyllables.	Easy Narrative.	Ordinary Prose.	Total.	On Slates.	In Copies.	Total.	Simple Rules.	Compound Rules.	Higher Rules.	Total.	Elementary.	Advanced.	Total.	Elementary.	Advanced.	Total.	
Indifferent	332	190	66	588	497	...	437	1192	140	75	1407	586	352	938	750	219	978	781
Tolerable	330	741	150	1221	522	499	1021	424	131	44	599	190	178	368	456	240	696	922
Fair	124	397	374	895	219	754	973	80	93	26	199	145	80	225	140	93	242	555
Good	36	38	83	152	167	260	427	88	62	...	150	40	...	40	17	47	64	102
	822	1361	673	2856	1345	1513	2858	1784	426	145	2355	961	610	1571	1381	599	1980	2360

TABLE showing the Proficiency of the Pupils in the Ordinary Subjects.—Roman Catholic Schools.

Actual Proficiency.	Reading.				Writing.			Arithmetic.				Grammar.			Geography.			Object Lessons.
	Monosyllables.	Easy Narrative.	Ordinary Prose.	Total.	On Slates.	In Copies.	Total.	Simple Rules.	Compound Rules.	Higher Rules.	Total.	Elementary.	Advanced.	Total.	Elementary.	Advanced.	Total.	
Indifferent	252	159	63	467	586	240	826	798	94	37	929	487	279	766	581	340	921	792
Tolerable	339	289	262	940	224	461	685	260	129	30	419	196	133	329	235	308	433	398
Fair	47	191	190	428	86	215	301	86	54	127	36	217	70	98	16	36	52	234
Good	21	42	52	115	...	127	127	...	11	...	11	44	...	44	44	...	44	78
	709	674	567	1950	896	1043	1939	1112	361	103	1576	797	440	1237	866	584	1450	1432

TABLE showing the Proficiency of the Pupils in the Ordinary Subjects.—Presbyterian Schools.

Actual Proficiency.	Reading.				Writing.			Arithmetic.				Grammar.			Geography.			Object Lessons.
	Monosyllables.	Easy Narrative.	Ordinary Prose.	Total.	On Slates.	In Copies.	Total.	Simple Rules.	Compound Rules.	Higher Rules.	Total.	Elementary.	Advanced.	Total.	Elementary.	Advanced.	Total.	
Indifferent	22	17	...	39	37	17	54	69	34	...	103	36	34	70	54	...	54	60
Tolerable	13	56	51	126	56	45	101	63	23	...	86	17	13	30	17	47	64	155
Fair	18	75	...	93	19	38	57	33	5	...	38	20	9	29	20	9	29	101
Good .....	...	...	15	15	25	33	58	...	13	...	13	24	...	24	24	...	24	...
	59	148	66	273	137	133	270	165	75	...	240	97	56	153	115	58	171	316

TABLE showing the Proficiency of Pupils in the Ordinary Subjects.—Wesleyan Schools.

Actual Proficiency.	Reading.				Writing.			Arithmetic.				Grammar.			Geography.			Object Lessons.
	Monosyllables.	Easy Narrative.	Ordinary Prose.	Total.	On Slates.	In Copies.	Total.	Simple Rules.	Compound Rules.	Higher Rules.	Total.	Elementary.	Advanced.	Total.	Elementary.	Advanced.	Total.	
Indifferent	11	...	...	11	57	...	57	41	25	16	82	...	...	...	7	12	19	135
Tolerable	53	101	79	233	113	85	198	61	...	6	67	87	106	193	43	54	97	182
Fair	23	44	0	67	32	52	90	66	49	...	115	23	...	23	60	40	100	61
Good	0	31	27	61	...	22	22	...	10	...	10	...	...	...	...	...	...	...
	87	179	106	372	208	159	367	168	84	22	274	110	106	216	110	106	216	378

TABLE shewing the Proficiency of Pupils in the Ordinary Subjects.—Denominational Schools generally.

Actual Proficiency.	Reading.				Writing.			Arithmetic.				Grammar.			Geography.			Object Lessons.
	Monosyllables.	Easy Narrative.	Ordinary Prose.	Total.	On Slates.	In Copies.	Total.	Simple Rules.	Compound Rules.	Higher Rules.	Total.	Elementary.	Advanced.	Total.	Elementary.	Advanced.	Total.	
Indifferent	617	359	129	1105	1117	257	1374	2100	293	128	2521	1109	665	1774	1401	571	1972	1768
Tolerable	791	1187	543	2520	915	1090	2005	808	283	80	1171	490	430	920	741	549	1290	1507
Fair	212	707	564	1483	362	1059	1421	233	274	62	569	258	117	375	245	178	423	971
Good	57	109	177	343	192	442	634	88	96	...	184	108	...	108	85	47	132	180
	1677	2362	1412	5451	2586	2848	5434	3229	946	270	4445	1965	1212	3177	2472	1345	3817	4486

ANNEX E.

TABLE shewing the Ages of the Pupils on the Roll and present at Examination in Public Schools.

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Numbers on the Roll	1059	758	325	224	358	231	338	236	276	185	523	376	2879	2010
Present at Examination	786	525	243	185	279	202	289	190	223	155	421	291	2240	1548

TABLE shewing the Ages of the Pupils on the Roll and present at Examination in Certified Church of England Denominational Schools.

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Numbers on the Roll	1058	877	328	260	278	205	246	155	201	155	336	233	2447	1885
Present at Examination	828	695	276	195	213	163	182	123	166	115	255	163	1920	1454

TABLE shewing the Ages of the Pupils on the Roll and present at Examination in Certified Roman Catholic Denominational Schools.

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Numbers on the Roll	923	781	290	249	215	168	185	179	134	121	193	191	1950	1689
Present at Examination	619	483	231	171	154	112	142	120	91	76	137	130	1374	1092

TABLE shewing the Ages of the Pupils on the Roll and present at Examination in Certified Presbyterian Schools.

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Numbers on the Roll	169	122	50	30	32	42	27	27	21	14	32	44	331	279
Present at Examination	114	73	28	17	24	27	19	20	10	8	20	28	215	173

TABLE shewing the Ages of the Pupils on the Roll and present at Examination in Certified Wesleyan Schools.

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Numbers on the Roll	155	110	38	21	37	22	35	21	24	14	44	24	333	212
Present at Examination	127	70	35	18	33	20	31	17	23	12	38	20	287	157

TABLE shewing the Ages of the Pupils on the Roll and Present at Examination in *all* Certified Denominational Schools.

	7 years and under.		8 years.		9 years.		10 years.		11 years.		12 years and over.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Numbers on the Roll	2315	1890	706	560	562	437	493	382	380	304	605	492	5061	4065
Present at Examination	1688	1321	570	401	424	322	374	280	290	211	450	341	3796	2876

ANNEX F.

DETAILED STATEMENT of the Condition of Public Schools in the Sydney District inspected during the Year 1867.

The remarks under the head 1 relate to the material Condition of the schools; under 2, to their moral character; under 3, to the subjects and methods of instruction; under 4, to the proficiency of the pupils.

BALMAIN (Mixed):—Visited, 31st July and 1st and 2nd August.

Numbers present at examination:—Boys, 98; girls, 59; total, 157.

1. A very good schoolroom, well equipped. 2. Order and moral tone, excellent. 3. The methods are modern, but vary greatly in quality; their average merit is about tolerable. 4. The attainments of the classes may be described thus,—First class, moderate; second and third classes, small; fourth class, very fair.

BALMAIN (Infants):—Visited, 31st July.

Numbers present at examination:—Boys, 32; girls, 31; total, 63.

1. A very fair schoolroom, in good repair. There is a sufficiency of the necessary educational appliances. 2. The Government is mild and judicious; the conduct of the pupils is unexceptionable. 3. Too much reliance is placed upon the use of the elliptic method. The questioning needs to be more individual and distributed more equally throughout the class. 4. Better results might reasonably be expected from a second class teacher.

BOTANY ROAD (Mixed):—Visited, 12th June.

Numbers present at examination:—Boys, 32; girls, 25; total, 57.

1. The building is in good repair, and the arrangements are the best possible; but the playground is too small, and the furniture is unsuitable. 2. The discipline is good. 3. The methods are characterised by skill and energy. 4. The progress for the year has been reasonably satisfactory. A decided improvement has been effected under the present teachers.

BOURKE-STREET (Mixed):—Visited, 7th and 8th October.

Numbers present at examination:—Boys, 118; girls, 91; total, 209.

1. This school, though badly situated, is in fair material condition. There is no playground, and the out-offices are unsuitably placed. The furniture is insufficient, and in some respects unsuitable. 2. The discipline is barely satisfactory; the pupils need to be more punctual and orderly, and the school operations conducted with greater precision and quietness. The government is mild, but deficient in uniform firmness. 3. In addition to the ordinary subjects, the instruction comprises Latin, French, and Algebra. The methods are marked by zeal, energy, and fair intelligence. 4. The pupils have made tolerable progress, and exhibit a like degree of mental culture.

BOURKE-STREET (Infants):—Visited, 8th October.

Numbers present at examination:—Boys, 47; girls, 50; total, 97.

1. The schoolroom is altogether too small for the present attendance, and is badly lighted and ventilated. A book-press is required; otherwise, the material appliances are sufficient. 2. The order and discipline are good. 3. The instruction is very painstaking. 4. Fair progress has been made.

CAMPERDOWN (Mixed):—Visited, 10th June.

Numbers present at examination:—Boys, 33; girls, 15; total, 48.

1. A classroom is required; otherwise, the material condition and organization are reasonably satisfactory. 2. The discipline is fair. 3. The methods are defective. 4. The progress is slow, and the mental power only moderate.

CLEVELAND-STREET (Mixed):—Visited, 14th and 15th August and 20th December.

Numbers present at examination:—Boys, 204; girls 151; total, 355.

1. The building is unsuitable and too small, but the supply of working materials is ample. 2. The children are regular, punctual, clean, and well governed. 3. The instruction is careful; in the upper classes, thorough. 4. Good progress has been made during the year.

CLEVELAND-STREET (Infants):—Visited, 20th December.

Numbers present at examination:—Boys, 56; girls, 26; total, 82.

1. The schoolroom is small and in bad repair; the organization is in other respects satisfactory. 2. The government is mild, judicious, and effective. 3. The subjects of instruction are appropriate, and the methods are characterized by skill and energy. 4. Substantial work is done in this school. The pupils acquit themselves well under examination.

FORT-STREET (Boys) :—Visited, 22nd and 27th May, and 27th and 28th June.

Number present at examination :—430.

1. The material condition and organization are excellent.
2. The discipline is fairly satisfactory.
3. All the ordinary subjects are taught, together with geometry, algebra, and the elements of Latin. In point of skill, the methods range from tolerable to good; their average merit is about fair.
4. The proficiency is tolerable in the lower classes, and fair in the higher.

FORT-STREET (Girls) :—Visited, 9th, 10th, 11th, and 12th July.

Number present at examination :—308.

1. The organization is the best possible.
2. The order and moral tone are excellent.
3. The methods are characterized by earnestness, energy, and skill.
4. The attainments range from tolerable in the lower classes to very fair in the higher. The pupils of the fifth class acquit themselves well under examination.

FORT-STREET (Infants) :—Visited, 20th and 21st May.

Numbers present at examination :—Boys, 168; girls, 126; total, 294.

1. The organization is very good.
2. The government is judicious and effective. Good order is maintained. A cheerful and healthy tone prevades the school.
3. The methods are appropriate, and are applied with intelligence and effect.
4. The attainments are satisfactory. The higher classes in particular acquit themselves well under examination.

GLEBE (Mixed) :—Visited, 7th, 8th, and 9th August.

Numbers present at examination :—Boys, 90; girls, 73; total, 163.

1. A very good building, but in need of repairs. The school is well found in material appliances.
2. The pupils are extremely unpunctual. The government is feeble and vacillating, and the order unsatisfactory.
3. The classification is defective. The methods are not very skilful. The pupils are listless and inattentive under instruction.
4. The attainments are moderate, and the intelligence of the pupils is only partially developed.

GLEBE (Infants) :—Visited, 7th and 8th August.

Numbers present at examination :—Boys, 35; girls, 29; total, 64.

1. The pupils are taught in the same schoolroom as the elder children.
2. This circumstance renders it almost impossible to maintain order.
3. The methods are suitable.
4. The pupils evince tolerable proficiency.

NEWTOWN (Mixed) :—Visited, 14th and 15th August.

Numbers present at examination :—Boys, 70; girls, 33; total, 103.

1. A fair schoolroom, well provided with teaching appliances.
2. The school is fairly disciplined.
3. The methods are skilful, and are applied with zeal and earnestness.
4. The proficiency of the pupils is very fair, and their mental power considerable.

NEWTOWN (Infants) :—Visited, 14th August.

Numbers present at examination :—Boys, 26; girls, 19; total, 45.

1. The schoolroom is barely large enough, but presents a clean and comfortable appearance. There is a sufficiency of apparatus.
2. For an infant school, the discipline is good.
3. The methods are skilful and effective.
4. Very respectable results have been produced.

PADDINGTON (Mixed) :—Visited, 23rd, 24th, and 25th July.

Numbers present at examination :—Boys, 94; girls, 57; total, 151.

1. An iron building, in fair repair. The school is well furnished.
2. The pupils are fairly regular and punctual. Their behaviour is satisfactory.
3. The methods are suitable, but need to be applied with greater vigor and earnestness; some remissness is shewn in the proper keeping of the lesson documents.
4. The attainments are fair.

PADDINGTON (Infants) :—Visited, 23rd July.

Numbers present at examination :—Boys, 24; girls, 22; total, 46.

1. The schoolroom is tolerably suitable, and amply found in appropriate apparatus and furniture.
2. Little fault can be found with the discipline.
3. All the subjects proper to infant schools are taught. The teaching is deficient in energy and animation.
4. The average proficiency is moderate.

PITT-STREET (Mixed) :—Visited, 13th and 17th June.

Numbers present at examination :—Boys, 44; girls, 41; total, 85.

1. Suitable furniture and a playground are much wanted. In other respects, the organization of the school is good.
2. The discipline is fair.
3. The methods are modern, and the instruction is painstaking.
4. The teachers are attentive; the progress of the pupils is reasonably satisfactory.

PITT-STREET (Infants) :—Visited, 17th June.

Numbers present at examination :—Boys, 40; girls, 25; total, 65.

1. The pupils are taught in the same room as the elder children.
2. They are in fair order.
3. The methods are appropriate, and are applied with zeal and earnestness.
4. Reasonable results have been produced.

PITT-STREET SOUTH (Mixed) :—Visited, 27th August.

Numbers present at examination :—Boys, 27; girls, 14; total, 41.

1. The schoolroom is rather small; it is in fair repair. The furniture is sufficient for present wants, but of inferior quality.
2. The pupils are disposed to be restless and talkative; in other respects, the discipline is fair.
3. The instruction is painstaking and skilful.
4. The proficiency is very fair.

PITT-STREET SOUTH (Infants) :—Visited, 27th August.

Numbers present at examination :—Boys, 36 ; girls, 17 ; total, 53.

1. A passable schoolroom but without a gallery ; a few desks are also needed.
2. The discipline is good.
3. The methods are fairly skilful.
4. The attainments are fair.

PYRMONT (Mixed) :—Visited, 20th and 21st August.

Numbers present at examination :—Boys, 81 ; girls, 30 ; total, 111.

1. The schoolroom is too small, and is not centrally situated ; it is fairly furnished. The playground is very limited in extent.
2. The moral tone of the school is good.
3. The methods are modern and are applied with considerable skill.
4. Good results have been produced.

PYRMONT (Infants) :—Visited, 20th August.

Numbers present at examination :—Boys, 41 ; girls, 22 ; total, 63.

1. A small and inconvenient schoolroom, but adequately furnished.
2. Fairly disciplined.
3. The methods are appropriate, but need to be applied with greater energy and animation.
4. The pupils acquit themselves fairly under examination.

SUSSEX-STREET (Mixed) :—Visited, 28th November.

Members present at examination :—Boys, 56 ; girls, 57 ; total, 113.

1. A very fair schoolroom, amply found in teaching appliances. A playground is badly needed.
2. The pupils are rather irregular in attendance ; in other respects, the discipline is very satisfactory
3. The methods are skilful and effective.
4. Substantial work is done in this school.

WATSON'S BAY (Mixed) :—Visited, 29th August.

Numbers present at examination :—Boys, 8 ; girls, 10 ; total, 18.

1. The school is but indifferently supplied with furniture and apparatus.
2. The pupils are punctual but very irregular in attendance.
3. The methods are mechanical and ineffective.
4. The proficiency is small. The teacher has since been removed.

WILLIAM-STREET (Boys) :—Visited, 5th, 6th, 9th, and 10th September.

Number present at examination :—234.

1. A classroom is badly needed. Otherwise the school is well provided with material appliances.
2. Punctuality excepted, the discipline of the school is very good.
3. The course of secular instruction is faithfully observed ; the subjects taught are judiciously selected, and the methods employed, fairly suitable and effective.
4. The average proficiency is fair.

WILLIAM-STREET (Girls) :—Visited, 3rd and 4th September.

Number present at examination :—132.

1. The material state is very good.
2. The discipline is excellent.
3. The methods are fairly skilful and effective.
4. Substantial work is being done.

WILLIAM-STREET (Infants) :—Visited, 5th and 6th September.

Number present at examination :—Boys, 169 ; girls, 133 ; total, 302.

1. The school is amply found in material appliances.
2. The discipline is good.
3. The instruction is skilful and effective.
4. The proficiency is of a very reasonable character.

WOOLLOOMOOLOO (Mixed) :—Visited, 22nd August.

Numbers present at examination :—Boys, 38 ; girls, 22 ; total, 60.

1. A good schoolroom, but very dirty. There is a very fair supply of furniture and apparatus. The want of a playground is a serious drawback.
2. The pupils are regular, but unpunctual. The government is feeble, the order indifferent, and the moral tone unsatisfactory.
3. The methods are defective ; little real work is done.
4. The attainments are small. The school has since been closed.

WOOLLOOMOOLOO (Infants) :—Visited, 22nd August.

Numbers present at examination :—Boys, 23 ; girls, 12 ; total, 35.

1. The pupils are taught in the same schoolroom as the elder children.
2. They are disposed to be restless and talkative ; in other respects, the discipline is fair.
3. The methods and subjects of instruction are appropriate. Passable results have been achieved. The school has since been closed.

DETAILED STATEMENT of the condition of Certified Denominational Schools in the Sydney District, inspected during the year 1867.

The remarks under the head 1, relate to the material condition of schools. Under 2, to their moral character. Under 3, to the subjects and methods of instruction. Under 4, to the proficiency of the pupils.

BALMAIN, C.E. (Mixed) :—Visited, 17th September.

Numbers present at examination :—Boys, 58 ; girls, 35 ; total, 93.

1. The school is fairly organized.
2. The moral character is very fair.
3. The course of secular instruction is observed. The methods are fairly suitable and effective.
4. The proficiency is tolerable.

BALMAIN, R.C. (Boys) :—Visited, 13th December.

Number present at examination :—55.

1. A fair schoolroom. Book-press and two additional desks are needed. Otherwise, the material appliances are sufficient.
2. The pupils are clean and punctual, but not very regular ; their behaviour is fairly satisfactory.
3. The methods are practical, but require to be applied with greater energy and spirit.
4. The proficiency is small.

BALMAIN, R.C. (Girls) :—Visited, 11th December.

Numbers present at examination :—50.

1. A new schoolroom, tolerably suitable. A few diagrams are wanted. In other respects, the supply of teaching appliances is reasonable. 2. The pupils are punctual, but not regular in attendance. They are clean, modest, and well-behaved. 3. Programmes have not yet been constructed. The methods are mechanical and ineffective. 4. The attainments are indifferent.

BALMAIN, R.C. (Infants) :—Visited, 11th December.

Numbers present at examination :—Boys, 16 ; girls, 17 ; total, 33.

1. A very fair schoolroom. Reading tablets and diagrams are badly needed. 2. The attendance was much smaller than usual on the day of examination, owing to the prevailing sickness. The pupils are clean and well-behaved. 3. The course of instruction is defective, and does not appear to be regulated by either time table or programme. 4. The attainments are inconsiderable. The pupils are very young. The teacher (unpaid) was absent on the day of examination, through sickness.

CAMPERDOWN, R.C. (Mixed) :—Visited, 10th and 11th December.

Numbers present at examination :—Boys, 68 ; girls, 54 ; total, 122.

1. The building is old, and not very suitable ; the supply of furniture, apparatus, and books, inadequate ; and the play-ground undivided for the sexes. 2. The discipline is, in most respects, unsatisfactory. 3. The instruction does not accord with the standard course, and is imperfectly regulated. The methods are mechanical and ineffective. 4. The attainments are very moderate.

CHIPPENDALE, Wes. (Mixed) :—Visited, 3rd October.

Numbers present at examination :—Boys, 96 ; girls, 62 ; total, 158.

1. The organization of this school is defective as regards the condition of the schoolroom, classroom, and out-offices. The supply of furniture is insufficient, and the classification of the pupils is faulty. 2. In general, the pupils are neat, clean, and regular, but neither punctual nor well-behaved. The government is not uniformly strict, and the school operations are not conducted with order and decorum. 3. The instruction is in accordance with the standard course, but the methods need to be characterized by greater animation and skill. 4. The average proficiency is barely tolerable, and the mental power moderate.

CHURCH HILL, R.C. (Girls) :—Visited, 10th and 12th December.

Numbers present at examination :—87.

1. A fair schoolroom ; light and ventilation defective. A tolerable supply of furniture and apparatus. 2. The regularity, punctuality, and cleanliness of the pupils are unsatisfactory. The order is tolerable. 3. The classification is defective, and the occupation of the pupils not fully regulated. The methods vary greatly in point of skill. Their average merit is not high. 4. The attainments are small, and the mental power is low.

CHURCH HILL, R.C. (Infants) :—Visited, 10th December.

Numbers present at examination :—Boys, 101 ; girls, 72 ; total, 173.

1. A small, dark, inconvenient schoolroom ; walls badly in need of whitewash. The appliances for teaching are very limited. The organization is in other respects defective. 2. The pupils are noisy and inattentive, and not very clean. 3. The choice of subjects is inappropriate. There is neither time-table nor programme to direct the teaching, which is conducted by two young and inexperienced pupil teachers. 4. The attainments are very low.

CHRIST CHURCH, C.E. (Mixed) :—Visited, 28th, 29th, and 30th October.

Numbers present at examination :—Boys, 191 ; girls, 92 ; total, 283.

1. An excellent schoolroom, well provided with appliances for teaching. 2. The school is fairly disciplined, but the operations of teaching require to be carried on more quietly. 3. Object lessons need to be added to the subjects of instruction. The methods vary in kind and quality, but in point of average merit they do not exceed moderate. 4. The proficiency of the highest class is tolerable, and of the lower classes, small.

CHRIST CHURCH (Infants) :—Visited, 28th, 29th, and 30th October.

Numbers present at examination :—Boys, 103 ; girls, 78 ; total, 181.

1. The material condition of the building is good, but the schoolroom is objectionably elevated above the playground, and its appearance, as to cleanliness, is barely satisfactory. The gallery and forms are too small, the hat-pegs unsuitably placed, and the supply of books is inadequate. The playground is small and untidy, and the out-offices are badly arranged. 2. The moral character is very fair ; the pupils are clean, regular, and punctual, and tolerably well-behaved. 3. The choice of subjects is appropriate, but the methods are deficient in tact, energy, and skill. 4. The intelligence of the pupils is only very partially developed, and the attainments are barely tolerable.

DARLINGHURST, C.E. (Mixed) :—Visited, 11th September.

Numbers present at examination :—Boys, 55 ; girls, 51 ; total, 106.

1. A substantial stone building in good repair. There is a very fair supply of furniture and apparatus. 2. The order is capable of improvement ; in other respects, the discipline is fairly satisfactory. 3. The methods are for the most part empirical, but applied with zeal and earnestness. 4. The attainments are small in the first class, and very moderate in the second and third.

DOUBLE BAY, C.E. (Mixed) :—Visited, 11th and 12th September.

Numbers present at examination :—Boys, 34 ; girls, 21 ; total, 55.

1. The organization of this school would be good but for the objectionable condition of the playground and out-offices. 2. The moral aspect of the school is pleasing. 3. The subjects of instruction accord with the standard course ; the methods are suitable, and are applied with fair skill and intelligence. 4. The proficiency is fair.

DOUBLE BAY, C.E. (Infants) :—Visited, 12th September.

Numbers present at examination :—Boys, 37 ; girls, 38 ; total, 75.

1. A good schoolroom. A few desks are needed ; in other respects, the supply of requisites is fair. 2. The pupils are clean, punctual, and regular. They are inclined to be fidgety, but their general behaviour is not unsatisfactory. 3. The range of subjects is somewhat limited. The methods are fairly judicious, and are applied with zeal and earnestness. 4. The proficiency is tolerable.

DOUBLE BAY, R.C. (Mixed) :—Visited, 13th December.

Numbers present at examination :—Boys, 32 ; girls, 18 ; total, 50.

1. A suitable weather-board building, recently enlarged. The supply of furniture and apparatus is insufficient, and the condition of the school records unsatisfactory. 2. The moral aspect of the school is moderate. 3. The instruction does not altogether accord with the standard course ; the methods are unskilful. 4. The proficiency is very moderate, and the mental power low.

ERSKINE STREET, Pres. (Mixed) :—Visited, 23rd and 24th October.

Numbers present at examination :—Boys, 39 ; girls, 66 ; total, 105.

1. The situation of this school is unsuitable. There is no playground, and the out-offices are incomplete and badly arranged ; in other respects, the school is well supplied with material appliances. 2. The pupils are clean and fairly regular and punctual, but their conduct is not well-regulated as regards order, attention, and diligence ; the government is feeble. 3. The course of secular instruction is observed. A want of tact, energy, and skill characterizes the teaching. 4. The attainments and intelligence of the pupils are moderate. Grammar and geography have only recently received any attention.

GLEBE, C.E. (Mixed) :—Visited, 26th November.

Numbers present at examination :—Boys, 53 ; girls, 34 ; total, 87.

1. This school is fairly provided with material appliances. 2. The pupils are tolerably regular, punctual, clean, and well-behaved, but the school operations are not conducted with sufficient order and decorum. 3. The classification is faulty, the time-table defective, and the instruction is not properly regulated. The methods require to be applied with greater energy and earnestness. 4. The proficiency is moderate.

HAYMARKET, R.C. (Boys) :—Visited, 13th November.

Number present at examination :—122.

1. This school is held in a church. The organization is defective as regards accommodation, and the supply of furniture, apparatus and books. 2. The moral character is unsatisfactory ; the government is lax, the order bad, and the pupils are neither clean nor regular. 3. The classification is injudicious, and the occupation of the pupils is not properly provided for. A few of the subjects only have received adequate attention. The methods are practical, and only partially effective. 4. The proficiency and mental culture are very moderate.

KENT-STREET NORTH, R.C. (Boys) :—Visited, 21st October.

Number present at examination :—128.

1. Building badly situated, schoolroom too small, and dingy in appearance. The playground is scarcely worth the name ; and the out-offices are incomplete and in bad repair. The organization, so far as the teacher is responsible for it, is very fair. 2. The school is well-disciplined. The pupils are clean, attentive, and orderly. 3. All the prescribed subjects except music are taught. The methods are characterised by skill and energy. 4. The proficiency ranges from moderate to fair, geography and grammar being the weak points in the instruction.

KENT-STREET NORTH, R.C. (Girls) :—Visited, 18th October.

Number present at examination :—54.

1. This school is deficient in material appliances. The school-room is dirty, and in bad repair. 2. The pupils are fairly clean and orderly, but very irregular. The school operations require to be conducted more methodically. 3. The usual subjects are taught, except music. The methods are mechanical. 4. The attainments are small in arithmetic and grammar, and moderate in the other subjects.

KENT-STREET SOUTH, R.C. (Boys) :—Visited, 12th December.

Number present at examination :—68.

1. The building is totally unfit for the purpose. The supply of furniture and apparatus is insufficient. There is no playground, and the closets are built against the school-house. 2. The discipline is not quite satisfactory, but has much improved during the year. The operations of teaching are rather noisily conducted, but the teacher labours under great difficulties. 3. Drawing and music are not taught, otherwise the instruction accords with the prescribed course. The methods are judicious, and are applied with fair energy. 4. The attainments are moderate.

KENT-STREET SOUTH, R.C. (Girls) :—Visited, 16th December.

Number present at examination :—78.

1. The material condition of this school is the same as that of the boys'. 2. The pupils are fairly clean and punctual, but irregular and disorderly. The government is lax and ineffective. The moral tone of the school is unsatisfactory. 3. The instruction is not properly regulated, and is of a very elementary character. The methods are mechanical and inefficient. 4. The attainments are low. It is but just to mention that the teacher labours under unusual difficulties.

NEWTOWN, C.E. (Mixed) :—Visited, 15th October.

Numbers present at examination :—Boys 56, girls 22 ; total, 78.

1. Owing to the presence of church furniture, only a portion of the room can be used. The desks are unsuitable, and are affixed to the walls of the schoolroom. There is a fair amount of apparatus. No provision is made for a supply of water. 2. The school is fairly disciplined. 3. The methods are moderately skilful. 4. The proficiency ranges from indifferent to moderate.

NEWTOWN

NEWTOWN, C.E. (Infants) :—Visited, 15th October.

Numbers present at examination :—Boys, 30 ; girls, 30 ; total, 60.

1. This school is well found in material appliances. 2. The moral character is tolerable. The government is deficient in tact and firmness. 3. Dictation requires to be added to the subjects of instruction. The teaching is mechanical and feeble. The pupils are listless and inattentive. 4. The attainments vary from small to moderate.

NEWTOWN, Wes. (Mixed) :—Visited, 10th and 11th October.

Numbers present at examination :—Boys, 71 ; girls, 44 ; total, 115.

1. The material condition of this school is very good. 2. The pupils are clean, regular, punctual, and in fair order. The moral tone is pleasing. 3. The methods are characterized by zeal and earnestness. 4. Creditable work has been done in this school within the past year.

NEWTOWN, R.C. (Mixed) :—Visited, 6th December.

Numbers present at examination :—Boys, 14 ; girls, 15 ; total, 29.

1. A small two-storied dwelling-house, very unsuitable for the purpose. There is no playground, but one closet, and an insufficient supply of working materials. 2. The pupils are tolerably clean, but irregular, unpunctual, and disorderly. The discipline is lax. 3. The instruction is very elementary, and is not regulated by time-table or programme. The methods are mechanical and ineffective. 4. The attainments of the pupils are low.

PADDINGTON, C.E. (Mixed) :—Visited, 16th September.

Numbers present at examination :—Boys, 39 ; girls, 40 ; total, 79.

1. The walls of the schoolroom require cleaning ; otherwise, the material condition of the building is good. A classroom is wanted. The furniture is insufficient, and in bad order. 2. The discipline is defective. The government is not uniformly strict ; the pupils are restless and inattentive under instruction. 3. There is a lack of tact and animation in the teaching, and of attention and mental effort in the pupils. 4. The proficiency is tolerable.

PADDINGTON, R.C. (Mixed) :—Visited, 5th December.

Numbers present at examination :—Boys, 33 ; girls, 42 ; total, 75.

1. A fair weather-board building, with teacher's residence. The playground is spacious, but is not divided for the sexes, and the closets are injudiciously arranged. There is but a very scanty supply of working materials. The presence of church furniture renders proper organization impossible. 2. The discipline is tolerable. 3. Drawing and music have yet to be added to the subjects of instruction. The methods are practical, and only very partially effective. 4. The attainments are very moderate. Reading is carefully taught.

PARRAMATTA-STREET, R.C. (Boys) :—Visited, 11th and 12th November.

Number present at examination :—103.

1. The organization of this school is defective, as regards the situation and condition of the building, cleanliness of the schoolroom, supply and state of the furniture, and the character of the playground. The closets are in a filthy condition. 2. The pupils are irregular, very unpunctual, and not very clean. The government is feeble and ineffective ; the order is bad. 3. Music is not taught ; otherwise the subjects of instruction accord with those prescribed. The methods are deficient in skill and efficiency. 4. The attainments are very moderate.

PARRAMATTA-STREET, R.C. (Girls) :—Visited, 11th, 12th, and 13th November.

Number present at examination :—156.

1. The building is old, and in bad repair. There is a tolerable supply of educational appliances. 2. The pupils are clean, but irregular and extremely unpunctual. The government is deficient in vigor. The schoolroom is so crowded as to render it almost impossible to maintain order. The noise at times is very great. 3. The classification is faulty. The methods are chiefly mechanical ; learning by rote is their leading characteristic. 4. The average proficiency is small. Writing is well taught in the upper classes.

PARRAMATTA-STREET, R.C. (Infants), SYDNEY :—Visited, 11th November.

Numbers present at examination :—Boys, 75 ; girls, 51 ; total, 126.

1. The pupils are taught in the girls' schoolroom ; there is a very scanty supply of the necessary apparatus. 2. The order is indifferent. 3. The instruction is rather undefined, and is not regulated by a time-table or programme. The methods are unskilful. 4. The general attainments are low.

PYRMONT, C.E. (Mixed) :—Visited, 18th September.

Numbers present at examination :—Boys, 50 ; girls, 50 ; total, 100.

1. A suitable building, and in good repair ; in most other respects the organization is very defective. 2. The moral character of the school is unsatisfactory. The pupils are unpunctual and disorderly, the government is lax, and the school operations are of a desultory character. 3. The usual subjects are taught, but due prominence is not given to grammar, geography, and object lessons. The methods are mechanical and ineffective. 4. The attainments are low.

RANDWICK, C.E. (Mixed) :—Visited, 19th September.

Numbers present at examination :—Boys, 26 ; girls, 12 ; total, 38.

1. The building is pleasantly situated and in good condition. There is a fair supply of working materials. 2. Were the pupils more regular in attendance, the moral character would be fairly satisfactory. 3. Geography and grammar do not receive adequate attention. The teaching is only moderately skilful, and needs to be carried on with greater energy. 4. The proficiency is tolerable.

REDFERN, C.E. (Mixed) :—Visited, 16th, 17th, and 18th September.

Numbers present at examination :—Boys, 107 ; girls, 83 ; total, 190.

1. The material state of the school is fair. 2. The pupils are fairly punctual and regular, but require to be more closely inspected for cleanliness. The order is defective ; listlessness and inattention prevail to a great extent. 3. The classification is injudicious. The methods are, for the most part, mechanical and ineffective. 4. The average proficiency is small.

REDFERN,

REDFERN, C.E. (Infants) :—Visited, 18th September.

Numbers present at examination :—Boys 88, girls 62 ; total, 150.

1. An indifferent schoolroom, much too small for the number of pupils in attendance. This defect is about to be remedied. 2. The pupils are regular and punctual, but neither clean nor orderly. The school operations are not conducted with becoming quietness. 3. The subjects of instruction are not judiciously chosen. The classification is bad, and very imperfect provision is made for the full and profitable occupation of the pupils. The methods are unskilful. 4. The attainments are indifferent. The children are allowed to answer indiscriminately, and at random.

ST. ANDREW'S, C.E. (Mixed) :—Visited, 31st October.

Numbers present at examination :—Boys, 34 ; girls, 34 ; total, 68.

1. The schoolhouse is too small, and is greatly in need of repairs. It is in contemplation to transfer the school to a more suitable site. There is a reasonable amount of furniture and apparatus. 2. The pupils are regular, punctual, clean, and in very fair order. The moral tone of the school has greatly improved under the present teacher. 3. The methods are modern, and are calculated to produce satisfactory results. 4. The proficiency ranges from moderate to tolerable. The teacher has only been in charge a short time ; he gives promise of good work.

ST. ANDREW'S, C.E. (Infants) :—Visited, 31st October.

Numbers present at examination :—Boys, 43 ; girls, 52 ; total, 95.

1. The schoolroom is small, and out of repair, and the supply of furniture and apparatus insufficient. There is no playground, and no proper out-office. 2. The moral tone of the school is fair. 3. The subjects of instruction are appropriate, and are taught with fair efficiency. 4. The proficiency ranges from small to fair.

ST. ANDREW'S, Pres. (Mixed) :—Visited, 22nd and 23rd May.

Numbers present at examination :—Boys, 67 ; girls, 24 ; total, 91.

1. The position of this school is bad, being close to the street. The schoolroom is too small, and has no playground deserving of the name. The organization, so far as the teacher is responsible for it, is satisfactory. 2. The discipline is very fair. 3. The teaching is earnest, painstaking, and fairly skilful. 4. The attainments are fair. In the upper classes the mental culture is satisfactory, and the tone healthy.

ST. BARNABAS', C.E. (Mixed) :—Visited, 25th and 26th September.

Numbers present at examination :—Boys, 110 ; girls, 55 ; total, 165.

1. This school is in good material condition, and is very fairly provided with educational appliances. The playground, however, is too small, and the out-offices are not suitably arranged. 2. The moral character is satisfactory. The pupils are regular, punctual, clean, orderly, and well-behaved. The government is mild, but firm and effective. 3. The prescribed subjects are taught. The methods vary in skill and efficiency from indifferent to fair. 4. The attainments and intelligence of the pupils are tolerable. The general tone of the school is pleasing, and the prevailing spirit healthy.

ST. BARNABAS', C.E. (Infants) :—Visited, 30th September.

Numbers present at examination :—Boys, 70 ; girls, 60 ; total, 130.

1. The apparatus is insufficient. Otherwise, the school is very fairly supplied with working materials. 2. The school is very fairly disciplined. 3. The subjects of instruction are appropriate, the programmes carefully constructed, and the methods evince fair skill and intelligence. 4. Reasonable results are being produced.

ST. JAMES', C.E. (Mixed) :—Visited, 29th, 30th, and 31st May.

Numbers present at examination :—Boys, 109 ; girls, 71 ; total, 180.

1. The situation is favourable, the building is in good repair, and the supply of working material is sufficient. 2. The pupils are regular, punctual, and, on the whole, orderly. 3. The instruction is of modern cast, but, apart from the upper class, the methods want more penetrative power to evoke the self-reliance and thinking powers of the children. 4. Tolerable progress has been made. The teachers are diligent and conscientious.

ST. JAMES', C.E. (Infants) :—Visited, 5th and 6th June.

Numbers present at examination :—Boys, 66 ; girls, 77 ; total, 143.

1. The schoolroom is suitable, and its appliances are sufficient. 2. The pupils are regular, punctual, clean, but not orderly. Undue noise pervades the school business. 3. The methods are modern. 4. The senior classes are intelligent, and have made very fair progress ; but in the lower sections the results are very moderate.

ST. LEONARDS, C.E. (Boys) :—Visited, 23rd September.

Number present at examination :—48.

1. A stone building in fair repair. The schoolroom, however, is much too small, and the supply of furniture, apparatus, and books, inadequate. The closets are in bad order, and not well arranged. 2. The moral character of the school is good. 3. The methods are tolerably skilful, and are applied with great diligence. 4. The proficiency of the pupils approaches fair. There is evidence to shew that the formation of good mental habits has received the careful attention of the teacher.

ST. LEONARDS, C.E. (Girls) :—Visited, 27th November.

Number present at examination :—36.

1. A very fair schoolroom, but almost devoid of suitable furniture. The supply of apparatus is also very scanty. The playground is small and inconveniently placed. 2. The pupils are irregular and unpunctual. In other respects, the discipline is satisfactory. 3. The lesson documents are incomplete. The methods are practical. Drawing has yet to be introduced. 4. Passable results have been produced.

ST. LEONARDS

ST. LEONARDS, Pres. (Mixed) :—Visited, 24th September.

Numbers present at examination :—Boys, 37 ; girls, 11 ; total, 48.

1. This is a good building. The playground is not fenced in, and a large part of it is let on a building lease. The out-offices are incomplete, and badly situated. Proper hat-pegs are needed ; otherwise the furniture is adequate and suitable. 2. The discipline is unsatisfactory. 3. All the ordinary subjects are taught. The methods are, to a large extent, mechanical and ineffective. 4. The proficiency is moderate.

ST. LEONARDS, R.C. (Mixed) :—Visited, 9th December.

Numbers present at examination :—Boys, 31 ; girls, 16 ; total, 47.

1. A weatherboard building in tolerable repair, but not lined. Part of it is occupied by the teacher as a residence. The schoolroom is too small, and in a very untidy state. The furniture is insufficient, and in bad order. The out-offices are rudely built, and are not sufficiently private. Part of the playground is used by the teacher as a garden. 2. The pupils are fairly regular and punctual ; in other respects, the moral character of the school is moderate. 3. The methods are suitable, and appear to be applied with tolerable diligence. 4. The attainments range from small to moderate.

ST. MARY'S, R.C. (Boys) :—Visited, 13th, 14th, 15th, and 16th May.

Number present at examination :—225.

1. The want of a playground is a most striking defect in the organization of this school ; a book-press and more suitable desks are also needed ; otherwise the school is fairly found in educational appliances. 2. Tolerable order is maintained. Measures need to be devised to improve the punctuality. 3. The classification is unsuitable. The methods are modern, and range in point of skill from moderate to very fair. They appear to be applied with energy and diligence. 4. The pupils evince fair proficiency in reading and arithmetic, but in other subjects the attainments are less satisfactory. The intelligence of the senior pupils has been carefully and successfully cultivated.

ST. MARY'S, R.C. (Girls) :—Visited, 13th and 14th May.

Number present at examination :—99.

1. The school business is conducted in the temporary cathedral. There is no playground. The material condition and organization are, under the circumstances, tolerably satisfactory. 2. The school is fairly disciplined. 3. The teaching is painstaking, but the methods are not very suitable. 4. Fair progress has been made in the upper classes ; but as a whole, the attainments are moderate, and the thinking faculty is not highly developed.

ST. MARY'S, R.C. (Infants) :—Visited, 20th May.

Number present at examination :—56.

1. The schoolroom is suitable, and is reasonably well supplied with working materials. 2. Though not punctual, the pupils are regular in attendance, and otherwise neat, clean, and orderly. 3. The teachers are diligent, but to a great extent, the instruction is superficial. 4. The progress and mental development are only moderate.

ST. PHILIP'S, C.E. (Mixed) :—Visited, 9th October.

Numbers present at examination :—Boys 56, girls 54 ; total, 110.

1. An excellent schoolroom, amply found in educational appliances. 2. The pupils are regular, punctual, clean, and in fair order. The moral tone is promising. 3. The methods are suitable, and are applied with zeal. 4. The average proficiency is tolerable. For the time the present teacher has been in charge, satisfactory results have been produced.

ST. PHILIP'S, C.E. (Infants) :—Visited, 10th October.

Numbers present at examination :—Boys, 103 ; girls, 126 ; total, 229.

1. The material condition of the building is good, but the schoolroom is much too small, and a gallery and hat-pegs are needed. In other respects the organization is satisfactory. 2. The moral character of the school is good. 3. The subjects of instruction are appropriate. The methods vary in skill from moderate to tolerable. 4. Moderate progress has been made.

SURREY HILLS, C.E. (Mixed) :—Visited, 5th November.

Numbers present at examination :—Boys, 33 ; girls, 12 ; total, 45.

A commodious schoolhouse, but badly in need of repairs. The desks are not very suitable, and the maps are much the worse for wear. 2. The government requires to be more strict. 3. The methods are rather crude ; the children, however, work. 4. The average proficiency is tolerable. The school, during the absence of the teacher through sickness, has been placed in the temporary charge of an inexperienced person, and has evidently suffered from this cause.

SURREY HILLS, C.E. (Infants) :—Visited, 5th November.

Numbers present at examination :—Boys, 60 ; girls, 37 ; total, 97.

This school is in fair material condition. There is a fair supply of apparatus, but the furniture incomplete in desks and hat-pegs ; in other respects the organization is fair. 2. The discipline is good. 3. Dictation has yet to be added to the subjects of instruction. The methods are tolerably judicious, and efficient. 4. The average proficiency is tolerable.

SURREY HILLS, R.C. (Boys) :—Visited, 18th November.

Number present at examination :—131.

1. A very inconvenient schoolroom, lying below the level of the road, and much too small for the number of children in attendance. The light and ventilation are defective. There is a tolerable supply of working materials. 2. The discipline is not satisfactory, but the teacher has to contend against unusual difficulties. 3. The instruction is careful and tolerably judicious. 4. The average proficiency is tolerable.

SURREY HILLS, R.C. (Girls) :—Visited, 14th November.

Number present at examination :—80.

1. The situation of the building and the plan of the schoolroom are great defects in the organization. The supply of furniture and apparatus is tolerable, but they require to be more appropriately arranged. There is not a separate playground for each of the sexes. 2. The pupils are clean, tolerably well-behaved, but very unpunctual and irregular. 3. The subjects of instruction are those prescribed. The methods are practical, and not very effective. 4. The attainments are moderate.

SURREY HILLS, Wes. (Mixed) :—Visited, 11th and 30th July.

Numbers present at examination :—Boys, 49 ; girls, 20 ; total, 69.

1. The building is good, and the organization is, on the whole, satisfactory. 2. The pupils are clean, orderly, and attentive. 3. The methods are deficient in penetrativeness. 4. Fair progress has been made ; the mental power is tolerable.

SURREY HILLS, Wes. (Infants) :—Visited, 22nd July and 1st August.

Numbers present at examination :—Boys, 34 ; girls, 13 ; total, 47.

1. The schoolroom is suitable, and its appliances are sufficient ; the organization, so far as the teacher is responsible for it, is very defective. 2. The discipline is lax ; the children are slovenly. 3. The methods are not readily distinguishable ; whatever kind, they are quite ineffective. 4. The attainments are so small as to be scarcely appreciable. A new teacher has been appointed.

TRINITY, C.E. (Mixed) :—Visited, 4th November.

Numbers present at examination :—Boys, 60 ; girls, 37 ; total, 97.

1. A fair schoolroom ; requires to be recoloured internally ; desks in indifferent condition—have been badly used ; a fair supply of apparatus. 2. The pupils are punctual, but irregular, and not very tidy ; the government lacks vigour and firmness ; order, unsatisfactory. 3. The methods are not of a high order ; the pupils are inattentive, and indisposed to mental exertion. 4. The attainments are moderate.

TRINITY, C.E. (Infants) :—Visited, 4th November.

Numbers present at examination :—Boys, 81 ; girls, 66 ; total, 147.

1. A substantial stone building, in fair repair ; schoolroom, tolerably suitable ; playground, small out-offices unsuitably arranged. There are no desks, and the hat-pegs require to be re-arranged. 2. The school operations are rather noisily conducted ; otherwise, the moral character is tolerable. 3. The choice of subjects is appropriate ; the methods, which are not very skilful, need to be characterized by greater animation and energy. 4. The proficiency is barely tolerable.

VICTORIA-STREET, R.C. (Girls) :—Visited, 9th December.

Number present at examination :—52.

1. A good schoolroom, suitably furnished. 2. The order and discipline are excellent. 3. The methods are fairly skilful, and are earnestly and diligently applied. 4. The proficiency ranges from fair to very fair.

VICTORIA-STREET, R.C. (Infants) :—Visited, 7th December.

Numbers present at examination :—Boys, 42 ; girls, 42 ; total, 84.

1. The schoolroom is fairly suitable. Some additional furniture and apparatus are wanted. 2. The pupils are fairly regular, punctual, clean and tidy, and well-behaved. 3. The methods are appropriate, and are earnestly and intelligently applied. 4. The proficiency is fair.

WAVERLEY, C.E. (Mixed) :—Visited, 22nd November.

Numbers present at examination :—Boys, 50 ; girls, 34 ; total 84.

1. The material condition is very fair. 2. The discipline is very good. 3. The methods are characterized by skill and energy. 4. The proficiency ranges from tolerable to very fair.

WAVERLEY, R.C. (Mixed) :—Visited, 5th December.

Numbers present at examination :—Boys, 36 ; girls, 18 ; total, 54.

1. A fair weatherboard building. The schoolroom is clean and tolerably commodious, but inadequately furnished. The books are insufficient, and in bad order. There is only one playground, which is approached through the schoolroom, and but one outhouse for both sexes. 2. The pupils are regular and punctual, but neither clean nor well-behaved. The government is characterized by a fair amount of energy, but is wanting in firmness. 3. The instruction accords with the standard course. The methods are suitable, and moderately effective. 4. The average proficiency is very moderate. The teacher has not long been appointed.

WAVERLEY, Pres. (Mixed) :—Visited, 22nd November.

Numbers present at examination :—Boys, 25 ; girls, 16 ; total, 41.

1. An inferior weatherboard building ; playground unenclosed ; supply of furniture, insufficient. 2. The pupils are fairly regular and punctual, and tolerably clean. The order, however, is capable of great improvement. More energy and firmness need to be infused into the government. 3. The course of secular instruction is observed. The methods are mechanical and feeble. 4. The attainments are moderate.

WATERLOO, C.E. (Mixed) :—Visited, 6th November.

Numbers present at examination :—Boys, 35 ; girls, 27 ; total, 62.

1. With the exception of the fences, the material condition of the school is fair. 2. The discipline has been placed upon a sound basis. 3. The methods are calculated to produce fair results. 4. The average proficiency is barely tolerable. The teacher has not long been appointed.

WATERLOO,

1867-8.

NEW SOUTH WALES.

REPORT

OF THE

COUNCIL OF EDUCATION

UPON THE CONDITION

OF THE

CERTIFIED DENOMINATIONAL SCHOOLS

FOR

1867.

Presented to both Houses of Parliament, by Command.

By Authority:

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

COUNCIL OF EDUCATION to HIS EXCELLENCY THE GOVERNOR,

SUBMITTING

REPORT ON DENOMINATIONAL SCHOOLS FOR 1867.

To His Excellency the Right Honorable SOMERSET RICHARD, Earl of Belmore, Member of Her Majesty's Most Honorable Privy Council in Ireland, Governor and Commander-in-Chief of the Colony of New South Wales, and Vice-Admiral of the same.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Council of Education, have the honor to submit to your Excellency this our Report upon the Certified Denominational Schools of the Colony for the year 1867, as required by the 27th section of the Public Schools Act of 1866.

The number of Denominational Schools in operation in 1867, exclusive of those which, on the application of the Local Boards, were converted into Public Schools, was 317; and the aggregate number of pupils in attendance was 35,306. A return of these schools and of children attending them during the quarter ending 31 December, 1867, or during the last quarter in which they were open, is appended hereto. Additional statistics are given in Appendix B.

Appendix B.

In the course of the year, the Council received four applications for Certificates to Denominational Schools, viz. :—

Locality.	Denomination.
1. Pitt-street, Sydney...	Hebrew.
2. Baulkham Hills ...	Roman Catholic.
3. Lane Cove ...	do.
4. Huon ...	do.

The first of these applications was declined by the Council, on the ground that the Council considered "that it could not widen the ground of support to Denominational Schools, by giving aid where hitherto aid had not been given, without violating the spirit of the Public Schools Act."

In the second case, when the Inspector visited for the purpose of inquiry and report, he found that the school was not then in existence.

The third application was granted, on the ground that the school had been in operation as a Denominational School in the previous year, 1866.

In consequence of the last-mentioned locality being more than five miles from the nearest Public School, the application could not be entertained.

Certificates were withdrawn from two Roman Catholic Denominational Schools—Pitt-street South, and Gundagai. The correspondence relating to the former has already been laid before Parliament, and copies of the papers respecting the latter are appended hereto.

Appendix C.

The

The Local Boards of eight Denominational Schools applied to have them converted into Public Schools, viz. :—

1. Botany-street, Sydney	Wesleyan
2. Bourke Town, Araluen	Presbyterian
3. Bowrall	Church of England
4. Castlereagh.....	Wesleyan
5. Redbank, Araluen	Presbyterian
6. Westbrook	do.
7. Windsor	Wesleyan
8. Windsor	Presbyterian

Difficulties connected with the tenure on which the property of the school at Botany-street is held prevented the change from being effected, although the Council's consent had been given to the application. In the case of Castlereagh and the two schools at Windsor, the Council's consent was withheld. The application was acceded to in each of the remaining cases, and these schools are now in operation as Public Schools.

On the application of the Local Boards, the Roman Catholic Denominational School at Rosebrook was converted into a Provisional School at the end of the year, and the Church of England School at Colo, into a Half-time School.

By express desire of the Local Boards, the undermentioned schools were finally closed :—

1. Berrima	Church of England
2. Gunning	do.
3. Penrith	do.
4. East Maitland.....	Presbyterian
5. Emu.....	Wesleyan

The following have been allowed to lapse by the Local Boards, in consequence of the very small number of pupils in attendance :—

1. Breadalbane	Church of England.
2. Holdsworthy	do.
3. Kippelaw	do.
4. Picton.....	do.
5. Picton.....	Roman Catholic.
6. Kiora	Wesleyan

The extreme difficulty of procuring qualified teachers willing to accept the charge of very small schools, in connection with the supineness of Local Boards in some instances, led to the temporary closing of a few schools, viz. :—

1. Adaminiby	Church of England.
2. Gundagai South	do.
3. Theresa Park.....	do.
4. Collector	Roman Catholic.
5. Hartley	do.
6. Nimitybelle	do.

The first, second, and fifth of these have now been re-opened.

In the case of the Roman Catholic School at Prospect, the Council declined to appoint a teacher recommended by the Local Board, because the number of Roman Catholic children in the school was only 19, those belonging to the Church of England being 20.

The general administration of Certified Denominational Schools being in all respects identical with that of Public Schools, it is not necessary to enlarge upon this subject. The Council may be permitted to remark, however, that every effort has been made to apply the regulations with equal care and consideration to all classes of schools. This fact, it is believed, is now recognized by a very large majority of Local Boards and Teachers. Any suspicion or hesitation that existed at first has now disappeared; and, with very few exceptions, the Local Boards cordially co-operate with the Council to secure an effective administration of the Public Schools Act.

The

DENOMINATIONAL SCHOOLS.

5

The school books sanctioned by the Council have now been introduced into all schools, and are found to be generally acceptable.

The condition of the Certified Denominational Schools is very fully disclosed in the Inspectors' Reports appended to the Council's Report upon Public Schools. It is satisfactory to find that the teachers are, in general, willing to receive advice, and desirous to carry out the Regulations of the Council to the best of their ability. Regarding the results already attained as a point from which future progress may be estimated, the Council now desires simply to state its conviction that, on the whole, these schools are in a state of tolerable efficiency.

The question of school fees, which has been much agitated in the Public Schools, has also excited great attention in Certified Denominational Schools, in which the number of free scholars seems to be somewhat disproportionate, as may be seen from the following Table :—

Schools.	No. of free scholars.
Church of England	2,104
Roman Catholic	3,004
Presbyterian	300
Wesleyan	227
Total... ..	5,635

The inquiries which will be made in the course of 1868, will probably elicit some explanation as to the presence of such a large number of free scholars in Denominational Schools.

We submit this as our Report upon the Certified Denominational Schools for the year ending 31 December, 1867; and in testimony thereof, we have caused our corporate seal to be affixed hereto, this thirtieth day of March, one thousand eight hundred and sixty-eight.

(L.S.)

HENRY PARKES, President.
 GEORGE ALLEN.
 W. M. ARNOLD.
 JAMES MARTIN.
 J. SMITH.

W. WILKINS, Secretary.

APPENDIX A.

RETURN of the Attendance of Children at the Certified Denominational Schools of New South Wales, as certified by the Local Boards, for the Quarter ending 31st December of the Year 1867, or for the last Quarter in which the Schools were in operation respectively.

Name of School. I.	Number of Children on Rolls.									Average Weekly Attendance.		
	Boys.	Girls.	Total.	Church of England.	Roman Catholic.	Presbyterians.	Wesleyans.	Others.	Total.	Boys.	Girls.	Total.
	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.
CHURCH OF ENGLAND SCHOOLS.												
Adaminaby	(Open one month—No Return.)											
Albury	23	13	36	28	0	4	4	0	36	17	9	26
Araluen	43	35	78	66	...	...	12	...	78	22	18	40
Armidale	49	57	106	89	3	2	9	3	106	35	37	73
Ashfield	41	39	80	51	19	3	6	1	80	23	20	43
Balmain	72	53	125	67	1	17	33	7	125	51	35	86
Bankstown	14	16	30	20	3	...	7	...	30	7	6	14
Bathurst	70	61	131	113	...	5	7	6	131	39	31	71
Bega	39	34	73	61	...	10	2	...	73	26	22	48
Berrima	18	4	22	22	...	...	...	...	22	14	2	16
Bishopsbridge	26	25	51	39	6	5	1	...	51	17	19	37
Blandford	15	15	30	30	...	...	...	...	30	10	10	21
Breadalbane	18	16	34	26	3	...	5	...	34	9	6	16
Bolworra	23	27	50	16	5	16	13	...	50	14	14	29
Bolong	9	5	14	10	1	3	...	...	14	4	3	7
Bombala	15	25	40	32	4	4	...	...	40	11	17	29
Braidwood	35	44	79	37	7	9	26	...	79	19	20	40
Buchanan	37	32	69	32	32	4	1	...	69	22	19	42
Bungendore	10	8	18	18	...	...	...	...	18	5	4	10
Burwood	39	30	69	54	...	...	...	15	69	22	16	39
Burrowa	15	14	29	26	...	...	3	...	29	8	5	14
Cabramatta	19	16	35	21	13	1	...	...	35	12	9	21
Camden	37	53	90	58	1	1	26	4	90	26	43	69
Campbelltown	50	31	81	72	5	...	...	4	81	37	22	59
Canberra	25	17	42	27	6	8	1	...	42	18	10	28
Canterbury	46	40	86	57	12	8	9	...	86	28	26	55
Cassilis	24	13	37	26	8	...	3	...	37	18	9	27
Castle Hill	46	30	76	54	6	...	16	...	76	31	17	49
Christ Church	397	237	634	416	26	72	56	64	634	273	152	425
Cobbora	12	6	18	15	1	...	2	...	18	6	3	10
Cobbity	24	24	48	36	9	...	3	...	48	18	18	36
Colo Upper	9	5	14	12	...	...	2	...	14	4	3	8
Collector	19	19	38	21	17	...	...	...	38	7	8	16
Corowa	40	20	60	25	16	15	3	1	60	17	5	22
Cook's River	135	98	233	121	32	10	69	1	233	97	68	165
Crookwell	16	9	25	17	...	...	8	...	25	5	5	11
Cudgegong	19	14	33	25	8	...	...	...	33	12	8	20
Darlinghurst	84	67	151	117	2	7	23	2	151	61	52	113
Denman	23	16	39	26	13	...	...	...	39	14	8	23
Dapto	22	14	36	26	4	6	...	...	36	18	11	30
Denham Court	25	17	42	28	7	4	...	3	42	16	12	28
Dungog	37	42	79	58	9	12	...	...	79	22	26	48
Dooral	27	17	44	9	1	...	34	...	44	20	13	33
Ellalong	30	14	44	35	3	4	2	...	44	13	7	21
Emu Plains	71	44	115	84	6	5	20	...	115	39	24	64
Enfield	27	34	61	51	10	...	...	...	61	18	23	41
Enfield, N.R.	22	29	51	42	...	4	4	1	51	14	21	35
Erina	28	26	54	42	12	...	...	...	54	15	17	32
Fox Ground	6	3	9	7	...	2	...	...	9	3	2	5
Frederick's Valley ..	22	20	42	36	6	...	...	...	42	15	10	26
Gerringong	32	27	59	23	6	6	24	...	59	23	19	42
Glebe	59	43	102	61	...	9	23	9	102	43	25	68
Glen Innes	43	33	76	49	16	11	...	...	76	29	22	52
Gosford	24	21	45	38	7	...	...	...	45	17	18	35
Goonoooonoo	7	5	12	12	...	...	...	...	12	5	3	8
Goulburn	70	34	104	87	5	1	7	4	104	45	24	69
Goulburn N.	48	48	96	77	3	...	7	9	96	26	27	53
Gresford	13	18	31	28	3	...	...	...	31	8	12	20
Gunnedah	34	23	57	48	...	8	...	...	57	20	12	33
Guntawang	16	25	41	34	7	...	...	...	41	7	11	19
Gunning	23	20	43	37	5	1	...	...	43	13	11	24
Ginninderra	13	18	31	15	6	3	5	2	31	8	12	20
Gundaroo	15	12	27	26	1	...	...	...	27	10	9	19
Hexham	25	19	44	20	8	6	10	...	44	15	15	30
Hinton	41	41	82	56	7	4	3	12	82	28	27	55
Holsworthy	11	15	26	22	4	...	...	...	26	4	7	11
Hunter Hill	54	27	81	60	19	1	...	1	81	36	16	53
Jamberoo	32	26	58	33	4	14	7	...	58	14	15	29
Jerry's Plains	33	15	48	27	18	3	...	...	48	20	10	31
Kelso	25	25	50	46	3	...	1	...	50	15	14	30
Kempsey	33	27	60	33	9	6	12	...	60	19	15	35

APPENDIX.

APPENDIX A.—continued.

Name of School. I.	No. of Children on Rolls.									Average Weekly Attendance.		
	Boys.	Girls.	Total.	Church of England.	Roman Catholic.	Presbyterians.	Wesleyans.	Others.	Total.	Boys.	Girls.	Total.
	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.
CHURCH OF ENGLAND SCHOOLS—continued.												
Kiama	70	21	91	51	1	18	20	1	91	49.5	11.6	61.1
Kiora	17	29	46	45	1	...	...	...	46	10.9	16.2	27.1
Kippilaw	18	15	33	17	4	1	11	...	33	13.7	9.4	22.4
Kincumber	19	9	28	16	12	...	...	...	28	14.9	7.1	22.2
Kurrajong N.	32	23	55	39	1	6	4	5	55	19.9	16.7	36.6
Kurrajong S.	22	24	46	37	5	3	1	...	46	15.9	16.9	32.8
Laguna	23	13	36	33	3	...	...	...	36	13.1	9.4	22.5
Liverpool	57	25	82	82	...	...	...	...	82	41.7	18.8	59.8
Lord's Forest	32	23	55	44	2	5	4	...	55	22.1	15.1	37.2
Macquarie River	18	15	33	10	15	8	...	...	33	14.4	12.4	26.8
Maitland E.	30	21	51	38	...	6	7	...	51	15.6	10.3	25.9
Maitland W., St. Mary's	92	93	185	145	6	12	18	4	185	67.2	69.6	127.8
Maitland W., St. Paul's	57	53	110	81	2	7	17	3	110	41.4	32.7	73.4
Marsfield	54	30	84	63	2	8	11	...	84	36.7	22.8	59.5
Macleay River	31	29	60	35	8	0	17	0	60	19.4	20.9	40.3
Marulan	23	23	46	38	8	...	...	...	46	18.7	16.6	34.6
M'Donald River	16	10	26	19	...	...	7	...	26	11.6	8.4	20.7
Menangle	16	23	39	28	5	...	6	...	39	10.2	15.2	25.4
Miller's Forest	39	35	74	42	14	3	15	...	74	25.3	21.9	47.2
Millfield	19	23	42	39	2	1	...	...	42	9.5	10.9	20.4
Morpeth	74	72	146	92	11	16	24	3	146	51.7	45.7	96.7
Moruya	38	34	72	41	...	17	14	...	72	27.4	22.4	49.8
Mudgee	93	69	162	106	18	25	9	4	162	62.3	43.1	105.4
Mulwala	8	13	21	12	9	...	...	...	21	7.1	8.5	15.6
Mulgoa	28	19	47	27	20	...	...	...	47	22.2	12.5	34.7
Muswellbrook, Rail- way Line	31	25	56	40	16	...	...	...	56	17.3	13.5	30.8
Muswellbrook	73	53	126	108	4	13	1	...	126	52.6	28.9	81.5
Myall River	13	13	26	26	...	...	...	...	26	5.7	6.5	11.5
Narellan	20	22	42	26	16	...	...	...	42	11.7	11.7	22.7
Newcastle, Christ- church	78	65	143	77	22	26	4	14	143	53.7	37.7	90.7
Newcastle, St. John's	73	47	120	80	2	10	9	19	125	55.1	32.6	87.7
Newtown	138	99	237	212	8	3	5	9	237	92.7	57.7	149.7
Nundle	25	16	41	16	7	16	0	2	41	15.4	9.8	25.2
O'Connell	18	22	40	22	3	...	15	...	40	11.6	10.4	22.2
Paddington	56	65	121	77	5	23	9	7	121	32.7	32.2	64.2
Parramatta	55	54	109	88	4	3	14	...	109	37.7	33.2	70.2
Paterson	26	12	38	31	2	3	2	...	38	20.5	9.4	29.9
Pennant Hills	51	39	90	63	...	...	27	...	90	31.4	22.8	54.2
Penrith	20	12	32	24	...	3	5	...	32	11.5	7.1	18.6
Pitt Town	30	39	69	57	5	7	...	...	69	18.4	23.8	42.2
Pictou	5	11	16	11	5	...	...	...	16	4.6	5.2	9.8
Pijar	14	17	31	15	16	...	...	...	31	10.8	11.2	22.2
Port Macquarie	19	16	35	32	0	0	3	0	35	12.4	9.4	21.8
Port Maitland	10	25	35	18	1	...	9	7	35	6.6	16.4	23.8
Pymont	88	81	169	111	...	50	8	...	169	30.9	27.7	57.9
Queanbeyan	27	23	50	45	...	...	5	...	50	15.9	16.7	32.6
Raymond Terrace	54	38	92	68	...	8	13	3	92	31.1	21.9	53.7
Randwick	40	23	63	53	4	6	...	...	63	28.7	13.8	41.8
Redfern	249	207	456	414	2	16	14	10	456	193.7	156.5	249.5
Richmond	50	41	91	88	...	3	...	...	91	36.9	27.6	64.5
Rouse Hill	22	25	47	47	...	...	...	...	47	16.7	18.2	34.2
Ryde	39	32	71	52	3	3	13	...	71	28.7	21.3	50.7
Rylstone	12	24	36	25	3	2	6	...	36	8.9	16.9	25.8
Sackville Reach	16	6	22	22	...	...	...	...	22	14.7	4.7	18.7
Seven Hills	38	28	66	54	7	...	1	4	66	27.7	23.7	50.7
Scone	43	55	98	91	1	6	...	...	98	28.7	36.5	65.2
South Creek	32	36	68	64	...	1	3	...	68	24.6	25.3	49.9
Sofala	62	60	122	88	16	5	10	3	122	43.4	42.7	86.1
Singleton	93	62	155	131	...	10	6	8	155	72.1	43.7	115.1
St. Philip's	216	232	448	376	13	24	17	18	448	150.9	160.9	311.8
St. Leonards, B.	61	...	61	52	...	...	7	2	61	47.2	...	47.2
Do. G.	...	44	44	33	4	3	4	...	44	...	31.7	31.7
St. Mark's	90	74	164	146	...	7	7	4	164	65.3	53.8	119.1
St. Andrew's	130	118	248	180	5	7	13	43	248	85.2	77.6	162.8
St. Barnabas'	249	182	431	394	5	3	19	10	431	169.7	115.5	284.5
St. James'	254	204	458	360	20	12	21	45	458	181.7	136.7	317.7
Stroud	27	19	46	38	1	5	2	...	46	12.4	8.9	21.3
Surry Hills	124	73	197	136	10	13	29	9	197	85.3	46.5	131.8
Sutton Forest	36	38	74	56	4	6	6	2	74	28.2	29.7	57.2
Tarago	19	18	37	32	3	2	...	...	37	13.8	10.5	24.3
Tamworth	40	37	77	56	21	...	...	...	77	29.1	26.3	55.4
Terara	25	23	48	29	...	14	4	1	48	18.7	18.7	36.7
Theresa Park	20	14	34	26	...	8	...	...	34	13.6	10.7	23.6
Tirranra	19	18	37	16	...	9	6	6	37	13.9	12.7	26.6
Tumut	32	32	64	52	10	2	...	...	64	25.5	24.3	49.8
Trinity	191	156	347	313	13	9	12	...	347	135.1	95.8	230.9
Ulladulla	31	12	43	15	10	10	5	3	43	22.9	9.8	32.7
Upper Bendolba	30	28	58	28	11	5	14	...	58	18.7	15.2	33.9

APPENDIX A.—continued.

Name of School.	No. of Children on Rolls.									Average Weekly Attendance.		
	Boys.	Girls.	Total	Church of England	Roman Catholic	Presbyterians.	Wesleyans.	Others.	Total.	Boys.	Girls.	Total.
	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.
CHURCH OF ENGLAND SCHOOLS—continued.												
Wallsend	92	90	182	68	7	31	24	52	182	58	48	106
Waterloo	125	94	219	189	...	4	12	14	219	81.5	57.4	138.9
Waverley	61	54	115	88	...	...	27	...	115	44.3	31.6	75.9
Wilberforce	29	40	69	52	1	8	8	...	69	20.8	31.1	51.9
Windsor	45	33	78	63	...	5	7	3	78	29.5	21.4	50.9
Wingecarribee Dist.	25	26	51	15	8	15	1	12	51	17.3	16.2	33.5
Wollongong	64	31	95	55	1	14	20	5	95	46.6	18.3	64.9
Wollombi	23	20	43	36	7	...	...	...	43	18.4	12.9	31.3
Woodville	30	28	58	26	12	6	14	...	58	16.4	16.2	32.6
Woonona	40	34	74	35	10	16	10	3	74	23	19	42
Yass	61	34	95	65	8	...	16	6	95	45.2	22.2	67.4
Young	46	49	95	76	8	7	4	...	95	26.6	25.6	52.2
Total	7385	6042	13427	9895	941	912	1185	494	13427	4968.1	3758.3	8726.4
ROMAN CATHOLIC SCHOOLS.												
Albury	42	44	86	...	86	...	...	...	86	26.7	27.4	54.1
Appin	27	19	46	13	32	1	...	...	46	13.2	9.1	22.3
Araluen	60	61	121	1	120	...	...	...	121	41.3	42.1	83.4
Armidale	30	23	53	2	51	...	...	...	53	23.3	16.4	39.7
Balmain	106	112	218	...	218	...	...	...	218	68	56	124
Bargo E.	23	16	39	7	32	...	...	...	39	19	13	32
Bathurst	129	153	282	4	278	...	...	...	282	70.9	102.7	173.6
Bega	19	15	34	...	34	...	...	...	34	11.9	11.4	23.3
Berrima	32	33	65	13	45	6	...	1	65	20.3	23.8	44.1
Blandford	31	26	57	1	56	...	...	...	57	20.6	17.4	38
Braidwood	45	59	104	...	104	...	...	...	104	32.1	45.7	77.8
Breadalbane	13	13	26	4	22	...	...	...	26	7.7	8.5	16.2
Burrowa	27	26	53	14	39	...	...	...	53	21.1	19.4	40.5
Bungendore	16	19	35	...	35	...	...	...	35	12.1	13.3	25.4
Bungonia	18	18	36	5	31	...	...	...	36	10.8	9.8	20.6
Burraborang	23	34	57	...	57	...	...	...	57	5.7	8	13.7
Cabramatta	19	18	37	...	37	...	...	...	37	13	12.9	25.9
Camden	29	21	50	...	50	...	...	...	50	18.7	12.6	31.3
Camperdown	106	84	190	9	181	...	...	...	190	70.8	56.4	127.2
Campbelltown	53	53	106	5	101	...	...	...	106	34.5	35	69.5
Church Hill	151	269	420	...	420	...	...	...	420	94	157	251
Charcoal Creek	29	32	61	5	44	12	...	...	61	21	23	44
Collector	7	9	16	...	16	...	...	...	16	4	6	10
Clarence Town	24	22	46	...	46	...	...	...	46	15.9	13.8	29.7
Concord	40	25	65	...	65	...	...	...	65	24.1	13.9	38
Cooma	34	24	58	...	55	2	...	1	58	24	18.3	42.3
Cook's River	30	22	52	5	37	...	10	...	52	19	13	32
Dapto	24	22	46	...	46	...	...	...	46	17	16	33
Double Bay	55	38	93	...	93	...	...	...	93	34.8	19.9	54.7
Ermington	23	19	42	...	42	...	...	...	42	13.9	14.8	28.7
Gerrington	15	15	30	...	30	...	...	...	30	8.8	5.7	14.5
Goulburn, Boys	61	...	61	...	61	...	...	...	61	30.8	...	30.8
Goulburn, Infants	38	98	136	1	133	2	...	...	136	23.2	75.4	98.6
Grafton	41	29	70	21	41	...	5	3	70	22.6	14.9	37.5
Greendale	16	27	43	16	24	...	3	...	43	8.8	14.9	23.7
Gunnedah	14	21	35	...	35	...	...	...	35	10.7	13.6	24.3
Gundagai	4	23	27	...	27	...	...	...	27	3	18	21
Hartley	13	19	32	12	20	...	...	...	32	10	14	24
Haymarket	196	...	196	...	196	...	...	...	196	128.9	...	128.9
Irish Town	35	22	57	15	39	3	...	...	57	25.8	15.6	41.4
Jamberoo	39	19	58	5	44	7	2	...	58	22	9	31
Jembaicumbene	45	44	89	15	74	...	...	...	89	21.5	26.5	48
Jugiong	24	16	40	2	36	1	1	...	40	8.8	9	17.8
Kent-street, North	162	88	250	18	232	...	...	...	250	122.4	63.5	185.9
Kent-street, South	97	149	246	...	246	...	...	...	246	69	84.7	153.7
Kincumber	19	29	48	19	29	...	...	...	48	13.4	21.4	34.8
Kurrajong	25	36	61	18	35	...	8	...	61	15.4	19.6	35.0
Laming Flat	35	24	59	3	56	...	...	...	59	19.8	13.8	33.6
Lane Cove	24	21	45	4	34	...	7	...	45	16.7	13.7	30.4
Laggan	11	20	31	18	13	...	...	...	31	5	12	17
Liverpool	19	22	41	1	40	...	...	...	41	10.9	11.4	22.3
Lochinvar	37	32	69	...	69	...	...	...	69	18.4	16.1	34.5
Maitland, East	70	64	134	5	129	...	...	...	134	48	44.4	92.4
Maitland, West	146	175	321	...	321	...	...	...	321	105.6	130.5	236.1
Menangle	27	25	52	2	50	...	...	...	52	17.2	18.9	36.1
Miller's Forest	37	30	67	2	64	1	...	...	67	22.2	19.3	41.5
Michelago	17	7	24	...	20	2	2	...	24	7.7	5.4	13.1
Mittagong	36	26	62	11	44	...	7	...	62	29	19	48
Morpeth	71	73	144	...	144	...	...	...	144	50.6	48.5	99.1
Moruya	58	54	112	...	106	2	4	...	112	44.8	46.2	91
Mudgee	39	13	52	2	48	1	...	1	52	20.7	4.4	25.1
Muswellbrook	27	21	48	4	44	...	...	...	48	17.5	12.1	29.6
Newcastle	76	61	137	3	134	...	...	...	137	50.4	40	90.4
Nerrigundah	38	29	67	20	43	4	...	...	67	28.1	21.1	49.2

APPENDIX.

APPENDIX A.—continued.

Name of School. I.	Number of Children on Rolls.										Average Weekly Attendance.		
	Boys.	Girls.	Total.	Church of England.	Roman Catholic.	Presbyterians.	Wesleyans.	Others.	Total.	Boys.	Girls.	Total.	
	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.	
ROMAN CATHOLIC SCHOOLS—continued.													
Newtown	22	30	52	...	49	...	...	3	52	13.5	14.8	28.3
Nelson	20	24	44	5	39	...	...	...	44	14.2	16.9	31.1
Nimitybelle	16	16	32	2	30	...	...	...	32	7	7	14
Oaks	22	25	47	...	47	...	...	...	47	6.8	14.2	21
Orange	31	49	80	...	80	...	...	...	80	23.6	40.1	63.7
Paddington	48	61	109	1	108	...	...	...	109	30.4	44.5	74.9
Parramatta	71	55	126	...	126	...	...	...	126	42.1	32.5	74.6
Parramatta-street	267	293	560	3	557	...	...	...	560	172.1	210.1	382.2
Penrith	42	44	86	5	69	...	12	...	86	29.7	28.8	58.5	
Petersham	34	43	77	2	75	...	...	...	77	25.3	29.1	54.4
Phoenix Park	39	28	67	...	61	...	6	...	67	28	18	46	
Pitt-street	48	386	434	...	429	...	...	5	434	17	228	245
Pictou	26	18	44	1	43	...	...	...	44	7.4	5.6	13
Prospect	24	15	39	20	19	...	...	...	39	15.1	9.1	24.2
Pymont	43	47	90	4	86	...	...	...	90	27.7	31.6	59.3
Queanbeyan	26	36	62	...	62	...	...	...	62	17.2	21.5	38.7
Raymond Terrace	22	27	49	3	42	...	...	4	49	11.4	13.4	24.8
Reidsdale	39	39	78	13	65	...	...	...	78	20.5	19.4	39.9
Richmond	34	45	79	9	48	...	22	...	79	22.1	29.4	51.5	
Rocky Point	26	26	52	15	35	...	2	...	52	17	18	35	
Ryde	16	16	32	13	16	...	3	...	32	12.6	11.5	24.1	
Rosebrook	20	11	31	7	24	...	...	...	31	13	8	21
Shoalhaven	30	23	53	...	53	...	...	...	53	14.3	11.7	26.0
Singleton	79	75	154	5	146	...	...	3	154	55	55.6	110.6
Sofala	13	24	37	1	36	...	...	...	37	6.8	13.1	19.9
South Creek	28	32	60	4	56	...	...	...	60	15	16	31
Spaniard's Hill	37	35	72	12	58	...	2	...	72	9.7	13.8	23.5	
Spring Valley	18	21	39	1	38	...	...	...	39	11.9	12.3	24.2
St. Mary's (Boys)	307	...	307	...	307	...	...	...	307	205.2	...	205.2
Do. (Girls)	...	330	330	...	330	...	...	...	330	...	221	221
St. Leonards	41	24	65	...	48	1	7	9	65	34.1	18.9	53	
Surry Hills	202	143	345	...	345	...	...	...	345	123.3	72.9	196.2
Sutton Forest	27	8	35	6	29	...	...	...	35	21.3	5.9	27.2
Taralga	19	20	39	...	39	...	...	...	39	9.5	12.3	21.8
Tumut	22	18	40	...	40	...	...	...	40	15.2	13.4	28.6
Ulladulla	22	14	36	7	29	...	...	...	36	17.1	10.6	27.7
Victoria-street	62	143	205	...	205	...	...	...	205	43.4	99.2	142.6
Wagga Wagga	28	11	39	3	34	...	2	...	39	24.7	8.2	32.9	
Waterloo	141	83	224	7	217	...	...	...	224	108.2	55.4	163.6
Waverley	47	32	79	...	79	...	...	...	79	35.8	20.6	56.4
Wellington	20	20	40	...	40	...	...	...	40	11.5	11.9	23.4
Windsor	86	52	138	25	113	...	...	...	138	63.9	37.6	101.5
Wollongong	52	52	104	...	104	...	...	...	104	38	39	77
Yass	71	26	97	16	75	3	2	1	97	44.5	10.9	55.4	
Total	5165	5181	10346	495	9665	48	107	31	10346	3348.2	3232	6630.2	
PRESBYTERIAN SCHOOLS.													
Araluen	102	74	176	88	32	36	7	13	176	70.5	45.8	116.3	
Bamarang	13	11	24	11	8	3	2	...	24	8.0	8.0	16.0	
Bathurst	77	37	114	33	...	55	16	10	114	51.2	26.6	77.8	
Campbelltown	24	27	51	6	15	16	...	14	51	17.6	19.5	37.1	
Charcoal Creek	27	26	53	34	...	12	7	...	53	16.5	18.5	35	
Dapto	37	30	67	20	16	14	16	1	67	23.8	18.9	42.7	
Dingo Creek	21	25	46	20	2	24	...	...	46	15.2	14.7	29.9
Erskine-street	43	102	145	84	12	28	13	8	145	33	65	98	
Goulburn	41	29	70	33	...	31	2	4	70	27.9	19.5	47.4	
Huntingdon, Armidale	6	13	19	...	...	19	...	...	19	5	7	12
Kempsey	19	20	39	11	4	17	6	1	39	12.8	13.3	26.1	
Lane Cove	15	26	41	22	11	2	2	4	41	9.9	19.4	29.3	
Maitland, E.	64	63	127	7	120	...	...	...	127	27.9	27.5	55.4
Maitland, W.	47	38	85	38	21	22	2	2	85	30.6	22.8	53.4	
Morpeth	22	14	36	16	4	9	7	...	36	13.2	5.7	18.9	
Newcastle	86	56	142	35	17	19	12	59	142	54.8	28.1	82.9	
Parramatta	34	44	78	36	...	28	14	...	78	25.6	33.1	58.7	
Parramatta Railway Junction	26	33	59	28	17	7	7	...	59	16.7	19.3	36	
Portland Head	20	16	36	13	4	19	...	...	36	16.2	11.9	28.1
Shoalhaven	33	34	67	8	13	32	14	...	67	25.7	22	47.7	
St. Leonards	74	36	110	49	5	40	16	...	110	54.2	19.3	73.5	
St. Andrews	110	83	193	100	32	44	8	9	193	75.8	49.4	125.2	
Wallaby	16	7	23	12	...	11	...	...	23	12.2	6	18.2
Waverley	41	29	70	5	11	7	27	20	70	30.3	19.7	50	
Wauchope	16	18	34	7	12	11	4	...	34	10.2	11.3	21.5	
Westbrook	14	27	41	8	14	11	8	...	41	6.9	15.8	22.7	
Windsor	27	19	46	21	...	7	7	11	46	20.2	14.3	34.5	
Woolloomooloo	76	68	144	34	10	59	33	8	144	54.8	51.4	106.2	
Yass	25	23	48	11	8	14	15	...	48	12.9	12	24.9	
Total	1156	1028	2184	790	388	597	245	164	2184	779.6	645.6	1425.2	

APPENDIX A.—continued.

Name of School. I.	No. of Children on Rolls.									Average Weekly Attendance.		
	Boys. II.	Girls. III.	Total IV.	Church of England V.	Roman Catholic VI.	Presby- terians. VII.	Wesley- ans. VIII.	Others. IX.	Total. X.	Boys. XI.	Girls. XII.	Total. XIII.
WESLEYAN SCHOOLS.												
Botany	27	22	49	9	...	1	19	20	49	22.5	16.1	38.6
Carr's Creek	17	16	33	14	3	7	8	1	33	11.8	9.6	21.4
Castlereagh	31	37	68	26	8	1	33	...	68	15.2	19.6	34.8
Chippendale	136	113	249	41	4	5	154	45	249	97.8	66.5	164.3
Currajong	19	18	37	4	12	1	20	...	37	11.2	13.2	24.4
Emu	17	17	34	8	5	6	14	1	34	9.6	7.5	17.1
George's River	21	27	48	28	4	...	11	5	48	15	19.2	34.2
Goulburn	52	28	80	14	6	2	55	3	80	26.6	14.0	40.6
Hornsby	27	13	40	14	8	...	18	...	40	20.6	10.4	31.0
Kiora	17	10	27	3	...	...	24	...	27	12.2	5.5	17.7
Lane Cove	25	17	42	18	5	...	19	...	42	18.2	13.6	31.8
Maitland W.	36	43	79	21	1	7	45	5	79	25.5	27.9	53.4
Newtown	92	66	158	34	17	4	78	28	158	64.1	40.1	104.2
Parramatta	64	11	75	36	...	1	38	...	75	54.0	7.4	61.4
Rocky Point	36	24	60	11	4	...	32	13	60	24.9	15.9	40.8
Surry Hills	112	53	165	24	2	15	112	12	165	79.7	31.5	111.2
Ulmarra	29	18	47	22	7	3	15	...	47	20.9	13.9	34.8
Windsor	45	61	106	22	...	...	84	...	106	29.4	34.3	63.7
York-street	60	49	109	22	7	2	73	5	109	34.4	23.8	58.2
Total	863	643	1506	371	93	55	849	138	1506	593.6	410	1003.6
S U M M A R Y.												
SCHOOLS.												
Church of England	7385	6042	13427	9895	941	912	1185	494	13427	4968.1	3758.3	8726.4
Roman Catholic	5165	5181	10346	495	9665	48	107	31	10346	3348.2	3382	6630.2
Presbyterian	1156	1028	2184	790	388	597	245	164	2184	779.6	645.6	1425.2
Wesleyan	863	643	1506	371	93	55	849	138	1506	593.6	410.0	1003.6
Total	14569	12894	27463	11551	11087	1612	2386	827	27463	9689.5	8095.9	17785.4

APPENDIX B.

ABSTRACT of Returns from Denominational Schools under the Council of Education, for the Quarters ending—

Number of Children on the Rolls.									Average Daily Attendance.			Amount of School Fees Paid.
Boys.	Girls.	Total.	C. E.	R. C.	Pres.	Wes.	Others.	Total.	Boys.	Girls.	Total.	
30th March.												
14851	13135	27986	11566	10996	1802	2661	961	27986	9281.72	7963.60	17245.32	£ s. d. 4,786 19 11½
29th June.												
13767	11849	25616	10484	10189	1642	2439	862	25616	8111.03	6409.40	14520.43	3,098 12 10
28th September.												
13961	12277	26238	11108	10255	1660	2360	855	26238	8380.70	7242.12	16122.82	3,414 0 4½
28th December.												
14005	12411	26416	11187	10613	1551	2248	817	26416	9383.77	7994.91	17378.68	4,234 12 8

APPENDIX C.

CORRESPONDENCE RELATING TO THE WITHDRAWAL OF THE CERTIFICATE FROM
THE ROMAN CATHOLIC DENOMINATIONAL SCHOOL AT GUNDAGAI.

No. 1.

MEMORANDUM to the Secretary, Council of Education, Sydney.

Gundagai R. C. School Quarterly Return.

I have written to the Teacher of the Gundagai R.C. School regarding the Return not being forwarded, and will report as soon as I hear in reply.

J. M'CREIDIE,
Inspector of Schools,
Albury District.

Inspector's Office,
Albury, 3rd June, 1867.

No. 2.

MEMORANDUM to the Secretary, Council of Education, Sydney.

Return of the Gundagai R.C. Denominational School, for the Quarter ending 30th March, 1867.

This Quarterly Return has not yet been received, and no notice has yet been taken of my letter of the 3rd instant on the subject.

J. M'CREIDIE,
Inspector,
Albury District.

Inspector's Office,
Albury, 17th June, 1867.

No. 3.

The Secretary, Council of Education, to Rev. J. Foley.

Council of Education Office,
Sydney, 22 June, 1867.

Rev. Sir,

I have the honor, by direction of the Council of Education, to acquaint you, that the Return of the Gundagai Certified Roman Catholic School, for the Quarter ending 31st March last, has not been furnished, as required by Article 18, Section II, of the Regulations of the 27th February, 1867, and that no notice has been taken, by the Teacher, of the Inspector's letter of the 3rd instant on the subject. Copy forwarded
herewith.

2. As the Regulations of the Council have been infringed hereby, I am directed by the Council to request, through you, that the Local Board will be good enough to shew cause why the certificate should not be withdrawn from the School, in accordance with Article 11 of the Regulations above-mentioned.

I have, &c.,
W. WILKINS,
Secretary.

No. 4.

MEMORANDUM to the Secretary, Council of Education, Sydney.

Gundagai and Tumut R.C. Schools' Quarterly Returns.

No Returns have been received from the above Schools for the Quarter ending 29th June, 1867. A memorandum has been forwarded to the Teachers regarding the delay.

J. M'CREIDIE,
Inspector,
Albury District.

Inspector's Office,
Albury, 15th July, 1867.

No. 5.

The Secretary, Council of Education, to The Most Reverend Archbishop Polding.

Council of Education Office,
Sydney, 23 August, 1867.

My Lord,

I have the honor, by direction of the Council of Education, to forward, for your Grace's information, copy of a letter, dated 22nd June last, addressed to the Rev. J. Foley, Chairman of the Local Board, Certified Roman Catholic Denominational School at Gundagai, stating that the Return of the School, for the Quarter ending 31st March last, has not been furnished, as required by Article 18, Section II, of the Regulations of the 27th February, 1867. No reply to that communication has been received from the Rev. J. Foley.

2. As the Return for the School for the subsequent Quarter (June) has also not been furnished, notwithstanding frequent applications to the Teacher by the Inspector, the Council will be compelled to withdraw the certificate from the School.

I have, &c.,
W. WILKINS,
Secretary

No. 6.

The Very Rev. S. J. A. Sheehy, V.G., to The Secretary, Council of Education.

Vicar General's Office,
26 August, 1867.

Sir,

As Gundagai is within the Diocese of Goulburn, I have forwarded to the Right Reverend Dr. Lanigan, the Bishop of that Diocese, your letter of the 23rd inst., addressed to His Grace the Archbishop, on the subject of School Quarterly Returns.

I have, &c.,
S. J. A. SHEEHY, V.G.

No. 7.

No. 7.

MEMORANDUM to the Secretary, Council of Education, Sydney.

Gundagai R. C. School: Returns for Quarters ending March and June, 1867.

The Teacher could offer no valid excuse for her neglect in not making up and forwarding these Returns.

Upon inquiry, she said, first, that she thought Father Foley had written about them, and then that she could get no one to sign them for her. This was palpably untrue, as they could have been signed by Father Foley when he visited Gundagai. When pressed on that point, she had nothing whatever to say. Finding no Quarterly Returns in the School, she said they were at her lodgings, and it was only when I told her to send for them that she confessed that nothing had been done to them. The Daily Report Book had also to be sent for.

The neglect has been, in my opinion, partly owing to ignorance, but more to sheer carelessness.

J. M'CREIDIE,
Inspector of Schools,
Albury District.

Deniliquin, 19th Sept., 1867.

No. 8.

The Secretary, Council of Education, to Miss Barry.

Council of Education Office,
Sydney, 1 October, 1867.

Madam,

I have the honor, by direction of the Council of Education, to acquaint you, that a report, dated 19th instant, has been received from the Inspector, upon your verbal explanation of neglecting to furnish the Returns of the Certified Roman Catholic Denominational School at Gundagai, for the Quarters ending March and June last, in compliance with the requirements of Article 15, Section II, of the Regulations of the 27th February last, although you were repeatedly written to on the subject.

2. I am instructed by the Council to acquaint you, that your explanation is very unsatisfactory, and to state that it appears the neglect is attributable to sheer carelessness.

3. Under these circumstances I am directed by the Council to call upon you to shew cause why you should not be dismissed from office.

I have, &c.,
W. WILKINS,
Secretary.

No. 9.

The Secretary, Council of Education, to Rev. J. Foley.

Council of Education Office,
Sydney, 1 October, 1867.

Reverend Sir,

I have the honor, by direction of the Council of Education, to enclose a copy of my letter, dated 22nd June last, No. 1913, addressed to you,

2. As no reply has been received to that communication it is believed that you could not have received it, and the Council is therefore desirous of bringing the subject under your notice, before taking any further steps in the matter.

3. I beg also to state that neither the Returns mentioned in my letter above referred to, nor those for June, have yet been furnished.

I have, &c.,
W. WILKINS,
Secretary.

(Enclosure in No. 9.)

The Secretary, Council of Education, to Rev. J. Foley.

Council of Education Office,
Sydney, 22 June, 1867.

Rev. Sir,

I have the honor, by direction of the Council of Education, to acquaint you that the Return of the Gundagai Certified Roman Catholic School, for the Quarter ending 31st March last, has not been furnished as required by Article 18, Section II, of the Regulations of the 27th February, 1867, and that no notice has been taken by the teacher of the Inspector's letter of the 3rd instant on the subject.

2. As the Regulations of the Council have been infringed hereby, I am directed by the Council to request through you, that the Local Board will be good enough to shew cause why the certificate should not be withdrawn from the school, in accordance with Article 11 of the Regulations above-mentioned.

I have, &c.,
W. WILKINS,
Secretary.

Copy forwarded
herewith.

No. 10.

The Secretary, Council of Education, to Rev. J. Foley.

Council of Education Office,
Sydney, 6 November, 1867.

Rev. Sir,

I have the honor, by direction of the Council of Education, to acquaint you that the Quarterly Return of the Certified Roman Catholic Denominational School at Gundagai, for September last, has not been received.

2. As no notice has been taken of my former letter, bringing under notice that the Returns of this school, for the Quarters ending March and June, had not been furnished, in accordance with Article 18, Section II, of the Regulations of 27th February last, I am instructed to acquaint you that the Council hereby withdraws the certificate from the abovenamed school.

I have, &c.,
W. WILKINS,
Secretary.

No. 11.

No. 11.

Rev. J. Foley to The Secretary, Council of Education.

Tumut, 11 November, 1867.

Sir,

In reference to your letter of 6th instant, stating that the Quarterly Returns of the Certified Roman Catholic Denominational School at Gundagai have not been duly furnished, I have the honor to inform you that I was under the impression that they were always sent at the proper time. I now beg to forward them, and to state, for the information of the Council, that the cause of delay arose from the fact that the teacher did not know the proper method of compiling them, rather than from her unwillingness to do so.

She has been frequently advised as to the necessity of supplying the Council with all the information they may require, which she has not done, for the reason already stated, and hence no notice has been taken of your previous correspondence.

I also beg to submit the following, as the names of the gentlemen who constitute the Local Board, viz. :—

Messrs. Patrick Ryan,
Michael Doyle,
Michael Crowe,
Robert Riley.

I have, &c.,
JAMES FOLEY,
Chairman of the Local Board.

No. 12.

MEMORANDUM to the Secretary, Council of Education, Sydney.

Tumut and Gundagai R.C. Schools.

Letters from the Rev. J. Foley enclosed. Forwarded for the information of the Council.

Nov. 11, 1867.

Yarra Yarra, 18th November, 1867.

J. M'CREIDIE,
Inspector, Albury District.

(Enclosure in No. 12.)

Rev. J. Foley to The Inspector, Albury District.

Tumut, 11 November, 1867.

Sir,

With regard to the R.C.D. School at Gundagai, I beg leave to inform you that, having spoken to the teacher some time ago relative to the necessity of furnishing the Quarterly Returns, I was, up to the present time, under the impression that she had done so. On last week I have caused her to send them, and I have explained to the Council the reason why they were not forwarded before.

I also beg to submit the following as the names of the members of the Local Board of the Certified R.C.D. School at Gundagai, viz. :—

Messrs. Patrick Ryan,
Michael Doyle,
Michael Crowe,
Robert Riley.

I have, &c.,
JAMES FOLEY,
Chairman of the Local Board.

No. 13.

The Secretary, Council of Education, to Rev. J. Foley.

Council of Education Office,
Sydney, 20 November, 1867.

Rev. Sir,

I have the honor, by direction of the Council of Education to acknowledge the receipt of your letter of the 11th instant, stating the cause of the delay in furnishing the Quarterly Returns of the Roman Catholic Denominational School at Gundagai.

2. In reply, I am instructed to refer you to my letter of the 16th instant, in which you are informed that, as the Returns of this school for the Quarters ending March and June last had not been furnished in accordance with Article 18, Section II, of the Regulations of the 27th February, 1867, the Council had withdrawn the certificate from the school.

I have, &c.,
W. WILKINS,
Secretary.

No. 14.

Rev. J. Foley to The Secretary, Council of Education.

Tumut, 4 December, 1867.

Sir,

With reference to the withdrawal of the certificate from the R.C.D. School at Gundagai, communicated by you to me on the 6th November, and published in the *Government Gazette* of the 19th ultimo, I have the honor to draw your attention, and the attention of the Council of Education, to Section 28 of the Public Schools Act, which provides that from any school "no certificate shall be withdrawn before the 1st January 1868 from any existing Denominational School on account of the number of children attending thereat being less than the number required by this Act as long as such number shall not be less than the number required by the existing Regulations of the Denominational School Board nor shall such certificate be withdrawn at any time thereafter so long as there shall be in regular attendance at such school not less than thirty children."

I have also to submit, that the *incompetency of a teacher* is, by Section 10 of the same Act, purely a matter which may be remedied by the Council, by the appointment of a competent teacher to the school; and such incompetency could not be assumed as a reason for depriving the children attending such school of all means of education through the withdrawal of the certificate from it. I beg to state also, that the said school was never in such a flourishing condition as it is now, there being over thirty children in attendance thereat.

I hope, therefore, the Council will reconsider the matter, and, taking the premises into consideration, restore the certificate to the school.

I have, &c.,
JAMES FOLEY,
Chairman.

No. 15.

No. 15.

The Secretary, Council of Education, to Rev. J. Foley.

Council of Education Office,
Sydney, 12 December, 1867.

Rev. Sir,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter of the 4th instant, with reference to the withdrawal, by the Council, of the certificate from the Roman Catholic Denominational School at Gundagai.

2. In reply, I am instructed to remind you that the certificate was not withdrawn from the Gundagai Roman Catholic School on account of the incompetency of the teacher, or of the insufficient number of pupils. The 23th section of the Public Schools Act, cited in your letter, does not therefore apply to the case.

3. The actual ground for withdrawing the certificate was the infringement of Article 18, Section II, of the Regulations of the 27th February, 1867, which requires that certain Returns shall be furnished from all schools supported by the Council at stated periods. Notwithstanding frequent applications on the part of the Inspector, the Returns in question were not furnished; and the Council's repeated remonstrances having also been unheeded, there remained no alternative but to withdraw the certificate.

4. The Council having fully considered the whole of the circumstances, is compelled to decline acceding to your request that the certificate may be restored.

I have, &c.,
W. WILKINS,
Secretary.

No. 16.

Rev. J. Foley to The Secretary, Council of Education.

Tumut, 20 December, 1867.

Sir,

In answer to your letter of the 12th instant, referring to the withdrawal of the certificate from the R. C. D. School at Gundagai, in which you state that the actual ground for withdrawing the certificate was the infringement of Article 18, Section II, of the Regulations, &c., that is, that the returns of that school were not furnished to the Council; the article referred to says, "Quarterly and Annual Returns are to be furnished from every school—negligence in compiling returns will render a teacher liable to a fine, or, if repeated, to a loss of classification. Teachers found guilty of wilful falsification of registers or returns will be instantly dismissed." Now, sir, I have the honor, most respectfully, to submit that it is one thing to punish a *teacher* by fine or loss of classification, but that it is totally a different matter to cancel the certificate of a *school*; that the above-named Regulation expressly provides for the former, but does not even imply the latter; that visiting the neglect of the teacher alone upon the school itself is a manifest misapplication of the Regulation, and implies either the misapprehension or wilful distortion of the obvious meaning of its words, or the predisposition to destroy the school, and would establish the impracticable principle dangerous to all schools, viz., the identity of the teacher's efficiency with the existence of the school—a principle which, if acted upon, would endanger every school in the Colony.

Hence, I would respectfully urge that cancelling the certificate of the Gundagai R. C. D. School would constitute a precedent which would, in future, place the Council in the awkward position of either abandoning their own legalized Regulations, or of abolishing every school the present teachers of which may be found to be negligent or incompetent. I would, therefore, a second time, earnestly beg the Council to reconsider the matter, and restore the certificate to the school. Should, however, the Council deem it better to act otherwise, we indulge in the hope that they will see the advisableness of paying the teacher her salary for the past twelve months, and we respectfully request of them to grant us some aid towards the support of a Provisional School at Gundagai.

I have, &c.,
JAMES FOLEY, C.C.

No. 17.

The Secretary, Council of Education, to Rev. J. Foley.

Council of Education Office,
Sydney, 9 January, 1868.

Rev. Sir,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 20th December last, in further reference to the withdrawal by the Council of the certificate from the Roman Catholic Denominational School at Gundagai, and requesting that the Council will reconsider the decision arrived at in this matter. The grounds on which this application is based are substantially—1st. That the Regulations quoted by you (Article 18, Section II) only empowers the Council to punish the teacher who neglects the duty of furnishing Returns; and 2nd. That this regulation does not even imply the power to cancel the certificate of a school.

2. In reply, I am instructed to point out that the objections now advanced by you are inadmissible, inasmuch as the Council took no steps towards withdrawing the certificate until it had been found that the punishment inflicted upon the teacher—by depriving her of salary—was ineffectual. Further, the certificate was not withdrawn on account of the neglect of the teacher alone to furnish the Quarterly Returns of the school, but also because the Local Board, when communicated with through you as Chairman, virtually countenanced the infringement of the Regulations by omitting to take any steps to cause the Returns in question to be forwarded, notwithstanding that the matter was repeatedly brought under their notice. The Local Board having thus become parties to the systematic disregard of the Regulations, the Council could no longer deal with the teacher as the only person deserving of blame. It was further evident that the duties of the Local Board in the matter of school records and returns, as indicated in Articles 70 and 71 of the Regulations, could not have been performed.

3. As regards the second objection to the Council's action, specified in your letter, I am to remark that Article 11, Section II, of the Regulations expressly authorizes the Council to withdraw certificates when the Regulations are infringed. The Council withdrew the certificate from the Gundagai Roman Catholic Denominational School under this Regulation, and not, as you suppose, under Article 18.

4. As, therefore, your objection fails to meet the actual grounds upon which the certificate was withdrawn, the Council is unable to perceive any reason for departing from the decision already announced to you.

5. I am also instructed to point out that the Council can grant assistance to Provisional Schools "in remote and thinly populated districts" only, and that this description does not apply to the township of Gundagai.

I have, &c.,
W. WILKINS,
Secretary.
No. 18.

No. 18.

Rev. J. Foley to The Secretary, Council of Education.

Tumut, 24 January, 1868.

Sir,

In answer to your letter of January 12th, respecting the withdrawal of the certificate from the R. C. Denominational School at Gundagai, and stating as the Council's reasons for not restoring the certificate thereto,—1st. That the teacher did not punctually furnish the Quarterly Returns of the school—2nd. Because the Local Board virtually countenanced the infringement of the Regulations by omitting to take any steps to cause the Returns to be forwarded. For the former neglect you state the teacher has been punished by the deprivation of her salary. To the second, I beg to say that the only other party to the infringement of the regulations would be the Local Board, which did not exist, and, consequently, could not be charged with any neglect of duty. This Board was appointed by his Lordship the Bishop of Goulburn, in October, 1867, and that fact I notified to the Inspector for the district; but it was not known by me that the Council had, almost simultaneously, withdrawn the certificate. Thus it appears to me that reason 2 is not valid.

I may also state, that when the Council first communicated with me, I used every endeavour to cause the teacher to forward her Returns regularly, and I was under the impression that she did so.

It appears to me that it is the duty of the Council, as it has charge of our educational establishments, to inquire whether there is a Local Board for each school, and, if there is not such a body, to cause it to be appointed; and so I conceive that, practically, the certificate was withdrawn because there was no Local Board for that school, or that the extinction of certain Denominational schools is more an object of the Council's solicitude than their existence and support.

I have, &c.,

JAMES FOLEY,

Chairman.

No. 19.

The Secretary, Council of Education; to Rev. J. Foley.

Council of Education Office,

Sydney, 6 February, 1868.

Rev. Sir,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated the 24th ultimo, stating that no Local Board of the Certified Roman Catholic Denominational School at Gundagai existed when the certificate was withdrawn from the school, and that consequently they could not be a party to the infringement of the Regulations, by omitting to take any steps to cause the returns of the school to be forwarded.

2. In reply, I am instructed by the Council to point out that the plea now advanced is inconsistent with the tenor of previous communications, in which you virtually admit your responsibility as Chairman of the Local Board. For example, in a letter dated 11th November, 1867, and signed by you as Chairman of the Local Board, you remark—"I was under the impression that they (the returns) were always sent at the proper time." In a letter of the same date to Mr. M'Creddie, Inspector of Schools, you observe—"Having spoken to the teacher some time ago relative to the necessity for furnishing the Quarterly Returns, I was up to the present time under the impression that she had done so." Again, the teacher's salary abstract for the month of April was signed by you as a member of the Local Board; and further, your letter now under consideration contains the following statement,—“I may also state that when the Council first communicated with me, I used every endeavour to cause the teacher to forward her Returns regularly, and I was under the impression that she did so.” It is obvious from these extracts that you have, throughout, regarded yourself, and acted, as Chairman of the Local Board.

3. If, however, any weight is to be attached to the point raised by you—that there was no Local Board—it was obviously your duty to have informed the Council at the outset that an error had been committed in addressing any communication to you on the subject.

4. With respect to your remark,—“That it is the duty of the Council, as it has charge of our educational establishments, to inquire whether there is a Local Board for each school, and, if there is not such a body, to cause it to be appointed,” I am to state that the Council has no power to cause a Local Board to be appointed to a Certified Denominational School, or to interfere in any way in such a matter. This duty devolves upon the head of the denomination, who alone possesses the necessary authority. Further, it is not requisite that the Local Board should be composed of more than one person; and, in fact, the Boards of several Denominational Schools consist of the Chairman only.

I have, &c.,

W. WILKINS,

Secretary.

No. 20.

Rev. J. Foley to The Secretary, Council of Education.

Tumut, 17 February, 1868.

Sir,

In answer to your letter of the 6th instant, in which you state that the plea advanced by me in my last letter, against the withdrawal of the certificate from the R.C.D. School at Gundagai, namely, the non-existence of a Local Board, is inconsistent with the tenor of previous communications, and in which you make quotations from my previous letters, in order to shew that I have throughout regarded myself and acted as Chairman of the Local Board, I have the honor to remark that those quotations do not prove any inconsistency on my part, as they are all extracts of letters on, and subsequent to, November 11th, 1867, on which date I was appointed Chairman of the Local Board, and informed both the Council of Education and the District Inspector of the fact; and that the Local Board was just then appointed. But I must remind you that the certificate was withdrawn five days prior to that date, and that up to that time I expressed nothing to the Council which could lead them to think that I was Chairman. In fact, I was not recognized by the Council in the first instance as having any connection with the school when they granted the certificate, for they did not communicate with me on the subject—and I may be pardoned when I say, that I doubt whether it was ever granted. Therefore, there is no inconsistency in my plea. Again, I must state that the “frequent remonstrances” made by the Council to the Local Board mentioned in your letter of December 12th, about the matter of school Returns, are comprised in one solitary communication previous to November 6th, and upon receipt of which I used my best endeavours, I must repeat, to cause the said Returns to be forwarded, and when I found that my advice was disregarded, I sent them myself. But previous to the withdrawal of the certificate, or until the appointment of the Local Board, I neither acted as Chairman—for I could not—nor otherwise officially than as head of the Catholics of the district, and having the interests of the school at heart. I surely could not compel the teacher to forward records, or punish her for neglect of duty. This was exclusively in the power of the Council, and their simple duty to do. And it followed consequently, that instead of blame being attached to the teacher and the Local Board, as you have mentioned.

mentioned in your letter of the 9th January, 1868, it should be attached rather to the teacher and the Council of Education. In your letter of the 12th December you state "the actual ground for withdrawing the certificate, was the infringement of Art. 18, Sec. II, which requires that certain Returns shall be forwarded," &c. This regulation empowers the Council to punish the teacher for neglect, and this has been done in the present case, as you state, by depriving her of salary. But it seems the Council can act as arbitrarily as they like with impunity, for not finding the last-named Regulation comprehensive enough for their purpose they change their "ground," in yours of the 9th January, to Art. 11, Sect. II, which, I may say, gives as much scope for cancelling the certificate of any school they may not be inclined to favour as the most despotic Council may require. Again, the certificate was withdrawn on November 6th, 1867, but by Art. 28 of the Public Schools Act it should not be withdrawn in any case until January 1st, 1868, except through decrease of attendance of pupils at the school; and although the Regulation Art. 18, Sec. II, gives ample latitude for abolishing any school for the most trivial infringement, after the 1st January, 1868, I fail to see how it could be consistently applied to the present case, except by adopting the novel mode of procedure of making a regulation overrule an *express Act of Parliament* in order to accomplish a predetermined object.

In conclusion, I have merely to state that seeing there is no probability of the Council restoring the certificate, I will submit the whole of the correspondence in this case to the public who will judge of the justice or expediency of withdrawing the certificate from the Gundagai R.C.D. School.

I have, &c.,

JAMES FOLEY.

No. 21.

The Secretary, Council of Education, to Rev. J. Foley.

Council of Education Office,

Sydney, 27 February, 1868.

Rev. Sir,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your further letter, under date the 17th instant, with regard to the withdrawal of the Certificate from the Roman Catholic Denominational School at Gundagai.

2. In reply, I am instructed to point out that, although your letters, from which the quotations given in my letter of the 6th February are extracted, are dated on and subsequent to the 11th November, the date on which you state you were appointed Chairman of the Local Board, the acts therein mentioned occurred at an earlier period, prior to the withdrawal of the Certificate.

3. I am further to remind you, that the question respecting the Returns was first brought under your notice by letter, dated the 22nd June, 1867, in which the Local Board are requested to shew cause why the Certificate should not be withdrawn, in accordance with Section II, Article II, of the Council's Regulations. Had you, on receipt of that letter, intimated to the Council that there was no Local Board, or that you were not a member of it, steps would have been taken to invite the attention of the proper authority to the fact. But in the absence of any information on this head, the Council, on the 23rd August, addressed a communication to His Grace the Archbishop, acquainting him of the facts of the case, in reply to which, the Very Reverend the Vicar General stated that the Council's letter had been forwarded to the Right Reverend Dr. Lanigan, the Bishop of the Diocese in which Gundagai is situated. On the 1st October following, a further communication was made to you, enclosing copy of the letter addressed to you on the 22nd June, again bringing the subject under your notice. The Teacher was written to on the same date; but no reply was received to either of these communications, until the Council's decision to withdraw the Certificate had been notified.

I have, &c.,

W. WILKINS,

Secretary.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

REPORT

TO THE

COMMISSIONERS APPOINTED BY HER MAJESTY TO INQUIRE INTO THE EDUCATION
GIVEN IN SCHOOLS IN ENGLAND NOT COMPRISED WITHIN HER MAJESTY'S
TWO RECENT COMMISSIONS;

AND TO THE

COMMISSIONERS APPOINTED BY HER MAJESTY TO INQUIRE INTO THE
SCHOOLS IN SCOTLAND,

ON THE

COMMON SCHOOL SYSTEM

OF THE

UNITED STATES,

AND OF THE

PROVINCES OF UPPER AND LOWER CANADA.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
14 *November*, 1867.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

[*Price*, 6s. 6d.]

243—A

SYNOPSIS OF CONTENTS.

	PAGE.
INTRODUCTORY REMARKS	7
PART I.—EDUCATION IN THE UNITED STATES...	9
A. Origin of the Common School System	10
Its fundamental principles	10
MASSACHUSETTS SCHOOL LAW, OF THE SYSTEM IN THEORY	12
Common Schools	12
High Schools	13
Support of Schools	14
<i>a.</i> State School Fund	14
<i>b.</i> Local Taxation	15
Administration of Schools	16
School Districts	17
Attendance of Scholars	22
How far compulsory	22
Factory Acts	23
How far operative	24
B. THE SCHOOL SYSTEM IN PRACTICE	25
1. Sources of Support	26
<i>a.</i> Benefactions of the Nation	26
1. The Township School Section	26
2. The United States' Deposit Fund	27
3. The Agricultural College Act	27
<i>b.</i> The School Fund of individual States	27
<i>c.</i> Support from Local Taxation	30
1. Incidence of Taxation upon Property	31
2. Average Cost per Child	32
3. Cheapness of American Education	33
2. Administration of Schools	34
1. Relation of Central Government to the Schools	34
2. New York City System	36
3. School Teachers	39
<i>a.</i> Preponderance of Females	39
<i>b.</i> Teachers must be Certificated	40
<i>c.</i> Inadequate Provision for Training	41
<i>d.</i> Normal Schools	41
<i>e.</i> Teachers' Institutes	note
<i>f.</i> Teachers' Salaries	note
<i>g.</i> Frequent Changes of Teachers	43
<i>h.</i> Control of Teachers	45
<i>i.</i> Repute and Social Position of Teachers	46
<i>i.</i> Repute and Social Position of Teachers	48
3. Internal Organization of Schools... ..	49
Graduation of Schools	49
Age of Entrance on the different Grades	50
The full Course rarely completed	51
Irregular Attendance	53
Sex of Scholars	54
Social Rank of Scholars... ..	55
Academies and Colleges... ..	57
Size of Schools and Classes	60
Mode of Teaching	61
The School Day	62
Graded Schools : <i>a.</i> The Primary School... ..	64
<i>b.</i> The Grammar School	67
<i>c.</i> The High School	70
1. Its Three Forms	71
2. The New York Free Academy	74
3. Boston English High School	78
Methods	79
Text-books	81
Apparatus	83
Buildings	83
Moral Training	85
Political Education	87
Religious Instruction	88
C. ESTIMATE OF THE SYSTEM AS A WHOLE	92
Its Harmony : <i>a.</i> With the Phenomena of Social Life	92
<i>b.</i> With other Institutions of the Country	93
<i>c.</i> With the Wants of the People	95
Its Cheapness	94
Its stimulating Effects	94

	PAGE.
Its Aggregate Results	94
<i>a.</i> Prefers Information to Development	95
<i>b.</i> Imperfectly Cultivates Taste	96
<i>c.</i> Tone of an American School	98
<i>d.</i> Its Relation to the Future of Religion	99
<i>e.</i> Religious Teaching, why really excluded	100
<i>f.</i> Denominationalism impracticable	101
<i>g.</i> Moral Results	101
<i>h.</i> Juvenile Delinquency	103
<i>i.</i> Effects of Mixed Schools	105
<i>j.</i> American Idea of the Education of Girls	106
Other Collateral Influences	107
<i>a.</i> The Press	107
<i>b.</i> Lectures	108
<i>c.</i> Political and Public Life	108
D. THE FUTURE OF THE SYSTEM	109

PART II. CANADA: Period of Visit	112
Canadian System Eclectic	113
Once intended to apply equally to both Provinces	113
A. THE SCHOOL SYSTEM OF UPPER CANADA	113
Its History	113
Its Organization	114
1. Council of Public Instruction	115
2. Chief Superintendent of Education	115
3. County Council	116
4. County Board of Public Instruction	117
5. Township Council	117
6. School Section Trustees	118
7. Local Superintendent	121
8. School Visitors	122
Voluntary Character of the System	123
School Statistics	124
1. Attendance of Scholars	124
2. Cost per Child	125
3. The School Year	126
School Teachers	127
1. Their Sex	127
2. Certificates	127
3. Salaries	127
Organization of Schools	128
Example in the Schools of the City of Hamilton	128
1. Discipline	131
2. Instruction	131
The Religious Difficulty, how met	132
1. Attitude of the Clergy towards the System	135
2. Extent to which Religious Instruction is given	135
3. Separate Schools	137
Their Trustees	138
4. Protestant and Coloured Schools	139
5. Statistics of Separate Schools	140
The Grammar Schools	140
1. Their Trustees	141
2. Their Present Condition	142
3. The Model Grammar School	144
4. Upper Canada College	145
5. Union Schools	145
6. Statistics of Grammar Schools	145
7. Meteorological Observations	146
Provision: 1. For Libraries, Text-books, Apparatus, and Prizes	148
2. For Pensioning Superannuated Teachers	150
B. THE SCHOOL SYSTEM OF LOWER CANADA	151
Historical Sketch	151
Difference: 1. In the circumstances of the two Provinces	154
2. In their Educational Systems	155
Lower Canada School Law	156
Public School Fund	157
1. Superior Education Fund	157
2. Common School Fund	158
School Municipalities	159
Idea of the System	160
1. The Model School	160
2. The Elementary School	160
Certificated Teachers	161
3. Academies	162
4. Classical Colleges	163
5. Industrial Colleges	164
School Commissioners	165
Dissentient Schools	166
Provisions for Religious and Moral Instruction	168
Inspection of Schools	169

	PAGE.
GENERAL CONCLUSION	171
Features of the American System worthy of Imitation	171
1. Public Spirit	172
2. Gradation of Schools	172
3. Inspection of Middle and Upper Schools	172
Concluding Observations	173
1. On Employment of Certificated Teachers	173
2. On the Support of Schools by Rates	174
3. On Secular Education	174
Temper of Mind in which Report has been composed	175

APPENDICES.

A. Elevations, plans, and descriptions of School Houses at Boston and New York...	177
B. Course of Study prescribed for	179
1. Primary, Grammar, and High Schools at Boston	179
2. The New York Free Academy	184
3. Schools at Newhaven	187
C. Mr. Philbrick's Report and Historical Sketch of the Boston English High School	188
D. Examination Questions set at	195
1. The Boys' Central High School, Philadelphia	195
2. The Girls' High School, Providence	208
3. To Candidates for admission to the High Schools, Providence	212
E. Forms of Annual Returns of	213
1. A Massachusetts Township School Committee to the Board of Education	213
2. The Trustees of an Incorporated Academy in New York to the Board of Regents of the University	215
F. Evening Schools... ..	220
G. Libraries... ..	222
H. Commercial Colleges	225
I. Westfield and Salem Normal Schools... ..	228
K. Harvard and Yale Universities	229

REPORT

ON THE

COMMON SCHOOL SYSTEM

OF THE

UNITED STATES, AND OF THE PROVINCES OF UPPER AND LOWER CANADA.

MY LORDS AND GENTLEMEN,

On the 4th April, 1865, I received your instructions to proceed to the United States of America and to Canada, for the purpose of inquiring into, and then reporting to you upon, the system of education which prevails there. Extent and length of the inquiry.

You considered that such inquiry might be completed in six months, and the Report written in two months more. Six months proved ample time for the first purpose; but the composition of my Report has fully occupied twice the time that you expected it to do. I sailed from Liverpool on the 22nd April, landing in New York on the 2nd May. I returned from New York on 4th October, and set foot ashore at Liverpool on the 15th. I at once addressed myself to the Report, which I now have the honor of submitting to your perusal and consideration.

On arriving in the country I found that neither in the States nor in Canada is the summer half of the year the best period of time for visiting schools. The months of July and August are the ordinary months for what may be called the American "long vacation." The effects of heat on the schools are more serious than the effects of cold. In rural districts particularly there is more frequent demand in summer for juvenile labour; and the evil of what the Americans call "absenteeism," always considerable, exhibits itself in larger proportions. In cities and towns the teachers are a more permanent body; but in the country schools it is not usual to engage the teacher for more than a single session—summer or winter, as the case may be; and more pains are generally taken by the trustees to secure efficient teachers for the winter term, as being both the longest and the best attended, than for the summer one. Evening schools, as with ourselves, are only held in the winter months. Summer an unfavourable season for visiting schools.

It results, therefore, that so far as the actual visitation of schools is concerned, two out of the five months—from the beginning of May to the end of September—which I spent in the country were lost time. The schools were closed, and could not be visited. I could only occupy my time profitably, and I think I did occupy it very profitably, by extending the field of my inquiry among persons interested in educational questions, and particularly among those actually engaged in the management and supervision of schools, or by attending meetings of teachers' associations, where I could observe the tone and bearing of 500 or 600 educationists gathered from all parts of a State, and listen to the very interesting discussions on educational matters that ensued. It was thus that I made myself acquainted with the school system of the great cities of Cincinnati, St. Louis, Chicago, and Detroit, and, generally, with the system of the States of Ohio and Illinois, though I had no opportunity of inspecting one of their schools. It was thus that I attended a very instructive meeting of the Ohio teachers at Cincinnati, and another of the Upper Canada teachers at Toronto.* And though in this way I saw fewer schools, I certainly saw many more persons concerned with schools, and reached a larger range of opinion and sentiment upon the subject; while the schools themselves, when similarly circumstanced, are so uniform in character, and present so few distinctive differences, that to see two or three is almost to see all of the same class, and an extended survey merely multiplies your observations, without giving any greater clearness or precision to your ideas. Some compensation, however, for this.

* There was a marked difference in the character of these two teachers' associations, both as regards their "personnel" and their discussions. At the Ohio meeting there were present perhaps 500 members, of whom fully half were females. At Toronto there was a mere sprinkling of mistresses—not a dozen out of 150 members present—a difference which was to be expected from the proportion in which the two sexes are employed as teachers in the two countries—in the States there being a decided preference for female teachers, in Canada for male. There was much more movement and vivacity in the discussions at Cincinnati, but there was exhibited as much solid, practical sense at Toronto. There was a peculiar element in the Cincinnati gathering, arising from the presence of the ladies, which, of course, the Toronto assembly lacked altogether. The Cincinnati proceedings and addresses are reported in the "Ohio Educational Monthly," for September, 1865, and are well worth reading. I shall have frequent occasion to refer to them. Characteristics of the teachers' meetings at Cincinnati and Toronto.

Subject studied in every class of school.

I was charged in my instructions "to study my subject in small and in large schools, in the country districts as well as in the thickly peopled towns," and this I did sufficiently so to arrive at distinct and, I believe, accurate conclusions. When I did visit a school, it was for the purpose of thorough inspection. I spent my morning, sometimes my whole day there—a pertinacity which my kind guides at first did not seem to understand; * but when they did understand that I thought I could gain my object better by passing three or four hours in one school and making myself thoroughly master of the methods pursued, than by being hurried through half a dozen schools in the same time, they invariably yielded to my whim, at whatever cost of weariness to themselves, with the best grace imaginable. Indeed, nothing could exceed the readiness with which every facility was afforded me for obtaining the information I desired, or the cordial welcome that awaited me in every school; and my own dulness or negligence alone will be in fault if I shall be thought to have made but a poor use of the opportunities which I enjoyed. †

Report divided into two parts.

It will be convenient to break up my Report into two grand divisions, and to devote the first part to an explanation and review of the school system of the United States; the second part to the system (not altogether dissimilar, but considerably modified in several important details) which has been adopted in the provinces of Upper and Lower Canada. ‡

School visits in America generally too brief and rapid.

* The way in which American schools, and American sights in general, are commonly shown to visitors is too rapid to be entirely satisfactory. As I shall have occasion to remark in its proper place, thorough inspection of schools, such as we are accustomed to in England, is a great desideratum both in the States and in Canada.

I happened to be in the High School of Philadelphia when a deputation of perhaps 25 citizens of St. Louis—who (as is common in America) were on a sort of cruise among the eastern cities to observe their various municipal and social institutions—entered for the purpose of "seeing the school." Their visit was expected, and an address of welcome and two recitations had been prepared in their honor. To these they listened, and by the mouth of one of their number made a brief reply; and after having stayed perhaps 20 minutes, took their departure, "charmed," they said, "with what they had seen," but, beyond having seen the intelligent faces of about 500 boys, and observed the perfect order that was maintained, knowing, I should suppose, nothing more of the actual working of the school than when they came.

Persons to whom I am indebted for information.

† This perhaps will be as good a place as any for mentioning the names of those to whom I am principally indebted for information received. I desire to do so for a double purpose—both to show that I applied to the best sources, and also to express my gratitude for kindness which never seemed to grow weary of my importunity. My chief informants, then, were these:—

In the State of New York:—In New York City, Messrs. Boesé, Davenport, Hastic, Murray, Vance, and Nelson, of the Board of Education; Messrs. Randall, Kiddle, and Calkins, superintendents of schools; Messrs. James F. Gerard, A. R. Wetmore, Charles Brace, and B. M. Hartley, more or less connected with the schools or charitable institutions of the place; Principal Webster and Professors Owen and Docharty, of the Free Academy; Professors M'Vickar and Lieber, of Columbia College; Messrs. R. B. Minturn, sen. and jun.:—At Albany, Mr. J. V. L. Pruyn, Chancellor, and Dr. Samuel Woolworth, Secretary of the Board of Regents; Mr. J. W. Mason, Principal of the Albany Academy:—At West Point, Professors French, Bartlett, Church, and Mahan,

In the State of Connecticut:—At Newhaven, Professors D. C. Gillman, and Noah Porter, of Yale University; Mr. Kinne, Principal of the High School; General Russell, proprietor of a large private school; Rev. W. Kingsley and Miss Mary Hillhouse:—At Hartford, Hon. H. Barnard, editor of the American Journal of Education, and perhaps the oldest and most experienced practical educationist in the country; President Kerfoot and Professor Pynchon, of Trinity College; Bishop Williams, Mr. Stone, of the Deaf-Mute Asylum, Mr. Capron, Principal of the High School; Rev. W. C. Doane.

In Rhode Island:—At Providence, President Sears and Professor Dunn, of Brown University; Rev. D. Leach, Superintendent of Schools.

In Massachusetts:—At Boston, Hon. Governor Andrew, Hon. Joseph White, Superintendent, and Rev. B. G. Northrop, State Agent of Schools; Hon. J. D. Philbrick, City Superintendent; Bishop and Mrs. Eastburn; Mr. Geo. F. Ticknor; Mr. and Mrs. C. G. Loring; Mr. Samuel Eliot, formerly President of Trinity College, Connecticut; President Hill and Professors Child and Cutler, of Harvard University; Mr. C. Norton, of Cambridge; Mr. Gardner, Mr. Sherwin, Miss Caryl and Miss Stickney, Principals of High Schools:—At Lowell, Rev. T. Edson:—At Salem Training School, Principal Crosbie and Miss Smith:—At Westfield Normal School, Principal Dickenson and Miss Mitchell:—at Springfield, Mr. Parish, Principal of High School.

In Ohio:—At Cincinnati, Hon. E. E. White, State Commissioner of Schools; Mr. Rufus King, formerly President of Board of Education; Mr. Rickoff, Ex-superintendent; Mr. Harvey, President of Teachers' Association; Professor Andrews, of Athens University; Mr. Hough, a publishers' agent.

In Illinois:—At Chicago, Bishop Duggan (R.C.), Mr. W. Wells, Ex-superintendent, and Mr. Pickard, Superintendent of City Schools; Mr. Howland, Principal of High School.

At Philadelphia:—Mr. E. Shippen, President of Board of Controllers; Mr. Macquire, Principal of Boys' High School; Mr. Dallas, a school director.

In Canada:—At Toronto, Dr. Egerton Ryerson, Superintendent of Education in Upper Canada; Mr. Hodgins, of the Education Department; Rev. James Porter, Superintendent, and Mr. Barber, Ex-superintendent of Schools; Dr. MacCaul, President of Toronto University; Professor Daniel Wilson; Provost Whitaker, and Professor Ambery, of Trinity College; Mr. Cockburn, of Upper Canada College; Mr. Robertson, Principal of Normal School; Mr. Angus Dallas, Mr. R. Brookes, residents in the city and interested in educational questions:—At Hamilton, Dr. W. Ormiston, late Inspector of Grammar Schools, and Principal MacCallum, of the Central School:—At Ottawa, Mr. Cosens, Superintendent of Schools; Mr. Thorburn, Master of the Grammar School; Rev. W. Wardrop:—At Montreal, Hon. P. J. Chauveau, Superintendent of Education for Lower Canada:—At Quebec, Mr. Meredith, Assistant Secretary of Upper Canada; Mr. C. Dunkin, M.P. for Broome; M. Ignace Legare, of Naval University. Were I to add the names of the teachers of the different grammar and primary schools which I visited, I should swell my list beyond all reasonable limits. To all those gentlemen and ladies I am deeply indebted; to some of them, as *ex. gr.*, to Messrs. Barnard, Philbrick, Northrop, Gillman, Porter, Boesé, Ryerson, Hodgins, and Chauveau, my debt is heavier than I am ever likely to be able to repay. If this Report ever falls under their eye, they will at least see that I have not forgotten what I owe them.

‡ I may say here once for all that, as I shall need a discriminating epithet, I shall venture to use the adjective "American" as De Tocqueville has used it—exclusively of the United States. The adjective "Canadian" admits of no ambiguity.

PART I.—THE SCHOOL SYSTEM OF THE UNITED STATES.

The Common School system, which occupies so proud a position among American institutions, is almost exclusively a product of free soil. Into the Southern States, usually so called, it had scarcely penetrated before the civil war, with the exception, as I was informed, of a tolerably complete organization for the city of Charleston, S.C., and another for the State of Louisiana.* In the border States, as Kentucky and Missouri, the system existed, but in very dwarfed dimensions. In the new State of Western Virginia it was being organized during the period of my visit; but over the Northern States, from the Atlantic to the Pacific, and from the Ohio to the St. Lawrence, it has covered the land with a vast network of schools. The States which I actually visited, for the purpose of acquainting myself with its phenomena, were New York, Massachusetts, Connecticut, Rhode Island, Pennsylvania, Ohio, and Illinois, to which I may add the cities of Detroit in Michigan, and St. Louis in Missouri. I considered this field of observation sufficiently large, and from it I have gathered the materials of this Report.

The American common school the product of free soil.

States actually visited.

It had been apprehended by some that the moment when the country was convulsed by the tremendous struggle of its civil war was an unfavourable opportunity for examining calmly the operation of the American system and the condition of American schools; and I was even recommended to commence my investigations in Canada, in the hope that by the end of the summer the agitation which was supposed to prevail might in some degree have subsided. I was a little fearful myself, when the pilot who took our ship in charge off Sandy Hook brought to us the startling and unexpected tidings of the assassination of the President a fortnight before, that a new element of disturbance might have been introduced which would materially interfere with my inquiry; but all such apprehensions proved groundless. The ordinary march of life was interrupted in the Northern States, by the loss of their Chief Magistrate, hardly for an hour. The war—except in a border city like St. Louis, or in parts of Pennsylvania, as in the neighbourhood of Gettysburg, where its tide swept almost or quite up to men's very doors—exercised no detrimental influence upon the prosperity of the schools. It is true that the spirit of patriotism drew away from their peaceful occupation many teachers—no fewer than 3,000, it is asserted,† in the single State of Pennsylvania—to risk their lives for the maintenance of the unbroken nationality of their country; but the effect of this was, not to close the schools, but merely to transfer them to the management of women instead of men. While, on the other hand, never before were realized so strongly the national blessings of education, and the necessity of democratic institutions resting for a foundation upon the intelligence and public spirit of the people. Never before, therefore, were more liberal appropriations voted by the townships for the support of schools; never before were private benefactions more frequent or munificent; never before was there displayed a more universal determination to uphold in all its integrity, and, if possible, to carry onward to a still higher degree of efficiency, the education of the people.‡

The schools undisturbed by the war.

National feelings with regard to education.

* "Just 20 years ago, Governor Hammond, of South Carolina, said in his Message, 'The free school system has failed. Its failure is owing to the fact that it does not suit our people, our Government, our institutions. The paupers, for whose children it is intended, need them at home to work.'" Quoted by Rev. B. G. Northrop, in a *Lecture before the American Institute of Instruction*, 1864. Perhaps the foundation, slender enough, for Governor Hammond's opinion, was to be found in the state of things prevailing in Massachusetts about 30 years ago, described by Mr. Boutwell. (See below, p. 17.)

Governor Hammond's estimate of common schools.

† "We find the whole number that have entered the Army to be more than 3,000, and the number who have volunteered is, to the number drafted, as 1,051 is to 124," and this out of a total number of less than 8,000 male teachers. (*Pennsylvania School Report*, 1864, p. 43.)

School teachers in the Army.

‡ Evidences of this abound everywhere. I will note a few which came under my own observation:—

Instances of benefactions to education.

In the State of Massachusetts, the appropriations for 1864 were more than \$100,000 in excess of those for 1863; and those for 1865 were expected to be more than another \$100,000 in excess of those for 1864; and the year 1864 was chosen by the Secretary of the Board of Education as the time for recommending that the minimum sum required to be raised by local taxation to meet the State grant should be doubled.

In 1864, Yale University received in benefactions upwards of \$400,000, and the resources of Cambridge were, I believe, enriched by a nearly equal amount. In Cincinnati, a wealthy citizen had just bequeathed \$400,000 for the foundation of two colleges, one for male, the other for female students. Mr. Vassar, a brewer, of Poughkeepsie, N.Y., in the same year handed over to trustees \$400,000, for the foundation of "an institution which should accomplish for young women what colleges accomplish for young men," which has just been organized, and was to start on its career, in a noble building "set on a hill," and conspicuous from all the country round, last September. In 1865, Mr. Cornell, who began life as a mechanic, and by industry and skill has accumulated a large fortune, set apart the splendid donation of \$500,000, under trust, to found a university, which is to bear his name, and for which a site has been chosen at Ithaca, N.Y.

It is not the multiplication of colleges and universities—of which there are far too many in the States already—that I regard as a good thing; but these instances of individual munificence, so common in America, so rare among ourselves, are surely to be reckoned among the "signs," and not unhealthy signs, "of the time." Not without good grounds say the School Committee of Boston, in their Report for 1864—"In no year within the recollection of the present generation have so many opposing elements, military, political, financial, foreign, and domestic, seemed to threaten the stability of our most cherished institutions; in no year has the enlightened system of free schools throughout this Commonwealth and throughout New England been more liberally, more resolutely upheld, with the abatement of not one jot or tittle of faith, by a people in the very throes of a rebellion, the most gigantic in its proportions, the most desperate in its persistency, that the world has yet seen." (*Report for 1864*, p. 6.)

ORIGIN OF
COMMON
SCHOOLS.

To the far-seeing wisdom of the founders of the colony of Massachusetts Bay, the United States of America owe the grand idea of free common school education. In 1642, only 22 years after the landing of the pilgrim fathers from the *Mayflower*, "the general Court of the colony, by a public act, enjoined upon the municipal authorities the duty of seeing that every child within their respective jurisdictions should be educated."* By the terms of the Act, the "selectmen" of every township † were required to "have a vigilant eye over their brethren and neighbours, and to see that none of them shall suffer so much barbarism in any of their families as not to endeavour to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and obtain a knowledge of the capital laws, upon penalty of twenty shillings for each neglect therein."

Act of 1647 the
foundation of
present system.

This law of 1642 was an attempt to secure the blessing of universal education; but it did not make education free, nor impose any penalty upon municipal corporations for neglecting to maintain a school. In 1647, therefore, a further legislative step in the same direction was taken, and the foundations of the present system—or, as Mr. Horace Mann thinks, of something even broader and more liberal than the present system—of free schools were laid. By this law, every township containing 50 householders was required to appoint a teacher, "to teach all such children as shall resort to him to write and read," and every township containing 100 families or householders was required to "set up a grammar school," whose master should be "able to instruct youth so far as they may be fitted for the University." The penalty for non-compliance with the above requirements was £5 per annum. In 1671 the penalty was increased to £10; in 1682 to £20; in 1718 to £30 for every township containing 150 families, and to £40 for every town containing 200 families; and so on, *pro ratâ*, for townships containing 250 or 300 families. The penalty was increased from time to time, to correspond with the increasing wealth of the township. All forfeitures were appropriated to the maintenance of public schools.‡

Its liberality of
view.

The greater breadth of conception characterizing these old New Englanders as compared with their descendants lies, in the opinion of Mr. Mann, in the requirement about grammar schools. In the language of the 17th century, a "grammar school" was a school in which the ancient languages were taught, and youth could be "fitted for the University." In the existing Massachusetts scheme, the "grammar school" is the grade that lies between the "primary" (or infant) and the "high" school, and is one in which dead languages are not taught at all. Under the present law, a township must contain 500 families before it can be required to maintain a school in which Latin is taught—called a high school of the second grade, and 4,000 inhabitants before it can be required to provide teachers qualified to give instructions in the Greek language—a high school of the first grade. There are at this date 334 townships in Massachusetts, but only 99 high schools of the first grade.§ Had the law requiring every township of 100 families to keep such a school been then in force, Mr. Mann says that, so long ago as in 1849 there would not have been more than twelve townships in the Commonwealth exempt from the obligation. In 1647 the entire population of Massachusetts Bay is computed to have not exceeded 21,000 souls; in 1860 it was returned at 1,231,066.

System rests on
two fundamental
principles.

In other senses, however, of the word liberality, the American common school of the 19th century does not stand at a disadvantage, when compared with the common school of the 17th century. It is based as upon the fundamental principle enounced by Washington,—that the "virtue and intelligence" of the people are the two indispensable securities of republican institutions, so upon the two great republican doctrines of perfect social equality and absolute religious freedom.|| In the constitution of the State of Rhode Island it is laid down¶ that, "the diffusion of knowledge as well as of virtue among the people being essential to the preservation of their rights and liberties, it shall be the duty of the General Assembly to promote public schools, and to adopt all means which they may deem necessary and proper to secure to the people the advantages and opportunities of education." By the school laws of Massachusetts,** "all children within the Commonwealth may attend the public school in the place in which they have their legal residence," and "no person shall be excluded from a public school on account of

"Towns" and
"townships."

* *Horace Mann's 10th Report*, 1849, p. 8.

† These municipalities are called "towns" in the New England States, but "townships" in the West. I shall use the latter word, as less likely to be misunderstood by an English reader. The "selectmen" are the municipal corporation of the township; three in the smaller, nine in the larger townships.—(*De Tocqueville*, vol. i, p. 73, note.) In New England, townships vary indefinitely in size; in the Western States they are laid out with a uniform area—six miles square—and divided into 36 sections of a mile square each.

‡ *Horace Mann's 10th Report*, 1849, p. 10.

Slight decline of
high school.

§ There seems to be some falling off in this grade of school. The number in the text is that given in the *28th Report*, 1865, p. 59; whereas, in the *24th Report*, 1861, p. 93, Mr. Boutwell, the then Secretary of the Board of Education, states that "there are now known to be 102 high schools in which the Greek and Latin languages are taught."

American civili-
zation the pro-
duct of the spirit
of liberty and of
religion.

|| "J'en ai déjà assez dit pour mettre en son vrai jour le caractère de la civilisation Anglo-Américaine. Elle est le produit,—et ce point de départ doit sans cesse être présent à la pensée,—de deux éléments parfaitement distincts, qui ailleurs se sont fait souvent la guerre, mais qu'on es parvenu, en Amérique à incorporer en quelque sorte l'un dans l'autre, et à combiner merveilleusement—je veux parler de l'esprit de religion, et de l'esprit de liberté." (*De Tocqueville*, vol. i, p. 52.)

¶ See *Acts relating to the Public Schools of Rhode Island*, 1857, p. 3.

** Law of 1849, ch. 117, s. 4; Law of 1845, ch. 256, s. 1. See *24th Report*, pp. 132-4.

the race, colour,* or religious opinions of the applicant or scholar." The whole idea, indeed, of the aims and objects of education, as contemplated by the American system, cannot be better expressed than it has been by Mr. Horace Mann. "Under our republican Government," says he, "it seems clear that the minimum of education can never be less than such as is sufficient to qualify each citizen for the civil and social duties he will have to discharge; such an education as teaches the individual the great laws of bodily health,—as qualifies for the fulfilment of parental duties,—as is indispensable for the civil functions of a witness or a juror,—as is necessary for the voter in municipal and in national affairs,—and, finally, as is required for the faithful and conscientious discharge of all those duties which devolve upon the inheritor of a portion of the sovereignty of this great Republic."† Upon these ideas the whole structure is built. Knowing the aims and avowed principles of the system, we can proceed to examine the machinery by which it is attempted to realize and embody them.

Mr. Horace Mann's description of the objects of American education.

This machinery is altogether framed in direct reference to the civil polity and municipal institutions. Local self-government is the underlying principle of democratic institutions; local self-government is the mainspring of the American school system. In the New England States, the township is the great municipal unit; in the New England States, therefore, the township organization forms the basis of the school system. In New York, Pennsylvania and the Western States generally, municipal powers are more concentrated in the *county*,‡ and there is a corresponding change in the constitution of the schools. But in both cases, the governing maxim is the same; it is what De Tocqueville says, flows necessarily from a recognition of the doctrine of the sovereignty of the people, viz., that the individual—and the township and county are individuals in relation to the Central Government—is the best and only judge of his own interests, and that society has no right to direct his actions unless his conduct becomes mischievous to her, or she has need to summon him to her aid.§

Its relation to the civil polity.

On the township then—as the political unit—in Massachusetts and the New England States, absolutely, and in the other States which have adopted the Common School system not quite absolutely, but still principally,|| lies the obligation to see that the means of education are brought within the reach of every American child.

The township the basis of the system of Common Schools.

Both the area and the population of a township vary indefinitely in the eastern States. In the new States of the west, the *area* of all townships is the same—36 square miles—unless they lie on the borders of the State, in which case they may

Area and population of townships.

* In many places provision is made for separate coloured schools; *ex. gr.*, in New York, New Haven, Providence.

† *Horace Mann's 10th Report, 1849, p. 17.*

‡ "Les Etats qui composent l'Union Américaine présentent tous, quant à l'aspect extérieur de leurs institutions, le même spectacle. La vie politique ou administrative s'y trouve concentrée dans trois foyers d'action qu'on pourrait comparer aux divers centres nerveux qui font mouvoir le corps humain. Au premier degré se trouve la commune, plus haut le comté, enfin l'Etat. Les communes ne sont en général soumises à l'Etat que quand il s'agit d'un intérêt que j'appellerai *social*, c'est à dire, qu'elles partagent avec d'autres. Pour tout ce qui n'a rapport qu'à elles seules, les communes sont restées des corps indépendants; et parmi les habitants de la Nouvelle-Angleterre, il ne s'en rencontre aucun, je pense, qui reconnaisse au gouvernement de l'Etat le droit d'intervenir dans la direction des intérêts purement communaux. A mesure qu'on descend vers le midi, on s'aperçoit que la vie communale devient moins active; la commune a moins de magistrats, de droits, et de devoirs; la population n'y exerce pas une influence si directe sur les affaires; les assemblées communales sont moins fréquentes, et s'étendent à moins d'objets. Le pouvoir du magistrat élu est donc comparativement plus grand, et celui de l'électeur plus petit; l'esprit communal y est moins éveillé et moins puissant. A mesure donc qu'on s'éloigne de la Nouvelle-Angleterre, la vie communale passe en quelque sort au comté. Le comté devient le grand centre administratif, et forme le pouvoir intermédiaire entre le gouvernement et les simples citoyens. Dans le grand Etat de New York, dans l'Etat d'Ohio, et dans la Pensylvanie, les habitants de chaque comté élisent un certain nombre de députés; la réunion de ces députés forme une assemblée représentative du comté. L'assemblée du comté possède, dans de certaines limites, le droit d'imposer les habitants; elle constitue, sous ce rapport, une véritable législature;... c'est elle en même temps qui administre le comté, dirige en plusieurs cas l'administration des communes, et réserve leurs pouvoirs dans des limites beaucoup plus étroites qu'au Massachusetts. La commune et le comté ne sont pas constitués partout de la même manière mais on peut dire que l'organisation de la commune et du comté, aux Etats-Unis, repose partout sur cette même idée; que chacun est le meilleur juge de ce qui n'a rapport qu'à lui-même, et le plus en état de pourvoir à ses besoins particuliers. La commune et le comté sont donc chargés de veiller à leurs intérêts spéciaux. L'Etat gouverne et n'administre pas. On rencontre des exceptions à ce principe, mais non un principe contraire." *De Tocqueville, i. pp. 70, 77, 96-98.* We shall notice continual applications of these principles as we proceed with our development of the constitution of American schools.

De Tocqueville on the township and the county.

|| "Le principe de la souveraineté du peuple plane sur tout le système politique des Anglo-Américains. Chaque individu forme une portion égale du souverain, et participe également au gouvernement de l'Etat. De là cette maxime, que l'individu est le meilleur comme le seul juge de son intérêt particulier, et que la société n'a le droit de diriger ses actions que quand elle se sent lésée par son fait, ou lorsqu'elle a besoin de réclamer son concours. La commune, prise en masse et par rapport au gouvernement central, n'est qu'un individu comme un autre, auquel s'applique la théorie que je viens d'indiquer." (*Ibid.*, i. 76.)

American theory of the "sovereignty of the people."

§ In the State of New York very large powers are vested in the State Superintendent. School districts are formed not, as in Massachusetts, by the township itself, but by the School Commissioner of the "assembly district," within which both the township and the school district lie. The State school moneys are distributed by *counties*. In Ohio and Illinois, *county* officers are largely concerned in the administration of the school funds; and the Board of Supervision of the county occupy much the same relation to the school that in Massachusetts do the "selectmen" of the township; and the School Commissioner of the county has considerable jurisdiction over the schools themselves. In all these three States, teachers are certificated by *county* officers or *county* boards. The Massachusetts Board of Education, which represents the Central Government, on the other hand, speaks of itself as "having no power whatever over the schools of the State," though it "still regards their progress with watchful interest." (*24th Report, 1861, p. 5.*)

Differences in New York, Ohio, and Illinois.

happen to be curtailed. In Massachusetts there are 334 townships to an area variously estimated at from 7,250 to 8,200 square miles, differing in superficial extent from Middleborough, which contains—or did contain in 1849—168½ square miles, to Newbury-port, which contains only one. But both in east and west, whether the area of the township is uniform or variable, the population fluctuates between the widest limits. The city of Boston, with its 170,000 or 180,000 inhabitants, forms but one township; the township of Hull is mentioned by Mr. Mann as having a population in 1845 of 231 only.*

Such, allowing for these unessential differences, is the territorial organization of the State, upon which the system of Common Schools is based, and to which the provisions of the school law are applied. I propose—

- (a.) To give a brief abstract of the laws of the State of Massachusetts upon this subject;
- (b.) To collate these with the laws of some other leading States, noting the chief features of difference;
- (c.) Having seen the system thus exposed in theory, to follow it out into practice, and observe how it is found to work; and, lastly,
- (d.) Briefly to criticise its more salient merits and defects, chiefly in the points in which it contrasts most markedly with our own.

If I can develop these four divisions of my programme intelligibly, I conceive I shall have accomplished what is expected from me. Under the two first heads, my statements, being chiefly quotations from legal documents, will necessarily be somewhat dry; but I trust the reader's interest in the subject will increase as he goes on. To commence with the actual requirements of the law. It is prescribed then—

- I. "That in every township there shall be kept† for at least six months in each year, at the expense of the township, by a teacher or teachers‡ of competent ability and good morals, a sufficient number of schools for the instruction of all the children who may legally attend public school

PLAN OF THIS REPORT.

Massachusetts school law. CLASSES OF SCHOOLS. Common schools.

* 10th Report, 1849, p. 34.

† The law is imperative, but the penalty attached to failure to comply with it might be difficult of infliction. Mr. Mann says that a township is indictable and punishable if it does not maintain one or more schools, and he refers in proof of this assertion to *Revised Statutes*, ch. 23, s. 60.

Penalties on townships.

"A township which refuses or neglects to raise money for the support of schools as required by this chapter shall forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein."

But how would this apply to the case of a township freshly organized, which has never yet voted any school moneys, and should persistently refuse to vote any?

"A township which refuses or neglects to choose a school committee to superintend said schools, or to choose prudential committees in the several districts when it is the duty of the township to choose such prudential committees, shall forfeit a sum not less than \$500 nor more than \$1,000, to be paid into the treasury of the county, three-fourths of which shall be paid to the "selectmen" of the township from which it is recovered, who shall appropriate the same to the support of the schools of the township in the same manner as if it had been regularly raised by the township for the purpose."

This seems stringent enough, but there are cunning people in Upper Canada, if not in Massachusetts, who could contrive an evasion. An Upper Canadian Superintendent calls the attention of the Chief Superintendent to a "real grievance which sometimes exists, in parties being struck from a school section, avoiding thereby the payment of taxes to a neighbouring school, on the alleged ground, most probably, of distance to travel; carrying on from year to year the formality of electing trustees, but resting there without taking any subsequent steps for having a school established." (*Upper Canada Report for 1863*, p. 136.)

Apparently evaded.

In fact, though there is sufficient public spirit in every township in Massachusetts both to establish schools and to vote money for their support, yet in many places the provisions of the law are not observed in several very important particulars. Thus the law says the school must "be kept for at least six months"; but in 1864, it appears there were 87 townships—more than a fourth of the whole—which failed in this respect. "Twenty-two lack only three days of the required time; in 46 others the schools are kept five months or more; while in 19 townships the schools are less than five, and in some instances less than four months in length." (*28th Report, 1865*, p. 77.)

Again, though the statute to be presently quoted is equally explicit and equally peremptory about high schools, it appears that in 1864 there were eight townships out of 60 with a population of more than 4,000, which did not maintain a high school of the first class; and 32 townships out of 68 containing 500 families, but less than 4,000 inhabitants, which did not maintain a high school of the second class. (*Ibid.* p. 93.)

Once more; the law requires high schools to be kept open 10 months, exclusive of vacations. Of the 118 high schools kept in Massachusetts in 1864, only 88 fulfilled this requirement; 14 were kept open only for eight months; 16 for less than eight months. (*Ibid.*)

In the case of a township divided into districts, if one of the districts refuses to vote money to maintain a school or erect a school-house, the "selectmen" of the township, upon application in writing of five inhabitants of the district, and with the consent of the majority of the voters of the township, in the first case, and the school committee of the township *proprio motu*, in the second case, may authorize the assessment and collection of the money required for such purposes in the district, and carry the said purposes into effect. But there appear to be no corresponding powers given to the authorities of either the County or the State to compel the township itself to move. Happily the current of public opinion sets so strongly in favour of the schools that such powers are not required.

Number of scholars to a teacher.

‡ It is generally agreed in America that 50 scholars is the maximum number that can safely be committed to one teacher, though in carefully graded schools teachers are frequently found in charge of more. Hence the law provides, that "In every public school having an average of 50 scholars, the school district or township to which such school belongs shall employ one or more female assistants, unless such district or township, at a meeting called for the purpose, votes to dispense with such assistant." (*Revised Statutes*, ch. 38, s. 9.)

therein,* in orthography, reading, writing, English grammar, geography, arithmetic, the history of the United States, and good behaviour. Algebra, vocal music, drawing, physiology, and hygiene, shall be taught by lectures or otherwise in all the public schools in which the Committee deem it expedient.†

- II. "Every township may,‡ and every township containing 500 families or householders shall, besides the schools prescribed in the preceding section, maintain a school to be kept by a master of competent ability and good morals, who in addition to the branches of learning before mentioned, shall give instruction in general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth, and of the United States, and the Latin language. Such school shall be kept for the benefit of all the inhabitants of the township ten months at least, exclusive of vacations in each year, and at such convenient place, or alternately at such places in the township as the legal voters at their annual meeting determine. And in every township containing 4,000 inhabitants, the teacher or teachers of the schools required by this section shall, in addition to the branches of instruction before required, be competent to give instruction in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy. Two adjacent townships having each less than 500 families or householders, may form one high school district for establishing such a school as is contemplated in the preceding section, when a majority of the legal voters of each township, in meetings called for that purpose, so determine."§

High schools (a) of the second class;

(b) of the first class.

* "All children within the Commonwealth may—*i.e.* have a legal right to—attend the public school in the place in which they have their legal residence, subject to the regulations prescribed by law;" and no child can "be excluded from a public school on account of race, colour, or religious opinions." (*R. S. ch. 41, s. 3 and 9.*) But children are not allowed to attend school who "have not been duly vaccinated" (*s. 8*); and it has been held in the Courts that the school committee have power, in order to maintain the purity and discipline of the public schools, to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by acts of licentiousness and immorality within the school." (*8 Cushing, 160.*) "The reasons," says Mr. Secretary Boutwell, "for which a child may be excluded absolutely from school neither are, nor can be, expressed in the law. Committees are responsible for the exercise of a sound discretion." (*24th Report, p. 135.*) The Committee is bound by law to state in writing, on application of the parent or guardian of a child, "the grounds and reason of his exclusion" (*R. S. ch. 41, s. 10.*) And a "child unlawfully excluded may recover damages therefor in an action of tort." (*Ibid. s. 11.*) Children living remote from any public school in their own township may be allowed to attend the public schools in an adjoining township; and the school committee of the township in which such children reside shall pay, out of the appropriation of money raised in the said township for the support of schools, such sum as may be agreed upon. (*R. S. ch. 41, s. 5.*)

Legal right of children to attend school.

The school age in Massachusetts is between five and fifteen, and one might have supposed that these rights were limited to that period; but Mr. Boutwell says no; "for it cannot be doubted that youth under 21 years of age are entitled to the benefits of the public schools." (*24th Report, p. 132.*) I do not know whether this is a private opinion, or a case that has been actually decided in the Courts. In some of the States, *ex. gr.*, New York, the school age is from 5 to 21.

The school age.

† The law of 1826 provided for instruction in orthography, reading, writing, English grammar, geography, and good behaviour. In 1857, the history of the United States was added to the list. By the law of 1850, physiology and hygiene were to be taught in the schools whenever the Committee should so require. In 1857, algebra was introduced into the scheme; and in 1859, vocal music and drawing. These three last studies, like physiology and hygiene, being left to the discretion of the Committee. A still more recent addition is agriculture.

Progressive legislation.

Previously to 1859, townships were only required to maintain one school for six months, or two or more schools for terms that should be together equivalent to six months. Now each school that is maintained at all is required to be kept open for this period. "The execution of this law," wrote Mr. Boutwell in 1861, "will be attended with several important results. Townships will gradually reduce the number of schools till they correspond to the actual necessities of the public, while the inhabitants of sparsely peopled sections will enjoy equal educational advantages with those of villages and populous neighbourhoods. The arbitrary and unjust rules by which money raised for the support of schools is sometimes distributed among the districts will disappear, and the opportunities given to the children in a township will answer more nearly to the principles of justice and equality." (*24th Report, p. 90.*) We have seen, however, that this provision of the law is only obeyed imperfectly. (*See above, p. 14, note.*)

‡ It appears that in 1864, there were 20 townships not required by their population to have a high school, which voluntarily maintained one. (*28th Report, p. 93.*) *Per contra*, there were 40 "delinquent" townships. (*Ibid.*)

High schools maintained when not required.

§ *R. S. ch. 38, s. 2 and 3.* By the law of 1847, every township containing 100 families was required to "set up a grammar school," the master whereof should "be able to instruct youth so far as they may be fitted for the University," under a penalty of £5, which in subsequent years was considerably increased. (*See above, p. 13.*) By statute of 1789, the duty of maintaining a grammar school, in which the Latin and Greek languages were to be taught, was limited to towns containing 200 families. The penalty for neglect was £30. The present requirements were first made by the Revised Statutes of 1826. The study of French was not required till 1857.

Laws about grammar schools.

The lawfulness of establishing and maintaining out of taxation a girls' high school was decided in the case of the township of Newbury-port. (*10 Metcalfe's Reports, p. 508.*) In the same judgment it was held by the Court, that "without regard to population, the general powers of townships were sufficient to justify appropriations for the support of townships schools of every grade." The present Secretary of the Board of Education, the Hon. Joseph White, thinks "the time has come when a sound policy demands such an amendment of the existing law as shall require all towns having 2,000 inhabitants to maintain a high school of the second grade." (*28th Report, p. 93.*)

First case of a girls' "high school."

As the law prescribes the length of time during which schools must be kept open, it may be as well to say here once for all that, in computations of school time, a month is taken as equal to four

What is meant by a school month.

Adult schools. III. "Any township may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which the said school shall be kept, and appropriate such sums of money as may be necessary for the support thereof."*

SUPPORT OF SCHOOLS. B. In every State of the Union in which the system of common schools prevails, there exists a State School Fund, the sources and amount of which, in a sufficient number of cases to give a general idea of its character, shall be a matter of subsequent detail. In Massachusetts it is intended that this fund shall ultimately amount to the capital sum of \$2,000,000. On the 1st January, 1864, it amounted to \$1,181,627, and produced an income of \$111,124, or nearly 10 per cent. on the principal. One-half of the annual income is divided, in the month of July in each year, by the treasurer and secretary of the State, among the townships, in proportion to the number of children in each between the ages of 5 and 15 years, on condition—

The State School Fund. First, that the proper annual returns from each school have been made to the Secretary of the Board of Education; and

On what conditions distributed. Secondly, that the township has raised, by local taxation, for the support of schools during the last school year, a sum of not less than a dollar and a half for each person between the ages of 5 and 15 years belonging to the township.†

Its trifling amount per child. In 1864, the sum applicable to the different townships from this source was \$55,562, yielding for each person in the State between the ages of five and fifteen the sum of 23.4 cents, or less than a quarter of a dollar. As the average sum raised by local taxes in the same year amounted to nearly six and a half dollars a child, it will be seen at once that in the merely financial point of view the subsidy of the State is little worth.‡ It is its moral influence that gives to it its value. Mr. Boutwell shall describe its effects:—

Its indirect influences. "The establishment of the School Fund was the most important educational measure ever adopted by the Government of this Commonwealth. In 1832, when an effort was made to obtain trustworthy returns from the different townships, it appeared that the 99 townships which responded were expending only \$1.98 each for the education of their children. In 1834, as far as could be ascertained, the sum of \$310,000 was raised for the support of public schools, and the sum of \$276,000 was paid for tuition in private schools.§ The faith of the people in a system of public schools was seriously undermined. The public schools were fast becoming pauper establishments, into which only the poor and neglected went; they were abandoned by large portions of those who could command the means of educating their children elsewhere; and the danger was imminent that the duty of providing at the public expense for the education of the whole people would be neglected. The progress that has been made since 1834 is unquestionably due to the establishment of the school fund,|| and to the institution of those measures

weeks of five days each, or 20 days. Hence the minimum time required for a "public school" is 120 days; for a "high school," 200 days.

It will be noticed that the received nomenclature "primary," "intermediate," "grammar," and "high" schools, is not to be found in the Statutes, which discriminate the class of schools only by the subjects taught in each.

Evening schools. * I am not aware that this permission has been used except for the support of evening schools. In the reports of School Committees for 1864, evening schools are spoken of as doing good service in Lawrence, Fall River, and New Bedford. In the last-named city they have been at work for 16 years. At Boston, as yet, there has been no public system of evening schools, but a movement is being now made in that direction. In New York city, Cincinnati, Brooklyn N.Y., St. Louis, San Francisco, Philadelphia, Providence, and elsewhere, there have been large and successful evening schools going on throughout the winter, on which considerable sums of public money have been expended. Owing to the season of my visit, I could not see any of these at work; but I will append some statistics of them in another place.

Appropriation how to be expended. † This is the amount to be expended only on wages and board of teachers, fuel for the schools, and care of fires and school-rooms. The cost of erection, enlargement or repair of buildings, remuneration of committee-men, &c., may not be reckoned under this head.

Boston school taxes. ‡ In the city of Boston the amount raised by local taxation in the year 1864 for the support of schools was \$379,815, exclusive of any sums expended on the erection of buildings. The city's share of the State School Fund in the same year was only \$7,393. (28th Report, Appendix, pp. xliii. and iii.)

Relative amount of money raised for public and private schools. § In 1864 the relative figures were—

Amount raised by taxes for public schools...	\$1,536,314
Paid for tuition in incorporated academies, of which there were 59	76,593
Paid for tuition in private schools and academies, of which there were 611	317,447

It is curious that though the number of private schools as compared with the previous year was diminished by three, yet the number of scholars in average attendance at them increased by 551, and the amount paid for tuition by \$40,102. The School Committees of Greenfield and of Lanesborough call attention in their reports to the fact that "there is a growing disposition among a large class of people to remove their children altogether from the public schools," and that "many of the best scholars are annually taken out of the public and sent to the private schools, especially those who are preparing to become teachers." (28th Report, pp. 59, 149, 157.)

Connecticut State School Fund. || The Act establishing the fund passed in 1834, and its existence dates from 1st January, 1835. Connecticut was a long time in advance of Massachusetts in the article of a State School Fund. It was constituted in 1796, and the first dividend made in 1797. In 1863 the dividend was \$132,589, or \$1.20 per capita,—a much larger sum, both absolutely and relatively, than that divided in Massachusetts; but in Connecticut there is no provision made for any increase of the capital of the fund.

Its advantages questionable. Opinions are very much divided in Connecticut as to whether the operation of the fund is beneficial or not to the cause of education. By some it is thought to stimulate, by others to crush

which are dependent upon the existence of the school fund. The fund was not established for the special benefit of the townships as such, but for the promotion of the public good in a wider sense. The State had interests of its own and a policy of its own, not inconsistent with the interests and policy of the townships, but yet creating an exigency which justified the inauguration of a system under the control of the State without the intervention of the municipalities. The existence of the school fund is the basis of this policy. With the fund it is possible to obtain accurate and complete returns from nearly every township in the State; without it, all legislation must prove ineffectual. By the aid of the fund, all material facts are annually made known to the State; without it, each township is kept ignorant of what its neighbours are doing. With the fund, we have a system; without it, all is disjointed and disconnected. It was not the purpose of the Legislature to assume in any sense or to any extent the support of the schools, but rather to give them aid and encouragement. This is done by the distribution of one-half of the annual income, on certain conditions, among the townships. A chief means by which schools were to be encouraged was the education of teachers. This result has been secured by the normal schools.* Thus have the objects contemplated by the creation of the fund been realized. It was intended to be a permanent fund, the principal of which cannot "be diminished"; and so it should ever remain, increasing with the population of the Commonwealth, but never so perverted as to allow the system under which we have prospered to be in any degree impaired.†

It will have been seen, however, that whatever be the stimulus to education supplied by the State school fund, the main cost of the schools has to be provided from other sources. It is provided exclusively by local taxation. "Rate-bills," as they are called in America,—“school fees” as we call them in England,—do not appear to be permissible under the law of Massachusetts.‡ The several townships are bound at their annual meeting, or at a special meeting called for the purpose, to raise such sums of money for the support of schools as they judge necessary; which sums shall be assessed and collected in like manner as other township taxes. Townships refusing or neglecting to raise such money, or refusing or neglecting to choose a school committee, are liable to penalties; and in this sense, though the amount of the rate is left undetermined, the support of schools by a township may be called compulsory.§

The amount of the rate is determined by the voters of the township; and local notions of what constitutes an efficient school, and of what is needed in the way of supplies to make a school efficient, vary probably as widely in New as in Old England.|| The effort made by the State to evoke liberality is very small. It only

local energy. From things I heard, I should judge that where townships are illiberally disposed, it has the latter effect. Indeed so much is admitted by the Superintendent in his *Report for 1864*, p. 40:—"The value of the school fund to the schools of the State cannot be estimated by figures; and yet it is undoubtedly true that there have been instances where the income from the public funds has been the only means for the support of common schools, that much less interest has been manifested by the people than in places where the schools were supported in part by taxes. Many of the friends of education believe it would be better and more equitable to have the distribution made according to actual attendance." As it is, the distribution is *per capita*, according to the number of persons in each township between the ages of 4 and 16. The clergyman of a country parish near Newhaven told me that "many of his people were excellent financiers. They calculated to a nicety how long the appropriation from the school fund would maintain the school, and then withdrew their children, refusing at the same time to vote a tax for the longer continuance of the school; so that those who wished the school kept open for a longer period had to submit to a "rate-bill" for the payment of the teacher."

* The other moiety of the school fund is applied to the maintenance of the four normal schools of the State, and to the establishment of 48 State scholarships (something like what our Queen's scholarships were) of the annual value of \$100 each, in order to maintain students at college, who may become qualified to be principal teachers in high schools (*R. S. ch. 37, s. 1, 6*). There is an annual saving of about \$10,000 under this head, which together with forfeitures, is added to the principal.

† *24th Report*, 1861, pp. 75-77.

‡ Such also appears to be the case in Illinois. The Act of the Legislature under which schools are established and maintained there is entitled "An Act to establish and maintain a system of Free Schools." The same rule obtains in Ohio. "Rate-bills" are allowed in New York, Rhode Island, and Connecticut. In Connecticut, the rate-bill must not exceed \$6 a year (except in the higher departments of graded schools), and it must be assessed upon all scholars at the same rate. It must be made out for the entire term; before 1856 it was levied according to daily attendance, and thus a premium was offered for absence. In Rhode Island it must not be more than \$1 per term of 11 weeks, unless in graded schools, where it may amount to \$2 for the higher grade. The sums levied under this head in 1864 were, in Connecticut \$31,422; in Rhode Island \$4,551; in New York the large amount of \$429,892 as against \$674,599 raised by local taxation. The system of rate-bills prevails almost exclusively in rural districts. Different opinions are entertained of its operation and effects. The Hon. H. Barnard, a very high authority, strongly impressed with the conviction that it is the duty of the parent rather than of the State to educate a child, is in its favour. In New York, the Reports of the School Commissioners on the point are very conflicting. The State Superintendent, Hon. Victor M. Rice, has a strong opinion adverse to it. He calls it "the odious rate-bill," and is confident that "it is a serious impediment in the way of attendance upon the schools"; and that "whatever other means may be employed to secure the education of all the youths of the State, the free school, at least, is absolutely essential to the accomplishment of that all-important end." (*New York 11th Report*, 1855, pp. 14-48.) Mr. Barnard confessed that public opinion was generally against his own view.

§ For the penalties, see above, p. 14, note.

|| They certainly varied very widely in Massachusetts in 1864, and the following table, which I have constructed from the returns published by the Board of Education, shows how little the method of "taking an average" is worth, when the extremes are very far apart, for the purpose of indicating the real condition of things.

requires that, to meet its own aid, itself very insignificant in amount, the sum of a dollar and a half per child shall be raised by taxes on the spot—a sum considered miserably inadequate for the purpose 30 years ago, and which, it is thought, the time has now come for raising to three dollars.*

ADMINISTRATION OF SCHOOLS.
The School Committee.

The management and control of the schools of every grade† in the township are placed in the hands of a School Committee, consisting of any number of persons divisible by three, one-third of whom are to be elected annually, who are appointed by written ballots at the annual meeting of the township. They are paid a salary, in cities of one dollar, and in townships of a dollar and a half a day, for the time they are actually employed in discharging the duties of their office. Those duties are—

Their duties.

- (a.) To select, contract with, examine, certificate, and in case of need, dismiss teachers;
- (b.) To visit all the public schools in the township twice in the term, to see that the scholars are properly supplied with books, and once a month to inquire into the regulation and discipline of the schools, and the habits and proficiency of the scholars therein;
- (c.) To direct what books shall be used in the schools, subject to the limitation that "no book calculated to favour the tenets of any particular sect of Christians shall be purchased or used," and to require the daily reading of some portion of the Bible in the Common English version;
- (d.) To procure at the expense of the township a sufficient supply of text-books—(which books are purchased by the scholars at cost price, the committee having the power to remit such price to indigent parents)—and also such apparatus, books of reference, and other means of illustration as they deem necessary;‡
- (e.) Where the township is not divided into districts—an arrangement of which we shall have to speak presently—to maintain a sufficient number of school houses for the township; to keep them in order, and to provide fuel and all other things necessary for the comfort of the scholars therein, at the expense of the township.

The Secretary of the Committee.

The School Committee are bound to appoint a secretary and to keep a permanent record-book, in which all their votes, orders, and proceedings are to be by him recorded.§

The Superintendent of Schools.

Further, any township annually by legal votes, and any city by an ordinance of the city council, may require the School Committee annually to appoint a Superintendent of public schools,|| who under their direction and control shall have

Township appropriations of Massachusetts in 1864 for the education of each child in the township between the ages of 5 and 15:—

1	Township (Brookline)	contributed more than \$18 but less than \$19		
1	" (Nahant)	" "	14	15
1	" (Belmont)	" "	13	14
2	" (Dorchester and Boston)	" "	11	12
2	" (West Roxbury and Brighton)	" "	10	11
5	" "	" "	9	10
9	" "	" "	8	9
13	" "	" "	7	8
21	" "	" "	6	7
39	" "	" "	5	6
89	" "	" "	4	5
104	" "	" "	3	4
42	" "	" "	2	3
4	" "	" "	1	2

Total number of townships = 333; average appropriation = \$6.49.

Some false inferences might be drawn from this table unless it is checked by another. See pages 31, and note.

* See 28th Report, 1865, p. 96.

Difference between American and Canadian system. The school and the bookseller.

† The American system herein differs from the Canadian. The grammar schools of Upper Canada are under the control of a different (and presumably a more intelligent) body of trustees from the common schools.

‡ This supply is provided with very different degrees of liberality. In the cities nothing can be more abundant, in many rural districts nothing can be more niggard than the supply. There is a loud and general complaint of the variety of text-books that get into the schools, seriously embarrassing the teacher. The whole arrangement appears to open a wide field to jobbery, of which the booksellers are not slow to take advantage. "The bookselling interest of this country," said Mr. Barnard to the School-teachers' Association of Ohio, "(and I don't like to speak disrespectfully of an influence otherwise so good and desirable) is doing more injury to our schools than any other agency. As soon as a teacher shows practical ability, that he can teach and administer a school well, the school-book publisher comes in and bids \$500 or \$600 more a year than teaching pays, for the purpose of using this knowledge of schools to introduce his books through the country. I have seen some of the best talent of the country taken out of the schools for the miserable business of changing one man's books for those of another." (See Report of Speech in Ohio Educational Monthly for September, 1865, p. 250.)

Secretary's duty often ill discharged.

§ Fears are expressed by the Secretary of the Board of Education that this important duty is not unfrequently neglected, and that often the records made are so meagre and imperfect that they would possess but little value in a Court of Justice, or as a faithful history of the educational policy of a township (24th Report, p. 102). The reference to "a Court of Justice" tempts me to remark that apparently, both in the States and in Canada, disputes about schools furnish plenty of work to the lawyers. The reports are full of cases that have been "decided by the Courts."

Superintendents of Schools.

|| Superintendents of Schools have become a regular feature in the organization of cities. In New York the work demands four Assistant-Superintendents too. "The direction of a single mind," says Secretary Boutwell, "is found to improve the discipline, give unity to the system, and challenge to the utmost the capacities of teachers." In rural townships, however, he thinks "the services of the School Committee will prove quite as valuable."

The first case.

The township of Gloucester was the first in Massachusetts to appoint a Superintendent of Schools (24th Report, p. 108). In 1863, however, the same township, to "the profound regret" of the School Committee, voted to discontinue the office. The vote was "on the ground of economy,

the supervision of the schools, with such salary as the city government, or township, may determine; and in every city in which such ordinance is in force, and in every township where such Superintendent is appointed, the School Committee shall receive no compensation, unless otherwise provided by such city government or township.

In 1789 an Act was passed by the Legislature of Massachusetts, with excellent intentions, but, as events have proved, with disastrous results. I refer to the Act of 1789, authorizing the division of townships into districts for school purposes. I will state first the provisions of the law as they now stand, secondly, its motives, thirdly, its effects.

A township, at a meeting called for the purpose, may resolve to divide itself into districts for the support of its schools. The whole territory of the township must be divided, or the measure is illegal. But when the division has once been made it may not be altered, so as to change the taxation of lands from one district to another having a different school-house, oftener than once in 10 years.

A school district becomes a body corporate, with power to sue and be sued, and to take and hold in fee-simple or otherwise any estate real or personal, given or purchased, for the support of the school.

Every township, divided into districts, is bound at its annual meeting to choose either one person or three persons in each school district, called the "prudential committee," whose duties are to provide a proper school-house for the district, and to keep it in order at the expense of the district; and, when the township so determines, to select and contract with the teachers. The choice of the site of the school-house, and the amount of money to be raised for erecting, purchasing, or repairing it, and for providing it with library, apparatus, and other necessary furniture, is determined by vote of the district at a meeting called for that purpose.* A district obliged by law to provide a suitable school-house, but neglecting for one year so to do, is liable to a fine not exceeding \$200, to be recovered by indictment, on complaint of any legal voter in the district, to be appropriated to the support of schools therein. In raising and assessing money in the several districts, every inhabitant of the district is to be taxed in the district in which he lives for all his personal estate, and for all the real estate he holds in the township under his own actual improvement. All other of his real estate in the same township is to be taxed in the district in which it lies. All the land within a township belonging to a non-resident is taxed in the same district, such district being determined by the assessors of the township.† The money voted by the district is assessed on

School districts.

Process of "districting" a township.

The district becomes a corporation.

Prudential committee.

District taxes how levied.

By whom assessed.

and in view of the depressed condition of the times," and not from any lessened sense of the value of such supervision.

In fact, the great desideratum of the Common School System, both in Massachusetts and generally in the States, is adequate, thorough, impartial, independent inspection of the schools. In New York and Pennsylvania a system of supervision by counties or wide districts has been introduced, and is at work with tolerable success; but even here the Superintendents (or Commissioners, as they are called in New York) appear, from their reports, to be more or less hampered by local prejudices and jealousies, and their salary is in part provided by the district which is the sphere of their labours. They are elected, too, in Pennsylvania by the "School Directors" of the several townships; in New York by the electors of the "Assembly District," by ballot.

More complete inspection needed,

A similar organization is strongly recommended by Mr. White, the State Commissioner for the Counties of Ohio. (*Ohio 11th Report*, pp. 37, 38.) A strong argument in the same direction, based both upon general principles and upon experience, is to be found in a lecture delivered before the American Institute of Instruction, in 1863, by the Rev. B. G. Northrop, Agent of the Massachusetts Board of Education, in which he says—"My observations in visiting thousands of schools throughout Massachusetts, and many in twelve other States, have clearly proved to my mind the wisdom of maintaining a Superintendent in all our cities and large townships, who shall devote his whole time to the care and improvement of the schools" (p. 3).

and felt to be needed.

Something like our English mode of inspection of schools by a body of perfectly independent and competent gentlemen, would be a great and valuable addition to the school system both of the United States and the Canadas. In Lower Canada, it is true, the system in theory does approximate to the English; for the Inspectors are appointed by the Governor, and are paid out of a central fund. But some how or other it is not popular, and I fancy considerable differences would be found to prevail in practice.

In the American cities, so far as I saw, *ex. gr.*, in New York, New Haven, Hartford, Providence, Boston, Cincinnati, St. Louis, Chicago, Detroit, the superintendence of the schools was thoroughly vigorous and efficient. Strangely enough, there is no Superintendent of Schools in the great city of Philadelphia.

Unfortunately, all these appointments to school trusteeships, directorships, &c., are frequently used for political ends, and I constantly heard of managers of schools who could hardly write their names.

* The legal voters of every township may, if they think it expedient, provide the schoolhouses for the several school districts at the common expense of the township. Mr. Boutwell considers this a wise policy to adopt, even when the district system exists. The functions of the Prudential Committee would then be limited to the supply of fuel, and the selection of and contracting with teachers; the latter, however, being a very important function.

Township may provide school-house.

† The object of this provision is to secure non-resident owners of real estate against the inconvenience of paying taxes in more than one district, but it must often produce difficulties and injustice in practice. The real estate and machinery belonging to manufacturing corporations or companies are taxed in the district where they are situated; and, in assessing the shares in such corporation or the personal estate of the owners of such establishments, the value of such machinery and real estate is to be first deducted from the value of such shares or personal estate. All assessments are based upon the township valuation of the preceding May, and only those are liable to be assessed, who resided or owned property in the district when the money was voted.

Object of the provision.

The law, which taxes all personal property in the place where the owner resides, occasionally leads to some "smart" practice. A Boston merchant, I was told, will slip out of the city just before the first of May, to Swampscott, or some other seaside residence where the municipal taxes are low, and get himself rated there, and so escape, for his personalty, the heavy Boston imposts. I happened to see the income tax returns for Swampscott, and was surprised to find so small a place containing so many rich people. I received the above explanation of the phenomenon. It would be true, I believe, of all taxes.

Evasion of taxation.

by whom applied.

the polls and estates of the several inhabitants by the assessor of the *township*, and collected by a collector of the *township*, and when collected is placed at the disposal of the *district* committee, to be by them applied to the purpose for which it was raised.*

Union schools.

Two or more contiguous districts in the same township, or in adjoining townships, may combine for the purpose of maintaining a "Union school, or a school of higher grade for the benefit of the older children; but the machinery for the purpose is cumbrous and complicated, and the permission granted by the statutes "has been exercised in a few instances only, and never," Mr. Boutwell believes, "with any advantage to the schools."†

Abolition of districts.

A township may at any time abolish its school districts, and take possession of their corporate property, which is to be appraised and a tax levied upon the township equal to the amount of such appraisal, and there is then to be remitted to the tax-payers of each district the appraised value of its property thus taken. In order to give an opportunity of undoing the mischief that has been done by the Act of 1789, once every three years every districted township is to take a vote upon the question, whether the district organization shall be continued or abolished; and the Secretary of the Commonwealth on the recurrence of the year, when the vote thus required should be taken, is to notify the selectmen of the several townships to that effect, and to require them to insert a special article for that purpose in the warrant summoning the annual meeting.

Object of the Act of 1789.

Such is the law which is thought to have worked so ill for the interests of education in Massachusetts and the New England States generally.‡ Its original

Township's power in case of district's neglect.

* In case a district refuses to make suitable provision for its schools, an appeal is provided, on application of five tax-paying inhabitants of the district, through the selectmen, to the voters of the township; and if deemed expedient, the township may vote such money as is thought necessary, order an assessment thereof upon the district, and finally expend it by the agency of the selectmen, the township School Committee, or a Special Committee chosen for the purpose. (See *24th Report*, p. 123-4.)

† *24th Report*, 1861, p. 125. I don't know why this should be. In the State of New York "Union Schools" of a similar description appear to be the most popular and flourishing of all the rural schools.

Opinions of the district system.

‡ "I consider," says Mr. Horace Mann, "the law of 1789, authorizing townships to divide themselves into districts, the most unfortunate law on the subject of common schools ever enacted in the State. During the last few years, several townships have abolished their districts, and assumed the administration of their schools in their corporate capacity; and I learn that many other townships are contemplating the same reform." (*10th Report*, 1849, p. 37). To this opinion Mr. Boutwell assents, trusting "that the day will again and speedily be seen, when every township in its municipal capacity will manage its schools, and equalize the expenses of education." (*24th Report*, 1860, p. 113).

Such anticipations, however, judging from the latest reports of School Committees, are rather sanguine. It appears there still exists strong "jealousy for district freedom." Another committee "cannot conceive why the inhabitants of the township cling so closely to the district system as if the education of their children depended on it, when, in reality, it does gross injustice to half of the children in the township." Another report:—"So fully are the larger part of our citizens attached to this system, so fully are they persuaded that centralized power is dangerous, that the township ought not to be entrusted with the entire care of the schools (although its officers preside in every other department), and that the reserved right of having an agent to have the care of their school-houses, and to employ the teachers of their children, is a privilege of vital importance, not lightly to be relinquished—that we do not with much hope look for better things." (See *Massachusetts 28th Report*, 1865, pp. 20, 153, 164, &c.)

Its anti-republican character.

And yet to some minds the district system appears essentially anti-republican. "The district system," say the Committee of Shutesbury, "tends directly to build up society on the same principles of aristocracy upon which society is built in some German States—by obliging people of limited means who are located in the sparsely populated districts to forego the advantages of education, and sell out at a sacrifice, and remove to the villages, thus causing the land to accumulate in the hands of a few, and building up a landed aristocracy. Cannot the united wisdom of the township devise some plan which shall place our public schools on a more thoroughly republican basis, and give a more equal advantage to all?" (*28th Massachusetts Report*, p. 153.) In a similar spirit, the Superintendent of Schools in Pennsylvania recommends the establishment of "graded schools"—which are almost an impossibility under the district organization—as "having a tendency to keep down that spirit of aristocracy in education which is too apt to prevail in our towns and villages." (*Report for 1864*, p. 28.)

The normal organization in New England.

The district system is the normal organization for school purposes in the New England States. In Rhode Island there are 33 townships, containing 400 districts. In Connecticut 162 townships, with 1,609 districts. In the latter State the average number of children in each district between the ages of four and sixteen is 71.

In Massachusetts and Rhode Island the appropriations of the districts—that is, the money they raise by taxation—are not separated, in the reports, from the appropriations of the townships. But in Connecticut, in 1864, the amounts available for school purposes, from the different sources of income, were as follows:—From the State Fund, \$177,816; from the *townships*, \$87,704; from *districts*, \$140,414; from rate-bills, \$31,422; from other sources, \$13,786.

The evil of districts felt in Connecticut.

In Connecticut the evils of the district system are felt, though perhaps not so vividly, as well as in Massachusetts. In his report for 1865, the Superintendent says—"It is not to be expected that good schools of each grade can be brought to the home of each child; but every township, borough, and city should have schools established at such points, and so provided with all necessary facilities, that a good elementary education may be obtained by all persons residing within their limits. Were graded schools organized in all places where a sufficient number of children can be conveniently brought together, and the ungraded country schools thoroughly classified, and a good public high school established in every township where practicable, there would be few children of the State not enjoying school privileges, and the school system would be greatly improved. Many of these advantages can be secured under the present arrangement of school districts, by the action of the township in establishing schools of a higher grade, but in many places the opportunity of providing economically and wisely for all of school age would be much increased were schools entirely under the direction of the townships." (Pp. 34, 35.)

School organization of the State of New York.

In the State of New York, the "township" almost disappears as an element in the organization of the school system, its only important constituents being (a) the county, (b) the district. There are 60 counties, and 13 cities, which are practically treated as counties. There are 11,717 districts; 285 in cities, and 11,432 in the rural townships. School districts are formed, and may be altered by School Commissioners—the administrative officers of the system, which in this State

object was not only innocent, but praiseworthy. In the preamble of the Act, it is stated that "whereas by means of the dispersed situation of the inhabitants of several townships in this Commonwealth, the children and youth cannot be collected in any one place for instruction, it has thence become expedient that the townships in the circumstances aforesaid should be divided into separate districts for the purposes aforesaid."

By this Act, however, no specific duties in regard to the schools were imposed on the districts; they were not constituted corporations; and the organization contemplated was apparently nothing more than what exists in the State of Ohio at the present day, where the townships indeed are nominally divided into sub-districts, but retain in their own hands the entire control of the schools.

The real mischief was done by later legislation. In 1817, the school districts were made corporations in name, and in 1827 were empowered to elect prudential committees, to whom were made over the care of the school-houses and the important duty of selecting and contracting with teachers. The system as it now stands is fraught with evil of every kind. There is the evil of double management—a sort of *imperium in imperio*—by the school committee of the township, and the prudential committee of the district.* There is great inequality, and sometimes

The real mischief done in 1817 and 1827.

What this mischief is.

is essentially bureaucratic—one to each "assembly district" (the electoral area which sends a member to the State Assembly), or about two to a county. The number of districts in each township may be as many as convenient. For each district, qualified voters elect one or three trustees, there being a general preference for only one, whose functions are very similar to that of the "prudential committee" in Massachusetts, but somewhat more extensive. Whatever local taxes are raised for the support of the schools are raised by the *districts*, and not by the *townships*. The incidence of taxation is often very unequal. "Many of our small districts," reports the Commissioner of the Second District of Otsego county, "are robbed of their resources by landholders who hold large tracts of land in them, but who *live* in other districts. This trouble would be avoided if the lands were taxed in the districts where they belong." (*New York 11th Report*, 1865, p. 270.) Of another district, in Cayuga county, it is reported that "it has not taxed itself, nor raised one cent by rate-bill during three years out of the four last past. The school is literally free, supported entirely by the public money." (*Ibid.* p. 119.)

Its evils.

The remedy suggested by New Yorkers for this state of things would make the hair on the head of those good Massachusetts citizens, who dread any tendency to "centralization," stand on end. "Would it not be better," asks the Commissioner, "for the State to take the matter of educating its children in hand, district the territory, build the school-houses, employ and pay the teachers, and then compel the attendance of the children, as they do in Germany? Would it not be economy? Could not the moneys now received from the various school funds, and a revenue by tax upon the property of the State equal to what is now raised by tax and rate-bill, be more judiciously expended, and furnish much better teachers and schools than we now have? I am inclined to believe that with the same expenditure, in the hands of a competent educational bureau, our common schools could be improved 100 per cent." (*Ibid.*)

Remedy suggested.

A peculiar feature in the New York system, arising out of the felt evil of districts, are the "Union free schools," which are becoming general in the State. They may be established by a two-thirds vote of the inhabitants of the combining districts, at a meeting summoned by the school trustees, on the requisition of fifteen persons out of each such district. Their object is to diminish expense, simplify machinery, and secure a more perfect classification and higher grading. Primary schools are sometimes retained by their side, for the convenience of the smaller children. When Union schools are established, the old trustees are superseded, and a Board of Education of not less than three nor more than nine members (divided into three classes, one class vacating office each year), is established in their room. They form a corporation, with power to levy taxes for school purposes, which the township has no power to refuse. All money required to pay teachers' wages in these schools, or in the academical department thereof, is to be raised by tax, not by rate-bill. An academical department—equivalent to the New England high school—may be established by the Board, whenever they think there is a demand for such instruction; or an existing academy may be adopted by the Board, as the academical department. Such academical department is further under the visitation of a Central Board called the "Regents of the University," who have the supervision of all the higher educational institutions subsidized by the State. teachers in Union schools are to be employed at the rate of not less than one for every fifty pupils. If the inhabitants refuse to provide for the necessary expenditure of the school, the Board may levy the requisite tax on their own authority.

New York Union schools.

In Illinois, again, the district and the district officers (called school directors) are much more important elements of the school system than the township and the township-officers (called school trustees). The whole management and control of the school, and the appointment and dismissal of the teachers, are in the hands of the "directors." The only tax annually levied upon property is levied on the property of the district by the directors, assessed by the *county* clerk, and collected by the *county* collector. It must be sufficient to maintain a school in the district for six months under a qualified teacher, which is the condition of sharing in the State's appropriation. The township trustees merely deal with the *finance* of the schools, ascertaining the amount of the several funds, and distributing them according to a certain prescribed method, but have no direct power of interfering with their constitution or management.

Organization in Illinois.

In Ohio, on the contrary, the district organization does not prevail, but the Board of Education of each township is supreme in all points relating to the schools. The Board, it is true, divide the township into sub-districts, but that is merely for territorial convenience, and does not call into existence any other functionaries or any subordinate organization; and it is expressly provided that no sub-district shall contain within its limits less than sixty resident scholars.

In Ohio.

In Ohio, however, every city, town, or incorporated village, containing not less than 300 inhabitants, is a separate school district, under a separate Board of Education of three persons, clothed with the same powers as the ordinary township Board. (See *the School Laws of New York, Illinois, and Ohio.*)

* "The Prudential Committee and the Superintending Committee," says Mr. Mann, "are illustrations of different hands of the same body; and if they are not animated and moved by a common spirit, either one can defeat the most praiseworthy efforts of the other." (*10th Report*, p. 55.) "We know we shall encounter opposition," says the School Committee of Methuen, Mass., "but we consider it our duty to express our opinion that the hiring and selection of teachers should be left to the Committee of the township rather than to the Prudential Committee of each district. As far as we are concerned, we do not seek for ourselves the power, nor do we envy the Prudential Committee the privilege of selection; but it seems hard that the responsibility of the success of the schools of the township should rest on our shoulders, while our hands are, in great measure, tied. We know that the great bugbear of "consolidation" and all that loose talk about "the want of

the evil of double management.

gross hardship, both in distributing the public money and in levying the local taxes.* The principle of subdivision of townships is frequently carried to such an absurd extreme that schools are found with not more than half a dozen children in them.† The unnecessary multiplication of schools leads to an unnecessary multiplication of teachers, and that to a reduction of salaries, and this to the employment often of incompetent persons.‡ Regular gradation of schools is rendered imprac-

democracy" in the proposed change, will be brought to bear against us. But is there any more "consolidation" in this than in the management of other township affairs? Do we call it consolidation when we entrust to our Board of selectmen a general superintendence over the affairs of the township? In making a contract as to any other subject-matter, do we have one man to engage the contractor, and another to decide whether he is qualified to perform the contract? And is there any great "want of democracy" shown in proposing that the township, which by its taxes pays for the support of its schools, should direct in what manner its money should be expended?" (*Massachusetts 28th Report*, 1865, p. 39.)

Principle of distribution of the public money.

* One-half of the income of the State School Fund is distributed among the cities and townships, in proportion to the number of children between the ages of 5 and 15 which they contain. In 1864 it yielded at the rate of 23.4 cents, not quite a quarter of a dollar per child. It is apportioned by the Secretary and Treasurer of the Commonwealth, and paid to the Treasurers of the several townships. Townships forfeit their share, unless they have raised by local taxation at least \$1.50 per child. It is to be spent exclusively on wages and board of teachers, fuel of schools, and care of fires and school-rooms; not on buildings, rent, repairs, or libraries, the cost of which must be defrayed by separate local appropriations. This State income is applied by the School Committee of the township to the support of their schools according to their judgment, and is not subject to the vote of the township. "It can be used," says Mr. Boutwell, "to redress inequalities"; but of course it also gives scope for the display of preferences and partialities.

The township and district tax.

The township tax (where townships are districted), goes to two objects only, viz., wages and board of teachers, and supply of proper apparatus to the school. The district tax goes to building or rent of school-house, repairs of the same, and supply of fuel and furniture. No returns are given of the amount of district taxes separate from the township taxes, in the Massachusetts Report, but they cannot be very considerable, except when a school-house has to be built. In New York State the cost of a school-house is limited by law to a maximum of \$800, unless with the consent of the Commissioner of the district. In Ohio the average cost of school-houses in 1864 was \$820; in small rural districts, therefore, the cost would probably vary from \$300 to \$400.

Unequal incidence of taxation.

With regard to hardships in the incidence of taxation, see above, p. 19, note, and also the provisions of the law stated on pp. 17-18. But upon this whole point, I will quote the words of Mr. Horace Mann:—"The circumstances of the districts are very various. Some contain but half a dozen scholars. Some have only a few small and poor farms; in others there is a concentration of wealth. Hence, in a township containing a dozen districts, it often happens that a majority of them pay but a small portion of the school tax, while the residue of it is principally derived from a few of the rest. It is obvious, therefore, that no specific rule can be devised for cases so various. This is probably the reason why the law has submitted all questions relative to the distribution of the school money among the districts to the townships respectively.

Inequalities of distribution.

"The manner of distribution has been quite as various as the circumstances which the townships have had to consult. In some cases, where no striking inequalities existed in the condition of the districts, the money has been equally distributed among them. In other cases, one-half, two-thirds, three-fourths, or some other fractional part, has been divided equally among the districts, and the residue according to the number of children they respectively contained between the ages of four and sixteen years, or between the ages of four and twenty-one. In some, the division has been made according to the number of heads of families in each district; and in others, according to the number of houses in each. Devices have been innumerable; and for want of recognizing a natural standard, the most arbitrary ones have been adopted. There is reason to fear, that in many cases, an equitable principle of distribution has not been applied. The stronger districts, being able to outvote the weaker, have sometimes assigned to themselves the lion's share." (*10th Report*, 1849, pp. 45, 46.)

Multiplication of small schools in Massachusetts

† "As proof and specimen of this," says Hon. Joseph White, "I quote from the report of one of the townships, which contains ten districts, and an average of seventeen scholars to each, the following description of one of the schools:—'No. 7, or Macedonia, district. But one term, Miss ———, teacher. This was the smallest school in the township, there being but four scholars, and two of these never having attended school before. 'Yet,' say the Committee, as if equally surprised and gratified at the result, 'perhaps no school in the township made more rapid progress than this.' Nor is this a solitary case. Another township appears to have eighty-eight scholars divided among ten districts, giving to each an average of less than nine. In 1852, Dr. Sears found that in thirty townships, whose whole number of districts was 345, there were 193 'in which the whole attendance fluctuated between five and fifteen.' I fear that the same number of townships might be selected now, whose school statistics would show no better results." (*28th Report*, p. 77.)

and New York.

A similar state of things exists in New York. "In my report last year," says a Commissioner, "I alluded to the town of Ira, by way of illustrating the injudiciousness of the school district system, and the expensiveness and inutility of dividing and subdividing districts till the schools are diminished to one-fifth of the number a good teacher is able to instruct. No township has better houses, and more of them to the square mile . . . but the schools are very small. A number of them when visited contained but five or six pupils. This is the result of a comparatively sparse population." (*New York 11th Report*, 1865, p. 121.) Of course the motive of this "dividing and subdividing" is to bring a school as near as possible to every man's door, and all other considerations are sacrificed to this one.

The district system, as affecting salaries and qualifications of teachers.

‡ "It is the opinion of the Committee that, while a township retains the district system, a 'sufficient number of schools' must equal the number of districts; in other words, that the people in each district are entitled to an amount of money that shall enable them to keep their school twenty-four weeks each year under a good teacher. It will be seen that, with the exception of No. 1 and No. 7, not a district in the township is able to comply with the requirements of the statute. In some of the districts the schools are very short, being but little more than one-half as long as the law requires. Doubtless such districts have a legal remedy, but we would not advise them to resort to it till all other means fail.

"Some of our best teachers cannot now be employed to conduct our schools, because the wages offered by the Prudential Committees are so low; and this evil is more likely to increase than to diminish. A young lady who can earn a dollar a day in a shop, will not teach school for two dollars a week; and the Committee do not know where suitable teachers can be found, unless by some means their wages can be raised . . . We shall have occasion to speak, in another part of our report, respecting the qualifications of those who offer themselves as candidates for teachers, and only add in this connection, that the tendency of the existing state of things is obviously to deprive our schools of the services of the best instructors." (*Athol School Committee in Mass. 28th Report*, p. 92.)

licable.* The appointment of teachers continually becomes a matter of jobbery or nepotism.† And there is a prevalence of those false and narrow notions of economy that are the characteristic and the bane of small neighbourhoods.‡ Less

* Here is not an improper place to define what Americans mean by a "graded school." "A graded school is a school in which the pupils are divided into classes according to their attainments, and in which all the pupils of each class attend to the same branches of study at the same time." (The Graded School, by W. H. Wells, Superintendent of Public Schools, Chicago, p. 7.) This is a definition by an established authority, and yet I should have rather called such a "classified" than a "graded" school.

What is meant by a "graded school."

"By the term 'graded schools' is meant schools in which there are two or more departments, either all in one building or having some of the grades in separate buildings, and all under one general Superintendent or Principal, with one teacher for each room, and the pupils to be promoted from the lower to the higher grade as they attain a specified degree of advancement." (Pennsylvania Report for 1864, p. 27.) This is much nearer my notion of the received meaning of the term "graded school"; and it is obvious that the district system which assigns all the children, in half a dozen classes, to one teacher, is fatal to a gradation of schools, which in the eyes of the American educationists is the one condition of their successful working.

† "Ties of blood, friendship, or caprice, often decide in the employment of a teacher."—"Some relation or friend is chosen, too often without reference to his fitness for the post."—"The practice of employing a relative or a particular friend to teach is, we fear, becoming a growing evil. Some of our prudential agents are elected to that office with the agreement to hire some particular one, independently of his ability to instruct. Persons wholly unfit to take charge of a school are in this way employed, and the School Committee are expected and required to approve them, especially if the applicant's book-knowledge is satisfactory. This practice is a strong and unanswerable argument against the district system, and will undoubtedly, sooner or later, procure its abolition. Some prudential agents have maintained that their favourite teacher has a right to keep the school, whether she obtains a certificate from the School Committee or not, provided that the majority in the district want her." (School Committees' Report in 28th Mass. Report, 1865, pp. 20, 40, 59.)

Motives that often rule in the choice of teachers.

‡ In New York State the law expressly requires that "no teacher shall be within two degrees of relationship to a trustee, except with the approval of a majority of the inhabitants." Yet even there the same complaints are heard. "So long as trustees insist on the Commissioner granting licenses to their friends and neighbours, feigning that such are qualified for their school, because it is small and backward, so long shall we have poor instructors of youth." (N.Y. 11th Report, 1865, p. 319.)

Law of New York.

"Quid leges sine moribus?" "Chez nous," said a Pennsylvanian gentleman to De Tocqueville, "il arrive quelquefois que la loi manque de force quand la majorité ne l'appuie point." (De Tocq., vol. ii., p. 400.)

‡ I quote, from the Rhode Island Report for 1864, a picture of the working of the district system, which I dare say could be drawn of other townships besides the one that sat for it.

Picture of the district system in Rhode Island

"There is a class in the township that have more or less to do with our schools, who might think it doing them an injustice to leave them out of this report. We know of nothing that would suit them better than to call them the all-knowing class, for they profess to know it all. Their doctrine is something like the following:—'Visits to the school-room are of no benefit to the school, especially by the Committee, and it is money thrown away to pay them for visiting the schools. Teachers are paid altogether too much; they labour but six hours a day, and it is mere play compared with the labours of the husbandman. They are models of laziness; their whole object is to get their living in the easiest way.' Every plan that was not in existence in their school-days is nonsense. Some go so far as to condemn the public school system, and contend that the old system of every man hiring his own schoolmaster and paying him himself, was altogether best. Some of these men claim to be the leading politicians of the township; but as we think their creeds will do but little injury, we will make but few comments on them. Their noise is worse than their influence."

The same Committee, in reference to a particular district of the township, are again sufficiently lively in their description:—

"There seem to be too many parties and too many knowing ones in this district, for the success of the school. Comparatively speaking, the northern portion of the district disagrees with the southern portion, and the middle part cannot agree with either north or south. Sometimes a teacher will seem to give general satisfaction to all parties; but for the most of the time since the school-house was erected, there has been more or less strife here, either about the school or school-house. The teachers, many times, have been scared or driven off, and the schools broken up. There are a few in the district, we think, that strive to have peace in the school, while there are others who seem to glory in a fuss. We would say plainly to the inhabitants of this district, 'You can never have a prosperous school till you all co-operate together for its welfare. As long as you keep pulling apart, disagreeing with each other, and allowing yourself to be so disinterested [*sic*; apparently an American sense of the word], in your school, just so long you must expect it to suffer.' We, or our successors, should hereafter allow none but old and experienced teachers to enter this school—teachers well fitted to govern and instruct; such, too, as are qualified to meet opposition with independence and fortitude. We would forewarn young and inexperienced teachers to keep out of this district. Too many of this denomination have gone in here, and got badly pelted. There are altogether too many fault-finding ones, disinterested ones (*sic*), and all-knowing ones in this district, for young teachers to contend with."

They conclude with some very sensible advice, that would benefit other neighbourhoods besides the one to which it was originally given.

"In conclusion, we would earnestly solicit all the people of the township to work together, with zeal and earnestness, for the prosperity of your schools. Tear down your old good-for-nothing school-houses, and build new ones: visit your schools often, and encourage others around you to visit them: appoint the best qualified men for your school officers: never allow your neighbourhood difficulties and prejudices towards each other to have anything to do with your schools: recollect that union is the greatest support of your schools, and that disunions, contentions, and disinterestedness (*sic*) all serve to destroy their prosperity. Never allow yourselves to be over-anxious to select out all the bad qualities of the teacher and school, and on the other hand never to think of their good qualities. Remember that teachers are not perfect beings who never err. Having so many different dispositions and minds to deal with, and so much bad influence repeatedly instamped upon the minds of the scholars outside of the school to contend with, you cannot reasonably expect that everything in the school will, at all times, move on in perfect order and harmony. Recollect, too, that that teacher who is influenced by good principles and motives, and who has correct ideas of what his duties are to children, and then endeavours to discharge those duties honorably and manfully, with a clear conscience in the sight of his Maker, has no easy task before him. His labours are fatiguing and perplexing, and wearing both to mind and body, and he needs all the influence you can exert in behalf of the welfare of his school, in order to do up his work successfully. Hoping that these remarks may have the desired effect of producing a reformation in the minds of all the worthy people of E— in regard to their schools, we will

than these would be grounds enough for the strong opinion of Mr. Horace Mann already quoted, that the Act of 1789, which authorized the division of townships into districts, was "the most unfortunate law on the subject of common schools ever enacted by the State." It is only the high public spirit which animates the larger proportion of the Massachusetts Municipalities, and which keeps the rest up to the mark, if not from the spirit of emulation, at any rate from a sense of shame, that prevents a law so pregnant with possibilities of mischief from being absolutely fatal to the schools.

ATTENDANCE OF
SCHOLARS.

As far as regards enforcing attendance in the schools, the laws of Massachusetts are as precise and peremptory as could be desired; but to no point does the remark of M. de Tocqueville's Pennsylvanian friend more forcibly apply:—"In America the law is powerless when it is not supported by public sentiment." In spite of legal enactments and penalties, "absenteeism and truancy" continue to be the great, and, indeed, the increasing evil of American schools.*

We have already seen that, irrespectively of race, colour, or religious opinions, every child has a right to claim admission into the school of the district in which he resides. The law not only secures the right of the children, but attempts to enforce the duty of the parents. The provisions having this end in view are as follows:—†

Parents to send
children to
school, under
penalty.

"Every person having under his control a child between the age of eight and fourteen years shall, annually, during the continuance of his control, send such child to some public school in the city or township in which he resides, at least twelve weeks, if the public schools of such city or township so long continue, six weeks of which time shall be consecutive; and for every neglect of such duty, the party offending shall forfeit to the use of such city or township a sum not exceeding \$20. But if it appears on the inquiry of the truant-officers or School Committee of any city or township, or upon the trial of any prosecution, that the party so neglecting was not able, by reason of poverty, to send such child to school, or to furnish him with the means of education, or that such child has been otherwise furnished with the means of education, for a like period of time, or has already acquired the branches of learning taught in the public schools, or that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, the penalty before mentioned shall not be incurred.

Inquiry to be
made into cases
of neglect.

"The truant-officers and the School Committee of the several cities and townships shall inquire into all cases of neglect of the duty prescribed in the preceding section, and ascertain from the persons neglecting, the reason (if any) thereof; and

now close up with our best wishes and desires for the future prosperity of the schools." (19th Rhode Island Report, pp. 119, 120, 123.)

Remarks on these
extracts.

These extracts are interesting in several ways.* They exhibit views that are widely prevalent in the United States. They show that the practical difficulties which encompass a school are much the same under any system, whether rate-supported and uniform, or voluntary and various. They point out also where the shoe really pinches under a system of rate-supported schools, even when that system is free from a further element of embarrassment—the *odium theologicum*. I do not observe that any of these difficulties arise out of religious prejudices. Nobody in America, except the Roman Catholics, questions the propriety, indeed the necessity, of maintaining intact the undenominational character of the schools. Indeed, on no other basis, in a country so infinitely broken up into different religious creeds, could a system of common public schools be maintained.

Evidence of the
increase of
truancy and
absenteeism.

* That the two evils are increasing does not admit of a doubt. The testimony on the matter is unanimous.

In the President's address to the Ohio State Teachers' Association, he calls loudly for "a law to check the growing evil of truancy and absenteeism." (*Ohio Educational Monthly, September, 1865, p. 267.*)

The Ohio State Commissioner says—"The obligation to make all possible effort to check and suppress the growing evils of truancy and absenteeism has never been so great as at the present time. The evident increase of these evils, the prolific source of juvenile rowdism and crime, is a fact of the deepest concern to every good citizen." (*Report for 1865, p. 39.*)

The New York City Superintendent, Mr. Randall, thus expresses himself:—"The dictates of self-preservation demand that the thousands and tens of thousands of destitute and vagrant children now roaming about our streets and alleys, untaught and undisciplined, should be reclaimed from their degrading and dangerous associations, and gathered into our public and private schools. The whole number of children between the ages of five and twenty-one residing in the city is estimated at 250,000. This estimate is believed to be much under the number." [?, the population of New York being not more than 800,000.] "The average number of such children in regular attendance upon our public schools, including the Free Academy, Evening Schools, and corporate charitable institutions of the city participating in the School Fund, does not exceed, upon the most liberal estimate, 90,000. We cannot, therefore, escape the conviction that there are not far from 100,000 children within the city who either attend no school, or whose means of instruction are restricted to the very briefest period." (*Report for 1865, pp. 4-6.*)

Mr. Assistant-Superintendent Calkins puts the number of absentees at 40,000 (*ibid.*, p. 82). Calculations of this kind are rather loose everywhere, and particularly loose in America, the fact not being disguised that statistical returns, with all their apparent completeness, are still very untrustworthy. The Census returns, which were being taken by the separate States while I was in the country, instead of being made up, as with us, from the date of a single night, appeared to take a fortnight or more in their collection; and dealing with so locomotive a people must, one would think, be full of inaccuracies.

The Rev. B. G. Northrop, Agent of the Massachusetts Board of Education, reports:—"No fact connected with our schools has impressed me so sadly as the extent of truancy and non-attendance, and the strange apathy of the public as to this fruitful form of juvenile crime. This great evil calls loudly for a remedy. In a few townships the laws in reference to truants and absentees from school are faithfully executed, and with the happiest results; while in others, these laws are overlooked or utterly disregarded. . . . School Committees can render no more important service to the public than by combining their own efforts, and enlisting the co-operation of their several constituents to repress this alarming evil." (*Quoted in Second Report on Truancy and Compulsory Education, by Hon. J. D. Philbrick, City Superintendent of Boston Schools, p. 47.*)

† Revised Statutes, ch. 41, s. 1, 2.

shall forthwith give notice of all violations, with the reasons, to the treasurer of the city or township; and if such treasurer wilfully neglects or refuses to prosecute any person liable to the penalty provided in the preceding section, he shall forfeit the sum of \$20.

"Each city and township may make all needful provisions and arrangements concerning habitual truants and children not attending school, or without any regular and lawful occupation, or growing up in ignorance, between the ages of five and sixteen years; and also all such bylaws respecting such children as shall be deemed most conducive to the welfare and good order of such city or township; and there shall be annexed to such bylaws suitable penalties, not exceeding \$20 for any one breach, provided that the said bylaws be approved by the Superior Court of the county. A minor convicted under such bylaws may, at the discretion of the Justice or Court having jurisdiction in the case, instead of the fine mentioned in the preceding section, or in default of payment thereof, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose, for such time not exceeding two years as such Justice or Court may determine.

"No child between twelve and fifteen shall be employed in any manufacturing establishment, unless within twelve months next preceding the term of such employment they have attended some public or private day-school under teachers approved by the School Committee of the place in which such school was kept, at least one term of eleven weeks, and unless they attend such a school for a like period during each twelve months of such employment. Children under twelve years of age shall not be employed unless they have attended a like school for a term of eighteen weeks within the twelve months next preceding their employment, and a like term during each twelve months of such employment.

"No child under twelve years of age shall be employed in any manufacturing establishment for more than ten hours a day. The owner or superintendent of a manufacturing establishment who employs a child in violation of any of the preceding provisions, is liable to a penalty of \$50 for each offence." *

* The Connecticut law varies somewhat from that of Massachusetts. It is this:—"All parents and those who have the care of children shall bring them up in some honest and lawful calling or employment, and shall instruct them, or cause them to be instructed, in reading, writing, English grammar, geography, and the elements of arithmetic. The select men, in their respective townships, shall inspect the conduct of the heads of families, and if they find any who neglect the education of the children under their care, they may admonish them to attend to their duty; and if they continue to be negligent, whereby the children grow rude, stubborn, and unruly, they shall, with the advice of a Justice of the Peace, take such children from their parents or those who have the charge of them, and bind them out to some proper master—males till 21, females till 18 years of age—that they may be properly educated and brought up in a lawful calling or employment."

The State Superintendent of Schools, commenting on this law in his Report for 1864 (p. 18), says—"The provisions of this section have sometimes been enforced, but facts are too abundant to admit of a doubt that there are many children in the State whose education has been neglected in open violation of the laws. Were there some milder penalty than removal from the home of the parents, it is believed that the law would be more strictly enforced."

I was informed by a Connecticut gentleman, himself a large employer of skilled labour, that the practice of apprenticing is almost, if not entirely, obsolete in the United States. Such is the demand for labour that boys earn wages at once.

The Connecticut law, with regard to the employment of children in factories, is identical with that of Massachusetts, except that the penalty for a breach of it is only \$25 instead of \$50. It is also made incumbent on the school visitors to examine into the situation of the children so employed in their several districts, and to report any violations of the law to some informing officer. On this head the Superintendent observes: "Several townships have enforced this Act, and the public schools have had largely increased attendance in consequence. I believe it would be more generally enforced were the age fixed at 14 years instead of 15 (Report U. S., p. 19).

In Rhode Island, again, as in Massachusetts, permission is given to the several townships to make such bylaws as they may deem best suited for the repression of truancy; such ordinances and bylaws, however, not to take effect till approved by the Commissioner of Public Schools. The penalties are milder; if a fine, it must not exceed \$10; if the child is committed to an institution of instruction, it must not be for a longer period than one year, and the institution must not be a place used for the reception of criminals, or a reform school. (School Acts of Rhode Island, pp. 24, 25.) There appears to be no law in Rhode Island upon the employment of children in factories, though, considering the development of manufactures in that State, such a law might be thought to be required.

I do not notice any provision upon the subject either of absenteeism or of truancy in the School Laws of Ohio, Illinois, or New York. In New York city, however, there is a department of the police force specially charged with the duty of looking after truants, called "truant-officers." But they are only seven in number, and quite unable to contend with the mass of truancy and absenteeism that is asserted to exist in that city. Their operations for 1864 are thus reported by the City Superintendent of Schools:—"The number of truant children reported by the several teachers of the city to the police, during the past year, was 4,663, of whom 2,880 were found absent from good cause, the residence of 300 was not found, 83 were arrested and sent back to school, 145 sent to the Juvenile Asylum, 275 remained truants, and 1,750 were induced to attend school regularly."

The duties of the truant-officers are very delicate, and much of the success of the plan depends upon the tact and good feeling of the persons employed to carry it out.

The Juvenile Asylum (just referred to), and the Children's Aid Society at New York, are two admirable associations, supported by voluntary benevolence, but subsidized by the Board of Education, for dealing with neglected children. They are received as boarders, and retained under discipline and instruction for a period varying from three months to two years, till their characters can be ascertained and vouched for, and are then transported in squads of thirty or forty at a time, through accredited agents, to the Western States, where they are eagerly sought after by the farmers, taken into their employ, and sometimes even adopted into their families. About 2,000 boys and girls are thus removed out of the way of direct temptations to crime every year. I visited the Juvenile Asylum, and was quite charmed with its arrangements, and with the tone that appeared to pervade the whole establishment.

The law as it is,
not operative.

The law, as will be observed, is emphatic enough; but I believe that its provisions are nearly, if not quite, inoperative. Public sentiment, so omnipotent in America, is not with it; and it stands, therefore, almost a dead letter upon the statute-books.*

A demand for
compulsory
attendance.

Meanwhile, from many sections of the community, and especially from those who would be called the educationists, the cry is rising both loud and vehement, that greater stringency is required in the law, and that compulsory attendance is the proper correlative of "free schools." For, it is argued, if the State taxes me, who perhaps have no children, towards the support of schools, "for the security of society," I have a right to claim from the State, for the security of the same society, that the schools which I am taxed to maintain shall be attended by those for whose benefit they were designed.† At the meeting of the Ohio State Teachers' Association which I attended at Cincinnati, the subject was very ably discussed in the presence of 300 or 400 teachers. A report, emanating from a committee that had been appointed to consider the question, was submitted, which "regarded truancy as a great and growing evil, and the fruitful source of crime," and felt that "the evil could not be effectually removed without legislation." A resolution, therefore, was offered, "That a Committee should be appointed to memorialize the next Legislature, praying that that body would take *immediate* action to secure a *stringent* truant law, providing truant officers throughout the State."‡

Resolution
proposed by the
Ohio teachers.

Boston system.

In Boston, also, truant-officers exist, and are said "quietly and unostentatiously to have done much good in checking vagrancy and vagabondism." But their position is hardly adjusted to the satisfaction of the School Committee, to whom they appear to make no direct report; and an opinion is expressed that their official action, so far as it pertains to the schools, should be directed by that Board. (*Boston Annual Report for 1864*, p. 44.)

Change in the
Massachusetts
law.

By a statute of 1862 (chs. 21 and 207), the duty of making by-laws relating to the matter of truancy was made *obligatory* on the township of Massachusetts, instead of remaining *permissive* only. I am not aware to what extent the obligation has been recognized, or what have been the effects of the change. From the report of the School Committee of Dedham, where such by-laws have been passed, very little (if any) abatement of the evil appears to have followed. (*See Massachusetts 28th Report*, 1865, pp. 168, 169.)

* I do not mean that "public sentiment" is not in favour of the repression of truancy, but not through the medium of pains and penalties.

The Maine
liquor law.

Other laws, and for the same reason, are in the same plight of abeyance. The "liquor law," which originated in Maine, is also the law of Massachusetts and Connecticut, but its enforcement is now, I believe, never attempted. A Newhaven gentleman told me that a phrase commonly substituted for the ordinary invitation to "take a drink," is "Will you violate the law?" and during my visit to the country, I read a paragraph from an Augusta (Maine) newspaper, stating that intemperance had got to a height in that neighbourhood which it had never reached before.

Again, the question forces itself upon the mind, "Quid leges, sine moribus?" and one sighs over the folly of legislating in obedience to fanatical agitation, rather than in harmony with the general conscience of society.

Argument of the
Ohio Commis-
sioner of schools.

† "Our system of free schools is built on this principle, viz., that the only sure basis for universal liberty is universal education. Its entire scope and expense are justified upon the ground that the highest security of the State and the well-being of society depend upon the universal diffusion of intelligence and virtue—the fruits of education. To meet this great necessity of free government, the free school stands with open doors. But why not carry out this principle to its logical result? The mere *provision* for the education of all the youth of the State is not its security, but the universal enjoyment of such provision. Free schools are only the means: the end sought is actual universal education. If it is the duty of the State to provide free schools as a means of universal education, it is also its duty to see that such means accomplish the desired end. In other words, the right to take one man's property to educate another man's children carries with it the duty of seeing to it that the said children receive the benefits of the education thus provided." (*Ohio 11th Report*, 1865, p. 39.) Similar sentiments are expressed by the school visitors of the township of Canterbury, Connecticut. (*See Connecticut Report for 1865*, pp. 50, 51.) Among their arguments it is stated as "a well-attested truth, that property in the vicinity of a good school is held at a higher price on that account, and will command a higher rate in the market."

Arguments for
and against the
resolution.

‡ (*See Ohio Educational Monthly for Sept.*, 1865, p. 245.) Some very pertinent remarks were made in the discussion which followed. State Commissioner Hon. E. E. White "proposed to amend the report of the Committee by striking out the word 'stringent' and substituting the word 'practicable.' It struck him that the first legislative step to be taken was to ask the State to step in only when parents criminally neglect their obligations, by allowing their children to wander about the streets without occupation, and they become vicious and criminal, and this, he thought, was as far as they could hope to go at the first step. In correcting such evils, the most stringent laws were not always the most efficient. If legislation is much in advance of public sentiment, it fails. He did not believe in legislating *down* to public sentiment, but he would keep within reach of it. In correcting the great evils of truancy and absenteeism, they must do as Massachusetts had done—commence with moderate measures, and work up to the proper standard as fast as possible."

Mr. J. D. Caldwell also spoke very much to the purpose. "It may be well," he said, "to call attention to this point:—Are we not depending too much upon the power of the law to enforce attendance upon school? We outsiders are anxious to have this great question settled in the best way; but I will point out this memorable fact,—that there has been no question upon which the people of Ohio have been so much exercised as upon the temperance question. We have in consequence enacted a 'stringent law' in reference to the selling and drinking ardent spirits. The law has been on our statute-book from seven to ten years, and what is the result? It is not enforced at all. I happen to have been placed in a position to enforce the law. I was made to represent the people of Hamilton County, and was required by law to swear I would make due diligence to find out if there were any violations of the law in this county. Such a scene followed as I never before witnessed. I held the host of liquor-sellers of this city (Cincinnati) in terror and anxiety for four weeks. I had the whole of them brought before the Court, and the infernal traffic was stopped for a whole month. And it can be stopped now any day, if the people of Ohio wish it. Here is a law for stopping it at once; and if public opinion demanded it, the traffic would be stopped. This association, to accomplish the object it desires in the matter of truancy, should appoint a Committee to report statistics on the evils of truancy, and thus bring their calcium light to bear upon this great evil. Who are our law-makers but the people? And if they are not with you, what is the use of a law? The idea of getting an enactment on any subject, and then going about our business satisfied, is ridiculous. You cannot accomplish this thing by law. We have attempted in our city schools to show up the evils of truancy, and you of the State Association should follow the same course." (*Ibid.*, pp. 247, 249, 250.)

The subject is discussed calmly, but forcibly, in the last report of the Superintendent of Schools in Connecticut;* and again, more passionately and not less forcibly, in the last Report of the School Commissioner of Rhode Island.†

I am afraid, however, that there is a great mass of apathy and unconcern which is neither stirred by this rhetoric nor ready to listen to these arguments, and, for aught that I can see, as in England, so in America, truancy and absenteeism will continue to be the burden of bitterest lamentation to the philanthropist, and the burden of sorest mischief to the schools.

But it is time to pass from schools in the abstract, as they are contemplated in the eye of the law, to schools in the concrete, as they present themselves to the eye of an observer. I was instructed to "inform myself of the manner in which the schools are supported, whether by any fund in the nature of endowment or appropriation by the State or Central Government, or by local taxation, or by subscription, or by school fees. If there were any funds appropriated by the State, I was to ascertain the source from which they are derived, whether from the sale or allotment of State lands, or from general taxation, or from any other source, their amount, and the principle of their distribution among the various local bodies. If they arose from special or local taxation, I was to learn the principle and manner of its assessment, and its amount relatively to the income of the ratepayer, and to the taxation of the country. And in all cases, I was directed

THE AMERICAN
SCHOOL AT WORK.

* "Common schools are State institutions, organized under State direction, and supported, to a great extent, from the State treasury, or from taxes collected by State authority. The principle which justifies this relation and the exercise of this authority is, that education is necessary for the good of the State, and for the welfare of society, which the State is bound to protect. The schools accomplish the object for which they were organized, mainly by receiving the children of school age and educating them for the responsibilities which are to devolve upon them as citizens of the State and members of society. If children do not attend school, the object is not accomplished. It is a question which has already received the attention of legislative bodies in other States and countries, and which may press itself forcibly upon your honorable body,—whether the safety of the State, and the best interests of society, do not require that some measures shall be adopted which shall insure the attendance of all of school age not justifiably absent. The services of the older children may be of some value to the parent or employer now, but it is not a wise arrangement, or one just to the child or the State, which robs one of his birthright under a free, intelligent Government, or the other of the power, security, and wealth, which educated minds bring." (*Connecticut Report for 1865*, p. 7.)

Opinion of the
Superintendent
of Schools in
Connecticut,

† "If virtue and knowledge protect property, then property should be taxed sufficiently to secure them. If every child has a right to moral and intellectual education, then every State has the power to secure that right to the child by compulsory laws. No child should be allowed to be deprived of it. With the State, popular education is a question of self-defence. There are hundreds of children in the city of Providence and in other parts of the State who are unable to read, who are habitual vagrants from school, educating for the worst and most dangerous forms of vice, utterly neglected, as though this mischievous and rapidly accumulating force was not to enter into our coming account. If the question 'What shall we do with them?' excite no interest, perhaps that other question 'What will they soon do with us?' may. There is only one thing we can do with them—educate them. Establish schools for them, and see that they attend them. But this would involve an 'appropriation.' So do criminal courts and gaols. The State must support one or the other. It can choose which. In 1819, compulsory laws, requiring every parent to educate every child, were enacted in Prussia. At first there was a violent opposition, and the usual hue-and-cry of 'invaded rights,' but in 12 years, crime and pauperism had diminished 40 per cent. Now no person would dare to propose a repeal of these laws. But, cries the timid lawmaker, 'We have no right to legislate in this way.' What! a right to cast into a dungeon, but no right to send to school? A right to suspend by the gallows, but no right to teach the Decalogue? A right to disgrace a man for ever, but no right to prepare him for honor, glory, immortality? Do our legislators know that juvenile crime is increasing in a much larger ratio than our population or our wealth? Is it not time that something was enacted to dry up these sources of frightful evil, before the swollen and impetuous stream shall inundate the land?" (*19th Annual Report*, pp. 25-27).

and of the
School Com-
missioners of
Rhode Island.

Increase of
juvenile crime.

Mr. James F. Gerard, a retired lawyer of New York, who having more than reached the limit of "three-score years and ten," but retaining all the vigour and freshness of youth, devotes a large portion of his time to visiting the city schools, and whose face must be known to every school-teacher and school-child in New York, and is loved wherever it is known, told me that his decided conviction was that the evil could only be reached by the voluntary, philanthropic action of the religious bodies, carried on in a missionary spirit, and organized on a much more extensive scale than anything which exists at present. "Parochial schools," that is, schools connected with different Christian congregations, do, it is true, already exist in considerable numbers all over the States, and in the hands of the Roman Catholics are often vigorous and well-attended. But they hardly lay hold of the class of children in view; while the industrial, or as we should perhaps call them, the Ragged Schools of the Children's Aid Society, though useful and well conducted as far as they go, are not numerous or powerful enough really to arrest the evil. Mr. Gerard's notion was that the children must be partly clothed and fed, as well as taught; for though people sometimes talk as though there were none of our European evils there, there are both poverty and ignorance in America. The only difference is, that in America, in most cases, both are voluntary.

Mr. J. F. Gerard's
opinion.

Parochial and
Industrial
schools do not
reach the evil.

It is almost superfluous to remark that the evil of an uneducated lower class is infinitely more serious in a country where political power, through universal or almost universal suffrage, is in the hands of the masses, than where, as with ourselves, both the structure of the constituencies and the tendency of public opinion support the theory of "progress under the direction of an educated minority." And even we feel that it is not socially safe to leave in ignorance a class who have no political power. The intensity, therefore, with which Americans think and feel on the matter, can easily be conceived.

Its formidable
consequences
in America.

"I cannot close," says the Superintendent of the Schools of Providence, "without repeating what I have said in all my former reports,—that our schools are suffering more from the evils of truancy than from all other causes combined. Nothing has yet been done effectually to check this prolific source of misery and crime. Could a true picture of the rapid increase of youthful depravity be portrayed in all its appalling colours, it could not but startle and astonish every friend to humanity and social order. The seed now being sown will produce in coming years a most terrible harvest. Short-sighted must that policy be, independent of all moral considerations, that hesitates to spend a few hundred dollars in the prevention of crime, rather than incur, with all the risks of life and property, the expenditure of thousands in punishing it, and in retrieving the miseries that follow in its train." (*Report for 1863*, p. 27.)

View of the
Superintendent
of Schools at
Providence.

to ascertain the average cost of the education of a scholar, and particularly its full cost to the parents." To the department of the subject thus marked out for me I will devote the present section of this report.

Action of the
"General Land
Office."

By the Constitution (art. iv., s. 3.2), the Congress of the United States has power to dispose of, and make all needful rules and regulations respecting, the territory or other property belonging to the nation. The administration of this property is confided to a bureau, called the "General Land Office," which was established in 1812 as a department of the Treasury, but was transferred in 1859 to the Ministry of the Interior. Out of the 3,250,000 square miles which constitute the territorial extent of the Union, the public lands embrace an area of 2,265,625 square miles, or 1,450,000,000 acres, and contain within their circumference 16 sovereignties known as the "Land States," and an extent of territory sufficient for 32 additional States, each equal to the great central Land State of Ohio.* This immense extent of territory, as it is gradually surveyed, is laid off in townships six miles square, each divided into 36 sections or square miles, of which the sixteenth is specially appropriated for the support of schools, and is called the "school section." When once land is granted and set off for this purpose, the control of it passes from the hands of the Central Government to those of the particular State within whose boundaries it lies; and the income arising from its management, whether let or sold, constitutes what is called the "Township Fund" in Illinois, and the "Irreducible Fund" in Ohio.†

Area over which
it ranges.

The "school
section."

* See *National Almanac for 1863*, p. 215.—The "Sixteen Sovereignties" are the States of Ohio, Indiana, Illinois, Missouri, Alabama, Mississippi, Louisiana, Michigan, Arkansas, Florida, Iowa, Wisconsin, California, Minnesota, Oregon, Kansas.

† The public lands that have belonged, and now belong to the General Government are situated—

(a) Within the limits of the United States as defined by the treaty of 1783, and are embraced by the States of Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota, all of which have been formed out of the north-west territory, as conveyed with certain reservations to the United States, by New York in 1781, by Virginia in 1784, by Massachusetts in 1785, and by Connecticut in 1786; also the lands within the boundaries of the States of Mississippi and Alabama, north of 31° N. lat., as conveyed to the United States by Georgia in 1802:

(b) Within the territories of Orleans and Louisiana as acquired from France by the treaty of 1803, including the portion of Mississippi and Alabama south of 31°, the whole of Louisiana, Arkansas, Missouri, Iowa, Kansas, Oregon, and the territories of Colorado, Nebraska, Dakota, and Washington:

(c) Within the State of Florida, as obtained from Spain, by the treaty of 1819:

(d) In New Mexico, Utah, Nevada and California, as acquired from Mexico by treaty in 1848:

(e) The 'Gadsden Purchase' of 23,161,000 acres south of the Gila River, acquired from Mexico in 1854.—(*National Almanac, as above.*)

The Irreducible
Fund of Ohio.

† The case of Ohio, which I take to have been the first State to which this method of endowment was applied, may serve as an illustration of the plan, and of its operation generally. It is now the law of settlement of all new States.

Ohio was admitted into the Union as a State in 1802—fourteen years after its original settlement. In the same year, Congress, in the Act of Organization, in order to induce the new State to accept a provision for exempting lands sold by the United States from taxation for a period of five years, proposed that "the Section No. 16 in every township, or where such sections had been sold, granted, or disposed of, other lands equivalent thereto and most contiguous to the same, should be granted to such township, for the use of schools." The Ohio Convention accepted the proposition, and it was voted that "all lands appropriated by the United States for the support of schools, should be vested in the Legislature of the State, in trust, for that purpose." The lands have been either sold or let; and the proceeds of sales, amounting to a capital sum of \$2,879,379 is held in trust by the State, the Treasury paying an annual interest of 6 per cent. The income of the property from all sources, for the year ended September 1st, 1864, was \$218,637. The income, however, is not distributed by a uniform rule. Certain portions of the State, which were settled under special terms—the Virginia Military District, the United States Military District, on which the soldiers of the revolutionary war were pensioned, and the Connecticut Western Reserve—receive their share according to the whole number of youth therein, while in the remainder of the State, the rent of section 16, or the interest arising from the proceeds of its sale, is paid exclusively to the inhabitants of the originally surveyed townships. This leads to inconvenience, as well as to great inequalities of benefit. One township may receive a larger sum, its section of land having been fortunately situated, or judiciously sold; while an adjacent township receives a mere pittance. In Indiana an attempt was recently made to redress this state of things, by consolidating the township funds, and distributing their income equally throughout the State; but the Supreme Court of the State decided that such a measure would be a violation of trust, and it was therefore abandoned.

Estimate of its
average value
to a township.

It may be worth while to attempt to estimate the value of this donation of Congress. A section of a township is a square mile, or 640 acres. The area of Ohio is estimated at 39,964 square miles; one thirty-sixth part of this gives 710,470 acres. It would, of course, when given, be uncleared ground, such as the Government are in the habit of selling at \$1.25 per acre. The donation, then, of section 16 would be equivalent to a donation to each township, on the average, of a capital sum of \$800 as an endowment for its schools; and this, at 6 per cent. interest, would produce \$48 a year. It appears, however, from the returns, that the land must have sold at a higher rate per acre than \$1.25; for the income of the "irreducible fund" for 1863-4 is set down at \$218,637, which, divided among the 1,351 townships of the State, would give an average of rather more than \$160 to each. It is probable, therefore, that the average value of the land would be \$3.50 or \$4.00 an acre, unless there have been accumulations of capital.

In the untimbered prairie lands of Illinois, where the cost of clearing would be very small, the value of the section would be considerably more. The Illinois Central Railway Company are now offering for sale about a million acres of land, adjacent to their line of road, in farms of 40 acres and upwards, at prices depending on situation, but varying from \$9 to \$15 an acre. The capital value of the "township fund" of Illinois is put down at \$3,515,118.

Commissioner
White's opinion
of its benefits.

Mr. White, the State Commissioner of Schools in Ohio, doubts whether the land endowment, as it has been used, has been productive of any real benefit to the schools. There would, he thinks, have been no difficulty in raising the required sum without it. It might have been made very useful, if it had been reserved for the support of high schools, which are much needed, but the value of which is not adequately appreciated by the people. There are whole counties in Ohio without a single high school within their limits.

In the year 1836, the Government of the United States found itself in a predicament unusual to Governments—in possession of large accumulations and surplus revenue, which had become rather embarrassing. It was resolved to apportion the amount, *pro rata*, among the States then constituting the Union, with leave to employ the annually accruing income in such ways as they might deem most expedient for their own local interests, subject only to the possibility, in event of any national emergency, of being recalled. It has not, however, been recalled, even under the pressure of the civil war; and though it is still treated as a loan, nobody seems to think that the time will ever arrive when it will be reclaimed. In many of the States the annual income of the fund, which is generally known as the "United States' Deposit Fund," is applied to the support of schools; in others, where no such item appears in the school accounts, it is devoted, I presume, to other local objects.*

The United States' Deposit Fund.

The only other general donation of the Central Government to educational purposes, so far as I am aware, is contained in what is commonly known as the "Agricultural College Act." By an Act of Congress dated 2nd July, 1862, there was granted to the several States which might choose to accept the terms, an amount of public land in quantity equal to 30,000 acres for each senator and representative in Congress to which such States are respectively entitled under the Census of 1860, for the purpose of endowing, supporting, and maintaining at least one college in each State, "where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to treat such branches of learning as are related to agricultural and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Agricultural College Act.

Its object.

The endowment is liberal, and the utility of the object cannot be questioned. Up to the end of September, 1863, 15 States had accepted grants, and expressed their willingness to comply with the terms; others have declared their acceptance subsequently, and the amount of public land already assigned is nearly 5,000,000 acres. The disturbed condition of the country since the date of the Act has prevented any steps from being actually taken to constitute and organize such colleges, but the subject has been widely discussed, and in the Ohio State Commissioner's Report for 1865 the course of study and instruction to be pursued in such an institution, and the best plan of organizing it, are propounded in some detail. The quantity of land allotted to the State of Ohio is 630,000 acres; and it is estimated that, "with proper care in the location of the lands and in the sale of the scrip, the State ought to realize at least \$630,000, or one dollar per acre. This sum vested in 6 per cent. United States Stocks, or in the State Stocks, would yield an annual income of over \$37,000, one-half of which, according to the plan proposed, would endow an experimental school; the other half would endow the scientific and agricultural professorships."†

It is expressly, and perhaps wisely—considering the tendency of Americans in these things—provided in the Act that "no portion of the fund, nor the interest thereon, shall be applied directly or indirectly, under any pretence whatever, to the purchase, erection, preservation, or repair, of any building or buildings."

Every State which I visited, and I believe every State in the Union in which the system of Common Schools is organized, possesses a school fund, arising from various sources,—sale of lands, direct or indirect taxation, fines, penalties, escheats and forfeitures,—vested either in the State Legislature, in a Board of Education, or in an officer or officers specially appointed for the purpose, the income of which

State school fund.

* In Connecticut, the whole income of the fund, under the name of the "townships' deposit fund" is applied to schools; and similarly in Rhode Island. In New York, \$165,000 of the income is annually appropriated to the same object. In Massachusetts, unless it is included indiscriminately under the head of "State school fund," I cannot discover that any of the school income comes from this source.

Application of the United States' Deposit Fund.

The amount of the fund is considerable. In New York its capital sum is \$4,014,520, producing a revenue of about \$260,000, of which \$165,000 are annually credited to the school fund, upon which the salaries of the School Commissioners (112 at \$500—\$56,000), and the apportionment for libraries (\$55,000), constitute a first charge.

In Illinois, the amount is \$335,592, of which the income would be nearly \$20,000.

In Connecticut, the fund is \$763,660, producing an income of \$45,000. In this State the fund was deposited with the several townships according to population, as ascertained by the Census of 1830. It is to be invested at 6 per cent. interest, and both fund and income are to be exempt from any charge of expense of management. The legal requirement that the fund should be loaned at 6 per cent. was made in 1859, in consequence of its being discovered that some townships had directed the agent of the fund to loan it to the selectmen at a nominal rate of interest, in some instances as low as 1 per cent., thus virtually depriving the common schools of the larger part of their legitimate income. (See *Connecticut Report* for 1864, p. 50.) The use of the "U. S. Deposit Fund" in the States may be compared with the use made of the "Clergy Reserve Fund" by the townships of Upper Canada.

in Connecticut.

† *Ohio 11th Report*, pp. 51–58. States in which there remains a sufficient quantity of unsold public land, receive the grant in land within their own territory. Other States, in which there is not the quantity of public land subject to sale, take land scrip to the amount in acres for the deficiency of their distributive share, which scrip they are entitled to sell, but not to locate. The purchaser, however, has the power of locating it upon any of the unappropriated lands of the United States, subject to sale at \$1.25 per acre. All mineral lands are excepted from the grant.

The grant under the Act takes two forms.

The States which have accepted are: (a) in land; Iowa, 240,000 acres; Kansas, 90,000; Michigan, 240,000; Minnesota, 120,000; Wisconsin, 240,000; (b) in land scrip; Rhode Island, 120,000 acres; Illinois, 480,000; Kentucky, 330,000; Vermont, 150,000; New York, 990,000; Pennsylvania, 780,000; New Jersey, 210,000; Massachusetts, 360,000; New Hampshire, 150,000; Connecticut, 180,000; Ohio, 630,000. (See *National Almanac* for 1864, p. 254.)

Amount allotted to several States.

is annually distributed, with very curious differences of administration, for the promotion of education, chiefly, but not exclusively, through the instrumentality of the public schools.* The differences of administration which I have noticed—

* A long note will be necessary here. I will describe, sufficiently to illustrate the statement in the text, the school funds of Massachusetts, Connecticut, New York, Ohio, and Illinois; (a) as to their sources and origin; (b) as to their amount; (c) as to the principles that govern their administration.

MASSACHUSETTS. State school fund. Its origin.	I. The Act establishing the Massachusetts school fund was passed in 1834. The capital was derived from the sale of lands in the State of Maine, and from some claims of Massachusetts on the Government of the United States for military service. In 1854 the State Treasurer was directed to transfer to the fund such a number of shares of the stock of the Western Railroad as would, at the rate of \$100 a share, increase the capital to a million and a half of dollars. By a law of 1859, the rate is to be further increased by the proceeds of sales of land in the Back Bay. Its ultimate amount is fixed at \$2,000,000.
Its amount.	The capital of the fund in 1864 was \$1,181,627, and the accruing interest for the year was \$111,124. Of this amount, one moiety was applied to various educational purposes; viz., \$18,000 to the four State normal schools; \$4,800 for 48 State scholarships of \$100 each, for the purpose of training masters for the high schools in the State; \$3,000 for teachers' institutes; about \$500 to Indian schools; and about \$22,000 for other miscellaneous objects, leaving a surplus of \$10,538, which was added to the principal.
Its application.	The other moiety, \$55,562, was applied to the support of the common schools of the State, yielding to each child between the ages of 5 and 15 in the townships, the sum of 23 cents 4 mills—not quite a quarter of a dollar, or not a 25th part of the whole average cost of such child's education. The fund is apportioned, by the Secretary and Treasurer of the Commonwealth, to the school committees of the several townships, according to the number of children, between 5 and 15 years of age in each, on condition that the said township raises by local taxes \$1.50 per child to meet it. Schools are required by law to be kept by properly qualified teachers, and to be open for six months in the year; but these are not conditions of a township's receiving its share of the grant. The school committee distribute the money among the several schools of the township at their discretion, uncontrolled by any vote of the inhabitants. Twenty-five per cent. of the sum received may be expended on the purchase of books and apparatus; the remainder is to be applied to the direct support of the schools, that is, to the payment of teachers' wages, supply of fuel, and care of school-rooms. At one time, though it was called a school fund, townships were not required to apply what they received to educational purposes, though in fact most townships did so. But the law has become more imperative on this point. Yet even in 1861, Mr. Secretary Boutwell says that some townships were making an illegal use of the money, by spending it to defray the cost of building and repairing school-houses, which ought to be provided out of local assessment (24th Report, p. 79). With the view of correcting a laxity of practice in other directions which has crept into many townships, Mr. Secretary White now proposes to make the conditions of receiving the State money more severe; viz., (a) that the amount raised by the township be not less than \$3 per child; (b) that a sufficient number of schools be kept for at least six months in the year at the expense of the township; and (c) that the provision requiring a high school to be maintained, where the population is of given dimensions, be complied with (28th Report, 1865, p. 96).
Fresh terms proposed.	
CONNECTICUT. Origin of fund.	II. The school fund of Connecticut originated in the sale of public lands belonging to the State, but situated in that part of Ohio known as the Western Reserve. The lands were sold in 1795 for \$1,200,000, and out of the proceeds was constituted a fund, the annual income of which was appropriated to the support and encouragement of common schools throughout the State. The capital value of this fund in 1864 was \$2,049,426, invested in bonds, mortgages, bank stock, and cultivated land, and produced an income of \$132,589, or \$1.20 per child,—five times the distributive share in Massachusetts. Since 1810 the fund has been under the direction of a Special Commissioner, with whose advice it is annually apportioned by the Comptroller of the State among the townships in proportion to the number of persons resident in them between four and sixteen years of age, and subdivided on the same principle, herein differing from the Massachusetts rule, among the districts that have kept schools according to law in the preceding year, i.e., for six months, in a satisfactory building, under a qualified teacher. If any district receives less than \$35 the deficiency must be made up to it from the township local tax, or the "township deposit fund." (See above, p. 45, note.) The money so apportioned is applicable to the payment of teachers' salaries only.
Its amount.	
Its distribution.	
NEW YORK. Nature and amount of fund.	III. The capital of the New York State School Fund, which was established in 1805, amounts to \$2,734,313, and consists of Bank and State stocks, Comptroller's bonds, and money in the Treasury uninvested. It increases by the sale of lands, &c., at the rate of \$30,000 or \$40,000 a year. In 1806 it only amounted to \$183,162; in 1845 it had grown to \$2,090,630. Its income in 1864 was \$154,882, to which was added \$165,000 from the United States' Deposit Fund, and \$1,125,749 from the State school tax of $\frac{3}{4}$ a mill on the dollar of the capital value of all real and personal property in the State, the general State tax for other purposes being $4\frac{1}{2}$ mills on the dollar.
Its administration.	It deserves to be noticed that direct taxes in America (with the exception of the newly imposed income tax) appear universally to be laid on capital, which is usually assessed at perhaps a fourth below its actual value.
The "district quota."	The administration of this fund is vested in the Superintendent of Public Instruction primarily, and secondly in the School Commissioners of the several Assembly Districts. After laying aside \$56,000 for the salaries of 112 school commissioners, at \$500 dollars apiece, and \$55,000 for library money, to be divided among the districts according to the number of persons in each between five and twenty-one years of age, and \$2,000 for a contingent fund, the balance is divided by the Superintendent into two unequal parts, in the ratio of one-third to two-thirds. The one-third, called the "district quota," is divided among the districts which have kept their school open for twenty-eight weeks of five days each, and who have sent in reports according to law, at the rate of one quota for each qualified teacher who has taught in the schools for the said required term.
The "pupil quota."	The two-thirds, called the "pupil quota," with the library fund, is divided among the counties according to population.
Two-fold distribution of this.	The next step in the distribution is taken by the School Commissioners (be they one or more) of the county. Taking this "pupil quota," which is two-thirds of the whole sum, they divide it into two equal parts; one moiety, which will be one-third of the whole original amount, among the school districts, according to the number of children in each between the ages of four and twenty-one; the other moiety according to the average daily attendance in the schools; half, that is, according to the presumable need of the district, as tested by its school population, and half according to the effort it has itself made to supply that need, as tested by the attendance of the children in the schools.
New provision of law.	In 1864 the amount distributed as "district quota" was \$439,249; and the amount divided as "pupil quota" was \$893,607. New York city pays under the $\frac{3}{4}$ mill State-tax, nearly twice as much as she receives back. Her payment in 1864 was \$432,000; her receipt only \$260,896.
	The apportionment of one-half of the "pupil quota" on the basis of average daily attendance is a new provision of law, which will not come into operation till this year (1866), and is expected

and hardly any two States administer their fund exactly on the same principles—have arisen, I imagine, from the desire of those who have the disposition of the fund, to make the stimulus thus provided in the shape of a pecuniary subsidy, bear as directly and as effectively as possible on the schools. The Massachusetts method is the simplest; the New York method, or that of Illinois, the most complicated; the Connecticut conditions, perhaps the most stringent; but in none of the States does the end aimed at—the efficiency of the schools—appear to be completely attained. It is indeed evident, though we in England only discovered the fact after a formal inquiry, that the population of a township, or its acreage, or the amount of its taxable property, or the length of time during which the schools are kept open, or the certificates of the teachers, or the number of children within the school age, or the average number of scholars in attendance—each and all of which, separately or in combination, are made conditions in one State or another of receiving the State's bounty—are none of them adequate guarantees that the schools in a township are in the condition in which they ought to be, or are producing the results which they ought to produce. Our principle of "payment for results," combined with payment on average attendance, certain necessary conditions for the well-being of the school being also presupposed, the results in question being obtained by the process of direct individualized examination, conducted by a competent and perfectly independent inspector, has not yet been tried in America. Being asked to make an address to the Ohio State School Teachers' Association at Cincinnati, I took for my subject the English school system, particularly those parts of it that admitted of being brought into most direct comparison with their own. The two features of the system which seemed to strike my audience most forcibly and most favourably, both for their novelty and for their evident utility, were, first, our course of nine years' training of teachers—five years as pupil-teachers, two years at the normal school, and two years under probation; and, second, our method of inspection and our practice of "payment for results," especially that part of the practice which so frequently obtains among us, of allowing the teacher a certain fixed proportion of the sum which has been earned for the school by his ability and diligence. The amount of the State's aid, even when it is largest, as in Connecticut or Ohio, measured by dollars, is not, it is true, very considerable, at least not in proportion

Differences of administration.

Object incompletely attained.

Comparison of English and American methods.

materially to improve the attendance at the schools. Up to this time the whole of the "pupil quota" was distributed on one principle, according to the number of children of school-age in the district.

IV. The Ohio school fund,—not including the "irreducible fund" arising from the sale or letting of Ohio of "section sixteen," which belongs to the several townships (see *above*, p. 53, note 8)—is the product of a tax of $1\frac{3}{8}$ mill levied on each dollar of the capital value of all real and personal estate, together with certain fines and escheats, some of them, unless obsolete, of a sufficiently curious character. Among them, is one of 25 cents to one dollar for each offence, "If any person of the age of fourteen years or upwards shall profanely curse or damn, or profanely swear by the name of God, Jesus Christ, or the Holy Ghost." I am sorry to say, that if this fine were strictly inflicted just now in America, an enormous income might be raised, for the habit of profane swearing, and especially by the second of these holy names, is awfully prevalent. This particular fine, however, is payable to "the township treasurers, for the use of schools," and not to the State school fund. (See *Ohio School Laws*, p. 61.) The tax produced in 1864 an income of \$1,217,460.

The fund is administered by the State Auditor, and distributed to each county according to the number of children between 5 and 21 in the same; and then subdivided, on the same principle, among the several "sub-districts." In view of 2,040 sub-districts (out of about 12,000) which in 1864 kept their schools open for a period short of twenty-four weeks, the School Commissioner recommends that the distribution of the State fund to any district be made to depend upon the said districts having raised during the previous year sufficient funds to sustain, with the aid of its share of the State fund, good schools in the several sub-districts for at least twenty-four weeks, which is the Illinois law; and further, that in case the smaller sub-districts are deprived, by the action of the school authorities of the township, of a legal and equitable share of the funds arising out of such local taxation, that authority be given to effect a redistribution of such funds (*11th Report*, p. 17).

At present, the distribution of the State school fund appears to be unconditional, or, at least, the only condition is, that the district shall have returned the required enumeration of its inhabitants within the school age.

V. In Illinois, the school fund consists of a capital sum produced by 3 per cent. of the proceeds of the sale of public lands "donated" by Congress to the State, and is cumulative as fast as the lands are sold. One-sixth of the amount is set apart as a college fund. In 1863 the two amounts were \$613,362 and \$156,613 respectively. There is also an annual income produced by a tax of two mills on the dollar of all real and personal property, which realized in 1863, \$293,317. Such is the statement of the *National Almanac*. But I do not understand how a tax of $1\frac{3}{8}$ mill on the dollar should produce in Ohio \$1,217,460, and a tax of two mills on the dollar produce in Illinois—with 15,000 more square miles of area—only \$293,117, unless the basis of assessment in the two States is widely different. It is true that Ohio has an excess of more than 600,000 in population, but this is not sufficient to account for the difference. I have nothing, in this case, to check the almanac's figures by, and its account is somewhat obscure; and either it may be misstated, or I may have misunderstood it. (See *National Almanac for 1864*, p. 327.)

ILLINOIS.

Source of the school fund.

The apportionment of the income is rather complicated. It, together with the income of the "Surplus Revenue," (another name for the "United States' Deposit Fund") is first apportioned annually by the Public Auditor of the State to the School Commissioner of each county, one-third according to the number of townships or parts of townships, and two-thirds in proportion to the number of white children under 21, in each county. The Commissioner then, taking the fund in hand, divides it among the treasurers of the several townships, on the basis of one-third in proportion to acreage, and two-thirds according to the number of white children in each. And, finally, the School Trustees of the township apportion it among the districts, half according to the number of white children in each under 21, the remainder in proportion to average attendance. The only condition is, that the school, which must be free, shall have been kept open for six months, under a properly qualified teacher. There is a special provision for coloured children. "In townships, where shall be persons of colour, the Trustees shall allow such persons a portion of the school fund equal to the amount of taxes collected for school purposes from such persons in their respective townships." (*School Laws of Illinois*, p. 80.)

Its apportionment.

to the total cost of each child's education; but I am convinced that a thorough system of independent inspection, and a thorough system of individual examination, particularly in the rural districts, which most require looking up, and where evasions of the law seem to be most frequent, would very largely increase its beneficial influence upon the schools. And so many Americans themselves feel.*

SOURCES OF LOCAL SUPPORT.

Schools sometimes maintained without local taxes.

But a school's main reliance upon support, even in Connecticut, where the State fund is so disproportionately large, and the income from that source consequently so considerable, is upon funds either raised in or belonging to the township or district in which it lies.† At least, such would be the case with all efficient schools. There probably are in all the States except Massachusetts,—where the State subsidy is so low, and is required to be met by six times its amount raised by local taxation, and rate-bills do not exist, and township endowments are rare,—schools pretty much of the type of our old rural "dame's schools," which are maintained not in efficiency but in nominal life, for a greater or smaller portion of the year—from three to four months—without raising a dollar by local taxation.‡

Limitations to local taxation.

In some States, as in Ohio and New York—for what reason I do not exactly know—possibly to remove prejudices against the principle of assessments for education, or to prevent weak districts being overborne by the arbitrary will of the majority, limits are placed by law to the local sentiment of liberality. In New York the cost of a school-house must not exceed \$800, unless approved by the School Commissioner; apparatus must not cost in any one year more than \$25, nor books for the district library more than \$10, nor must contingent expenses run up to a higher figure than \$25.§

Limitations fixed by law in Ohio.

In Ohio, in cities having a population over 100,000, the tax raised for school purposes must not exceed two mills on the dollar of the capital value of all taxable property; where the population is between 40,000 and 100,000, it must not exceed three mills; and in cities with a population of less than 40,000, it must not exceed four mills on the dollar. In other districts, it must not exceed two mills on the dollar "for any school purpose other than the payment of teachers," nor a further two mills on the dollar "for the exclusive purpose of sustaining teachers in the central or high schools, or to prolong, after the State funds have been exhausted, the terms of the several subdistrict or primary schools in the township.||

Opinion of Ohio School Commissioner.

* "How marked would be the change," says the Hon. E. E. White, of Ohio, "if a school inspector, possessing eminent qualifications for the work, and clothed with requisite authority, should enter each of those forlorn school-rooms, test the value and thoroughness of the instruction imparted, the discipline, the classification of the pupils, and all the other elements of an efficient school! Still more fruitful would be the inspector's labours, if he should also be made the instructor and guide of these teachers, aiding them in mapping out a rational order of school work, and instructing them in truer methods of teaching and discipline—in short, setting up for them a higher and truer standard of work, and inspiring all engaged therein with an earnest, progressive spirit. His influence and labours should also be directed to the elevation of public sentiment in each sub-district, the awakening of a deeper interest in education, and a more cordial co-operation on the part of the patrons of the school. Who doubts that such an agency, reaching efficiently every school district in the State, would wonderfully enhance the efficiency and value of our schools? The returns of every dollar therein expended would be increased more than twofold." (*Ohio 11th Report*, 1865, p. 35.)

No State tax for schools in New England.

† In the New England States there is no general tax levied annually by the State for the support of schools, as there is in New York and in the Western States. As already noticed, there is less centralization.

Picture of State of things in Ohio.

‡ I again quote from Mr. White, of Ohio:—"Our school law provides that the Board of Education of each township, city, or village, shall make the necessary provision for continuing the schools in their respective townships or special school districts for at least six months in each year. It will be noticed that during the last five years the schools of the State have been kept in session, on an average, but four days more than the time required; and yet the schools in most of the special districts (*i.e.*, the cities and towns) have been taught from eight to ten months in each year. These facts led me to suspect that many schools in the State were in session considerably less than the time required by statute. An inquiry in this direction in a few counties revealed the fact that in several townships no local tax whatever is assessed for tuition purposes; that the schools are continued till the State funds are exhausted, and then closed. Feeling it to be my duty to ascertain the extent of this disregard of a positive requirement of the statute, the equity of which has never been questioned, I called upon the school clerks to give, in their annual returns, a statement of the number of schools (if any) kept in session less than twenty-four weeks in the year. The number of schools reported is 2,040, or nearly 20 per cent. of all the sub-district schools in the State.

No local tax sometimes raised.

Cases of unjust distribution.

§ In many instances these schools are situated in sub-districts that contain comparatively a small number of pupils, and which by an unjust and illegal distribution of the school funds arising from local taxation, by township boards of education, do not receive sufficient funds to sustain a good school six months. If authority were given to order a re-apportionment of funds on evidence of such unjust action by township boards, the evil would soon be remedied. It is now a very serious one.

Short school sessions.

¶ The returns also reveal the humiliating fact that there were 618 townships and special districts in the State, in each of which the schools were in session on an average less than twenty-four weeks (120 days) during the year. But this is not all; 340 townships sustained their schools less than twenty weeks; 203 less than sixteen weeks; and 45 less than twelve weeks! (*Ohio 11th Report*, 1865, p. 15.)

Limitations in Canada.

§ Limitations of a like kind are introduced in the school laws both of Upper and Lower Canada; in both cases, I believe, to overcome objections to taxation, by restraining it within certain bounds.

Mr. White thinks limitations unwise.

|| *Ohio School Law of March 25, 1864.* The School Commissioner has a strong opinion that these limitations are unwise. "It is impossible," he says, "by legislative limitation to affect the local school levies in the State at large, without destroying the schools in those districts that are comparatively poor in property and rich in children." (*11th Report*, p. 13.) It appears that "the average rate of school tax voluntarily imposed by the cities, towns, and villages of the State, for 1863-4, was 2.62 mills on the dollar: in the rural townships, only 1.24 mills. For 1864-5, the average rate in the cities, towns, and villages was 3.62 mills; in the rural townships, 1.40 mills." (*Ibid*, p. 14.)

The sum required to be raised by local taxation is considerably diminished in the Western States, as compared, at least, with Massachusetts, by the much larger amount of the State school fund, and by the large local endowment arising from the sale or rent of "school-section sixteen"; and in the State of New York, by the extent to which, in the rural districts, recourse is had to the system of school fees.* Yet, apparently, the greater wealth of Massachusetts, relatively to its population, brings things nearly, if not quite, to a level again. The population of Massachusetts, at the Census of 1860, was 1,231,022—more than a million below the population of Ohio, nearly two and three-quarter millions below the population of New York. Its property valuation, as given in the last returns, is \$897,795,326, upon which was levied in 1864 a tax to the amount of \$1,536,314, giving an average for the State of one and three-quarter mills on the dollar.

Local taxation higher in the Eastern than in the Western States.

On page 16 a table is exhibited, showing the township appropriations of Massachusetts in 1864 for the education of each child in the township between the ages of five and fifteen. That table taken alone would lead to very erroneous conclusions as to the actual incidence upon property of the cost of the schools. In almost every case, as a fact, and as a natural consequence, where the appropriation is largest in its rate per child it is smallest in its rate per dollar. I quoted, just now, an expression from the Ohio Commissioner, in which he spoke of districts "poor in property, but rich in children." The townships that stand highest in the table of page 16 are those, on the contrary, which are poor in children but rich in property. Taking Massachusetts by counties, the one in which the highest rate was levied was Barnstable, where the tax was 2.78 mills on the dollar; the lowest was Suffolk, in which the Boston schools lie, where it was only 1.21 mills on the dollar. In the city of Boston itself the tax was only 1.02 mill; and Boston stands 324th on the list of the 333 townships which compose the State, in the "percentage of valuation" appropriated to its public schools.†

Incidence of taxation upon property in Massachusetts.

In some of the large cities of the west—for instance, in Chicago and St. Louis—a considerable proportion of the local funds arises from endowments.‡ In Chicago particularly, school-section sixteen fell almost in what is now the centre of that wonderfully developed city; and though I was informed it had not been made the most of, and much of it is admitted by the school authorities to be "leased on very low rents," yet even now the proceeds from this source are nearly one-fourth of the whole annual cost of these schools; and when the present leases expire, and the land can either be sold or re-let on more advantageous terms, it is not at all improbable, considering its situation, that its yearly income will be sufficient, or almost sufficient, to sustain the whole burthen of the schools.

Land endowments in Chicago and St. Louis.

As a general rule, in the eastern townships, where schools are maintained in thorough efficiency, I was informed that in normal pacific times the ratio of the tax allotted to the schools to the whole sum raised for local purposes was about one-third. Just now, owing to the pressure of the war, the amount, though absolutely higher than it has ever yet been in most places, is relatively less; and it would generally be less in cities, owing to the greater variety of municipal purposes to which money is applied, than in rural districts, which have few public objects beyond the school.

Rates of school-tax to whole amount of local taxation.

* In Ohio, in 1864, the State tax was \$1,217,460; the "irreducible fund" produced \$218,637; the local tax amounted to \$1,221,033 (*Eleventh Report*, p. 6). In New York, the amount raised by taxes in rural districts in 1864 was \$674,599; by rate-bills, *i.e.*, by school fees, \$429,892. In Connecticut, where all the sources from which money can be got are used, the returns for 1864 were as follows:—From school fund proper, \$134,311; from township deposit fund, \$45,000; from township school tax, \$87,700; from district tax, noticed as being unprecedentedly large, \$140,144; from school fees, \$31,422; and from miscellaneous local funds, \$13,786. It appears that the two cities of Hartford and Newhaven raised upwards of \$54,000 of the district tax—more than one-third of the whole—chiefly to provide themselves with new or improved school-buildings; and that out of the 1,609 districts in the State, only 181 raised money by district tax over and above the proceeds of the township tax. In 305 districts (not quite a fifth of the whole) tuition fees were charged.

Figures in Ohio, New York, and Connecticut.

† In 1864, in Massachusetts, on the one dollar of valuation,
8 townships raised three mills, but less than four;
115 townships raised two mills, but less than three;
202 townships raised one mill, but less than two;
8 townships raised less than one mill;
Total, 333.

Appropriations of Massachusetts townships.

The sum raised by taxation for school purposes in Boston, for the year 1864, was \$379,815. The valuation of the city, in May, 1864, was \$332,449,900. The appropriation on this valuation for 1865 was \$485,000, or at the rate of 1.45 mills on the dollar.

It should be added, that these appropriations do not include in any case money expended on buildings—they only represent the cost of the actual maintenance of the schools.

‡ The capital value of the school fund of the city of Chicago, real estate or money loaned, is estimated at \$1,028,440. The income of this, for the year ended at Dec. 31, 1863, was only \$25,177. At the ordinary American rate of 6 per cent., it should have been more than \$60,000. The other sources of the schools' income were (a) the State appropriation of \$16,414; and (b) the two mill city tax, \$85,334; giving a total income of \$126,925. The total cost of the schools for the same period (not including 6 per cent. charged on capital sunk in lots and building), was \$112,709. (See *Chicago 10th Report*, pp. 49, 50.)

Chicago school fund.

The St. Louis Report for 1864 states that "By an Act of Congress of 1812, certain pieces and parcels of land in the city were granted to the State for the support of schools, provided the quantity did not exceed one-twentieth of the area of the town." Various tracts of land have been assigned from time to time under the authority of this Act, and the quota contemplated by law has now been filled. Its estimated capital value is \$1,855,568, and the revenue for the year ended Aug. 1, 1864, was \$35,345,—again a very poor return. These means are at present applied to the sole purpose of buying new sites and erecting school-houses; and though practically sufficient for this object, yet no surplus is expected from this source "for a long time to come" (p. 7).

St. Louis.

The ordinary annual amount of taxation for the city of New York, on an estimated capital value of \$600,000,000, is \$10,000,000. For this year, as a result of war expenditure, it is exceptionally high—\$18,000,000; of which the appropriation for schools will be about \$2,000,000; or one-fifth of the normal, one-ninth of the actual sum.

In Boston, upon a capital value of \$332,450,000, the total income raised for all purposes by taxation is nearly \$4,100,000, of which, \$485,000 (rather more than one-eighth) is the appropriation to schools for the current year.

These rates reduced to the English scale.

It is the habit, as already noticed, in the United States, to levy taxes not, as with us, upon income or rental, but upon the capital value both of real and personal estate. As the rate of interest is ordinarily computed there at 6 per cent., it is not difficult to reduce the above figures to our scale; and it must be confessed that the results are rather astonishing. The annual returns, at 6 per cent. interest, on a capital valued at \$600,000,000, which is the valuation of the city of New York, are \$36,000,000, on which the taxation this year is \$18,000,000, or 50 per cent., the school tax being one-ninth of this amount, or about five and a half per cent. In Boston, the income of a capital valued at \$332,450,000, at 6 per cent., would be nearly \$20,000,000, on which the taxation is \$4,100,000, or 20 per cent., including the amount appropriated to schools, which is \$485,000, or about two and a half per cent.*

These sums are not more than, nor in many cases so much as, many a clergyman among ourselves has to pay out of his income for the support of his village school, without any direct personal benefit accruing to himself or his family; while the American taxpayer, in return for his heavy impost, gets, or at any rate, can get, a free education for his children; but viewed as a burden pressing equally on the property of a whole community, I conceive that they are quite unparalleled. That they are borne so generally without complaint, and indeed that the amount appropriated to the public schools keeps growing so considerably year by year,† is a proof, if proof were wanting, of the value the Americans attach to their system of education, and of their determination that it shall be efficiently maintained.

Average cost per child.

Difficult to ascertain.

The average cost of this education per scholar is a matter that could be easily ascertained, if the statistics which accompany the reports in such profusion were as accurate as they are elaborate, and were all calculated on the same basis. But it is admitted on all hands, that it is next to impossible to obtain exact returns from the officers in charge of that department of the schools, and the bases of calculation in the different states and cities are so various as to render any tabulation of results for the purposes of comparison, in the highest degree untrustworthy and precarious. Averages, again, always more or less fallacious, are particularly so when the extremes are so wide apart as they are in the townships of Massachusetts, one of which, as already seen, spends on the average more than \$18 per child, while four others spend less than two. "Its full cost to the parents," which I was particularly charged to estimate, cannot be estimated at all, because the cost, being defrayed by taxation, is proportional to the property of the parent, and not to the number of children he sends to school.‡ I have, however, thrown

Taxation in New York city.

* I was given to understand that property in New York is not assessed at more than three-fourths its value, which will, of course, diminish the significance of these figures. Great dissatisfaction, moreover, is felt in the community at the way in which the public money is spent by the municipal authorities, who, whether justly or unjustly, do not enjoy the good opinion of their fellow-citizens. The Mayor and Comptroller had been summoned by the Governor of the State, just before I left the country, to answer to certain alleged charges of malversation; and the language in which the Press ventures to speak of the civic authorities is unmitigated, and the reverse of complimentary.

In Boston.

But even in Boston, where municipal matters are allowed to be well managed, though certainly, as it struck me, on an expensive scale, a resident gentleman told me that, what with national taxes, and state taxes, and city taxes, a man with a fixed capital bringing in 6 per cent. has to pay away nearly half his income.

In New York State.

Taking the wider area of a whole State, I find that, in New York, on an aggregate capital value of \$1,500,999,877, there was raised by taxation in the townships, counties, and state, \$39,873,945, at the average rate of 2.66 cents on the dollar. Of which there was spent on schools the State tax at three-quarters of a mill per dollar, \$1,125,749 + \$2,668,079, raised by taxes in cities and townships = total, \$3,793,828—nearly one-tenth of the whole.

In Ohio.

In Ohio, in 1863, there was raised by taxation an aggregate sum of \$10,135,285; of which there was spent on schools \$2,176,233—rather more than one-fifth of the whole.

To the New York expenditure will have to be added the rate-bill, levied exclusively in rural districts, and amounting to \$429,892; and in Ohio, the income from the "Irreducible Fund," equal to about \$220,000.

Increase of annual expenditure.

† The expenditure on the New York city schools has been as follows:—In 1855, \$917,853; in 1860, \$1,122,667; in 1865, \$2,000,000. It has more than doubled in ten years. It is true that there has probably been a proportionate increase both in population and in the value of property.

In Boston the expense has been,—in 1823, \$51,839; in 1833, \$67,173; in 1843, \$135,151; in 1853, \$250,664; in 1863, \$465,411. (See *New York Report for 1864*, p. 8; *Boston Report for 1864*, p. 10.)

Rate-bill schools.

‡ In New York city the schools are free in the most absolute sense. The very books used by the children are supplied from the depository of the Board of Education. In Boston, and most other cities, books are charged to the children at cost price, except in the case of indigent children, to whom the charge is remitted. In high schools, I ascertained that this item of expense averages \$5 a year. Where rate-bills are charged, they are in all cases (I believe) under limits; and I think none are allowed to exceed \$6 a year. In Cincinnati, the children of non-resident parents are admitted to the district or primary schools at a fee of \$16 per annum, and to the intermediate or grammar schools at \$20, payable in advance; such sums, I presume, being conceived to be the average cost of their education. (*Cincinnati 28th Report*, p. 100.) In one of the counties of New York State, it is said that there are parents too poor to pay the rate-bill, and at the same time too proud to own it; and that, to conceal their poverty, they keep their children away from school. It is very difficult, from the Reports of the School Commissioners, to strike the balance of feeling

together in the following table some figures illustrating this part of the subject; and though I will not vouch for their entire exactness, yet I believe they will be found approximately correct; at least, I have spared no pains to verify and check them as far as lay in my power. They are intended to show for eleven cities and for two States the average cost, calculated on the average number on the registers of the schools—not on the average attendance—of the education of each child, first, in schools of every grade collectively, (a) for tuition only, (b) for the whole expenditure, including tuition; and, secondly, in instances where it was procurable from the returns, the average total cost per child in each of the three chief grades of schools.*

Average cost of education exhibited in a table.

Name of City or State.	Average Cost in all the Schools for Tuition only.	Average Cost for whole Expenditure.	Average Cost in High Schools.	Average Cost in Grammar Schools.	Average Cost in Primary Schools.
	\$	\$	\$	\$	\$
Detroit	6.59	.....	.....	.....	.....
Toledo	8.34	.....	.....	.....	.....
Chicago	8.60	13.55	45.35	12.66	12.67
Newhaven	8.85	.....	.....	.....	.....
Providence	9.17	.....	.....	.....	.....
Philadelphia	9.38	13.33	{ 39.56 Girls } { 52.42 Boys }	8.97	8.97
St. Louis	11.17	13.67	54.45	12.20	12.20
Louisville	11.42	.....	.....	.....	.....
Cincinnati	11.48	.....	.....	.....	.....
Boston	12.04	16.89	{ 39.88 Girls } { 60.93 Latin } { 70.30 English }	17.29	11.96
New York City	17.29	.....	88.13	16.60	16.60
Ohio	5.27	6.90	.....	.....	.....
Massachusetts .....	.....	7.41	.....	.....	.....
Average for the Cities	10.39	14.36	{ 36.22 Girls } { 62.60 Boys }	13.54	12.48

It appears, then, from this table, that the average cost of the education of a child in the common schools of all grades, in eleven of the principal cities of the Union, is about \$10½, or £1 11s. 6d. a year for tuition only; and for incidental expenses, about \$4 or 12s. more; making a total of £2 3s. 6d., or at the outside £2 10s. 0d. In the high school, which is the American type of a school suitable to the education of the children of the middle class, and to which children are ordinarily admitted at the age of twelve or thirteen, and in which they remain till they are seventeen or eighteen, the average cost of a boy's education is \$62½, or about £9 9s.; of a girl's, \$36¼, or about £5 10s. a year.† It is evident that economy must be carefully practised, in order to secure such results at so small a price. It is practised chiefly under the head of teachers' salaries, about which I shall have a more convenient place to speak further on. But I may just say here, that the highest salary of a teacher in any class of school, or indeed in any college or university that I met with in the United States, is the salary of the Principal of the Free Academy at New York, and that is only \$4,000 (having been recently raised from \$3,000), or about £600 a year. I must have astonished the school teachers of Ohio—I hope I did not make them dissatisfied with their position—when I told them, in my sketch of the school system of England, that the net income of the head-master of Eton was probably \$25,000 a year; of the head-master

Inferences from this table.

Cheapness of American education.

Low salaries of teachers.

in the State at large for or against rate-bills. The State Superintendent is strongly opposed to them; but in many neighbourhoods we are told there is as strong a feeling in their favour. Even when public feeling is turning against them, there is a difficulty in substituting taxation and making the schools free, because those who have educated their children by rate-bills don't like now to contribute taxes for the free education of the children of their neighbours. The feeling may be taken a want of public spirit, but it is no more than natural.

Difficulty in substituting taxation for rate-bills.

* See 46th Philadelphia Report, p. 19; 22nd Detroit Report, p. 38. In the Philadelphia calculations, the cost of the Boston schools in the first column is set down at \$15.71. I have taken my figures from the Report of the Boston Superintendent for 1864 (p. 129), which I have verified. In turning American money into English, it must be remembered that these dollars are "green-backs," worth—at the date at which these calculations were made—with gold at from 40 to 50 premium, not more than 3s. or 3s. 6d. at a broker's, and in purchasing power, as compared with English prices, not worth so much as 3s. For a vast number of purposes, I found that in 1865 a dollar in the United States hardly went further than a shilling does at home.

Value of a dollar in English money.

† It will be seen, however, by reference to the table, how little the calculation of an average is really worth. The differences of cost, though, which are most marked, are not altogether inexplicable. Thus, the difference of \$5 between the average cost at Boston and New York may probably be accounted for by the much larger comparative expenditure upon the Free Academy, with its numerous staff of highly salaried teachers, than upon the more modest equipment of the Boston High Schools; and besides, as has been mentioned, it is the New York plan to provide text-books for the scholars free of charge. In other cities, also, teachers' salaries range much lower than at Boston or New York; and in Detroit, which does the work of education at lowest cost of all, the pressure upon the schools for admittance is so much greater than they can bear, and there is such an indisposition just now, under the smart of other heavy burdens, to lay out money on providing additional buildings, that a half-time system—the only instance that I met with in America—has been devised, which is working favourably, both in enlarging the capacity of the schools, and in sparing the pockets of the rate-payers. The question in Detroit at the present moment is, "not how much they can spend, but how little they can get along with, and meet the immediate wants of the people." (See Detroit 22nd Report, p. 21.)

Differences in the table accounted for.

Half-time system at Detroit.

of Harrow, even more. Such remuneration never enters into the heads of American teachers, even in dreams.*

Cost of education in rural schools.

The cost per child in schools in the rural districts is, of course, much less than in the towns; and when it is observed that in Massachusetts—the most forward State in the Union in this matter of education—the whole average cost per child both in town and country schools is less than seven and a half dollars, or about 25s. a year, an idea may be formed of the cheap rate at which a New England farmer, or, indeed, any rural resident, may provide for the education of his family. In the New York State Report, cases are mentioned in which the salaries of teachers—the main article of expense in such schools—are as low as \$2,—about 7s. a week, or even a dollar and a quarter, exclusive, I presume, of board. The school, perhaps, is not kept open for more than twenty-four weeks in the year, so that the whole expenditure would not reach more than \$100—about £15 or £16; and supposing it to be attended by thirty scholars, the cost would be barely more than \$3 or 10s. a head. Indeed, in the American Almanac for 1864, in the great State of Illinois, with its 9,811 schools, its 15,000 teachers, and its 516,000 scholars, the average rate of tuition per scholar for the whole State is only set down at \$2.55;† and the cost of incidentals for the whole State would certainly not raise the average above \$4, or 12s. or 14s. per child. So that I believe it is nothing more than a sober conclusion, that an American farmer frequently gets an education for his family, of the quality and quantity of which I will speak afterwards, at a cost to the community of not more than 10s. a year per child—one-third of the amount at which our own Committee of Council have been in the habit of rating the cost of the education of the children of an English mechanic or labouring man.‡

General conclusion.

ADMINISTRATION OF SCHOOLS.

The administration of the schools was the next point to which my attention was directed, in my instructions, to be paid; and I was ordered to inquire “into the relations which exist between the State or central Government and the local Government; into the constitution of the local governing bodies; into the relations between them and the teachers, and of the teachers among themselves and with their scholars; into the extent to which mistresses are employed in schools for either or for both sexes; into the character and frequency of any inspection or control by the Governors; into the qualifications, duties, and salaries of the teachers, the tenure of their office, and the character and repute of their profession.”

Fundamental idea of the common school organization.

As already observed, the idea upon which the American common school system is based is, the absolute competency of the township or local organization, by whatever name known, to determine for itself what is best to be done in relation to any of those interests in which it is supposed to be immediately and principally concerned. Hence, though the Legislature of the State often (indeed, generally) defines and constitutes these local organizations, yet, when they have been constituted, they are allowed to do their work almost unchecked in their own way. The central Government—of the State, of course, is meant, not of the nation—creates the local school administration, and then transfers all its powers to it. At the most, afterwards, it does but attempt to stimulate—it does not venture to dictate or control. This is signally the case in New England: it is true in its degree of New York and the Western States. The Massachusetts Board of Education§

Relation of the central Government to school.

In Massachusetts.

Rise in teachers' wages.

* Petitions have been almost universally presented by American city teachers requesting a rise in salary, in view of the rise in price of every article of consumption; and in most cases an advance has been made varying from 10 to 30 per cent., but in no case equivalent to the increased cost of house-keeping generated by high tariffs and the war.

† See *National Almanac for 1864*, p. 397.

Some particular instances of cost of education.

‡ One or two typical cases will set out this inference more clearly than can be done by a table of averages. In Saratoga County, New York, 2nd district, containing 505 square miles, and including 127 school districts, the school commissioner, whom I had the pleasure of meeting on one of his school errands at Saratoga, presents this balance sheet for the year:—

Income.		Expenditure.	
	Dollars.		Dollars.
State apportionment	10,149	Teachers' wages	15,588
Local tax	5,794	Library	182
Rate-bills	3,613	Apparatus	45
Other sources	338	Repairs and furniture	924
		Incidentals	2,435 •
Total	19,894	Total	19,174

The number of persons residing in the district between five and twenty-one years of age is 9,395, of whom 6,402 are reported to have attended school. The average cost in this case is not three dollars and a quarter a head. (*New York 11th Report*, p. 290.)

In Monroe County, second district, 6,959 children are reported to “have been enjoying school privileges,” at a total cost of \$27,306—a little under \$4 apiece. Salaries in this district are \$7 a week for masters, and \$4.50 for mistresses. (*Ibid.*, p. 235-6.)

In Lewis County, second district, the number of children taught for a longer or shorter period was 4,169; the expenditure was \$9,113; average, about \$2½ each. (*Ibid.*, p. 222-3.)

In Massachusetts, forty-six townships raised less than \$3 per child for the education of all within their territory between the ages of five and fifteen; and the addition of the State appropriation would only raise the average to \$3¼.

It is unnecessary to carry this accumulation of evidence any further.

Massachusetts Board of Education.

§ *Mass. 24th Report*, p. 5. The Massachusetts Board of Education (an institution, I believe, peculiar to that State) consists of the Governor and Lieut.-Governor of the State, and eight persons appointed by the Governor with the advice and consent of his Council; each to hold office for eight years from date of appointment, and one retiring each year. Their functions are to hold property in trust for educational purposes; to prescribe forms and registers for schools, and of returns to be made by school committees; to prepare an annual report for the information of the State Legislature; to appoint a Secretary to make abstracts of school returns, quicken interest, and diffuse information, and one or more agents to visit the townships for similar purposes; to

admit that they "have no power whatever over the schools of the State," and that all they can do is "to regard their progress with watchful interest." Even the stimulant which the central Government has in its power to apply is not very potent in its character. In Massachusetts it amounts only to an annual subsidy of less than a quarter of a dollar—about ten-pence—per child, on condition that the locality meets the donation with at least six times as large a sum raised from its own resources. In New York, and I believe in Pennsylvania too, the central Government, acting through the Chief Superintendent, has more influence over the schools, and the system is more bureaucratic; * but even there, judging from its own admission of inability to produce desired results, the power must be nominal rather than real. The visitatorial power of the Superintendent is exercised chiefly through the School Commissioners; and these officers, though removable by him and paid by him, are not appointed by him, but are elected by ballot in their several districts, and are dependent for a portion of their salary upon the liberality of the Supervisors of the county in which they act. These School Commissioners, again, are clothed with considerable authority; but, on the evidence of their own reports, "the *vis inertia*" of a district is a power against which they frequently find themselves struggling in vain.†

arrange for the meeting of teachers' institutes, and appropriate a portion of the State School Fund towards their expenses; and to fix the territorial divisions of the State, to which scholarships for the maintenance of students at colleges or normal schools are allotted.

* The nominal powers of the Superintendent of Public Instruction for the State of New York are considerable. It is his business to visit the common schools of the State and inquire into their condition; to apportion, according to certain prescribed rules, the State school moneys among the several districts; to grant and revoke certificates of teachers; to annul certificates granted by other bodies, upon cause shown to his satisfaction; to remove school commissioners and other school officers for neglect of duty, and to withhold part or the whole of their salary; to prepare suitable forms for reports and registers; and to submit to the Legislature an annual report; with such suggestions for improvement in education as he may deem expedient. (See *New York School Law of 1864*, title i. s. 1-19.)

† In the State of New York, the counties are divided into "assembly districts," as nearly equal as may be in respect of population, each returning one member to the House of Assembly in the State Legislature. They are 123 in number. For educational purposes they are called "commissioner districts," and for each of them is elected, by vote of the inhabitants, a "school commissioner." There are 112 of these officers, the sixteen districts embraced by the city and county of New York, apparently not being included in the organization, but having a special educational constitution of their own. A school commissioner's salary is \$500 a year out of the income of the United States' Deposit Fund, and \$200 for his expenses, levied by tax on the township of his district, together with any further sum that the Board of Supervisors of his district may think fit to allow him. His duties are, to form, and when necessary, to alter the boundaries of the school districts within his range; to visit and examine all schools as often in each year as practicable; to direct trustees to make any needful repairs not beyond the cost of \$25, in concurrence with the supervisor of the township; to condemn unfit school-houses; to examine and license such teachers as have not a State Superintendent's certificate or a normal school's diploma; to examine charges against teachers, and, if proved, to annul their certificate, by whomsoever granted; to report annually to the State Superintendent, by whose rules and regulations he is required to abide.

The functions, therefore, of a New York school commissioner are nearly those of a township school committee in Massachusetts, and the duties of a trustee in the former State are those of the prudential committee in the latter. In New York there is a tendency to concentrate power in individuals; in Massachusetts, to lodge it in bodies. Thus there is no Board of Education in New York, but its place is occupied by a State Superintendent. There is one school commissioner in place of a school committee; one trustee—three are allowed, but one is generally preferred—in place of a prudential committee (who, it is true, may be, and sometimes is, an individual also); one supervisor of the township, instead of a body of selectmen.

The present mode of school supervision in New York was introduced in 1856. Previously, inspection was performed by township superintendents, who, of course, still more than the school commissioners, would be under the influence of local prejudices and partialities. The results of the present system are affirmed by the chief superintendent to be "incomparably superior both in economy and efficiency." (11th Report, 1865, p. 43.)

In Pennsylvania a similar system was introduced in 1854, and is said to be effective; but even here, a mischievous element, that penetrates most American institutions, cannot be entirely excluded. "It is believed," however, says the State Superintendent, "that the method of electing these officers, as now directed by law"—that is, by the school directors of the several townships composing the county, in convention assembled—"is less exposed to the disturbing element of party spirit than any other that could be adopted. This energizing agency of the system is becoming more and more efficient and potent every year, and the labours and influence of the superintendents are being more and more appreciated by the people" (*Pennsylvania 31st Report*, p. 36). It appears, though, that the mode in which their salaries are fixed, "is still liable to insuperable objections, . . . and affords directors who are opposed to the office an opportunity to fix them so low that no man who is competent to perform the duties will accept the office" (*Ibid.*)

The Ohio State Commissioner, when recommending the adoption of the New York and Pennsylvania system in his own State, asserts that "whatever lack of efficiency it has exhibited, may be traced directly to *incompetent officers*, and that the prime source of this mischief is *political influence* . . . What is needed is, not simply the supervisory office, but the office so created as to guard it effectually from unqualified aspirants." He recommends, in consequence, that the person, chosen as in Pennsylvania by the school directors of the several townships, should be required, before entering upon the duties of the office, to procure a certificate of qualification from a competent board of examiners. (*Ohio 11th Report*, 1865, p. 38.)

But, in face of the public opinion which sets so strongly in favour of frequent changes of officers—this too, I suspect, traceable to political motives—he does not venture to suggest more with regard to the term of office than that "it should not be less than two years."

I was surprised to find how universally in the United States the mischievous influence of "politicians" was felt and deplored in its bearing upon the schools. In some of the wards of New York city, the political motive is omnipotent in the election of trustees, and the consequences are said to be very unsatisfactory both as regards the appointment of teachers and the general well-being of the schools. "If we cannot do this," said Mr. Barnard, in his address to the Ohio Teachers' Association, recommending the filling up of the vacancies in the United States Naval and Military Academies at Annapolis and West Point by examination, instead of by nomination—"if we cannot do this, it is simply because the politicians won't let us do it." (*Ohio Educational Monthly*, Sept. 1865, p. 270.)

Desire felt in some quarters for a Ministry of Public Instruction in the National Government.

Independent inspection the want of the American system.

Adequate supervision in the cities.

New York city system.

Board of Education.

Inspectors.

Mr. Barnard on a "Bureau of Education."

No supervision of schools in Philadelphia.

The school organization of Boston.

New York Board of Education.

Indeed, the want of a central bureau, as a department of the Secretaryship of the Interior, to preside over the interests of education—a Ministry of Public Instruction, or something analogous to our own Committee of the Privy Council—in spite of the antecedent dislike to centralization, appeared to be making itself widely felt in the United States.* The supreme control of the schools is too absolutely in the hands of local administrators with no adequate guarantee of competency; the inspection even of County Superintendents and Commissioners is often found to be nugatory and ineffective; legal requirements are constantly ignored or evaded, and a properly authenticated and *independent* officer like Her Majesty's Inspector of Schools among ourselves, armed with visitatorial powers, and with means provided for giving effect to his recommendations, appears to be the element wanting in the machinery of the system, to give it that balance which the complication of its parts requires.

In the larger cities, such as New York, Boston, New Haven, Cincinnati, Chicago, this element is supplied in the person of the City Superintendent, and the increase of vigour and efficiency that is thereby infused into the system is very observable.† It may be appropriate here to describe briefly the school organization of the city of New York, which in theory is as complete as that of Boston or of any other place, while in the extent and magnificence of its operations (administering upwards of \$2,000,000 a year) it outstrips all competitors.‡

By an Act of the State Legislature, passed the 25th April, 1864, the city of New York, which is co-extensive with the county, is divided into seven school districts, which include within their boundaries the twenty-two wards which form the municipal organization. The highest functions relative to the schools are vested in a Board of Education, consisting of twenty-one members, called "commissioners," who are elected by ballot, three for each school district, to hold office for three years, one retiring by rotation every year.§ For each district also

* "It was my intention," said Mr. Barnard, in the same address, "to speak on the creation of a Bureau of Education in the Department of the Interior, for the collection and dissemination of statistics. Why should not this great interest of 200,000 schools, 8,000,000 of children and youths, 500,000 teachers, receive the same attention from the general Government that other interests do of (to say the least) no greater magnitude? What is there, in all that concerns the civilization of this people, of as much importance as the matter of the right education of these millions of children? If we have found it necessary and desirable to establish a financial, commercial, and an agricultural bureau—if the Government has found it advisable to appropriate 600,000 acres of land to found agricultural and mechanical schools" [Mr. Barnard must refer to the appropriation to the single State of Ohio, which is 630,000 acres; the whole amount appropriated would be probably twenty times as great], "why should it not do something in the way of collecting and disseminating facts respecting this class of schools, and especially in establishing a competitive system of appointments and promotions?"

Mr. Barnard quite carried the opinion of the meeting with him. It was resolved, "That we heartily approve the measure of establishing at Washington, in the Department of the Interior, an Educational Bureau for the advancement of general and liberal education, and we would earnestly urge upon Congress the importance of establishing such a Bureau." (*Ibid.* p. 271 & 256.)

† I was astonished to find that, in the great city of Philadelphia, with its 376 schools, 1,278 teachers, and 74,343 scholars, there is no Superintendent. The schools are under the general management of a Board called "The Board of Controllers," consisting of 26 members, one from each ward. The schools of each ward are managed by "school directors" elected by the people. Each Board of Directors elect one of their number to serve as a member of the Board of Controllers. This latter Board appoint committees to take special charge of the two high schools. Political influences are said to act adversely to the interests of the schools in the appointment of "directors," some of whom are quite illiterate.

Mr. White, the State Commissioner of Ohio, reports unfavourably the results of a visit he paid to the schools of Philadelphia. "We speak freely," he says, "respecting the condition of the lower schools of Philadelphia, because we were not prepared to find such old-fogyism. A jury of intelligent educators would, in our opinion, pronounce them 25 years behind the district schools of Cincinnati. We think the explanation of this result is found largely in the fact that *the schools of Philadelphia are practically without supervision*. The supervision bestowed on the Cincinnati Schools would soon work a wonderful change in those of Philadelphia." (*Ohio Educational Monthly*, July, 1865, p. 216.) The omission is more remarkable, as supervision has formed a feature in the school organization of Pennsylvania for 12 years.

‡ I will describe in this note, for the purpose of collation, the organization of Boston. The administrative body is called "the School Committee," as elsewhere in a Massachusetts township. It consists of the Mayor and the President of the Common Council, *ex officio*, and 72 other persons, elected by the 12 wards of the city, six in each, their term of office being limited to three years, so as to allow the election of two fresh members each year. "The said Committee shall have the care and management of the public schools, and may elect all such instructors as they may deem proper, and remove the same whenever they may consider it expedient. And generally, they shall have all the powers in relation to the care and management of the public schools which the selectmen of townships or school committees are authorized by the laws of this Commonwealth to exercise." (*Charter of City of Boston*, s. 56.)

The city is divided, for convenience of management, into as many districts as it has grammar schools—at this date, 20 in number—each district taking its name from the grammar school within its boundaries; and the President of the School Committee is to appoint, at the first meeting of the Board in each year, and subject to its approval, a standing committee on each district, whose number in each case, varying from 8 to 12, shall be proportionate to the number of schools in the district. The Board is further organized into nine Standing Committees for various general purposes: (1) On elections; (2) On rules and regulations; (3) On salaries; (4) On accounts; (5) On text-books; (6) On school-houses; (7) On music; (8) On printing; (9) On gymnastics and military drill. Each standing committee consists of five members. The Board have a Secretary, and annually elect by ballot a Superintendent of Schools. It will be at once perceived, by comparison with the text, that the administration of the Boston schools has been constructed after a much simpler pattern than that which has been adopted at New York.

§ The Board of Education divides itself into 15 standing committees: (1) On the free academy; (2) on normal schools; (3) on evening schools; (4) on finance; (5) on sites and new schools; (6) on school furniture; (7) on warming and ventilation; (8) on buildings; (9) on supplies; (10) on auditing the accounts; (11) on bylaws, rules, and regulations; (12) on

are appointed three inspectors, one being nominated annually by the mayor of the city, subject to the approval of the majority of the Board of Education. In each ward there is a board of five trustees elected by ballot, one each year, to hold office for five years. Every school officer must reside in the district or ward for which he is elected—if he removes his home, he vacates his office.

The ward schools are classified into grammar, primary, and evening schools. Principals and vice-principals of schools are appointed by the Board of Education, on the nomination of a majority of the board of trustees of the ward. Other teachers and the janitors are appointed by a majority of the board of trustees. Teachers may be removed by the Board of Education, on the recommendation of the city superintendent or of a majority of the trustees of the ward, or of the inspectors of the district. The board of trustees may also remove teachers other than principals and vice-principals, subject, however, to appeal to the Board of Education. Licenses to teach are granted by the city superintendent or one of his assistants, after examination conducted in the presence of two inspectors designated for that duty by the Board. The license may be revoked by the same authority, under the check of a right of appeal to the State Superintendent of Public Instruction.

It is the duty of the Board of Education,—

- To report annually to the Board of Supervisors of the county the sum which will be required during the year for the current expenses of public instruction in the city ;
- To apportion the money so appropriated to the schools entitled to participate therein, and to file with the City Chamberlain a copy of their apportionment ;
- To supervise, manage, and govern the Free Academy, and to provide it with all things necessary to enable it to be properly and successfully conducted ;
- To provide evening schools, and also a normal school or schools for teachers, and to furnish both with all needful supplies ;
- To establish and to discontinue schools in the different wards of the city, as they may deem expedient, and to furnish them with what they may require ;
- To transmit annually to the State Superintendent of Public Instruction, and to the Common Council of the city of New York, a written report of all their proceedings, together with the usual financial and statistical returns required from schools.

The functions of the district inspectors, in the letter of the law, are more important than those of any other official persons connected with the administration of the schools. It is their duty to audit the accounts of the trustees, nor is any expense to be paid till it has been certified as correct by them. They are also to examine, at least once every quarter, all the schools in the district, in respect of the punctual and regular attendance both of pupils and teachers ; the number, fidelity, and competency of the teachers ; the studies, progress, order and discipline of the pupils ; the cleanliness, safety, warming, ventilation, and comfort of the school premises ; and specially, to see whether the provisions of the law in respect of the teaching of sectarian doctrines or the use of sectarian books have been observed or violated ; and to call the attention of the trustees, without delay, to every matter requiring immediate action. Finally, before the end of the year, they are to make a written report to the Board of Education and to the board of trustees, in respect of the condition, efficiency, and wants of the district, both as regards schools and school premises.*

elections and qualifications ; (13) on course of studies and school-books ; (14) on teachers ; (15) on appeals.

Also, the Board has the usual apparatus of officers—clerk, deputy clerk, auditor, assistant clerks, porter, messenger, and janitor.

The premises they occupy are spacious, and conveniently situated in the centre of the city. * See *Manual of New York Board of Education*, pp. 33-34. It is the duty of "Commissioners" also to "visit and examine all the schools entitled to participate in the apportionment"; but nothing is said of the number or frequency of such visits, nor of the mode or objects of such examination. The visits of Commissioners, therefore, when paid, would probably be of a more informal and perfunctory character, just a "dropping in," without any precise motive or previous notice, to see how things are going on.

The Superintendent, again, is charged, either by himself or by his assistants (of whom there are four), to visit every school connected with the Board of Education, "as often as once in each year"; but the purpose of his visit, as defined by law, is not more extensive than that of the visits of inspectors, while these latter are to visit the schools four times as often. The duties of inspectors appear to have been very much enlarged by the Act of 1864. Before I read its provisions, these officers were described to me as having little to attend to beyond the care of the premises and matériel of the schools; and even now, I suspect their powers are largely delegated to the Superintendent, whose examination is the only really thorough one that the schools undergo. Certainly, I did not hear very much of the action of inspectors in relation to the schools; and though in my visits I constantly met commissioners and trustees in the schools, I am not aware that I ever encountered an inspector. The office seems to me to be an unnecessary wheel in the system, and to add nothing in the way either of completeness or efficiency.

I could not help being struck with the general interest felt and taken, in such cities as New York, Boston, Cincinnati, &c., in the welfare of the schools. In New York the office of trustee is altogether unremunerated, and commissioners and inspectors are only allowed "their actual and reasonable expenses while attending to their duties." And yet it is not at all unusual to find men of business, lawyers, merchants, &c., to whom very emphatically time is money, devoting an hour or two in a morning, not once in a way merely, but week by week, to the visitation of schools, before they go to their office or store. The powerful effect of such influence upon the well-being

The Trustees. The Trustees are a corporation for holding all personal property* vested in them for school purposes in their respective wards. They are the persons really responsible for the conduct and management of the schools, though they do not appear to be bound to visit them till their action is called out by the report either of the Inspectors or of the Superintendent. They are charged with the safe keeping of the school premises of their ward, with the appointment of all teachers below the rank of principal or vice-principal, and with the financial arrangements of their schools; and are bound, at least five days before the 1st January in each year, to transmit to the Board of Education a detailed report of the number of schools under their jurisdiction, and the length of time each has been kept open; the number of scholars who have been taught free of cost in them; the average attendance; the amount of money received and paid on account of the schools, and the manner in which the same has been expended; and a particular statement of the condition of their schools, together with any other information that the Board of Education may require.

The machinery complex, but apparently working smoothly. One might have feared that such an apparent complication of management might occasionally lead to difficulties, and that, according to our homely proverb, so many cooks might spoil the broth. I did not, however, learn that in practice it was so. The machinery, though somewhat complex, appeared to run smoothly. Occasionally there might be resentment exhibited by a teacher at what was deemed an impertinent or an injudicious interference on the part of a Trustee; but these are events which must inevitably sometimes occur, whenever irritable or sensitive human beings have to act one towards another in any relation, whether of subordination or co-ordination. Indeed, the latter is perhaps the more difficult relation of the two; and the theoretic defect of the American system of school administration is, that it calls into existence too many administrators with co-ordinate and almost conflicting powers. In a modern phrase, it is not sufficiently "hierarchical." But when people are in earnest, and particularly when they are animated by a high public spirit, they are not apt to be touchy upon points of precedence, nor jealous for the claims of prerogative; and such I believe to be the happy state of public feeling which animates the administration of American schools.†

Too much co-ordination in the system. The field of administration of these New York school authorities is the most extensive in America, I suppose, in the mere article of education, and, considering the details into which it descends, the most extensive in the world. It comprehends fifty-three ward schools, nearly all in three departments, and containing on an average more than 1,000 scholars apiece; besides which, are forty-one detached primary schools, with an average attendance of more than 15,000; and nine coloured schools, with an attendance of 800; twenty-six evening schools, with an average of 9,500 attendants; twelve corporate schools of a charitable or reformatory character, educating on the average 4,800 children; and the Free Academy, with its 800 young men. It has to examine, license, superintend, and pay, nearly 2,300 teachers. It disbursed for the year 1864 the enormous sum of \$1,873,577,‡ or nearly £300,000. 208,000 children are reported in the course

The field of the New York Administration. of the schools can easily be conceived. It presents a marked contrast to the apathy and indifference on the part of both school officers and parents, which the reports so often describe and lament, as prevailing in rural districts. I admit that, so far as my own judgment goes, I wish these visits could be paid without so much speechification accompanying them. But this is the American habit, and it may have some advantages which were not apparent to me.

* By the "personal property" of a school is understood its library, school books, maps, globes, philosophical apparatus, cabinets, &c. The real estate—the lot and buildings—is vested in the City Council, and is placed under the care and control of the Board of Education. I am no lawyer, but it sounds to me odd phraseology to say, as the school law does say, that the trustees hold, as a corporation, all personal property vested in them for school purposes in their respective wards, and in the same breath to say that the title to all school property real and personal shall be vested in the mayor, aldermen, and commonalty of the city (see *Manual*, pp. 38 & 53); unless it be that the property held by trustees is the produce of private benefaction; that vested in the City Council, the fruit of taxation.

Public spirit and the politicians. † It is emphatically so in Boston. I never heard there so much as the whisper of a jar. It is so to a very large extent in New York; but, unhappily, in some of the wards, that prolific source of mischief, the politicians, are beginning to find out that the schools can be used to promote their interests or serve their purposes; and thus, of course, an influence creeps in, the most remote of all from true public spirit. In country districts, where ignorant or illiberal men are often dressed in a little brief authority, the harmonious action of all the parts of the system, as I judge from the tone of local reports, is not quite so perfect.

Money, how expended. ‡ The principal items in this large expenditure were as follows:—
For teachers' salaries, \$1,020,114:
For support of evening schools, \$76,731, varying at per scholar from \$20.19, the highest (a female school in the twelfth ward), to \$4.47, the lowest rate (a male school in the first ward):
To the Free Academy, \$80,357:
For janitors' wages, \$54,705; supplies of books and stationery, \$105,787; incidental expenses, including fuel, \$132,858:
For sites and buildings, \$203,544; for repairs, \$13,957:
For expenses of the board, and salaries of its officers, \$69,853. (*Report for 1865*, p. 5.)

How levied. The money is levied by the Board of Supervisors of the county, upon the property of all the inhabitants of the city and county of New York, as follows:—
(a) A sum equal to the sum apportioned to the county out of the State school moneys:
(b) A sum equal to one-twentieth of one per cent.—that is, half a mill on the dollar—of the capital value of all real and personal property in the city and county; and
(c) Such further sum, not to exceed the rate of \$5 for each scholar taught in the year, according to the official returns, as the Board of Education shall have reported to be necessary.

In 1864, the amounts received under these several heads were—(a) \$250,616; (b) \$297,077; (c) \$989,405; which, added to the State appropriation, produced a total sum of \$1,785,043, which left a balance, as compared with the expenditure, of \$86,533 to be provided for out of the fund of the next year.

of that year to have been taught for a greater or less period of time in its schools. I conceive it to be the largest *local* board of management—certainly the largest *local educational* board of management—in the world.

I pass on to consider the position, qualifications, and duties of a body of men and women, upon whose behaviour and competency the condition of education in the United States depends far more than on the united efforts of State commissioners, boards of education, local superintendents, and trustees. I refer to the "half-million of teachers," as Mr. Barnard roundly figures them, in whose hands are placed the instruction and discipline of American schools. "As is the teacher, so is the school," is a maxim the truth of which is as fully recognized in America as in England. That the schools in so many districts, particularly in rural districts, are not equal to what they ought to be, is set down with an almost unanimous consent of testimony, to one principal cause—the inefficiency of the teachers; while this again is as unanimously accounted for by the miserably low rate of stipend with which their services in so many instances are remunerated.

The vast majority of these teachers are females,* and most of them very young

If (b) represents one-twentieth of one per cent., (a) and (c) together amount to about one-fifth; so that the taxation levied for the school purposes of the city and county of New York amounts to one-fourth of one per cent., or two and a half mills on the dollar, of the capital value of the real and personal estate therein, which in 1863 was estimated at \$594,154,743 (*Report for 1865*, p. 5). If we add to this the State school tax of three-quarters of a mill on the dollar, which produces about \$450,000, and of which New York receives back little more than one-half, we get three and a quarter mills on the dollar as the total amount of tax for school purposes which each New York citizen has to pay on the capital value of his real and personal property, the same being assessed at about three-quarters of its actual value.

The whole of the money raised and received is paid into the City Treasury, and is disbursed by the City Chamberlain to the persons entitled to receive the same, upon drafts drawn upon him, signed, in the case of ward schools, by the President, and countersigned by the Clerk of the Board of Education, and one or more commissioners of the district for which the money is due; and in the case of other than ward schools, by drafts on the Chamberlain, signed by the President and Clerk of the Board, and made payable to the order of the treasurer of the trustees of such schools. These schools are the corporate schools mentioned in the text; *ex. gr.*, the New York Juvenile Asylum, &c.

* There is a strong preference in the United States for the employment of females as teachers, chiefly on the score of superior cheapness, but also, in the estimation of many, on the ground of superior efficiency.

"The returns," says the State Commissioner of Ohio, "show a continued increase in the number of female teachers employed, and a corresponding decrease in the number of male teachers. In 1862, only 48 per cent. of the teachers employed were women; in 1863, 59 per cent.; while this year shows an increase to 62 per cent. It is believed that the number of female teachers might be still increased without detriment to the schools, since it must be conceded that, in the great majority of our schools, women make better teachers than men. Even the supposed superiority of male teachers in school government is not confirmed by experience. The better class of female teachers are succeeding just as well, and often better, than the average male teachers. The Commissioner of Rhode Island gives it as his opinion that they are succeeding in that State oftener than male teachers, even in the management of turbulent boys; while in the formation of the manners, and in the cultivation of the morals and tastes of children, they are incomparably better teachers than men." (*Ohio 11th Report*, p. 11.)

The State Superintendent of New York is almost carried away by his sentiments in this regard. He "points with undisguised pleasure to the fact that nearly four-fifths of the teachers employed in the schools of the State are females. It is impossible to over-estimate the value of the influence thus brought to bear upon daily-developing mind and character in our schools. To teach and train the young seems to be one of the chief missions of woman. Herself high-minded, the minds of those with whom she comes in daily contact unconsciously aspire. Gentle herself, she renders them gentle. Pure herself, she makes them pure. The fire which truly refines the ore of character can be kindled only by her hand. Woman is more deeply read than man in the mysteries of human nature, at least of that of children. It might, perhaps, be nearer the truth to say that her superior knowledge in this respect is intuitive. Better her discipline of love than his reformatory theories, and austere rules, and stringent systems. Her touch conquers the rebelliousness which his but increases. Her persuasive reproofs far exceed his stern menaces and cold logic. Well may we be solicitous in regard to that pupil's course and destiny who does not pass from the scene of woman's ministrations with his moral sense so delicately attuned as to render the discords of a vicious life impossible; with his tastes vitalized, and his perceptions quickened; with his sensibilities and sympathies all ready for action; with his conscience trained to unremitting vigilance, and the best impulses of his heart in full play. I am sure that the future will be grateful for these labours of woman in our schools." (*11th New York Report*, 1865, pp. 16, 17.)

It is a bathos to descend from these realms almost of poetry and romance to figures and statistics; but the following table is worth notice, as illustrating the subject of this note.

Locality.	Number of Teachers employed.		Table showing proportion of male and female teachers.
	Males.	Females.	
State of Massachusetts	1,544	9,340	
" Connecticut, winter schools	757	1,338	
" " summer schools	135	1,892	
" Rhode Island	230	430	
" New Hampshire	759	3,262	
" New York	5,707	21,181	
" Ohio	7,832	12,326	
" Illinois	7,713	7,381	
" Pennsylvania	6,903	7,765	
City of Boston	63	522	
" New York	202	2,057	
" New Haven	10	66	
" Cincinnati	44	188	
" Philadelphia	84	1,155	
" Chicago	23	189	
" St. Louis	18	144	
" Detroit	8	75	

Teachers must be certificated.

But the certificate no sufficient guarantee.

females. By the regulation of the New York Board of Education, no certificate of qualification as a teacher is to be granted to any person whose age is less than seventeen years; and though I do not observe a similar restriction specified elsewhere, yet I presume that this may be taken as the average American notion of the minimum age at which a person is fit to be placed in a position of authority in a school.* It is the universal rule in the States and cities that no person shall be employed as teacher, under penalty, in most cases, of the school's forfeiting its share of the State appropriation, unless properly qualified; the amount of qualifications being ascertained by an examination, and generally attested by a certificate;† but from the complaints which are to be heard on all sides of the incompetence of a large proportion of the teachers, the examinations must often be very perfunctory, and the possession of a certificate, particularly of the lower grades, utterly untrust-

Difference between winter and summer school session.

It will be noticed that the State of Illinois—and even there the ratio may now be altered, as the latest return I have is for 1862—is the only one in which there is a preponderance of male teachers. In the cities, the ratio of males to females is much higher than the average of the States, being in fact nearly nine to one. In Philadelphia it is fourteen to one. The difference between the winter and summer sessions of the schools in Connecticut illustrates a general phenomenon, viz., that male scholars of maturer years are found in larger numbers in the winter schools; that male teachers are, therefore, more generally sought for the winter term; and that they are procured most frequently from students pursuing an academical course at some of the numerous colleges or universities in which the States abound, who, being perhaps in indigent circumstances, are permitted to interrupt their course of study for the purpose of earning one or two hundred dollars, which may enable them afterwards to complete it.

Frequent change of teachers a great evil in American system.

Ordinary term of engagement.

Symptoms of weak health among female teachers.

Age of teachers.

The figures in the above table do not represent the number of teachers at any one time in a State, but the number of persons employed in the year for which the return is made. A comparison of these figures with the number of school departments in each State would exhibit two very great evils in the American system; the first, the precariousness of teachers' tenure of their situations; the second, the frequency with which they change from school to school, or from school-keeping to some other mode of gaining a livelihood. In Connecticut, out of upwards of 2,000 teachers, only 949 are reported to have taught in the same school for as much as two successive terms. In almost all the reports, the rapid changes of teachers are deplored as one of the greatest hindrances to the progress of the schools. The changes occur chiefly in the rural districts, and among the junior teachers in the city schools. I found principals and vice-principals who had grown gray in their work, and had remained in the same situation, or in the same school, for ten, twenty, and even thirty years. The general rule in the cities is to appoint teachers for the year, with, of course, the prospect of re-election; in the country, to engage them only for the single term, which may not be more than a dozen weeks. Even if they are re-engaged for the ensuing term, the salary would not continue running during the vacations. The work, however, particularly in the city schools, where, in spite of the remonstrances of committees and superintendents, there is a good deal of competition, and consequently of "high pressure," appears to be very trying to the female constitution; and most mistresses, after four or five years' continuous employment in teaching, are found to require a longer or shorter period of repose. They take a great deal out of themselves, do these American teachers, by the energy with which they throw themselves upon their work. I was struck with the number of both mistresses and girls, in the higher classes of the schools, who wore glasses, or in other ways showed symptoms of weakened sight. I mentioned the circumstance to the Principal of the Salem Normal School, and he accounted for it by the habit of "voracious reading," coupled with the disinclination that most American women of all ages have for exercise in the fresh air.

* The item of "Teachers' Age" does not appear in the statistical tables published in the reports. With such a preponderance of one sex, and with Americans' habitual consideration for women, I suppose it is felt to be a delicate subject. Mr. Siljeström, in his very able report on the educational institutions of the United States, has tabulated some figures from the New York Report of 1844, from which he draws the following conclusions, which, according to what he was able to learn, might be considered as the general rule, viz. :—

- (a) That comparatively few public school teachers are under eighteen, or over thirty years of age;
- (b) That by far the greater number are under twenty-five years of age; and
- (c) That only a small number of teachers are continuously employed in the same school during more than one term, and that the number of those who follow the vocation of a teacher during a year or upwards is likewise but small. (See p. 185, *English Translation*.)

This statement refers to the condition of things which existed twenty years ago; but my own observation, combined with what I have read and was told, would lead me to similar conclusions now.

Modes of certifying in Massachusetts, New York, Ohio, and Illinois.

† In Massachusetts, the function of examining and certifying teachers devolves upon the school committee; in the State of New York, upon the school commissioner of the district. In Ohio, a county board is formed for the purpose, whose certificates are of four grades, and good respectively for six, twelve, eighteen, and twenty-four months. From returns published in the report, it appears that in 1864 there were throughout the State 24,895 applications for certificates, from 8,553 males and 16,342 females, of which 5,553, or nearly one in four, were rejected, and 19,342 were successful. Of certificates granted, 8,807 were for six months; 7,681 for twelve; 2,243 for eighteen; and 611 for 24. There is also in Ohio a State Board of Examiners, who grant certificates which, unless revoked by the Board, are good for life, and exempt from examination before the county boards. For these certificates, male applicants pay a fee of \$3, and female applicants a fee of \$2, which goes to the State fund for the support of teachers' institutes. The Board was only constituted in 1864, and has only held one examination, at which thirteen candidates presented themselves; all of them, I believe, being teachers of the highest ability in the State. Eleven certificates of the highest grade were issued, one of the recipients being a lady. It is hoped that this State diploma will confer dignity on the profession.

In Illinois, candidates are examined by the school commissioner, or by competent persons appointed by him, in English, penmanship, arithmetic, English grammar, modern geography, and history of the United States. There are three grades of certificate; (A) valid in the county for two years; (B) valid in the county for one year; (C) valid in a given district only for six months. Of course, in all these cases, the value of the certificate depends entirely upon the thoroughness and impartiality of the examination. "There is no feature in our system," says the Ohio Commissioner, "so vital to its success as that which places at the door of every school-room in the State a Board of Examiners, to determine who is qualified to enter there as a teacher and guide of our youth. These examiners are the sentries of our school system" (*11th Report*, p. 20). In New York city, teachers are examined and certificated by the city superintendent, assisted by two inspectors; in Boston, by an examining committee. In the latter city, teachers promoted from one grade of school to another must be re-examined.

worthy as a guarantee.* The training institutions of the country, as yet, are far from being organized with a completeness that corresponds with other portions of the system; nor is their capacity for supplying teachers at all adequate to the demand. In many places, too, there exists the same kind of narrow prejudice against the employment of trained teachers that for so long a time prevailed in England, and is scarcely extinct now; and the salaries are frequently so low that the services of really competent persons cannot be secured. All sorts of plans are adopted in the different States to improve the quality and increase the quantity of the teaching power, but hitherto, it must be confessed, with very limited success; and more complete appliances for training teachers is still one of the things wanting to the perfection of the American system of public schools.†

* In the first place, the standard is apt to vary. The commissioner of the second district of Madison County, New York, having stated that in the course of the year he had issued 3 certificates of the first grade, 27 of the second, and 122 of the third, "concludes, from reading reports of other commissioners as to the number of first-class certificates given, that there must be a difference in the standards adopted; for he cannot believe that teachers of his district are so much behind those of other counties as the difference in the number of the higher grade certificates would seem to indicate" (11th Report, p. 230). Again, it is found hard to resist certain influences. Another commissioner says that he is sometimes compelled to yield to the force of circumstances, and extend licenses to some utterly incompetent candidates, that all the schools of the district may be supplied (*ibid.*, p. 288). Sometimes the trustees put a pressure upon the examiner in favour of a friend (*ibid.*, p. 319). It is found also that those who have gained certificates often "relax their efforts, and become indifferent to self-improvement" (*ibid.*). Statements like these are universal.

† "More than 500 persons each year," says the Superintendent of Common Schools in Connecticut, "begin their experience in teaching in the common schools of the State. Very few of these have had the advantage of thorough systematic training in a college or seminary. A considerable number have enjoyed for a time the benefits of the normal school; a few others are graduates of some high school or academy; but the greater part have had no special preparation, nor any school advantages, except such as are obtained in common schools. . . . They enter the school-room with no well-defined plan of the work to be accomplished; they find 40 or 50 children of different ages, diverse habits and attainments, and in their hands a variety of books to be used; but no chart to mark out their course; no guide to specify what is to be accomplished each term. Is it strange that in these circumstances many fail, not in maintaining order simply, but in almost everything which is necessary to constitute thorough and systematic training and culture, without which the school is of very little benefit?" (Connecticut Report for 1865, p. 33. See also pp. 12, 13.)

Most States in which the common school system exists have normal schools; but the number of students they supply is quite inadequate to the demand, and a large proportion do not stay long enough to complete their course and graduate, but leave after a few months' residence, to take charge of schools. The course of training varies from one to two years; at Salem, Massachusetts, there is an advanced voluntary course of a year and a half more. In Massachusetts there are four normal schools, the earliest founded in 1839. In New York, complains the Superintendent, "with a population of 4,000,000, and with nearly 16,000 teachers, there is but one normal school, founded in 1844, and to that has been given only a meagre support" (11th Report, p. 41). In Connecticut there is one normal school, organized in 1850. "Michigan opened a State normal school in 1852, Rhode Island in 1854, New Jersey in 1855, Illinois in 1857, Pennsylvania one in 1858, another in 1860, a third in 1863. Minnesota organized a normal school in 1858, which was afterwards suspended for a short time, but re-organized with additional appropriations in 1864. Iowa established a normal department in her State university in 1860. California organized her normal school in 1863, Maine and Kansas theirs in 1864" (Connecticut Report for 1865, p. 15). In Pennsylvania it is in contemplation to establish, as soon as practicable, three more normal schools. Ohio enjoys the unenviable distinction of not maintaining a normal school, and of "not paying a dollar to train or qualify teachers" (Ohio 11th Report, p. 9). In Boston, a normal department was established in connection with the Girls' High School in 1864, the course being only one term of six months. In the winter there had been 30 students; in the summer, when I visited it, there were only 19. And yet this institution is expected to keep up the succession in a city which employs upwards of 500 female teachers in its schools.

But the following table will show at a glance the ratio between the demand—or at least, the need—and the supply.

Name of Normal School, and date of establishment.	No. of Students received from date of establishment.	No. of Students ordinarily in training.	No. of Students graduating annually.	Have graduated since establishment.	No. of Teachers in State employed at one time.
Albany, N. Y., 1844	1438	300	65	...	15,807
Salem, Mass., 1853	841	85	40	361	5,476
Bridgewater, " 1840	1442	90	32	934	
Westfield, " 1839	circ. 1900	100	32	circ. 400	
Framingham, " 1839	circ. 1400	120	50	circ. 850	
Rhode Island, 1854	...	50	...	600	660
Connecticut, 1850	2,218	100	20	650	circ. 2,000
Illinois, 1857	...	140	...	...	circ. 15,000

Six hundred is the number said to have "gone out" from the Rhode Island school, but I am not sure whether as "graduates," or only after a partial course; 650 are reported to be "teaching" in Connecticut, but probably nothing like that number had completed their course or received diplomas.

Teachers, however, are procured from other sources besides the normal schools. Many pass from the high schools, and even from the upper classes of grammar schools, direct to the charge of schools, without any special training. The high schools themselves are frequently furnished with teachers from the different colleges and universities, and are not seldom found under the charge of graduates of Harvard or of Yale. All over the States there are large numbers of so-called "academies" incorporated and under the management of trustees, in many of which, classes are formed for the special training of teachers; and there are institutions, like that of Mount Holyoke, in Massachusetts, where the number trained with more or less completeness is considerable. There is a special provision in the State School Law of New York to the effect that "The Treasurer shall pay yearly, on the warrant of the Comptroller, out of the income of the U. S. Deposit or

Deficiency, in part made up by natural aptitude.

At the same time, I must allow that the deficiency is very much less striking to the outward eye of a casual observer than would be the case under similar circumstances in England, on account of the much greater natural aptitude for the work of a teacher possessed, as it appeared to me to be, by Americans generally, and particularly by American women. They certainly have the gift of turning what they do know to the best account; they are self-possessed, energetic, fearless; they are admirable disciplinarians, firm without severity, patient without weakness; their manner of teaching is lively, and fertile in illustration; classes are not likely to fall asleep in their hands. They are proud of their position, and fired with a laudable ambition to maintain the credit of their school; a little too anxious,

'Literature' Funds, not otherwise appropriated, to the trustees of all academies selected by the Regents of the University, the sum of \$10 for every scholar, not to exceed 20 scholars in each academy, instructed under a course prescribed by the said regents, during at least one-third part of the academic year, in the science of common-school teaching." From the report of the regents, it appears that in 1862-3 there were 90 academies designated for this purpose, in which 1,616 pupils—421 males and 1,195 females—were instructed free of charge with this aim. But in 17 of the 90 academies the provision of the law requiring separate instruction in common school teaching, was not complied with (See *Regents' 77th Report*, p. 305). Students, before they are admitted to the advantages of this gratuitous instruction, are required to sign a declaration of intention to teach in the common schools of the State.

New York city normal school.

In New York city, what is called the normal school is nothing more than an assemblage of teachers every Saturday, from 9 to 1 o'clock, in one of the ward school-houses, to receive instruction in the best methods of dealing with the different subjects required to be taught in the primary and grammar schools. The general direction is in the hands of one of the assistant-superintendents of schools, and the lectures are given by another assistant-superintendent and some of the masters of grammar schools. In the Manual of the Board of Education (p. 29) it is laid down that the school "shall be attended by such of the teachers in common schools as the Board of Education by general regulations shall direct, under penalty of forfeiture of their situations as teachers." But this absolute requirement does not appear to be insisted on, for I was informed that the attendance was voluntary. Those who do attend are chiefly teachers holding a certificate of grade B, who wish to raise it to grade A. They are exclusively females. About 500 are inscribed on the register, and the ordinary attendance is 300 or 400. The day that I attended was very wet, and there were not more than 60 present. Six classes are formed, and lectures are given on mental science, methods of teaching the different subjects prescribed by the Board of Education for primary and grammar schools, principles of discipline, mathematics, natural philosophy. I heard five or six lectures given, most of them well arranged and clear. There appeared to be a good deal of inequality in the classes, some of the young ladies being much inferior to others both in quickness and attainments. There is nothing in the nature of a practising class attached to this school; but each teacher, coming fresh from the daily experience of her school, would easily be able to see the application both of principles and methods. My general impression of the working of the scheme was that, though it only attempted to deal with about one-fourth of the teachers of the city, it was conducted upon a sound plan, and must be producing beneficial results.

Normal school in Chicago.

In Chicago, the normal school is a department of the high school in which, over and above the ordinary teaching of a high school, instruction is given in "methods." There are about sixty students in it, who are admitted by examination. The course is two years, and the age of admission is sixteen. I heard a part of the examination for admission, for which the candidates—though I must confess the ordeal was enough to make them feel a little nervous—did not seem to be particularly well prepared.

Teachers' conferences.

They have also two other plans in Chicago for improving teachers, which are said to answer well. For an hour in the afternoon of the third Friday of every month, the teachers of each district school assemble together under their principal, to consult upon the special interest of their school. And on the morning of the second Saturday of each month, a collective conference is held of all the teachers of the city, at the high school under the city superintendent, for instruction on points of general scholastic interest. This is obligatory, and a record of attendance is kept, though there is no penalty for absence. The first hour is spent in hearing a lecture or essay; for the remainder of the time the teachers break up into sections, and consider subjects proper to their several grades. Classes of children are brought in from the district schools, to aid in the practical illustration of the points discussed. The illustrations are given by those who are considered the best teachers, who introduce their own classes. The children are said to be pleased to come, and the whole arrangement is that of a "mutual improvement society." The superintendent considers it to be working well.

Teachers' institutes.

Throughout the States, great reliance is placed on what are called "teachers' institutes"—that is, local gatherings of teachers, varying in number from 50 to 200—"the most good being accomplished," Mr. Boutwell thinks, "when the attendance is between 80 and 150"—who remain in session from ten days to a fortnight, generally taken out of either the spring or autumn vacation, and occupy themselves in listening to lectures and taking part in discussions on subjects connected with their professional duties. In Massachusetts, a sum not exceeding \$3,000 per annum is set apart out of the school fund to meet their expenses; no single institute, however, being entitled to an appropriation exceeding \$350. In Ohio, the fund raised by the fees on certificates is applied to their maintenance. In Illinois, the county Board of Supervisors are authorized to make appropriations out of the county treasury for their support, whenever they shall consider the interests of the schools and the public good can be thereby promoted. (*School Laws*, s. 71.) The importance attached to them in the State of New York may be estimated from the provision of law which, having fixed the annual school term at twenty-eight weeks of five days each, declares that "a deficiency not exceeding three weeks, caused by a teacher's attendance upon an institute within the county, shall be excused." (*School Law*, title iii, art. i. s. 7.) In 1864, eight institutes were held in Massachusetts, attended by 1,228 teachers. Their popularity is attested by the statement of the secretary that never before were "the invitations more earnest, the receptions more cordial, or the hospitality more bountiful"; never before was there "manifested a deeper interest in the exercises, both by teachers and the citizens generally." (*Mass. 28th Report*, p. 62.)

Estimate of their value.

The Rhode Island Commissioner gives the following estimate of their value:—"It is unnecessary to speak of the inestimable value of these teachers' gatherings in engendering and keeping alive a spirit of educational interest and enthusiasm.

The best teachers are always there—they cannot afford to be away. They communicate and receive good. The work of education is laborious, exhausting, complex, and ever changing. New truths, and new and improved methods of communicating truth, are continually presented, and the teacher who is not awake to this will some day wonder that he has slept so long.

Those who teach most diligently, most faithfully, and most successfully, feel most the need of these things; and it is evidence against a teacher's qualifications that he is indifferent to educational meetings." (*19th Report*, p. 37.)

The special difficulties.

It is a fair inference from the remark that "the best teachers are always there," that the worst teachers, those who most need stimulus and improvement, are not reached by institutes. In Ohio

perhaps, to parade its best side and screen its defects; a little too sensitive of blame, a little too greedy of praise; but still, as I judged them from the samples which I saw, and in spite of numerous instances to the contrary which I read of but did not see, a very fine and capable body of workers in a noble cause. The high public spirit that animates the mass may be estimated from one fact alone already mentioned:—In the single State of Pennsylvania, the number of male teachers who entered the Army in the recent war was upwards of 3,000, and the number who volunteered was to the number who were drafted in the ratio of eight to one.* And the flame of patriotism, though it may take another form, burns quite as brightly in the breasts of American women as in the breasts of American men. Apart from the question of adequate training, I know not the country in which the natural material out of which to shape the very best of teachers is produced in such abundance as in the United States. That, with the shaping process so very imperfectly performed, the results are what they are, is sufficient proof of the quality of the material.

The salaries of these teachers are in no case (measured by our English standard) high; and in many cases they are miserably low. I have already mentioned that the highest salary, so far as I am aware, paid to any school functionary in the United States is that paid to the Principal of the Free Academy in New York, which is \$4,000, or at the present value of the dollar, about £650 a year.† The lowest salaries of female teachers in rural schools frequently do

Teachers' salaries.

the difficulty is to find men "thoroughly competent to conduct" them. (11th Report, p. 9.) In fact, with the low salaries paid to inferior teachers, it is not easy to see how they could afford the expense of attending. "Many teachers," says the New York Superintendent, "receive salaries so small that they have been obliged to exercise the most rigid economy, even to denying themselves a participation in freely offered and much-needed instruction." (11th Report, p. 35.)

Institutes are maintained on a grand scale in the State of New York. In 1864 they were held in 54 districts, for periods varying from one to three weeks, and attended by 7,524 teachers, each attending on the average about eight days. Several thoroughly qualified instructors were employed by the Superintendent, and devoted their entire time to the work during the autumn months. While they confined themselves principally "to a theoretical and practical illustration of the principles of the elementary branches usually taught in the schools, and to the approved methods of teaching them," we are also told that "the proper mode of training schools in healthful physical exercise, of governing and classifying them, and of awakening a love of knowledge and virtue, received special attention." The Superintendent's opinion of their influence is expressed as follows:—"These institutes, whatever their imperfections, have this advantage,—that, at a comparatively small expense, they afford valuable instruction to persons who give earnest of their interest in the vocation of teaching, and who immediately carry back the information thus derived into the schools of all parts of the State; and I am gratified in being able to report that their importance in the successful operation of our school system is unquestionable. *Until other agencies for the preparation of teachers shall have been greatly increased in numbers*, institutes will be indispensable; and it is suggested that the appropriation made for their support should be commensurate with their necessities." (11th Report, p. 35.) The cost of institutes to the State in 1864 was \$9,991, at an average expense per teacher in attendance (7,524) of \$1.32. Ten years before, the attendance was only 1,100, and the State appropriation only \$1,100.

Scale on which they are held in New York.

The American Institute, which has thus been described, is not very unlike the "Teachers' Harvest Meeting," which, a few years ago, was a popular institution in England, though from some cause or other it seems to have fallen into desuetude. I fancy that we, with our practical notions, attach much less value than do the Americans to lectures as vehicles of actual instruction. With them the lecture is quite an educational influence, as I shall have a more proper place for noticing further on. On the other hand, the American training system seems deficient in the element of practical demonstration. With the exception of that at Boston, none of the Massachusetts normal schools has a practising school, or, as the Americans call it, "an experimental school," attached to it, which, in our system, is considered indispensable. Hence, though the superiority of normal students as teachers is generally admitted, the knowledge with which they start in their profession is chiefly theoretical, and they may, and often do, break down in their crude attempts to apply it to practice. They are like a young surgeon who has studied anatomy in books, but has never witnessed a dissection nor performed an operation. "The State normal school," says a New York school commissioner, "is a great benefit as far as it goes; but it is only as a drop in the great ocean. The mass of our teachers will never become what they should be with only one normal school for training them. Teachers' institutes are fine things in their way, and so are teachers' classes in academies; but they are not all, nor nearly all, we want for the education of our teachers." (11th Report, p. 211.)

Resemble our teachers' harvest meetings.

Deficiency of the practical element in the American system of training.

Its admitted inadequacy.

When all is said and done, the means employed to secure qualified teachers in sufficient numbers, evidently are, and are admitted to be, inadequate to the end.

* Pennsylvania Report for 1864, p. 43.

† The normal value of the dollar is 4s. 2d., or, \$4.84=£1. Just now, with gold ranging from 40 to 50 premium, it is not worth more than 3s. or 3s. 3d., or from \$6.50 to \$6.75=£1. Salaries have been very generally raised in view of this state of things. I do not know, if prices get to their ordinary level, whether they would be reduced again. The salary of the Principal of the Free Academy has recently been raised from \$3,000 to \$4,000. Teachers have to provide their own residences.

Value of the dollar.

The school reports of every State touch sharply and sympathizingly on the hardships suffered by teachers in this regard of salaries. I extract the following pertinent passage from the Ohio 11th Report, p. 13:—

General complaints of the lowness of salaries.

"Supposing the tax duplicate (*i.e.*, the assessment) to remain about the same, the aggregate school receipts for the present school year will be only 7 per cent. greater than the receipts of 1863-4, and they will be half of one per cent. less than the receipts of 1860-1. What other department of business will be conducted this year with the same nominal expenses as in 1860, or with an increase of 7 per cent. over the expenses of last year! Moreover, it must not be forgotten, that these reported rates are only nominal. Let the local school tax of the State be estimated by the gold standard, or, if this be objected to, by the money value of the products of our farms and factories, and it is reduced fully one half. The farmer pays his school tax with less than one half, I might say one-third, as many bushels of wheat or corn, or pounds of pork, wool, butter, and cheese, as it required before the war. The same is true of the manufacturer, taking his products as the measure of his school support, and also of persons engaged in all leading industrial pursuits. The school tax of the State has never before rested so lightly on the people. At the same time, it must be confessed, that these facts and figures are not very full of promise that even-handed justice is in store for the self-sacrificing, half-paid teachers of our schools; nor do they indicate

"Boarding round."

not exceed 8 or 10 dollars a month, exclusive of board; the teacher, in these cases, being "boarded round," as the phrase is, at the houses of the farmers, where, I am told, she is treated with great respect, and has the best room in the house assigned for her occupation, and is an occasion to the good housewife for producing her daintiest fare. The value of this board must be reckoned at from 2 to 4 dollars a week, according to its quality; but there must be countless cases in which the whole amount of a female teacher's salary, board included, does not exceed sixteen dollars (about 50s. a month), and that not secured for a longer period than a single term of three or four months' duration, and suspended during

Table showing average rate of salaries.

that the rapid withdrawal of the more enterprising from the profession, which is now crippling the schools, will speedily be checked."

The following table of the average monthly salary of male and female teachers in different States will show the actual state of things, as far as this can ever be done by an average; but, in drawing conclusions, it must be remembered that city salaries and high school salaries are included in the computation, and that an "average" is never so fallacious as when there is a wide disparity between the extremes. It perhaps gives a far truer view to say that the *highest* salaries in the best schools range, for males from \$100 to \$150 a month—a few Principals' salaries may be even higher—for females, from \$50 to \$60; the *lowest* salaries in the worst schools ranging meanwhile, for males, from \$20 to \$30 a month; for females, from \$15 to \$25.

State.	Average Monthly Salary, including Board.		Increase on last Year.	
	Of Males.	Of Females.	Males.	Females.
Massachusetts	\$ 46.78	\$ 19.37	1.91	0.47
New Hampshire	26.90	15.05	...	...
Connecticut	33.00	18.00	...	...
Ohio, Com. Schools	28.25	17.95	...	...
" High Schools	62.87	34.81	...	...
Pennsylvania	25.42	20.16	1.48	1.60

Table showing rate of salaries in certain cities.

In a country township which I visited in Connecticut—rather above the average in wealth and liberality, I imagine—I found the highest salary paid in the previous year was \$42 a month to a male; the lowest, \$16 a month to a female. In another rural district, in Massachusetts, also well to do, the mistress of the grammar department was receiving \$25 a month; the teacher of the primary department, \$17.

The succeeding Table exhibits the phenomena of some of the leading cities, in which, generally, a fixed scale is adopted, often, as at Boston and Chicago, rising by a regular graduation of 50 to 100 dollars, according to length of service, till a maximum is attained.

Name of City.	High School.			Grammar Schools.			Primary Schools.		
	Principal.	Vice-principal.	Assistants.	Principal.	Vice-principal.	Assistants.	Principal.	Vice-principal.	Assistants.
New York, Boys	\$ 4,000	\$ 3,500	\$ 12 at 3,000 3 at 1,750 5 at 1,500 4 at 1,250	\$ 1,500	\$ 1,200	\$ 800	\$ 675	\$ 500	\$ 300
" Girls ... ..	...	...	...	800	600	400	...	...	...
Boston Boys	2,600	1,800	1,400	1,800	1,400	1,400	...	...	...
" Girls	2,600	700	600	...	600	400	...	...	400
Chicago	2,000	...	...	1,500	...	400	...	...	300
Baltimore, Boys	1,800	1,600	1,400	1,300	500	350	500	...	300
" Girls	1,500	800	600	700	500	350	...	...	...
Providence	1,600	1,200	400 to 900	1,100	...	350	350	...	300
St. Louis	2,500	1,800	900 to 1,500	1,500	...	500	650	...	450
Cincinnati ... ..	...	...	...	1,320	800	300 to 600	1,200	800	300 to 600
Philadelphia, Boys	2,200	1,800	1,200 to 1,600	1,500	...	450	700	...	400
" Girls	1,800	...	600	750	...	300 to 450	400	...	300

Remarks on the table.

It was not very easy to construct this table, owing to the different organizations and nomenclatures which prevail in the schools. The rates given in New York are the *maxima* fixed by the Board of Education; salaries are actually paid, except in the case of a Free Academy, according to the number of children in attendance at each school. The same principal determines the number of teachers employed. In Boston, the *commencing* salary is the one given, which increases by \$50 or \$100 a year to a maximum of \$200 or \$300 above the figures given in the table. A similar rule obtains in Chicago. It was difficult also to distinguish between male and female teachers in the table; but I do not remember an instance of any female teacher's salary exceeding \$800, or about £120 a year; and, speaking generally, all the lower figures indicate the salaries of mistresses, the cities, as we have already seen, drawing by far the larger proportion of their teachers from the female sex. In Boston, all principals are males. In one or two instances in the reports, averages are struck: thus, in St. Louis the average salary of male teachers is \$1,522, of females \$582; in Detroit, of males, \$926, of females \$365. This is enough to illustrate the wide variations that prevail.

Extract from Philadelphia Report.

I close this note with a striking extract from the Report of the Board of Controllers of the Schools of Philadelphia (p. 31):—"Let us look at the salaries of teachers, and make comparisons. We have in our schools about 1,300 female teachers, cultivated and intelligent ladies, who follow the profession of teaching after years of study. We demand and receive the highest order of talent, and what do we pay them? About 800 receive 80 cents a day; about 200 receive a dollar a day; about 200 receive a dollar and a quarter a day; about 100 receive less than two dollars a day. In other words, there are upwards of a thousand teachers upon each of whom is lavished per diem a sum scarcely equal to the amount paid to the washerwoman, and about 800 of these obtain only two-thirds of a washerwoman's wages. A large proportion of the teachers receive less than the janitress who sweeps the school-house." At the same time, it may be remarked, that washerwomen, at least those employed by the hotels, charge exorbitantly for their work. I sometimes paid two dollars, and the ordinary charge was a dollar and a half, for a dozen articles. The amount of ladies' laundress' bills is said to be frightful.

vacations; and into this calculation is to be taken the fact that, at the present moment, the ordinary necessaries of life, food and clothing, are at least fifty per cent. dearer than they are in England.* The salaries of teachers in cities are certainly higher, and their tenure of office more permanent; but even there each appointment is only considered to be made for a year, and although the principals and superior officers of the schools generally retain their positions from year to year, there are great and frequent changes in the lower departments.

Indeed, it is the low range of salaries, acting powerfully as a motive upon the general restlessness of the American temperament, which produces those rapid and continual changes in the teaching staff of the schools, the effects of which are so deeply and unanimously deplored. It is thought a great thing to retain the same teacher in the same school for a whole year.† A calculation is made that "at least one-fourth of the money expended on the schools is thus wasted."‡ The quietness and success that has marked a school year is attributed chiefly "to the employment of the same teachers, who had taught for some time in the township before."§ To find a body of teachers who intend to "make teaching their business for several years" excites surprise.|| And yet it is felt and acknowledged that "a teacher is worth twice as much the second term as during the first."¶ "Frequent change of teachers" is classed, with their "incompetence," and the "irregular attendance" of scholars, as the three great "hindrances to the successful prosecution of the schools."***

The causes of the evil are partly to be found in the habit—which, however, is on the decrease—of employing male teachers in the winter and females in the summer; but more frequently in false notions of economy,†† or vicious practices of nepotism:‡‡ the two latter, from one's knowledge of human nature, one may venture to affirm, sources of mischief not very easy to reach, nor very likely to be cured.

The duties of teachers are large and varied, and the responsibility of principals of schools, whose function is rather superintendence than teaching, is considerable. The system of Cincinnati appears to be as perfectly organized as any other, and is quoted with high approval by Mr. Wells of Chicago, one of the most experienced practical educators in America, as having contributed more than anything else to the remarkable improvement of the Cincinnati schools.§§ Under this system, the

* The School Committee of Swampscott, Massachusetts, give an estimate, taken from an actual instance, of a female teacher's annual expenditure, as they deem it, on a moderate scale. (*Massachusetts 28th Report, Appendix, p. 45.*)

Board, 45 weeks at \$2.75 a week	...	...	...	...	\$123.75
Washing, at 50 cents a dozen	...	...	...	...	13.00
Fire and lights	...	...	...	...	8.00
Clothing, \$55; boots and shoes, \$13; bonnets, \$13	...	...	...	...	81.00
Books, lectures, and stationery, \$5; pew rent, \$3	...	...	...	...	8.00
Travelling expenses, \$10; incidentals, \$6.25	...	...	...	...	16.25
					\$250.00

Many teachers, however, must live at less than half this cost.

† "One improvement is greater permanency in our teachers. Nearly one-half of our schools have been taught by the same teacher through the year." (*Mass. 28th Report, App., p. 126.*)

‡ *Ibid.*, p. 153.

§ *Ibid.*, p. 198.

|| *Connecticut Report for 1865*, p. 75.

¶ *Connecticut Report for 1865*, p. 81.

*** *Ibid.*, p. 83. The evil seems to reach to a great height in Connecticut. "Not a single district," says one report, "has retained its teacher for two successive terms." (*Ibid.*, p. 72.) "We have employed," echoes another, "in our sixteen schools, during the year, 31 different teachers, and only one single teacher has been employed in the same school through the year." (*Ibid.*, p. 75.) And again,—"Few teachers have been employed in our schools during the whole year, only one continuing two terms in the same school." (*Ibid.*, p. 80.)

†† "The employment of new, and especially of inexperienced teachers, and of constantly changing them from term to term, which is caused in part by a desire to get teachers that are cheap, is operating very much to the disadvantage of our schools." (*Ibid.*, p. 81.)

‡‡ "Our schools suffer materially from the frequent change of teachers. A new committee is elected who will have some friend or relation to put into the school, and the experienced teacher must seek employment elsewhere." (*Ibid.*, p. 73.)

§§ *10th Annual Report of Chicago Schools, 1864*, p. 42. In New York, the organization of each department is complete in itself; and in one building, where there might be three departments, *ez. gr.*, a mixed primary, a boys' grammar, and a girls' grammar, department—as in School No. 14—there would be three principals, one male and two female, with independent powers.

In Boston, all the primary schools are organically connected with the grammar school of their district, and the principal of the latter is charged with the superintendence of them. That no similar provision for the overlooking of the young female teachers of the primary schools by the experienced principals of the grammar schools exists in Philadelphia is a matter of regret to the warmest friends of education there, and may partly account for the asserted inferior condition of the lower grade of schools in that city.

All grammar school principals in Boston are males—even the principal of the girls' high school. There is no faith, in Boston, in female principals. Boston teachers are ranged in an eight-fold gradation of precedence: 1. Masters = principals; 2. Sub-masters = vice-principals; 3. Ushers; 4. Head-assistants; 5. Assistants; 6. Primary school-teachers; 7. Music teachers; 8. Sewing teachers. It is proposed to abandon the name of usher, as having undignified associations connected with it. "There is something in a name," says the Superintendent, "and there is no propriety in applying the antiquated, and now, with us, unmeaning title of usher, to gentlemen whose acquirements and position place them on an equality with the professors in our colleges." (*Boston Report for 1864*, p. 184.) Masters, sub-masters, and ushers, are males; the rest, unless it be the music teachers, are all females. The five first-named are found exclusively in the high and grammar schools. Their distribution depends on the composition of the school, whether for boys only, for girls only, or mixed. The rates of salary for the different grades are very different. The scale is given in the *Report for 1864*, p. 244.

Low salaries lead to change of teachers.

Causes of the evil.

Duties of teachers.

The system of Cincinnati.

Duties of the Principal.

Sample of teacher's expenditure.

The evil very prevalent in Connecticut.

Organization in New York.

Boston organization.

Principal, as local superintendent, is responsible for the observance and enforcement of the rules and regulations of the Board of Education for the guidance and direction of teachers and the government of schools, and is invested with authority to carry them into effect. He classifies the pupils in the different grades; announces to the different departments the hour for beginning and closing school, for the recitations and for recess; he has to see to the safe keeping and protection of the house, furniture, apparatus, fences, &c., and to maintain the strictest cleanliness in the school and outhouses; he provides for the cleaning, and for the lighting and maintaining fires of the schools, by the employment of a janitor; he keeps the annual register of attendance; he must devote at least one hour per day for every 200 pupils in average daily attendance, to the supervision of his assistants and direction of the general work of the school; he is to keep the pupils equally distributed and properly classified; to see that they are constantly and profitably employed, to report cases of absence to parents, once at least each school month to satisfy himself, by examination, of the thorough progress of each class in all the departments of the school, and to report to the Superintendent and to the local trustees, if there be any just cause to doubt the qualifications of any teacher; and at the close of each school month, he is to transmit to the clerk of the board all bills for teachers' salaries, together with such additional information as the board may from time to time require, or as he may think it important to communicate; he is further to make and preserve a journal of the more important matters and events occurring in his school, which shall be subject to the inspection of the local trustees and Superintendent, and must be transmitted to his successor.*

Assistant teachers.

Assistant teachers are required to be present in their respective rooms and to report themselves to the principal fifteen minutes before the opening of the school in the morning, and five minutes before its opening in the afternoon, under penalty of a fine in case of failure. It is their duty "to make themselves acquainted with the rules prescribed by the board, and to enforce the same, so far as they relate to their several departments; to preserve perfect order in their respective rooms, watch over the morals of their pupils, restrain all improper speech and conduct, and report all cases of gross misconduct or immorality to the Principal, for his counsel and direction; to endeavour to gain, by courteous deportment, the influence and co-operation of parents in sustaining the teacher's authority and government over the children, and so far as practicable, to govern their pupils by the moral influence of kindness, and by appeals to the nobler principles of their nature."†

Visitation of schools.

In the cities, the inspection and supervision of the schools by the local authorities is, or at least ought to be, very thorough and very constant; in the country, upon this as upon so many other points connected with their management, no doubt greater laxity prevails. Yet even there, recurrent visits at certain or uncertain intervals, on the part of the trustees, or of somebody deputed to discharge this duty for them, are provided for by law; and, in the districts into which I penetrated, I found they were generally paid; whether as frequently as required, or, when paid, whether as effective as would be desirable, I cannot undertake, from my own observation, to say. The reports which notice them do not leave upon the mind a very high impression of their value.‡

In the country.

In cities,

In cities, and where the system of management is organized under a Superintendent, the state of affairs is very different. The chief part of the work is done by the Superintendent, but he is stimulated or checked by the collateral activity and watchfulness of other officers. Thus, for example, in Boston, each district committee, within ten days after its appointment, divides itself into a suitable

particularly in Boston.

Miscellaneous regulations.

* See *Cincinnati 28th Annual Report*, pp. 98-9. The "journal" which the principal is required to keep is equivalent to the "log-book" of our Revised Code.

† *Ibid.*, p. 96. In the regulations of the City of Providence, R.I., teachers are required, "when deemed necessary, to extend their supervision to pupils going to, and returning from, school." It is not, however, very easy to see how this can be done, and generally the responsibility of the teacher is supposed to terminate at the school-door, or at most to be limited to its immediate neighbourhood. By the same regulations, teachers are peremptorily forbidden to receive any present or gift from any of the classes under their charge at any time.

The Boston rules are less stringent. "Instructors shall not become the recipients during term time, and only from a graduating class at any other time, of any present-money or other property from the pupils." At Boston, "no subscription or contribution for any purpose whatever may be introduced into any public school." In New York I met with cases of subscriptions for an organ for the school-room, for the Sanitary Commission's funds for the relief of the Army, and for other objects. In almost all the cities, teachers are forbidden to have private pupils before 6 o'clock p.m., except on Wednesday and Saturday afternoons; and in Boston, they are interdicted from engaging "as editor of a newspaper, or of any religious or political periodical."

Slackness of trustees.

‡ "The office of trustee being one of much work for little pay, but few trustees discharge their duty in all respects as faithfully as the wants of the school demand. Some plead incompetency, or an ignorance of their duty, as an excuse for not doing it; others frankly confess that they cannot afford to devote the amount of time and labour necessary to a prompt and proper discharge of their duty, for no reward. (*N. Y. 11th Report*, p. 313.)

In the Ohio report, the returns of the local officers to the State department are, almost without exception, described as "meagre," "insufficient," "imperfect," "unreliable." In one case, in New York, a still graver charge is made, and supported by what looks like proper proof. "In the accuracy of the statistical reports," says a commissioner, "I have little or no confidence. Every trustee is well aware that upon his report the public money is to be granted or withheld. He knows, too, just what kind of report will enable him to effect his purpose. Hence, a statement which shall accomplish the desired result is given oftentimes at the expense of truth and justice." (*11th Report*, p. 305.) It is suggested elsewhere, as a remedy for flagrant cases of dishonesty of this kind, that trustees shall be required to verify their returns on oath. In many instances teachers are sworn to the truth of their returns.

number of sub-committees for the primary schools in its district. These sub-committees are to visit the primary schools assigned to each once a month, and to examine them quarterly, and to report in writing their condition and progress to the chairman of the district committee at least a week previous to each quarterly meeting of the board. Further, the district committee, is to visit the grammar school of its district not less than once a month, without notice to the instructors,* and must examine it quarterly, and make a report in writing, both as to the condition of the school in respect of instruction and discipline, and as to the condition of the premises. In particular, they are to state in their report whether the rule relating to the infliction of corporal punishment has been complied with, and are to observe whether any children are enjoying the privileges of the school who do not reside in the city.†

In New York city, according to the account I received from Mr. Randall, the Superintendent, the inspection and examination of the schools is very thorough. The duty occupies him and four assistants five days in the week for eight months in the year, the schools being in session about ten. Each class and each individual scholar in the class is examined orally, marked, and graded. A boys' school of 500 scholars would occupy two inspectors for four days of six hours each. I was present at some of these examinations. They evidently were regarded as serious matters both by teachers and scholars, and I have no doubt they help to keep all parties concerned in them up to their work; but the questions and answers given struck me as a little too mechanical, running along the groove of the text books, and hardly ever diverging even from the phraseology. They seemed, therefore, to touch the memory chiefly, the faculty which is rather too exclusively, or at least too prominently, cultivated in American schools.

In some schools, as at Chicago and Providence, I found examinations largely conducted in writing. I glanced over some of the papers, which appeared to be carefully done, but still not without traces of this habit of "memorizing," which, as everybody knows, when too absolutely relied on, will not save an exercise from serious occasional blunders. As far as my judgment goes, all these examinations need to be freer, dealing more with real knowledge, and less with conventional phraseology, and more completely emancipated from the fear of text books and the limitations of routine. It is a miserable thing that students who are supposed to

* Such also is the habit of the Superintendent. "By visiting the schools without notice, and with as little ceremony as may be, I am the better able to see them in their normal condition, without the excitement and special preparation which necessarily precede formal and expected visits."—*Report for 1864*, p. 102.

† See *Rules and Regulations of the Board of Education*, pp. 16-17. The Boston rule on the subject of corporal punishment is as follows:—"All instructors shall aim at such discipline in their schools as would be exercised by a kind, judicious parent in his family, shall avoid corporal punishment in all cases where good order can be preserved by milder measures, and in no case shall be had to confinement in a closet or wardrobe, or to other cruel or unusual punishment, as a mode of discipline. It shall be the duty of the several masters and teachers in the public schools, at the close of each month, to make in writing, to the chairman of their district committees, a report of all cases in which corporal punishment has been inflicted, which report shall state the name of the pupil, the amount of punishment, and the reason for its infliction. . . . Corporal punishment shall be inflicted only after the nature of the offence has been fully explained to the scholar, and shall be restricted to blows on the hand with a rattan, except in cases where a pupil refuses to submit to such punishment. Corporal punishment shall not be inflicted on a girl in a grammar school without the consent and approval of the master (*i.e.*, the principal), which in each individual case must be first obtained." (*Ibid.*, p. 32.)

This rule expresses the general feeling in America about corporal punishment. How to deal effectively with intractable pupils is a great difficulty to teachers in American schools, owing to the excessive sensitiveness of parents. While I was at Boston, there was great excitement in reference to the discipline of the Latin High School upon this point, and a "remonstrance" had been addressed to the Board of Education calling for the removal of the master, on the ground, among other alleged reasons, that he appeared "to be actuated more by a desire to gratify anger, than to secure reform in administering punishment." A committee was appointed to investigate the charges, and the result of their inquiry was the complete exculpation of the master from every allegation that had been brought against him. I was informed in Philadelphia that corporal punishment, though not formally abolished, had been practically abandoned in the schools without any detriment to discipline.

When I told American educators of the form in which corporal punishment is administered in our public schools, they lifted up their eyes in amazement that either parents or boys could be found to brook such indignity. I imagine that we are the only nation under heaven who retain the birch and its accompaniments as an instrument of discipline. The time, perhaps, will come when we too shall discover that something less barbarous and as effective may with safety be substituted for it. The Boston law does not say what is to be done to the boy who refuses to be rattanned; we may depend, however, upon it that he is not birched. The idea of this would be as intolerable to an American as to a Frenchman.

The punishments allowed to be inflicted at the N. Y. Free Academy, where the age of the scholars ranges from fourteen to twenty, are the following, rising in an ascending scale:—"Demerit marks; private admonition; admonition by the principal, in the presence of the section and of the instructor, in the recitation-room; suspension by direction of the principal; public admonition by the principal, in presence of all the students at roll-call; final admonition by the principal in a meeting of the faculty; and dismissal for misconduct, to be directed by a vote of the faculty. A 'book of discipline' is kept in which each punishment is recorded."—*New York Manual*, p. 157.

American punishments, however, cannot wholly escape the difficulty that has been experienced in other places where corporal punishment has been abolished or restrained. In spite of the prohibition of "cruel and unusual punishments," there are, it seems, teachers in Boston "who do not make much use of the rod, and so record few or no cases of corporal punishment, but resort to other modes of punishment which are quite as objectionable, such as shutting up children in closets"—though absolutely forbidden—"plastering up their mouths,"—"unusual," certainly, if not "cruel,"—"decorating their heads with the dunce's cap, placing upon them some badge of disgrace, or requiring them to stand in their chairs." Some wise hints and cautions are given by the Superintendent in relation to such practices. (*Report for 1864*, p. 124.)

be acquainted with a subject should be able to look at it only from one side, and express their knowledge in no more than one prescribed memorized form of words.*

Repute and social position of teachers.

As to the character and repute of the teacher's profession in America, it certainly stands very high. I do not suppose that there are any teachers of common schools or of high schools in America who mix as freely in the highest class of society as do the masters of the great public schools among ourselves; but that is chiefly owing to the slenderness of their income not enabling them to afford to do so. And, on the other hand, the teacher of the humblest district school occupies a far higher social position than the teacher of an elementary school in England. Opinion and sentiment upon a matter of this kind are formed in the two countries by two entirely different influences. To the credit of the Americans, it must be said that, though greedy as others of money for purposes of self-indulgence and display, they have not yet learnt—I hope they are not even getting to learn—to put a social ban upon a man because of his birth, or to despise him because of his poverty. As to birth, they set no store at all upon that; and as to poverty, they may pity it, but they do not despise it.† I have already mentioned how teachers who are "boarded round" in a country district are treated in the families with whom they take up their temporary abode. I heard of a case in which the richest man in the township allowed his daughter to teach in the district school for two years: because he thought it would do her good by making her realize the comfort of depending upon her own exertions. All hangs upon the teacher's personal character and qualifications; as far as his profession is concerned, he is on a level with anybody. I was occasionally invited to visit teachers at their homes. They appeared to me to live in a sort of cheerful and refined frugality; able to exercise a hearty, but inexpensive hospitality; often relieving the monotony of daily toil by the cultivation of some recreative but not uncongenial study or accomplishment—a social position not altogether dissimilar to that so happily enjoyed by many an English clergyman. There was a healthiness in all this which one could not but appreciate and admire.‡

Some examination questions at Philadelphia.

* At Philadelphia there was put into my hands the report of a committee appointed to investigate certain charges which had been preferred, chiefly by teachers of grammar schools, against the Principal of the Girls' High and Normal School, principally with reference to questions set at the admission examinations. Many of the questions instanced in the report certainly are objectionable, and some are silly. But what struck me was, that the objections to them turn chiefly on two points; either (1) that "the question is out of limits," or (2) that "the answer is not in the text books." Thus certain words are given to be defined, a prominent exercise in American schools, and an objection is raised to the list, because the words, with the exception of three, are not to be found in the "scholars' companion" within the established limits. An objection is taken to a question in interest, it being shown that the arithmetic used in the schools contained only two rules in banking, and under neither the principle required for the solution of this problem, which proves the imperfection of the text book. The question, "Why does the sun never set on the British dominions?" notwithstanding Daniel Webster's eloquent explanation, is excepted to, not by reason of its difficulty, but because it is not legitimate, "lying out of the limits." Examples also are given of inappropriate questions—"When, where, and by whom, was 'Yankee Doodle' written?" "Was Washington ever wounded? If so, when and where?" "Decline 'tailor's goose.'" It appears that the Principal did not prepare the questions, though he was responsible for them, and the result of the committee's investigation was that he resigned his situation.

Examinations closely watched.

Whatever defects there may be in the mode of these examinations, they are, at least, criticised by keen and jealous eyes, and any attempt at partiality, or any failure in perspicuity, is at once detected and exposed. Of course, travelling "out of the limits," if carried to an unreasonable extent, would be a capital fault in an examiner; but it seems to me absurd to limit the words of which definitions may be asked, to a few pages of a text book prescribed for use in the schools. I shall print, in an appendix, some samples of examination papers. In judging of the difficulty of the questions, and of the amount of knowledge required to answer them, this constant reference to "limits" and to "text books" must be borne in mind. I thought it one of the chief merits of the method of instruction pursued at Westfield Normal School, Massachusetts, that this mechanical reliance on text books was discouraged, and students were taught to illustrate and enlarge their knowledge of a subject from any source of information within their reach.

† "Le germe même de l'aristocratie ne fut jamais déposé dans la Nouvelle Angleterre. On ne put jamais y fonder que des influences intellectuelles." *De Tocqueville*, i., p. 56. "Du moment où, d'une part, le travail semble à tous les citoyens une nécessité honorable de la condition humaine, et où, de l'autre, le travail est toujours visiblement fait, en tout ou en partie, par la considération du salaire, l'immense espace que séparait les différentes professions dans les sociétés aristocratiques disparaît. Si elles ne sont pas toutes pareilles, elles ont du moins un trait semblable. . . Ceci sert à expliquer les opinions que les Américains entretiennent relativement aux diverses professions. . . Aux États-Unis, les professions sont plus ou moins pénibles, plus ou moins lucratives; mais elles ne sont jamais ni hautes ni basses. Toute profession honnête est honorable." *Ibid.*, ii. 171-2. A fine saying of Daniel Webster's will illustrate the American sentiment:—"It did not happen to me to be born in a log cabin, but my brothers and sisters were. A man who is not ashamed of himself, needs not to be ashamed of his original condition." So of old at Athens: "τὸ πένεσθαι οὐχ ὁμολογεῖν τιτὴ ἀισχρὸν, ἀλλὰ μὴ διαφέγγειν ἔργῳ ἀισχίον." *Pericles apud Thucyd.* ii., 40.

Tone of the teachers' meeting at Cincinnati

‡ I was very much prepossessed with the appearance and tone of the great body of Ohio teachers—four or five hundred in number—whom I saw assembled at Cincinnati. In spite of a little self-assertiveness which characterized some, there was an energy and an evidence of purpose in most which was very observable. An excellent lady, wife of a professor in one of the Ohio universities, to whom I was introduced, expressed a hope that I would not judge of the general tone of American teachers by what I saw there; she was afraid I might deem it frivolous and deficient in earnestness. The fact is, there were intermissions of business now and then, of which the younger teachers of either sex took advantage for harmless purposes of their own; and a little lively chattering and chattering took the place, for the moment, of serious discussions and elaborated addresses. I must say that I enjoyed the meeting very much; and though a stranger only sees the surface of things on such occasions, I saw nothing either to excite suspicion or to provoke criticism. The meeting lasted, if I remember rightly, for three days, and closed with a picnic, which, unfortunately I could not attend.

The next point to be considered, after the administration of the schools, is their internal organization; and here I cannot do better than follow the order of inquiry marked out for me by my instructions. As I consider that what the commissioners will most care to know is, how the system works in its best developments, I shall draw my picture chiefly from the better schools and more perfect instances, referring the reader to a note for marked departures from, or deteriorations of, the type.

Americans commonly divide their schools into classified and unclassified, graded and ungraded, schools. The unclassified school is one in which the organization is of the character that we call in England "higgledy-piggledy"; and, of course, is a type that is only found in the most backward rural districts.* The classified ungraded school is one in which the children are arranged in classes upon a certain recognized principle; but the school is not one of a graduated ascending series, being in fact supposed to be complete in itself, and all the classes are taught in one room, generally by a single teacher, with the assistance, perhaps, of monitors.† Such are most of our own English parochial and elementary schools. The graded school is part of a system divided into two, three, or more parts, each part, except the two extremes, organically connected both with one below, of which it is the advance, and one above, for which it is the preparation; each grade ordinarily corresponding with and representing a year's progress; and though that

The greatest hospitality is exercised on these occasions. Railway companies remit or lower their fares; and I suspect that very few of the 400 or 500 ladies and gentlemen assembled were put to any expense for bed or board during their sojourn in Cincinnati.

* Defective classification arises sometimes from defective organizing power in the teacher; more frequently from the mischievous multiplicity of text books. "In most of the schools," reports a N.Y. commissioner, "a uniform series of text books is adopted, and a good classification of the scholars can be made; while in others the scholars bring such books as they happen to have; consequently, each pupil constitutes a class by himself, the time of the teacher is divided, and his labour enhanced, while the pupil makes but slow progress." (11th N.Y. Report, p. 256.) And again:—"A great evil in our schools at the present day is the diversity of text books in use; many, perhaps most of them, may be works of merit; but such is the variety of them, that it is in many cases quite impossible for teachers to classify their pupils according to their attainments, or to conduct the recitations by the most approved methods." In the Pennsylvania statistics, it appears that in 1862 there were 1,245 of these unclassified schools in that State, but in 1864 the number was reduced to 198. (Report for 1864, p. 17.) One may hope, therefore, that the species is dying out. In the same year, in the same State, there was an increase over 1862 to the amount of 143 in the number of graded schools. "Only those schools," says the superintendent, "should be returned as graded schools which have a regular system of grading the pupils from the primary to the most advanced branches taught." (Ibid., p. 29.)

† "In a school of the past winter, consisting of sixteen scholars, were found twenty-five distinct classes:—to make such a thing possible, of course the same scholar would be placed in a different class in different subjects:—"while in another school, of the same number of scholars, were found thirty classes, each of which must be daily exercised. We were informed by the teacher that she could not consistently make the number of classes less, and that it was only by dint of skilful management that she could make a complete round in six hours. But in a school that is properly classed, sixteen pupils may be taught a principle in the same time that would be required to present it to each of four classes of four pupils each; so, in the latter case, the pupil can have but ten minutes for his recitation, while in the former he receives an exercise of forty minutes. We believe that seventy or eighty scholars, brought together in one house, and there divided, according to their rank, into two schools, each under the care of a teacher adapted to its particular need, would be better taught, at less actual expense than is now possible while we find them in several different schools, each embracing every grade." (Massachusetts 28th Report, p. 212.) The instances noted were instances of imperfect classification; children perhaps classified, one while according to their power of reading, another while according to their power of ciphering. The remedy suggested is, to classify according to a uniform principle, and to grade the school by breaking it up into departments, the one subordinate to the other, under separate teachers. The school committee of Cambridge say they have tried to improve their schools by a similar proceeding:—"Besides reducing the number of grades in the inferior schools, we have introduced a uniform classification, dividing all the grammar schools into six classes, and the primary into four, besides the alphabet class. For each class in both schools we have prescribed a definite course of study, so that henceforth the degree of advancement of the children in any class will be the same at the same time in all the schools." (Ibid., p. 53.) This would be a nearly perfect organization.

The following passage from Mr. W. H. Wells's useful little manual on "graded schools" will throw light on the American system, and help to make its phraseology intelligible.

"In all cities and large towns there are numerous transfers from one school to another. As pupils from different schools are thus brought together, it is often found that those who are equally advanced in one branch of study are very unequally advanced in other branches. This creates confusion and inconvenience in the classification. Hence the importance of some uniform system of gradation in all the schools of a city or town. It is obviously unreasonable to expect one school to make the same progress in all cases as another more favourably situated; but it is not impracticable so to arrange the course of study that there may be certain stand-points in it, at which the pupils shall be required to reach a given standard of attainment in all the parallel branches, and from which no one shall be allowed to advance in one branch before all the other branches are brought up to the same standard. At these particular points, it is plain that the pupils will be together in all the branches in all the schools; and if these points are made sufficiently numerous in the course, a pupil may pass from one school to any other in the city or town at any time, and he will find some class equally advanced with himself in all studies. In classifying the pupils of cities and large towns, it has been found convenient to divide all that belong to the grammar and primary schools into ten grades—four grammar grades and six primary. In smaller towns, a less number of grades will be found more convenient. It is important that the divisions between the successive grades should be plainly and sharply defined." (The Graded School, p. 8.)

"All the pupils in any one class attend to precisely the same studies and use the same books. In each room there will be a first and second class, and it is important that the identical pupils who compose the first class in one branch should constitute the first class in every branch pursued by the same class. By this arrangement, while one class is reciting, the other is preparing for recitation, and an alternating process is kept up through the day, affording the pupils ample time to study their lessons, and the teacher ample time to instruct each class. . . . This is what is meant by a graded and classified school." (Ira Divoll, Superintendent of St. Louis Schools, quoted by Mr. Wells, *ibid.*)

progress is meant to be equable throughout, at certain points in it there are well-defined breaks, and the scholar passes from the primary or infant school into the grammar or secondary school, and from that again into the high school, in which the system culminates. The period of time ordinarily assigned to the whole course is about thirteen years, from the age of five to the age of eighteen, of which three to four years would be spent in the primary school;—three years is the prescribed period in Boston;—four to five in the grammar school; and again four to five in the high school. The “grades” correspond somewhat to our “standards” of examination under the revised code—promotion from one grade to another taking place at fixed periods, seldom oftener than twice a year, and always as the result of examination.

Effects of
competition.

There is a pretty general complaint that the desire of teachers in all the grades to make rapid and numerous promotions, and the competition which exists between different schools of the same grade with this aim, have a mischievous influence upon the system;* and, as a consequence, stringent rules are laid down by most of the Boards of Education to regulate the time and system of promotions, which, however, do not appear to be thoroughly successful in checking the evil.† The number of promotions from the Primary School to the Grammar School with which it is connected, or again from the Grammar School to the High School, is made, by the public, and by the teachers among themselves, a test of their respective efficiency as compared with their neighbours; and hence the natural results of superficiality and making “more haste than good speed,” or else of “high pressure,” under which the health both of pupils and teachers often breaks down.‡

Ages of entering
the different
grades.

The ages at which children enter these different grades of schools vary, but the rule may be stated to be as follows:—They enter the primary school at five or six, the grammar school at eight or nine, the high school at twelve or thirteen.§ The stage to which a child is advanced in the primary school may be judged of by the examination he is required to pass on admission to the grammar school. By the regulations of the Boston School Committee, “Any pupil may be admitted into the grammar schools who, on examination, shall be found able to read at first sight easy prose; to spell common words of one, two, or three syllables; to distinguish and name the marks of punctuation; to perform mentally such simple

Boston standard
of attainments
at eight years
of age.

Mr. Randall of
New York on
rapid promo-
tions.

* “The course of study pursued through the several departments is as nearly uniform as is attainable, and the various grades are judiciously arranged. There is too great anxiety, however, in many of the schools, stimulated not unfrequently by outward pressure, to make frequent promotions from one grade to another, often before all the studies of the grade from which promotions are made are thoroughly completed and reviewed. Except in special cases, promotions should not be made oftener than twice in a year, and in no case should a class or a pupil be transferred from the primary to the grammar school, or from a lower to a higher grade, without having fully passed through the preceding course. Thorough scholarship is of far more importance than rapid promotions, and neither the partial judgment of parents, nor the natural but injudicious desire of teachers to fill up their classes or complete their grade, should be permitted to interfere with the substantial welfare of the pupils. . . . The time for the completion of each grade is unlimited, and the teacher can occupy as long or as short a period as will suffice for doing his work well.” (*Superintendent of N. Y. Schools, N. Y. 11th Report*, pp. 243-4.) It is on points like this that the supervision of a judicious Principal becomes all-important. One driving teacher, if unchecked, can of course drive the whole school—one dragging teacher, retard it.

Boston rule of
promotion.

† The Boston rules are:—No scholars are to be promoted from one class to another till they are familiar with all the lessons of the class from which they are to be transferred, except for satisfactory reasons. Promotions from the primary to the grammar school are only to take place twice a year; but, occasionally, promotions may be made on the Monday of any week, whenever the sub-committee of the primary school and the master of the grammar school may deem it necessary. Promotions are made after examination by the master of the grammar school, who gives certificates of admission to those whom he finds qualified.

New York rule.

The New York rule is:—“No pupil shall be promoted from any primary school unless examined in the highest grade of studies provided for primary schools, and found to be qualified by the principal of the grammar school to which the promotion is to be made, or by the city superintendent, or such of his assistants as he may designate for that purpose; and when so qualified, such promotion shall be immediately made by the principal of the primary school. Promotion from a lower to a higher class shall in all cases be made when, on examination, the city superintendent or his assistant shall find the whole or any portion of such lower class qualified for such promotion.” (*The Manual*, p. 87.)

High pressure.

‡ The judicious and experienced Superintendent of the Boston schools calls attention to this evil in more than one of his reports. It appears to exist chiefly in the grammar schools, and more extensively among the girls than among the boys. It is found both in the upper and lower classes, but operates most injuriously in the highest division, where the competition for medals is severe. “I think,” says Mr. Philbrick, “there are teachers who put on the ‘high pressure,’ not because they think it for the good of their pupils, but because they feel compelled to do so, for fear of being considered inefficient if their pupils do not come up as high on examination as the pupils of certain other schools.” (*Report for 1864*, p. 115.)

A certain amount of competition, no doubt, is a wholesome stimulant, but it appears to be carried to an excess which is seriously injuring the physique of the pupils, and producing effects which it is feared may tell with fatal influence on generations yet unborn. The subject is being taken up with much earnestness in Boston—not a day too soon—and not only are calisthenic exercises being largely introduced into the girls’ schools, but a new system of vocal culture is being employed under the direction of its author, Mr. Monro, which invigorates the organs at the same time that it largely augments their power.

Boston interme-
diate schools.

§ In Boston there are certain schools called “intermediate,” or (in the rules of the School Committee) “schools of special instruction.” They are intended for pupils who are not qualified for admission to the grammar school, and yet are too old or too big to be admitted into or to remain in the primary school, where they might possibly interfere with discipline or retard progress. There are twenty-eight such schools in Boston, and they are said to be found very useful. They are generally ungraded, or at least only partially graded schools, and thus allow of more individualized instruction and more individualized promotion than is possible where a thorough system of grading prevails. The course of instruction is substantially the same as that in the primary schools, to which class they therefore properly belong. Both equally are feeders of the grammar school.

questions in addition, subtraction, and division, as are found in Eaton's Primary Arithmetic; to answer readily to any proposed combination of the multiplication table in which neither factor exceeds ten; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign of 100; and to enunciate clearly and accurately the elementary sounds of our language."^{*}

In the programme of the New York primary schools rather more is attempted, but I doubt whether more is actually achieved; and the above list may be accepted as exhibiting the average attainments of an American child, who has been taught in the common schools, at eight years of age.†

New York estimate.

The age of admission to the high schools varies, but thirteen may be taken as the mean. For admission to the Latin High School at Boston, a candidate must be not less than ten;‡ to the English High School, not less than twelve; to the Girls' High School, not less than fifteen, nor more than nineteen; to the Free Academy at New York, he must be fourteen.

Age of admission to high schools.

The qualifications for admission to the Latin High School are, that a boy "shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, to understand mental arithmetic and the simple rules of written arithmetic, and be able to answer the most important questions in geography, and shall have a sufficient knowledge of English grammar to parse common sentences in prose. A knowledge of Latin grammar is considered equivalent to that of English."§ For admission to the English High School for boys and the High School for girls, the terms are nearly the same: certificates of age and moral character, and ability to pass a satisfactory examination in spelling, reading, writing, English grammar, arithmetic, modern geography, and the history of the United States.

Qualifications for admission to Boston Latin High School,

to the English High School, and Girls' High School.

The normal period of the course at each of these schools is, at the Girls' High School, three years; at the boys' English School, four years; at the Latin School, six years. The full course of the New York Free Academy, which receives boys only, is five years of two terms each.

Length of the course.

It must not be imagined, however, that the bulk of the children who are admitted to the primary school at the age of five or six, pursue this course, which is theoretically marked out for them, to its completion. One of the New York assistant superintendents computes that *not more than one-half* of the children who attend the primary schools ever enter the grammar schools;|| and another states that a considerable number do not even complete the primary course.¶ A similar

This course not completed in the case of the large majority of children.

* Boston School Regulations, p. 50.

† I will print, in an appendix, the programme of study for each grade of school at New York and Boston, together with some examination papers sufficient to illustrate the points noticed in the text. What is done in these two cities may be taken as a sample of what is done, or at least of what is attempted, elsewhere. The New York programmes are the grander and more ambitious of the two, but I think that the Boston system produces sounder results.

Boston and New York programmes.

‡ It is not expected that those admitted to the Latin High School should have completed the grammar-school course. The reason for so low an age of admission as ten being fixed upon is thus stated by Mr. Philbrick:—"The method of instruction pursued in this school requires the larger portion of the Latin and Greek grammars, now grown to a large bulk, to be committed to memory very thoroughly. Experience and observation seem to have settled the fact that this memory work is, as a general rule, accomplished more successfully and satisfactorily by the pupils who begin at the age of ten or twelve than by those who commence at the age of fifteen or sixteen. Besides, the English branches, which are by no means neglected at this school, are learnt much more easily in connection with the ancient languages, or after having made some progress in them, than previous to commencing them. . . . And then, if a boy is to learn both the English grammar and the Latin, there is great economy in beginning with the latter; for while a knowledge of English grammar affords but little aid in acquiring the Latin, an acquaintance with the Latin grammar makes the study of the English almost unnecessary.

Early age of admission to Boston Latin High School.

"There is another consideration in favour of sending boys to this school at an early age:—Those who enter late feel it necessary to take what is called 'the short course,' in order to be prepared for college at the usual age, doing six years' work in three or four. Of those who undertake this task, some succeed very well, but many either get discouraged and drop out of the school, abandoning the idea of a college education, or break down in health, or injure their eyes by too much night study on the fine print of their text books." (Boston Report for 1864, p. 145.)

It will be seen from this, that the Latin High School rather breaks in upon the principle of sequence and gradation which prevails in the other parts of the system, and that in fact, it and the grammar schools, in some subjects of instruction, overlap one another.

§ Boston Regulations, p. 61.

|| Mr. Calkins' Report (in N. Y. Report for 1864), p. 82.

¶ Mr. Jones' Report (ibid.), p. 55:—"Tens of thousands leave school without entering the grammar departments, and some before they have finished the studies of the highest primary class. A much larger number seldom enter those classes in which the study of grammar or history is taught. The necessities of parents impel them to take this step, and the various factories where employment can be had invite them to enter. However much we may lament these things, they nevertheless exist, and every year increases the evil. These children who leave so early are found in subsequent years in the evening schools, groping their way along, knowing less than when they left the primary school."

Many children never get beyond the primary school.

The Controllers of Philadelphia notice the same thing:—"While the high schools are deserving of every care as valuable institutions, we must not forget that out of the 75,000 pupils now in our schools, not more than 500 are received into these institutions per annum. The huge portion never see the interior of these schools; a very large number never get into the grammar schools; very many never reach a secondary."—(Report for 1865, p. 23.) The secondary school in Philadelphia occupies an intermediate place between the primary and the grammar school. Its rank may be estimated from the following rule of promotion:—"Before pupils in any of the primary schools are promoted to secondary schools, they shall be well grounded in long division by three figures, and pupils from secondary schools shall understand compound division before they are admitted into the grammar schools." From this it looks as though proficiency in arithmetic were made the chief basis of classification in Philadelphia schools.

Secondary schools at Philadelphia.

The local organization of Philadelphia is, like that of Boston, into 26 sections, each with its own board of directors, and its own subordinated series of grammar, secondary, and primary schools.

Case of the Free Academy in this respect.	phenomenon in relation to the Free Academy, which unites in itself the characters of an English and Latin High School, is still more noteworthy. The average number taught in the grammar and primary schools of New York, for the year 1864, was 69,616—or, to speak roundly, 70,000, of whom it would perhaps be fair to assume that one-half, or 35,000, were boys. At the Free Academy, in the same year, there were only enrolled 648 students, of whom only 536 “pursued for four months of the academic year the classical studies of the higher branches of an English education required by the Board of Regents.”
The dwindling of classes.	Again, at the beginning of the year, in February, the senior class consisted of forty-three scholars; the junior, of forty; the sophomore, of sixty-one; the freshmen class, of 111; the introductory class, of 273. Six months later, at the July examination, the numbers in these classes had respectively dwindled to forty, thirty-four, fifty, eighty-eight, one hundred and ninety-nine.* No doubt the process of growing “fine by degrees, and beautifully less” will continue; and by the time that the introductory class has reached the dignity of seniors, their number probably will not exceed forty-five. Indeed, in no year since the establishment of the academy has the number of pupils who have completed their course and graduated, reached fifty.†
Similar case in Boston	The same fact, though it assumes smaller proportions in Boston, is still perceptible there in a degree. The whole number, the superintendent reports, promoted from the primary to the grammar schools in March, 1864, was 1,724, or in the ratio of the whole number belonging to the primary schools, of one to seven and a half. As three years is the primary course, and promotions take place half-yearly, the true ratio should have been one to six. The number actually promoted fell short of this by 400.‡ Again, the same authority states that the increase of pupils in the English High School ought to have been twelve times as great as it has been, in order merely to have kept pace with the growth of the city, and twenty-one times as great to have held its own in comparison with the aggregate growth of the public schools.§
Boston figures for 1864.	The following figures for the year 1864 will show the state of the case:— There were enumerated that year in Boston 32,854 children between 5 and 15 years of age. Of these, 26,960 were enrolled in the public schools, and 24,617, or 91.6 per cent. of the enrolment, were in average attendance. Of these, the average whole number belonging to the three high schools,—Latin, English, and Girls’,—was only 725, and the average attendance at them only 691. It will be seen at once, from these figures, what a very small proportion of the number of children
Explanation of terms.	* “Senior,” “junior,” “sophomore,” “freshman,”—these usual terms of American collegiate nomenclature correspond to a student of the fourth, third, second, and first year, respectively. As the course of the Free Academy is one of five years, the four classes indicated by these names are each rated a year higher, and students of the first year form the “Introductory Class.”
Difference in the supply of different grammar schools to the Free Academy.	† Another observable fact in relation to the Free Academy is the proportion in which its pupils have been supplied from the different ward schools. These are fifty-three in number, of which, however, only forty-nine have boys’ departments; and of these forty-nine, six have never so much as furnished a candidate for admission, while others have admitted as many as 202, 290, 703, 956. In 1864, sixteen schools did not send up a candidate for examination; and nine more, making up more than half of the whole number, only admitted one, while one school passed as many as fifty-five, another as many as 107. It will be seen, therefore, that the benefits of the Free Academy are very unequally distributed. Indeed, the New York system, considering its immense extent, is very defective in its highest grade. There is no high school at all for girls, and the only substitute for one is the supplementary department tacked on to the excellent girls’ school No. 47, and that only educates 130 pupils. The Free Academy is thought by many to have departed from its original purpose, which, I was informed, was not so much to give a classical education, qualifying for entrance upon the learned profession, as a scientific and practical course of training, fitting for the requirements of every-day life. As a consequence, it is not attractive to the mass of boys in the grammar schools. One grammar school master told me that he could have sent in sixty candidates for admission—he only did send in three. What is wanted in New York seemed to me to be, a thoroughly good commercial high school—something after the pattern of the English high school at Boston.
Deficiency in New York system.	So too, perhaps, the fact that “not more than one-half” of the children in the primary schools ever enter the doors of the grammar schools, may be partly accounted for by those schools not offering to the children the education that their parents consider suitable to their prospects in life. It is all very well, in a rhetorical speech, for a visitor to tell a mass of boys before him, as I heard them told again and again, that in a free country like theirs it was open to any of them to become President of the Union; the boys themselves, probably, and their parents, have no such ambitious aims swelling within their bosoms. The scale is pitched too high for the lowest class of children, though, of course, an American does not like to admit that there is a “lowest class.” Not a stitch of sewing is done in a New York school, nor is any form of industrial work taught, except in the Children’s Aid Society’s Schools. Indeed, Mr. Boesé, the Clerk to the Board of Education, a gentleman who observes very closely and intelligently the working of things as they are, thinks it will become necessary to establish two grades of schools in some localities, and to acknowledge the fact, which is ignored in the common school theory, that all children do not need the same education, nor expect to have opened out to them the same career. Grand theories not unfrequently come across stubborn facts, and must submit to be modified by them. Even Mr. Superintendent Randall, admirer as he is of the present system generally, and of the Free Academy in particular, doubts whether the girls’ grammar schools meet “the growing demand for a practical education, adapted especially to the future requirements of life,” and entertains no doubt that the “re-introduction of needlework” (for it had a place in the superseded system of the Public Schools Society) “would materially add to their practical utility.” (See his <i>Report for 1864</i> , pp. 18–21.)
Free Academy not generally attractive.	‡ <i>Boston School Report for 1864</i> , p. 135.
Opinions of Messrs. Boesé and Randall.	§ “This is a startling fact,” says Mr. Philbrick, “which we cannot contemplate with satisfaction. It shows a virtual falling off, to a very great extent, in respect to higher education among the young men of the city who are destined to business pursuits. It is true, no doubt, that the education received in the grammar schools is better than it was thirty or forty years ago; but this education is still elementary, and is almost exclusively confined to what are called the common branches; and however well these may be taught, they can never become a substitute for that higher course of instruction which is furnished at our English High School.” (<i>Boston School Report for 1864</i> , p. 152.)
Falling off at Boston for demand for higher education.	

nominally educated under the common school system receive the complete education which that system contemplates—how many boys and girls must carry away with them into ordinary life no more knowledge than every boy and girl can carry away from an average efficient English elementary school; and that, if it be true, as it very likely is, that there are very few Americans who cannot read and write, there must be a considerable number who, in the way of literary accomplishments, can do nothing more.*

For, in addition to the incompleteness of the course through which many of the children pass, there is another "startling fact" which the reports reveal in relation to attendance. I have already touched upon this point, when speaking of compulsory laws; but it may be as well to illustrate the general statements there made by a few figures. The following table exhibits, in the case of six States and of eight important cities, the total amount of persons within the school age, the total enrolment on the registers of the schools, the average attendance at the schools, and the percentage of "attendance" upon "enrolment." In my report to the Duke of Newcastle's Commission, I drew up a similar table exhibiting the same facts with reference to the agricultural district which had been assigned to me; and it there appeared that the percentage of average attendance upon the whole number of children enrolled in the schools was 73; the variations being between 78, the highest, and 65, the lowest.† It will be seen that the American figures present a state of things even worse in this respect than we are accustomed to and deplore at home.

Name of State.	Total No. of Persons in School Age.	Total No. enrolled on School Register.	Average Attendance.	Percentage of Attendance on Enrolment.
Massachusetts	241,644	226,400	181,669	80
Rhode Island	56,934	29,641	23,256	78
Connecticut	114,772	77,126	55,361	72
Pennsylvania	not given.	709,930	460,065	64
Ohio †	938,972	694,920	396,256	57
New York	1,307,822	881,184	not given.	...
Average	...	...	...	70

Name of City.	Total No. of Persons in School Age.	Total No. enrolled on School Register.	Average Attendance.	Percentage of Attendance on Enrolment.
Boston	32,854	26,960	24,617	91
Newhaven	8,116	5,131	3,670	71
Cincinnati	not given.	23,188	14,911	64
St. Louis	not given.	12,152	7,058	58
Detroit	not given.	8,111	4,437	54
Chicago	not given.	21,188	10,002	47
Brooklyn, N. Y.	not given.	50,366	21,143	42
New York	circ. 250,000?	173,717	70,388	40
Average	...	...	...	58

The subsequent table is interesting in the same relation. It exhibits the periods of attendance of the scholars enrolled in the registers of the public schools in the State of New York, and in the cities of New York and St. Louis.‡

Name of State or City.	Attended less than 40 days.	More than 40, less than 80.	More than 80, less than 120.	More than 120, less than 160.	More than 160, less than 200.	More than 200.	Whole Enrolment
New York State	223,137	239,442	175,816	114,868	63,208	64,713	881,184
New York City	35,689	32,213	26,170	23,938	20,724	41,391	188,125
St. Louis	2,098	2,058	1,910	2,109	3,864	123	12,152

It may be thought that three instances, as in this table, constitute an imperfect induction upon which to build a general conclusion; but the three reports from which I have taken these figures are the only ones in my possession

* In the Massachusetts prison statistics for 1862, it appears that there were in that year 9,705 persons committed, of whom, 1,576—one in six nearly—were minors, and 1,965—one in five—could not read or write. (*National Almanac* for 1864, p. 296.) It is true that of the 9,705, 6,296 were of foreign birth; but it would be going too far to assume that all of the 1,965 ignoramuses were of alien extraction. The Board of State Charities in Massachusetts, in their Report for 1865, "urge that more attention be paid and more money be expended for the instruction of prisoners, since more than one-third of all committed are unable to read and write." p. xliii.

† See *Report of Duke of Newcastle's Commission*, vol. ii., p. 33. The average result of the 10 specimen districts was rather higher than mine, viz., 76 per cent. In Mr. Winder's manufacturing district it rose as high as 82 per cent., higher than in favoured Massachusetts. (*Report*, vol. i., p. 648.)

‡ In Ohio and New York, the school age is reckoned between 5 and 21; in the other States, between 5 and 15, or else 4 and 16 years.

§ The figures are taken from the respective reports. (See *New York State 11th Report*, p. 14; *New York City 23rd Report*, Superintendent Randall's Report, p. 5; *St. Louis Report* for 1864, p. 49.) There is a variation between the "enrolment" of the New York City schools here and in the former table. There the ward schools only are reckoned; here the corporate schools are included too. It seems impossible everywhere to get statistics taken upon a uniform and consistent basis.

which tabulate the phenomena of attendance under the category of time. It is probable that things would be better in Boston, possible that they would be better in Massachusetts; but when it is remembered that eighty-seven townships, more than one-fourth of the whole number in that State, kept their schools open for a less period than 120 days in 1864, one ceases to be confident that a more favourable return could be made even there.* Anyhow, it would seem that the condition of schools in America, as respects both the percentage of attendance and the period of attendance, is no better than, indeed hardly so good as, the average condition of schools among ourselves. Of course, this is no matter for exultation; but it may at least dispose us to acquiesce in a shortcoming which appears inevitable, and teach us that, under all systems, there will remain a mass of apathy, thriftlessness, and ignorance, against which it is certainly our duty to fight, but which it is vain to hope ever effectually to subdue.

Sex of scholars.

No uniform rule.

Public feeling itself varies.

New York arrangements.

There is no settled principle governing the American system in the matter of the distribution of the scholars according to their sex. Perhaps what most approaches to a rule is, that all schools below grammar schools are mixed, but that grammar and high schools are separate. This is the rule in New York city; but it is a rule that has many exceptions. In Baltimore, in all the gradations—high, grammar, and primary—the sexes are separated; in Newhaven and Chicago, in all the grades equally, they are mixed. In Boston the practice is not uniform. The high schools, it is true, are separate, and the primaries are mixed; but of the twenty grammar schools, seven are boys' schools, seven are girls' schools, and six are mixed schools.

There is a wide diversity of opinion and sentiment upon the subject. Some parents will not send their children, particularly their girls, to the primary school, for fear of the influence of association with children of a lower caste, but will send them to the grammar school, where the class of scholars, from causes already noticed, is more select.† Others, again, who have no objection to the mixture of boys and girls for the purposes of instruction up to the age of twelve or thirteen, think the same intercourse no longer safe or prudent when they have become four or five years older. Mr. Hager, Principal of the High School at West Roxbury, near Boston, one of the ablest and best esteemed of the Massachusetts teachers, told me, as the result of sixteen years' experience, that he had observed much less appetency on the part of scholars of different sexes one to another, where the schools were mixed, than where they were separate; they seemed to meet more on the footing of brothers and sisters. In New York, in very many cases, there are three schools under one roof, but with different entrances, offices, and playgrounds. A mixed primary school will be on the first floor; a girls' grammar school on the story above; a boys' grammar school at the top. But even in the mixed schools the mixture is chiefly nominal; for the boys and girls only meet

The table below gives the centesimal proportions :—

Attended.	Less than 40 days.	More than 40, less than 80.	More than 80, less than 120.	More than 120, less than 160.	More than 160, less than 200.	More than 200.
N. York State	25	27	21	13	7	7
N. York City	21	18	14	14	11	22
St. Louis	17	17	15	18	32	1
Average	21	21	17	15	16	10

These results may be compared with advantage with those obtained by the Duke of Newcastle's Commission for the ten specimen districts.

Attended.	Less than 50 days.	50 days, but less than 100.	100, but less than 150.	150 to 200 inclusive.	Above 200 days.
Average per cent.	17.4	18.9	20.9	24.4	18.4

See *Report*, vol. i., p. 651. Here, again, it will be perceived, the condition of English schools does not contrast unfavourably with the condition of American schools. The periods taken in the returns are not quite the same, but they are sufficiently near to admit of comparison.

* See above p. 12, note.

Practice in Philadelphia.

Tendency in New York.

† This, I was told, is a common practice in Philadelphia. There are many parochial schools—that is, schools attached to and supported by different churches—and also many private schools in this city. The average charge for instruction is 10 cents a week. The master of one of the grammar schools informed me that these schools are preferred, for younger children, by many parents who do not like the mixture in the primary and secondary schools. We have already seen that in some places more than half the scholars never rise as high as the grammar school. Of course, these would, as a general rule, be the children of the poorest class of parents. In a rural township in Connecticut I met two little girls who went to a private school at some distance, in preference to the district school which was just opposite their door. They gave me as a reason that their mother did not like to send them there because the boys used such bad language. In New York, where children are not limited in their choice of a school to their own district, but are free to go to what school they please—a liberty that is not allowed at Boston—there is a manifest gravitation which carries “*τὸν ἕτοιμον ὡς τὸν ἕτοιμον.*” The gentility of some schools forms a marked contrast to the rough aspect of others. In the summer-time you will find hundreds of boys in the New York schools, and indeed throughout the country, whose whole attire consists of a cap, a shirt, and a pair of trowsers.

together in the assembling room, and even there occupy different sides. In the class rooms they are taught separately, and the girls are dismissed a few minutes before or after the boys. But of course all these precautions cannot prevent the occasional occurrence of difficulties out of school and on the road home; and the most approved plan is to have two grammar schools in a ward, in different localities, one for boys and the other for girls, each with a mixed primary school subordinated to it, or, at least, in the same building; for, strictly speaking, there is no subordination.*

I will reserve what I have to say about the more general question of the education of girls for the conclusion of this Report, where I will offer a few brief criticisms of some of the more salient features of the whole system.

By the theory of a common-school system, scholars of every rank are supposed to come within the sphere of its operation. But actual—I don't know whether they can be called natural†—distinctions cannot be disposed of by a theory, and, as a matter of fact, social distinctions do tell with a very marked effect upon American schools. Speaking generally, they are in possession of the great middle class—the artisans, storekeepers, farmers. The system works with a much nearer approach to its *idea* or theoretic perfection in the country, where ranks are more equalized, and there is no one rich and no one poor, than it does in the cities and towns. Yet, even in country districts “aristocratic feelings” and prejudices (very foolishly and unhappily, it must be admitted) are beginning to prevail.‡

Social status of scholars.

* It is interesting to collate the practice of different places. The schools in Cincinnati, which take a high rank, are divided into three grades—district, intermediate, and high. The period allowed to each is, six years in the district schools—twice the time allowed to a Boston primary; two years in the intermediate; four years in the high. The difference of time, as compared with Boston or New York, shows, of course, a difference of *arrangement*, but not any real difference of *system*. There are eighteen district schools, with about 900 children in each; two intermediate schools, with 450 scholars apiece; two high schools, each with 200 pupils. These high schools are partly endowed, and work with a not very wholesome jealousy one of another, on the part of their trustees. All these schools are mixed; but boys and girls occupy separate rooms for study, and, in the district schools, for recitations also; so that, though they are in the same building, they never meet. In these schools, forty-eight pupils is the number assigned to a teacher, and the same teacher instructs the class in all their studies. In the intermediate and high schools, the teachers take branches of instruction, and teach the same subjects to different classes. Boys and girls, at the allotted hour of each recitation, go to the room in which that particular subject is taught, and sit together, but on opposite sides of the room.

Cincinnati schools.

In the Bigelow Grammar School, South Boston—an excellently organized and efficient school—the sexes are mixed, and by an arrangement which is unusual, the classes are mixed also in every sense, there being no strict line of demarcation between boys and girls during recitation—they sit at their desks intermingled.

A Boston arrangement.

In many places I noticed a much larger proportion of girls than of boys in the upper departments. In Providence, where all schools are mixed, in the grammar and high schools the number of girls to boys was about two to one. In the high school at Springfield, Mass., there were eighty-five girls to forty-five boys. In Massachusetts, all the high schools, except those at Boston and Newburyport, are mixed.

More girls than boys in upper departments.

Newburyport is interesting in the history of American education, as being the first town which established a high school for girls, and obtained a decision of the Courts in favour of its being legal to levy a tax in support of such a school. Up to that time, it had been taken for granted that the State law only contemplated high schools for boys.

† They certainly may be called so, in Bishop Butler's meaning of the word “natural.” “There seems scarce any other possible sense to be put upon the word, but that only in which it is here used; ‘similar, stated, uniform.’” (*Analogy*, part i., ch. i.) And social distinctions certainly seem to be a stated uniform result of God's providence, and to make themselves felt, if not quite in the same way, yet in quite as marked a way, under democratic as under monarchical or aristocratic institutions. The theory of the literal and absolute equality of all men is sometimes vindicated in a summary and unpleasant way by an American who thinks you are forgetting it, and wishes to help you to realize it; but, as a rule, it is not recognized in practice. The offensive features of social superiority do not often exhibit themselves in America—the general sentiment is too strong for them. But, with proper feeling and real refinement, they need not exhibit themselves anywhere; and where they do, they are a sufficient proof that the superiority is artificial and accidental—not real and inherent.

Social distinctions.

‡ The Commissioner for the First District of Queen's County, N.Y., reports:—“Pupils begin generally to attend school at too young an age, say from five to six; then they are taken from the schools at from twelve to fourteen—by the wealthy to be sent to boarding-schools, and by the poor to be put to work. If they are to be taken from the district school, I think the wealthy also might better ‘put them to work.’ The children of many of the wealthy are never sent to the district school, from an aristocratic feeling on the part of the parents, ‘who do not want their children to associate with those of the poor. In a few cases the practice has almost destroyed the district school.” (*11th Report*, p. 276.)

Uppgrowth of aristocratic feelings and tendencies.

The Superintendent of common schools in Pennsylvania, speaking of academies and private schools, says:—“We do not require such a multiplicity of these institutions as we have in the State—schools where the most primary branches are taught. Such schools are drawing from the common schools the very influence and support that they should have; that is, the influence of men of wealth and position in society—men whose support would of itself render them popular, and the withholding of which has a tendency to render them unpopular.” (*Report for 1864*, p. 34.) We have already heard this gentleman recognizing as a special merit in the graded school its anti-aristocratic influences. (*Above*, p. 18, note.)

The tendency of parents to prefer private to public schools is lamented by the school committee of Greenfield, Mass.:—“The committee cannot but express their regret at what seems to be a growing disposition among a large class of our people to remove their children altogether from the public schools. We say this in no spirit of hostility to private schools. We appreciate the motives which prompt parents to withdraw their young children from what they fear to be the corrupting influence of the public schools.” (*Massachusetts 28th Report*, p. 149.)

Preference of private to public schools.

Another committee think that private schools are gaining ground upon the public schools, by reason of the higher education they offer. (*Ibid.*, p. 157.) But this is not the general, nor is it my own, opinion. I believe the preference for the private school is dictated solely by social motives. “It is a noteworthy fact,” says another N. Y. commissioner, “that private schools, with no better qualified or more successful teachers than may be found in the adjoining district schools, are much

And in all the cities, New York, Newhaven, Hartford, Providence, and even in Boston, the wealthier class—indeed, all who can afford to do so, almost without exception—send their children to private schools. Of the persons whose acquaintance I made in the country, most of whom I should rate at about the same level of social rank and social feeling as myself, I do not remember one who used, either for sons or daughters, the common schools. In all these cities there are finishing schools for young ladies,* just as there would be in cities of the same character among ourselves; and there are private day or boarding schools for boys, at which they remain till they are fit for college. The charge for tuition at these private schools would be from \$150 to \$200 a year; for boarders, the terms would rise as high as \$500 or \$600. The education—at least, in the girls' schools—would not, indeed could not well, be of a higher type than that offered to public acceptance by the high schools; but probably more attention would be bestowed upon "accomplishments"—on music and the modern languages. At Yale College, Newhaven—which, and Harvard University, near Boston, are the Oxford and Cambridge of America,—I was informed that, though a large proportion of the

Terms in private schools.

more liberally patronized than the latter." (11th N. Y. Report, p. 305.) The "fact" is attributed to "apathy." It is more probably attributable to pride.

Occupation of parents of students in high schools of New York and Philadelphia.

In illustration of the class of pupils who are found in the high schools, I append the following lists, extracted from the different reports. In interpreting them, the large sense in which the word "merchant" is used in America, as in Scotland, must be remembered. In analyzing the Philadelphia list a little more closely, I found one of those so classed was a "rag merchant."

A. Parentage of 351 pupils admitted to the introductory class of the Free Academy, N. Y., in July, 1864.—Artists, 2; auctioneers, 2; brokers, 8; book-keepers, 7; builders or contractors, 11; bankers, 3; brewer, 1; clerks or agents, 28; clergymen, 6; dealers or pedlers, 3; engineers, 4; hotel-keepers, 2; lawyers, 13; labourers, 3; masons, 3; merchants or manufacturers, 53; mechanics or artisans, 24; officers in army, 3; physicians or medical men, 13; professors or teachers, 11; publishers, editors, or authors, 6; police inspectors, 9; storekeepers or tradesmen, 74; shopmen, 3; miscellaneous, 9; occupations not given, many of them apparently widows, 42; independent or retired from business, 8; total, 351.

B. Occupations of parents or guardians of 160 students admitted July 5th, 1864, to the Central Boys' High School, Philadelphia:—Agents, 2; assessor, 1; baker, 1; beamsman, 1; blacksmiths, 4; boarding-house keeper, 1; bookbinders, 2; book-keepers, 3; bookseller, 1; brick-layer, 1; broker, 1; cabinet-makers, 3; carpenters, 6; chandlers, 2; clergyman, 1; clerks, 9; clothiers, 4; coachman, 1; contractor, 1; conveyancers, 3; cordwainers, 9; engraver, 1; farmers, 2; fire marshal, 1; furriers, 2; grocers, 4; hatter, 1; innkeepers, 4; iron-founders, 2; jeweller, 1; lawyers, 2; machinists, 4; manufacturers, 14; mariners, 3; merchants, 22; miller, 1; millwright, 1; pattern-maker, 1; perfumer, 1; physicians, 3; potter, 1; printer, 1; saddler, 1; sail-maker, 1; seamstresses, 2; sexton, 1; silversmith, 1; stationer, 1; surveyors, 2; tailors, 5; teachers, 2; tragedian, 1; undertakers, 2; upholsterer, 1; victualler, 1; watchmaker, 1; watchman, 1; not engaged in business, 8; total, 160.

C. The pupils in high schools are of course a sort of *corps d'élite*. The St. Louis statistics give the occupations of the parents of the whole number of pupils, 12,349 enrolled in the common schools. They are as follows:—Agents, 266; artists, 99; barkeepers, 204; boatmen, 707; butchers, 209; clerks, 407; draymen and teamsters, 333; farmers and gardeners, 286; labourers, 1,194; laundresses, 276; manufacturers, 590; mechanics, 2,875; merchants, 1,414; professional men, 433; public officers, 620; seamstresses, 385; unclassified, 2,051; total, 12,349.

Ladies' private schools.

* A young lady at Boston gave me the following account of the private school in which she was receiving her education:—There are seventy pupils and three regular teachers, with special teachers of French, Italian, German, drawing, and natural philosophy. Oddly enough, music is not taught. Hours of study are from 9 a.m. to 2 p.m., with a recess of half an hour. Home lessons occupy two, or two and a half hours. Terms are \$150 a year. Vacations are thirteen weeks in summer, one week at Christmas, one in May. The subjects of instruction are—arithmetic, algebra, geometry, geology, chemistry, geography, history, rhetoric and belles-lettres, Latin, French, Italian, German, drawing. The young ladies read Virgil, Horace, and Cicero, are obliged to speak French one to another in school, sometimes translate English plays into French. The usual age of entrance is fourteen, and the school period is four or five years. There is no periodic examination of the school.

Hopkins' endowed grammar school, Newhaven.

Hopkins' endowed grammar school at Newhaven, which I visited, is a sample of a type of school, outside the common-school system, not uncommon in New England and in other parts of the Union. Phillip's Academies at Exeter and Andover, Massachusetts, are of the same class. Their chief function is to prepare students of a superior class for the University.

Hopkins' grammar school was founded in 1662, by Edward Hopkins, Cromwell's Administrator of the Admiralty, who was himself educated at Shrewsbury School, and was for some time Governor of Connecticut. It is governed by a body of trustees—a close corporation, self-electing—and is endowed with land producing about \$600 a year. There are, however, no scholars on the foundation—all pay \$40 a year. There is one principal and one assistant teacher, and an average attendance of sixty pupils. Most of these have been prepared at private schools, and stay here from three to five years; fifteen or twenty come from distant States. The whole course of study is determined by the requirements of Yale College, beneath whose shadow the grammar school lives. The terms, which are forty weeks in the year, and vacations, exactly correspond with those of Yale. I was struck with the fine appearance and frank manners of the boys; there was the unmistakable tone of the gentleman about them.

Its programme of study.

The programme of study includes Latin and Greek, arithmetic, algebra, and two books of Euclid, ancient and modern geography, ancient and modern history, essays and compositions, but no modern language. The hours of study are from 8:45 a.m. to 12:15 p.m. and from 2:30 to 4:30 p.m., for five days in the week. The time devoted to some of the principal subjects is as follows:—Latin, five recitations a week, of an hour each; Greek, four recitations of an hour; arithmetic, three recitations of forty minutes; Euclid, during one term of the year only, three recitations a week of 45 minutes; algebra, four recitations of 45 minutes; geography, two recitations of 30 minutes. Greek is commenced late. The third class, aged about fifteen, had been learning Latin two or three years, but had only studied Greek seven weeks. In two years they would enter college. I thought this language hardly had attention enough paid to it. As universally in America, Greek is read by accent, and the vowels and diphthongs are pronounced in what, I believe, is called the German fashion.

This is a type of the highest American school preparatory to college; and while it will be seen that the programme is quite as limited as any that was ever adopted in any English public school, the progress—at any rate, in the classical department—is very much slower than we should approve. It would be a rare and exceptional case to find a boy of fifteen at Rugby or Shrewsbury who was in his "first lessons" in Greek.

students had been educated in the common schools,* yet, as a general rule, they finished off with a year's preparation in a private school, with a view to a more exclusive reading in the classics.

There can hardly be said to be any competition between these different classes of schools—the common school on the one hand, and the academy or private school on the other. They exist side by side in an amicable way, because apparently there is a demand for both. In wealthy neighbourhoods the latter flourish and abound; where property is more equally distributed, it is to the interest of the inhabitants to support the former.† They hardly ever draw their supplies from the same class of children. Either those in the private school and the academy are children of richer parents, or they are older children. The education given in them either is more costly, or it is more advanced. And the number of children reported to be educated in these private or corporate seminaries, even in States where they are most numerous, after all, does not amount to much, when compared with the number found in the public schools. It will be sufficient to illustrate this by a table drawn up from statistics supplied by the three States of Massachusetts, New York, and Ohio.

No exact competition between public and private schools.

Statistics of academies and private schools

Name of State.	Number of Incorporated Academies.	Aggregate Attendance in them.	Number of Private Schools.	Their aggregate Attendance.	Aggregate Attendance in Public Schools.
Massachusetts	59	3,169	611	16,125	226,400
New York	230	36,768	1,490	33,302	881,184
Ohio	42	9,615	380	13,302	694,920
Totals	331	49,552	2,481	62,729	1,802,504

It is not pretended, in the reports, that these figures are either complete or perfectly accurate. In New York there is an omission, through the fault of the commissioners whose duty it was to make the returns, of the private schools in four cities,—including New York and Buffalo,—and several districts; so that the complete number of schools would probably amount to 1,600, and of scholars to 35,000; but even then the percentage on the whole aggregate attendance would be in the academies about 4 per cent., in private schools the same, in the common schools about 92 per cent.

In Massachusetts there was an increase in 1864, as compared with the previous year, of attendance in the academies, of 381; in the private schools, of 511; while, though there was an increase in the population between 5 and 15 years of age of 3,263 persons, there was a falling off in the public schools of 852. But I do

* Students with very humble means contrive to get an education at Yale or Harvard, often through the liberality of private patrons, though there are also exhibitions for the relief of meritorious poverty. Real talent in humble rank is nearly sure to meet with help in America, and I was told of many instances of students of narrow resources who were maintained at Harvard by rich Boston merchants. A sad event happened at Harvard while I was at Boston, which threw a gloom over the gaiety of the annual "class day." A student from Buffalo, New York, had died the day before, of typhoid fever brought on by a want of sufficiency of nourishing food. The young man was poor, and he stinted himself in the absolute necessaries of life that he might be able to pay his way. One of the professors, with characteristic benevolence, observed his haggard looks, and having ascertained the cause, out of his own by no means ample income gave him \$50, with a charge to spend it on better living. But either the relief came too late, or the young man could not prevail upon himself to change his ways. Fever struck him, and he died.

Poor students at the University.

The average annual cost of a university education at Yale or Harvard, to a moderate man, is \$500 or \$600 a year. Some students spend as much as \$1,000 or \$1,200. The difference chiefly lies in the expenditure upon style of living and dress. Very few students indulge in expensive amusements in which the rest cannot share, and only now and then a young man keeps a riding horse. A large number have rooms in college, the rest board with families in the town. There is no such thing as a college buttery or kitchen. For meals, the ordinary plan is to form little messes of ten or twelve, who are provided for at a fixed rate per week, in private houses in the town. Vacations at Yale are seven weeks in the summer, two at Christmas, three at Easter. The terms, which are three, consist of fourteen, fourteen, and twelve weeks, respectively.

Expense of university education.

† I take an illustration from two counties in the State of New York. In Suffolk County, Second District, the Commissioner reports a marked progress in the common schools:—"The spirit of reformation has entered into the very constitution of the educational system, which it has invigorated, and in some instances created anew. The Union school remains in a flourishing condition. The only academy continues a sickly existence." (11th Report, pp. 307-9.) On the other hand, this is the picture of Tioga County:—"Too large a number of our school-houses are quite unsuitable. Many of them are old and shabby, inside and out; ventilated (if at all) by gaps through the floor or wall; badly arranged. There is generally no furniture, not even a chair for a visitor or the teacher. Black-boards are usually manufactured out of two boards, partially held together by strips nailed on the end or back, with a sizable crack between, having a surface of 2 x 3, or 3 x 6 feet; and on account of their coarse condition, and the want of either crayons or chalk, seldom used. A few houses in this country, located in wealthy neighbourhoods, were you to visit them, you would condemn as unsuitable to shelter any animal, much less tender and delicate children. . . . It seems to me that many, nay most, of these schools are making no progress whatever." As a natural companion picture:—"There are two academies in this county, having an aggregate of 150 pupils—the Owego Academy and the Waverley Institute. They very successfully teach the higher mathematics, classics, and sciences, and to a remarkable degree shew the public confidence. There are also fifteen private schools in the county, having an attendance of 431 pupils. Some of these schools are striving for a high standard of education, and are well sustained." (11th Report, pp. 318-20.)

Illustration from State of New York.

I have no doubt that an inquirer in these two counties would find, in the different social condition of the people, an explanation of these discrepant phenomena. The Tioga commissioner admits the existence of "wealthy neighbourhoods."

not think that these figures are serious enough to indicate any change in general public sentiment.

and Ohio. In Ohio there are 19 male academies, educating 4,530 boys; and 23 female seminaries, attended by 3,340 girls; to which I have ventured to add, in my table, the 1,745 students in the preparatory classes of the 18 colleges and universities of the State. And, all told, the result in these three populous States is, that the proportion of the population educated in the public schools, as compared with those educated in the academies and private schools, is as 95 per cent. to $2\frac{1}{2}$ per cent. and $3\frac{1}{2}$ per cent. respectively.*

Incorporated academies.

* This will, perhaps, be the best place for describing, in outline, the constitution and objects of these academies. I prefer throwing my description into a note, to disturbing the continuity of the text by it, because the academy really lies outside the common school system, the true sequence of whose component parts is:—1, the primary school; 2, the secondary school, by whatever special name known; 3, the high school; 4, the college or university. The last-named is outside the system also, but still is its natural and intended culmination, the original object of the Massachusetts Grammar School, which by the law of 1647 was to be established in every township containing 100 householders, being "to instruct youth, so far as they may be fitted for the universities." The existence of academies is collateral to this system, and is due to later conceptions and tendencies.

Their constitution.

The academy is an endowed school under a body of trustees, who form a corporation, and can hold property; in some instances, as in Massachusetts and New York, though apparently not in Ohio, subsidized by the State, on condition of submitting to certain visitation, or fulfilling certain requirements, presumed to give a higher education than can be ordinarily procured in the public schools. The pupils received are mostly boarders, not, however, in all cases housed in the academy itself; sometimes living with families in the town or village in which the academy is situated.

I have not in my possession any document exhibiting the statistics and condition of the Massachusetts academies, but there is a fairly complete account of those in Ohio in the Report of the State Commissioner, and a very complete account of those in New York in the Report of the Board of Regents of the University. From these sources of information I abstract the following details:—

Academies in Ohio.

In Ohio, the date of the establishment of the oldest academy is 1820—eighteen years after the constitution of the State; of the oldest female seminary, 1832. The course of instruction occupies a period of from three to five years, and the academic year consists of from thirty-two to fifty weeks. The average annual cost of education in an Ohio academy, including board, is about \$150 or £25, the lowest terms being \$60 (for thirty-six weeks), the highest \$300. In the female seminaries the charges are higher, ranging from \$125—the lowest, to \$500—the highest. Of the nineteen academies, only six report a classical, only three a scientific (special) course of study. They employed, in 1864, 111 teachers to an average attendance of 2,658 pupils, that is, about one teacher to every twenty-four scholars. The value of their buildings was estimated at \$162,500, or about \$8,000 apiece; of their apparatus, \$8,830; of their libraries, \$10,850. The cost for tuition varies from \$16—the lowest, to \$100—the highest rate for the year, the average being \$34. The cost of board would vary from \$2 to \$4 a week.

Female seminaries.

In the female seminaries, which are supposed to accomplish for women what the colleges do for men, the average cost of tuition is \$45 a year. "The female seminaries," says the Commissioner, "are enjoying an unusual degree of prosperity. The fact that there are more young women in the State receiving a higher education than there are young men, is one of the signs of the times. If, with the manifest change in public sentiment respecting the value and importance of female education, a demand for thorough and solid instruction is awakened, the progress will be real, and the results substantial. I am, therefore, pleased to add, that in several of these seminaries the ornamental branches are properly subordinated to the disciplinary and useful studies. . . . Several of the academies of the State have regular courses of study, classical and scientific, able and accomplished instructors, and good facilities for thorough instruction. In all these respects, they are at least equal to some of the so-called colleges and universities. It is also worthy of note, that they are receiving a generous patronage. The exceedingly low charge for tuition in several academies must call for a self-sacrificing spirit on the part of their teachers." (*Ohio 11th Report*, p. 48.)

The New York Board of Regents of the University.

In New York State, there is an educational body, armed with executive and visitatorial powers in relation to all colleges and incorporated academies in the State that claim a share in the appropriations of what is called the "Literature Fund," whose title is "The Board of Regents of the University." It consists of four *ex-officio* members, the Governor, the Lieutenant-Governor, the Secretary of State, and the Superintendent of Public Instruction, and nineteen other members elected for life. They appoint out of themselves a chancellor, a vice-chancellor, and a secretary. They are charged with the visitation of colleges and academies, and with the distribution of the "Literature Fund," and that portion of the "United States Deposit Fund" which is set apart for the promotion of higher education. They also grant charters of incorporation to colleges and academies. They publish annually an elaborate report, giving detailed accounts of each college in the State, and statistical tables illustrating the condition of the several academies.

Statistics of New York academies.

In 1864, there were 230 incorporated academies in the State subject to their visitation, of which, 207 reported their condition for the previous year. Of the 36,000 pupils in attendance at them, 22,179, of whom 10,446 were males and 11,733 were females, claimed to have pursued those classical or higher English studies which entitled the academy to claim in their behalf a share in the State grant. The grant amounted to \$40,000, or about \$1.85 per scholar. The financial statement exhibited the value of the buildings at \$2,362,872; the libraries, \$151,812; the apparatus, \$121,661; other property, \$415,400; total, \$3,051,745, on which there were debts chargeable to the amount of \$293,427. The revenue of the year was \$583,524; the expenditure, \$579,320. The sum paid as salaries to teachers was \$423,822; the income derived from tuition fees was \$339,362, giving an average rate of about \$9.50 per scholar. In some places, as at the Brooklyn Polytechnic Institute, the tuition fee is as high as \$90 a year. The excess of salaries over receipts from tuition was supplied from the Literature Fund, from endowments, and in the case of academical departments in the Free Union schools, where tuition fees are not allowed to be charged to the children of inhabitants of the district, from taxes raised in the Union district.

The number of teachers employed was 1,049, or one teacher to about every thirty-five scholars. The age of the scholars varied from fifteen to eighteen; the length of the vacations ranges from eight to fifteen weeks. The cost varies from \$80 to \$350 a year, the charge for board ranging from \$2 to \$7.50 a week. In Rutgers Female Institute, New York, where the whole cost is set down at \$357, tuition in the highest grade is charged \$60, and cost of board is put at \$7.50 a week. There were eighty-six academies, out of ninety specially designated for the purpose, which had special classes for a third of the year, attended by 1,777 scholars free of charge, for instruction in the science of common school teaching, an allowance being made to the academy, by the State, of \$10 for every scholar so instructed.

There is, however, another element of consideration, not yet noticed, which no doubt called into existence and still maintains many of these academies and seminaries, and particularly those intended for the education of females. A large number of them are attached to particular religious bodies, or represent particular phases of religious opinion. Of the twenty-three female seminaries in Ohio, thirteen

Connection of academies and colleges with religious bodies.

The subjects of instruction in these academies, as returned by them to the Board of Regents, are:—

Subjects of instruction.

- A. Ordinary elementary studies: Arithmetic, book-keeping, English grammar, geography, pronunciation, reading.
- B. Mathematics and natural philosophy: Algebra, astronomy, geometry, natural philosophy, surveying, trigonometry, calculus, civil engineering, navigation, perspective, technology.
- C. Ancient and modern languages: Latin and Greek grammar, Roman and Grecian antiquities, mythology, French, German, Italian, Spanish.
- D. Natural sciences: Physiology and hygiene, botany, chemistry, geology, natural history, meteorology, mineralogy, zoology.
- E. Moral, intellectual, and political science: Criticism, evidences of Christianity, general history, history of the United States, constitutional law, logic, natural theology, political economy, rhetoric, principles of teaching.

A magnificent programme, embracing nearly the whole circle of knowable things. That a tenth part of these subjects are taught at all, or if attempted, can be taught with any thoroughness, those who are conversant with such matters will not suppose for a moment.

The academy is comparatively a modern institution. Of the 207 reporting to the Regents, only thirteen date their incorporation in the last century, the oldest being established in 1787, while 138 have been founded since 1840. Their endowment has generally come from private sources, and municipal liberality has not unfrequently enriched them with buildings, libraries, and apparatus. It is a curious form that the general interest in education sometimes takes in America, that towns, and even railway companies, will make handsome bids of money or other advantages to entice a projected institution to their locality—whether always from a direct educational motive, or in the prospect of some reflex commercial benefit, I am not prepared to say.

Modernism of academies.

The academy of which I saw most was that for boys at Albany. The building, which is substantial and suitable, was raised about fifty years ago by subscriptions, supplemented by a donation from the city. It is excellently furnished with philosophical apparatus, carefully kept in glazed cabinets. It is under the management of sixteen trustees, who appoint the Principal and other teachers. There are ten teachers, of whom one is a female. It is divided into two departments—a preparatory and an academic. It is only in respect of the latter that it can draw money from the State "Literature Fund"—a resource of income amounting to about \$250 a year. The total annual cost is about \$9,000, of which \$7,500 goes to pay salaries of teachers. There is an excess of revenue over expenditure, the fees from pupils alone amounting to nearly \$10,000. Boys can enter at any age, and, in the preparatory department, at any point of preparation. Owing to this peculiar feature, this academy somewhat interferes with the gradation and completeness of the common school system, and instead of being content simply to take the place of a high school, which does not otherwise exist in Albany, it really does the work of a primary school too. In the preparatory department there are about 120 scholars, divided into four classes; in the academic about 150, divided into five classes. The average age of these latter, as reported to the Regents, is sixteen. About fifty read Latin; about thirty-five, Latin and Greek; the rest take only a general English course. French is taught, but not very successfully; the number of other subjects, as the phrase is, "crowd it out." I was informed that the study of languages is pursued with more vigour in provincial academies. In those in cities, a more practical education is demanded. One scholar from each district school in the city is educated gratuitously; admitted, I presume, by examination. The vacations are, nine weeks in the summer, commencing with the last Friday in June, and one week at Christmas. The daily session is from 9 to 2, with a quarter of an hour's recess. Saturday is a whole holiday.

Albany academy.

The Board of Regents do not appear to be quite satisfied with the condition of these academies, nor with the principle on which the aid of the State is apportioned to them. It is simply at so much—in 1864, at \$1.85—per scholar, according to the number returned as pursuing a particular department of study. "Neither merit in learning, nor proficiency and merit in instruction, are allowed to enter as an element in the mode of distribution. The Regents suggest the expediency of making the distribution depend upon merit, as ascertained by competition and comparative examination, upon which might be made to depend also promotions and honors, in the form of scholarships and fellowships in the colleges, which would be sought with enlightened emulation as honorable distinctions, and also as a positive evidence of actual merit. It is the system of State competitive examinations which gives to public education in Europe much of that thoroughness and exactness which is wanting in this country, and without which, schools fail everywhere to produce their highest results. . . . The free academies of New York, Troy, Utica, Syracuse, Rochester, and Buffalo, receiving their pupils by promotion from the common schools on competitive and comparative examinations, and by similar examinations advancing them to the higher grades of an established curriculum, exhibit in a most favourable light the salutary effect of such examinations, not only in the direct power of these higher institutions, but also in their reflex influence upon the common schools in stimulating a laudable emulation, and on public opinion among their pupils in favour of careful study, intelligent progress, and good order." (77th Annual Report, pp. 19-22.)

Condition of these academies hardly satisfactory to the Regents.

Competitive examinations recommended.

No doubt the cause of "thoroughness and exactness" would be much promoted by examination; perhaps also as much more, by cutting down the extravagant programme of studies with a somewhat ruthless hand. But it seems to me that, to carry out these ideas and effectuate these reforms, it would be necessary to entirely remodel the constitution of these academies, and to bring them into organic connexion with the common-school system, as is the case with the New York Free Academy, which is quoted as a pattern; and to oblige them to descend from the position which they now occupy as independent, and, in a certain sense, superior institutions.

The Secretary of the Board of Education in Massachusetts expresses a wish that the New York arrangement for forming classes in the science of teaching, in certain selected academies, were imitated in his own State:—"Such an arrangement with those academies which are within convenient distances of those portions of the Commonwealth least favoured with public schools of the higher grades, would do much towards meeting the constantly increasing and deeply felt want of teachers of higher qualifications for the common schools, and towards elevating their character and condition." (28th Report, p. 63.) It appears, on the same authority, that the fifty-nine academies in Massachusetts, with their 3,169 scholars, received, in the year 1864, \$55,508 from local appropriations, and \$76,593 from school fees. This gives an average appropriation of about \$900 per academy, and an average tuition fee of \$24 per scholar. The 16,124 pupils in the private schools paid \$317,477 in tuition fees—an average of not quite \$20 each. (Ibid., p. 59.)

Classes in the science of teaching.

Academies in Massachusetts.

In Pennsylvania it is reported that incorporated academies are diminishing in number. "Some have failed from want of patronage, and the buildings and lands of others have been transferred by the trustees to the directors of the common school boards in the districts where they are located, and are now used for graded schools." It is considered that there is already more than enough

In Pennsylvania.

appear to be presided over by clergymen, or at least by ten "reverends" and three graduates in divinity. The Roman Catholics are well known to have a predilection for separate schools, and the titles of many of the academies and colleges indicate that they belong to that communion, which is inferior in zeal to none in the States for an education after its own kind. The "religious" or "denominational" question, therefore, in America as well as in England, affects the constitution of schools and the character of education in some, though, as has been observed, in a very insignificant degree.

Relation between
the academy and
the common
schools.

The true and normal relation between the college and the academy and the common school cannot, perhaps, be better put than it is by Mr. E. E. White, the able Commissioner of Common Schools for the State of Ohio:—"Between the college and the common school," he says, "there is a mutual dependence and essential unity. The public high school creates a wider demand for higher instruction, and the more completely and thoroughly it does its work, the higher and broader will be the work of the college. The college, on the other hand, supplies the common school with materials for a larger success, and, invites it to a grander work and a nobler destiny. Female seminaries that aim at thorough and liberal education sustain a relation to public instruction similar to that sustained by the college.

Nor is there any antagonism between the academy and the common school. The true function of the academy is to complete what public instruction fails to accomplish in a satisfactory manner—in other words, to supply its defects. Whenever the common school does its work perfectly, the duplication of that work will not, of course, be found profitable. There are, however, certain natural limitations to public instruction, arising from sparseness of population and other causes, that will always make a demand for a limited number of academies of a high order."*

Size of schools

It is impossible to fix upon any number which shall indicate the average size of a common school. Indeed, the extremes are so far apart, that to take the arithmetical mean would be of no value for any practical purpose; and this is equally true of rural districts and of cities and towns. In the city of New York, I visited one school building in which there are ordinarily gathered together in its three departments, every day, about 2,500 children. I observe, in the tabulated statistics, others, also in three grades, where the daily attendance does not exceed 500; one, in two grades, where it does not reach 100.

and of classes.

But though it is thus useless to attempt to measure by any average the size of *schools*, it is not difficult to measure the size of *classes*, and the proportion of scholars assigned to a single teacher, because this is a matter generally determined by rule. The classes in the lower grades are allowed to exceed the average, and those in the higher grades fall below it; but, speaking generally, it appears to be the received opinion in America that one teacher to fifty pupils is a just proportion.† Of course, with such numbers, individual instruction is impracticable to

of academies and seminaries of the class which now exists. What the educational system does require is—"a few more academies well endowed and well patronized, so that they will support a good corps of teachers of the first grade, and thoroughly qualify pupils of both sexes for any position in life, and prepare young men for entrance into the best colleges in the land. Such higher institutions we do need for those who desire to pursue a classical course and prepare for college, and cannot have the opportunity of the high schools in our cities and large towns; but we do not require such a multiplicity of private institutions as we have in the State, pursuing studies that are or should be taught in almost every common school, and drawing from the common schools the very influence and support they should have. It is not probable that more than one-eighth of the students in the academies and seminaries pass on through a college course." (Abridged from *Pennsylvania Report for 1864*, pp. 33, 34.)

New York
Commissioners
opinion of
academies.

The School Commissioners in New York State were specially requested to report on the condition of the academies in their respective districts, and in most instances they have done so. Their accounts, drawn, however, apparently more from hearsay and impressions than from actual examination, to which I am not aware that the academies are legally subject at their hands, are very fluctuating. Some appear to be healthy and working well, others to be sickly and doing more harm than good. Those that have classes for instruction in the science of teaching seem to be the most useful. The following picture is very likely to be accurate:—"The teachers of this district principally resort to these institutions, and from them we get our best drilled and most successful instructors. The primary branches, however, are much neglected. Increased rates of tuition, and a desire to secure a large share of the funds appropriated by the State to the support of academies, is an incentive to urge to the too early study of the higher mathematics and languages." (*N. Y. 11th Report*, p. 287.) And so the house is built upon the sand.

* *Ohio 11th Report*, p. 41.

Size of classes in
New York,

† In New York city there is a minimum limit, but I do not find a maximum. No teacher is to be appointed by the local trustees, unless the average attendance of pupils is equal to thirty to each teacher in a grammar school, and equal to forty-five to each teacher in a primary school. In the Free Academy, "the students in each full course of the first three years are to be divided, as nearly as may be practicable, into sections of thirty-five, and in the other classes, of forty students, for the purpose of recitation, and no class is to be organized with less than twenty students."

in Boston,

In Boston, the maximum number allowed to a teacher in a primary school is fifty-six; the same number in a grammar school, with permission to appoint an additional female assistant whenever there are "thirty scholars above the employment for the teachers already in the school." In the English and Latin High Schools, one instructor is assigned to every thirty-five pupils; in the Girls' High School, the ratio is not to exceed one teacher for every thirty pupils.

in Cincinnati.

In Cincinnati, "no additional teacher is to be appointed to any school unless there be an excess of forty-five pupils over and above an average daily attendance of forty-five to each teacher in the district, exclusive of the principal."

In Boston, the actual average, in 1863-4, of teachers to scholars was 1 to 50; in 1855, it was as 1 to 59. (*Report for 1864*, p. 288.) At Cincinnati, there were employed in the high school 10 teachers for an average attendance of 278, and in the district schools, 202 teachers for an average attendance of 9,724.

Simultaneity.

But here again, averages are uncertain guides. In the large New York school, referred to in the text, I saw primary classes of eighty all being taught at once by a single teacher. At a

any extent, and indeed can hardly be said to be attempted. The class is the unit. In a perfectly graded school, each member is supposed to be advanced to exactly the same point, and to be capable of receiving exactly the same instruction. The theory, too, is, that each scholar is equally advanced in all the studies of his grade.*

Effects of the system of grading.

As a general rule, the whole class is, or ought to be, promoted at once.† There are advantages in this system, and there are disadvantages. The great advantage is, the facilitation thus afforded to the teacher. It is eminently what the Americans are so fond of—a “labour-saving” contrivance. The great disadvantage is that common to all simultaneous methods—it is indiscriminating. The teaching is directed to the quicker scholars, and the slower are swept off their feet and carried upwards and onwards, like a weak man by the impetuous rush of a crowd. I suspect that this want of individual teaching, in the lower and larger classes, is the great cause of that want of thorough grounding which is so much complained of in the higher and smaller classes. Perfection of grading *may* merely mean perfection of mechanism, and mechanism is incompatible with individuality, because it excludes conscious independent effort.

And the evil does not end with the school. “There is no general independence of thought and opinion in the States,” writes an American himself; “everybody is tied to the platform of his party.”‡ “Je ne connais pas de pays,” says De Tocqueville, “où il règne en général moins d’indépendance d’esprit et de véritable liberté de discussion qu’en Amérique. . . . Je pense que c’est à l’action toujours croissante du despotisme de la majorité aux États-Unis qu’il faut surtout attribuer le petit nombre d’hommes remarquables qui s’y montrent aujourd’hui sur la scène politique.”§ Now that I reflect upon what I observed, and try to revive my impressions of American schools, the fact that strikes me most is, how few figures of individual boys or girls present themselves to my memory. I can recollect individual teachers by the score, but the taught only come before my mind’s eye in the mass. The grand defect of all which I should venture to signalize in the American system is, that it ignores, if it does not smother, individuality.||

Loss of individuality.

As a general rule, in all grades below the high school, the teachers instruct by classes; in the high school itself, by subjects. The former method is called the “class” system, the latter the “departmental.”¶ The practice, however, is not uniform. It is so in New York; but in Boston, the class system is carried, at any rate, into the English and Latin High Schools, and a mixed system prevails in the Girls’ High School; and at Cincinnati, the departmental system begins in the intermediate schools. Mr. Philbrick considers the class system preferable for such an institution as the Boston English High School, though he admits that the principal high schools in Europe, and some of the most important in America, are conducted on the departmental plan. I should have thought myself that, when scholars are advanced to a higher and wider range of subjects, it would be a matter of considerable difficulty to meet with teachers competent to instruct with equal efficiency in all, and that, therefore, the departmental method—which is merely an application of the principle of the division of labour—would become a necessity; but I should be sorry to set my *à priori* impression against the evidence of results that are pronounced to have been “entirely satisfactory” for upwards of forty years.**

Mode of teaching.

In the large schools of Chicago, in some of which there is an average attendance of 1,000 scholars, the principle of parallel or co-ordinate classes under different teachers is adopted—a plan similar to that which prevails, I know not

Co-ordination in Chicago.

grammar school in Newhaven, I saw a writing lesson being given to 108 children at the same time. It is true there were two supervising mistresses; but the theory of the lesson was, that every child should be engaged, not only on the same copy, and the same line, and the same word, but upon the same letter, and, if possible, upon the same part of the letter—the same curve, or upstroke, or downstroke—at the same moment of time. The principle of simultaneity could hardly go further.

* “The advantages which will accrue from this classification of studies is obvious. The teacher or parent can tell the scholar’s proficiency in *all* his studies, by knowing his advancement in any one. The different schools can be readily compared with one another in respect of scholarship, by a glance at the number of scholars reported in each of the grades.”—(*Superintendent of St. Louis Schools, Report*, p. 64.)

† “As far as practicable, the promotions should be made *by classes* at the close of the quarter, though particularly meritorious and capable pupils should receive promotion irrespective of their classes.” (*Ibid.*, p. 66.)

‡ *Nichols’ Forty Years in America*, vol. i., p. 326.

§ *De Tocqueville*, i., pp. 307, 310.

|| I do not mean by “individuality” the same thing as De Tocqueville means by “individualism,” which he considers to be the natural product of an age of equality, and which he thus defines:—“L’individualisme est un sentiment réfléchi et paisible, qui dispose chaque citoyen à s’isoler de la masse de ses semblables, et à se retirer à l’écart avec sa famille et ses amis, de telle sorte que, après s’être ainsi créé une petite société à son usage, il abandonne volontiers la grande société à elle-même.”—(vol. ii., p. 110.) This is merely a form of selfishness, or as a Greek would have called it, of social or political ἀπαρμωσύνη. By “individuality,” I mean the development of individual abilities and character.

Individualism and individuality.

¶ I cannot do better than let the Superintendent of the Boston Schools describe the two plans:—“This plan of organization is called the class system, because each teacher, under the general direction and control of the Principal, has the government and instruction of a class for a certain period—in this case, a year—giving instruction in all the branches which are studied during that period. The departmental system requires a very different management. Its type is found in our colleges, where each teacher instructs in a single branch, or in a group of kindred branches. The pupils are under the immediate government of the Principal. They are seated in a common study room, where they remain when not engaged in recitation. From this room they are sent to several recitation rooms during the day, where they receive instruction from the teachers of the several departments of the course.” (*Boston Report for 1864*, p. 171.)

The class and departmental system.

** *Ibid.*, p. 172.

whether from the same motives, at Cheltenham College among ourselves.* The Chicago schools were not in session at the period of my visit, so I had no opportunity of observing the working of the arrangements. I have examined at Cheltenham College, and it did not approve itself to my judgment as a happy contrivance there.

Classification
of grammar
schools.

By the Boston "regulations," each grammar school is divided into four classes, and each class consists of two or more divisions, each of which pursues the studies and uses the text books proper to the class.† Sometimes a class is divided into as many as six sections, depending, of course, upon the number of scholars belonging to it. The general rule is, to have a separate teacher and a separate room for each division; but there are cases in which two teachers would have charge of one division, and others in which two divisions would be under the charge of one teacher. Though studying the same text books, there would, in most instances, be a graduation in the divisions of the same class; but where the divisions are numerous, there, probably, the principle of co-ordination is applied. In other places, as at Providence, each class is divided into two sections, the one subordinate to the other.‡ The teacher would be the same for both, and the one half would recite while the other half are studying, both divisions occupying the same room.

The school day.

The ordinary school day consists of six hours, but different arrangements of time prevail in different cities, and even in different schools of the same city.§ In Boston, the division of the day into two sessions of three hours each is preferred; in New York, the more usual plan is to have one continuous session of five or six hours, interrupted at intervals by a recess. I observed in New York that, whether for the sake of purer air or on account of the greater cheapness of house rent, many of the teachers reside in the suburbs; and to them, no doubt, a continuous session, enabling them to finish the work of the day by 3 o'clock, would be more convenient than a divided one. But remembering the intensity with which American teachers teach and American scholars learn, I cannot help thinking that the Boston arrangement, which in the heat of summer allows a three hours' interval between the morning session and that of the afternoon, must be more conducive to health,

Preference for
the Boston
arrangement.

Co-ordination
in Boston.

* The plan of co-ordination exists also in Boston, in the *lower classes* of some of the larger grammar schools. It is an arrangement not preferred on its own account, but adopted where the system of graduation would produce classes too large to be handled successfully by a single teacher.

† *Boston School Regulations*, ch. x., s. 8.

Number of
divisions in a
class variable.

‡ "As a general rule, the pupils assigned to each teacher in the grammar department, that is, the four highest grades, should be divided into two classes, in the fifth, sixth, seventh, and eighth grades into three classes, and in the ninth and tenth grades into four. The number of pupils in a division, or other circumstances, may make it desirable in certain cases to depart from this arrangement. It is desirable that each class in the grammar department should not number more than twenty or twenty-five pupils, and each class in the lower grades, not more than ten or fifteen pupils. This arrangement is impracticable where a division numbers more than forty or fifty pupils."—(*Wells on Graded Schools*, p. 32.) A good deal of difficulty is occasioned to an inquirer by the confused nomenclature of the American system. The word "grade" is sometimes used as equivalent to "department," sometimes as including no more than the word "class." Mr. Wells, in the passage just quoted, inverts the Boston terminology; the Boston "class" is his "division," and the Boston "division" is his "class."

School hours in
Boston,

§ The Boston hours are, morning session, in summer, from 8 to 11 a.m.; in winter, from 9 to 12 a.m. Afternoon session, in summer, from 2 to 5; in winter, from 2 to 4. Twenty minutes are allowed for "recess" in the morning session, and also in that of the afternoon, when the hours are from 2 to 5. The hours of the three high schools, however, differ, and are, on the New York plan, one long session from 9 to 2, on Saturdays terminating at 1. Half an hour is allowed for recess, and an interval of three minutes between each recitation.

in New York,

In New York, the hours in most of the ward schools are continuous, from 9 to 3, with two recesses, one of a quarter of an hour or twenty minutes at 10.30 or 10.45, the other of three-quarters of an hour to an hour, terminating at half-past 1. During the long recess, many of the children who live in the neighbourhood go home to dinner; the rest spend the time in the playground. Besides the open yard, the ground floor of most of the buildings is occupied by a covered play-room for each sex's use in wet weather. Most of the children whom you see going to school in the streets of New York are provided with a luncheon-box in addition to their little bundle of books tidily strapped together. Neatness and order (at any rate, in the cities) are great characteristics of all American school arrangements.

in Philadelphia.

In Philadelphia, the hours are from 8.30 a.m. to 11.30, and again from 2 to 4.30 p.m.; but if the day is stormy, a five hours' continuous session is substituted, and on such days I suppose children are expected to come provided with something to eat during the recess.

Half-time in
Detroit.

At Detroit, owing to the pressure for room in the primary schools, and the deficiency of accommodation, a half-time system has been adopted for the last year or two, the results of which are thus reported by the Superintendent:—"The working of this system during the past year has been highly satisfactory. Some of the finest primary classes I have ever seen in Detroit have been trained in these schools since the introduction of the system. I regard it as a well-established fact, that children in these schools, other things being equal, make as good progress in the course of study as in the whole-day schools. It was feared at the out-set that the half-day's absence would render them wild and intractable in school during the remainder of the time. This fear has not been realized. The half-day schools are quite as orderly and easy of management as others. The system has proved a very great relief where the schools are overcrowded. I have lately heard few complaints against it, except on the part of parents who are desirous that their children should be kept out of the way during a larger portion of the day. I am aware that, with the poor, in cases where the parents are sometimes out at labour during the day, this is almost a necessity; but it is evident, nevertheless, that the first duty of the Board of Education is, to provide proper instruction for the largest possible number of the children of the city. Relieving parents of the care of them may be important in many cases, but it is undoubtedly secondary to the grander aim above mentioned. I suppose there is no member of this board who would not rejoice in being able to provide means for keeping these children under the care of teachers during a longer portion of each day, but under the present circumstances it is simply impossible." (*Detroit 22nd Report*, pp. 43-4.) As Detroit is the only place in America, so far as I am aware, in which the half-time system has been tried, I thought it worth while to quote thus in full the estimate of its working. The application of it is limited to primary departments, and indeed it is obvious that it is not so suitable to the higher grades. It is strictly a *half-day*, and not (as generally with us) an *alternate-day* system.

and so to progress. Even in Boston there are complaints of the physical ill-effects of "high pressure," and the urging system pursued by some teachers is strongly reprobated in the Superintendent's two last semi-annual reports; nor can there be any doubt that everywhere—at least, in the city schools—a severe strain is put upon the physical strength both of teachers and pupils, particularly in the girls' schools. And this strain, I fancied, seemed to be felt even more in New York than in Boston. There appeared to me to be a more vigorous tone in the schools of the latter city, more spring, and elasticity, and animal spirits; and I remember very distinctly, in a New York school, at the close of one of those little addresses which, in my capacity of a visitor, I was so often called upon to make in the schools, in which I had endeavoured to explain our English system, and had spoken of the growing prevalence of the opinion that five hours of study properly distributed over the day were as much as it was prudent to attempt to get out of young people between the ages of twelve and eighteen, a general sigh issued from the class of girls who had been listening to me, followed by the audible expression of a wish from several that the same opinion might begin to prevail there.

Of these five school hours—for when the recesses have been allowed for, the school hours are reduced to even something less than five—in some schools the larger portion is devoted to recitations, and the smaller portion to study; in other schools this proportion is reversed. Of course there is less study and more recitation, comparatively, in the lower grades, and more study and less recitation in the higher grades, and in the latter more or less time is allowed for study in school hours, according to the larger or smaller number of studies that the pupil is pursuing.* In some schools, as at Cincinnati, the study and the recitation rooms are different; in other schools—and this is the general rule—they are the same, the class that occupies the room being divided into two sections, one engaged in preparation while the other is reciting. Assistance, varying in amount according to the nature of the subject, and sometimes, but not so often, according to the requirements of the individual scholar, is given by the teacher when lessons are being prepared under his own eye; and the general theory is, that the lessons prepared in school are such as are likely to require such assistance, while those taken home are such as chiefly call into play the faculty of memory.

It is the Boston rule that no home lessons should be given to children in the primary schools, and none also to girls in the grammar schools; nor is a longer lesson to be assigned daily "than a boy of good capacity can acquire by an hour's study"; and out-of-school lessons on Saturday are prohibited.

The New York rule is equally strict with regard to primary schools, and forbids any text book being taken from the school except by pupils in the two higher classes; while, with regard to grammar schools, the regulation is, that no home lesson shall be given until it has been sufficiently explained and illustrated by the teacher to the class; nor shall the lessons assigned be such as to require, in the case of a child of average capacity, a longer period of study than two hours. The New York system does not distinguish, as does the Boston, between the physical capacity for work of boys and girls.

It is a peremptory rule in Boston—not, however, always observed—that scholars shall not be allowed to occupy with study the time allowed for recess. Another

* In primary schools, where the received maxim is that the lessons should be "short, many, and varied," frequently alternating with drill, marching, or calisthenic exercises, the lessons requiring preparation are few, and the time allowed to study, short. I append the time-table for the first class in the primary department attached (as a practising school) to the Girls' Normal School at Boston. The average age of the children was eight years.

A.M. 9. 0—	9.15 Devotional and other exercises.	P.M. 2. 0—	2.20 Reading.
"	9.15— 9.35 Prepare spelling.	"	2.20—2.40 Prepare spelling.
"	9.35— 9.50 Recite spelling.	"	2.40—3. 0 General lesson, geography, &c.
"	9.50—10.10 Exercise in numbers, adding, subtracting.	"	Recess of 5 minutes.
"	10.10—10.30 Writing on slates.	"	3. 5—3.25 Recite spelling.
"	Recess of 20 minutes.	"	3.25—3.40 Slate exercise.
"	10.50—11.10 Object lesson.	"	3.40—4. 0 Numbers.
"	11.10—11.25 Reproduce numbers on slates.		
"	11.25—11.40 Reading.		
"	11.40—12. 0 Singing, silent study, or writing.		

In West Roxbury High School, Massachusetts, the ordinary division of the day was,—three hours for recitation, two and a half hours for study, half an hour for recess, one to two hours home work.

At the Boston Latin High School, about one-third of the time is occupied in recitation, two-thirds in study. Home lessons for the three lower classes do not exceed an hour, nor for the three upper classes are they intended to exceed two hours.

In the same city, at the Girls' High School, I heard a lesson—three stanzas of Hor. Od. i. 2—which had been prepared at home, and had occupied an hour. Certain studies in this school (*ex. gr.*, Latin and German) are optional. If a girl pursues the whole course, she would only have one hour a day for study in school, and would therefore be required to spend more time in preparing her work at home. Those who restrict themselves to the narrower programme would have four hours a week for study in school more. The rule in this school is, to have five recitations in a session—from 9 to 2—occupying each from three-quarters of an hour to an hour. The lessons are so arranged that only two shall have to be prepared each day at home; and as a basis of the time-table, the case of those is taken who do not study Latin or German. Some girls study both, but the rule is, that a pupil is not allowed to take either unless she is doing well in her other work.

In Providence, home lessons are not set below the upper classes of the grammar schools.

important direction is, that the lessons which require most attention and thought should come early in the forenoon, while the mind is in the freshness of its power. Certainly every precaution that prudence could suggest appears to have been taken, both by the devisers and administrators of the system, that neither the mental nor the physical powers of the pupil should be overstrained; but, I am afraid, only with very partial success.* Something, possibly, is to be set down to climatic influences, and still more to natural temperament. Americans generally are very susceptible of motives of ambition, and do all their work with an intensity which has no parallel among us more phlegmatic Englishmen; to use a common and expressive phrase, they "take twice as much out of themselves" in the same time as an ordinary English school boy or school girl would do. The result is exciting serious apprehensions in many far-seeing minds.†

Excellent methods in primary schools.

This evil develops itself much more prominently in the grammar and high schools than in those of the lower grade. To my judgment, nothing appeared more admirable in the whole of the American schools system than the organization and conduct of the primary schools. I was told—and I see the same statement repeated again and again in the reports—that there is more inefficiency in the teachers of primary schools than in those of any other department. It may be, probably is, so; but I speak of the primary school as it is in the hands of such teachers as Miss Stickney, of the Boston practising school, or of Miss Myers, Principal of the primary department of Ward School No. 14, in New York. The way in which object lessons are used by Miss Stickney to quicken observation and stimulate intelligence is most interesting;‡ and the discipline by which those 1,200 or 1,400 little restless 'primarians'—as Mr. Philbrick calls them—are moved and controlled by Miss Myers, as though they were all possessed but by one will and moved but by one set of muscles, was the most wonderful spectacle of the kind that I ever beheld.§

Rules not observed.

* Mr. Philbrick complains that these excellent rules are so often violated. "The provision that prohibits out-of-school lessons for girls should be sacredly regarded. It is now violated both directly and indirectly. In some schools it is put to the vote of the children to decide whether they will consent to get lessons out of school. Is this right? Of course the pupils will vote as their teachers wish them to do. The provision is violated indirectly, by permitting or requiring pupils to come before school hours and remain after school hours, for the purpose of learning their lessons. The rule in regard to recess is violated. Pupils are permitted or required to study at recess, instead of occupying the time prescribed in exercise and recreation. Nor is the provision requiring gymnastic exercises each half-day (and which might, by a liberal construction of its language, permit such exercises twice each session) generally complied with. If it were faithfully carried out in all the departments of every school, it would operate very powerfully both in preventing and in counteracting the effects of the 'high-pressure' system." (*Boston Report for 1864*, p. 117.) If all scholars belong to one or other of two classes, of which "alter eget frænis, alter calcaribus," it is easy to see to which class American school children must be assigned.

Serious apprehension of mischief.

† "A visit to the school-rooms throughout the city will reveal at a glance to the practised eye where these palpable violations of the laws of health are insisted on. It can be seen in the rounded backs and hollow cheeks, in the sallow complexions, the lack-lustre of the eyes, and in the listless pose of the occupants of the desks. Nothing is more certain within the sphere of medical knowledge and observation, than that a persistent and long-continued overworking of the brain produces deterioration of the blood, and all its train of attendant physical evils, as surely as an inadequate supply of nourishment, or a too long exposure to unfavourable hygienic influences, of whatever nature; and when this straining of the mental powers is accompanied, as is too often the case, with a high temperature and an insufficient and vitiated atmosphere, the degeneration is doubly accelerated. Nor is the physical health alone endangered by such excesses. Says Dr. Ray—a most eminent authority on such matters:—'Among the remoter agencies in the production of mental disease, I doubt if any one, except hereditary defects, is more common at the present time than excessive application of the mind when young.' There is no doubt something in the very nature and composition of our climate that renders these habits of the children of the present day more hazardous to the future well-being of the mature man or woman in America than almost anywhere else upon the civilized globe. Says the distinguished authority already quoted:—'The remarkable nervous excitability of our people, as indicated by restlessness, impulsiveness, impetuous and boisterous movement, is probably due to this cause, and is strikingly manifested in the insanity of this country as compared with that of others.'" (*Boston School Committee's Report for 1864*, pp. 47-49.) I did not myself notice many "lack-lustre eyes" or much "listless pose." The symptoms that struck me were just the contrary—a hectic, flashing brilliancy of the pupil of the eye, and an intense, quivering energy of the whole nervous system, plainly visible in the tremulous motion of the thin, eagerly-extended hands.

Object teaching.

‡ Object teaching was first introduced, I understand, on the other side of the Atlantic, not more than three or four years ago, into the schools of Oswego, New York, by Miss Jones, who was specially imported by some liberal promoters of schools, from the Home and Colonial Society's Institution in London, for the purpose. I believe that Miss Jones did not remain more than twelve months in America; but her method has struck its roots deeply into the soil, and has become a universal feature in the instruction of primary schools. Miss Stickney frankly confesses that she owes all she knows in the matter to Miss Jones, and speaks in the highest terms of the method, as conducing, above all others, to promote general intelligence and inquisitiveness of mind. Object teaching was only introduced in 1863 into the programme of the Boston Primary Schools. (*See Report for 1864*, p. 104.) Its beneficial results are admitted on all hands. But here, as elsewhere, indeed more than elsewhere, all depends on the skill of the teacher. Desultory, aimless object lessons, I conceive to be as unprofitable a way of occupying children's time as can be devised. Nor do I think they should be allowed to exclude or throw into the shade other methods—those, for instance, which discipline and strengthen the memory—which are no less necessary for the due and proportionate development of the youthful mind. In the hands of a lively, systematic, judicious teacher, the object lesson is an educational instrument of vast power; in the hands of one with the reverse of these qualities, it is worse than a waste of time. *Corruptio optimi fit pessima.*

Its advantages and disadvantages.

Perfection of drill and discipline.

§ I know that some competent judges consider the discipline of this school too repressive and mechanical, and produced at too large a cost of labour and time. No doubt it must have cost much time and labour to initiate it; but now that it is fairly started, it can be maintained, I should think, without any great expenditure of either. A batch of fresh children—even so many as a hundred—when first joining this school, must feel themselves at once lost in the mass, and instinctively from the mere force of imitation, doing what they see their neighbours do. The movements are simple enough; it is the precision and absolute synchronism with which they are executed that is the astonishing thing. The drill of the Brigade of Guards could not be more

The ordinary age at which children enter the primary school at Boston is five, and by eight they ought to be ready to be promoted to the grammar grade. In New York the children seem to enter a year earlier, and to remain a year, or even two years longer. At Boston, if a "primarian" is not ready for promotion in three years, he is transferred to the "intermediate" school, whose special function it is to deal with the bigger, duller, or more neglected children. The programme of the primary school is very simple. It merely embraces the subjects of reading, spelling, ciphering—chiefly mental calculation—writing (on slates), singing, object lessons, and physical exercises. When a pupil can "read at first sight easy prose; can spell common words of one, two, or three syllables; can distinguish and name the marks of punctuation; can perform mentally simple questions in addition, subtraction, and division; can answer readily to any proposed combinations of the multiplication table in which neither factor exceeds 10; can read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign of 100, and can enunciate clearly and accurately the elementary sounds of the language,"*

Age of entrance, and programme of primary schools.

perfect. It did not seem to me to impose any uneasy restraint upon the children; on the contrary, nothing could exceed the spirit they threw into their manoeuvres.

On the subject of repressive discipline Mr. Philbrick has some excellent remarks:—"True order consists in a quiet attention to the work of the school. Scholars should have as much liberty as is consistent with the proper business of the school. All restraint beyond this tends to make school distasteful. I dislike a noisy school, full of play and mischief, but I am rather pleased to see a little primarian twist and turn in his seat, if he is doing it unconsciously, while really engaged about his work. I do not say that a class standing at recitation should not be made to 'toe the line,' but I like to see their hands left free. I wish all teachers would fairly try the experiment of free hands as a general rule. Perhaps all would not succeed, but I think some might." (*Boston Report*, 1864, p. 135.)

Mr. Philbrick on repressive discipline.

The Boston discipline must strike any observer as something very different from that of New York. The coup d'œil of a Boston school is much less brilliant, the symmetry of movement less perfect, the light, springing step of the boys, the "glissade" of the girls, more rare. Perhaps the difference is in a great measure owing to the rarer use of the assembly room for the purpose of aggregating the children together, and to the more infrequent presence and employment of pianos. In Miss Myers' school, every movement, every gesture, is indicated by the instrument.

Contrast between Boston and New York schools.

With the habits and tempers of English children, particularly of English boys, it would be quite hopeless to attempt to introduce anything like this sort of discipline into our schools, yet it is a powerful auxiliary of order.

* *Rules and Regulations of Boston School Committee*, ch. x., s. 4. It is mentioned, in the report for 1864 (p. 23), as a curious fact, that the primary school is comparatively a modern institution. "The apex of the pyramid was planned and perfected long before its solid foundations were at all considered or provided for." The Latin school was founded in 1635, the grammar school system established in 1682, the primary school was not introduced till 1818. Not till 1854 were they placed under the control of the general School Committee. It is within the last ten years that the present admirable system has been developed and perfected. The schools are now thoroughly classified, and each class is placed under the charge of a separate teacher. It is now considered as important to have good school-rooms and good desk and seat accommodation for "primarians" as for scholars of any other grade. The course of study is defined by a rigid programme. This I will reserve for an appendix, but I may briefly here signalize some of the chief principles and methods of instruction, which, under the direction of the experienced Superintendent, are carried out in the Boston primary schools.

Recent establishment of primary schools.

Their methods.

The slate is used for printing, drawing, and writing. On the broad, flat, wooden frame are pasted strips of coloured paper, on which are printed alphabets (both print and script), numerals (Arabic and Roman), marks of punctuation, simple geometrical figures, &c., which serve as copies. In teaching writing or printing, "each letter should be taught by itself, beginning with those which are simplest in form. The great point is, to make the pupil see what the form is. This is done by comparing the various errors in form with the true form. For example, take the letter H in the print form; make a model letter on the board or show it on the tablet, and require the pupils to find it on their slate frames. They are next required to imitate it. Then proceed to illustrate the faults. Make the letter with the vertical lines too far apart, too near together, one oblique, both oblique but parallel, both oblique but not parallel, the cross line too high up, too low down, oblique. In this way every letter to be printed or written, and every figure to be drawn, should be taught. This is the short, time-saving method; more can be accomplished by it in one hour than in ten hours by merely telling the children to imitate their copy."

Use of the slate.

The alphabet is almost universally taught in America by the "phonic method." "The first day the child enters school he should commence on the elementary sounds, by hearing his teacher utter some of them, and then trying to imitate her. The *sounds* of the letters should be always taught with their *names*; and in the first steps of reading words and sentences, every word should be *spelt by sound* as well as by letters; that is, it should be analyzed, each elementary sound being uttered by itself. This course might be continued, perhaps, through the first book, and subsequently, whenever a new or difficult word is met with, it should be treated in the same way. This should be done both in the reading and spelling lessons."

Teaching the alphabet.

Great stress is laid upon making children understand the sense of what they read. "It is time worse than wasted to attempt to make pupils read with expression, when they have no distinct idea of the meaning of the words which compose the lesson. Young children should not be called on to give formal *definitions*, but the teacher should picture out the lesson by ingenious questions, illustrations, and explanations. The reading lesson should be used as a means of intellectual training and imparting information. Children must be drilled, of course, in calling words at sight, without regard to their meaning; but this is not the whole of reading—it is only a small part of it.

Reading.

"The spelling lesson should always be read aloud by the class before it is given out for study. It is best to require the pupils to read the words in turn. . . . If a child fails on a word, he should be made to spell the word *by sound*. . . . When a word occurs which is pronounced like some other word which is spelt differently, both words should be written on the black-board, and the difference in the meaning and orthography noticed.

Spelling.

"The numerical frame should be constantly used. Before the child is made to repeat the formula that 'four and three are seven,' he should be made to see that four things and three things are seven things. Much more time should be spent with concrete numbers than with abstract. . . . The first steps of addition and subtraction should be taught together, and so of multiplication and division." (*Boston Report*, 1864, pp. 106-110.)

Arithmetic.

The Providence schools have a high character for the accuracy of their spelling. One of the professors of Brown University told me that he noticed a marked superiority in this respect, in students who had been educated in the Providence schools to those educated elsewhere. There is

Spelling, in the schools of Providence.

he is considered fit to be promoted to the grammar school, and is promoted accordingly. I cannot give a better account than this of the estimate which the American system forms of the legitimate intellectual attainments of a child of eight or nine years of age. No one can say that it is extravagant or impracticable. If the statement already quoted be true, as I have no reason to doubt, of the large number of "primarians" who never reach the secondary grade, it is a standard that is, perhaps, as often missed in America as amongst ourselves, but, at least, it cannot be said that it is pitched extravagantly high.*

Primary teachers
in New York
and Boston.

It is noticed in the New York Report that a practice prevails there, which is justly reprobated as "pernicious," of "placing totally inexperienced young persons in charge of the lowest classes and youngest pupils in the primary schools."† In Boston, the importance of securing the very best teaching power for such a position is fully recognized, and the salaries of teachers in primary schools are as high as those of teachers of corresponding standing in grammar schools; and the result is, that "the teachers now engaged in these schools are generally persons of excellent education and of agreeable manners," exerting a most "happy influence over the children placed under their charge." In Boston, when the people find they have a good public servant, they are sensible enough to wish to keep him, and they make it worth his while to stay. They do not admire that wisdom which moves an officer from a situation for which he is fitted by nature and capacity, and where he is found useful and effective, to another for which he has no natural aptitude, and will very likely fail as an administrator, and call such transference a "promotion." When they have got "the right man in the right place," they like to keep him there. And so teachers' salaries being determined not so much by the rank of school as by length of service, and grammar schools being really rated no higher than primary schools, there can be no room for discontent, nor for that restlessness which is always looking out for an opportunity of bettering its condition. The maximum salary of a teacher in a Boston primary school, all being females, is \$550 per annum.‡

Boston teachers
keep their places.

Ceremonial of
opening school.

In this connexion it may not be uninteresting to describe the opening ceremonies of a New York primary school.§ The children assemble in the covered play-room on the ground floor, and, having put away their caps, bonnets, cloaks, &c., in the proper receptacles, which are very conveniently arranged, they proceed to their respective class-rooms, where their teacher, who is bound to be at her post fifteen minutes before the opening hour, is in readiness to receive them. The

a coloured intermediate school whose performances are quite wonderful in this way. Mr. Northrop, the agent of the Board of Education in Massachusetts, has mentioned in one of his reports the fact of his setting the children in this school seventy-five of the hardest words in their spelling-book, and of their being spelt without a mistake. I saw something of a similar kind myself. I don't think the phonic method is used in Providence. The ancient method by spelling-books, of trusting to the eye and memory, is preferred. Words are spelt fluently and correctly, of the meaning of which the speller has not the remotest notion. I heard a little girl of eight spell without a fault "impermeability," "stereotypography," "parallelepipedon." She was not, however, nearly so quick, when I dissected the words, in spelling "permeate," "typography," "parallel." A certain amount of mechanical process, I believe, is necessary in teaching both reading and spelling, but I thought the Providence method, though producing some marvellous results, a little *too* mechanical.

Americans not
said to be good
spellers.

In a Massachusetts report, it is noticed that children learn to spell with much greater ease from books where the words are arranged in columns than where they are thrown together, after "a comparatively recent method," in paragraphs. (*Massachusetts 28th Report*, p. 90.)

Good spelling is not said to be the forte of Americans generally. New York commissioners who examine teachers constantly report their sins against orthography.—(*N. Y. 11th Report*, pp. 300, 297.) "I find them most deficient in orthography."—(p. 291.) "They are mostly deficient in grammar and orthography."—(p. 281.) "They are most deficient in spelling and reading."—(pp. 272, 259.) School committees in Massachusetts repeat the complaint.—(See *28th Report*, pp. 127, 190.) "We find applicants for admission to the high school more deficient in spelling than in any other branch." In some places, however, improvement is noted.—(*Ibid.*, pp. 179, 213.) I had the united testimony of the professors of West Point Military Academy, that the candidates who present themselves for the admission examination, as a rule, are very ill-prepared. The examination is only in reading, ciphering, and spelling from dictation, and it is in the last two points chiefly that their deficiencies appear.

Attainments of a
primary school
in New York.

* I copy my notes of the attainments of the first class of a New York primary school, the age of the children ranging between nine and ten, all boys:—"Arithmetic, as far as long division; geography, North America, and general knowledge of the world; reading, in the Third Primary Reader—not quite so hard as an ordinary Third Reader with us; writing, on slates only; spelling, punctuation, object lessons. No history, or grammar, or composition. Dictation rarely given. The reading which I heard was loud, distinct, emphatic, and displayed a fair measure of intelligence. Arithmetical tables were not very perfectly known. In attempting to subtract 99 from 1,001, and to divide 344 by 55, a good many gave wrong answers. In finding out, mentally, how many yards there were in half a mile, very few were right. The arithmetical attainments were not high."

This may be regarded as an average primary school. It was kept in the same building with what I was told was the best boys' grammar school in the city.

† See *N. Y. Report for 1864*, p. 74.

‡ *Boston Report for 1864*, p. 23.

Why a New
York instance
is chosen.

§ There is no objection to taking the finest specimen to illustrate a subject; and certainly the "ceremonial," so to call it, of the New York schools, is grander and more complete than what I saw anywhere else. No doubt something is sacrificed to it. The proportions required for an assembling room which will seat from 500 to 1,500 children at once, and which is comparatively little used for other purposes, necessarily crib and confine the dimensions of the class rooms, which are generally too crowded and too small. An average Boston class room would be four times the size.

The ceremony of opening a grammar or high school does not essentially differ from that of a primary, except that the musical exercises would ordinarily be followed by the recitation of an essay, or a declamation. In the higher grades, too, there would be less of the pantomimic element.

Principal of the school, meanwhile, is on her raised dais in the assembly or reception room, an apartment probably of 70 feet x 50 feet, from which she can communicate by bells with each class-room. Upon the given signal from her, the classes, headed each by its teacher, march in order from their respective rooms, and take their places in the assembling hall. Boys enter by one door, girls by another; and the two sexes occupy opposite sides of the room. They march with a light, elastic step, their heels hardly touching the ground, to avoid noise, to a suitable inspiring air, played on the piano by one of the mistresses. When all are in their places, the music ceases and a perfect silence ensues, broken after a moment's pause by the Principal's simple salutation, "Good morning, children," to which is made a corresponding reply. The Principal then reads a portion of Scripture, which is listened to with marked attention.* A few chords are struck on the piano, and the children rise with a stamp, by a perfectly simultaneous movement. The Lord's Prayer is then said, the children repeating the words after the mistress. Then comes a hymn, accompanied by the piano. Then, after a pause, perhaps will follow some secular songs of a patriotic or else of a humorous kind, the latter affording scope, occasionally, to dramatic or mimetic accompaniments.† Last of all, is introduced a drill or calisthenic exercise, to which one of the teachers, or else a child called out of the mass and placed on the platform facing the rest, gives the cue. The precision, simultaneity, rapidity, energy, with which all this is done, are wonderful;‡ and music plays as important a part in the whole performance as it probably did in an old Greek school. The opening exercises concluded, which have occupied, perhaps, twenty minutes, unless some one has been present who has been called upon to make a speech, which would prolong the ceremony proportionably, according to the amount of good counsel given or of twaddle talked, the children are marched back again, in the same order in which they came, to their class-rooms, and the real teaching work of the day begins.

The grammar school, though not in all places known by that name, is the grade which normally succeeds the primary. It includes children of both sexes, sometimes mixed and sometimes separate, whose ages range from eight to seventeen.§ By far the largest proportion of scholars who are admitted to the grammar schools never pass beyond this grade—probably not one in twenty is promoted to the high

The grammar school.

* Such, at least, was the case whenever I had the opportunity of observing. I cannot, however, attach much importance to the exercise as a means of stimulating or deepening religious impressions, or of imparting religious knowledge. The Scriptures are read in too desultory a way for that—to-day a psalm; to-morrow, a passage from the Gospels; the day after, a fragment of a prophet, or of an Old Testament historical narrative. If a trustee or other school officer, or even a casual visitor be present, very probably he will be asked to read. I ventured sometimes to suggest whether it might not be advantageous, as it certainly would be possible, to make this Bible-reading more profitable, by giving it either an historical or a doctrinal continuity—by using it to develop either the Christian story, or the Christian faith, or the Christian life. But I am afraid the dread of the taint of sectarianism—the *déte noire* of American schools—would prevent that.

Religious exercises at opening school.

It is the rule of the New York Board of Education that all its public schools "shall be opened by the reading of a portion of the Holy Scriptures, without note or comment." The rule is generally observed; but in some of the districts where Roman Catholic influences are paramount, objections have been taken, nominally to the use of our "authorized version," and the consequence is, that in a few schools so situated Scripture reading is abandoned.

There is, I believe, no rule about prayer in New York; but in Boston, the regulation is that the "reading of Scripture is to be followed by the Lord's Prayer, repeated by the teacher alone." In one New York school—a coloured school—I heard the Lord's Prayer chanted, and in the same school they sang Jackson's "Te Deum." In the Newhaven High School the master used an extempore prayer, simple, earnest, unsectarian, but with a distinct reference to the fundamental verities of the Christian scheme. The really devotional part of these opening exercises seemed to me to lie in the hymn-singing, which, in some instances—though the "timbre" of the American voice is somewhat metallic—was very beautiful and touching.

† Coloured children excel in these. In one of the coloured schools in New York I got a very hearty laugh out of a dramatic scene in verse, acted with great humour and perfect "abandon," by a boy and girl, each about ten years old. The general estimate formed of the capacity of coloured children is, that they have retentive memories and great quickness up to a certain point; but beyond that, they cannot be got to go.

Coloured children.

‡ The manipulatory exercises are, some of them, quite beautiful. Miss Myers' 1,400 "primarians" seemed literally "*micare digitis*," so rapid and glancing were the movements of their little hands. I may add, that scrupulous personal cleanliness is a virtue as of Americans generally, so of American school children. Even those whose attire, as I mentioned some pages back, often consisted of nothing more than a shirt and a pair of trowsers, had clean hands and faces, and looked perfectly sweet and wholesome. In schools of a higher grade, and in better localities, I could not help thinking sometimes that the toilettes of the young ladies must have occupied rather too much of their time, and might possibly have the effect of keeping the children of some of their humbler neighbours out of the school. For as in America—to use the very words of my informant—"one man thinks himself pretty much as good as another," so one man, and still more perhaps one woman, does not like to be reminded by any marked contrast of dress and outward circumstances, that in spite of the theoretic equality there is still a practical difference.

Personal cleanliness.

§ "The grammar schools of Boston are for the instruction of pupils of the ages of from eight to fourteen or fifteen years." (*Boston Report*, 1864, p. 18.) In New York I found numbers of scholars in the grammar schools ranging in age from fifteen to seventeen. In Boston, the statistical tables shew that there were in 1864, in attendance at the grammar schools, 11,347 scholars between eight and fifteen, and 811 over fifteen. In the Report of the Committee of the Boston Girls' High School, it is remarked that "another year in a good grammar school would give them knowledge and discipline that will make their studies here easier and more beneficial" (p. 82), and the present age of admission to the Girls' High School is not under fifteen, nor over nineteen.

Age of pupils

The complaint is sometimes heard that the grammar school is viewed and treated too much as though it was merely a stepping-stone to the high school, instead of as a school with a work of its own—that work being to give "thorough and complete instruction in those important studies which are absolutely essential in the management of practical affairs, and which form the basis of all true education." (*Charleston, Mass., Committee, 28th Report*, p. 54.)

school;* so that, for the mass of children, the education offered and received in the grammar school is the maximum attainable. The programme of this education is considerably more ambitious in New York than it is in Boston, but in neither city did it seem to me to rank higher or to produce more solid and practical results than the system applied with so much success by the present Dean of Hereford to his well-known school at King's Somborne.

Course of instruction.

The Boston course is laid out for four classes, the New York course for six, to which in some schools there are appended two supplementary grades for girls. The Boston course comprises simply ten subjects,—spelling, reading, writing, arithmetic with book-keeping, geography, English grammar (including exercises in composition and the analysis of sentences), history of the United States, natural philosophy, drawing, and vocal music.† The New York course adds to this list algebra and astronomy; and, in the supplementary grades, geometry, ancient and modern history, rhetoric, Latin, and French or German.‡ In Boston, the spirit of emulation is maintained by the annual public distribution, on what is called exhibition day, of medals and certificates of merit in the schools, at the rate of one of each to every sixty scholars.§ In New York, those who pass a thorough examination in the studies prescribed for the supplementary course are entitled to a certificate of graduation.||

Teachers.

The teachers in these schools, numerically considered, are chiefly females. Even in a boys' grammar school at New York there would probably be twice as many female teachers employed as males, the lower classes being confided to their care: in a boys' grammar school at Boston there would be a male master, sub-master, and usher, while all the other teachers would be of the other sex. In grammar schools for girls, all the teachers in New York would be females; in Boston, the Principal would be a male. The deference which a woman everywhere commands in America appears thoroughly to penetrate the schools; and I believe these grammar school mistresses, many of whom are very young, find no difficulty in enforcing discipline or maintaining order.

Comparison of Boston and New York grammar schools.

If I must undertake the invidious task of drawing comparisons, I must say that I decidedly prefer the system pursued in the Boston grammar schools to that pursued in those of New York, simply on the ground that the programme being more limited, allows of the teaching being more thorough. In New York, too often the text book seemed to supersede the teacher, and the memory to be more cultivated than the understanding; and, as is usual in such cases, the memory, exercised apart from the reasoning powers, was incapable of retaining for long the stores of knowledge it had acquired. Subjects supposed to be mastered in a lower class are dropped in the higher—"crowded out," as the phrase is; and, if inquired after, are found to be forgotten.¶ The rivalry of large and rapid promotions from a lower to a higher grade—"before all the studies of the grade from which promotions are made are thoroughly completed and reviewed,"** thus leaving a weak link in the chain ever after—is mischievous everywhere; but the mischief seemed to me to be more under control at Boston than elsewhere. The habit of answering questions so rapidly as almost to preclude the possibility of reflection, which is too generally encouraged in American schools as a sign of smartness, is wisely mistrusted by Boston educators.††

Proportion who pass in high school.

* At Boston, in 1864, the average attendance at the grammar schools was 12,601; the average attendance at the high schools was 691. The number of boys admitted that year to the Latin High School was only 57; to the English High School, including those admitted on trial, 138. In New York, in a grammar school of 850 boys, said to be the best in the city, I found a class of 55—an unusually large proportion—preparing for the examination of the Free Academy. Similar results are attained by comparing the number of scholars in the several classes of the grammar schools themselves. Thus at Boston, on July 31, 1864, there were 4,389 in the fourth or lowest class, 3,317 in the third, 2,499 in the second, 1,854 in the first.

† See *Boston Regulations*, ch. x., s. 9.

‡ *Manual of N. Y. Board of Education*, s. 88., p. 124.

§ *Boston Regulations*, ch. iv., s. 17.

|| *N. Y. Manual*, p. 128.

Memory too exclusively cultivated.

¶ In a New York grammar school which I visited in company with the Superintendent, it was assumed that the first class were acquainted with the subject of astronomy, which they had studied in the class below, a month or two previously. Upon examination, however, it was discovered that they had forgotten even the most elementary phenomena and principles. Mr. Randall informed me that he constantly found that pupils of the Free Academy, who had perhaps studied there for three years, but did not complete their course, and then came to him to be examined for a certificate as teachers, would have entirely forgotten almost all their grammar school studies, their geography, astronomy, &c. Mr. Assistant Superintendent Kiddle notices the "servile adherence to text books, which banishes both activity and independence of thought." (*N. Y. Report*, p. 46.) Mr. Philbrick remarks—"Another fruitful source of overdoing arises from the erroneous notion that thoroughness in a branch requires the text book on the subject to be committed to memory bodily; and this error not only produces over-working, but is also the parent of the 'cramming system' of teaching, which stuffs the memory with words, words, words, soon to be forgotten. If this is the true method, then we do not need teachers of skill—we only need persons to hear recitations and assign tasks." (*Boston Report for 1864*, p. 142.)

** *Mr. Randall*, in *N. Y. 11th Report*, p. 10.

Effects of habit of rapid answering.

†† "I think very rapid recitation in any branch should not be encouraged, and least of all," where it seemed to me to be most encouraged, "in the analysis of difficult problems in arithmetic. Stammering, and a confused, disagreeable, and indistinct utterance, are the result of excessive rapidity in recitation." (*Mr. Philbrick*, in *Boston Report for 1864*, p. 142.)

A still more mischievous result, in my opinion, and one that I could distinctly trace in many schools, is, the hap-hazard style of answer, as likely to be wrong as right, which may always be expected from a mechanical process hastily performed and imperfectly understood. I was particularly struck with this in a *vivâ voce* examination in arithmetic of some female candidates for admission to the normal department of the high school, which I heard at Chicago. The questions were very simple; the answers frequently were very wild.

I have before me the notes which I took in a visit to one of the best New York boys' grammar schools, which will serve as a specimen, and will illustrate the standard aimed at, or rather the standard attained, better than any general remarks could do. It was a school of 450 boys divided into eleven classes, under a Principal who had been for many years at its head, five male and six female teachers. The Principal does not teach, but exercises general superintendence, and takes special oversight of the moral training and discipline. Corporal punishment is employed, when necessary, in the shape of caning on the hand. The first class consisted of twenty-six, varying in age from thirteen to seventeen. The subjects they were studying, the time devoted to each, and the points to which they had advanced, were—arithmetic, as far as compound proportion, four lessons a week of an hour each; algebra, as far as surds, three lessons a week of an hour; English grammar, including analysis of sentences, four exercises a week of half an hour; history of the United States (no general history), two lessons a week of half an hour; geography (not including use of the globes), two lessons a week of half an hour; drawing, one hour and a half; German, one hour and three-quarters a week; reading, composition, book-keeping. This class were not taught Latin, or French, or geometry, or astronomy; and the German lessons, I was told, were worth very little, the teacher owing his appointment to political influences, and taking no interest in his work.

Specimen of a New York grammar school.

Americans are hardly ever satisfied with things as they are—not from a mere idle love of change, but from a sincere belief in the possibilities of improvement; and I find that those who have the oversight of these grammar schools, both in New York and Boston, are not content with their condition, or disposed to condone their deficiencies. Mr. Philbrick detects at Boston too great a difference between the progress of the upper and that of the lower grades; and though the evil has been partly remedied by stricter and more regular examinations on the part of the Principal, suggests—or rather suggested in 1864 what, unless I misunderstood things, I found adopted in 1865—a permanent modification of the organization of the schools, which would assimilate the Boston system to that which is found to work so successfully in New York.* Mr. Randall, of New York, complains of the absence of “general intelligence”—a want of acquaintance with “subjects; in relation to which every well-informed young man is presumed to be familiar”—which is tolerated under the present system; † and, in particular, doubts whether

Changes suggested in the grammar schools.

* “The present organization of our grammar schools is comparatively new, having been commenced only about seventeen years ago. This change was by far the most radical and important which has ever been in our system of education. It was really revolutionary in its character. It has now had sufficient time to mature and to develop its capabilities and defects. As to its success, on the whole, I believe the most competent judges fully agree. But it is not perfect. It has its limitations and disadvantages. The movement was made in the right direction, but, as is too often the case in attempting reforms, it went too far in some respects. Under the old system, each master had all the pupils of his school and all his assistants in the same room with himself, and the pupils had to be promoted but two or three times before reaching the class taught by himself. Twenty-five years ago, the average number of pupils under the care of a master was 217, and in boys' schools the number of male teachers was double that of female. All this has been changed. In the schools for boys, the number of male teachers is to that of female in the ratio of one to four. Each master has, on an average, under his care 675 pupils, or more than three times as many as a master averaged twenty-five years ago. These pupils are distributed with their teachers into from ten to eighteen separate rooms, where they remain most of the time out of the sight of the master, who is occupied with his own class in his own room. This plan is attended with some disadvantages which deserve consideration. . . . In the present system there is too great difference between the excellence of the upper division, or the two or three highest, and the lower grades. The evil has latterly been to some extent remedied by the systematic examination which most of the masters have given to all the divisions of their schools, but I am fully satisfied that it demands a more effectual remedy. My plan is very simple, and it involves no additional expense. In each school for boys, let the sub-master take what is now the master's class, the usher take the sub-master's, and the head-assistant take the usher's; thus leaving the master free to divide his time among all the rooms, and manage the general affairs of the school. In the girls' schools, the only change required would be for the masters to give up the instruction of their first division to their head-assistants. . . . Much of the master's work now in the upper class consists in correcting errors and supplying defects, which, under the proposed arrangement, he would be able to prevent in the lower divisions. Then let the masters have the same jurisdiction over the primary schools in their respective districts which they have over the grammar schools. Each master thus becomes the real Principal of all the schools in his district.” (*Boston Report for 1864*, pp. 143–145.)

Mr. Philbrick's suggestion of reform.

“Old things and new.”

I believe that these recommendations have been adopted, and that the so-amended plan is now at work in Boston. I cannot see, however, how it can have been carried out without “involving any additional expense,” unless at the same time that the master gave up his class to the sub-master, the whole classification of the school was altered; for otherwise, the plan seems to “involve” the employment of an additional teacher.

† “With the exception here indicated, the course of study for boys in the grammar schools and Free Academy appears to combine most of the essential requisites of a sound and comprehensive education. If deficient in any respect, that deficiency may be found in the absence of a sufficiently thorough exposition of the peculiar frame of government under which we live, including an intimate and familiar knowledge of the Constitution of the United States, of our own State, and of the distinctive features of those of the other States in which they (especially differ from our own.” (*Mr. Randall, in N. Y. Report for 1864*, p. 20.)

Deficiency in knowledge of constitutional history.

The School Commissioner of Rhode Island, whose report contains much solid sense, almost lost sometimes amid its gorgeous rhetoric, complains of the same deficiency, and reports that there is no really complete text book of constitutional law. “I should rejoice,” he says, “to see a carefully prepared class-book, adapted for use in all our schools, embracing the Constitution of the United States, with comments illustrating its genius and spirit, and the elements of constitutional law and of our civil system growing out of it. It should include also a popular compend of those much-neglected, but very important, Madison papers. Such a work, made simple and arranged for the study of the youthful mind, would be an addition to our list of school books which I am sure would receive the hearty approbation of every right-minded man. I do not forget that we have already several valuable text books of this character, but I know of none fully adapted for use in our common schools.” (*19th R. J. Report*, pp. 31–32.)

the education provided for girls is "adapted to the requirements of their future life"; and, more particularly still, regrets the universal disappearance of "plain and ornamental needle-work" from the programme of girls' grammar schools.*

High schools.

The culminating grade of the American common-school system is the high school, the object of which, as contemplated by the Massachusetts legislators of 1647, was "to instruct youth so far as they may be fitted for the university," and which, though that is no longer its professed object, still to some extent discharges that function at the present day. The Free Academy of New York, which is the high school in the system of that city, and the high school of Philadelphia, are the only ones, so far as I am aware, which seem to exclude the idea of their students proceeding to a university, by themselves granting the degrees of Bachelor of Arts, Bachelor of Sciences, and Master of Arts; but all high schools confer upon those who complete their prescribed course the title of "graduates," and most bestow on them a diploma.

Mr. Randall on the want of practical utility in the education of girls.

* I will quote his very words:—"In the grammar schools for girls, it may admit of some question whether the growing demand for a practical education, adapted specially to the requirements of future life, is as fully and satisfactorily met as in those of the other sex. No difference whatever in the purely mathematical course, which occupies so large a portion of the course prescribed for both, is recognized. And yet it will scarcely be pretended by any one, that the same, or anything like the same, necessity for a thorough knowledge of higher arithmetic, algebra, and geometry, exists for the practical requirements of after-life in the one case as in the other. Except as a mere mental discipline, a very large portion of the scholarship thus communicated is wholly unavailable for any useful purpose in the ordinary transactions and duties pertaining to the sphere of womanhood; and for mental discipline, other studies of far greater practical utility, such as logic and intellectual and moral philosophy, might easily be substituted. As *accomplishments*, every branch of literature and science might be pursued to the utmost practicable extent, in institutions specially designed for that purpose; but whether it is expedient to make them necessary portions of the ordinary grammar-school course, to the extent at present required, may, to say the least, be regarded as problematical. In this connexion, it may be appropriate to refer to the almost universal abandonment of plain and ornamental needlework, which formerly constituted so prominent a feature in our female departments, and which is still recognized as an indispensable element in similar schools in other cities. In conjunction with modern improvements in this most appropriate and graceful department of female industry and skill, it can scarcely admit of a question that the reintroduction of this element would materially add to the practical utility of this class of schools." (*N. Y. Report for 1864*, pp. 20-21.)

Needlework in Newhaven,

In Newhaven, I was told, there are two public schools in which needlework is taught to the girls, between 11 and 12 o'clock daily, by some benevolent lady visitors, but a difficulty was felt about introducing it as a general feature of the system. It would lower the character of the school in the eyes of parents—they would come to regard it as a pauper school. Miss Mary Hillhouse, of Newhaven, a lady "of more than fourscore years," representing old ideas as well as an old historic family, and universally respected for her high character and strong common sense, regards this exclusion of industrial work, and the neglect of moral and religious training, as the two capital defects of the American system.

in Boston.

At Boston—the home of practical ideas in this matter of education, by the regulations of the School Committee, "plain sewing may be introduced into any primary school at the discretion of the sub-committee," and twelve sewing teachers are employed in as many grammar schools, at salaries varying from \$225 to \$450 per annum, who spend respectively 10, 12, 16, 20, and in one case 23 hours a week in the schools, giving instruction in that subject. In the school to which the largest amount of time is devoted, and which is attended chiefly by scholars of foreign parentage, the results are described as excellent. "The instruction," say the committee, "in sewing, given in the Bowditch school, is probably of as great practical value to the pupils as anything else taught there. Perhaps nine-tenths of the pupils would receive it in no other way, and it becomes absolutely indispensable that it be given to every individual child; while in some schools, a little supervision by the sewing mistress is all that is required. . . . It has been found that, notwithstanding our sewing teacher is employed for the largest period allowed by the regulations, it has been impossible for her to give the instruction needed." (*Boston Report*, 1864, pp. 21-22.)

Unpractical character of much of the education.

At the risk of being wearisome, I must make one more extract bearing upon this whole subject, and then pass on. "The average time," says the Superintendent of schools of New Bedford, Mass., "spent in completing the course of study in the grammar schools is a little more than three years, a very considerable portion of which is spent in memorizing the endless details of geography, whose prominent facts are all that have any real value; the unimportant events of history, including the time when this or that insignificant person was born and died; the time when a multitude of battles was fought, the number of killed and wounded, and much other equally frivolous matter; and the intricacies of grammatical analysis—all which, learned with so much difficulty, and of really no value when learned, very soon passes from the memory after entering upon active life. Are we realizing the best and most desirable results of true education, when we send forth from our schools so large a proportion of those so *educated* in them—if such a term can be allowed—that they can solve simple arithmetical problems so as to reach the result indicated in the printed answer of their book; but imperfectly (if at all) comprehending the principles which underlie the solution, and without which the process is simply mechanical; capable of repeating in most ungrammatical sentences such principles of grammar as their memories can retain; often with a chirography such as the great Roman historian said 'should be reckoned among the unpardonable sins'; and with such habits of reading, so devoid of correct emphasis and appropriate expression, as to make the inquiry of old a very pertinent one—'Understandest thou what thou readest?' Might not a portion of the valuable time now almost wasted in ways indicated above be far more profitably employed if devoted to some subjects of really practical value? Is not a knowledge of book-keeping, in its simplest forms, sufficient, however, to enable these future mechanics and operatives, it may be, to keep their own accounts and make out their bills for services rendered, without feeling ashamed of them, or depending upon others for this, of more importance to them than at least one-half of what is so painfully committed to memory in some bulky geography or history? Is not the ability to express one's thoughts correctly in good plain English, either in epistolary correspondence or in any form of writing, which might be acquired by devoting a portion of the time to compositions or letter-writing, of more value than much of the unintelligible jargon of analysis so glibly repeated after months of wearisome study? Does not many a young man wish that he had the confidence to stand up before his fellow-men in public assemblies when occasions demand it, which he might have acquired in his school-days, if the practice of declamation had been allowed to occupy a small portion of the time which an occasional omission of some less important exercises might have secured?" (*Massachusetts 28th Report*, pp. 193-4.) A somewhat overcoloured description, perhaps, but yet containing some important matter for reflection.

The course of study pursued in these schools is not dictated by the requirements of any particular university, in anything like the same sense in which (for instance) at New York, the course of so many boys' grammar schools is modified and influenced by the requirements of the Free Academy. In Newhaven I did not discover that the requirements of Yale College, though they were paramount in their influence upon the studies pursued at Hopkins' Endowed Grammar School, bore with any perceptible effect upon the studies pursued in the high school. At Cambridge, Mass., whose institutions might, from their proximity, be supposed to be affected by the influences radiating from Harvard University, and which, perhaps, once were affected, the School Committee plead for the plan of study laid down for the high-school course, that, whatever may be thought of its judiciousness, it can at least "no longer be said that it is made subordinate to the college course." It is meant to "embrace no more than it is desirable for all children to study whose worldly circumstances permit them to remain at school the necessary time."* The high school *does*—or at least, when the classical course is taken, it does—fit for admission to the university;† but it is also meant to be complete in itself. Its object is "to give a good elementary education in the usual English studies," as well as "to prepare young men for college, by affording them the best and most thorough training in the elements of the Latin and Greek languages."‡

The high school course not directly relevant to the university.

There is somewhat of a dislocation in the sequence which normally prevails between the different grades of the American school system, in the relations between a grammar school and a classical high school. It is decidedly recommended at Boston, on grounds already quoted, that a boy should be sent to the Latin school at an early age, and not be kept at the grammar school to complete the course there before being put to the study of Latin.§ In Newhaven, again, the high school has a preparatory department of its own, in which I found about forty children, whose parents design them for occupations in which some knowledge of Latin is necessary, but have no intention of sending them to college, and who, but for this circumstance, would still be on the register of a grammar school. Indeed, even so, the age at which the study of Latin is ordinarily commenced is so late, and the age at which the study of Greek is commenced so much later, and the languages, both modern and ancient are, unfortunately, so liable to get "crowded out" by other subjects, it is thought, of more pressing necessity, that, in spite of a wide and growing sense of their value, the classical authors receive no fair share of attention, nor are cultivated with any remunerative amount of success, under the present American system. We in England, at any rate, whatever else it may be profitable to us to learn from American schools, have nothing to learn from the way in which they teach Latin and Greek. Still, it may be worth while to know what that way actually is, and what are the opinions on the subject that generally prevail.

Dislocation between the grammar school and the classical high school.

Latin and Greek commenced late.

"In the organization of high schools," says Mr. Wells, in his extremely useful little treatise on graded schools, "three different forms have been adopted by different cities and towns:—

Three forms of high school organization.

"A. That which embraces a general course and a classical course in the same school, the parents or guardians of the pupils being allowed to elect between the two courses.

"B. A division into two distinct schools—an English high school and a classical school—each independent of the other.

"C. A union of the two courses in one classical and English school, in which all the pupils are required to study both the English branches and the classics.

"The first of these forms is illustrated by the high schools at Chicago and St. Louis, and the Free Academy at New York; the second form is illustrated by the high schools of Boston; the third form is illustrated by the high schools of Cincinnati,|| and Philadelphia.

The course of study in a high school generally occupies four years, each divided into two terms; but in the New York Free Academy the full course is extended through five years, and in the Boston Latin High School the ordinary period is six

Their course of study

* *Massachusetts 28th Report*, p. 52.

† In half a century, the Boston Latin High School has fitted 675 students for the university, or an average of nearly fourteen a year. The present Master, who has been at the head of the institution for thirteen years, has in that time fitted 252, or nearly twenty a year; the admissions meanwhile being at the rate of about eighty a year, and the whole number of students in August, 1864, being 220.

‡ *Report of Committee of Boston Latin High School*, 1864, p. 62.

§ *Boston Report for 1864*, p. 145.

|| *Wells on Graded Schools*, p. 120. Some high schools, *ex. gr.*, the Free Academy at New York, allow of what is called a "partial course," which embraces any studies less than either of the full courses, and has for its object the fitting young men for certain special future careers. The "partial course" may either extend over the whole period of time occupied by the "full course," or be limited to a certain portion of it: this would be determined by the special circumstances of the student.

Full and partial courses.

The Philadelphia authorities approve neither of "elective studies," nor of "partial courses," having an eye to the proper functions, as they conceive them, of a high school. "The high school," they say, "is a public institution subject to the scrutiny and criticism of every citizen; and those having its interests in charge must adopt such a course of study as will meet the wants of every relation in life—such as will develop the man in all his mental powers. If, in their deliberate opinion, there is any branch of study which may be deemed superfluous, whose function is performed by others, let it be abandoned, rather than resort to elective studies or partial courses, which enlarge to an unhealthy measure one faculty, whilst dwarfing others given by Providence for cultivation and use." (*Controller's Report for 1864*, p. 230.)

rarely completed years, while in the Girls' High School, in the same city, it is reduced to three.* A very small proportion, however, of those who commence the course, complete it. They fall out at various stages; some, because an opportunity occurs for getting out in life; others, because they fail at one or other of the periodic examinations for advancement. This fact is strikingly illustrated by the statistics of the Philadelphia Central High School, which justly enjoys the reputation of being inferior to none in the country. It appears that, from the first organization of the school, in October, 1838, to the year 1864, the whole number of those who have left is 5,272. Of these, 2,660 left before the expiration of two years of their course; 1,751 attended the school for a period of more than two years but less than four; 861 completed the full course.†

Case of the Boston English High School.

In Mr. Philbrick's perspicuous Report of the English High School at Boston—a school which I should have liked, if possible, to put under a glass case and bring to England for exhibition, as a type of a thoroughly useful middle-class school—there is an estimate that the grammar schools of the city ought to send to this high school each year not less than 150 pupils; and some calculations are made upon the hypothesis that of this number, fifty would probably leave at the end of the first year, fifty at the end of the second year, and fifty would remain to complete the course.‡ Of course it is obvious that the mass of students can derive but little benefit from the partial attendance upon a course of study the idea of which is only complete when it is pursued to the end.§ Indeed, it is asserted that many students seek admission to the high schools just for the name of the thing, "even though they have no intention of remaining, and have made up their minds to engage in some trade or business within a few months of their admission."|| It does not admit of a doubt that these young people would have consulted their own interests better had they remained those "few months" longer in the grammar school.

Examination for admission.

Universally, pupils are only admitted to the high school after a thorough and searching examination,—“within limits,” however, and “in the subjects of their text books,”—held twice a year, conducted by the Principal and teachers of the high school, under the supervision of the Committee, with a view to perfect impartiality; the reputation of the grammar schools being supposed to depend in public estimation upon the number of candidates whom they succeed in passing. Candidates for admission are designated by numbers merely, and neither their names nor the schools from which they come are made known to the examiners. The subjects of examination for admission do not vary widely in the different high schools, and those adopted at Boston may be accepted as a sample. For admission to the English High School—the average age of those admitted in 1864 being 15.38 years—a satisfactory examination is required to be passed in spelling, reading, writing, English grammar, arithmetic, modern geography, and the history of the

Boston four years' course.

* In the English High School for boys at Boston, the course is laid down for three years; but “those who wish to pursue further some of the higher departments of mathematics and other branches have the privilege of remaining another year at the school.” It is specially ordered that “no one shall remain a member of the school longer than four years.” (*Regulations*, ch. xi., s. 1, 5.)

Example from Philadelphia.

† *Report of Philadelphia Controllers for 1864*, p. 279. The following table illustrates the same fact as exhibited in a single term. It should be remarked, that the full course consists of eight terms, and the classes are indicated by the letters of the alphabet, from A, the senior, to H.

Classes.	A.	B.	C.	D.	E.	F.	G.	H.	Total.
Whole number at beginning of 52nd term, Feb. 15, 1864	19	24	23	31	53	83	136	138	507
Left during the term or at its close...	19	0	1	7	24	21	46	9	127

The 19 in class A constitute the graduating class, who were admitted to the degree of B.A. So that a class which enters 120 or 130 strong, dwindles in the course of four years to about 20, and the proportion of those who complete their course to those who withdraw is about one to six. It will be noticed that the withdrawals are most numerous in the early stages of the course, especially in the second term. The phenomenon may be accounted for by the following rule of the committee of management:—“Resolved, that any pupil of division H, failing to attain, during the first month of the next term, an average of fifty marks, shall be dropped from the list of students, and returned to the school from which he was sent.” At the close of the second year of the course, those who have attained the special and general averages required by the rules are entitled to a certificate, testifying to their having so far satisfactorily pursued the studies of the school. This will account for the number of withdrawals in division E. All the students beyond that stage probably intend, unless prevented by some unforeseen accident, to remain at the school and graduate.

Figures of the English High School, Boston.

‡ *Boston Report for 1864*, p. 183. The actual figures of 1864 were:—Number admitted clear, 110; admitted on trial, 28; total of admissions, 138; whole number belonging, 179; graduated, 17. It is noticed that “the graduating class was below the average of the last ten years. The special demand for young men, growing out of the present condition of the country, induced many to leave at the close of the second year of their course—some, to take clerkships in stores, and several to enter the Army.” (*Ibid.*, p. 72.)

Small benefit in incomplete courses.

§ “To derive much benefit from the high-school course, the pupils should remain three years. No plan can be contrived by which those who want only one or two years' higher education can study those branches which would be most useful to them, unless we sacrifice those who seek a more thorough training.” (*Cambridge School Committee, in Massachusetts 28th Report*, p. 52.)

|| *Charleston School Committee, ibid.*, p. 54.

United States.* For admission to the Latin High School—the minimum age of admission being ten, the average age of those admitted in 1864 being 12.80 years—a candidate must be able “to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, understand mental arithmetic and the simple rules of written arithmetic, and be able to answer the most important questions in geography, and have a sufficient knowledge of English grammar to parse common sentences in prose.”†

In New York there is an organic connexion between the grammar schools and the Free Academy, nor is any candidate admissible for examination unless he has attended the common schools of the city for twelve months; and in case of the number qualified for admission exceeding the capacity of the institution to receive them, preference is given to those who have attended the common schools the longer time.‡ In Boston, though the privileges of the high schools, as places of free education, are limited to residents in the city, the connexion with the grammar schools is looser, and though most of the students are drawn from them, not a few are derived from other sources.§ The Free Academy at New York and the Central High School at Philadelphia appear to aspire to a higher rank, and to play a more distinguished part in the work of education than schools similarly related to the general system in other cities. They grant degrees; their teachers are dignified with the title of “Professor”; the Free Academy possesses a “Faculty.” It is not contemplated, I imagine, that students who graduate there should either need or seek further development, other than special, elsewhere. The function of the high schools at Boston (I speak now of those for boys only) is strictly preparatory; they are schools only, not special schools even, but schools of secondary instruction,|| in one of which—the Latin High School—boys are fitted for college; in the other, the English School, a collegiate course not being in view, pupils are furnished with the means “of completing a good English education, and fitting themselves for all the departments of commercial life.”

Connexion between high and grammar schools more or less strict.

Function of Boston high schools.

Such, at least, is the present aim of the English school, in default of any higher institution of special instruction to which it would naturally lead; but it is hoped that the sphere of its usefulness will be greatly enlarged, though its nominal functions will be contracted, by the establishment in Boston of the Massachusetts Institute of Technology, in which provision has been made for a special department to be called the “School of Industrial Science and Art,” which will stand to the English High School in a similar relation to that in which the university stands to the Latin school. The Latin school is related to the department of philosophy and *belles lettres*; the English school is a handmaid in the department of practical science and art. The one is to furnish the Commonwealth with its statesmen, physicians, lawyers, divines, *littérateurs*; the other is to supply it with capable men in the various fields of manufacturing, agricultural, and commercial industry.

The Institute of Technology at Boston.

The teachers in the two Boston schools of which we are speaking are required to have been “educated at some respectable college of good standing”—an indefinite phrase, but of which I suppose there exists a definite practical interpretation—and, in the case of those employed in the English school, they must be competent to instruct in the French language. I do not observe any similar requirement in the regulations laid down for the government of the New York Free Academy, at least as regards “professors;” but it is ordered that “when vacancies occur in the corps of tutors, “preference shall be given to the highest two on the merit roll of

Qualifications of teachers, &c.

* The New York Free Academy requires, in addition, a knowledge of elementary book-keeping, and of algebra as far as quadratic equations, inclusive.

† *Boston Regulations*, ch. xiii., s. 5.

‡ *New York Manual*, s. 137, 138, p. 147.

§ In 1864, the number of pupils admitted to the Latin High School was ninety-one, “of Practice at whom, fifty-seven, with an average of 12½ years, were received from the public schools of the city, and thirty-four, whose ages averaged 13½ years, were from other sources.” (*Boston Report*, 1864, p. 68.) In the girls’ high school, if there happen to be any vacant places, non-resident students are admitted on payment of tuition fees, which amount to about \$45 (the sum varies a little) a year. In 1864, there were twenty-two such students out of a whole number registered of 352. (*Ibid.*, p. 83.) The rule of admission at Philadelphia is as peremptory as at New York. Rule at Philadelphia. “No pupil shall be a candidate for admission to the high schools who shall not have been enrolled and in actual attendance at one of the public schools at least for one year previous to application; and no pupil is to be received into any of the schools of the district who is not *bond fide* domiciled therein.” (*Controllers’ 46th Report*, p. 323.)

|| “Secondary instruction occupies the intermediate place between elementary and superior Schools of instruction, following those branches which are instrumental and preparatory, to the pursuit of knowledge, and preceding the special studies which bear more or less upon the occupation of the individual in future life. This department is of two kinds, corresponding with the two divisions of superior education,—first, as preparatory to the universities or special schools in which students are educated for the professions usually designated as learned; and, second, as preparatory to the polytechnic institutions or special schools in which students are trained for the higher practical occupations which are rising rapidly into, or have taken their place in, the rank of the learned professions. Secondary education of the first kind is commenced in our Latin school, and completed in the college. This is the course for the student who is destined to the profession of law, medicine, or divinity, or who aspires to the highest grade of intellectual culture as a scholar and man of letters. The other branch of secondary education is provided for in our English High School. The course here is adapted to the wants of students who are destined to commercial occupations, or those industrial professions which require a systematic training in applied science, including a thorough knowledge of scientific laws and principles, and a large general cultivation, united with habits of close observation and exact reasoning. While it affords a good practical education of itself, it furnishes at the same time the necessary preparation for the highest special instruction which is requisite for the analytical and practical chemist, the builder and architect, the mining, civil, and mechanical engineer, the geologist, the astronomer, the naturalist, and the man of scientific culture.” (*Boston Report for 1864*, p. 176.)

the academy, provided they have sufficient qualifications for such appointment."* The universally recognized ratio of teachers to students in the high schools appears to be as one to thirty-five. The normal school-day is five or six hours, either continuous or divided; † of which, perhaps, half the time is spent in recitation and half in study. ‡ The vacations would be six or seven weeks in summer, from the middle of July to the first week in September, a week at Christmas, and in New York a week also in the spring. Saturday in each school week is generally a whole holiday, and certain days of national significance—July 4th, Washington's Birth-day, Thanksgiving Day, and a few more, are similarly observed. In Boston, holidays seem to be dealt out in more liberal measure than elsewhere, § and the schoolday is an hour shorter than in New York.

Rules of the New York Free Academy,

It may be well to give a brief abstract of the chief rules laid down by the New York Board of Education for the internal management of the Free Academy, which, whatever its actual educational results, at least is liberally planned and thoroughly organized.

as regards study,

A programme of study is laid down, which, however, may be modified by the Executive Committee (consisting of seven members of the Board of Education), on the recommendation of the Faculty. || The option of each student as to the course of study he is to pursue is to be made in writing by his parent or guardian, submitted to and approved by the Faculty, and registered and filed by the registrar. At the beginning of each term, the students in each full course of the first three years are divided, as nearly as may be, into sections of thirty-five, and in the other classes, of forty students, for the purpose of recitation; but no class is to be organized with less than twenty students. Each student is to have three recitations or lectures a day, besides drawing, and also an exercise in declamation and composition about once a month. The recitations and lectures are to be so arranged in alternation with the hours of study, that the professors, while not occupied themselves in instruction, may visit the recitation rooms of the tutors in their respective departments (which it is their duty to do), to observe the manner in which instruction is given, and to become acquainted with the students, their progress, and attainments. The professor of moral, intellectual, and political philosophy (who is also the Principal), is to give at least one lecture or hear one recitation each day; the professor of chemistry, three; and all the other members of the Faculty whose whole time is devoted to the institution, and the tutors, four. The professor of drawing is to teach descriptive geometry in the department of pure mathematics, when not engaged with his classes in drawing; and generally, the studies of cognate departments are to be so distributed among the professors and tutors as to give each full employment. Seventeen rooms are set apart as recitation rooms, and six rooms are occupied for study. ¶ While occupied in study the pupils are under the superintendence of an instructor, that duty devolving in rotation upon all the instructors except the Principal. The several professors and tutors are responsible for the maintenance of order in their several sections, and keep a full daily record of the merit and demerit of each student under his care, an abstract of which is entered in the books of the Academy. Each instructor must also keep a register of conduct, in which all cases of violation of good order by a student are entered, together with the amount of censure in demerit marks which he thinks the offence deserves. This register is to be left with the Principal at the close of each day for his approval, and returned to the teacher the following morning. No student is to be "demerited" without notice to him of the fact and the cause.

New York merit roll.

* *New York Manual*, s. 162. The merit roll is a document which is made up immediately after each semi-annual examination, containing a list of each class, in which each student is ranked as he approaches nearest to the maximum number of marks in his department, including both his examinations and conduct. (*Ibid.*, s. 157.)

Hours of daily session.

† At the Free Academy, the school day, as defined in the regulations, is from 9 to 3, with half an hour's recess at 12; but at the school, I understood the day's work terminated at 2—which is the Boston hour—and sometimes at 1. At Providence, the session is from 9 to 2 in winter, from 8 to 1 in summer. At Newhaven and Hartford, two sessions are preferred,—from 9 to 12, and again from 2 to 4 or 4:30.

Variation at Philadelphia.

‡ This is the general rule. But at Philadelphia there is no in-school studying at all—the whole school day is occupied with recitations or lectures.

Three recitations a day, in other places, would be the usual thing; though at the girls' high school in Boston, I found that some of the students, who took all the subjects, had five recitations—certainly a case of that "high pressure" which is said to be doing so much mischief.

Boston holidays.

§ The holidays of the high schools in Boston are: the long vacation from third week in July to second week in September; every Wednesday and Saturday afternoon; Christmas Day, New Year's Day, Feb. 22nd, Good Friday, May Day, Fast Day, Artillery election, and the 4th July; Thanksgiving week—the week immediately preceding the first Monday in March; one week, commencing on the Monday preceding the last Wednesday in May, and the two days of public exhibition at Harvard University. In addition, the President of the Board of Education has power to suspend the schools on such public occasions as he may think proper, not exceeding three days in any one municipal year. (See *Boston Rules*, ch. viii., s. 36.)

Faculty of Free Academy.

|| The Faculty is composed of the Principal and all the professors (acting as well as adjunct) employed in the academy. The professorial body consists of a professor of moral, intellectual, and political philosophy (who is also Principal); of English language and literature; of French language and literature; of German ditto; of Spanish ditto; of the Latin and Greek languages and literature; of history and belles lettres; of pure mathematics; of mixed mathematics; of chemistry and physics; of natural history and physiology; of drawing; an adjunct professor in the department of philosophies; another in the department of mathematics. As many "tutors" are employed as the number of students may from time to time require. At present there are twelve, at salaries varying from \$1,250 to \$1,750 a year.

"Partial course" students.

¶ Students who take the "partial course" are not supplied with rooms for study at the academy, but are expected to prepare their work at home, and only attend the academy for lectures and recitations.

The punishments inflicted at the Academy have been already named.* All as regards discipline. punishments, when inflicted, are to be recorded in the "Book of Discipline." As an appeal to emulation, a merit roll is made up after each half-yearly examination, on which the students are severally classed as "highest," "high," "good," "low." Conduct, as well as intellectual proficiency, is considered in determining the rank. A copy of this roll, when printed, is sent by the Principal to the parent or guardian of every student, whom he is also to notify of any case of habitual or gross delinquency. If a student has made so little progress in any of his studies, or has been so disorderly in his conduct as not to gain an average rate of at least half the maximum on the last merit roll, he is to be rated as "deficient," and so recorded; and if he is rated "deficient" on two successive merit rolls, he shall be dismissed from the Academy.†

As already hinted, the Free Academy at New York, in spite of its somewhat minutiose discipline, and the Central High School at Philadelphia, granting their degrees in arts and sciences, and with their array of professors and tutors, aspire rather to be ranked as colleges, and to put a finishing touch to education, than are content to occupy the humbler position, which is all that the Massachusetts system assigns to a high school, of "fitting youth for the university."‡ The great deficiency in the programme of these two institutions is, the inadequate attention that is paid to the two great classical languages, with their contained literature, of Greece and Rome.§ At the Philadelphia High School, Greek is not taught at all, and Latin chiefly as an adjunct to English, and then only as far as a little Horace and Virgil. The whole strength of the teaching is thrown upon mathematics and the sciences, in which departments of knowledge the students are said to advance as far as is done in any educational institution in the country. In the Free Academy, Latin is commenced in the first year, when the student must be at least fourteen, and may be fifteen or sixteen, and is studied five times every week. In the second year Greek is commenced, the pupil's age now ranging from fifteen to seventeen, and is studied twice a week the first term, three times a week the second term; Latin, on the other hand, being read three times a week the first term and twice a week the second. In the third year, throughout, Latin is taken twice a week, and Greek three times; in the fourth year, Latin is read twice a week, and Greek three times, during the first term; in the second term, to each language only one

Aims of the high schools of New York and Philadelphia.

Their chief deficiency.

No Greek taught at High School, Philadelphia.

Limited amount of classical teaching at Free Academy.

* See above, p. 47, note.

† See *Manual of N. Y. Board of Education*, ss. 144-160. The Principal informed me that there was very little trouble about discipline. He is very strict in cases of truancy. In the Philadelphia High School, certificates of distinction are issued each term to every boy who has attained an average of 95 marks in his division. A boy who attains a term average of not less than 85 is called "meritorious"; and a list both of the "distinguished" and the "meritorious" is published in the Controllers' Annual Report. If a student fails of promotion to a higher division at the half-yearly examination, he has to remain where he is, and to repeat the studies of the previous term; if he fails a second time, he is dropped from the list of students. The Principal of the Philadelphia School takes no part in the instruction, superintends merely, unless now and then he takes the place and the recitations of an absent professor. In the two Boston high schools, the "Master" appeared to be as much engaged in teaching as any of his assistants.

Discipline in Philadelphia.

‡ The Superintendent of Schools at Worcester, Mass., where the system is said to work with uncommon vigour, says—"It is folly for a high school to attempt too many things, and aspire to rival the college. Better far accomplish a little thoroughly, than to pass superficially over a more showy or high-sounding list of studies. Better to master whatever is touched, than to labour fruitlessly over books beyond present comprehension; and to advance by regular steps, than to leap at heights which cannot suddenly be scaled." (*Massachusetts 28th Report*, p. 121.)

Proper aim of high schools.

§ It is not a little remarkable to how small an extent conversation, or even literature, in America, is flavoured with classical thought, or coloured by classical allusions. Beyond a charming little society of about a dozen gentlemen, gathered from the most miscellaneous walks in life, who meet weekly in New York to read a play of Aristophanes, or a dialogue of Plato, one of whose "noctes cœnæque" I was permitted to join, I do not remember an instance in which even a remote allusion led me to suppose that he with whom I was conversing, or to whom I was listening, was familiar with the higher literature of Greece or Rome. Of course many of the cultivated scholars whom I met were thoroughly familiar with it; but the noticeable thing was, how little, in the ordinary intercourse of social life, they suffered their intimacy to transpire. And certainly, the fact seems to illustrate the small extent to which, as yet, classical culture has really penetrated the mass even of the best educated people. Yet De Tocqueville has acutely pointed out its special value in a democratic state of society:—"Il est évident," says he, "que, dans les sociétés démocratiques, l'intérêt des individus, aussi bien que la sûreté de l'Etat, exigent que l'éducation du plus grand nombre soit scientifique, commerciale, et industrielle, plutôt que littéraire. Le Grec et le Latin ne doivent pas être enseignés dans toutes les écoles; mais il importe que ceux que leur naturel ou leur fortune destinent à cultiver les lettres, ou prédisposent à les goûter trouvent des écoles où l'on puisse se rendre parfaitement maître de la littérature antique, et se pénétrer entièrement de son esprit. Quelques universités excellentes vaudraient mieux, pour atteindre ce résultat, qu'une multitude de mauvais collèges, où des études superflues qui se font mal, empêchent de bien faire des études nécessaires. Tous ceux qui ont l'ambition d'exceller dans les lettres, chez les nations démocratiques, doivent souvent se nourrir des œuvres de l'antiquité. C'est une hygiène salutaire. Ce n'est pas que je considère les productions littéraires des anciens comme irréprochables. Je pense seulement qu'elles ont des qualités spéciales qui peuvent merveilleusement servir à contrebalancer nos défauts particuliers. Elles nous soutiennent par le bord où nous penchons. Il suffit, en effet, de jeter les yeux sur les écrits que nous a laissés l'antiquité, pour découvrir que si les écrivains y ont quelquefois manqué de variété et de fécondité dans les sujets, de hardiesse, de mouvement, et de généralisation dans la pensée, ils ont toujours fait voir un art et un soin admirables dans les détails; rien dans leurs œuvres ne semble fait ni à la hâte ni au hasard; tout y est écrit pour les connaisseurs, et la recherche de la beauté idéale s'y montre sans cesse. Il n'y a pas de littérature qui mette plus en relief que celle des anciens les qualités qui marquent naturellement aux écrivains des démocraties. Il n'existe donc point de littérature qu'il convienne mieux d'étudier dans les siècles démocratiques. Cette étude est, de toutes, la plus propre à combattre les défauts littéraires inhérents à ces siècles; quant à leurs qualités naturelles, elles naîtront bien toutes seules, sans qu'il soit nécessaire d'apprendre à les acquérir." (*Démocratie en Amérique*, vol. ii., pp. 68-69.)

General want of classical culture in America.

De Tocqueville on value of classical culture to a democracy.

At the Boston
Latin School.

recitation a week is allowed. In the fifth or last year, one language has to give way to the other, and for no more than one recitation in the week of "Latin or Greek" can time be found. As a natural consequence, the attainments of the students, as compared with what we are accustomed to expect in England, are very insignificant. I heard the "Sophomore" class (students of the third year, of the average age of seventeen) construe with some difficulty about twenty-four lines of Xenophon's Anabasis, and answer, not always very correctly, a few questions of the most elementary kind in the accidence and syntax. Next year they would be advanced to Thucydides and Sophocles; but I imagine that one book of the historian and one play of the dramatist will be the extent of their reading; and there, with the addition perhaps of a couple of books of Homer, their acquaintance with Greek literature will end. They will hardly have cultivated a more extensive field in Latin; a little Virgil, a little Cicero, a little Livy and Sallust, and a little Horace—the last author being almost universally chosen to close the Latin course—will be all that, in the ordinary course of things, they will read there. In the Boston Latin High School the course, I think, is more thorough, but does not range even so high. The programme of the school does not profess to teach more than "the rudiments of the Latin and Greek languages." Latin is commenced at once; but boys do not enter upon Greek till they have reached the fourth class, by which time they would be on the average fourteen or fifteen years of age, and the highest points attained in that language are Xenophon's Anabasis and three books of Homer. In Latin, Cæsar, Ovid, Virgil, and Cicero, are read; but it cannot be said that any *great* proficiency in the language is exhibited, while the exercises in composition are confined to Kerchever Arnold's most unattractive books. That such "a run through the grammars," with "a hasty nibble at the edges of Virgil, Cicero, and Xenophon" (as an American professor himself describes the process),* should

American description of a
"classical curriculum."

* *Professor North, in Report of N. Y. Regents for 1864, Appendix, p. 45.* "Just look," he says, "at the hurried, superficial, unwholesome racecourse of study that is sometimes named—rightly enough named, all things considered—a classical curriculum. First, a feverish run through the Latin and Greek grammars, with a dyspeptic huddling into the memory of principles and paradigms; next, a guerilla raid among the borders of the authors first read, under a teacher who is more interested in other and larger classes—a teacher, who thinks he has no time to hear Greek and Latin pronounced; who calls it useless pedantry to write Greek and Latin; who always puts off the analyzing of words and sentences for a more convenient season; who has no knowledge of prosody, and therefore no faith in it; who thinks it immoral to understand heathen mythology, but who rejoices in a generous facility at writing certificates of fitness for the freshman class."

The writer of the above paragraph is advocating, with very sensible arguments, the more extensive use of the black-board in teaching Greek. It certainly is an admirable instrument in any study, and is used with great effect in all the best American schools. In the Professor's own case, however, it does not seem to have produced any remarkable results. He shall tell his own tale:—"In my own classes, no exercise has called out more enthusiasm than that of hellenizing old proverbs and familiar bits of verse. Two years ago, I called for Greek translations of a couple of stanzas from George Herbert. I copy the following versions, without changing an accent or a letter:—

I.

Sweet day! so cool, so calm, so bright,
The bridal of the earth and sky;
The dews shall weep thy fall to-night,
For thou must die.

II.

Only a sweet and virtuous soul,
Like seasoned timber, never gives;
But tho' the whole earth turn to coal,
Then chiefly lives.

Γλυκὴ ἡμᾶρ ὡς ψυχρὸν δὲ λαμπρὸν χ' ἥσυχον
τῆς γῆς τὸ νυμφεῖον τε καὶ τοῦ ἀέθρου,
σὺν πτώμα δ' ἔρσαι τῆδε νυκτὶ δακρυσαύς,
ἢ γὰρ πέπρωται καταθάνασθαι σοι τέλος.

Ψυχὴ μόνη χρηστὴ τὸ ἦθος κάγαθὴ,
ἕμοια τῇ ἀντὶ ὅλην εἴκει ποτ' οὐκ,
ἀλλ' ἢ πάσης τῆς γῆς ἔτ' ἠνθρακωμένης,
ἔπειτα μὲν ἤδε ζᾷε μακαράτως.

Another version was—

Ψυχὴ μόνη ἠδῶια τὶς τε καὶ καλὴ,
ἕλης δικτὴν ἀντὶ μαλ' εἴκει μήποτε,
ἔαν τύχη ἢ πάσα γῆ νῦν ἀνθρακῶι
ἔπειτα μὲν ζᾷ ἤδε καὶ μακάρατη." (*Ibid.*, p. 50.)

That such iambs should be quoted as specimens, is a sufficient proof that nothing very high in this line is either attempted or attained.

I cannot help quoting also the Professor's concluding remarks:—"One whose Greek studies are conducted in the way now proposed may pass over less of surface than under a different regime, but his knowledge of the language will be held by a stronger lien. The life of the old Greek authors will become a part of his life; it will sing to him in familiar English rhythms borrowed from the Greek drama; it will salute him from many household words and maxims, drawing their vitality from old Greek roots and myths. All the activities of his mind will be impressed with a peculiar signet that will stand as his patent of intellectual nobility. This he will carry to his grave, as the Attic freeman carried his *γνωρίσματα*; and throughout life's rough encounters and confusions, this will make good his title to the rank and privileges of a scholar. The sharp contests of the bar and the bema, the calmer teachings of the pulpit, the lecture room, and the press, even the unstudied communings of the fireside and the wayside, will all be redolent of a classic perfume, which will never cease confessing a genial nurture and discipline, never neutralized by years or cares, but ever present in their influence, and ever recognized as a power for good and a badge of honor." (*Ibid.*, p. 51.) This is what *is to be* when the use of the black-board has wrought a change. It does not contradict what I have stated in a previous note to be, as far as my own observation went, the *existing* phenomena.

produce any satisfactory results, could not be expected; and to me, retaining as I do, the old-fashioned notions about the best instruments of mental development, that is, of education, it was a source of regret to find that there was such very meagre provision, under the American system of instruction, for making its pupils acquainted with the grand literatures of Greece and Rome.*

The grammars and text books that are in use seemed to me to be fatal to anything like thorough grounding and intelligent progress. The grammars, "now grown to a large bulk,"† instead of contenting themselves with laying down principles simply and broadly, break these principles up into a multitude of minute rules, cumbering the memory, and scarcely illuminating the understanding; while the editions of the classical authors in common use are mostly of that miserable type introduced (or at least largely propagated) by Professor Anthon, in which all difficulties in the text are smoothed over by a ready-made translation, which supersedes effort at the moment and indisposes to effort in the future. I was so impressed with the defective character of these text books that, when I was at Boston, I ventured to write to my friend and old preceptor, Dr. Kennedy of Shrewsbury, and request him to send to the Master of the Latin High School a sample packet of his school grammars, &c., that my American friends might see how we manage these things in England,—a request with which, as was to be expected from his well-known liberality in such matters, he at once complied.‡

The superior wisdom which presided over the organization of the Latin High School at Boston, is shown both in the comparatively early period at which the study of both Latin and Greek is introduced into the course, and also in the early age at which it is recommended that boys intending to proceed to college should be placed at this school.§

* The regret is shared by many Americans. I quote from one:—

"There have sprung up of late, in almost all our higher seminaries, what are called 'partial courses.' They are favoured as most popular, most practical, and most immediately connected with the business of after life. They generally embrace, in largest proportion, the physical sciences, to the neglect of other departments belonging to the essential idea of liberal education. Now, it may be a serious question whether they secure, to any desirable extent, even the poor and partial end at which they aim, and for which so much that is fundamental has to be sacrificed. Permit the speaker to give his own thirty years' experience as a teacher here. It is decidedly to the effect that college students, on a partial course of this kind, are not, in general, so well acquainted even with their own chosen branches as those who have connected with them other studies deemed fundamental in a general course. There has been obtained a more solid acquaintance even with natural science and the mixed mathematics, and especially a better appreciation of those aspects that connect them with the whole field of knowledge, by young men who have been steadily pursuing, at the same time, the old course of classical, philosophical, and pure mathematical study. Here also may there be presented to our practical men the same test as before, and on their own vaunted ground of practical utility. Let the experiment be fairly tried with a dozen young men drilled for four years, mainly in the philosophical, the logical, the moral, the metaphysical, the historical, and mathematical sciences, together with what is generally known as the belles lettres. Let the same number, during the same period, be occupied with those physical branches that have usurped to themselves, almost exclusively, the names of the scientific and the practical. With the utmost confidence we would abide the resulting test that would settle the question which of the two courses proposed would turn out the most truly practical men, most efficient, best qualified to act their parts among men in all the moral, social, and political relations of life. A person once told me, by way of derision, that the course of studies in Trinity College, Dublin, was nothing but a round of Greek, geometry, and logic; and geometry, logic, and Greek; and logic, Greek, and geometry. This was, of course, a caricature; and yet, if these prime studies denoted a well-proportioned course in those departments of the classical, the mathematical, and the philosophical, of which they might be taken as the representatives, it was admirably adapted to produce a strong man among men, even though he may have had a very limited knowledge of the details of physical science." (*Professor Taylor Lewis, LL.D., on the True Idea of Liberal Education, Appendix to Report of New York Regents, p. 22.*)

I frequently heard the complaint that the "physical sciences" were "crowding out" not only the classics, but the mathematics also, from the course of study pursued even at universities of as high a standing as Yale and Harvard. At the Free Academy, Professor Docharly informed me that they have not time to teach mathematics thoroughly, and he thought that perhaps the programme was too extensive and multifarious.

† Mr. Philbrick's description of them. (*Boston Report for 1864, p. 145.*) In the Newhaven High School I found an exception to the general rule; the text books contained the mere text of the author, without note or comment. All that was needed in the way of explanation was supplied by the teacher. But this was straining away too far in the opposite direction. One of the regulations of the Boston Latin school is, that "no translations, nor any interpretation, keys, or orders of construction, shall be allowed in the school." But an "Interpretatio in usum serenissimi Delphini" could not be more mischievous than much of what is now permitted to find its way into the schools.

‡ There is a general complaint against the text books. "There is a sad lack of simplicity in our text books, generally prepared by devotees in love with their speciality. All possible minutiae and details are crowded into them, and they become encyclopædias for reference, instead of compact and elementary treatises for beginners. The memory is surfeited, and the pupil lost in the wilderness. Information, without mental vigour to use it, is worthless lumber on the brain. Compact, well-arranged, carefully-worded, elementary text books, thoroughly mastered, would be a great improvement over the crammed and cumbersome treatises, superficially studied, and poorly comprehended."—(*School Superintendent of Worcester, Mass., 28th Report, p. 121.*) "The genius of education," say a committee specially appointed at Cincinnati to report on the "Memoriter System," "The genius of education sits like Niobe in our schools, weeping over the maltreatment of the fresh and beautiful minds which she would endow with so many charms; and Memory, the deity to whom all this incense is offered, palls at last, and rejects the profuse sacrifice!"—(*Cincinnati 28th Report, p. 147.*)

§ See *Boston Report for 1864, p. 145-6*, quoted above, p. 51, note. And yet some authorities are for throwing the commencement of the study, at least of Greek, to a later period than it occupies even now! "I think the course of study in preparation for college should be made uniform by the Board of Regents for all the colleges of the State, and that it should comprise in common English, geography (descriptive and physical), grammar, reading and spelling, with analysis of words and sentences, with great thoroughness beyond what is now usual; in mathematics, a complete knowledge of arithmetic and algebra, with single and double entry book-keeping; in Latin,

Character of text books.

Wish for more classical culture and a more liberal education.

Fault found with the text books.

Comparative attainments of boys and girls.

The classics—and the mathematics too, for the matter of that—are studied to quite as high a point in America by young ladies as by young gentlemen; and in many of the mixed high schools, the female students not only outnumber the males, but are generally more advanced in all departments of study. In the Chicago High School, exclusive of the normal department, which consists entirely of females, of 263 students, 113 were males and 150 females; and of nineteen first-class prizes, fifteen were carried off by the girls. In Detroit the number of students in the High School in 1863 was 123, of whom seventy-five were girls and forty-eight were boys; and I observed in the classified list of studies, that the only pupils who are reported as reading "Homer's Iliad and Anacreon's Odes" are three girls; the only readers of "Horace's Odes and Art of Poetry" are three (probably the same three) girls; the only students of "elementary astronomy" are, for a third time, three girls; the only penetrators into the regions of "mental philosophy" are seven girls. But upon this feature of the American system—the style of education it provides for girls—I shall find a better place for speaking in the few criticisms I shall venture to offer upon it as a whole.

Boston English High School.

I have already mentioned the English High School at Boston as the one above all others that I visited in America which I should like the Commissioners to have seen at work, as I myself saw it at work on the 10th of last June—the very type of a school for the middle classes of this country, managed in the most admirable spirit, and attended by just the sort of boys one would desire to see in such a school. I propose to append Mr. Philbrick's narrative of its history, and his account of its objects and system, at the close of this Report; and all I shall attempt to do here is, briefly to record my own impressions. Its character corresponds to what I conceive to be the character of a German "Real School," and what it aims at giving is, a thoroughly practical English education, with the addition of the French and German languages. It is attended by about 180 boys, ranging in age from twelve to eighteen, and is under the management of a master (Mr. Sherwin), two sub-masters, three ushers, and a teacher of drawing. All the instructors are required to be competent to give lessons in the French language, over and above the branches of an English education proper to their respective grades. The normal length of the course is three years. The first is occupied with a review of preparatory studies, using the text books authorized in the city grammar schools. Algebra and French are commenced, ancient geography and general history taught, and drawing lessons given. In the second year, algebra, French, and drawing are continued, and the subjects of geometry, book-keeping, rhetoric, Constitution of the United States, trigonometry (in its varied applications to surveying, navigation, mensuration, &c.), and the evidences of Christianity, are entered upon. The third year continues French, drawing, trigonometry, and evidences; drops algebra, geometry, and book-keeping; and takes up astronomy, natural philosophy, moral philosophy, political economy, natural theology, English literature, with a permission to commence Spanish in lieu of French, and to study a treatise on physical geography, at the discretion of the master. A fourth year is frequently spent by some pupils in the school, the studies assigned to which are astronomy, intellectual

Its course of study.

Its chief features.

philosophy, logic, Spanish, geology, chemistry, mechanics, engineering, and the higher mathematics. It was not the programme of study (in which my own judgment would dispose me to make several alterations)* that elicited my admiration of this school (indeed I have learnt to attach very little weight either to programmes or systems), but the excellent spirit that seemed to pervade it, the healthy, honest, thorough way in which all the work on the part both of masters and pupils seemed to be done. By the regulations of the School Committee, the instructors, while rearing the above somewhat imposing superstructure, are charged to keep a constant eye on the condition and stability of the foundations. They are to "pay particular attention to the penmanship of the pupils, and give constantly such instruction in spelling, reading, and English grammar, as they may deem necessary to make the pupils familiar with these fundamental branches of a good education."

what is now required for admission into the best colleges; in natural sciences, two terms in natural philosophy, two in chemistry, one in anatomy and physiology, one in botany, and one in geology, omitting the Greek language entirely till the freshman year of college. (*Principal Gardner, of Whitestown Seminary on the "Course of Study preparatory for College," in Appendix to Report of New York Regents, pp. 42-3.*) He thinks that his plan would relieve the academies "of a great amount of expense now incurred in giving instruction in Greek, and believes that "two terms of instruction in Greek, given by a college professor, under the stimulus of a large class" (who, by the hypothesis, at the outset do not know the alphabet), "will advance the student quite as much in that language as he commonly is when he enters college." There is no end to paradoxes; and to those who suggest "that this plan will give less prominence to the classics than at present," the Principal replies—"By no means. I shall hope for greater accuracy and more extended knowledge in the ancient and modern languages, and a much better acquaintance with the Greek and Roman literature." (p. 46.) We will leave the Principal in the hands of Mr. Philbrick, who, I think, would hardly be for postponing Greek to the "freshman's year."

Criticisms of the programme.

* I do not quite like to see algebra and geometry dropped so soon; and I think, considering the objects of the school, that book-keeping might be continued right through the course. I should fear that a pupil, after two years' intermission of practice, would have forgotten its principles and methods just when he was required to apply them. The subjects of the last year are too exclusively scientific and philosophical; perhaps, also, too multifarious. Geology, and chemistry, and engineering, might possibly be reserved with advantage for the "Institute of Technology," which is to succeed the English school. I should also like to see a little more of the "belles lettres" element infused throughout the course, and particularly into the two last years, from which, as things are, it is now almost entirely absent; for "English literature," as generally taught in American schools, means little more than memorizing a jejune and meagre manual. I am also a little surprised to find Spanish, as a second modern language, preferred to German; but I presume it is for a practical object, with an eye to the extensive commercial intercourse that is carried on with Cuba, Mexico, and the Spanish-speaking South American nationalities.

Though the school is graded, individuals are not lost sight of. The master's eye is frequently brought to bear on the condition of each division, and once a quarter in each class there is a general review of all the previous studies of that quarter. The entrance examination is peremptorily required to be strict, and no student is admitted without a thorough knowledge of all the preparatory studies. In a word, everything is done to sustain the intellectual tone of the school at a high pitch, yet without straining; while there was an honesty, a frankness, and an absence of restraint in the "rapports" between the teacher and the taught, which indicated that the moral atmosphere of the school was as healthy and bracing as the intellectual.* Taking it for all in all, and as accomplishing the end at which it professes to aim, the English High School at Boston struck me as the model school of the United States. I wish we had a hundred such in England.

A noticeable feature in the instruction given in these schools is the extent to which the black-board is used, not, as with us, chiefly by the teacher, but almost exclusively by the pupils. All round three sides of the class room is let into the wall a panel either of slate or covered with some plaster composition,† which is the instrument understood by the "black-board." It is at a convenient elevation from the floor of the room, and varies from four to six feet in width. The upper portion, and sometimes too large a portion, of its surface is frequently reserved for drawings, sometimes touched in with coloured chalks, of a more or less artistic character, which I think are often allowed to occupy the space too long, and indeed are even bequeathed by the class of a former year to their successors. For exercises in Greek and Latin composition, for developing the paradigm of a Greek or French verb, for the analysis of a sentence, for illustrative sketches in anatomy or mechanics, as well as for the more usual purposes of geometrical demonstrations, and arithmetical or algebraic examples, the black-board is called into play. It is frequently divided by white vertical lines into compartments of a convenient size; and you will see eighteen or twenty students at once ranged in front of their allotted space, and working out their different problems with great activity. One great advantage in the method is that, when the results come under the critical eye of the teacher, who generally calls upon each pupil to exhibit or explain his own performance, it enables him to contrast before the class (who by the hypothesis of a graded school are equal in their attainments, and each therefore competent to understand and criticise his neighbour) different styles of setting out work, besides its further action as a stimulant upon the pupils to do their best, when they know that their work will presently be exposed to the criticism of all their class-mates.‡

Use of the black-board.

Lessons are generally short §—I don't refer to the time they occupy, but to the quantity of work done—and divided into two parts, called respectively the

No specially noticeable methods.

* Nor is physical culture neglected. The boys go through a regular drill, I think twice a week, under the orders of a United States officer, on Boston Common. I saw them put through their evolutions, which they executed, not with the beautiful precision of the cadets at West Point, but still with very creditable steadiness and promptitude.

Military drill.

Military drill has been introduced with excellent effect into the Boston boys' schools, in consequence of a movement of public opinion in that direction in 1863. In the report of the School Committee, English precedents are quoted for its introduction; but the Americans have, characteristically, taken the matter up with an energy and completeness which almost give to it the position of an original idea. The special committee that recommended its adoption did so on the ground that it would be both "a means of physical training, and ultimately of national defence"; and the belief of its promoters is, that it will be found to be "not only the best system of physical exercises for the schools, but, at the same time that it will inculcate a more manly spirit in the boys, strengthen and extend their faculties, invigorate their intellects, make them more graceful and gentlemanly in their bearing, and render them competent, at the age of sixteen or eighteen years, to enter the field as privates or officers of any regular military organization." (*Boston Report for 1864*, p. 33.)

† They have not thoroughly decided in America what is the best material of which to construct black-boards. It was a subject of discussion among the Ohio teachers at Cincinnati. In the most recent buildings I thought slate seemed to be superseding composition, which is found to have a tendency to crack and flake off. All along the bottom of the panel runs a groove for the chalk, and at convenient intervals a place for the rubber, which is not a dusting-cloth, as with us, but a flat, short-bristled brush, with a handle at the back. It is efficient, but produces a good deal of dust.

Composition of black-boards.

‡ I can remember the operation of this feeling when I was a schoolboy at Shrewsbury. It was the fashion there for the composition exercises of the sixth form, when they had passed under the revision of the head master, to be laid on the table for any boy in the school who chose to read. We dreaded this criticism of our schoolfellows far more than the remarks, though they were sometimes sharp and caustic, of our master. A false quantity, or any similar blunder, would be a standing joke against the perpetrator for a week. I attribute not a little to the action of this influence the remarkable excellence in Greek and Latin composition which so many Shrewsbury boys have attained. In America, where human nature is so much more sensitive in respect both of praise and blame, the influence would be more potent still.

Influence of mutual criticism.

§ In the "Sophomore" class, that is, the pupils of the third year, in the New York Free Academy, I found that 24 lines of the *Anabasis* was considered a fair amount for a lesson of an hour. At the high school, West Roxbury, Mass., 20 lines of an oration of Cicero—the third against Catiline—was the quantity prepared. In the Girls' High School at Boston, three stanzas of an ode of Horace (*lib. i.*, 2) was thought a sufficient result of an over-night's home preparation. I must say that the American teachers seemed to me to push the principle of "doing a little well" rather too far. It may lead to a mere frittering away of time, and to an elaboration of details burdensome to the memory, and not expansive of the understanding, or to a discursiveness which is fatal to a systematic appreciation of a subject. The mischief, too, is intensified when the pupil's mind is required to be occupied with so many subjects at once. In the Report of the New York Superintendent, it is considered as quite a moderate requirement that "the number of studies prescribed" at one time for the highest grade of the grammar schools "is but seven," and that therefore "the teacher has no excuse for overburdening the mental or physical faculties of any of his pupils." (*New York 23rd Report*, p. 11.) There is a tendency, however, to diminish the number of concurrent studies; and perhaps, in the reaction, things will run to as great excess the other way. At

Length of lessons.

Concurrent studies.

“review” and the “advance”; the former a retrospective glance at the lesson of yesterday, the latter a step onwards. I did not observe anything very special in the methods of teaching, beyond the use of the black-board just referred to, and beyond the remarkable energy and vivacity of the teachers, answered in most cases by corresponding interest and life on the part of the pupils.* Three lessons, however, which I happened to hear, all at Boston, have left a very distinct and very favourable impression upon my mind. One was an “advance” lesson in reading, in the Poplar Street Primary School; another, a lesson in French, at the English School; the last, a lesson in English literature (I suppose I must call it), at the Girls’ High School. I was also extremely gratified by some exercises in vocal culture, practised under the directions of Professor Munro, which I was told had trebled the vocal power of a class of girls, without calling upon them for any greater physical exertion.

Three particular lessons described.

1. Reading lesson.

With regard to the reading lesson, I noticed that the first step taken before reading a fresh passage is, to pronounce the words simultaneously, with a good deal of deliberation and precision. If a hard word is approached, and a pause ensues, they are bidden analyse it, and—here is the noticeable thing—enunciate, not the *names* of the letters, but the *sounds*.†

2. French lesson.

The French lesson was a translation of a passage from the text book of the class, followed by an extemporized dialogue, in the shape of question and answer, between the teacher and the boys, in a lively, playful strain, yet upon matters of a practical kind (in this case, I remember, connected with some of their previous lessons in natural philosophy), in which I thought it a great thing achieved to overcome a boy’s natural, or, at least, ordinary reluctance to talk freely in a strange tongue. I do not say that the pronunciation would have been considered perfect in Paris, but at any rate there was no silly hesitancy, and not many serious offences against either accident or syntax.

3. Lesson in English literature.

The third lesson of which I have spoken, and which, for want of a better name, I have called a lesson in English literature, was a composite lesson to a class of girls from eighteen to nineteen years of age, in reading, paraphrasing, grammatical analysis, mutual criticism, and general literary appreciation and taste. The class had commenced the play of Hamlet, and were engaged that day on a passage from the first scene of the first act. It was read by one girl, paraphrased by another; the paraphrase had to run the gauntlet of general criticism; questions were proposed as to the precise meaning of this phrase, the definite allusion in that; objections were raised to this and that interpretation; illustrations were adduced, and the whole exercise was characterized by much spirit and life. It was, perhaps, a little too elaborate, and occupied rather too much time. At the rate of movement of that morning—though it might have been retarded for my special benefit—it would

least, the Controllers of the Philadelphia schools ask, in a plaintive tone—“Cannot our public school pupils learn all the branches which are usually considered as being within the term ‘a good English education,’ when other institutions add the languages, dead and living, higher branches of mathematics, and a host of other studies, to those we teach? Why is it that geography is discontinued in the higher classes of the grammar school? Why is it that history is so much neglected? Why is it that algebra is banished, and our list of studies is diminishing year after year? Simply because of the cry, ‘hot-house pressure,’ and because of a desire to yield to an erroneous public impression.” (*46th Annual Report*, p. 36.)

Teachers devise their own methods.

* In fact, as a rule, teachers, a small proportion of whom have been specially trained, generally pursue their own methods, and those mostly developed out of their own aptitudes. They are rarely even limited by a time-table. The only real restraint upon their perfect freedom of action is the programme of study marked out for their grade. To that they are rigidly bound, and their method is either approved or condemned by its results. As a consequence of the inadequate extent to which the training of teachers is at present carried, there is less *routine* in American teaching, but more *empiricism*. In a great degree, however, the teacher is like the poet—“*nascitur, non fit*,”—and American soil certainly seems very favourable to his production. It must be admitted, also, that natural cleverness is a better educational instrument to work with than mere acquired mechanical power. The latter may get exhausted, or be deficient in adaptiveness; the former is fertile and perennial. It should be remembered, too, in this connexion, that the large majority of American teachers are women, who possessing perhaps more resources and mother-wit, require as a correlative, a freer field. At any rate, whatever be the philosophy, the fact remains, that method in America varies *ad libitum*, and that a teacher is continually called upon, and always permitted, to exhibit inventive power, and try a fresh plan.

American reading.

† Aristotle tells us that there are such things as *ἄσημοι φωνῆς* (*Rhet.*, iii. 2, 11.) Americans, however, do not consider that what are called the “consonants” of the alphabet belong to the class, for they attempt, scorning the aid of a vowel, to give them each a special value and a significant sound. The result is rather curious, and some of the sounds evoked are not altogether grateful to the ear; but there is, certainly, a value in the method, for the best reading in American schools (and their *best* reading is very good, whatever their worst may be) is formed under it.

Good reading is an accomplishment upon which Americans very justly set great store, and they are somewhat fastidious upon the matter. “To say that reading is more imperfectly taught than any other branch would,” writes the superintendent of the Chicago schools, “be saying what is generally true ‘of other cities as well as of our own.’—(*Tenth Report*, p. 17.) To my ear, the great defect in American reading is its want of naturalness and simplicity; it is too laboured, too intense, too self-conscious. As in so many other cases, the habit of minutiosity has told with ill effect here. There are supposed to be at least fifty different styles of expression, some of them distinguished by almost grotesque names. In one of the Boston grammar schools I heard an exercise in “Reading with Expression,” in which the whole class simultaneously passed with astonishing rapidity through, I am afraid to say how many, varieties of elocutionary expression, “from grave to gay, from lively to severe.” It was an excellent school, in all respects; but this particular exhibition, though I think the teacher was proud of it, did not edify me. It seemed a thing overdone. It would be most distressing to have to listen to such emphatically good reading for half an hour. In England we sin exactly in the opposite way; and an incurable slovenliness, arising from the fear of appearing stilted or theatrical, or from a lethargic and indolent nature, spoils the reading of many even of our best schools. The articulation of Americans generally is very distinct, and their speakers and preachers rarely fall into our bad habit of dropping the voice at the end of the period, thus cutting off, to the listener, the thought at its most vital point.

require a term to get through an act, and a couple of years at least to complete the play. But, apart from this, the exercise appeared to me profitable.*

Two other methods, or, perhaps, more correctly speaking, habits, of which in one I do not know that there is much value, and the other I consider decidedly mischievous, prevail extensively in American schools, and are specially noticeable in the schools of New York. The first is the habit, in the solution of problems in mental arithmetic, of repeating the question by the scholar before attempting the answer; the other is the habit of rapid answering, which is almost universally encouraged. The first is supposed to give precision and distinctness to the pupil's ideas; but it soon becomes a mere mechanical process, imparting an element of anything rather than interest to the lesson.† The second has for its object the accustoming children to deal with questions promptly and vigorously, and preventing the smallest approach to drowsiness, but it issues in a great many random and reckless answers, and almost precludes the exercise of reflection.‡

I have already said something about American text books. As a rule, I do not think that the best American text books are better than the best of the same kind that are in use at schools at home; the *worst* seemed about as bad as bad could be.§

* I cannot help fancying that this must be the school—perhaps the very class, similarly engaged—his visit to which Mr. Anthony Trollope has described with so much humour. "In one of the girls' schools," he says, speaking of Boston, "they were reading Milton, and when we entered were discussing the nature of the pool in which the devil is described as wallowing. The question had been raised by one of the girls—a pool, so called, was supposed to contain but a small amount of water, and how could the devil, being so large, get into it? Then came the origin of the word 'pool'—from *palus*, a marsh, as we were told, some dictionary attesting to the fact—and such a marsh might cover a large expanse. The '*Palus Mæotis*' was then quoted. And so we went on till Satan's theory of political liberty—'Better to reign in hell than serve in heaven'—was thoroughly discussed and understood. These girls of sixteen and seventeen got up one after another, and gave their opinions on the subject how far the devil was right, and how far he was manifestly wrong. I was attended by one of the directors or guardians of the school; and the teacher, I thought, was a little embarrassed by her position. But the girls themselves were as easy in their demeanour as though they were stitching handkerchiefs at home." (*North America*, vol. i., p. 413.)

Mr. Trollope's keen eye has caught the ludicrous side of the picture: I was more impressed by the serious. No doubt, occasionally, discussions of a rather delicate and embarrassing nature may be started; but I think he would allow with me that the lesson developed some useful qualities of mind, even if the young ladies were rather more self-possessed in the presence of strangers than he expected to see them. It should be remembered that the incursion of visitors into the show-schools of Boston and New York almost amounts to a nuisance, and necessarily leads to a mischievous degree of parade, which produces, perhaps unconsciously, that self-reliant air, which, in young people, to an English eye is not pleasing.

† The following extract from Mr. Wells' little treatise on "graded schools" will show how much importance American teachers attach, not only to precise ideas, but to correct expression of them:—"Recitations in arithmetic require constant watchfulness on the part of the teacher, to secure fulness and accuracy of expression. The following are illustrations of common faults: (a.) 'If one cord of wood cost \$5, six cords will cost 5 times 6,' instead of 'six times \$5.' (b.) 'If one cord of wood cost \$5, six will cost six times 5,' instead of 'six cords will cost six times \$5' (two errors). (c.) 'In $\frac{36}{9}$ of a dollar there are as many dollars as 9 is contained in 36,' instead of 'as many dollars as the number of times 9 is contained in 36,' or 'as many dollars as 9 is contained times in 36.' (d.) 'To subtract one fraction from another, reduce the fractions to a common denominator, and subtract the numerator,' or 'subtract one numerator from the other,' instead of 'subtract the numerator of the subtrahend from the numerator of the minuend.'" (*The Graded School*, p. 83.)

‡ See remarks above, p. 68, and quotation from Mr. Philbrick there, note ††.

§ I will leave the educational authorities of Canada to speak of one blemish in text books published in the United States, which I did not notice to any serious extent myself, but which, if true, constitutes a considerable defect, in a moral point of view—it is that, in their exuberant patriotism, they not unfrequently distort historic truth. "In regard to the exclusion of American text books from our schools," says the Chief Superintendent of Education in Upper Canada, "I have explained, as I have had opportunity, that it is not because they are foreign books simply that they are excluded, although it is politic to use our own in preference to foreign publications, but because they are, with very few exceptions, anti-British in every sense of the word. They are unlike the school-books of any other enlightened people, so far as I have the means of knowing. The school-books of Germany, France, and Great Britain, contain nothing hostile to the institutions or derogatory to the character of any other nation. I know not of a single English school-book in which there is an allusion to the United States not calculated to excite a feeling of respect for their inhabitants and government. It is not so with American school-books. With very few exceptions, they abound in statements and allusions prejudicial to the institutions and character of the British nation. . . . And as to the influence of such publications, I believe, though silent and imperceptible in its operations, it is more extensive and powerful than is generally supposed. I believe such books are one element of powerful influence against the established government of the country. From facts which have come to my knowledge, I believe it will be found, on inquiry, that in precisely those parts of Upper Canada where U. S. books had been used most extensively, there the spirit of the insurrection in 1837 and 1838 was most prevalent." (*Special Report on Measures adopted to supply School-sections with Text-books*, 1858, p. 22.)

It is certainly too much the fashion in America to speak contemptuously of the institutions and social condition of other peoples. As I write, my eye falls upon a passage in the Annual Report of the School Commissioner of Rhode Island, who is apt to use rhetorical language penned under the influence of excited feelings, which almost justifies the above strong statement of Dr. Ryerson. "Here," says the Commissioner, "we have free labour, free schools, and a free people. No man so poor, no man so low, but he may, if he chooses, clothe himself with power, and crown himself an aristocrat! Here the people pledge themselves, unconditionally and incontrovertibly, to the maintenance of the Constitution and the laws. Elsewhere free labour is a degradation, free schools are a by-word, and a free people an absurdity. There poverty is perpetual, and ignorance is condemned to helpless, hopeless servitude. There the masses are the tools of a supercilious and traitorous oligarchy, lifting its red hand against all constitutions and all laws—a curse to any people.—(*R. I. 19th Report*, p. 9.) The contrast may be intended to be only between the Northern and Southern States, but its language seems to be too general for that, and, anyhow, it exhibits the supercilious spirit which I have lamented.

I add another picture of ourselves, drawn by the hand of a School Committee in Massachusetts:—"England, with all her intelligence and Christian enlightenment, and material wealth, and political greatness, has never had, and cannot have to-day, a system of schools open alike to the children of

1. Readers. The best "Readers" appeared to me to be those in use in the Boston schools—Hillard's series—which, though somewhat apt to grow declamatory in the higher numbers, certainly afford considerable scope for elocutionary effects. The series generally used in the schools of New York is Willson's—a series of the same type as that of the Irish National Society, containing a mass of matter more suitable for giving information in particular departments of knowledge than for teaching how to read with fluency and expression. Mr. Philbrick of Boston has just got out an excellent "Speaker," which promises to be a great boon to the upper classes of schools.
2. Dictionary. On almost every teacher's desk lies a quarto copy of Webster's Dictionary—a valuable book of reference, not always, however, apparently, cared for so well as it deserves.*
3. Writing-books. The series of writing-books most in use is Spencer's, and the style of writing most admired the Spencerian, giving the most elaborate directions as to the shape and formation of the different letters, and resulting in a hand as far removed from what is pleasant to the eye and from what the late Lord Palmerston considered to be the perfection of handwriting—firm, compact, distinct—as it is possible to be.
- The text books mostly American compilations. In the Philadelphia High School I observed that a few British text books—e.g., Blair's Rhetoric, Fownes's Chemistry, were used, and the employment of Liddell and Scott's abridged lexicon is nearly universal in classical schools; but as a general rule, those in use are almost exclusively compiled by American book-makers, and pushed into the market by American booksellers. I have already quoted Mr. Barnard's remark that the book-selling interest, reluctant as he was to say so, must be considered as one of the influences arrayed *against* the common school. He had in view the abduction of many of the best school teachers, and their conversion into agents by the publishers.† A still more evil result is the needless multiplication of text books, and the jobbery that is practised to get them, when made, introduced into the schools.‡ Whether anything in the shape of actual

rich and poor, and maintained at the public expense. England, consequently, has to-day, as she always had, a mass of ignorance and social degradation of which we know nothing (?), and which constitutes, to all intents and purposes, a low caste, separated by a broad gulf from the classes above, a class disfranchised and proscribed, a dead sea of moral corruption, a prolific hotbed of political discontent and social animosity." (*Massachusetts 28th Report*, p. 88.)

* "This great work," says a New York school commissioner, "was originally introduced into every school in this district; but, alas! the sad relics of departed greatness are all that remains. It is to be found in only fifty-eight at present, twenty-eight being entirely destitute. Forty of said dictionaries are shamefully mutilated, marked, and torn, and only eighteen are in good condition. Two only have been stolen! It is hoped they have received better usage.

With regard to the use the dictionary should be put to, the same writer remarks:—"Many teachers have no systematic plan of using the dictionary. They may occasionally refer to it themselves, and allow their scholars to do the same, when they find an uncommon word, but there should be some system, in order to render the book as useful as it may be in a school. Scholars of proper age and attainments should have a blank book, and while studying their lessons, transcribe every word the definition of which they do not perfectly understand, noting the book, page, &c., for future reference, and then referring to the dictionary, select the definition applicable to the word in the connection in which it is used, and copy this opposite the word. In this way, a vocabulary of common and scientific terms would be mastered and treasured up in the mind, which would be of more value to the scholar than the recitations of a whole quarter, performed in the parrot-like manner that characterizes too many of our schools." (*New York 11th Report*, p. 133.)

† See *above*, p. 16, note †.

‡ I append some expressions of opinion with regard to the multiplication of text books. "If," says the Superintendent of schools at Worcester, Mass., "with so much of the school life given to the science of numbers, our children do not become accomplished arithmeticians, a serious defect must exist somewhere. We think that the defects which we discover (and we confess them to be numerous) are not so much to be ascribed to defect in teaching as to defective books. It is far less the fault of the teacher than of the publisher and the bookmaker, who have expanded the arithmetics, of which there should never be but two—one mental and one written—into a series of five, through each of which the child must wade as through a swamp; and the wonder is, that in the attempt he does not oftener get swamped. In these prolix treatises, the principles which ought to be as simple, concisely, and clearly stated as human language can state them, are buried in a mass of words, enigmas, and puzzles, which distend to fifty pages what ought to be comprised in ten, and every principle is burdened with an array of examples which serve rather to confuse than to enlighten the mind, and, by their order, arrangement, and mode of statement, to conceal rather than to reveal what the child is seeking to learn." (*Massachusetts 28th Report*, p. 119.) The above description is true of other text books besides those in arithmetic.

The Rhode Island Commissioner, advocating the use of a uniform series of text books, authorized and required by the State (as is the rule in Canada), notices, as one advantage, that it would relieve the schools from an existing nuisance. "It would certainly do away with the somewhat annoying visits of itinerant school-book agents, which are becoming quite frequent, and under our present system are in some degree required. At one of our Institutes, a teacher who was present remarked that he had had the pleasure of receiving seven visits during a single term—two from parents, and five from book agents." (*19th Report*, p. 34.) The same writer dilates on the extent and seriousness of the evil:—"In many schools which I have visited, I have found two or three kinds of readers, as many of spellers, geographies, and arithmetics. Of the latter, in one school I found five varieties. It is easy to see that no teacher can afford to supply himself with all these from his own resources; he must take them away from his scholars. Nor can he be expected to be so thoroughly familiar with all as to possess himself of that ready preparation essential to enthusiastic and successful teaching. I know of no evil so easily remedied that is working so serious an injury to our schools." (*Ibid.*, p. 35.) One probable cause of much of this diversity is noticed by a New York Commissioner:—"One of the principal causes of this diversity (aside from agents) is, that teachers going out from our academies and high schools wish to use the same text books that they have been in the habit of using themselves, and can induce only a part of the scholars to purchase a 'better book,' while the remainder use the old one. I wish something might be done in the way of legislation to remedy this evil in text books." (*New York 11th Report*, p. 322.) In the more perfectly organized systems of the cities, the Boards of Education do adopt something like a uniform rule in this respect; but even in New York, variations exist, though kept within limits by the controlling eye of the Superintendent.

bribery of trustees or teachers is employed for that purpose I will not take upon myself to affirm, though hints that such is the case are dropped, not obscurely, in some of the reports; but a common and avowed practice is, to make a deduction of 40 to 50 per cent. on the selling price of the first lot taken for the use of the school, in order to secure the subsequent introduction of the book, and to remove any financial scruples that might resist a change.

The large city schools, especially the schools of higher grade, are supplied with apparatus of every kind, on a scale of the utmost—I had almost said of superfluous—liberality. Nothing is omitted, in the way of maps, diagrams, books of reference, cabinets of objects, appliances for illustrating the principles of natural philosophy, and so forth, that the most advanced educationist could either suggest or require. The high school at Philadelphia, in addition to very complete cabinets of philosophical apparatus, is fitted up with an observatory on the roof, containing a powerful equatorial telescope and other costly astronomical instruments, which the students are taught to use. Indeed, if one formed an opinion from the apparatus only, one would suppose that a much higher standard of mathematical and philosophical knowledge was reached than other evidence leads me to believe is actually attained in the schools.

Apparatus in cities.

In rural districts, naturally enough, the state of things is very different. Black-boards, it is true, are found in nearly all schools, but not always black-boards in very good condition, nor always chalk, without which the black-board is of little use, and very frequently nothing beyond a black-board. Even in Massachusetts, no longer ago than in 1861, the Secretary of the Board of Education regrets to "say that most of the public schools of the State are destitute of maps and apparatus suited to aid the teacher and the pupils."* But in this, as in all other points connected with the condition of the school, one district differs essentially from another, and the root of the difference lies in the extent to which liberal ideas with respect to education have penetrated the neighbourhood. It is the story of what is constantly seen in every part of England over again.

In rural districts.

And what is true of the apparatus and schoolroom appliances is true of the school buildings generally. Nothing can be finer or more suitable to the purpose (though very seldom with any pretensions to what is called "architectural character") than some of the new school-houses which have been erected within the last five or six years in all the great cities of the northern and western States of the Union. They are buildings generally of from three to four stories high, solidly constructed of brick, some of them with double-sash windows, fitted with interior venetian shutters, with elaborate, but not very successful systems of heating and ventilation,† as nearly fire-proof as possible, and always arranged

School buildings.

* *Massachusetts 24th Report*, p. 80. I confirm my statement by two instances picked up at hazard, one from New York, the other from Massachusetts. "Every school-house has a black-board, but few have globes, maps, or other apparatus." (*11th New York Report*, p. 169.) "A large black-board, outline maps, and a globe, ought to be found in every school-room. And your Committee are sorry to be obliged to report that nearly all our school-houses and their locations are just the opposite of what they should be, and would better befit criminals than scholars. Not a globe can be found in any school, and but few outline maps, or remnants of what once were outline maps. Where black-boards exist, they are generally small, and so much out of repair as to be nearly useless." (*Massachusetts 28th Report*, p. 165.) But this must represent the condition of a very backward township.

Samples of meagre apparatus.

† Though much attention has been paid in America to the best methods of heating and ventilating school-rooms, it is admitted on all hands that the plans hitherto employed have been singularly unsuccessful, and many persons are coming back to the idea that the old-fashioned "unpatented" way of opening doors and windows is the best mode of purifying the air of crowded rooms. The most recent and most approved method for heating is by the use of steam, and is thus described:—"The heating pipes are brought together in a chamber in the basement of the building. This chamber is supplied by conductors with the cold air from the outside of the building, and the heated air passes by conductors from the hot-air chamber into the different rooms, in the same manner as from an ordinary hot-air furnace. The consumption of fuel is somewhat greater than in the buildings heated by pipes which are placed in the rooms to be warmed; but this increased expenditure is mainly owing to the fact that rooms heated by pipes around the walls are of necessity poorly ventilated. The saving is made by heating the air once, and then breathing it over and over; whereas, by the improved arrangement, the air is heated, used once, and then removed by introducing a fresh supply. This may safely be pronounced one of the best methods of heating school buildings yet devised, since it secures a requisite degree of heat, furnishes a constant supply of fresh, warm air, and insures a good action of the ventiducts." (*Wells on Graded Schools*, p. 177.) This is called "heating by steam," but the more proper title would have been, as it seems to me, "heating by hot air." I do not pretend to understand the mysteries of warming and ventilating rooms, beyond knowing, in the simplest and most obvious way, when their temperature is comfortable and the air feels fresh and pure. The last sentence in the above description states what the method ought to do, rather than what it does. All the systems in use are alike pronounced not to produce the results desired. Here is a report of the state of things in New York:—"Some of the school buildings which are heated by furnaces are entirely too cold for children to remain in during school hours. The thermometer in these seldom rises above 50°, except in mild weather; and in many of the class rooms the temperature is often lower. Two years' experience of such furnaces is sufficient, and if they cannot be made to answer the purposes for which they were placed in the buildings, they should be removed to give place to better ones, if any can be found; and if not, to the old wood stove, the heat from which is undoubtedly much healthier. In some of the schools in the uptown wards, so cold have been the class-rooms that the children in severe weather have been dismissed at noon. . . . In this connexion I may add, that no system of ventilation has been adopted in the construction of new buildings which has been successful. The crowded class rooms are filled with impure air, which must engender disease if not removed. This is partially accomplished by lowering the upper sash in winter, and the opening of all the windows and doors during the usual recess. The Committee on Warming and Ventilation gave to this subject an extended investigation, obtaining the views of scientific gentlemen, and arrived at the conclusion that no perfect system could be successfully introduced into our school buildings without the aid of machinery." (*Report of Mr. Assistant-Superintendent Jones for 1865*, p. 6.)

Heating and ventilation.

Deficiency in the Plans.

Arrangement of
buildings.

with a view to facilities of escape in case of fire, with broad staircases, and doors opening outwards,—of a nearly uniform and unpretentious pattern, costing, with the lot on which they stand, from \$40,000 to \$100,000, according to their size. The general arrangement is pretty uniform also. In the basement are the heating furnaces and ventilating apparatus, coal and wood cellars, and a good deal of often unoccupied space. Above that, the ground floor is devoted to covered play-rooms. The school-rooms proper commence on the first story, and consist (in New York at least) of a large assembling hall, surrounded by smaller class-rooms, this arrangement being continued for as many stories, probably, as there are grades or departments in the school. The character of the desks and school-room fittings is well-known. The seats have all backs to them; the desks are either of polished birch or mahogany, sometimes a single desk to each scholar, sometimes, and more commonly, each desk accommodating two; and everything wears the appearance of admirable fitness for work, combined with perfect order and cleanliness. A peculiarity in the American arrangements is that the whole area of the room is generally occupied with seats and desks, and as a consequence the children look very densely packed, and as a further consequence, the air of the rooms not unfrequently becomes fetid and unwholesome. If it were not that a mass of American children are much more easily reduced to order, and are perhaps more sensible of the value of order, than the same number of English children would be, a good deal of practical inconvenience and confusion would result from the crowded condition of many of the rooms. As it was, I observed none.

Case of Phila-
delphia.

In respect of buildings, however, the city of Philadelphia is somewhat, for the moment at least, behind its neighbours. The President of the Board of Controllers has lately (September 5, 1865) made a communication to the Board, in which, in view of the possibility of the approach of cholera, he thus describes some of the school-houses:—"We know," says Mr. Shippen, "that many of our schools are kept in damp and badly-ventilated church basements, partly underground; in private dwellings, which in a neighbouring city would be called 'tenement houses'; in halls, in engine-houses; in fact, in almost every kind of structure that is covered with a roof, not even excluding the rope-walk and the stable." And the City Council have just voted an appropriation of \$800,000—about £125,000—for the express purpose of enlarging and improving the accommodating power of their schools.

Country school-
houses.

In the country, again, buildings vary infinitely. In the New England States, most of the rural school-houses, and not a few even of those in the towns, are what are called "framed" buildings, that is, timber structures, with walls of weather-boarding outside and lath and plaster inside; sometimes of two stories high, when a graded school in two departments has to be provided for; neatly painted white, standing in a sizeable plot of ground, planted with "shade trees,"—on which great store is set, as a shelter from the excessive heat of summer;—altogether forming, if not a picturesque, at any rate an unmistakeable and interesting object in the landscape. In the State of New York, the Union Free Schools, which are beginning to prevail, are mostly solid, handsome, two or three storied buildings, but, as a set-off, there are 226 "log" school-houses in the "Empire State" still.* By law of the State, not more than \$800—about £160, at the

State of things
in Massachusetts.

An echo to this description comes from Massachusetts:—"Much as has been said on ventilation," writes Mr. Northrop, "the majority of the school-houses in the State remain unventilated, or at best ill-ventilated. Any apparatus for this purpose, other than windows and doors, is still the exception. Bad air is the greatest annoyance encountered in visiting schools. In visiting eight schools at Melbury the other day, I enjoyed the luxury of breathing pure air in each. The cause of this rare phenomenon was not any superior apparatus, but the following printed regulation of the school committee, conspicuously placed in every room:—"The windows that will not directly admit the air upon the children should, during the hours of the school session, be dropped a few inches from the top, and at recess, and at the close of the school, both morning and afternoon, all the windows should be thrown wide open for a few moments, so as to change the air of the school-room and effectually remove from it all impurities." (*Massachusetts 28th Report*, p. 52.) If this simple "unpatented" method of ventilating rooms (as a New York Commissioner calls it) were oftener practised, both in America and in England, it might save State Agents and Inspectors the trouble of making recommendations, bound to succeed in theory, certain to fail in practice. Notwithstanding his regret at the absence of "apparatus for the purpose," Mr. Northrop seems to consider "fresh air through the window" the best system of ventilation after all.

Mr. Wells gives the caution that "to insure the safety of the school, the boiler should if practicable, be located outside the main building"; a caution, considering the ugly habit that American boilers have of bursting without notice, very necessary to be borne in mind, but as far as I observed, never or very rarely acted on. There is a strange inconsistency in America between the theoretic appreciation of, and the practical indifference to, the value of human life.

State of school-
houses in New
York.

* The figures for 1864 are:—Log school-houses, 226; "framed," 9,941; brick, 1,002; stone, 543; total, 11,712. (*New York 11th Report*, p. 8.) From the same report I take two illustrative pictures; one paints things, I take it, at their average, or perhaps a little above the average, the other at their worst. In the second district of Columbia County "there are 106 school-houses; 100 of them are 'frame,' and the remainder are brick. Some are in good condition, but most are in bad order. There are some which have sufficient playgrounds and yards; others have neither, but are located as near the highway as possible without interfering with the privileges of the travelling community. All the school-rooms are heated by stoves, most of them using wood. The rooms are generally well ventilated, some by lowering the upper sash of the windows. In some districts convenient and beautiful edifices have been erected, with particular reference to the health and comfort of the teacher as well as the scholar. Joint district No. 4 has a model edifice, pleasantly located near the highway, painted white, with green blinds, the inside tastefully arranged, the desks comfortable, handsomely grained, a fine table for the teacher, a good black-board, globe, maps, and all the apparatus necessary for the use of the pupils, good closets for hanging the clothes of the children, as well as shelves for the dinner baskets; and last, though not least, a suitable room for coal and other fuel—an evidence of the increasing interest felt and appreciated, as well as manifested, by the inhabitants in the glorious cause of education." (*New York 11th Report*, p. 160.)

normal value of the dollar—can be raised by taxation for the erection of a school-house, unless with the special approval of the Commissioner of the district, and not more than \$20 can be spent in a year on repairs. So that, unless the special approval of the Commissioner is pretty freely granted, it is evident that no architectural extravagances, such as have caused the waste of so much money in England, that might have been spent with more advantage on the inside of the school, can be perpetrated here.

I have already said as much as I think it necessary to say on the subject of Moral training, "discipline"; but I may be allowed to add a few remarks with respect to the "provision made for moral training," to which, in connection with the internal organization of the schools, my instructions directed me to "pay special attention."

Whatever may be thought of the provisions made for religious instruction, it cannot at least be said that the necessity of moral training as a part of education was overlooked by the framers of the American system of common schools.* It is regarded as "the duty of teachers to guard the conduct of scholars, not only in the hours of school, but at recess, and on their way to and from school, and to extend at all times a watchful care over their morals and manners, endeavouring to inculcate those virtues which lay a sure foundation for future usefulness and happiness."† It is held that "moral" as well as "intellectual qualifications" constitute the "standard of admission" into schools of the higher grade;‡ and the Courts have decided that, "in order to maintain the purity and discipline of the public schools, the school committee have power to exclude therefrom a child whom they deem to be of a licentious and immoral character, although such character is not manifested by any acts of licentiousness or immorality within the school."§ By the Boston regulations, "when the example of any pupil in the school is very injurious, and in all cases where reformation appears hopeless, it is the duty of the principal teacher, with the approbation of the committee, to suspend such pupil from the school."|| And by another regulation, it is required that "good morals being of the first importance to the pupils, and essential to their highest progress in useful knowledge, instruction therein shall be daily given in each of the schools;"¶ and the teachers themselves, "in all their intercourse with their

Provisions made for it.

And now for the gloomier view. In Essex County, it is said—"Most of the school-houses in this part of the country are framed buildings, erected as cheaply as possible, without particular reference to warmth, beauty, or convenience. Three districts have no houses at all, and some eight more would not, I think be in a worse condition if the same was true of them. Most of the school-houses are situated on the line of the highway, without other playground than the road. Only one has an enclosed yard. The out-buildings in more than half of the districts are merely temporary sheds, rudely erected with posts set in the ground for a frame, to which are nailed boards forming a shelter for the wood. Nearly all the school-houses are supplied with a black-board of some sort—a very necessary part of the apparatus, though in too many instances rendered useless for want of chalk. About three-fourths of the schools have a chair and a desk for the teacher, and in one-fifth may be found a map of some kind; most of the stoves are good, but some are old castaway cook-stoves, and others are patched up with flat stones and old shovel-blades to keep the fire from falling out. A few of the school-houses have ventilators; some, in their present condition, do not need them, the air being sufficiently pure, on account of its ready ingress and egress through cracks and broken windows; while in some, again, the air is kept in a confined, unhealthy state." (*Ibid.*, p. 177.)

Even in Massachusetts sometimes things are but little better. In one township, of 22 school-houses five are reported as creditable "to the taste and benevolence of those by whose energy and perseverance they were built and are preserved"; 12 "serve as tolerable shelter from scorching sun and pelting storms"; the other five "are wholly unworthy of the name they bear." It is asserted that there are six school-houses in the township which a committee of carpenters, appointed for the purpose, "appraised at less than \$76, about £12, each—a sum that would little more than build a hovel for a cow"; and some reflections are drawn from the lessons of "carelessness and immorality" taught by "broken doors, black ceilings, patched walls, and half-demolished seats." (*28th Report*, p. 24; see also pp. 165, 145.)

and sometimes in Massachusetts.

I may add that I was pleased to notice the attention paid in city schools to the condition of the yards and offices; they are kept sweet and wholesome, and anything like offensive scribbling or drawing is immediately detected, and would be severely punished. The masters often pointed to the irreproachable state of these places, as a sort of indirect test of the moral tone of their school. Unhappily, the habit is even more prevalent in America than it is in England of defiling the walls in places of this kind with ribald verses, coarse jokes, and obscene sketches.

Attention paid to yards and offices.

I would also notice that, though the habit of profane swearing has grown to a terrible height in the country generally, nothing of the sort struck my ear among the children attending the schools. Possibly it is repressed by the fact of the mixture of the sexes, which, whatever may be all its effects, naturally acts as a check upon coarseness.

* By the laws of Massachusetts, the teacher is required to be "of competent ability and good morals," that he may be qualified to instruct the children not only in the ordinary branches of an English education, but in "good behaviour." (*Revised Stat.*, 23. ch., s. 1.) In another section (s. 7) of the same chapter, "all instructors of youth" are enjoined "to exert their best endeavours to impress on the minds of children and youth committed to their care and instruction the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavour to lead their pupils, as their age and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

† *Acts relating to the Public Schools of Rhode Island*, p. 87.

‡ *Massachusetts 24th Report*, p. 133.

§ *Ibid.*, p. 135.

|| *Rules and Regulations*, ch. viii., s. 15.

¶ *Ibid.*, s. 6. I have no idea, however, how this requirement is complied with, nor do I believe that it is literally complied with. Such "daily instruction" in morals, if attempted, would soon become a conventional and perfunctory thing.

scholars, are to strive to impress on their minds, both by precept and example, the great importance of continued efforts for improvement in morals, in manners, in deportment, as well as in useful learning."*

Extent to which they are observed.

The extent to which these rules and requirements, than which nothing can be more admirable, are complied with, depends mainly on the personal character of, and the sense of duty entertained by, the teacher. Some teachers would be content with producing mere "deportment;"† others would aim a little higher, at "good manners"; a few would really be dissatisfied with themselves if they did not feel that the "morals" of their school were high and pure. It must be admitted that the more perfect the grading of a school, the greater difficulty is thrown in the way of moral training, from the fact that the individual boy or girl is merged and (so to speak) obliterated in the mass.‡ Different plans are adopted by different teachers to produce a healthy moral atmosphere in their schools. Some appear to be content with that fragmentary reading of a passage of Scripture which is the ordinary, though not the universal, prelude in American schools to the work of the day.§ Others think that the mere placing of a child for six hours a day under the discipline and order that are maintained in a good school must exercise a powerful, though imperceptible, moral influence.|| Others have tried the plan of self-reporting,¶ or mutual reporting.¶¶ Others resort to weekly

Different expedients.

Reading of Washington's Farewell Address.

* *Ibid.* s. 2. With a view to impress each rising generation with the principles which animated their forefathers, "on the 21st of February annually, the masters of the high and grammar schools of Boston are to assemble their pupils, each in the hall of his school-house, and read to them or cause to be read to them by one or more of their own number, extracts from Washington's Farewell Address to the people of the United States, combining therewith other patriotic exercises." (*Ibid.*, ch. viii., s. 37.)

Form of New York note to parents.

† I have before me a printed form of weekly note which is sent by the Principal of a New York grammar school to the parents of his boys. It is the highest mark of approval given. "Sir,—It becomes my pleasant duty to inform you that your son A.B. has merited the approbation of his teachers. During the past week, he has recited correctly all his lessons, has been punctual in attendance, and *gentlemanly in deportment*.—I am, &c." And the phrasing of the monthly record is similar, the heading being "*deportment during the month*"—not "*conduct*." Among some directions and suggestions contained in the Annual Report of the St. Louis Public Schools for 1864, I observe this:—"An occasional well-timed story or anecdote, embodying a lesson in morals or manners, read by the teacher, may have the happiest effect. Proper instruction should be given to children as to their *manner* of going into houses, offices, and other places on errands. The need of this instruction is frequently observable in those visiting the offices of the School Board." (p. 70.)

Extent to which individual character is known.

The Rhode Island Commissioner, as usual with him, takes higher ground:—"The standard of moral instruction needs to be carried very much higher in nearly all our schools. *Christian morality*"—(the italics are not mine)—"should be made a distinct and daily study . . . We need such an education for youth as will make it more than possible that they will do justly and love mercy—an education that will furnish them with faith in God and man, that will secure a manly frankness and boldness in establishing truth and opposing whatever is false, which will teach the mastery over passion, the patience of self-control, the generosity of forgiveness, the safety of self-reliance, the cheerfulness of a fervent spirit, reverence for what is sacred, the binding power of an oath, courtesy which is better than grace, gentleness which is more winning than beauty, and that courage which casteth out the cowardice of doing wrong; an education which shall enhance the value of everything but evil deeds, penitentiaries, and sheriff's fees." (*19th Report*, pp. 27, 28.)

Influence of Scripture-reading inadequate.

‡ Mr. Gardner, the Master of the Boston Latin School, told me that he thought he knew the character of his boys (to use his own expression) "right through." As far as a morning visitor has a right to judge, there was a healthy, honest air in that school which pleased me much. The straightforward manner of the master seemed to have transfused itself into the boys. Some New York masters whom I asked the question, said they believed they knew pretty correctly the temper and character of the majority of their boys. I seemed to gather from the general testimony which was offered me on all sides, that the prevailing vice of American school-boys is untruthfulness, in one or other of its manifold forms. The Superintendent of Schools at New Bedford, Mass., speaks of "the frequency with which the most flagrant disregard of truthfulness is brought to his notice in cases of discipline referred to him, and in various ways"; and expresses "the conviction painfully forced upon him that the cause of good morals in the youth of the city is not keeping pace with the efforts to promote their intellectual progress." (*Massachusetts 28th Report*, p. 198.)

Influence of daily discipline.

§ "The simple reading of Scripture does but little to accomplish this"—(the impression on children's minds of the moral principles required by the statutes). "Dispensing with all doctrinal teaching, which is improper and illegal, our children should be trained in each and every department of our schools, to have a proper sense of their moral obligations." (*Massachusetts 28th Report*, p. 71.)

System of self-reporting.

|| "Any close observer will perceive that, in placing a child under daily instruction and discipline in the school-room, to be governed, and drilled, and plied with motives, and taught self-control, and punished for wrong-doing, and rewarded for good behaviour, a moral force of unmeasured extent is continually and silently brought to bear. Thus the school becomes to the State a vast insurance office, to guarantee that its inmates shall be found, in the coming years, among the sober, industrial ranks of the community, and not in her almshouses and gaols." (*Ibid.*, p. 88.)

Example of its working.

¶ "The plan of making children reporters of their own misdeeds should be carefully considered. Our opinion, founded upon even a casual observation, is that the system is bad. Punishment is easily escaped by falsehood, and with younger children the tendency to such is inevitable. Unless coupled with a high sense of honor, hardly to be expected in the lower departments, teachers had better depend upon their own observation." *Ibid.*, p. 71.)

"Some years ago," says Mrs. Stone, one of the ablest of the Ohio teachers, in an essay on school government read before the Teachers' Association at Cincinnati, "I had charge of the boys in a grammar school. One day some acorns were thrown violently across the room. The room was large and the pupils numerous, and as the acorns were thrown from under the desks, I was unable to detect the author of the mischief. The next morning the offence was repeated. I inquired who did it. No one could tell. I said—'We will have no recess in this room until I have been informed who threw the acorns. The author of the mischief must be a great coward, and shews a very mean spirit, if he will keep all these boys in, rather than report himself and bear the punishment alone.' The first recess time passed off quietly. At the next, occasional threatening glances directed towards Jacob, the largest boy in the school, shewed who was the offender. At the third recess, the angry glances were attended with the quick, oblique motion of the head with which boys emphasize threats. By the time of the fourth recess the indignation of the boys

or monthly reports to parents, which they require to be brought back to them with the parent's signature, shewing that they have been received and read.* Others employ "certificates," "medals," "rolls of honor," stimulating the desire

διὲν ἀριστεύειν καὶ ὑπέροχον ἔμμεναι ἄλλων. †

Indeed, the appeal to honor, to ambition, to proper pride and a sense of shame—the "shame that bringeth glory and grace" ‡—appears to be the means most commonly employed, and these to be the motives most largely trusted, to plant in a child's mind the seeds of virtue, and quicken it to a sense of duty.§ It is felt, however, that something is wanting still. The question is raised whether morality, apart from religion, can be taught at all; or, if taught, whether it be worth the learning.|| The seeds of morality can only be expected to germinate, many are beginning to think, under the influence of the sun of gospel righteousness, without which even a Socrates can only produce an Alcibiades. But no sooner does the thought take definite shape than, looming in the distance, is beheld the terrible phantom of "sectarianism";¶ and the desire of many hearts remains an aspiration only; and the greatest of all moral motives—the sense of accountability to God,** the greatest of all moral facts—that sin need not have dominion over those who are not under the law, but under grace—are scarcely more than timidly whispered in the schools.

Ethics, in the system of Aristotle, was but the vestibule of politics; and certainly a specialty in the school system of America, and a very valuable specialty, is the connection which it is desired to establish in the schools between moral and Political element in American education.

was raised to such a height that the offender evidently thought it safest to confess before the school closed. He arose, pale and trembling, and acknowledged his guilt. The rest of the boys were excused to take recess, and no more acorns were thrown during the session." (*Ohio Monthly for Sept.*, 1865, p. 297.) It was the use of the motive that is so much relied upon at Mettray—the fear of being considered "lâche,"—perhaps a lower motive still, the fear of becoming an object of the vengeance of his school-fellows—a dangerous instrument to use, except by the very skilfullest hands.

* This is an almost universal practice in the largest and best schools. For a specimen, see above, p. 232, note 6.

† In awarding the medals and certificates annually distributed in the schools at Boston (about which see above, p. 68) it is expressly required in the regulations that "general scholarship, and more especially, good conduct, shall be taken into consideration." (*Regulations*, ch. iv., p. 17.)

‡ In New York there has been recently introduced a system of certificates, which is said to have largely improved attendance, and may have improved morality. We have seen (above, p. 75) that a "roll of merit," "including examinations and conduct," is part of the system of the Free Academy. A copy of this roll is sent to every parent or guardian.

§ Mr. Hancock of Cincinnati, in a paper read to the Teachers' Association, recommends to teachers the formation of a "legion of honor in every school; that no one's name be placed on the roll whose conduct is not exemplary, out of school as well as in; that in every place where school reports are published such pupils should receive honorable mention; and that every member be permitted to wear some modest badge indicative of his high position." The proposal was discussed, but did not carry with it the unanimous consent of the Association. (*Ohio Monthly*, Sept., 1865, pp. 321, 255.)

¶ *Eccles.* iv., 21.

§ Thus Mr. Hancock:—"Every teacher who has in himself any seeds of true nobility of character—and without this he can do nothing—if he keep this cultivation of a high sense of honor steadily in view, and bring all his resources to bear upon it, cannot fail to find the tone of his school gradually coming up to a high level. I am not to be understood as setting up this sense of honor as the end of moral education—by no means. It is but the beginning—a noble beginning, I believe, which in the end is to flower and bear fruit in a perfect obedience to law, in the restraint of the passions, and the unfolding of the beautiful characteristics of a Christian life." (*Ohio Monthly*, p. 320.)

|| "But, fellow-citizens, as you are well aware, morality not founded on Christian principle is like a baseless fabric—a castle in the air—is limited in its range of duties, and of short duration. Genuine virtue is the offspring of Deity. The code of morals found in the Bible is the unerring standard of right and wrong. A solemn reverence for Holy Scriptures, and a full acknowledgment of our obligation to be governed by them, are indispensable elements in the moral training of our youth and of all mankind." (*Massachusetts 28th Report*, p. 96.)

¶ "To avoid 'sectarianism' have we not well nigh ruled all religion out of our schools?" (*Ibid.*, p. 95.) "Should not the teacher teach the great principles of public and private virtue and morality, which are common to all religious sects? Some may object to this branch of education, and denominate it 'sectarianism.' We are no advocates for the introduction of any sectarianism into the course of instruction given in our common schools. But is it sectarian to teach children to be good and kind and affectionate, to instruct them in the principles of justice and truth and honesty, to teach them to obey their parents, to obey the laws of the land and the laws of God, to endeavour to impress upon them the importance of reverencing God's name, of loving him with all their heart, and their neighbours as themselves? We think not. But if we would have our children become virtuous and useful members of society, we think we should desire to have this kind of instruction given in our common schools." (*Ibid.*, p. 151.)

** "It is said that Mr. Webster was once asked—'What is the greatest thought that ever occupied your mind?' After a solemn pause, he replied—'The greatest thought I ever had, or can have, is the sense of my accountability to God.'" (*Ibid.*, p. 96.)

Daniel Webster's words are, as they deserve to be, weighty with his countrymen. In a speech delivered at Plymouth Landing, in 1822, he thus describes the aims and aspects of the policy of free public schools:—"We regard it as a wise and liberal system of police, by which property and life and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge in an early age. We hope to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere, to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law and the denunciations of religion, against immorality and crime. We hope for a security beyond the law and above the law, in the prevalence of enlightened and well-principled moral sentiment. We hope to continue and prolong the time when, in the villages and farmhouses of New England, there may be undisturbed sleep within unbarred doors." (*Quoted in 19th Rhode Island Report*, p. 12.)

political training.* The object to be attained is the production, not so much of the good man, as of the good citizen. Every American citizen has to play a part in the great arena of public life, which in other countries is reserved for the governing class or classes.† If there had been a free-school system in the South, there would have been no secession, no civil war.‡ Hence the need and demand for a thorough political education.§ Hence the extent to which the study of the Constitution of the United States pervades the programme of all the schools.|| Hence the continual appeals to support the system, on national and patriotic, even more than on social and domestic grounds.¶ And the result certainly is very remarkable. The political intelligence of the people is extraordinary. Compare the political knowledge and the mental activity displayed on political questions of a New England farmer or mechanic with that possessed and exhibited by an Englishman of similar social position, and the contrast would be ludicrous. I was told that, in the eastern States, I might meet with farmers driving their own plough who would be delighted to stop their oxen and discuss a problem in differential calculus. I suspect, if they stopped their oxen for a discussion at all, they would prefer that it should take the direction of politics rather than of the higher mathematics, and would sooner have their mind occupied with concrete questions of domestic or foreign politics, than with algebraic formulæ and abstract magnitudes. At any rate, it is thought on all hands to be advisable that boys should be taught at school the principles of the Constitution under which they live, and what will be expected from them, not only as members of society, but as constituents of a nation.**

For "religious instruction," in the sense which we in England attach to the words, it cannot be said that any provision at all is made under the American school system. Anything like "sectarian," which, as it is interpreted, means anything like doctrinal or dogmatic teaching, anything of the nature of a creed, or which requires children to utter the phrase "I believe," is implicitly forbidden in all the schools; in some States it is forbidden in terms.†† It is true that every-

Religious instruction.

Union of moral and political teaching.

Education required by an American citizen.

Anti-secessionist influence of public schools.

Mr. Webster on the need of political education.

Study of the Constitution recommended.

Appeal to patriotism.

Duties of a citizen are primary.

Provisions against sectarianism.

* The prime importance of moral instruction all will admit. But this branch has heretofore been confined principally to the Sabbath-school, and other Sabbath-day and home instruction. I think, however, that it could be introduced as a study into our common schools, and pursued with as much, if not more, profit than any other study. It is not proposed to introduce the peculiar dogmas or tenets of any sect, but to educate and enlighten the conscience, and inculcate the great and universally admitted principles of justice and right. Too little attention, also, is paid to the subject of civil government, many of the teachers being deficient in a knowledge of its first principles. Would it not be well, then, to make morals and civil government prominent themes in our Teacher's Institutes? (*New York 11th Report*, p. 229.)

† "A practical education for a Hindoo sudra, an English factory operative or miner, a Russian serf, or a Mexican peon,"—the collocation is not very complimentary, but the English operative or miner will have too much sense to feel himself affronted by it—"is not that which an American citizen should receive. They have nothing to do with the affairs of Government. The State neither needs their counsel nor asks their advice. It requires them to be industrious, quiet, content. The warp and woof of our entire system of government is spun and woven by the citizen. From him all power emanates, for he is the fountain-head of sovereignty. To him all questions of right and policy must ultimately be referred, and from his decision there is no appeal. What problems are there for him to solve during the next fifty years! What blessings or curses are to be heaped down by him to all coming generations! Standing, as he does, in the front rank of progress, at this critical moment in the world's history, what hopes and fears cluster round him, and what a sacredness should surround the ballot-box, which emits his voice of destiny! Such an education as shall fit him for all the duties and responsibilities of his peculiar position can alone be called practical." (*Inaugural Address of the President to the Ohio State Teachers' Association, Ohio Monthly, Sept. 1865*, p. 255.)

‡ "It is a suggestive fact that, wherever these schools have been established and maintained, there treason against the Government has found no favour with the people." (*St. Louis Report for 1864*, p. 61.)

§ Again is quoted the counsel of Daniel Webster:—"On the diffusion of education among the people rest the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. The prospect of a war with any powerful nation is too remote to be a matter of calculation. Besides, there is no nation on earth powerful enough to accomplish our overthrow. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of the Government, from their carelessness and negligence, I confess I do apprehend some danger. I fear that they may place too implicit confidence in their public servants, and fail properly to scrutinize their conduct; that in this way they may be the dupes of designing men, and become the instruments of their own undoing. Make them intelligent, and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy." (*Ibid.*, p. 62.)

|| "We would recommend that the Constitution of the United States, or the Declaration of Independence, be introduced into our schools and used as a reading lesson as often as once a week. It seems to us this would be a very proper exercise in these days of rebellion. It would be the means of bringing up the rising generation with proper views of republican institutions, and cause them to place a just value upon the blessings of civil and religious liberty." (*Massachusetts 28th Report*, p. 109.)

¶ "To sustain our public schools with a liberal hand, and to watch over them with an ever-wakeful vigilance, is to subserve most surely and extensively the future well-being of the country, which we are so lavishly pouring out blood and treasure to save from threatened destruction." (*Ibid.*, p. 89. See also p. 56.)

** "A man is a man, a citizen, and a member of society, before he is a farmer, a minister, or a mechanic. At the same time, therefore, that he is pursuing his calling in the effort to get a living, and add to the general prosperity in material things, let him also discharge to the extent he may be able those duties he owes to his neighbour, to the township he lives in, and the country of which he is a part. There is but one other way in which a man can do so much for his kind as by the effort to make our common schools what they should be; for, next to religion, our country depends on them for its true national greatness." (*Ibid.*, p. 144.)

†† "The school committee shall require the daily reading of some portion of the Bible in the common English version, but shall never direct any school books calculated to favour the tenets of any particular sect of Christians to be purchased or used in any of the township schools." (*Massachusetts School Law*, ch. 38, s. 27.) The Act of 1642 provided that "religious instruction should be

where, at least I *believe* everywhere under the system, provision is made for reading the Bible; and almost everywhere provision is made for opening the work of the day with prayer;* but the disjointed, inconsecutive way in which the Bible is read—to-day a psalm, to-morrow a section from a gospel, the day after, a paragraph from one of the letters of St. Paul—in all cases unaccompanied by a single word in the shape of note, explanation, or comment, cannot and does not amount to anything that can be called systematic religious instruction. Indeed, considerable anxiety is being awakened in the minds of many thoughtful men, earnest and eager supporters of the system of common schools, by the fact that a very large proportion of the rising generation are growing up and going forth into life without any methodical knowledge of the Bible at all.† In a passage in an essay which has become only too well known, in the sense of having been made the peg on which to hang much bitter controversy, it is asserted that the Bible must be interpreted like any other book. Whether the statement be true or not—and in a certain sense I consider that it is perfectly true—it is quite clear that, in a certain sense also, if the Bible is to be understood and made available for practical purposes, it must be

Anxiety felt on this subject.

The Bible needs study.

given to all children" (*Horace Mann's 10th Report*, p. 9), but this Act, if not actually repealed, has yet been emptied of all significance by the progress of events and the disintegration of religious belief. It is found to be impossible to give "religious instruction" without favouring "the tenets of some particular sect of Christians," that is, without doing a forbidden thing.

In the city of New York the provisions of law are as follows:—"No school shall be entitled to, or receive, any portion of the school moneys in which the religious doctrines or tenets of any particular Christian or other religious sect shall be taught, inculcated or practised, or in which any book or books containing compositions favourable or prejudicial to the particular doctrines or tenets of any particular Christian or other religious sect are used. But nothing herein contained shall authorize the Board of Education to exclude the Holy Scriptures, without note or comment, or any selections therefrom, from any of the schools; but it shall not be competent for the said Board of Education to decide what version (if any) of the Holy Scriptures shall be used; provided that nothing herein contained shall be so construed as to violate the rights of conscience, as secured by the constitution of this State and of the United States." (*New York Manual*, s. 18, p. 47.)

In Ohio, I was informed by the State Commissioner, there is no special enactment of law prohibiting teachers from giving what religious instruction they please, provided it be not of a "sectarian character." If it were thought to favour the tenets of any particular religious body, the Board of Education probably would interfere. But, he added, there is very little biblical teaching in the schools.

I have previously quoted the words of a Massachusetts School Committee, who, though they want something more than "simple reading of the Scriptures," admit that "all doctrinal teaching is improper and illegal," and must be "dispensed with." (*Above*, p. 86, note §)

* At Boston the rule is:—"The morning exercises of all the schools shall commence with the reading of a portion of the Scriptures by the teacher in each school; the reading to be followed by the Lord's Prayer, repeated by the teacher alone." (*Regulations*, ch. viii., s. 5.) At New York, "all the public schools of the city under the jurisdiction of the Board of Education shall be opened by the reading of a portion of the Holy Scriptures, without note or comment." (*New York Manual*, p. 93.) At Philadelphia, "at the opening of each session of the schools, at least ten verses of the Bible, without note or comment, shall be read to the pupils by the Principal, or, in his or her absence, by one of the assistants, and some suitable hymn may be sung." (*Rule xxv.*) At Chicago, "the morning exercises of each department of the several schools shall commence with reading the Scriptures, without note or comment, and that exercise may be followed by repeating the Lord's Prayer, and by appropriate singing." (*Rule*, s. 46.) At Cincinnati, "the pupils of the common schools are allowed to read such version of the Holy Scriptures as their parents or guardians may prefer; but no notes or marginal readings may be read in the school, nor comments made by the teacher on the text of any version that is or may be introduced." (*28th Report*, p. 92.)

Rules about prayer.

I heard (as already alluded to) an extempore prayer used by the Principal, devout, earnest, evangelical, at the opening of the High School at Newhaven; and the *Te Deum* chanted (more, however, as a specimen of their vocal culture than of anything else) in a coloured school at New York. A county superintendent in Pennsylvania "makes special mention, as of an important fact, that in many schools the Lord's Prayer and the Apostles' Creed are frequently and devoutly recited in concert by all the pupils. They read the Scriptures alternately." (*Report for 1864*, p. 68.) Things seem to be very unequal in Pennsylvania. As a specimen in one county, "the Scriptures are read regularly and used for the purpose of moral instruction in 401 schools, 120 are opened with reading the Scriptures and prayer, and in 17 moral instruction is given orally. There are but six schools where no moral instruction is given." (*Ibid.*, p. 55.) In another county, "in ten schools moral instruction is imparted by the reading of the Scriptures every morning, and by prayer; in seventy-two others the Scriptures are occasionally read either by teachers or pupils; and in seventy-five no moral instruction of any kind is given." (*Ibid.*, p. 51.) The "without note or comment" rule is not enforced in Pennsylvania. Occasionally "the teacher asks some simple questions, or makes some appropriate remarks, to impress the lesson read more deeply on the mind." (*Ibid.*, p. 212.) In some schools "religious lectures are given" (*ibid.*, p. 186), but as to what would be their character, or what they would amount to, I have no definite idea.

† I do not think that I have a right to mention the names of gentlemen who thus expressed their feelings to me in the confidence of private conversation, though theirs are names which, if mentioned, would carry great weight with them; but at least, I may be permitted to quote sentiments to the same effect that have already appeared in print. "The importance," says a Pennsylvania school inspector, "if not the absolute necessity, of a system of religious training in our public schools becomes every year more apparent; and there is no greater perversion of the letter and spirit of the law than to say that such is not contemplated because sectarian teaching is excluded. This is a subterfuge under which teachers and school officers often seek to hide the responsibility resting upon them, and thus secure to themselves a pretext for neglecting this important duty. The clashing of different religious creeds and the risk of sectarian dissension are far less to be feared than the absence of all religious instruction. The truth will always stand the test of discussion, and has nothing to fear from it; it is false delicacy alone which seeks to avoid this imaginary evil by encouraging one that is real. If there ever was a time when such training was imperatively demanded it is now, when the heavy hand of an afflicting Providence is on us as a nation, and when we are passing through a much-needed discipline on account of neglecting this duty. It is not only important but essential, in order to the sustaining and perpetuation of our civil and religious institutions, that the tone of manhood and standard of Christian character should be elevated, and that the generation soon to take our place should not only be strong-hearted, quick-handed, and clear-headed, but that they should be taught to love their God and their fellow men, as well as to love their country and understand its institutions, and their duty as citizens of this great and growing commonwealth." (*Pennsylvania Report for 1864*, p. 137.)

Illustration of a feeling that is widely spread.

studied like any other book. If the Bible be, as I believe it to be, in any sense a whole, with an organic structure and interdependence of parts, and a spiritual sequence and development of ideas, it cannot exhibit this character of itself, so necessary for a just estimate and interpretation of its contents, to the student who has no other knowledge of it but what he picks up piecemeal. I know that many of the warmest friends of the American public schools would gladly see imported into the system some means of communicating to the pupils more of definite religious knowledge, if only it could be done without compromising or infringing upon that principle of entire religious freedom which is one of the corner-stones of all American institutions. I am afraid till men's minds and tempers are cast in a new mould it cannot be done; and if perfect religious freedom is a blessing, which I willingly admit it to be, it must be accepted, like many other principles, with its inseparable drawbacks and disadvantages. For us in England it has produced the acknowledged inconveniences, largely qualifying the otherwise beneficial action, of the denominational system; in America the result has been what its enemies call a "godless" education, and what even its friends allow does not include within its scope the highest objects that can occupy the thoughts or touch the heart of man.

Difficulty of securing this in the public schools.

Hence alienation of many from the system.

From this circumstance, however, that the public schools, as a whole, are divested of a distinctly religious character, and practically give nothing but secular instruction to their pupils, arises a state of public feeling towards them which, if not yet predominant, is, I think, steadily growing; which in some individual minds is very strong, and even pervades whole sections of the community; and which, perhaps more than any other adverse influence, seems likely to threaten the permanence and stability of the system, or at least of the system as now administered, in the future. Hence the lukewarm support given to the system, sometimes the open opposition avowed to it, by the great, compact, and powerful Roman Catholic community, and especially by the Roman Catholic hierarchy.* Hence the attitude of indifference, if not of more than indifference, taken up towards it by nearly the whole body of the clergy of all denominations.† Hence the growing preference

Roman Catholic aims and efforts.

* The admitted aim of Roman Catholics is to have "separate schools." In some places they have been too eager, and, anticipating public opinion, have ended only in placing a serious obstacle in their own way. In Ohio, about fifteen years ago, they attempted to get a share of the school fund appropriated separately, but without success; and a law was passed in consequence, that no religious sect should ever be allowed a share in the State Fund for a separate school, and this law it would require a three-fourths vote of the whole State to repeal. In this State, I was informed that nine-tenths of the Roman Catholic children are in separate schools, under the control of their own priests, and supported, of course, out of their own resources. In Cincinnati, I was given to understand that there were 8,000 children in the Roman Catholic separate schools, as against about 16,000 in the public schools. Bishop Duggan, of Chicago—a man, I should say, without a tinge of bigotry—told me that he did not dissuade children from attending the public schools, because he had nothing better to offer them; but that, if he could see his way to the successful establishment of separate schools, he should certainly feel it his duty to throw all his influence in their favour. I was told, upon what seemed to me the best authority, that in some parts of Illinois, where the inhabitants are almost exclusively Roman Catholics, Roman Catholic trustees appoint Roman Catholic teachers to the public schools, and that definite religious instruction in the articles of the Roman Catholic faith is given by them. In Connecticut also, I was informed, upon equally reliable authority, there are certain localities—New Britain, Waterbury, and Hartford were mentioned—in which there are school buildings erected by the Roman Catholics, which they loan to the State, and which come under the control of the township school committee, as far as examining the teacher is concerned, but in which religious instruction is given to the children by the priest, the school taking its share of the general and local appropriations. In Newhaven I visited two Roman Catholic separate schools,—one for boys, taught by a single master, the other for girls, taught by Sisters. They were flourishing as far as regards number of scholars; and though the building in which they were held was not in first-rate order, the instruction given seemed to be sound and practical, and a nice (though in the case of the girls a rather sombre) tone pervaded the schools.

The following picture of the efforts and views of the Roman Catholics in America, in the matter of education, is painted by one whose opinion is that "Roman Catholicism bids fair to be the dominant faith over the whole American continent." (*Nichol's Forty Years in America*, vol. i., 337.) "In 1861," he says "there were 96 academies and colleges for young men, and 212 female seminaries, besides a vast number of primary schools established by Catholics for the education of their own children, while they are also obliged to contribute to the taxes for the support of the common schools of the country. This heavy burden will be borne, however, only until the Catholics in any State have numbers and political power sufficient to compel a division of the school fund, and the devotion of a fair proportion to their separate use; and this day, in several States, cannot be far distant, and is looked forward to with dread by many Protestant Americans." (*Ibid.*, ii., 84.) "There are Jesuit Colleges in New York, Massachusetts, Baltimore, Washington, Cincinnati, St. Louis, New Orleans, and Mobile; and the reputation of this order for thoroughness of education has caused large numbers of the Southern youth to be entrusted to its care; and whatever may be the demerits of its members, they seldom fail to gain the love and confidence of their pupils who, as the Southerners say, can read their diplomas." (*Ibid.*, ii., 86.) In illustration of this writer's expectation of the future predominance of Roman Catholicism in America, it may be remembered that De Tocqueville prophesies that the state of religious belief two generations hence—it may almost be said now, one generation hence, for it is thirty years since he wrote the words—will be "que nos neveux tendront de plus en plus à ne se diviser qu'en deux parts, les uns sortant entièrement du Christianisme, et les autres entrant dans le sein de l'église romaine." (*Democratie en Amérique*, ii., 31.)

Attitude of the clergy generally.

† The law of Massachusetts declares that it is "the duty of the resident ministers of the gospel (*inter alios*) to exert their influence and use their best endeavours that the youth of their townships shall regularly attend the schools established for their instruction"; and Mr. Boutwell's comment on the law in 1861 was, that "in nearly every township, clergymen are members of the committees and participate in the management of the schools, and that, whether so entrusted or not, they are always willing to devote their time and talents for their welfare." (*Mass. 24th Report*, pp. 95-6.)

Regrets at the absence of the clergy from the schools.

But a very different story is told elsewhere. In Connecticut there are frequent and loud complaints that "men of influence, position, and wealth"—and the description must certainly include the clergy—do not give their support to the school; and that "the great want of the schools is interest on the part of the community, particularly the more influential part." (*Report for 1865*, pp. 52, 63.) In Ohio the Commissioner regrets that "the teachers struggle on alone, cut off from all external aid and sympathy; no friendly counsel or instruction, no kind admonition or direction,

which is observed in some places for "parochial schools," that is, schools connected with particular religious congregations or societies.* Those who, with De Tocqueville, believe that the "spirit of religion" is one of the foundation stones of American institutions,† will readily believe also that a school system which appears to exclude this spirit in its attempt to educate youthful minds, *must* be unacceptable to those who are themselves penetrated by it and have faith in its potency.

There appears to be no difficulty experienced in assembling children of all denominations in the same school-room; though, here again, as before noticed in regard to social status, a sort of attraction by affinity seems to prevail, and you find in one school quite a cluster of Jews,‡ another almost possessed by Roman Catholics. This is particularly observable in New York, where some quarters of the city are almost exclusively occupied by an Irish population. The effect in some schools has been rather curious. Under the influence of Roman Catholic trustees, there has not been any introduction of Roman Catholic teaching, but there has been an exclusion of the Bible. It is strange that, with the possibilities of religious influences reduced to a *minimum*, the spirit of religious zeal (if it be zeal), or of religious intolerance (if it be intolerance), should fasten upon that *minimum*. The question is not, as with us, whether a catechism shall be taught, or whether the formularies of a particular church shall be taught, but whether the "authorized" or the "Douay" version of the Bible shall be used, and whether the verses shall be read wholly by the teacher, or one after another by the scholars, or by teacher and scholars alternately. The omission to open school with the reading of Scripture is contrary to the regulations of the Board of Education, but it is winked at, and is considered as a concession to a powerful party, which it is thought better to make than to run the risk of a disturbance. Cases of intractableness occasionally arise, in which an individual child, acting probably under the orders of his parents, refuses to take his turn in "reading Scripture round," or to conform in some other way to the pattern followed in the school; and these cases, like other instances of disobedience or indiscipline, produce momentary difficulty, and have to be delicately handled;§ but they are not numerous, nor very serious in their effects.

Mixture of denominations in the schools.

As to the results of the association of children of different religious beliefs in the same school, I do not feel justified in pronouncing a very strong or very definite opinion. With every approach so carefully barred against sectarianism, and the whole religious teaching (such as it is) being of so absolutely neutral a tint, there is no room or pretext for quarrelling, nothing that can generate *odium theologicum*. It may result, and I think it does result, in indifferentism, in a depreciation of the value of a creed and fixed forms of faith, and in a more thorough acceptance than elsewhere of the half-truth that "He can't be wrong whose life is in the right." It struck me very forcibly—I had almost said painfully—in America how little identity in religious feelings or unanimity in religious habits or opinions appears to be estimated as a constituent of domestic happiness. In no place have I ever

Results of this association.

comes to them with assistance or encouragement." (11th Report, p. 35.) In Pennsylvania, the language of the Superintendent is still more distinct:—"In days not long gone by, it was the custom for clergymen to feel a deep interest in the cause of popular education, and exhibit that interest by frequent visits to the schools where the youth of their congregations are to receive their education. Their visits did much good, afforded aid and encouragement to teachers, stimulated pupils and gave them confidence in their schools, and influenced parents to take a more lively interest in the matter. Of late, this habit has fallen into disuse, to a great extent. Ministers now seldom visit the schools; consequently, all the good they might accomplish is lost, all the influence they might exert in favour of moral culture is so much taken away from the institutions where the youth are to be prepared for their duties and responsibilities in subsequent life. . . . The influence of so large a class of educated men thus exerted in favour of the public schools would be a power for good, the value of which can hardly be estimated. It is earnestly desired that clergymen would take this matter into careful consideration, and seriously ask themselves whether there cannot be a healthful moral influence exerted over the children while in school, that shall guard them against the vices to which they are exposed, that cannot be exerted at any other time. We do not mean sectarian religious instruction, but instruction upon those plain principles of morality upon which all agree. The mere presence of these men at the schools would do good, if they did not utter a word. An educated Christian gentleman carries with him a power that will be felt by all who come within the sphere of his influence, and by none more than by the young." (Report for 1864, p. 39.) A similar indifference on the part of the clergy (as a body) towards the schools prevails in Canada, at least in Upper Canada.

* "It is claimed by many that there is a lack of moral culture in the public-school system; that the training of our children is often committed to the oversight of immoral persons. This conviction is strengthening the feeling for parochial schools wherever they can be established, and the consequent withdrawal of many children from the public schools." (Pennsylvania Report, 1864, p. 82.)

Preference for parochial schools.

† See above, p. 10, note ||.

‡ In one New York grammar school which I visited, containing about 800 boys, I was told by the principal that there were about a hundred sons of wealthy Jews, who made no objection to the reading even of the New Testament. I should not regard this fact myself as a sign of "enlightened tolerance," but merely a mechanical acquiescence in what they probably deem a harmless and prescribed conventionalism.

Jews in a New York school.

§ It is surprising how delicate the handling of parents sometimes is required to be. A teacher in a school at Providence, to stimulate his class, happened to say that they could not spell so well as the negro children in a certain primary school. A parent, whose daughter was a member of the class, demanded the dismissal of the teacher (no doubt on the *real* ground that he had insulted his scholars by such a comparison, but) on the *nominal* ground that he had spoken an untruth. The case had to be met by the teacher taking his class with him to the coloured school, and testing the spelling powers of the negro children by fifty of the hardest words he could find! . . . The spelling in the coloured schools of Providence has almost passed into a proverb for its excellence. Mr. Northrop speaks of "the unrivalled spelling of Providence" in his *Lecture on "Supervision of Schools,"* p. 5.

"Touchiness" of parents.

seen the principle of "agreeing to differ" in matters of religion so thoroughly woven into the tissue of society. It is not at all unusual to find two or three faiths in one family, and husband and wife and children separating on the Sabbath (as the Lord's day is always called), to worship with different congregations.*

Attempt to estimate the system as a whole.

I have now travelled, I hope with sufficient fulness to be complete, sufficient coherence to be understood, and sufficient accuracy to be trusted, over the wide field of phenomena which the American system of common schools exhibited to my eye. It is time to gather up the loose threads of the discourse into a few definite conclusions, briefly to state what struck me as being the system's most prominent results, and to take my leave of it with a few critical notices of a general kind.

Its correspondence with the phenomena of American life.

In endeavouring to comprehend and appreciate this system of common or public schools—for the two epithets are used indifferently—it is absolutely necessary that the European observer should throw his mind, if possible, into the conditions of American life, should take his point of departure from a few leading social principles, and keep constantly before his eye certain salient social phenomena, which have (so to speak) necessitated its form, give to it its significance, underlie its action, maintain its motive power, determine its methods, and fix its aims. The *principles* have been already referred to;† they are the principles of perfect social equality and absolute religious freedom.‡ The *phenomena* are the restlessness and activity of the American character,—without, perhaps, the culture and refinement of the old Athenian, but with all his versatility,§—the absorbing interest of political life; the constantly rising aims of each individual; the ebb and flow of commercial enterprise, and the immense development of the spirit of speculation; the intense energy of the national temperament, its rapidity of movement, its precipitancy, its impatience of standing still. Many an American in the course of an active life will have turned his hand to half a dozen different professions or ways of getting a livelihood.

"Eris tu qui modo miles
Mercator; tu consultus, modo rusticus: hinc vos,
Vos hinc, mutatis discedite partibus."||

"The one lesson we are taught all through life," a person one day humorously but truly said to me, "is to be *discontented* with our station."

And it is this temper more than any other, intensified by the opportunities that the country affords and the prizes that it holds out to enterprise and ability, which is the motive power that sustains the schools. Corresponding, therefore, with these ideas, and reflecting these phenomena, must be the popular system of education. And the correspondence is marvellously exact, the reflection wonderfully true. The American school is a microcosm of American life. There reigns in it the same spirit of freedom and equality; the same rapidity of movement, scarce leaving time for work to be thoroughly well done; the same desire of progress, eagerly catching at every new idea, ever on the look-out for improvements; the same appeals to ambition, the same sensitiveness to praise and blame, the same subordination of the individual to the mass, of the scholar to the class, as of the citizen to the nation; the same prominence given to pursuits of a utilitarian, over pursuits of a refining, aim; the same excessive and exhausting strain on the mental

Chapel service at West Point.

* The scene on Sunday in the chapel of the Military Academy at West Point was striking, and to me suggestive. The cadets there, of course, represented all sorts of religious denominations; but, as a matter of discipline, they are required to attend the chapel service on Sunday morning. This service is conducted according to the way of thinking of the chaplain at the time. It has been Presbyterian; it is now, under the present excellent chaplain, Episcopalian in its arrangements. Every degree of conformity and non-conformity was exhibited by the cadets; for though obliged to attend, and obliged to behave with decent seriousness, conscientious scruples have to be considered, and they are not obliged to conform. The effect was better than I dared expect under such circumstances, for I noticed no irreverence. Yet to my mind, to which a hearty, uniform religious service is a comfort, such a state of things could not but be unsatisfactory; and I could not help sighing as I thought that this was the state to which, perhaps, college worship might come at home. I would not be understood as casting the slightest reflection on the West Point system. Under such circumstances what more could be done? The religious service is left to approve itself to the hearts of those who attend it by its own power. That it should not thoroughly so approve itself to 500 young men, four-fifths of whom have been bred up in ignorance of it, or with prejudices against it, is not surprising; and, besides, the very constitution of the congregation deprives the service of at least half its power.

† *Above*, p. 10.

First principles of American society, and civil polity.

‡ "We hold these truths to be self-evident,—that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."—*Declaration of Independence, sub initio*. By the Constitution, "titles of nobility" are forbidden, and no law is to be made "respecting an establishment of religion, or prohibiting the free exercise thereof."—*Act i*, ss. 9, 7; *Amendments Act*, 1. The school law of Rhode Island throws off, as its basis, with an extract from the Constitution of the State, declaring liberty of conscience in matters of religion, and the duty of the State "to secure to the people the advantages and opportunities of education," as "essential to the preservation of their rights and liberties."

Resemblance of an American to an Athenian.

§ "ξυνελών τε λέγω . . . καθ' ἕκαστον δοκεῖν ἂν μοι τὸν αὐτὸν ἄνδρα παρ' ἡμῶν ἐπὶ πλείστ' ἂν εἶδη καὶ μετὰ χαρίτων μάλιστα ἂν ἐντραπέλως τὸ σῶμα ἄνταρκες παρέχεσθαι." (*Pericles apud Thucyd.*, ii., 41.)

No one's position fixed.

|| *Hor. Sat.*, i. 1. 16-18. "An objection sometimes heard is, that if high schools, or good schools of any kind, are open to the poor, this class will be educated above their station, and be dissatisfied with it. This will never be the influence of right education. It better fits the individual for any station to which he may be called. It makes a more intelligent mechanic or worker in the soil, and a better member of society. But who can fix the position of any man in this country? How often have men from the labouring classes, or from active business life, been raised to positions of honor and trust in the State and nation?" (*Connecticut Report for 1865*, p. 30.)

and physical powers; the same feverishness and absence of repose;—elements of strength and weakness, of success and failure, mingled together in proportions which make it almost impossible to find any one discriminating epithet by which to characterize the resultant whole. I must content myself with enumerating the more prominent qualities—the advantages and disadvantages which are correlative to each other—and, as I do not feel that I have a right to occupy the seat of judge, shall leave my readers to strike the balance for themselves.

I. First, then, the system is in perfect harmony with the other institutions of the country. It is democratic, equal, free. But democratic institutions do not work with their full freedom and equality where the rapid growth of material prosperity is introducing social distinctions, and where, if not an aristocracy of birth or nobility, yet an aristocracy of wealth is being insensibly, but surely, formed.* And so the American schools, particularly in the large cities and in the higher grades, are practically in the possession of the middle class. The sons and daughters of the wealthiest (with a few exceptions, which only prove the rule) are not in them; nor, in many places, the sons and daughters of the poorest either. The efficiency of the system—in the sense of its actually supplying the wants of every class of society, and really furnishing *common* schools—is nearly in an inverse ratio to the prosperity of the district in which it operates.†

Harmony of the school system with other institutions.

And further, the school, from its very harmony with other institutions, is exposed to the same corrupting influences; and as in some places the posts of municipal authority have fallen into the hands of unscrupulous politicians who use their vantage ground to promote, not the public weal, but the interests of their party, so, we have seen, in the same places it is distinctly alleged that the politicians are doing their best to taint and spoil the schools.

Exposed to the same dangers.

II. Again. The system exactly answers the wants of the people; their wants, I mean, as they understand them themselves. The principle of local self-government being supreme in the constitution of the schools, what people require, that they can have; at least, all is in their own hands. "Progress under the direction of an educated *minority*," it has been recently said,‡ is just now the maximum of desire on the part of most moderate-minded Englishmen; progress under the direction of the majority, whether educated or not, is the necessity of Americans. I do not know that the education offered to a country parish in England would thrive better than it does now if its character were left to be determined by the votes of the ratepayers; and in *New England* complaints are rife enough that districts do not always understand their wants, or at least do not adequately provide for them; that false, narrow ideas on the subject extensively prevail; that the best education is too often considered to be that which costs least; that too little general interest is taken in the cause; and that, as a consequence, the success is far inferior to what ought to be achieved.§ What ought to be the school's greatest source of strength—the fact that its destinies are in the hands of those who are to profit

It meets the wants of the people.

* Pure American democracy of the best type is not to be found in the cities and hives of industry, not in New York or Philadelphia, or even in Boston, but in states like Vermont, the Arcadia of the Union, or in districts like the western counties of Massachusetts. It is emphatically a New England product, and a product of New England country life. A Massachusetts gentleman, whose acquaintance I owe to the kind introduction of Professor Goldwin Smith, a man of the most cultivated mind, who finds it one of his greatest pleasures to spend his summer months in a rural township among the western farmers of his State, wrote to me in these words, just before I left for home:—"I wish you could have come here, where we still linger to see the true, characteristic, simple new England life. It would have given you certainly some pleasure to see so healthy, happy, and promising a community—promising, I mean for the future, as already exhibiting a higher type of civilization than is found elsewhere in a community of equal size."

Pure democracy not to be found in cities.

Through the hospitality of one of Boston's most respected citizens, I did manage to see something of Massachusetts rural life, though it was on the eastern, not the western, border of the State.

† I speak of the efficiency of the *system*, as such—not of the efficiency of particular schools. The theory of the system is, equal educational advantages for all. These are best enjoyed where the social position of all is equal, or nearly equal. Material prosperity necessarily begets inequalities of social position, and, as a consequence, unequal opportunities for profiting by the advantages of the school. Of course, *ceteris paribus*, the most efficient schools exist where most money is spent upon them, and that naturally would be in wealthy districts. But then the benefit, though theoretically open to all, is practically reaped only by a few. We have already seen it stated that in New York not half the children who enter the primary schools ever pass on to the grammar schools. And the high school, which is perhaps five or six times as expensive per child, is absolutely (or with only a very few exceptions) in the possession of those whose circumstances are so far easy that they can dispense with the earnings of their children as an addition to their own.

Advantages of the schools unequally distributed.

‡ In an article in the *Saturday Review*. The expression struck me at the time I read it, but I omitted to note it down for reference.

§ "We think the failure to secure greater success is attributable to parental indifference, and want of general interest in the subject of education. This indifference is much more prevalent in some districts than in others. It manifests itself in the irregular attendance of children, neglect to furnish a suitable supply of books, in thinly-attended school-meetings, in an indisposition to sustain the teacher in the enforcement of healthful rules and regulations; and in various other ways the benefits of a well-regulated and efficient school are, apparently, wholly disregarded. We believe two things to be indispensable requisites to a good school—good teachers, possessing not only a high order of literary qualifications, but a tact and aptness to teach, and a character that will command the respect and esteem of youth; and then a hearty support and co-operation on the part of parents and the members of the district." (*Connecticut Report for 1865*, p. 69.)

Local apathy.

Of course this apathy tells with infinitely more fatal effect in rural districts than in cities. Whatever may be the case in some parts of Massachusetts, not all American villages, nor even all Massachusetts villages, are happy communities, where prejudices are unknown and all are of one mind. Mr. Northrop, in his Report for 1864, speaks of the need of encouraging every "fraternizing" influence, "divided, as the residents of our rural districts and villages often are, by party or sect, by prejudice or neighbourhood difficulties" (p. 46). The fact is, that human nature is much the same at bottom, everywhere.

directly by its advantages—proves, under the influence of selfish or sordid motives, in too many cases to be its principal element of weakness.

Cheapness of the system.

III. The system is a cheap system.* In places where sordid views prevail, it is made cheap at the cost of efficiency; by reducing the time during which the school is kept open to the narrowest limit; by cutting down the salaries of the teachers to the lowest sum; by neglecting to furnish it with the needful supplies of apparatus and books.† But in cities, where the support is most liberal, and indeed any sum that is asked for is given, still the system is cheap; 25s. to 30s. a year per child in the lower grades, £6 to £10 per year in the high school. The economy results from the principle of grading, and from the number of children of equal attainments in the same class who can be taught by the same teacher as though they were but one. Schools in England might be made as cheap if they could be organized on the same system. Throw all the schools of Edinburgh or London under one board of management, grade them, entrust each teacher with the oversight of fifty pupils, and the cost per child would probably be as low with us as it is in the United States. But in a graded school the class is the unit to the teacher's eye, and not the individual girl or boy, and what is gained in cheapness is almost lost again in thoroughness; and it is too much the tendency of all teachers, without the direct encouragement of the system under which they are working, to act upon the maxim, "Occupet extremum scabies."‡ If discrimination is a high gift in a teacher, there is very little scope or necessity for its exercise in a graded school.

The system stimulating.

IV. The spirit of work produced under the system, both in teachers and pupils, and the discipline of the schools, are both high. The teachers are constantly under the eye of the public, are placed in keen competition one with another, and anxiously look forward to the figures which will show, in the Superintendent's next report, how their school compares with other schools of the same grade. They are kept up to the full tension of their strength; sometimes, indeed, the tension is too great for their strength, and I frequently heard teachers say they wanted rest—a want which their worn, hectic looks abundantly showed.

Continued idleness, again, in a pupil, such as is allowed without any very strong effort to correct it, at Eton and elsewhere, would not be tolerated in an American school. The influence of idleness is felt to be contagious. If a boy won't work, he must not by a bad example corrupt his schoolfellows—he must be withdrawn.

"Collige sarcinulas," dicit præceptor, "et exi."§

Discipline, too, is nearly perfect in the best schools, but it is of a kind to which it would be hopeless to attempt to get 500 English boys of the upper or middle class to submit, and which even by many Americans is considered too repressive and mechanical. It is the discipline that sits upright, and keeps step, and moves a mass as with one impulse, rather than anything that goes much deeper;—though, at the same time, American boy nature seems to be much more amenable to law than English boy-nature, which, if not absolutely disorderly, at least hates "mots d'ordre" and the restraints of a rule;—and also, it is purchased at the price of the repression of those high animal spirits which delight in athletic exercises, and make the playground almost as efficient an instrument in the education of an English boy as the school-room.|| Of the evil results of work at "high pressure" enough has been said in an earlier page of this Report.

Aggregate and comparative results.

I do not know that the aggregate results of the system can be better summed up than by saying that there exists in America a general diffusion of intelligence,

Local parsimony.

* See the figures and calculations given above, pp. 31–34.

† "Some districts seem to have a mortal dread of extending their schools beyond the limit of recognition by law, while others have equal horror of expending anything more than the public money." (*Connecticut Report for 1865*, p. 69.) "Wages \$2, or it may be \$2.50 a week; terms twenty-four or sometimes thirty weeks; vacations from twenty-two to twenty-eight weeks, during which time we take for granted teachers must have something to eat, drink, and wear, at what cost each one can figure for himself." Such is the picture of one Massachusetts township. (*28th Report*, p. 130.)

Expulsion at Philadelphia.

‡ *Hor. Epist. ad Pisonem*, 417.

§ *Juvenal, Sat.*, vi., 145. "By the rules of the Philadelphia Central High School, any pupil who fails to obtain a term average of fifty marks is dropped from the list; and any pupil having an average of less than fifty with three professors is debarred promotion. Of the class admitted in July, numbering 160, nineteen were dropped, and nineteen failed of promotion." (*Controllers' 46th Report*, p. 240.) Allowance is made for sickness and for causes not under the scholar's control.

Physical exercise and games.

|| "It is said that a medical survey of all the schools of New York was made some years ago, showing a frightful state of affairs. A very large percentage of the boys and girls—I was told 35 per cent. of the girls, and 30 per cent. of the boys—"had spinal affections; and though it may not be justly said that they were caused to any great degree by attending the schools, yet there is no doubt that the want of proper ventilation in school buildings, of proper school appliances, and of sufficient exercise during school hours, contributed greatly to the increase of the unhealthy condition of the pupils." (*Philadelphia Controllers' 46th Report*, p. 38.)

More attention is beginning to be paid in America to the subject of physical exercises and games. Gymnasias, well furnished, are now added to many of the educational institutions. At Philadelphia I went to see the "Natatorium," which has been established five years. It is admirable in all its arrangements. It is said to have taught 3,000 females and 6,000 males to swim. Boating is practised with as much zeal at Yale and Harvard as at Oxford and Cambridge, and the race between the picked "sixes" of those two universities, on the waters of a Massachusetts lake, interests the American public as deeply as the University boat race on the Thames interests us in England. Cricket clubs, also, are beginning to be heard of in the United States.

rather than any high culture or profound erudition.* If I were to compare them with the results of the best education at home, I should say that an American pupil probably leaves school with more special knowledge, but with less general development. He would have more acquaintance (not very profound, though) with certain branches of physical science, perhaps more, certainly as much, acquaintance with mathematics, but not more acquaintance with modern languages, and much less acquaintance with the ancient languages and classical literature. I think our best teachers are better (perhaps because more regularly educated) than their best; but our worst teachers are incomparably worse, duller, more immethodical, more indolent, more uninteresting, than anything I saw or can conceive of being tolerated among them. An American teacher may be immoral, ignorant, and in many ways incompetent, but he, and particularly she, could hardly be dull. Liveliness and energy, hiding sometimes perhaps a multitude of other sins, seem to be their inherent qualities. I saw in America many inefficient schools, but the drowsy dulness of the teacher and the inattentive habits of the children, which characterize so many an English school, I never saw.

The mistake that is commonly made in America is one, I fear, that is taking some root in England—a confusion of thought between the processes that convey knowledge and the processes that develop mental power, and a tendency to confine the work of the school too exclusively to the former. It is perhaps the inevitable tendency of an age of material prosperity and utilitarian ideas. Of course, the processes of education are carried on through media that convey information too, and a well-educated man, if not necessarily *is*, at any rate almost necessarily *becomes*, a well-informed man. But, in my sense of things, the work of education has been successfully accomplished when a scholar has learnt just three things—what he really *does* know, what he does *not* know, and *how* knowledge is in each case acquired; in other words, education is the development and training of *faculties*, rather than, to use a favourite American word, the “presentation” to the mind of *facts*. What was Aristotle’s conception of the man whom he calls *περὶ πάντων πεπαιδευμένος*—“thoroughly educated?”† Not, I take it, a man of encyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may occupy his attention its proper methods, and to draw from it its legitimate conclusions. Hence, the proper functions of a sound system of education are, to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of our complex nature its just and proportionate development.‡ The American schools devote themselves far too exclusively to the two former aims; the latter

Information in America preferred to development.

* “Je ne pense pas,” says De Tocqueville, “qu’il y ait de pays dans le monde où, proportion gardée avec la population, il se trouve aussi peu d’ignorants, et moins de savants qu’en Amérique. L’instruction primaire y est à la portée de chacun; l’instruction supérieure n’y est presque à la portée de personne” (vol. i. 62). I cannot disguise from myself, with all my preferences for a denominational system of education at home, as the only one, so far as I can see, likely or able to supply the mass of our people with the one thing lacking in the American method—sound, and substantial grounding in the principles of the Christian religion—still, I repeat, I cannot disguise from myself that the average American, and particularly the average American of the mechanic or labouring class, stands on a vantage ground in respect both of knowledge and intelligence as compared with the average Englishman; and I feel forcibly that we denominationalists and voluntaryists, if we are to retain denominationalism and voluntarism, must throw ourselves much more heartily into the work, and make our schools much more thoroughly efficient, than we have yet done. A peasant or an artisan has a right to turn round upon a system (which he does not provide for himself, but is asked to accept at the hand of others), and be dissatisfied with it, if, though it has taught him a catechism (the value of which I would not depreciate), it has left him deficient in the first rudiments of secular knowledge, and brings him to the starting-post to run the race of life, with the weight of ignorance and undeveloped faculties superadded to the inevitable disadvantages of poverty and a low estate.

General diffusion of knowledge in the United States.

† The passage is worth observing:—

Πεπαιδευμένου ἔστιν ἐπὶ τοσούτων τὰκριβῆς ἐπιζητεῖν καθ’ ἕκαστον γένος, ἐφ’ ὅσον ἡ τοῦ πράγματος φύσις ἐπιδέχεται. παραπλήσιον γὰρ φαίνεται, μαθηματικῶν τε πιθανολογούντος ἀποδέχεσθαι, καὶ ῥητορικῶν ἀποδείξεις ἀπαιτεῖν. “Ἐκαστος δὲ κρίνει καλῶς ἃ γινώσκει, καὶ τούτων ἔστιν ἀγαθὸς κριτής. καθ’ ἕκαστον ἄρα ὁ πεπαιδευμένος. ἀπλῶς δὲ, ὁ περὶ πάντων πεπαιδευμένος.” (Arist. Eth. Nicom. i. c. 3. s. 4, 5.)

Aristotle.

‡ An effort is being made by some of the best minds in America to direct public opinion to sounder theory and practice in this matter—to teach it to distrust immediate and (falsely called) utilitarian *results*, and to place more faith in *methods*. I quote from the conclusion of the last report of Mr. Superintendent Randall of New York:—

Mr. Superintendent Randall’s view of “intellectual culture.”

“Intellectual culture is the principal object of public school instruction. Moral and religious culture, however important and indispensable in the formation of character, can only be incidentally communicated. The character of the teacher, the influences of the school-room, the requisitions of order, quiet and respectful deportment, truth, honesty, self-control, the faithful performance of all prescribed duties, and the religious exercises at the opening and closing of the school, are the chief agencies by which, in these institutions, the moral and religious faculties of the pupil can be strengthened and matured. The prominent and special work to be done is, the cultivation and discipline of the mind; first by the positive communication of the elementary principles of knowledge, and then by the development and expansion of the faculties of reason, judgment, and discrimination, by such methods as shall most certainly and effectually conduce to the investigation and attainment of truth in any and every department of inquiry. . . . The great end, then, to be kept in view, in intellectual education, should be the systematic development of the faculty of strict logical reasoning from accurately ascertained premises. . . . Correctness and accuracy of observation, careful discrimination of differences, comparison, induction, and generalization, may and should form an indispensable part of all school instruction. . . . Thus . . . by keeping constantly in view the whole complex nature of the being, all whose faculties, physical, intellectual, moral, and social, are to be developed, disciplined, and directed, the great work of EDUCATION may be satisfactorily accomplished, and the spring-time of life, while in no respect deprived of its exuberant sources of happiness and enjoyment, consecrated to its legitimate task of preparation for a bountiful and abundant harvest of usefulness, honor and fame.” (New York Report for 1864, pp. 24-37.) Mr. Herbert Spencer’s books are much in the hands of American educationists, and highly approved of by them, and may have contributed in some measure to the dissemination of these ideas.

two receive much less attention than they deserve. The results are such as might be expected to flow from any one-sided and partial treatment of the human mind. Subjects are constantly "memorized" without being understood, and hence their stay in the memory is precarious and transitory,* while, though facts are observed, they are not sufficiently classified; and the reasoning powers and the taste, the latter especially, are left to form themselves pretty much at will. The programme of the schools, particularly in the higher grades, is too wide and multifarious. Subjects are taken up for a while and then dropped (and presently forgotten), to make room for others that have been long waiting their turn. When occasionally expressing my surprise that an important subject like a language, French or German for instance, after being studied for three or four terms, then disappeared from the programme, and did not seem afterwards to be resumed, I was met by the invariable explanation that it got "crowded out." I doubt whether American school managers accept the maxim "Ne multa sed multum" as true of the process of education. In nothing did the managers of the Boston schools seem to me to give greater evidence of good sense and wisdom than in the manifest desire they showed to contract their programme into narrower limits, and to attach more importance to sound methods than to showy but superficial results.

Faults of taste.

I have spoken of the 'cultivation of taste as an element of education. The great defect, in my judgment, in American taste, literary as well as other, is, speaking generally, its apparent incompetency to appreciate the beauty of simplicity, which really constitutes the charm of the merely graceful, and the grandeur of the sublime. De Tocqueville has noticed, with his usual perspicacity, the preference of American orators and writers for a bombastic and inflated style.† Architects overload their buildings with florid and often anachronous ornament. The

Evils of the "memoriter system."

* See particularly on this point a "Report on the Memoriter System," printed in the 28th *Cincinnati Report*, pp. 145-9. First is quoted the language of the City Superintendent, to this effect:—"Our methods of instruction are yet so imperfect that hundreds of children leave our schools annually, furnished with complete sets of rules and principles, but who know no more of their use than a savage does of a sextant. Geography is forgotten, even in its common definitions; and thousands are annually issuing from our schools who have acquired, by a kind of agglomeration, vast stores of what they do not immediately need, and who are totally ignorant of what they wish to use. They cannot write well enough to be able to make an entry in a day-book, they cannot spell correctly the words of a single sentence, they are bad grammarians, and only learn to add after being in places of business." It is further stated, on the same authority, that "the graduates of the high schools, after being out of school for a few months, are not able to answer correctly 50 per cent. of those questions on which they obtained 80 per cent. when they entered four years previously"; and it is considered "extremely questionable whether it is policy to invest such large amounts as are expended in these schools in stocks which depreciate so rapidly."

The Committee appointed to inquire into this state of things and to suggest a remedy, while allowing (what I think is very probable) that the Superintendent's "just indignation" has led him "unquestionably to deal in hyperbole in these statements," allow also that there is too much truth in them; and after offering some practical suggestions of a remedial kind, conclude with the following sensible remarks:—"The essential thing is, to measure the progress of instruction by the development of the reasoning powers of the child. This may often be slow, but it is sure, and will ultimately accomplish the end, provided due restraint is manifested so as not to hasten. It is the rapid advancement of a child by the stress placed upon the memory rather than the understanding, that makes the labour of his schooling so detestable. Children love to acquire, and take pleasure in study, but it is only when they comprehend what is taught, and are made to understand its practical application. It could not be possible that the graduates of our high schools fail to answer one-half of the questions which admitted them four years previously from the district school, if their education was not based upon the memory rather than upon the understanding."

The date of this report, to which I have previously referred, is 1857, and the Superintendent was ordered to "make it a special duty to eradicate the 'memoriter' method from the schools" of Cincinnati, with what success I cannot say, as the Cincinnati schools were not in session when I visited that city in July. The evil certainly is not eradicated from the schools of other cities, and is the ground of that complaint of "superficiality" which was the loudest and most frequent charge that I heard brought against the system of education pursued in the public schools. At the same time, the administrators of the system are aware of the prevalence of the evil, and do their best to remedy it, but it seems difficult to persuade the impatient American nature to take the slower but surer way. I quote an illustrative extract from the New York City Report of 1865:—"It is very desirable," says Mr. Assistant Superintendent Kiddle, "that all possible pains should be taken in the instruction and training of the classes who pursue this (supplementary, or highest girls') course, so that the acquisitions which they may make may be both extensive and thorough. This has by no means uniformly been the case, according to the evidence presented by the examinations of the present year. Undue haste and *unthinking superficiality* characterize very many of these advanced classes. . . . The teachers who have charge of them should carefully bear in mind that they are in a measure engaged in normal instruction, and that it is their duty not only to see that the information contained in a particular text book is acquired, but to give, in their own instruction, a constant model to be followed hereafter by the pupils when they are called upon to teach; and also, to see that facility of illustration, with clearness and accuracy of statement, results from the instruction imparted. In this respect many of the classes examined by me proved lamentably deficient. They evinced *no correctness of reasoning*, because they had no clearly conceived data from which to reason; *ex. gr.*, in trying to demonstrate propositions regarding the perpendicular, without being able to give the definition of a perpendicular. They could not apply principles to particular and practical questions, because they had no correct or definite conception of the principles themselves. They could not state these principles except by means of some stereotyped verbal formulæ, the terms of which they could not define or explain" (p. 45.) As a consequence, out of 284 candidates for graduation and for teachers' certificates of grade A, only 78, or 27½ per cent., succeeded in obtaining the object of their desire (*ibid.*, p. 43). The failures, it is said, chiefly arose from the attempt to "accomplish in one year" what "could not, under the most favourable circumstances, be thoroughly learned in less than twice that time." The attempt issued, in many cases, not only in failure, but in seriously, if not permanently, broken health.

Bombastic style.

† "Les Américains . . . donnent volontiers dans le boursoufflé dès qu'ils veulent aborder le style poétique. Ils se montrent alors pompeux sans relâche d'un bout à l'autre du discours, et l'on croirait, en les voyant ainsi prodiguer les images à tout propos, qu'ils n'ont jamais rien dit simplement. . . . Ils gonflent leur imagination sans cesse, et l'étendant outre mesure, ils lui font atteindre le gigantesque, pour lequel elle abandonne souvent le grand La foule qui

toilette of a lady of fashion in New York, for cost and gorgeousness, far exceeds anything that ordinarily meets the eye in the Parks of London, or perhaps even in the drawing-rooms of Paris. The foundations of this (I cannot help calling it) vicious taste are laid in the schools. The pruning-knife is not applied with half enough severity to the exuberant overgrowth of young ladies' and young gentlemen's poetic or rhetorical fancies, as they find play for themselves in essays and declamations. Almost too much attention is paid to elocution,* and "passion," when required to be expressed at all, is often "torn to very rags," and that intensity and vehemence which are characteristic of American nature, and which require moderation rather than encouragement, are allowed full range.

The reading books most in use sin, if it be a sin, in the same direction. Avoiding the evil of dry, uninteresting, graceless detail, which is the notable feature of so many of the reading-books found in English schools, they run into the opposite extreme. In the earlier volumes of the series, which are merely meant to give the mechanical power of reading with fluency, the evil is less perceptible; but in the more advanced books, where the aim is more distinctly to form the taste and style, extracts from writers of the modern sensational school are far too numerous, selections from authors justly deemed classic far too few.

It is true that what is called "*belles lettres*" scholarship is highly valued in America, and that perhaps even excessive care is spent on what are considered beauties of composition and style. But I am not quite sure that the taste of the nation—and I speak here not of individuals, but of the mass—is formed upon the best models. I suspect that Johnson would generally be considered by them a greater prose-writer than Addison, Milton a grander poet than Shakespeare. It is here that the limited extent to which an acquaintance with the great literary monuments of Greece and Rome is carried in the American schools, acts unfavourably upon the literary culture of the people themselves.† Certainly, Homer and Virgil, Xenophon and Cicero, the models of the literary taste of every age and country, are read in the schools; but the language of these great writers has been studied for too short a previous period to allow of the lessons given being anything more than exercises in construing and parsing, in the course of which but little attention can be paid to precision of thought, proprieties of expression, or charm of style.‡

Reading books develop the evil.

Taste not formed upon the best models.

ne cherche dans la poésie que des objets très-vastes, n'a pas le temps de mesurer exactement les proportions de tous les objets qu'on lui présente, ni le goût assez sûr pour apercevoir facilement en quoi ils sont disproportionnés. L'auteur et le public se corrompent à la fois l'un par l'autre." (vol. ii., p. 85, 86). It would not be De Tocqueville, if he had not an ingenious hypothesis drawn from the social conditions of a democracy to account for this phenomenon, which he admits does not vitiate English literature to nearly the same extent.

* When I say this, it is right that I should also say that I think that elocution is an accomplishment to which, in the higher English schools, far too little attention is paid. I take it that, as a nation, we are the worst readers in the world. At our great public schools, I imagine, anything like the suggestion of a "reading lesson" would be treated with disdain, and yet it might not be an unprofitable exercise. I do not know anything much more painful or unedifying than the way in which the Scripture lessons are ordinarily read in the chapel service by undergraduates at our universities. At some of the colleges in Cambridge, prizes are given for the best reading in chapel. It is hardly a nice thing to give a prize for, and I do not know whether the prize produces any good effect. I may add, that in both the high schools at Boston the teachers throughout the course are required to "pay particular attention to the penmanship of the pupils, and to give constantly such instructions in spelling, reading, and English grammar as they may deem necessary to make the pupils familiar with those fundamental branches of a good education." (*Regulations*, ch. xiii., s. 14.) This is a practical wisdom which we might imitate with advantage. At present it is not considered necessary to the education of an English gentleman that he should be able to read so as to be listened to with pleasure, or to write a fair and legible hand.

Elocution insufficiently attended to in England.

† See De Tocqueville:—"Pourquoi l'étude de la littérature grecque et latine est particulièrement utile dans les sociétés démocratiques" (vol. ii., pp. 67-69, quoted above, p. 75, note §).

‡ I cannot resist quoting a passage from an essay by an American professor in support of these views:—"The progress in physical knowledge fills up that department in the general scheme of education in which former ages were so deficient. Still, the limited time allotted to our primary schools" (he means all schools preparatory to college) "requires that there should be a limited selection, corresponding best to that governing idea which has been presented of the proper culture of the mind. Instead, then, of the present rage for the physical sciences, to the exclusion of everything else; instead of smatterings of botany and mineralogy; instead of 'child's books on physiology' having just enough to make them the dupes of every quackish lecturer who chooses to adopt a scientific lingo, and accounts for everything by electricity; instead of this, or along with some of this, if it must be so, let history and language, and logic, and some of the plainer branches of the pure mathematics, have a space bearing some proportion to their importance, even in our common schools. Let English grammar, accompanied with the analysis of words in our own language, be studied long and thoroughly. Let a considerable portion of the time devoted to common school education be occupied with the daily reading and critical study of selections from our most choice English classics. If the poor man's child must remain ignorant of some branches of physical science, or know nothing of Shakespeare and Milton, by all means let the first be sacrificed. Let something be done, during this brief period, for even the most lowly, towards elevating their thoughts and tastes above the hard, practical drudgeries with which they will become familiar enough in after life. If it be, indeed, a very short time they can devote to knowledge, let that knowledge be of the purest kind—knowledge most intimately connected with the soul and its noblest tastes—knowledge that shall enter into the spiritual life, and be the spirit's remembered solace amid the depressing toils of after-days. A precious season this, the very few years of a poor child's schooling! Let us see to it that it be filled with what is most precious in thought, and in its after-power upon the soul. Let us not, under the pressure of what we call 'immediate practical utility,' be so cruel as to give them, for their daily reading-books, miserably composed works on the ordinary economies of life; or selections from town laws or from revised statutes that hardly last half a dozen years till they are revised again; or newspapers, as some would recommend; or such quackish things as 'Combe's Constitution of Man'; instead of the choicest extracts from Addison and Blair, and Johnson and Milton, from Burke and Beattie, Pope and Goldsmith; from Spenser, Cowper, Thomson, Young; from Coleridge, Scott, and Burns;

Views of an American professor.

No public collections of paintings or statuary.

In touching upon this point of national taste, some allowance must be made for the rareness, inevitable in a new country where the conquest of the soil and the development of material wealth is the primary concern of the people, of art-museums, picture galleries, and those other instrumentalities which have been found so efficacious in older civilizations in teaching the public mind to recognize and appreciate the grand, the beautiful, the pure. There are said to be fine works of art in the possession of private collectors in America; but there is hardly such a thing as a public gallery of paintings or of sculpture worthy the name. That attached to the Cooper Institute at New York, in its present condition, will certainly do very little to elevate taste; and though Boston is somewhat ahead of its neighbour in this respect, and can boast, in connexion with its Athenæum, of a collection which contains several good copies and a few good original pictures, the gallery did not seem to me to be very largely visited, or to exercise any very considerable influence. With so few standards, therefore, of artistic beauty and proportion to exhibit to the eye, there exists all the greater need that the best models of accurate thought and chastened feeling, as expressed in language, should be presented to the mind; and as the printing press has made the whole range of classic literature common ground, it is to be regretted that influences which are out of reach are not compensated by others which are at hand, and that Homer and Virgil, Plato and Cicero, Sophocles and Terence, are not made to do for America what they, in conjunction with Phidias and Raffaele, and the other potent magicians in the world of art, have done for Europe.*

Tone of an American school.

The tone of an American school,—that “nescio quid” so hard to be described, but so easily recognized by the experienced eye, so soon felt by the quick perceptions of the heart,†—if not unsatisfactory, is yet incomplete. It is true that the work of the day commences with the reading of the Word of God, generally followed by prayer. It is true that decorous, if not reverent attention is paid during both those exercises; but the decorum struck me as rather a result or a part of discipline than as a result of spiritual impressions; there was no “face as it had been the face of an angel”—no appearance of kindled hearts. The intellectual tone of the schools is high; the moral tone, though perhaps a little too self-conscious, is not unhealthy; but another tone which can only be vaguely described in words, but of which one feels oneself in the presence when it is really there, and which, for want of a better name, I must call the “religious” tone, one misses, and misses with regret.

A religious poet has painted, in exquisite language, his idea of a Christian school as it passes before a watchful pastor's scan.

“’Tis not the eye of keenest blaze,
Nor the quick-swelling breast,
That soonest thrill at touch of praise—
These do not please him best:
But voices low and gentle,
And timid glances shy,
That seem for aid parental
To sue all wistfully,
Still pressing, longing to be right,
Yet fearing to be wrong,
In these the Pastor dares delight,
A lamb-like, Christ-like throng.”‡

It ought not to be hard to conjecture, after what has been said, which type of child abounds most in American schools. I doubt if the latter temper, however charming to the sentimentalist, would be either appreciated or fostered by those who watch the development of youthful faculties there. To “seem for aid parental to sue all wistfully,” would be deemed, at best, an amiable weakness, likely to interfere seriously with ultimate success in life. The sooner an American boy learns to stand alone and depend solely on himself, the better all who are concerned about his well-doing seem to be pleased. The quick “thrill at touch of praise,” the desire to excel, the ambition to be foremost, are found to be the most powerful motives to study, the most efficient instruments of discipline. Indeed, it

books, from which thousands, even in humblest life, have received elevation of taste, purity of conception, command of language, appreciation of sound reasoning; a *feeling*, at least, of the power that is in well-chosen words, even if there was not received all the rich fulness of that import which they carry to minds of higher cultivation.” (*Professor Taylor Lewis on Liberal Education, in Appendix to 77th Report of N. Y. Regents, p. 20.*) I found a widely-spread fear, in many directions, of the encroachments of the physical sciences on the general domain of education, as though they were trying to occupy the whole ground. We have already seen the fate of the classics; and even the mathematics, I was told, can hardly maintain their position even in the Universities of Yale and Harvard. They get “crowded out” by other studies of more “immediate practical utility.”

School of Design at Newhaven.

* A liberal gentleman is now erecting at his own cost a very handsome “School of Art and Design” in connection with Yale University at Newhaven. The building is to cost \$100,000, and will probably be finished this year. But it is easier to construct buildings of that kind or for such a purpose than, when constructed, to turn them to profitable account. The Chief Superintendent of Education in Upper Canada, sensible of the educational value of such influences, has managed to include the formation of an art museum in the recognized functions of his department. He has procured well-executed copies of works of the best masters, illustrating the different schools of painting, and has filled a gallery at Toronto which appears, from the register of names that is kept, to attract a good many visitors, and I believe the action of the department in this respect is generally approved.

Art Museum at Toronto.

† “Ὁρᾶσι διὰ τὸ ἔχειν ἐκ τῆς ἐμπειρίας ὄμμα,” says Aristotle. (*Eth. Nicom. vi., c. 8. s. 6.*)
“Qualem nequeo monstrare et sentio tantum.” (*Juvenal, Sat. vii., 56.*)

‡ *Christian Year, 25th Sunday after Trinity.*

may be doubted whether they are not employed to excess for this purpose. It is the custom to request visitors to the schools to make little speeches to the assembled pupils.* The staple of most that I heard was the well-worn theme of the infinite career that lay before them, and the possibility of every boy who listened to the speaker becoming President of the United States, or occupying a position equally honorable and equally to be coveted. To my judgment, and in the judgment of not a few Americans themselves, there is far too much of this. Such addresses, no doubt, are stimulating; but it must be recollected that there are unhealthy stimulants; and I was told stories enough by sober people, who disapproved of the practice, of many a boy, conscious of talents and urged on by such motives, who, attempting one of these grand careers, and failing, sank at last into nothing better than a discontented and mischievous politician.

It might be thought, also, that amid the wildness of religious fancy and the strangeness of theological opinions which prevail in America to an extent far beyond anything within an Englishman's experience, the blessings of a fixed creed would be more easily recognized and more strongly felt than where traditional beliefs still largely influence public thought, and men are less tossed about by winds of doctrine. It is unnecessary to say, however, that no attempt to lay the foundations of such a creed, or in any way to presume that such a creed even exists, is made in the common schools. It was my fortune one day to listen to the recital of a declamation in the New York Free Academy. The subject was "The Nineteenth Century." The youthful essayist, after describing in glowing periods and with a good deal of vigour the material triumphs of the era, wound up an able rhetorical exercise by declaring that there remained for the 19th century a greater work even than that which Luther accomplished in the 16th, and that was to sweep away all inherited creeds, to set the conscience free; and to bring the religious thoughts of men into more perfect harmony with the progress of the age. I whispered the question to the worthy Principal at my side, "Whether this was not rather extravagant; and whether it was prudent to allow to opinions, so unfledged and yet so daring, quite so perilous a latitude?" "Oh," was the reply, "that's a young German, and they are mostly somewhat radical; but we generally let them have their fling." When we declaimed at Oxford, our high, rash flights of thought and fancy were apt to be pulled down un pityingly by a judicious censor. In America, "vaulting ambition" is allowed to "o'erleap itself," and find its own cure.

Mr. Tremeneere, about a dozen years ago, relying chiefly on the evidence of the Rev. Dr. Edson, of Lowell, drew a somewhat sombre picture of some consequences that might be apprehended to religion and morality from the course of instruction pursued in the American public schools. His remarks excited a good deal of attention, and something like a reply was offered to them in a pamphlet written by the Hon. Edward Twisleton. I had the pleasure of spending a day with Dr. Edson, and found that he retained his opinions unchanged; but they are not the opinions of most persons in the United States with whom I conversed on the subject; not even of most persons who take a deep interest in religious questions, and who would be keenly concerned for the unimpaired maintenance of religious truth.† Christianity has a dark and uncertain future before it in America, as it has in England; as it has, probably, in most nations where free thoughts have been stirred; but people did not seem to think that this future was made darker or more uncertain by the teaching or influence of the public schools. These do not form opinion, so much as they are themselves formed by it; and I do not know that a course of study, earnestly pursued, even if it does only stimulate the intellect, ought therefore to be deemed hostile to religious truth or a moral life.‡ Unless the exercise of reason be antagonistic to the principle of faith, or unfavourable to the development of conscience, which it is sometimes asserted to be, though I am at a loss to conceive on what ground, intellectual culture, even if it stand alone, need not be considered morally or spiritually mischievous. And if the school does its part well, the home and the Church may be asked to contribute their influences to the formation of the general character.§ And those who know Dr.

* Occasionally an address is made that is really admirable. Nothing, for instance, can be better, in freshness, vigour, and appropriateness, than the speeches which Mr. James Gerard is expected to make whenever he visits a New York school, and which he does make in such a way as to be probably the best-known and most acceptable school visitor in the city.

† Bishop Burgess of Maine has written a paper in Mr. Barnard's American Journal of Education, in which he fully accepts the necessity of the condition of religion in relation to the common school, and yet is no alarmist about the future of religious truth.

‡ A "Presbyter of the Diocese of Toronto," in the first of "Seven Letters," which he wrote to a friend in 1853 "on the non-religious common-school systems of Canada and the United States," hazards the monstrous assertion "not only on behalf of the Church, but of England also, that they think it safer to give no education than to give an *irreligious* one!" (p. 6). A "merely intellectual instruction of the masses of the people in secular knowledge," in this gentleman's eyes, is an "irreligious education"—"dishonorable to God, subversive of national morality, and awfully dangerous to individual happiness" (p. 3). I wonder what advantage people suppose to accrue from such bitter, narrow paradoxes? I think that neither "England" nor the Church would accept the Presbyter of the Diocese of Toronto as an exponent of their views.

§ A good deal of importance is attached, in the United States, to the action of the Sunday—or American Sunday schools. as it is there universally called—the Sabbath school; and there is no doubt that considerable energy, stimulated perhaps in some cases by the spirit of competition, is expended upon this object. I attended large Sabbath school meetings both in New York and Boston,—one in connexion with the American Sunday school Union, the other representing the schools belonging to the Episcopalian congregations. In both cases it appeared to me that their purpose was rather to kindle religious emotions and to awaken religious sentiments than to convey religious knowledge. In a village Sabbath school in Connecticut, which I heard taught under the superintendence of the pastor of the

Edson, with all their respect for his character, which indeed cannot be respected too highly for its consistency and simplicity, know also that, probably from temperament, he is apt to take gloomy and desponding views both of the realities of the present and of the presages of the future. Like many other excellent men, he thinks the age worse than it is, and likely to become worse still; and "the overflowings of ungodliness make him afraid." While glad to be warned of our possible danger, it may be permitted us to indulge and be reassured by the hope that we may yet escape from it. When we do the best we can under our circumstances, the issues of things may be calmly left to a higher power.

To what cause
the exclusion
of religious
teaching in
American
schools is
really due.

I do not, therefore, like to call the American system of education, or to hear it called, *irreligious*. It is perhaps even going too far to say that it is *non-religious*, or purely secular. If the cultivation of some of the choicest intellectual gifts bestowed by God on man—the perceptions, memory, taste, judgment, reason;* if the exaction of habits of punctuality, attention, industry, and "good behaviour"; if the respect which is required and which is paid during the reading of a daily portion of God's holy Word and the daily saying of Christ's universal Prayer, are all to be set down as only so many contrivances for producing "clever devils," it would be vain to argue against such a prejudice; but if, as I believe, the cultivation of any one of God's good gifts, and the attempt to develop any one right principle or worthy habit are, so far as they go, steps in the direction, not only of morality but of piety, materials with which both the moralist and the divine, the parent and the Sunday school teacher, may hope to build the structure of a "perfect man" which they desire, then it is manifestly ungenerous to turn round upon the system which does this, which supplies these materials of the building, and is prohibited by circumstances over which it has no control, and to which it is forced to adapt itself, from doing more, and stigmatize it with the brand of godlessness. For a most important fact has to be borne in mind here. It is to the discords of Christians, and not to the irreligiousness of educators, that this, which is considered to be, and which I admit to be, the capital defect of the American system, is due. It is a remarkable circumstance, that the schools from which the reading of the Bible is wholly excluded are just the schools where the heat of religious controversy, or at any rate the heat of religious feeling, has been the intensest, and the exclusion is charged to the objections of the Roman Catholic clergy alone.† As I have already mentioned, many of the most earnest supporters

Church, the teaching was more catechetical and dogmatic; but everybody with whom I spoke on the subject seemed to admit that the Sabbath school does not supply, to a sufficient extent, the heaven that is required.

Mr. Tremenhare states, as the result of some inquiries that he made at New York, that "the proportion of the children attending the day schools of that city who do not attend Sunday school is very considerable"; and, putting the same fact into figures, assures us that whereas "the average attendance at the public ward and corporate schools throughout the year (1851) had been 40,055, the average attendance at the Sunday schools had been ascertained to be only about 30,000," the number of children, meanwhile, in the city, between the ages of five and fifteen years, being 97,959. (*Notes on Public Subjects*, p. 24.)

I have not much doubt that a similar proportion would represent the existing state of things with tolerable exactness. In one grammar school where I asked the question, I found that three-fourths of the first class were still attending Sunday school. At the Boston Latin School, the Master was kind enough to collect the statistics of the school in this respect, taken on the number of boys who happened to be present on the day of my visit. There were 221 boys at school; of these, all but nine had attended Sunday school, and 124 were still attending. I was informed that in Boston, and no doubt elsewhere, the Roman Catholics give distinctive religious instruction to their children, not only on Sundays, but on Wednesday and Saturday afternoons, which are half-holidays in the public schools. In Cincinnati, by a rule of the Board of Education, half a day or two quarter-days' leave of absence per week is granted to each pupil, for the purpose of instruction in subjects not included in the school course. This regulation originally had reference to the case of children of Roman Catholics and Jews, and was for the purpose of enabling them to receive religious instruction. Previously the Jews had separate schools, which have since been abandoned. Some parents use their liberty still for its original object; others, as an opportunity for their children to take lessons in dancing or instrumental music.

A marked feature of difference between the Sabbath school of America and the Sunday school of England is the extent to which it penetrates all classes of society. With us, it is almost confined to the children of the labouring and artisan classes; no well-to-do tradesman, no prosperous farmer, thinks of sending his sons or daughters there. In America, both in the cities and in the country, children of all classes seem equally willing to attend the Sabbath school.

I do not believe that any large proportion of day school teachers teach also in the Sabbath schools, though in New York I heard of several who did.

The Sabbath school is generally suspended, as is the day school, in the heat of summer.

I was not instructed, however, to make Sunday schools a distinct branch of my inquiry, though I have thought that these promiscuous details might not be uninteresting.

* This, with whatever amount of actual success, is the combined object at which the system professes to aim, and to which (as we have seen) its ablest exponents are endeavouring to direct its aim more truly. That the practice falls below the theory is true of all systems that I know.

State of the
case in Penn-
sylvania,

† This, at least, is the account of the case in the New York Ward Schools. I observe that the Bible is not read in a considerable number of Pennsylvania schools. I expect that the omission is to be put to the account either of indifference in the teacher, or of a low religious tone in the neighbourhood. One county superintendent, describing the moral condition of his schools, in 325 of which the Scriptures are read, and prayer used in 251, says:—"A very great deal depends on the character of the teacher. . . . After all, the chief cause of our trouble in this respect is to be found in ill-regulated families, and in the limited influence of the Church. When parents shall have been properly instructed in their duties, and conscientiously strive to discharge them, we may confidently expect a better state of things." (*Report for 1864*, p. 69). Another superintendent, admitting that "moral instruction, though the most important feature in the range of education, is too frequently the most neglected," adds—"The reason generally assigned for this neglect is the sectarian prejudices of parents, and is not the result of any disposition on the part of directors to exclude from the school the moral precepts of the Bible" (*ibid.*, p. 118). Another says—"This is entirely a voluntary matter"—(I presume on the part of the school directors)—"and may be

of the system of common schools expressed to me strongly their desire to infuse, if possible, not only more distinctly religious sanctions and motives, but also more distinctly religious teaching, into the methods pursued. Not in America, at any rate, has a belief in the power of Christianity to touch the heart and guide the life ceased to possess men's minds. The problem that vexes the minds of all these enlightened gentlemen—I believe I might say of all far-seeing American educators—is, how to infuse more of the influence of religious motive and of the indoctrination of religious truth into the system, without compromising, without surrendering, without breaking it down. And I am afraid that so long as Christians maintain there is no common platform of belief and obligation on which they can meet and consent that their children shall be taught, so long as there are keen and jealous tempers, quick to detect the first attempt to lift young hearts to a consciousness of a Father who made, a Saviour who redeemed, a Spirit who sanctifies them, and to brand it as "sectarianism," so long must the American Common School labour under the reproach, however ill deserved, that it shuts out religion from its walls.

For it seems to me that, under the political constitution of the country, and as having to deal with the phenomena of the society which surrounds it, no other system is practicable. With the infinitely greater amount of intellectual activity in the mass of the people—I speak of quantity, not of quality—and with the infinitely greater freedom and greater diversity of religious belief than prevails even among ourselves, a denominational system of schools, such as we manage to work fairly well, though at a considerable disadvantage, pecuniary and otherwise, would be impossible. Sorry as I should be, with all its imperfections, to give up the denominational principle of education, because I believe it to be the best possible for *us here*, I should consider myself to be tendering a most fatal piece of advice, if, with all its advantages, I recommended its adoption *there*. The safer hope is, that American Christians, less trammelled by articles, confessions, subscriptions, rubrics, formularies, than we Christians of the Old World, may be brought to take larger, broader views than they now do of their common faith; may dismiss from their minds that ever-recurring and unworthy suspicion of sectarianism; may believe that religion may be taught in schools without the aim of making proselytes; and that "all who love the Lord Jesus Christ in sincerity" may unite in one earnest endeavour to bestow upon their schools the one thing lacking, and permit the morality which they profess to teach and desire to promote, to be built upon the one only sure foundation—the truths, the principles, the sanctions of the Gospel.

Denominationalism impracticable in America.

Nothing is more difficult to estimate than the moral results of a system of education. I do not mean that the general moral condition of a people is harder to calculate than the general amount of their intelligence. Perhaps it is easier: it certainly presents as many phenomena to an inquirer. But the difficulty lies in assigning the effects each to its proper cause. It is almost impossible to say how far the morality of a people is due to their education, and how far to influences outside of their education. If the word "education" is to be limited to "school teaching," it probably would not be very far from the truth to assert that very little is contributed from this source to the service of real morality. And, under the American system, which deals with children in the mass, and to which the class or the grade is the unit; where, therefore, individualization is hardly attempted, and the utmost liberty is given to the expression of independent opinion and thought, the moral training of each separate heart and conscience is proportionately impracticable. So that though "good behaviour" is one of the points specified in the old Constitution of Massachusetts as of main moment in the education of a child, and to which the teacher's attention is to be specially directed; and though, no doubt those stern old Puritans used the words "good behaviour" in even a stricter sense than William of Wykeham used the word "manners" in his famous motto, "Manners makyth man," yet, as an actual fact, instruction in "good behaviour" in many schools sinks as low as "instruction given to children as to

Difficulty of estimating the moral results of education.

recommended, but not enforced" (*ibid.*, p. 120). Another expresses the opinion that "The kind and effect of moral instruction depend upon the religious sentiment of the community, and the ability of the teacher to impart it." And he adds—"Its necessity is acknowledged by all, and a broad, liberal spirit is beginning to prevail over the county, so that its essence can be taught without interfering with private sentiment or formal religious instruction" (*ibid.*, p. 150).

In Rhode Island, "There is no authority in the State by which the reading of the Bible, or praying in school, either at the opening or at the close, can be commanded and enforced. On the other hand, there can be no compulsory exclusion of such reading and praying. The whole matter must be regulated by the consciences of the teachers and inhabitants of the districts, and the general consent of the community. . . . It is believed to be the general sentiment of the people of Rhode Island that this matter shall be left to the conscience of the teacher; and it is expected that if he read the Bible as an opening exercise, he shall read such parts as are not controverted or disputed, but such as are purely or chiefly devotional; and if he pray at the opening of his school, he shall be very brief, and conform as nearly to the model of the Lord's Prayer as the nature of the case will admit. And in all this he is bound to respect the conscientious scruples of the parents of the children before him, as he would have his own conscientious scruples respected by them in turn; always, of course, taking care that in the means he uses to show his respect for the consciences of others, he does not violate the law of his own conscience." (*Acts relating to the Public Schools of Rhode Island*, p. 99.)

and Rhode Island.

In the same document, some specimen forms of prayer are given, though not "by any means prescribed, or even recommended, to be used to the exclusion of any other"; so great is the sensitiveness felt upon this point. Among them, and, indeed, coming first, is the form "allowed by law to be used in the public schools of (Upper) Canada." This form is for use both at the opening and the close of school. It consists of two collects, followed by the Lord's Prayer. The first collect in the morning is the "Collect for Grace"; the last at the close of the day is the "Collect for Aid against all Perils," from our English Church's daily service of Morning and Evening Prayer respectively.

their *manner* in going into houses, offices, and other places on errands,"* and in no school, perhaps, does it rise higher than the point contemplated in the school-laws of Chicago, where "the pupils are strictly enjoined to avoid idleness and profanity, falsehood and deceit, obscene and indecent language, and every wicked and disgraceful practice, and to conduct themselves in an orderly and decent manner, both in school and out."†

Character, and morality as a part of character, though largely influenced and biased by the tone of school-fellows and the efforts of teachers, is, after all, mainly formed, in a child, by the atmosphere of home; in a youth and in a man, by the atmosphere of the world. It is a matter of general regret among Americans, though I did not observe that any steps were being taken to remedy the acknowledged evil, that parental authority over the young is brief, weak, and lessening.‡ Such is the precocious spirit of independence generated by the political institutions of the country and the general current of social life, that boys and girls of twelve or fourteen years of age think themselves quite competent to decide many questions for themselves, and do decide them, on which English boys or girls of eighteen or twenty would still feel bound to consult and obey their parents. And, as in England, so in America, the lower you descend in the social strata the more markedly this tendency exhibits itself. It was piteous and saddening to see—as I had occasionally to see frequently when mothers would come to the office of a Superintendent of schools to excuse or to complain of the truancy of their children—parents helpless to control the wills, and even the caprices, of lads of eleven or ten, or still younger years. It is not a natural nor a normal state of things; and every well-wisher to the great Commonwealth of the United States, every one who would desire to see her equal to the mighty destiny that lies before her, cannot but hope that for so manifest an inversion of a great social law a remedy may soon be found.

Condition of the country in respect of crime.

I do not know that, as far as the statistics of crime are concerned, the United States can boast that they stand on a higher plane of civilization—if, indeed, civilization is to be measured by such statistics at all—than the countries of the Old World. No doubt, in many parts of New England still, and possibly in rural districts everywhere, Daniel Webster's wish has not yet become an illusion, and the "day is still prolonged when families can sleep with unbarred doors."§ There is so little real poverty in such societies, that one main incentive to crime is cut away. But it would be a very false notion of things if one were to imagine that judges of assize find their occupation gone, that gaols are empty, and juvenile delinquency rare. On the contrary there is, at any rate for the moment, and perhaps due to momentary causes, all over the land, a great crop of crime. I quote an extract from a Cincinnati newspaper of last July:—"There is little room given us to doubt the increase of crime in this country. It is a perfect epidemic. There is not a day that some shocking outrage against humanity does not appear in the public prints. The variety and novelty of these, not less than the number, afford the most melancholy testimony to the rapid development of misdoing as an art, and to the culture and training of the people in its practice. Murder trials, trials for burglary and arson, cases of violent abduction, are thronging the public courts, whilst the accounts of self-destruction which reach us from every side are truly frightful. In New York city the returns show a vast addition to last year's record.|| In Boston it is the same. From Chicago we have a similar account; and indeed from all sections, except perhaps from Philadelphia. Much of this is owing, of course, to the close of the war, and was to be expected on the breaking up of large armies, and the dislocation of society incident to the resumption of a peace footing. But much of it is

* *St. Louis Report for 1864*, p. 70.

† *Rules of Chicago Board of Education*, s. 85. Similarly says a New York County Commissioner:—"A more watchful care is being exercised by our teachers over their pupils in relation to their morals; pupils are not allowed to indulge in profanity, nor in low, vulgar, or obscene language, but are required to be gentlemanly and lady-like in their deportment." (*New York 11th Report*, p. 227.)

Parental authority weak in the United States.

‡ "En Amérique," says De Tocqueville, "la discipline paternelle est fort lâche" (vol. ii., p. 227). "I believe," says Mr. Philbrick, "the principal cause of truancy to be, intemperance of parents, and lack of parental control." And again—"We found proofs of parents aiding their children in this crime, and lying to the master when he went to inquire about it." (*Report on Truancy in Boston*, pp. 46, 13.) "Of all the dangers which threaten the future of our country, none, not even the fetid tide of official corruption, is so fearful as the gradual decrease in our habits of obedience. This is a result of the 'inalienable right of liberty' which we enjoy so fully, and is shown in the impaired force of parental influence, a greater disregard of the rights and comforts of others, and an increasing tendency to evade or defy the authority of law. Young America is now exuberant in its independence; but the greatest blessing it can have is to be saved from itself, and to be taught that liberty, rising above law, destroys its victim; untempered by humanity, is mere selfishness; and unregulated by law, becomes anarchy." (*Report of Andrew H. Green, President of New York Board of Education, quoted in Wells' Graded School*, p. 171, note.) What struck De Tocqueville first, twenty years ago, what Mr. Green commented on in 1857, as far as "parental influence" is concerned, is, I am afraid, in no healthier condition in 1866. "Young America," say a Massachusetts School Committee, "needs to understand the meaning of that almost obsolete imperative, Obey." (*28th Report, Appendix*, p. 50. See also the *19th Report of the School Commissioner of Rhode Island*, pp. 15-30.)

§ I saw with my own eyes that this was so in Kentucky; but it certainly was due there to the prevalence of simple bucolic habits rather than of any form of advanced civilization, in which matter Kentucky has not made any great progress.

Criminal statistics of New York.

|| I extract the following statistics from a little pamphlet entitled "Walks about New York," containing some "facts and figures gathered from various sources by the Secretary of the City Mission." Some of the figures of the volume, as usual in similar publications, range wide; but the following, I presume, are taken from the police records, and are probably accurate:—.

also owing to the laxity of the police system, the influx of foreign immigration, the violence of the times. Peace has its duties as well as war, and one of the first duties of every one is the restoration of tone to the popular mind. Once balanced again, and we shall have a reduction of the criminal docket, but not before. There is a brave work ahead for the legislators and the preachers too."

And with reference to the growth of juvenile depravity consequent upon the relaxation of parental authority, Dr. Hatch, the Superintendent of the State Reform School of Connecticut, concludes his Report for 1865 in the following words:—

"That boys are more neglected than formerly is apparent to all. That they are not restrained and kept at home, that there is more truancy and vagrancy, and that young boys are now committing crimes which, a few years ago, it was supposed that only old and hardened offenders would commit, is well-known to the courts of justice, officers, and to all whose attention is turned in that direction." If there be a law in human things, as desponding tempers are prone to believe, "in pejus ruere," the United States cannot claim exemption from its influence. Democratic institutions have to deal with the same nature of man that troubles monarchies and aristocracies too.

And in that large range of conduct which, though beyond the scope of public police so long as it keeps itself from becoming a public nuisance, constitutes the body of social morality, without entering into comparisons, there is evidence enough to show that the tone of the United States is not exceptionally high. The amount of profane language that one cannot escape hearing in railway cars, river steam-boats, hotel bars, and other places of public resort, is quite frightful; and though this garnish of conversation appears to have become rather an unconscious habit than to be a deliberate offence against morality, or even against good manners, and does not extend beyond a certain, and that not a very high level of society,* its prevalence is deeply to be regretted, both on its own account and on account of the unfavourable impression that it cannot but have on the minds of strangers. Drunkenness again, and prostitution, are the social evils of American cities as well as of the larger English and Scotch towns.† A liquor law, existing

Juvenile delinquency.

Symptoms of the general tone of social morality.

"The number of policemen in the city is 1,800" (to a population of about 800,000). "The annual cost of their support and incidental expenses is \$1,836,120" (the sum spent by the Board of Education for the same year, 1864, being \$1,745,916).

Arrests by the police in 1864 for offences against the person	...	...	...	52,976	
" " " against property	...	...	...	8,912	
					61,888
Of whom were males, 38,948; females, 22,940	...	...	...		61,888
Of whom were under 15 years of age, 3,152 males; 437 females	...	...	...		3,589
Of persons arrested, there were born in the United States	...	...	...	18,199	
" " " in foreign countries	...	...	...	43,689	
					61,888
" " could read and write	...	...	...	47,192	
" " could not read and write	...	...	...	14,046	
" " could read only	...	...	...	650	
					61,888

There have been arrested by the police for crimes of violence of a serious character in 1863 and 1864 respectively as follows:—

	1863.	1864.
For felonious assault	343	462
Assaults on policemen	19	35
Attempt at rape	26	29
Insulting females in the streets	33	88
Murder	79	48
Maiming	6	6
Manslaughter	1	10
Rape	21	14
Threatening life	12	30
Total	537	742

(Walks about New York, p. 8.)

* It is to be heard, however, from the mouths of men with good coats on their backs, and who can afford to frequent the best hotels. The habit of oaths and profane language is common enough in England, but it is confined almost exclusively to the lowest type of working men; or if it occasionally rises higher, it has at least the prudence to become more reticent, and not to be so careless whether it is heard and noticed as it is in America. Even the presence of women, who generally command such absolute deference there, will not always restrain it.

The deference usually paid throughout America to women, though said to be lessening, is still very remarkable. De Tocqueville has noticed it:—"Ils ont un si grand respect pour leur liberté morale, qu'en leur présence chacun veille avec soin sur ses discours, de peur qu'elles ne soient forcées d'entendre un langage qui les blesse. En Amérique, une jeune fille entreprend, seule et sans crainte, un long voyage." (*Democratie en Amérique*, ii., 239.)

† "The Chief of Police, in his recent able report, calls attention to the frightful increase of intemperance in this city. By reference to the public records, it will be seen that there has been a gradual increase of drunkenness in the city for several years past, much more than keeping pace with the increase of population; the past year showing a greater number of arrests for drunkenness than any former year." (*Philbrick's Report on Truancy in Boston*, p. 6.) As long ago as 1851, Theodore Parker asserted in his sermon on the "Chief Sins of the People," that "There are three or four hundred brothels in this city of Boston, and ten or twelve hundred shops for the sale of rum." In New York, "we have ten thousand grog-shops." (*Walks about New York*, p. 14.) The Police Returns of the City of Providence (population 50,000) for the month of May, 1865, showed 239 arrests and 194 commitments, of which 106 were for drunkenness and 24 for "revelling," besides which, the police helped home 55 intoxicated persons. The fine for "revelling," is \$2 and costs; a common drunkard is sent to gaol for thirty days. For the purposes of comparison—*valeat quantum*—I append the following letter which appeared in the London *Times* newspaper of February 27, 1866:—

in the statute books of all the New England, and many of the Western States, but which no juries or Judges can be got to enforce,* cannot prevent the former; while the latter, though less obtrusive to the eye than in the streets of London, by reason of a much more effective system of police,† exists, I was informed on credible authority, to an alarming extent in the larger cities of the Union. New York, though that, from its being the great port of entry for immigrants, is exceptional in its circumstances, is probably as profligate as any city in the world; and Cincinnati, St. Louis, Chicago, and even Boston itself are, if alleged facts be true, no purer than cities among ourselves of similar character and size. It would be absurd, therefore, to expect that education, standing alone, could either cleanse or stem so foul and turbulent a stream, nor could anything be at once more unphilosophical or unjust than to charge the American school system with consequences which, if it cannot wholly prevent, it certainly must help powerfully to mitigate. That its influence for good might be made more potent than it is, by drawing more largely than it ventures to do, upon the sanctions and motives of Christianity, I have already admitted; but even as the case stands, it would be folly or prejudice to deny that its weight, as a system, and apart from the personal character of its administrators, is thrown wholly into the scale of morality and virtue. No one pretends that mere knowledge or cleverness is an antidote to vice, or a preservative from temptation; and yet a quickened intellect may sometimes determine a vacillating conscience to choose "the good and the right way."

A similitude.

About thirty miles above St. Louis, the destined metropolis of the great American West, as it promised to my eyes to be, the clear, placid, majestic Mississippi is swelled, in depth though not in width, by the impetuous turbid waters of the Missouri. The latter stream has run the longer course, pours into the united current the more imperious tide, might well aspire to carry onward to the ocean for yet 1,200 miles, past many a seat of human industry, its own name. But no; as though conscious of its guilt, and willing to hide from the eyes of men its share in staining the purity of that rushing flood of waters, it leaves the honor or the reproach of so much power mingled with so much foulness, to its sister stream. So has it sometimes fared with the school and the world. The influences of the two are combined in ways beyond discrimination, in fashioning the character of man. But the "prince of the world" is content with the influence, and cares not

"TO THE EDITOR OF THE 'TIMES.'

"SIR,—In your impression of Friday the 23rd inst., in a paragraph headed "Drunkness," you put the number of persons proceeded against for drunkenness and disorderly conduct, per 1,000 population, in the borough of Wolverhampton, at 5.09. On referring to the tables annexed to the report of General Cartwright, the Inspector-General of Police for the Midland district, you will find that the number so proceeded against is returned at 6.84 per 1,000 population. This is an important difference, inasmuch as that, the population of Wolverhampton being 60,858, the paragraph would lead one to suppose that the total number of drunk and disorderlies in that borough for the year was only 309, whereas the actual number was 416, or 6.84 per 1,000, as above quoted.

"I am, Sir, your obedient servant,

"W. R. YOUNG, Superintendent of Police.

"Woburn, Bedfordshire, Feb. 24."

Providence and Wolverhampton do not differ widely in populations (50,000 and 60,000 respectively) nor in the character of their populations, Providence being the seat of the great American screw factory and other similar branches of trade. It appears from these two returns that, with ten thousand fewer people, there were arrested by the police for drunkenness in Providence *during one month* nearly one-third of the whole number of persons proceeded against in Wolverhampton for the same offence *during a whole year*. Of course the force of the comparison lies in the relative severity of the two systems of police. Nothing that I saw would lead me to suppose that in this matter the American police are stricter than our own. Unless the month of May is a month exceptionally devoted to "revelling" and disorder, the figures would give a return of 1,560 drunkards and disorderlies for the year— $(106 \div 24 = 130 \times 12 = 1,560)$ —which in a population of 50,000 gives a rate of 31.2 in the thousand—considerably more than four times the Wolverhampton rate.

* See above, p. 24, note †.

Prostitution,
how dealt with in
New York and
other cities.

† Without any system of licensed houses, such as prevails under many European Governments, American streets are perfectly free from the *nuisance* of prostitution. Any woman of the town, observed to solicit a passer-by, would immediately be dealt with by the police. It seemed to me a very simple remedy for a very great evil. Prostitution is as much kept out of sight in the streets of New York as in the streets of Paris, and that without any connivance on the part of the municipal authorities. I cannot help thinking that the removal of the opportunity of solicitation must, to a considerable extent, lessen the prevalence of the vice. A man in America must actually go in search of the evil thing to find it. It would be an enormous comfort if some such police system (which cannot involve any practical difficulty, for it seems to be universal in America) were adopted to clear our streets at home.

Libertinism.

Of another form of the evil of licentiousness, the existence of which is attested both by advertisements in newspapers, and by the extent to which (as I was informed) practitioners in the most abominable of all surgical arts exist and thrive in the greater cities, I will not venture to speak, because I should be speaking from hearsay reports, which, in such matters, are apt to be exaggerated. The class of advertisements, however, to which I have referred is considerably more numerous even than what meets the eye in England, and much more open in their announcements, and must indicate the presence of much deep-seated evil. De Tocqueville has what seems to me a striking remark on this subject:—"Ce qui met en danger la société, ce n'est pas la grande corruption chez quelques-uns; c'est le relâchement de tous. Aux yeux du législateur, la prostitution est bien moins à redouter que la galanterie" (vol. ii., p. 233). The great and rapid growth of wealth and luxury makes this general "relâchement" a thing to be apprehended in America. Not without reason, we are under the same alarm in England. The Board of State Charities in Massachusetts notices, also, "the alarming increase of bastardy." "In one State almshouse alone, there were forty admissions or births of this class in the first quarter of 1864, and twenty-four in the first twenty-eight days of July last. The result is, a large class of children growing up, owned by nobody, and for whom nobody will be responsible, to become the future paupers and criminals of the Commonwealth." (*Report for 1865*, p. 434.)

for the name; he "transforms himself into an angel of light"; and the evil as well as the good of the combined result is too often represented by those whose shallow philosophy is content with the first apparent cause that comes to hand, as the natural fruit of the school.

The evil is developed out of circumstances that too well harmonize with its character: out of an exuberant and often rapidly-acquired wealth; out of the appliances of luxury, sensuous (if not sensual), rather than refined, with which such wealth loves to surround itself; out of the innate craving of Americans for movement, change, excitement, and their intolerance of quietude, monotony, and the "fallentis semita vitæ"; partly also, out of a desire to redress the balance of their intense pursuit of gain; not a little, perhaps, out of the very physical influences, so stimulating, of their climate.* Certainly, all these circumstances have to be considered before any absolute or comparative estimate of American morality can be formed. I mention them only to prevent results, which are patent enough to the eye of the most cursory observer, which enemies enumerate with ungenerous pleasure, and which even friends must confess and regret to see, from being charged to a wrong account, and laid indiscriminately at the door of the school.

There is one point, however, directly connected with the American school-system and their general theory of education, of the effects of which I entertain grave doubts—I refer to the effects on the formation of individual character, and the general social influences, of mixed schools,† and particularly of the theory and practice adopted in America on the subject of the education of girls. High schools, where the ages of the pupils vary from fourteen to eighteen, are generally mixed schools,‡ and the course of training prescribed both for male and female minds is almost step by step the same.§ I know what De Tocqueville has said in justification of this theory, and how highly he estimates its practical results. I remember his memorable tribute—"If I were asked to what cause I would principally attribute the singular prosperity and growing force of this people, I would answer 'To the superiority of their women.'"|| I, too, am not blind, I trust, to the merits nor to the high endowments of American women. I recognize and appreciate their force of character, their intellectual vigour, their capacity for affairs, their high spirit, their courage, their patriotism. The Americans may be right in judging, as De Tocqueville says they do judge, that "the mind of a woman is as capable as the mind of a man to discover naked truth, and her heart as firm to follow it."¶ And so they have made the mental training, indeed the whole school-culture, of boys and girls the same. One of the most recently established educational institutions, the fruit of the munificence of an individual citizen, has for its express and avowed object to accomplish for young women what the colleges and universities are accomplishing for young men.**

Nor does the female mind (whatever may be thought of the female body) appear unequal to bear the burden thus put upon it. Some of the best mathematical teachers are women; some of the best mathematical students are girls.

* See quotation from Dr. Ray above, p. 64, note.† This is most likely the secret cause of that peculiar American disease known as "rowdyism." A Pennsylvanian superintendent of schools notices, as prevailing in his district, "a lack in the development of the spirit of kindness, courtesy, and respect, and an increase in that disposition which manifests itself in mischievous, annoying, and rowdyish pranks." (*Report for 1864*, p. 197.) Symptoms akin to these have manifested themselves in human nature, at least ever since the time when "Jeshurun waxed fat and kicked." "Τίττει τοι κόρος ὕβριν," said the old gnomic poet, Theognis.

‡ I would be understood to limit my observations to mixed schools of the higher grades, the pupils in which range in age from fourteen to eighteen years; though the better-to-do class of parents might (and in some instances, as at Philadelphia, do) object to mixed primary schools for their daughters, on the ground that the large majority of the children attending them come from poor, coarse homes.

§ Boston and Philadelphia are exceptions; and at New York there is no high school for girls yet.

¶ See above, p. 78.

|| "Si l'on me demandait à quoi je pense qu'il faille principalement attribuer la prospérité et la force croissante de ce peuple, je répondrais que c'est la supériorité de ses femmes." (*Démocratie en Amérique*, ii., p. 240.)

¶ "Ils jugent que son esprit est aussi capable que celui de l'homme de découvrir la vérité toute nue, et son cœur assez ferme pour la suivre." (*Ibid.*, ii., 239.)

** I refer to Vassar Female College, just established at Poughkeepsie, New York, which was to be opened on 14th September, 1865. As this institution may be taken as representing the most advanced as well as the most recent views entertained in America on the subject of female education, I quote the following description of it from the prospectus:—

"The building is in the Norman style; brick, with stone trimmings, five stories high, including the basement and the attic. The length of the front, including the wings, is nearly 500 feet; the centre is 171 feet deep. Under one roof are found a chapel, a library and art gallery, a cabinet of minerals, a museum of natural history, lecture and recitation rooms, the president's house, two double houses for four or eight professors, apartments for lady teachers, matron, and nurse, an infirmary, waterclosets and bath-rooms, and, finally, sleeping-rooms, with parlours adjoining, for 250 young ladies. Each young lady has her own separate bedroom, with a single bed; and three of these rooms open into a larger, which is the common parlour or studying room of these three students. The edifice is nearly fire-proof, heated by steam, lighted with gas, well-ventilated, and supplied with abundance of water. An astronomical observatory is in process of erection, about 200 feet north-east of the college. This is to be supplied with an equatorial telescope of 12½ inches aperture and 17 feet long; a transit instrument, to be used also as a prime vertical, a clock, chronograph, &c.

"In arranging a course of study, instead of following the usual college curriculum of four years, it is proposed to introduce the university system. By this plan the various branches of knowledge are classified, and the pupils study them by subjects. Except for younger pupils, textbooks are discarded, and the professors give instruction by lectures. Similar or collateral branches are combined into distinct departments or schools, which are practically independent of one

Young ladies read Virgil and Cicero, Xenophon and Homer, as well (in every sense) as young gentlemen. In mixed high schools the number of female students generally preponderates, and they are found in examinations to carry off the largest proportion of prizes.* In schools where I heard the two sexes taught or catechized together, I myself should have awarded to the girls the palm for quickness of perception and precision of reply. In no department of study which they pursued together did they not seem to me, as compared with their male competitors, fully competent to hold their own. Very high authorities, founding themselves upon experience, maintain, without hesitation or reserve, the advantages of the system as it stands. That it has certain very manifest advantages I am not prepared to deny; but as all results are but a balance of opposites, there are certain as manifest disadvantages which have to be reckoned and considered too. And there are high authorities on the other side. The great Athenian statesman, the great Christian teacher, appear to have formed different conceptions of a woman's proper sphere in life; and it is probable, therefore, that they would have formed different conceptions of the proper training of a girl.† Even the French philosophical thinker admits that "such an education is not without danger, and has a tendency to produce moral and cold women, rather than tender and amiable wives."‡ And it may well be doubted whether He, who "at the beginning made them male and female," did not also mark out for them in His purposes different, though parallel, paths through all their lives.

American ideal of women different from ours.

The Americans, however, pursue their course apparently without mistrust, without anxiety. I heard not a hint that any change in their system, as it regards females, is contemplated.§ I conclude, therefore, that they see no reason to doubt

another. The student selects whichever of the schools her talents, tastes, inclinations, pecuniary circumstances, or objects in life may lead her to prefer; and whenever the studies of a school have been mastered, as proved by a rigid examination, a testimonial to that effect is given. When a specified number of testimonials have been obtained, the student is entitled to a diploma as a graduate of the college. Time is not regarded in the matter.

"It is designed to arrange the branches to be taught under nine schools:—

1. The School of Religion and Morals.
2. The School of Psychology, including Mental Philosophy and Æsthetics.
3. The School of History and Political Economy.
4. The School of Languages and their Literature.
5. The School of Natural History.
6. The School of the Physical Sciences.
7. The School of Mathematics.
8. The School of the Art and Philosophy of Education.
9. The School of Art, including Music, Drawing, Painting, Sculpture, Architecture, Landscape-gardening, &c.

Annual cost.

"The charges per annum for board, with instruction in all branches required for a diploma, will not exceed \$250. All students will reside in the college, finding there a pleasant home, which shall secure to them the safety, privacy, and purity which they enjoy under the parental roof, and where the cultivation of true refinement in feeling, taste, and manners, and the development of all womanly graces and virtues, will be objects of sleepless solicitude.

Terms and age of admission.

"Candidates for admission into the junior class of any school must have completed their twelfth year, and will be examined in reading, spelling, writing, the simplest elements of geometry, mental arithmetic, written arithmetic to interest including fractions, geography, and the rudiments of the English or the Latin grammar. Candidates for the senior class in any school must pass an examination in all the studies of the junior class in that school." (*New York Regents' 77th Report*, pp. 140-142.)

Opinions of Pericles and of St. Paul.

* See above, p. 78.
 † Cf. *Periclem, apud Thucyd.*, ii., 45. "εἰ δὲ με δεῖ καὶ γυναικείας τι ἀρετῆς μνησθῆναι, βραχεία παραίνεσι ἅπαν σημαίνω. τῆς τε γὰρ ὑπαρχούσης φύσεως μὴ χεῖροσι γενεσθαι ὑμῖν μεγάλη ἢ δόξα, καὶ ἧς ἂν ἐπ' ἐλάχιστον ἀρετῆς περίῃ ἢ ψόγου ἐν τοῖς ἄρσεσι κλέος ᾗ." "By τῆς ὑπαρχούσης φύσεως it seems to be implied that women were not called upon to be for ever striving to surpass one another and themselves by some extraordinary display of heroism; it was their praise rather to live up to the natural excellence of their sex, its modesty and affectionateness, rather than to aspire to go beyond it" (*Arnold ad locum*). I have no doubt that Pericles has in his mind here the same contrast between Athenian, and Spartan ideas and manners which runs throughout the oration.

St. Paul's general view may be collected from such passages as 1 Cor. xi. 3-16; xiv. 34, 35; 1 Tim. ii. 9-12; Titus, ii. 3-5. His recommendation to young women to be "δικοινοὺς" "keepers at home," is substantially the same as the last clause of the counsel of Pericles; and there is no essential difference in the other reading—δικοινογούς—which some consider to have most authority in its favour.

‡ Quoted in note*, p. 107.

§ Mr. Commissioner White, of Ohio, rejoices that "with the manifest change in public sentiment respecting the value and importance of female education, a demand for thorough and solid instruction is awakened. The education of woman," he says, "must prepare her for the grave duties of life, as well as to grace a drawing-room" (*11th Ohio Report*, p. 48). No one can dispute this maxim; the only question would be, what is the education most suitable to the discharge of those duties.

Different views entertained by Americans themselves.

Perhaps the language in the text is a little too unqualified, for see the quotation from Mr. Randall of New York's Report, above, p. 70, note.* Dr. Woolworth, of Albany, New York, the accomplished Secretary of the Board of Regents, appeared to me to entertain very sensible notions on this subject. He doubted what the increasing number of scientifically-educated women will find to do, unless the recognized sphere of woman's vocation is enlarged, and the professions are occupied by her. At present the medical profession is the only one of those so-called liberal, into which she has penetrated (if we except an isolated case, here and there, of a recognized female teacher of a Christian congregation), and there is a considerable number of female physicians, who bear and are addressed by the title of "Doctor," practising in the States. I was even told, from the (so stated) actual knowledge of my informant, though the statement seems almost incredible, that one of these medical ladies claimed, as a matter of right, to be admitted to practise as an army surgeon! I do not believe that the spectacle has yet been seen of a female barrister; but the success of Miss Anna Dickenson is attracting many to the career of lecturers. But the great opening for well-educated women in America, at least for such as have not independent means, is as teachers.

its efficacy or its expediency. Their conception of women's duties, and their ideal of womanly perfection, are, probably, different from ours. To them, the Roman matron of the old Republic is, perhaps, the type of female excellence; to them, self-reliance, fearlessness, decision, energy, promptitude, are perhaps the highest female qualities. To us, the softer graces are more attractive than the sterner virtues; our object is to train women, before anything and everything besides, for the duties of the home; we care less in them for vigorous intellects and firm purposes, and more for tastes which domesticate and accomplishments which charm. But whichever system of culture be accepted as right, it is doing no more than justice to the American method to say that the end at which I have supposed it to aim, it appears to achieve.*

In estimating, however, the aggregate result of the various influences which combine to form the character and develop the intellect of the American people, we must let our eyes range beyond the walls of the school. The agency of the Press is not less direct nor less potent. The Americans are emphatically a reading people. I do not mean that, taken in the mass, their literary attainments are very varied or very profound. In the higher ranges of society, no doubt, there are men and women to be met with as plentifully as in the best literary circles at home, whose acquaintance with the noblest products of modern thought and research, and (though not so frequently) of ancient thought too, is at once deep and broad. And, even in rural townships and district libraries, though, as with us, the lighter literature is most in vogue, yet the shelves on which repose the massive volumes of standard authors are ever and anon disturbed by searchers after knowledge whom one would little expect to be attracted there.† But these are, perhaps, exceptional

Other influences affecting.

national character.

1. The Press.

* De Tocqueville's views of the "Education of Girls in the United States" are so acute and (as they seem to me) so true, that I shall venture to transfer them to this note:—

De Tocqueville on the education of girls in the United States.

"Il n'y a jamais eu de sociétés libres sans mœurs, et c'est la femme qui fait les mœurs. . . . Chez presque toutes les nations Protestantes, les jeunes filles sont infiniment plus maîtresses de leurs actions que chez les peuples Catholiques. . . . Aux Etats-Unis, les doctrines du Protestantisme viennent se combiner avec une constitution très-libre, et un état social très-démocratique, et nulle part la jeune fille n'est plus promptement ni plus complètement livrée à elle-même. Longtemps avant que la jeune Américaine ait atteint l'âge nubile, on commence à l'affranchir peu à peu de la tutelle maternelle; elle n'est point entièrement sortie de l'enfance que déjà elle pense pour elle-même, parle librement, et agit seule; devant elle est exposé sans cesse le grand tableau du monde; loin de chercher à lui en dérober la vue, on le découvre chaque jour de plus en plus à ses regards; et on lui apprend à le considérer d'un œil ferme et tranquille. Ainsi, les vices et les périls que la société présente, ne tardent pas à lui être révélés; elle les voit clairement, les juge sans illusion, et les effronte sans crainte; car elle est pleine de confiance dans ses forces, et sa confiance semble partagée par tous ceux qui l'environnent.

"Il ne faut donc presque jamais s'attendre à rencontrer chez la jeune fille d'Amérique cette candeur virginale au milieu des naissances désirés, non plus que ces grâces naïves et ingénues qui accompagnent d'ordinaire chez l'Européenne le passage de l'enfance à la jeunesse. Il est rare que l'Américaine quel que soit son âge, montre une timidité et une ignorance puérides. . . . Si elle ne se livre pas au mal, du moins elle le connaît; elle a des mœurs pures plutôt qu'un esprit chaste.

"J'ai souvent été surpris et presque effrayé en voyant la dextérité singulière et l'heureuse audace avec lesquelles ces jeunes filles d'Amérique savaient conduire leurs pensées et leurs paroles au milieu des écueils d'une conversation enjouée; un philosophe aurait bronché cent fois sur l'étroit chemin qu'elles parcouraient sans accidents et sans peine.

"Il est facile, en effet, de reconnaître que, au milieu même de l'indépendance de sa première jeunesse, l'Américaine ne cesse jamais entièrement d'être maîtresse d'elle-même. Elle jouit de tous les plaisirs permis sans s'abandonner à aucun d'eux, et sa raison ne lâche point les rênes, quoiqu'elle semble souvent les laisser flotter.

"En France, où nous mêlons encore d'une si étrange manière, dans nos opinions et dans nos goûts, des débris de tous les âges, il nous arrive souvent de donner aux femmes une éducation timide, retirée, et presque claustrale, comme au temps de l'aristocratie, et nous les abandonnons ensuite tout à coup, sans guide et sans secours au milieu des désordres inséparables d'une société démocratique. Les Américains sont mieux d'accord avec eux-mêmes. Ils ont vu que, au sein d'une démocratie, l'indépendance individuelle ne pouvait manquer d'être très-grande, la jeunesse hâtive, les goûts mal contenus, la coutume changeante, l'opinion publique souvent incertaine ou impuissante, l'autorité paternelle faible, et le pouvoir marital contesté. Dans cet état de choses, ils ont jugé qu'il y avait peu de chances de pouvoir comprimer chez la femme les passions les plus tyranniques du cœur humain, et qu'il était plus sûr de lui enseigner l'art de les combattre elle-même. Comme ils ne pouvaient empêcher que sa vertu ne fût souvent en péril, ils ont voulu qu'elle sût la défendre, et ils ont plus compté sur le libre effort de sa volonté que sur des barrières ébranlées ou détruites. Au lieu de la tenir dans la défiance d'elle-même, ils cherchent donc sans cesse à accroître sa confiance en ses propres forces. N'ayant ni la possibilité ni le désir de maintenir la jeune fille dans une perpétuelle et complète ignorance, ils se sont hâtés de lui donner une connaissance précoce de toutes choses. Loin de lui cacher les corruptions du monde, ils ont voulu qu'elle les vît dès l'abord, et qu'elle s'exercât d'elle-même à les fuir, et ils ont mieux aimé garantir son honnêteté que de trop respecter son innocence.

"Je sais qu'une pareille éducation n'est pas sans danger; je n'ignore non plus qu'elle tend à développer le jugement aux dépens de l'imagination, et à faire des femmes honnêtes et froides plutôt que des épouses tendres et d'aimables compagnes de l'homme. Si la société en est plus tranquille et mieux réglée, la vie privée en a souvent moins de charmes. Mais ce sont là des maux secondaires, qu'un intérêt plus grand doit faire braver. Parvenus au point où nous sommes, il ne nous est permis de faire un choix; il faut une éducation démocratique pour garantir la femme des périls dont les institutions et les mœurs de la démocratie l'environnent." (Vol. ii. pp. 222-225.)

If we "have no choice" we must acquiesce in what is inevitable. But I should have supposed, though I don't think we have quite hit it in England, that there was a mean between the "cloistral education" of France and the "democratic education" of the United States. I quite feel that there is an indefinable something that makes a difference between the relationship of man and wife in America and the relationship of man and wife in England. I do not mean that there is more mutual affection or more mutual confidence, but there is a different *tone* in the intercourse. I think the secret of the difference lies in this, that the American husband has more respect for his wife's *mind*.

† The following anecdote, which was told me by one of the parties to the circumstances, is amusing and typical:—A Harvard student, home for a few days' vacation, wished to finish the third volume of "Motley's History of the Dutch Republic." Going in search of it to the township

American
avidity for
news.

cases; and what, more than anything else, characterizes the Americans as a reading people is, their avidity for news. To an American, his morning journal is almost as indispensable as his morning meal. He eats his breakfast with his eyes all the while fixed upon his newspaper. He is admirably and accurately "posted up" (to use his own phrase) in current events, or at least in his newspaper's version of current events. If he does not exercise a very independent opinion in measuring the relative importance of the several facts, he knows the alleged facts themselves. And to satisfy this appetite, thus unusually voracious, food is abundantly supplied. The number of daily newspapers published in the States is quite extraordinary. It would be rare to find, at any rate in the Northern States, a city of 10,000 people without its one, probably its two or three, daily newspapers. Even in so out-of-the-way a place as Ottawa in Canada, with less than 15,000 inhabitants, and before it had become the seat of government, there were printed in September last three daily journals, with their bi-weekly, or tri-weekly issues besides. When I told Americans that we had towns in England by the score, with 20,000 or 30,000 inhabitants, who were still content to live on nothing better than weekly newspaper fare, as far as the local supply is concerned, they seemed scarcely to credit me.

Everybody reads these papers. Hackney coachmen, waiting for a fare; storekeepers, in the interval between the exit of one customer and the entrance of another; travellers by steamboat, and in railway cars of every grade; everybody, everywhere, seems to have a paper in his pocket or his hands with which to beguile a vacant hour. Every hotel has its newsvendor who distributes hundreds of copies of the more popular journals in the day. As necessary a part of the equipage of a railway train as the conductor or the breaksman, is the boy who traverses the whole length of the cars every half-hour, now with newspapers, now with periodicals, now with yellow-covered novels.* The effect of this, I won't say in disciplining or strengthening, but at any rate in quickening, the intelligence and stimulating the curiosity of the people, is marvellous.

2. Lectures.

Another influence operating in the same direction is that of lectures and lecturers. The lecture is quite an "institution" in America, the *metier* of a lecturer quite a trade, and, if an effective lecturer, a very profitable trade. Miss Anna Dickenson is said to receive \$100 a lecture, the Rev. Henry Ward Beecher as much or even more, and the same lecture may be repeated a hundred times in different places during the season. A series of lectures of a high class on topics of literary or philosophical interest, called the "Lowell Institute," are delivered in Boston every winter, in which the services of the most eminent scholars in America are engaged, and which attract large audiences. Even country townships do not like to seem behindhand, and in many a Massachusetts and New England village, winter courses of lectures are organized, the expenses of which are defrayed partly by local subscription, and partly by money taken at the doors, which are a means of generating a sort of intellectual atmosphere, and of bringing farmers and storekeepers and mechanics face to face with some of their most distinguished living countrymen. In Massachusetts there is a special officer, called the Agent of the Board of Education, whose business it is to traverse the country, give lectures, and take every means practicable to awaken an interest in education; and in Rhode Island, "a sum not exceeding \$500 is annually appropriated for providing suitable lectures and addresses in the several districts, upon the subject of education and the best modes of teaching and improving the schools."† These lectures, however, are more distinctly parts of the general school system; the others are extraneous, but still convergent influences. That large accessions of knowledge are acquired through this instrumentality is not likely; but it must be a powerful quickener of smartness and intelligence.

3. Political and
public life.

Similar is the effect of the constantly recurring part that each citizen has to play in the great and exciting game of politics. With all offices elective, and those

Railway book-
agents.

library—the scene lies in Massachusetts—he finds it in use; and pursuing the inquiry further, learns from the register that it has been taken out by his mother's washerwoman. He goes to the woman's house, sees her, asks her, "Is she 'through' with the book? or, if not, can she spare it to him for just two days?" "Well," said the good housewife, "I can't just do that, for I am mightily taken with the book; but I'll tell you what I will do: I'll just put off my ironing till to-morrow afternoon, finish the book in the morning, and then I'll send it to you."

* Mr. Anthony Trollope has described this system of the publishing trade (which is really a nuisance to the traveller more intent upon observing scenery than anxious to try his eyes with small print in a jolting railway car) with equal truth and humour. (See his *North America*, i., p. 421.)

There is an interesting chapter in De Tocqueville on the influence of "journalism" in the United States, which he attributes to the extraordinary "fractionnement du pouvoir administratif," and the consequent formation of small local associations, each with its own interests and policy. (Vol. ii., pp. 125-129.)

An education-
ist's day's work
in Massachu-
setts.

† *Act relating to the Public Schools of Rhode Island*, tit. xiii. ch. 69, s. 3. Mr. Northrop, the Agent in Massachusetts, thus describes one of his days' work:—"At an early hour he meets the school committee, and after conferring on the general condition of the schools, and listening, it may be, to local details or special difficulties, starts with them at 9 o'clock, and visits and addresses eight or ten schools in the morning. In the afternoon, he addresses the assembled teachers and children and friends of schools for two or three hours, having only a brief recess at the close of each hour, and in the evening gives a popular lecture to an audience still containing many children as well as their parents and teachers, such an audience as can only be held by animation of manner, and variety as well as vigour of thought and illustration, the topics of discussion being suggested by the teachers, or the committee, or by his own observation in the schools. The recesses and other intervals of the day are occupied by the various practical questions of parents, teachers, or the committee, or lively social converse." (*Massachusetts 28th Report*, p. 45.) After such a day, Mr. Northrop must be very glad, I imagine, when bed-time arrives.

offices infinitely multiplied, and for each a keen competition arising, and everything being done through the medium of caucuses, conventions, and other partisan agencies, to intensify excitement to the utmost, the mind of the American citizen who suffers himself to be drawn into the vortex of politics—and almost all *are* drawn into it—is subjected to the action of what is perhaps the strongest of all intellectual stimulants, calling all the powers and sympathies of his quick, versatile, impulsive nature into energetic play. The calm, contemplative life, in which, to the eye of the old Greek philosopher, seemed to lie the secret of the highest human happiness, has no charms for the American citizen. He is emphatically a man of action, and of intense action. To him the idea of living apart from the great world, its concerns, its interests, even its strifes, would be simply intolerable. Men hardly ever seem to dream of the Elysium, as hard-worked Englishmen picture it to themselves, of retirement. To them the life is action, adventure, enterprise, speculation, to the end. That it is so, is one of the very causes of their greatness. All is movement, as with the nation so with the individual man. And it is easy to see what a mighty lever of the popular intelligence is here.*

Indeed, one of the phenomena that most forcibly impressed me, as I watched the workings of society in the United States, was the perfect harmoniousness and congruity of all their institutions and national characteristics. They all seem as though animated by one spirit—they all point the same way. As in the physical, so here in the social world, action and reaction are equal. American schools are at once the product, and again the producers of American life, American character, and American ideas. They are continually being remodelled, sometimes in very important features, more frequently in subordinate detail, in order to fit into that life and reflect those ideas more perfectly. Finality is no article of an American's creed. He is a believer, to an unlimited extent, in progress. He is delighted to welcome every "new thing," because he fancies that he sees in it the germs of possible future improvement. In no country in the world is there such a field for the inventor or the projector.† "Stare super antiquas vias," is an accepted maxim of the old world, not of the new. In no home of civilization is the truth so energetically believed and acted on, "that not to advance is to recede." In no country with which I am acquainted is the development of all its resources so rapid, so contemporaneous, so universal. If the foundations are not always laid as solidly as a "wise master-builder" might desire, yet every day exhibits more and more of the ample proportions of the superstructure to the beholder's eye. The moment a want is felt, it is supplied; the moment an idea is conceived, it becomes a fact. Practice treads incessantly on the heels of theory. To the universal movement thus generated, and acting upon natures peculiarly susceptible of its influences, I attribute the remarkable intelligence and versatility of the American people, even more than to their love of reading, or to their appetite for lectures, or to the excellence (which, after all, is but partial) of their schools.

An interesting problem is the future of this grand system of schools. To me, gathering together and reflecting upon the phenomena which I observed, this future seems a little uncertain. I do not mean that the system is breaking down, or likely to break down, or that I could trace in it any symptoms of decrepitude or decay. And yet I judge from the passionate advocacy of its supporters, and the earnestness with which, in report upon report of its progress, its claims upon all true patriots are urged, that some misgiving is felt as to the firmness of its

The future of the system.

* Thus De Tocqueville speaks of the institution of the jury:—"Le jury sert incroyablement à former le jugement et à augmenter les lumières naturelles du peuple. . . . On doit le considérer comme une école gratuite et toujours ouverte, où chaque juré vient s'instruire de ses droits, où il entre en communication journalière avec les membres les plus instruits et les plus éclairés des classes élevées, où les lois lui sont enseignées d'une manière pratique, et sont mises à la portée de son intelligence par les efforts des avocats, les avis du juge, et les passions mêmes des partis. Je pense qu'il faut principalement attribuer l'intelligence pratique et le bon sens politique des Américains au long usage qu'ils ont fait du jury en matière civile." (*Démocratie en Amérique*, vol. i., p. 331.)

De Tocqueville on the action of the jury

So again, of the action of political life:—"Je suis loin de croire qu'il suffise d'apprendre aux hommes à lire et à écrire pour en faire aussitôt des citoyens. Les véritables lumières naissent principalement de l'expérience, et si l'on n'avait pas habitué peu à peu les Américains à se gouverner eux-mêmes, les connaissances littéraires qu'ils possèdent ne leur seraient point aujourd'hui d'un grand secours pour y réussir. . . . N'amenez pas l'Américain à parler de l'Europe: il montrera d'ordinaire une grande presumption, et un assez sot orgueil. Il se contentera de ces idées générales et indéfinies qui, dans tous les pays, sont d'un si grand secours aux ignorants. Mais interrogez-le sur son pays, et vous verrez se dissiper tout à coup le nuage qui enveloppait son intelligence; son langage deviendra clair, net, et précis, comme sa pensée. Il vous apprendra quels sont ses droits, et de quels moyens il doit se servir pour les exercer; il saura suivant quels usages se mène le monde politique. Vous apercevrez que les règles de l'administration lui sont connues, et qu'il s'est rendu familier le mécanisme des lois. L'habitant des Etats-Unis n'a pas puisé dans les livres ces connaissances pratiques et ces notions positives; son éducation littéraire a pu le préparer à les recevoir, mais ne les lui a point fournies. C'est en participant à la législation, que l'Américain apprend à connaître les lois; c'est en gouvernant qu'il s'instruit des formes du gouvernement. Le grand œuvre de la société s'accomplit chaque jour sous ses yeux, et, pour ainsi dire, dans ses mains. Aux Etats-Unis l'ensemble de l'éducation des hommes est dirigé vers la politique; en Europe son but principal est de préparer à la vie privée. En Europe, nous faisons souvent entrer les idées et les habitudes de l'existence privée dans la vie publique: . . . ce sont, au contraire, les habitudes de la vie publique que les Américains transportent presque toujours dans la vie privée. Chez eux, l'idée du jury se découvre parmi les jeux de l'école, et l'on retrouve les formes parlementaires jusque dans l'ordre du banquet." (*Ibid.*, vol. i., pp. 369, 370.)

and of political life.

† I am surprised to find De Tocqueville saying, "On y trouve de bons ouvriers, et peu d'inventeurs." I should have thought that the *ἀλφοστὴς ἀνὴρ* of the nineteenth century was, emphatically, the Yankee. He admits, however, "that en Amérique on applique avec sagacité les inventions de l'Europe" (vol. i., p. 366.)

position, and I could myself discern the operation of some not inconsiderable influences that have a tendency to undermine it. The clouds, as yet, may be no larger than a man's hand, mere specks at different edges of the horizon; but they are rising, and if they mass themselves together there may come a storm. The influences I speak of are chiefly these. I have already illustrated each of them abundantly in the course of this Report, and all I shall do here will be simply to enumerate them:—

Unfavourable influences.

First, I set down the apathy of the large classes of society, the highest and lowest, who do not use the system, or only partially use it, and are too short-sighted to see how they are benefited by it.*

Second, the inadequate appreciation of its benefits even by those who do use it, as shown by the indifference of parents, the prevalence of the notion that "the cheapest teacher is the best," the complaints that the education offered is not suited to the after-life of the scholar, &c.

Third, the admitted increase, in spite of all the seeming attractions of the system, of the twin evils, absenteeism and truancy.

Fourth, the cost of the system, which is becoming heavier year by year, and looks formidable in the aggregate; the burden of which will be more oppressively felt as the number of those increases whose direct enjoyment of its advantages is in an inverse ratio to the money they contribute to its support.

Fifth, the growing feeling that more distinctly religious teaching is required, and that even the interests of morality are imperfectly attended to.

Sixth, the attitude and intentions of the Roman Catholic hierarchy, silently and almost sullenly acquiescing in the system, but radically dissatisfied with it, and watching for the opportunity to substitute their own cherished system of separate schools.

Seventh, the very lukewarm support that it receives from the clergy of any denomination, and the languid way in which its claims on support and sympathy are rested on the higher motives of Christian duty.

And eighth and last, the growth of wealth creating a plutocracy, if not an aristocracy, to whom the idea of "common schools" will be as distasteful as all levelling ideas ordinarily are.†

Of all these influences I could perceive traces, more or less distinct, in the general current of public opinion in America; nor is it an extravagant, nor even an unkind anticipation, which apprehends that even the essential principles of the system, if not absolutely endangered, at any rate are likely to be seriously affected by them. I confess to a doubt whether, in the course of another quarter of a century, all will go as smoothly with the common schools of America as it has gone for the last twenty-five years; whether, like many another ancient institution, they may not be put upon their trial, and even forced to yield to the restless reconstructing tendencies of the age.

Difficulties in the way of common schools in England.

There are two great difficulties in the way of our adopting a common-school system in England. In America, as we have seen, such a system is based upon a theory of social equality, which seems to suppose not only an equality of rights but an equality of conditions, and a theory of religious freedom which fancies itself obliged, as by a necessary corollary, to exclude religious teaching. In England there are both sharper lines of class distinction and sharper tones of class feeling.‡ The system, as remarked, is more suitable to a community where wealth, the great modern creator of social differences, is equably, than where it is unequally distributed. And if there is one sentiment more than another upon which all practical educators in England, whether churchmen or dissenters, are agreed, it is that education ought to be religious—meaning by the term not merely that it ought to awaken religious emotions, but that it ought to teach a religious creed; and how to do that without infringing the rights of conscience or introducing the elements of sectarianism is one of the unsolved problems of the day.

Not free from difficulty even in America.

Even in America, the system, with all its efficiency, labours under almost every one of the difficulties that beset the question of national education at home. Its benefits are unequally diffused, the richest neighbourhoods get most of them, the

* There is an able argument, though, perhaps, rather too subtle for ordinary minds, and too long to quote, in Professor Taylor Lewis's essay on a "Liberal Education," printed in the *Appendix to the 77th Report of the New York Board of Regents*, pp. 28-31. He argues that the higher educational institutions are "for all," in the sense both of "mediate influence" and of the "universality of the offer." He maintains that "a portion educated for the sake of the many," however "undemocratic" it may sound, however much it may seem to be "at war with the genius of American institutions," is the true policy of any people and of any institutions, "to prevent knowledge from becoming superficial in its tendency to popularization, and thus to make it actually more available to practical ends and the true well-being of society than could be done by any futile attempts to impart the same knowledge, as a *right*, to all."

Position of the bar in America.

† "En Amérique," says De Tocqueville, "il n'y a point de nobles ni de littérateurs, et le peuple se défie des riches. Les légistes forment donc la classe politique supérieure, et la portion la plus intellectuelle de la société. . . . Si l'on me demandait où je place l'aristocratie Américaine, je répondrais sans hésiter que ce n'est point parmi les riches, qui n'ont aucun lien commun qui les rassemble. L'aristocratie Américaine est au banc des avocats, et sur le siège des juges" (vol. i., p. 324). I take it, this opinion is less true now than when it was first uttered. Things and feelings have changed. A literary class is not unknown now in the United States; and while admitting still the intellectual superiority of the American bar, I doubt if they possess by virtue of it wide political influence; and admitting also that wealth, as such, still places its possessor in a somewhat invidious position in the eyes of his countrymen, it must at the same time be allowed that it is creating an increasingly numerous class who do not and will not use the common school.

‡ "L'Angleterre de nos jours, réunit-elle dans son sein tout ce que la fortune a de plus extrême." (*De Tocqueville*, i., 282.)

poorest least. Local managers are found frequently to be under the influence of narrow and illiberal views. Teachers are both inadequately remunerated and imperfectly qualified. In the cities there are great masses of untaught; everywhere attendance is irregular, and the labour market competes, and triumphs in the competition, with the school. Yet, notwithstanding these hindrances, and if not accomplishing all of which it is theoretically capable, if lacking some elements which we justly deem primary, and of which Americans themselves feel and regret the loss, it is still contributing powerfully to the development of a nation of which it is no flattery or exaggeration to say that it is, if not the most *highly* educated, yet certainly the most *generally* educated and intelligent people on the earth.*

* So, too, De Tocqueville calls the United States "le pays de nos jours en même temps le plus éclairé et le plus libre" (vol. i., p. 352.) And he gives much the same measure that I have ventured to do of their intelligence. "Celui," he says, "qui veut juger quel est l'état des lumières parmi les Anglo-Américains est exposé à voir le même objet sous deux différents aspects. S'il ne fait attention qu'aux savants, il s'étonnera de leur petit nombre; et s'il compte les ignorants, le peuple Américain lui semblera le plus éclairé de la terre. La population tout entière se trouve placée entre ces deux extrêmes. Dans la Nouvelle-Angleterre, chaque citoyen reçoit les notions élémentaires des connaissances humaines; il apprend en outre quelles sont les doctrines et les preuves de sa religion: on lui fait connaître l'histoire de sa patrie et les traits principaux de la constitution qui la régit. Dans le Connecticut et le Massachusetts, il est fort rare de trouver un homme qui ne sache qu'imparfaitement toutes ces choses; et celui qui les ignore absolument, est en quelque sorte un phénomène" (vol. i., p. 366).

I might be inclined to raise a doubt whether acquaintance with the "doctrines and proofs of religion" are quite so general as De Tocqueville supposes them to be; in all other points I am prepared to endorse his opinion.

THE COMMON SCHOOL SYSTEM OF CANADA.

Order of this inquiry.

The school system in the two provinces of Upper and Lower Canada—legislatively united, but for educational purposes still distinct—formed the second object of the inquiry which I was appointed to conduct. I have already stated that the summer half of the year includes the long vacations both of the American and of the Canadian schools, and in laying out my plans, one of the first things I had to consider was how best to distribute my time. Some of my friends in England, who knew America, recommended me to commence operations in Canada, under the idea that the war must more or less have dislocated all American institutions, and the schools among them; and that, as that was evidently drawing to its termination, I should probably find things more in their normal condition later in the year. And when the first tidings that reached my ears, as I was on the point of setting foot upon American soil, were the tidings of the assassination of the President, I apprehended myself that I should be compelled, by the necessity of the case, to take this course. I soon found, however, that both I and my friends were mistaken; there was nothing in the condition of the country or of the schools to induce me to change my plans, and as I conceived that the American system was the one upon which your Lordships and the other Commissioners would most desire to be accurately informed, as being the older, the more developed, and the original, I determined to see as much as I could of the schools of the United States up to the middle of July, when they generally begin summer vacation, and then to take the survey that circumstances allowed me of the state of education within the Canadian frontier. Accordingly, having visited the States of New York, Connecticut, Rhode Island, Massachusetts, Ohio, Missouri, Illinois, and Michigan, and seen more or less of educational matters in each of them, I entered Canada from Detroit on the 21st of July, traversed it in its length as far as Quebec, penetrated into the interior as high as Ottawa, and quitted it again, after nearly six weeks sojourn, on August 31st. Of this period of six weeks I spent nearly half in Toronto, placing myself in immediate communication with the office of the Department of Public Instruction for Upper Canada which is located there; and my very best thanks are due to Dr. Ryerson, the chief superintendent, and Mr. Hodgins, the deputy superintendent, for the abundant facilities they afforded me for making myself acquainted with the system of which they are such efficient administrators. At Montreal I was equally fortunate in my intercourse with the Hon. Pierre Chauveau, whose relation to education in the Lower Province is similar to Dr. Ryerson's in the Higher.

Period of visit to Canada.

Of schools in actual operation, from the circumstances of the case, I could see very few; and I was particularly disappointed not to find the schools in session at Hamilton, when I visited that city, where the system is worked very vigorously, and is said to be best organized and most fully developed.* I had the pleasure, however, of seeing there Dr. Ormiston, the local Superintendent and formerly Inspector of grammar schools, who is thoroughly acquainted with the system in all its bearings, and who was most willing to give me all the information which he possessed; and subsequently at Toronto, I met Mr. Macallum, Principal of the Central School, who supplied me with some of the reports, containing valuable statistical details.

Schools actually visited

The schools that I saw at work were the city schools of Toronto, those of Ottawa, and one or two village schools. They were characterized by a remarkable similarity of system, and the differences observable between them were differences of degree rather than of kind; and as I had abundant opportunities of ascertaining the opinions of persons thoroughly conversant with the system both theoretically and practically, and have besides carefully read the extracts from the reports of local superintendents published in the report of the Chief Superintendent, I doubt whether a larger induction of particulars, the fruit of my own observation, would in any material point have disturbed the conclusions at which I have arrived.

No schools seen in Lower Canada.

In Lower Canada, it is true, I had not the opportunity, owing to the time of my visit being in the heart of vacation, of seeing with my own eyes a single school; I have had to trust, therefore, entirely to the printed and oral reports of others. But the condition of things in that province, both as regards the social condition and the religious distribution of the people, is so entirely exceptional, and so utterly unlike what prevails among ourselves, that very little practical information would be available from this source; and the theory of the system, in the points

Law about vacations.

* The letter of the law is peremptory about vacations. "There shall be two vacations in each year; the first or summer vacation shall continue for two weeks from the first Monday in August; the second for eight days at Christmas. In cities, towns, and incorporated villages, the summer vacation shall continue four weeks, from the first Monday in August (*Consolidated Acts*, p. 127). The first Monday in August 1865 fell on August 7th. I visited Hamilton on Tuesday, July 25th, and found that the schools had already been broken up for some days, and was informed that the vacation would last for six weeks.

wherein it differs from that of Upper Canada is all, I think, that the Commissioners need concern themselves to know. At any rate, owing to circumstances over which I had no control, a loss somewhere was unavoidable; and of all actual observations that I could have made, that of the schools of Lower Canada seems to me now, as it seemed then, to be the one that could most easily be spared.

The Canadian system of education, in those main features of it which are common to both provinces, makes no pretence of being original. It confesses to a borrowed and eclectic character.* The neighbouring States of New York and Massachusetts, the Irish, English, and Prussian systems, have all contributed elements, which have been combined with considerable skill, and the whole administered with remarkable energy, by those to whom its construction was confided. It appears to me, however, that its fundamental ideas were first developed by Mr. (now, I believe, Sir Arthur) Buller, in the masterly report on the state of education in Canada which he addressed, in the year 1838, to Lord Durham, the then Governor General, in which he sketched the programme of a system, "making," as he candidly admitted, "no attempt at originality, but keeping constantly in view, as models, the system in force in Prussia and the United States, particularly the latter, as being most adapted to the circumstances of the colony."†

Canadian school system eclectic.

Founded upon recommendations by Sir A. Buller.

As a result of Mr. Buller's recommendations (not, however, till after the legislative union of the provinces which Lord Durham had suggested as the best remedy for the various political ills under which they severally laboured), a law was passed in 1841, covering both provinces in its range, for the establishment and maintenance of public schools. It provided for the appointment of a Superintendent of Education for the whole province, with two Assistant Superintendents under him, one for each of the sections. A sum of \$200,000 was appropriated for the support of schools, which was to be distributed among the several municipal districts in proportion to the number of children of school age in each of them; \$80,000 being assigned to Upper and \$120,000 to Lower Canada, such being the then ratio of their respective populations.

The circumstances of the two sections, however, particularly in the proportions of Roman Catholic to Protestants in each, and the extent to which the Roman Catholic religion may be said to be established in Lower Canada, were soon found to be so different, that insuperable difficulties were encountered in working a combined system under one central administration, and in 1845 the law was changed. The nominal office of Chief Superintendent was abolished, and the entire executive administration of the system was confined to the sectional Superintendents, and the provinces, for all educational purposes, again became separated. The law itself was thoroughly revised, and adapted to the peculiar wants of each province, as ascertained by experience; and ever since, there have been two systems at work, identical in their leading idea, differing (sometimes widely) in their details, administered by independent executives, and without any organic relations at all.‡

Original plan modified.

The view presented will, perhaps, be clearer if the two systems are described separately. I propose, therefore, to begin with that of Upper Canada.

The history of educational effort in Upper Canada is not at all necessary to be known for the purpose of comprehending the present system; yet the following brief sketch, summarized from Mr. Hodgins' account may not be uninteresting.

History of educational effort in Upper Canada.

The first legislative enactment in favour of general education was passed in March, 1807. It established a classical and mathematical school in each of the

First legislation in 1807.

* "The chief outlines of the system are similar to those in other countries. We are indebted in a great degree to New York for the machinery of our schools, to Massachusetts for the principle on which they are supported, to Ireland for an admirable series of common school books, and to Germany for our system of Normal School training. All, however, are so modified and blended to suit the circumstances of the country, that they are no longer exotic, but 'racy of the soil.' (*Sketch of Education in Upper and Lower Canada, by J. George Hodgins, p. 3.*) "There is one feature of the English system"—since abandoned by us—"which I have thought very admirable, and which I have incorporated into that of Upper Canada—namely, that of supplying the schools with maps, apparatus, and libraries." (*Dr. Ryerson's Report for 1857, p. 32.*)

Sources of the Canadian system.

† *Mr. Buller's Report, p. 21.*

‡ The professed object of Lord Durham's constitutional changes was to prevent the recurrence of political troubles similar to those of 1837, by "uniting the two races, and anglicizing the French Canadians." He regarded the latter as a race destined to die out before the superior energy, enterprise, and fecundity of British settlers. His anticipations, however, though apparently supported by very cogent arguments, have as yet, been signally falsified by the event. The union of the provinces has been followed by no fusion of the nationalities, nor by any marked change of relation in the two dominant religions. The lower province is still essentially French, in language, manners, habits, and sentiments. No ground has been won by British immigrants from French "habitants," nor by Protestants from Roman Catholics. The following table gives the statistics, as bearing upon this point, of the census of 1861:—

Object of Lord Durham's policy.

Population in—	Of French origin.	Not of French origin.	Roman Catholics.	Other Religious Denominations.	Total.
Upper Canada	35,676	1,351,415	258,151	1,137,950	1,396,091
Lower Canada	848,269	263,297	943,253	168,313	1,111,566

It is calculated that, if the same rate of increase was maintained, the population of Canada on January 1st, 1864, would be 2,783,079; viz., 1,586,130 in the Upper Province, 1,196,949 in the Lower. The stream of immigration sets largely in favour of the Upper Province: of 589,880 immigrants, 493,212 had settled in Upper, and only 96,668 in Lower Canada.

eight districts into which the province was then divided, placed it under the control of trustees, and granted \$400 a year as salary to the master.*

Provisions of
1816.

Nine years subsequently, in 1816, the first legislative provision was made for common schools. An annual grant of \$24,000 was appropriated for the object. Schools were to be established under the management of local trustees, who were to have power to examine and appoint the teacher, make rules of government, and select the text-books themselves, reporting their proceedings to a Board of Education for the district. Each school was to be attended by not less than 20 scholars, and the provincial allowance to each out of the grant was not to exceed \$100. No authority was given to raise money for the support of the schools, either by rate-bills or local assessment; it was expected that any deficiency would be made up by voluntary contributions. The law was considered as an experiment, and its operation was limited to four years.

Reduction of
1820.

The experiment could not have been thought very successful, for in 1820 the legislative grant was reduced from \$24,000 to \$10,000, and the allowance towards the teacher's salary was diminished from \$100 to \$50.

Upper Canada
College founded
in 1829.

In 1829, under the lieutenant-governorship of Sir John Colborne, the district grammar school of Toronto was superseded by the foundation of Upper Canada College, endowed with a grant of 66,000 acres of land, which was originally intended to act as a feeder to the provincial university then projected, and which still ranks as the highest educational institution, short of the universities, in Canada.

Attempt of 1835.

In spite of occasional efforts made to kindle or keep it alive, public zeal in behalf of education appears gradually to have languished till, in 1835, a more determined attempt was made to put things on a better footing. A Bill for that purpose passed the House of Assembly, but was defeated in the Legislative Council. "In 1836 an elaborate report was prepared by Dr. Thomas Dunscombe, Chairman of the Educational Committee of the House of Assembly, on the state of Education in the various parts of the adjoining Union which he visited." This report probably turned men's thoughts for the first time to the States as a model; and a draft of a Bill was prepared by Dr. Dunscombe, but never passed. Then came the deluge, the political crisis of 1837, which swept away all that had been done previously, and, till the work of political reconstruction had been completed, prevented attention to the subject from being renewed.

School Act of
1841.

In 1841, however, the excitement having subsided, the School Act already referred to, embracing in its scope both the Provinces, was passed, restoring the Common School system, and containing also a provision for the establishment of separate Protestant and Roman Catholic schools.† It was soon found that its provisions were not equally applicable to both sections of the United Province, and in 1843 they were modified, as far as concerned Upper Canada. In 1845 was accomplished the practical severance of the Province into two independent educational sections again; and in 1846-7 the foundations of the present system were laid, the structure taking more definitely its present shape in 1850, with the addition of a few supplementary improvements in 1853. Even yet, the system can hardly be said to have passed out of the tentative stage, and on the 1st January of this present year (1866) an important modification of the regulations applicable to grammar schools was to come into operation.

1846.

Merits claimed
for it.

The system claims as its chief merit, that while it secures the advantages of uniformity, and applies a wholesome stimulant from a central source, yet that it is entirely local and voluntary in its action, exactly adapted to the municipal institutions of the country, and depending upon them entirely for its "nationality, its strength, its very life."‡ These municipal institutions are sufficiently simple. Upper Canada is divided into forty-two counties, and each county is divided, as fast as settled, into townships, each about ten miles square. The inhabitants of the township elect annually five councillors, the councillors elect out of this number a presiding officer, who is called the township reeve. The reeves and deputy-reeves of the different townships form the county council, and this elects its presiding officer who is called the warden. Cities, towns, and incorporated villages are municipalities independent of the township in which they lie. A city must have upwards of 10,000 inhabitants, a town upwards of 1,000, a village more than 500. There are five cities (Toronto, Hamilton, Kingston, London, and Ottawa), thirty-eight towns, fifty-three incorporated villages, 415 townships; 511 municipalities in all. The township is further subdivided for school purposes, by the township council, into sections varying in number according to the density of the population, and in size from two to four miles square. In 1863 there were 4,261 school sections in Upper Canada (*Report for 1863*, p. 178.)

Municipal
system of
Upper Canada.

Functionaries
of the system.

The public bodies and official persons connected with the Common School administration are seven in number, viz., the Council of Public Instruction, the Chief Superintendent of Education, the County Council, the County Board of Public Instruction, the Township Council, the Trustees of the School Section, the Local Superintendent, whose influence upon the efficiency of the school varies

* The present venerable Bishop of Toronto, Dr. Strachan—now, I believe, in his 88th year—was the master of the most successful of these district schools—the one established at Cornwall.

† Dr. Ryerson thinks that the introduction of this principle, though dictated by the best motives, was a grand mistake, and has led to painful discussions, as well as retarded the advance of the general system. (*Report for 1857*, p. 22.) "The equal protection of all parties and classes in the public schools was provided for, and no party had any right to claim more."

‡ *Ibid.*, p. 37. "Nothing can be done in any municipality without the co-operation of the people in their collective national capacity, and in accordance with their wishes, their school affairs being under their own management." (*Ibid.*, p. 38.)

pretty nearly inversely as their distance from it.* It may be well briefly to describe the duties and constitution of these functionaries in the order in which they have been enumerated.

THE COUNCIL OF PUBLIC INSTRUCTION, like our own Committee of the Privy Council on Education, is the most dignified but really the least influential member of the whole administrative agency employed to work the system of common schools. It consists of not more than nine persons† (of whom the Chief Superintendent of Education must be one) appointed by the Governor, and holding office during pleasure, subject to all lawful orders and directions issued by the Governor from time to time. Their functions are—

The Council of Public Instruction.

Their duties in relation to common schools.

- (a.) To establish and maintain a normal school for Upper Canada, together with its included model schools, to make all needful regulations for its management and government, and to transmit annually to the Governor, to be laid before the Legislature, an account of all moneys received and spent under this head ;
- (b.) To make such regulations from time to time as they may deem expedient for the organization, government, and discipline, of common schools, for the classification of schools and teachers, and for school libraries ;
- (c.) To examine, recommend, and disapprove of text-books for the use of schools,‡ or books for school libraries ;
- (d.) To make regulations for granting pensions to superannuated or worn-out teachers.

In relation to grammar-schools, the Council of Public Instruction are—

In relation to grammar schools.

- (a.) To prescribe the programme of studies to be followed, and prepare a list of text-books to be used therein, and to lay down general rules for their management ;§
- (b.) To appoint a committee of examiners without whose certificate of qualification no person (except a graduate of some university within the British dominions), can be appointed master of a grammar school ;||
- (c.) To appoint inspectors of grammar schools, prescribe their duties, and fix their remuneration.

THE CHIEF SUPERINTENDENT OF EDUCATION is an officer appointed by the Governor, by letters patent under the great seal of the province, holding office during pleasure, and responsible solely to the Governor. His salary is not fixed by law further than is implied in the declaration that it shall be of the same amount as that paid to the Superintendent of Education in Lower Canada. His duties in relation to common schools are—

The Chief Superintendent of Education.

- (a.) To apportion annually the legislative grant to the several counties, townships, cities, towns, and incorporated villages, according to the ratio of population in each, and to certify both the Minister of Finance and the clerks of the several municipalities of the amount of the respective apportionments ;
- (b.) To apportion the moneys provided by the Legislature for the establishment and support of school libraries, no aid being given for such object unless an equal amount be contributed and expended from local sources ;
- (c.) To prepare suitable forms for reports, and to transmit them, together with the regulations of the Council of Public Instruction for the organization and government of common schools, to the officers required to make and execute the same, and to print and distribute from time to time copies of the school law for the information of all officers of common schools ;
- (d.) To see that all moneys apportioned by him are properly applied ; to deal with any forfeited balance, and to decide, when not otherwise provided for by law, upon all matters and complaints submitted to him which involve the expenditure of any part of the school fund ;
- (e.) To arbitrate in case of any dispute between the trustees of Roman Catholic separate schools and the local Superintendent or other municipal authorities, subject to appeal to the Governor in Council ;
- (f.) To have the supervision of the normal school, and to issue provincial certificates, valid in any part of Upper Canada until revoked, to students who have been trained there ;
- (g.) To employ all lawful means to establish school libraries for general reading ; to provide and recommend the adoption of suitable plans for

* To this list must be added the Trustees of separate schools in the township, where such exist ; and a body with very indefinite powers and duties, called the School Visitors, who shall be noticed in their place. The officers connected with grammar schools shall be enumerated when I come to speak of that branch of the system.

† For grammar school purposes, but not, apparently, for more general duties, the President of University College and the head of each of the colleges of Upper Canada affiliated to the University of Toronto—(I believe, as yet, there is no such affiliation)—are *ex-officio* members of the Council of Public Instruction.

‡ The penalty for using unauthorized text-books is forfeiture for the year of the school's share of the Common School Fund.

§ No grammar school shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such programme, rules, and regulations.

|| This certificate is not held in much account ; and it is thought by many that none but graduates of a university should be allowed to be masters of grammar schools.

- school-houses, and to collect and diffuse among the people of Upper Canada useful information on the subject of education generally ;
- (h.) To appoint proper persons to conduct county teachers' institutes, and to name one of his clerks to be his deputy, to perform the duties of his office in his absence ;
 - (i.) To submit books and general regulations to the Council of Public Instruction, with the view of obtaining their recommendation and sanction, and to prepare and transmit all correspondence directed by them ;
 - (j.) To be responsible for all moneys paid through him in behalf of the normal and model schools, and to give such security for the same as the Governor may require ; to account for the contingent expenses of his office, and to lay before the Legislature, at each sitting thereof, a correct and full account of the disposition and expenditure of all moneys which come into his hands ;
 - (k.) To make annually to the Governor, on or before the 1st day of July, a report of the actual state of the normal, model, and common schools throughout Upper Canada, with such statements and suggestions for improving the common schools and the common school laws, and promoting education generally, as he may deem expedient.

Duties in relation to grammar schools.

In relation to grammar schools his duties are—

- (a.) To apportion the annual income of the grammar school fund according to law, to notify the clerk of each county council of such apportionment, and to see that it is properly applied ;
- (b.) To report annually to the Governor the condition of the grammar schools, to ascertain that they are properly conducted, and to supply them with suitable forms for reports, and with copies of the regulations laid down by the Council of Public Instruction for their administration.

The County Council.

Its duties in relation to common schools,

THE COUNTY COUNCIL, in its constitution, has been already described. The number of its members would vary according to the number of townships into which the county is divided.* Its duties, as regards common schools, are—

- (a.) To levy annually,† and to collect and pay into the hands of county treasurer, before the fourteenth day of December, from the several townships of the county, such sums of money for the payment of the salaries of legally qualified common school teachers, as at least equal, clear of all cost of collection, the amount of school money apportioned by the Chief Superintendent of Education to the several townships thereof for the year ;‡ such sums to be increased at the discretion of the Council, either in aid of the county school fund, or, on the recommendation of one or more local Superintendents, to give special or additional aid to new or needy school sections. The Council is further empowered to raise money by assessment for the establishment of any county common school library ;
- (b.) To appoint annually a local Superintendent of schools for the whole county, or for any one or more townships in the county, as it may judge expedient, and to fix and provide for his or their salary ;§

* The Municipal Council of each city, town, and village in Upper Canada is invested, within its limits, with the same powers, and is subject to the same obligations as the Municipal Council of each county and township.

Principle of taxation,

† It is provided in sect. 8 of the Upper Canada Consolidated Assessment Act, that "all municipal, local, or direct taxes or rates shall, when no express provision has been made in this respect, be levied equally upon the whole rateable property, *real and personal*, of the municipality or other locality, according to the assessed value of such property, and not upon any one or more kinds of property in particular or in different proportions." Property rates must be levied equally on all taxable property within the municipality or section, whether the ratepayer be resident or non-resident. In case of the refusal of a County Council to levy the rate, it is doubtful whether the courts would interpose by mandamus to compel them. The only penalty in such case would be the forfeiture of the share of the legislative school grant ; and if a less sum were raised than equalled the apportionment, the Chief Superintendent would deduct a sum equal to the deficiency from the apportionment of the following year. The township assessment is due and should be distributed in January ; the legislative apportionment not till July. The two sums together make up the "Common School Fund" and are to be employed wholly on the payment of teachers' salaries. The municipal assessment, when levied, is treated as public money, and passes out of the control of the County Council. It is apportioned by the local Superintendent to individual schools on the same principle as the legislative grant, viz., according to the rate of average attendance of pupils at each Common School as compared with the whole average number of pupils attending the Common Schools of each township, and according to the length of time each school has been kept open under a duly qualified teacher. In all these provisions, the New York State system has been closely followed by the Canadian.

and of distribution of local assessment.

Township assessment.

‡ The township assessment is generally considerably in excess of the legislative grant. In 1863, they were \$287,768 and \$158,073 respectively, showing an excess of \$129,695. It is stated, however, that "great difficulty has hitherto been experienced in collecting the county school rate in sufficient time to pay the teacher punctually at the end of the year." (*Consolidated Common Act*, p. 62, *note*.) By law, the county treasurer is bound to pay the local Superintendent's lawful order in behalf of a teacher in anticipation of the payment of the county school assessment ; and the County Council is bound to make the necessary provision to enable the County Treasurer to pay the amount of such order. (*Ibid.*, § 51.) In Philadelphia, a similar difficulty is sometimes experienced ; and a practice in consequence has grown up of "paying salaries in uncurrent warrants, negotiable only at a discount of from 12 to 15 per cent.," which is reprobated by the Controllers as "odious in the extreme." (*Controllers' 46th Report*, p. 35.)

Territorial limits of a local Superintendent.

§ The limit laid down by law on the Council's judgment of 'expediency' is, that no Superintendent's territory shall include more than 100 schools. His remuneration is to be fixed at a not lower rate than \$4 a school. In 1863, there were 314 Local Superintendents ; or rather more than 8 on an average to a county. This strikes me as one of the weak points of the Canadian system (differing herein disadvantageously from Lower Canada), of which more hereafter.

- (c.) To obtain security from all persons entrusted with school moneys, and to appoint auditors to audit the accounts of the county treasurer and other officers into whose hands such moneys have come.

And in relation to grammar schools—

- (a.) To establish within the limits of their municipality one or more grammar schools, as they shall deem expedient, and to appoint boards of trustees therefor, and to change, if thought desirable, the location of any grammar school established since January 1st, 1854; and in relation to grammar schools.
- (b.) To levy and collect by assessment such sums as it judges expedient, to purchase the sites of, to rent, build, repair, furnish, warm, and keep in order, grammar school houses and premises, and to provide for the salary of the teachers and all other necessary expenses of the same.

THE COUNTY BOARD OF PUBLIC INSTRUCTION is composed of the Board of Trustees of the County Grammar School (when there is only one),* *plus* the local Superintendent or Superintendents of schools in the county. County Board of Public Instruction. It is their duty—

- (a.) To adopt all lawful means in their power to advance the interests and usefulness of common schools, to promote the establishment of school libraries, and to diffuse useful knowledge in the county;
- (b.) To select from the list of text-books recommended or authorized by the Provincial Council of Public Instruction such books as they may think best suited for use in the common schools of the county;
- (c.) To examine and give certificates to teachers of common schools, and to arrange such teachers into three classes, according to their attainments and abilities, as prescribed in a programme of examination and instruction provided for that purpose by the Council of Public Instruction; † such certificate being either general as regards the county, or limited as to time and place, at the pleasure of the Board, being liable also to be revoked or annulled as the Board may judge expedient.

THE TOWNSHIP COUNCIL'S duties are chiefly ministerial. It is their function— Township Council.

- (a.) To form new school sections in those portions of the township where no schools as yet have been established, and to unite the sections of a

* When there is more than one grammar school in a county, the County Council has power to divide the county into circuits corresponding in number to the number of grammar schools; and for each circuit the trustees of the grammar school therein, and the Local Superintendent or Superintendents of Schools therein, form the Board of Public Instruction for the circuit. Circuit Boards.

† No certificate is to be given to any person as a teacher who does not furnish satisfactory proof of good moral character, or who is not, at the time of application, a natural born or naturalized subject of Her Majesty, or who does not produce a justice's certificate of having taken the oath of allegiance. The minimum qualifications for each class of certificate are laid down as follows:—

Class III.—To be able to read intelligibly and correctly. To spell correctly from dictation. To write a plain hand. To work questions in the simple and compound rules of arithmetic, and in reduction and proportion; and to be familiar with the principles on which these rules depend. To know the elements of English grammar, and to parse any easy sentence in prose. To be acquainted with the relative positions of the principal countries in the world, the principal cities, physical features, boundaries of continents, &c. To have some knowledge of school organization and the classification of pupils. N.B.—In regard to teachers in French and German settlements, a knowledge of French or German grammar may be substituted for that of English, and the certificate be limited accordingly.

Class II.—Intelligent and expressive reading. Bold, free handwriting, and an acquaintance with the rules of teaching writing. A knowledge of fractions, vulgar and decimal, involution, evolution, and commercial and mental arithmetic, and of the elements of book-keeping. A knowledge of the common rules of orthography and syntax, and ability to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested. Familiarity with mathematical and physical geography, and the particular geography of Canada; and with the outlines of general history.

Class I.—In addition to the requirements for a certificate of the second and third class, a candidate for a first-class certificate must possess a knowledge of the remaining rules of arithmetic; of the rules for the mensuration of surfaces and solids; of algebra, so far as to solve problems in simple and quadratic equations; of the four first books of Euclid; of the outlines of Canadian and English history; of the elements of vegetable and animal physiology and natural philosophy, as far as taught in the fifth book of the National Readers; of the proper organization and management of schools, and the improved methods of teaching; and of the principal Greek and Latin roots in the English language, with the prefixes and affixes. N.B.—Female candidates for first-class certificates need not be examined in mensuration, algebra, or Euclid.

The programme is high enough, but it is not always observed. (See *Report for 1863*, p. 102.) The questions are not unfrequently printed, but the expense is complained of, and sometimes "these questions find their way by some means to intending applicants, who study and learn well to answer them, though comparatively ignorant of the arts and sciences to which the questions refer. Hence many unworthy teachers have received certificates." (*Ibid.*, p. 113.) Dissatisfaction, too, is sometimes felt, both among the people and the teachers, from the "suspicion of partiality being shown." (*Ibid.*, p. 143.) Another course of dissatisfaction is, that the certificates of normal school teachers are valid for the whole province; those of the County Board are only good for the county in which they are issued (see *Report for 1860*, p. 182), and are sometimes suddenly, and it may be capriciously, revoked. (*Report for 1863*, p. 108.) A hope is generally expressed that the third-class teacher will soon be an extinct species. The law at present limits his employment to one section only. "Thus, when he gets out of employment, he has to go to school, or give up the profession entirely." (*Ibid.*) The standard is gradually rising. "Many who could obtain certificates a few years ago, cannot do so now." (*Ibid.*) From the report of 1863, it appears that there were employed in that year 4,365 certificated teachers, out of a whole number of 4,504. Of these, 222 held first-class, 275 second-class, normal school certificates. Of those certificated by County Boards, 1,233 held certificates of the first class; 2,112 of the second class; 493 of the third; shewing a decrease, under this last head, as compared with the preceding year, of 127. Every certificate issued by the County Board must have the signature of at least one local Superintendent of Schools.

- township when a wish to that effect is expressed by a majority of the resident assessed freeholders and householders in each section,* or to consolidate two sections into one;
- (b.) To impose an assessment when required by the school trustees, and to levy the same on the taxable property in any school section for the purchase of a school site; for the erection, repair, rent, and furniture of a school-house; for the purchase of apparatus and text-books; for the library, and for the salary of the teacher; †
- (c.) To authorize trustees to borrow money in respect of school sites, school buildings, or teachers' residences, and to provide by rate on taxable property for the payment of the interest and repayment of the principal within ten years;
- (d.) The Township Council may also at their discretion levy sums for purchasing books for a township library, and for procuring the site and for the erection and support of a township model school, of which, if established, they are to act as the trustees; ‡
- (e.) And are, through their clerk, to furnish the local Superintendent with a copy of all their proceedings relating to educational matters, and to prepare in duplicate a map of the township showing the school sections, one copy of which is to be for the use of the county council, the other for their own.

School Section
Trustees.

Upon the TRUSTEES OF THE SCHOOL SECTION, however, principally hang the fate and fortunes of the school. These officers are three in number for each section into which the township is divided, elected by a majority of the assessed freeholders of the section present at the meeting, § holding office for three years, the senior trustee retiring each year, and not being liable to re-election till the expiration of the fourth year from such retirement. They must be resident assessed freeholders or householders in the school section for which they are elected, and no trustee is to hold the office either of local Superintendent or of a teacher within the section of which he is a trustee. If a person chosen as trustee refuses to serve, he forfeits a sum of \$5, and every person chosen who has not refused to accept office, and who at any time refuses or neglects to perform its duties, is liable to forfeit the sum of \$20, to be sued for and recovered before a Justice of the Peace by the trustees of the school section, for its use. || A trustee, however, may resign with the consent

* In the event of such a measure, which is analogous to the consolidation of school districts in a Massachusetts township (see above, p. 18), being adopted, a Township Board of five trustees (one for each ward, if the township is divided into wards, and if not, then five for the whole township) is to be chosen, and invested with the same powers and subject to the same obligations as trustees in cities and towns. They would then be clothed with all the powers of the school section trustees (of whom, presently), and would have the further right of appointing their own local Superintendent. "The most serious difficulty," reports a local Superintendent, "we have to contend with is, the smallness of many of the school sections. There are a few here, and I believe there are very many throughout the province, where inferior teachers must be engaged at very small salaries, or else the schools must be closed during a great part of the year. I am afraid it will be a long time before this evil will be remedied. The power to alter or remodel the sections is vested in the Municipal Councils; but they are too much under the control of local influences to be able to act independently in the matter. I believe it can only be done by men appointed by Government, and entirely independent of any such influence." (*Report for 1863*, p. 143.) In the state of New York, this power is lodged in the School Commissioners of the district, who are appointed by ballot of the district.

† "It is imperative on Township Councils to levy and collect, by general rate upon the property of the section, such sums as may be desired by the School Trustees, according to an estimate proposed and laid before the Council. In case of refusal, application can be made to the Court of Queen's Bench for the issue of a *mandamus* to enforce compliance." (*Consolidated Acts*, p. 50, note.)

‡ No notice is taken, in the Chief Superintendent's Reports, of any such schools, and I am not aware that they have any existence, except here on paper. The Model Schools attached to the Toronto Normal School are differently constituted altogether, and are simply subject to the control of the Council of Public Instruction as represented by the Chief Superintendent. A class of schools bearing this name exist in Lower Canada, otherwise called "Superior Primary Schools."

Qualification of
voters.

§ "No person shall be entitled to vote in any school section for any election of trustees or on any school question whatsoever, unless he shall have been assessed and shall have paid school rates as a freeholder or householder in such section within the last twelve months." (*Upper Canada Common School Act*, ch. 64, s. 16.) The rate may have been imposed by the county or township council, or by the school trustees. It appears that the wording of the law gives opportunity for some manoeuvres. "It has a very bad effect," writes a local Superintendent, "in this municipality, and as far as I can learn, in the whole county, from the fact that it is only in the month of February that the taxes for the preceding year are collected." (The election takes place on the second Wednesday in January.) "The consequence is, that any person having a little money to spare can lend the school tax to a few who have but little to pay, and by their votes get himself elected (whether fit or not) against the wishes of the majority, who cannot vote. I have known cases in which the collector kept out of the way in school election time, nay, even refused to take the school tax, unless all others were paid with it." (*Report for 1863*, p. 113.) Persons subscribing to the support of a separate school, and belonging to the religious persuasion thereof, and sending a child or children thereto, are not allowed to vote at the election of a trustee for a common school.

Effects of
penalties.

|| This is borrowed from the New York State Law, only with an increase in the forfeiture. "We should be doing to trustees a gross injustice," writes a local Superintendent, who complains of their being frequently incompetent for their duties, "if we flung the entire blame upon them, as they are sometimes put into office against their will, having been injudiciously chosen by the people; and although they know that their lack of interest in schools and want of learning unfit them for the position, yet they consent to serve rather than pay the fine which the law could exact in event of their refusal. Still, we look confidently to the future for a remedy for these evils. Our work can be no better than our material and our school system. The next generation may be comparatively free from much that is at present a just ground for complaint." (*Report for 1863*,

expressed in writing of his colleagues in office and of the local Superintendent; and by the School Law Amendment Act of 1860, it is further provided that "continuous non-residence of six months from his school section, by any trustee, shall cause the vacation of his office."

The powers of these officers are very great, and their responsibilities proportionable. They constitute a corporation, and have a common seal. They take possession and have the custody of all the common school property in the section. They do whatever they deem expedient with regard to building, renting, repairing, warming, furnishing, and keeping in order the section school-house, its premises and appurtenances. They procure the apparatus and text-books required for their school. They may establish, if they deem it expedient, with the consent of the local Superintendent, both a female and male school in the section. They may unite their school with the public grammar school which may be within or adjacent to the limits of their section. They contract with and employ teachers, and determine the amount of their salaries.* They provide for the expenses of the school in the way determined by the majority of voters at the annual meeting; and should the sums thus provided be insufficient, they may assess and cause to be collected, *suo motu*, an additional rate in order to meet in full such expenses.† They may either apply to the township council or employ their own lawful authority to collect by rate such sums as are necessary for the support of their school. They may exempt wholly or in part indigent persons, charging the amount of such exemption upon the other rateable inhabitants of the section, and may sue defaulters. They may admit to the school all residents in the section between the ages of five and twenty-one, so long as they conduct themselves in conformity with the rules of the school, and the fees or rates required to be paid on their behalf are fully discharged.‡ They are

p. 117.) I gather from this and similar remarks which meet the eye up and down the Report, that whether the system is perfect in its adaptation to the wants of the country or not, at any rate it has not yet got into thorough working order.

* All agreements between trustees and a teacher must be in writing, and signed by at least two of the trustees and the teacher, with the corporate seal of the section attached, otherwise trustees may be made personally responsible, and can be sued by the teacher. "It is a matter of great regret that the teacher is entirely in the power of the trustees. I am afraid that whilst such a state of things continues, excellent teachers in our common schools will be the exception, not the rule. If teachers could only be removed by a majority of votes of the ratepayers of the section, then a good teacher would have some security and encouragement, and removals, when they did occur, would be more likely to happen in cases where there was either neglect of duty or actual incapacity on the part of the teacher." (*Report for 1863*, p. 117.) Another Superintendent says: "The frail tenure which teachers have of their schools still causes much dissatisfaction amongst that body, their continued employment in the profession depending upon the whim or caprice of a trustee. Perhaps, after teaching for some years, a teacher of advanced years, and with a large family, finds that he is driven out of his school by younger men, who having no family ties, and adopting school-teaching merely as a temporary pursuit until something better offers, will work for half wages. I heard of an instance in which an experienced teacher with a family was nearly deprived of his school by a trustee, because he would not rent a house from him. Fortunately the newly-elected trustee proved to be a just man; otherwise, the poor teacher would have been deprived of his livelihood, probably for a year, if not for a longer time. The appointment of a central township Board of Trustees is the only remedy I can see for this evil." (*Ibid.*, p. 118.) So, too, with regard to grammar schools, Dr. Ormiston, an ex-inspector, thinks that "while the trustees alone should have the power to engage the teachers, they should not have the authority to dismiss them without the privilege of appeal to some other and disinterested party." (*Report for 1857*, p. 210.) The teachers of grammar schools are, however, much more absolutely in the power of the trustees than the teachers of common schools. The latter have an appeal to arbitration in matters of dispute, though I doubt if it would extend to cases of dismissal. The arbiters are to be three in number, one chosen by the trustees, another by the teacher, the local superintendent (who is appointed by the county council) being the third. The decision of the majority is final. The constitution of this court was discussed by the teachers who met at Toronto in August last, and (as I gathered from the temper of the discussion) is hardly considered satisfactory. I think the teachers would prefer the county court judge to the local Superintendent for the third arbitrator.

† The local sources of a school's income within the section are (1) voluntary subscriptions; (2) rate-bills for each pupil attending the school, payable in advance, but not to exceed twenty-five cents per pupil per month; (3) a rate upon property, which must be levied equally upon all taxable property. The ratepayers of the section decide in which of these three ways the money required for the support of the school shall be raised, but have no power to lower or increase the amount asked for by the trustees. If the rate-bill or subscriptions be decided on and prove inadequate, the trustees can levy a rate upon property for the deficiency, without the sanction of a school meeting. Should the annual meeting neglect or refuse to decide on the manner of raising the sum required, the trustees can exercise their own discretion as to which of the three modes they will adopt.

The rate-bill is in as much disfavour with the authorities of Upper Canada, as it is with those of New York. "It is not possible," says the Chief Superintendent, "to read these extracts from local reports without being impressed with the serious loss to the school and many children of any section, by the continuance or re-establishment of a rate-bill. Whatever may be the reader's views on the abstract question of free and rate-bill schools, the perusal of these extracts must convince him that the free school has immensely the advantage of the rate-bill school; that whatever other means must be employed to secure the education of all the youth of the land, the free school is one absolutely essential means to accomplish this all-important end." (*Report for 1863*, p. 16.) The amount raised by rate-bill for the support of common schools in Upper Canada was only \$72,680 in 1863 (being a decrease of \$1,170 from the preceding year), against the sum of \$631,755 (an increase on 1862 of \$11,487) raised by the trustees by local assessment. (*Ibid.*, p. 6.)

Schools are sometimes "partly free" that is, partly supported by rate-bill and partly by assessment, and the monthly fee is as low as 12½ cents. (*Ibid.*, p. 117.)

‡ A person residing in one school section, and sending his children to school in a neighbouring section (unless it be to a "separate school"), is still liable to all rates assessed for school purposes in the section where he resides; and his child must not be returned as attending school in any other section than that in which he resides, because such return would entail a loss to his proper section in its share of the common school fund appointment. Trustees cannot admit children of non-residents to their school, unless it be a separate school, even if it be a free school, without payment of a fee, the amount of which may be fixed at their discretion.

to visit each school under their charge from time to time, and see that it is properly conducted, and that no unauthorized text-books are used. They may establish a school library in their section and appoint a librarian.*

Their responsibilities.

Their responsibilities are co-extensive with their powers. In case of any neglect or refusal to exercise any of the corporate powers vested in them, they are held personally responsible for the fulfilment of all contracts and agreements. If they delay to prepare and forward their annual report to the local Superintendent by the 31st day of January in each year, they are to forfeit \$5 for every week's delay.† They are bound to lay all their accounts before the school auditors,‡ and in the case of any refusal to produce papers or give information,

* "Were trustees, in general, men who took an interest in schools, and men who were really competent to discharge their duties, there would be no room for complaint. As it is, however (and more especially in rural districts), we not unfrequently find men holding the office who do not enter the school more than once a year, and whose limited education unfits them for taking any part in its public examinations, and consequently, for forming any correct opinion, either as to the competence of the teacher or the progress of the school." (*Report*, 1863, p. 117.)

Things, apparently, do not always work altogether smoothly in this part of the system. "My greatest trouble," reports one local Superintendent, "is settling quarrels and disputes between trustees and ratepayers; and I assure you this is no easy matter when you have ignorant trustees and still more ignorant people to deal with." (*Ibid.*, p. 113.) The same gentleman begins his report with the following remarkable sentence:—"In every case I advised the ratepayers in the several school sections not to elect as trustee any man that could not read or write, and I am happy to say that my request has been complied with in most cases at the last election." One is less surprised to meet with such a state of things in Canada, when I remember to have been told that there were to be found school trustees scarcely less illiterate in Philadelphia and New York. Another Superintendent prints the following strong passage:—"Experience convinces me that the great body of our common school trustees are remiss in the performance of their duties, through entire ignorance of their real nature. Many trustees have never seen the Act. Many more are scarcely capable of reading, and utterly incapable of interpreting, the same. I have witnessed other instances of neglect of duty by trustees, for which ignorance could not be pleaded. Reference has already been made to the slovenly and inaccurate manner in which, as a general rule, trustees' annual reports are filled. In addition, I may mention the prevailing practice of engaging an incompetent teacher at a low salary, leaving the school-house in a state of dilapidation, or destitute of proper furniture and apparatus, through fear of incurring the displeasure of the section on account of expenditure. I could cite examples to corroborate these statements, which receive additional force from the fact that they occur in this wealthy and well-settled township. I could point to several of the log school-houses, which are destructive to the health and growth alike of body and mind. I could instance others in which the maps are so defaced and time-worn as to be really useless, and one school in particular where there are but two old maps, and where the local Superintendent has on four different occasions (and ineffectually) written to request the trustees to provide a new set. My report will show that there are in this township twenty-nine school-houses. Of these, ten are brick, five are old frames, and the remaining fourteen are the original log buildings erected by the first settlers. Generally the furniture corresponds in kind with the building." (*Ibid.*, p. 141.) Another says,—“Sometimes we see a little of the political element entering into the sections, and marring their harmony. I choose to vote for my own man as councillor or member of Parliament, and because I cannot see with the eyes of my neighbour, he will oppose me in all things. If a school trustee, he gives me all the trouble he can.” (*Ibid.*, p. 112.) Another case is mentioned in which “The trustees hired a teacher that was unpopular in the section, and the consequence was that the school was kept open for some time with only one scholar.” (*Ibid.*, p. 108.) Sometimes religious, and at other times merely local jealousies interfere. “All the schools in this township have given satisfaction, except No. 16, which, owing to the ratepayers being equally divided between Roman Catholics and Protestants, and the trustees, who are Protestants, having hired a teacher obnoxious to the Catholic portion, had the effect of causing a falling off of nearly one-half the average that should have been.” In the same township it is stated,—“There are forty-eight children not attending any school, more than half of which number are in No. 22, this section being a union with the township of Yonge. Escott elects the trustees, and has matters all her own way (having a majority), and Yonge, from sectional jealousy, refuses to send its children to school.” (*Ibid.*, p. 101.) Such difficulties would be likely to be of frequent occurrence.

Contents of annual report.

† This annual report is to state (a) the whole time the school in their section was kept by a qualified teacher during the year ended on the 31st day of the previous December; (b) the amount of moneys received for the school fund from local rates or contributions, distinguishing the same, and the manner in which all such moneys were expended; (c) the whole number of children residing in the section over the age of five years and under the age of sixteen; the number of scholars taught in the school in winter and summer, distinguishing the sexes, and those who were over and under sixteen; and the average attendance of pupils both in winter and summer; but they are not to include in this return any children resident in their section who may be attending a “separate school”; (d) the branches of education taught in the school; the number of pupils in each branch; the text-books used; the number of public school examinations, and of visits and lectures, and by whom made or delivered, together with such other information respecting the school premises and library as may be required.

The trustees are also required to send to the local Superintendent a correct half-yearly return of the average attendance of pupils in each of the schools under their charge during the previous six months, with a view to entitle the school to draw its share of the Common School Fund, which is apportioned half-yearly. The trustees are personally responsible for any loss accruing to the school through neglect of this duty.

‡ “In order that there may be accuracy and satisfaction in regard to the school accounts of school sections, two auditors are annually appointed to revise them—one elected at the annual school meeting by the majority of the qualified voters present, the other appointed by the trustees. If the trustees neglect to appoint an auditor, or appoint one who refuses to act, the local Superintendent appoints one for them. If the auditors object to the lawfulness of any expenditure incurred by the trustees, they shall submit the matter to the next annual school meeting, which may either determine the same, or submit it to the Chief Superintendent of Education, whose decision is final.

Generally, the appointment of auditors is said “to be attended with the happiest results”; but in some cases they appear, it is said, “to have signed the report without any investigation whatever.” (*Report for 1863*, p. 118.) Another report says—“Another great cause of complaint is the auditors who have been appointed. In most cases they are more ignorant even than the trustees, and it is impossible to compile a correct report from the manner in which the accounts are reported to me.” (*Ibid.*, p. 113.) It is also stated that—“Trustees are generally so afraid of the account which they have to render at the annual meeting, that they are unwilling to incur the odium of sanctioning what many regard as an unnecessary expenditure.” (*Ibid.*, p. 121.) The writer is referring to prizes.

the party so refusing is held guilty of a misdemeanour, and is liable to be punished by fine or imprisonment. They are also to be held personally responsible for the amount of any school moneys forfeited by, or lost to, the school section in consequence of any neglect of duty on their part during their continuance in office.

In cities, towns, and incorporated villages, where the municipal council is invested with the functions and subject to the obligations of the county and township councils, within the limits of the municipalities, there are no school section trustees, so called, but a board of trustees is constituted, where the municipality is divided into wards, of two for each ward; where the division into wards does not exist, of six persons, two of whom after the first election retire yearly, who are empowered to exercise as far as they judge expedient, in regard to their city, town, or village, all the powers vested in rural school section trustees. Trustees in cities and towns.

I heard it said in Toronto that the character and social position of these trustees had of late years somewhat deteriorated; that men of influence and education ceased any longer to take an interest in the working of the system, and that the management of the schools was passing into the hands of persons whose chief idea was to make them meet the wants of their own class—the mechanics, artisans, and small tradesmen—and that, as a consequence, the system, though very costly, was not doing the work that it was intended to do, and still left large masses of children untaught and uncared for.

THE LOCAL SUPERINTENDENT, an officer whose position in relation to the school is similar to that of the Assembly District School Commissioner of the State of New York, is appointed annually by the county council, either for the whole county, or, more generally, for a certain number of townships in the county.* He must not be either a teacher or a trustee of any Common School, while he holds the office of Superintendent; and the range of his jurisdiction must not include more than 100 schools. His salary is provided for by the county council, the only limit being on the side of a minimum; it must not be less than at the rate of \$4 per school.† The local Superintendent

It is the duty of the Superintendent to visit each common and separate school within his jurisdiction twice in the year, or oftener if required by the county council or board which appointed him; and at each visit, to examine the state of the school as regards the progress of the pupils in learning, the order and discipline observed, the system of instruction pursued, the mode of keeping the registers, the text-books employed, the condition of the buildings and premises, and to give such advice to the teacher or managers on any of the above-mentioned points as he may deem proper.‡ visits schools.

* In New York the Commissioner is elected by ballot of the votes of the district. In neither case can this officer have that perfect independence of local influence which is essential to the complete efficiency of a school inspector. A better system is at work in Lower Canada, where the inspectors are appointed by the Governor, and act under the instructions of the Chief Superintendent. In Upper Canada, "in cities, towns, and incorporated villages, the entire duties of the local Superintendent ought to be prescribed by the Board of Common School Trustees." (*Consolidated Acts*, p. 82, note.) Local Superintendents have no control over grammar schools; and where a common school and a grammar school have been united, their supervision extends only to the common school department. Want of independence in the local Superintendent.

In Upper Canada, to 4,261 school sections in 1863, there were 341 Superintendents, giving an average of about 12½ sections to each. Of these 341 Superintendents, 151 were clergymen of different denominations, 190 were laymen. The denominations of the clerical Superintendents are thus given:—Church of England, 35; Church of Rome, 4; Presbyterians, 65; Baptists, 8; Congregationalists, 2; Methodists, 27; Not ascertained, 10.

† The range of salary is very wide. The local Superintendent of Toronto receives \$1,200 a year, and is expected to devote all his time to the work. The Reverend the Superintendent of Onondaga (Brant County) speaks of his "small remuneration of £5," which will not "warrant his bestowing that amount of pains and time on proper supervision which he would otherwise feel desirous of doing." (*Report for 1863*, p. 127.) In a village which I visited—Clifton—I found that the Superintendent was the Presbyterian minister of the place, a graduate of Queen's College, Kingston, and that his salary was about \$35 a year. The reports contain no table to enable me to strike an average; and if I did, with such wide disparities, it would be of no value. Superintendent's salary.

‡ These duties, of course, are discharged with very various degrees of regularity and exactness by different Superintendents. In Toronto I found that the Superintendent visits each school about eight times a month, examining the classes, and generally spending the morning or afternoon within its walls. I should almost fancy that the visits would be more effective if they were less frequent. At Clifton the Superintendent is bound to visit the school four times a year; he actually does visit it eight or ten times, listening to the recitations and observing the methods. I take a picture from the report of 1863, to show how the system works sometimes:—"I would suggest that our Municipal (Township) Council should have the power of appointing their local Superintendent, instead of the County Council, who, in a great many cases lately, have appointed men as Superintendents contrary to the wishes of the people, through political influence and other causes. Another great drawback to the usefulness of the Superintendent is, the frequent changes of those holding the office. He is merely beginning to understand his business when he is succeeded by another. Thus, no man will go to any great trouble in finding out the best and latest improvements, when he is dismissed at the end of the year. Very many of our Superintendents seldom go near a school, and, if they do, it is merely a peep in and off again. These are very popular men, and no heed is paid to this kind of neglect, and thus it is that many of our townships receive no benefit from their local Superintendent." (*Report for 1863*, p. 102.) I do not think that the writer's suggestion of transferring the appointment from the county to the township council a very wise one, the smaller area would be the hotbed of still intenser personal partialities. I should recommend the adoption of the lower Canada system. Extend the Superintendent's area of supervision; give the appointment to the Governor in Council; make the office permanent, at least during good behaviour; and attach to it an adequate salary. Views of this kind are beginning to be entertained in Upper Canada itself. "The County Council," writes a Superintendent, "has appointed several new local Superintendents. There are now nine for the townships, and three for towns and villages. The superintendency of the schools will thus become a mere farce. Some of those appointed are quite unfit for the office, and others quite inexperienced. Each Way in which Superintendent's duties are discharged.

- Apportions common school fund.** It is his business also to apportion among the several school sections which comprise his district, their respective portions of the Common School Fund money, the municipal assessments in January, the legislative grant in July, according to the rate of average attendance of pupils at each school, as compared with the whole average number of pupils attending the common schools of the whole township, and the length of time each school has been kept open under a qualified teacher. He gives to such qualified teacher, on the order of the trustees of his school section, a cheque upon the county treasurer for the sum of money apportioned and due to that section, which, as already seen, is to be applied to the payment of teachers' salaries only.
- Delivers lectures.** The local Superintendent is, further, to deliver a lecture, at least once in a year, in each of his school sections, on some subject connected with the objects, principles, and means of practical education, with the view of stimulating local interest in the matter;* to attend the meetings of the Board of Public Instruction for the examination and certification of teachers, and of the town reeves, when required to give advice on the formation or union of school sections; and to make an annual detailed report to the Chief Superintendent.†
- Issues temporary certificates.** He has also power to give a temporary certificate, on due examination, to any candidate for the office of teacher, until the next ensuing meeting of his Board of Public Instruction; and he may suspend the certificate of qualification of any teacher granted by the Board of Public Instruction, and even the provincial certificate issued by the Chief Superintendent, upon sufficient cause, at the same time reporting his proceedings to the respective issuers of such certificate.
- Arbitrators.** We have already seen that the local Superintendent is to be one of the three arbitrators chosen to decide disputes between common school teachers and school section trustees.
- The School Visitors.** It is perhaps hardly necessary, except for the sake of completeness of view, to notice a body of persons who, it is said, "have it in their power to exert an immense influence in elevating the character and promoting the efficiency of the schools, by identifying themselves with them, visiting them, encouraging the pupils, aiding and counselling teachers, and impressing upon parents their interests and duties in the education of their offspring;"‡ but whose influence is only exerted irregularly, and whose position is somewhat indeterminate. The body referred to are the School Visitors. All clergymen recognized by law, of whatever denomina-

councillor now strives to get a favourite and political friend appointed. I have often stated that the Superintendent should be appointed and paid by Government, and there should be but one for each county, who would devote his whole time to the work." (*Report for 1860*, p. 181.) Another Superintendent attributes a state of disturbance in which he found his district to the fact that "the late Superintendent lived out of the township, and never visited the schools." (*Report for 1863*, p. 113.) The gentlemen who act as Superintendents in the cities of Toronto and Hamilton appeared to me to be admirably adapted for their office, and would be valuable agents in the working of any educational system. London, too, has had reason to congratulate itself on finding gentlemen of such position willing to act in that capacity, and boards of trustees capable of appreciating them. The late Superintendent of London was Mr. Justice Wilson; the present is the Bishop of Huron. The salary is \$100, which both these gentlemen have been in the habit of giving up to purchase prizes for distribution in the schools. But these are only exceptions from the rule; and the rule is, that the office of local Superintendent, from a variety of causes most of which have been here illustrated, does not contribute to the efficiency of the system with nearly the force that it ought to do.

- Effect of lectures.** * I take it that these lectures, speaking generally, have not the stimulating effect of those delivered with a similar object by the Agent of the Massachusetts Board of Education (*see above*, p. 108); and this owing not to any deficiency of interest on the part of the Superintendents, but to a lack either of interest or intelligence on the part of the people. "In regard to school lectures," says one Superintendent, "In many cases there is no audience except the teacher and children, and no lectures have been given in some of the sections." (*Report for 1860*, p. 188.) "My lectures," says another, "have not been many this year, owing to my not having any one to lecture to." (*Report for 1863*, p. 131.) "I visited section No. 4," says another, "for the purpose of lecturing, but although I had given notice of my intention, and it was not a busy time of the year, I found on my arrival at the school only a few young children and one parent." (*Ibid.*, p. 115.) Other Superintendents, however, report that their lectures have been regularly delivered, have been attended by good audiences, and followed by beneficial results. It is not likely that 341 gentlemen would all possess the gift of interesting or informing an audience, and the same person might be a very good Superintendent, but a very poor lecturer. It appears from the statistical tables that in 1863, in the 4,261 school sections, 2,815 lectures were delivered; a decrease of 90 as compared with the previous year. "So that," as the Chief Superintendent remarks, "it appears that this part of prescribed duty has been neglected by local Superintendents in more than one-fourth of the school sections." (*Report for 1863*, p. 8.)

- Superintendent's annual report.** † The local Superintendent's annual report must comprise the following details:—(a) The whole number of schools and school sections within his jurisdiction. (b) The number of pupils taught in each school over the age of five and under the age of sixteen; the number between sixteen and twenty-one; and the whole number of children residing in each section over the age of five and under sixteen. (c) The length of time a school has been kept open by a qualified teacher in each section; the branches taught, and the number of pupils in each branch; the books used, and the average attendance of pupils in each half-year. (d) The amount of money received and collected in each section, distinguishing the amount apportioned by the Chief Superintendent of Education, the amount received from county assessment, the amount raised by trustees, and the amount from any other and what sources; also, how such moneys have been expended, or whether any part remains unexpended; and the annual salary of teachers, male and female, with and without board. (e) The number of school visits made by himself and others during the year; the number of lectures delivered; the whole number of school-houses, and their condition; the number rented, and the number erected during the year. (f) The number of qualified teachers, their standing, sex, and religious persuasion; the number of private schools, and of pupils and subjects taught therein; the number of libraries, their extent, and how established and supported; together with any other information or suggestions respecting the educational state and wants of each township within his charge. (*Consolidated Acts*, p. 90—1.)

‡ *Consolidated Acts*, p. 97, note.

tion, all judges, members of the legislature, magistrates, members of county councils, and aldermen, are constituted visitors of the schools in the townships, cities, towns, and villages in which they respectively reside, and have a right to visit them, and attend the quarterly examinations, and examine the progress of the pupils and the management of the school, and give such advice to the teacher and pupils, and any others present, as they may deem advisable.* As a matter of fact, a large proportion of these official visitors stand aloof from the school system, if they are not actually hostile to it; and some of them get a smart slap on the face from the Chief Superintendent, in his report for 1857, for their indifference.† A considerable number of visits are indeed recorded to have been paid to different schools in the year 1863;‡ but I imagine that most of them were paid at the quarterly examinations, at which visitors are specially exhorted to be present,§ and of which the teacher of each school is required to give the visitors in the neighbourhood special notice. I suspect that the state of the case is pretty much what beforehand one would prophesy it to be; what one finds it generally to be at home. Here and there is to be found a gentleman with a large heart, and a kindly feeling towards those with fewer advantages than himself, who interests himself in the welfare of the schools, and largely promotes it; to the mass of those officially put on the list of visitors the school is either a bore or a matter of unconcern.

Such, in its leading features, is the constitution of the Upper Canada system of common schools; but before we proceed to observe the manner and record the results of its practical working, it is proper to premise that it is a purely permissive, not a compulsory system, and its adoption by any municipality is entirely voluntary. That, under these free conditions, it has succeeded in the course of twenty years in covering the province with a net-work of schools, and that in the year 1863|| it had on its schools' rolls, for a greater or less period of time, the names of 339,817 children between five and sixteen years of age, out of a school population within those ages of 412,367, is perhaps the strongest of all proofs that could be adduced that, whether perfect or not in all its parts, it is at least adapted to the wants of the people, and commends itself both to their sentiments and their good sense.¶

Voluntary character of the system.

* They are cautioned, however, in visiting schools, "in no case to speak disparagingly of the instructions or management of the teacher in the presence of the pupils; and if they think it necessary to give any advice to the teacher, to do it privately." It is hoped also that "while it is competent to a visitor to engage in any (religious) exercise which shall not be objected to by the authorities of the school, no visitor will introduce, on any such occasion, anything calculated to wound or give offence to the feelings of any class of his fellow-Christians." (*Ibid.*)

Cautions to visitors.

† "If the clergymen (who are by law *ex-officio* visitors of the schools) of each religious persuasion in each city and town were to make it their duty (assisted, perhaps, by a committee), to visit each of the poor and negligent members of their respective sections of the community, and use their influence with such persons in behalf of sending their children to some school, what additional and important progress would be made in the education of the mass of our city and town populations. This is not the work of the schoolmaster or the school; it is the work of the clergy and parents, and other members of each religious community, to gather to the school, from the highways and hedges, the prodigal children of their prodigal brethren. How much more worthy is such a work for a clergyman or a merchant, a magistrate or a judge, than indicting charges against the public schools for not doing what belongs to others to do. The clergy, and legislators, and judges, and magistrates, and merchants and tradesmen, have much to do in their individual capacity, as well as the school and the schoolmaster, in educating all, even the poorest members of the community. The cities and towns, through their elected boards of school trustees, have made immense progress in a short time; the teachers and schools are nobly fulfilling their functions; it remains for others, instead of contenting themselves with the easy task of fruitless regret and criticism, to join with the friends of humanity of all religious persuasions, to bring every neglected and vagrant child to a school of some kind. To educate the youth of all classes requires the individual, as well as official, co-operation of all classes." (*Report for 1857*, p. 28.)

Importance attached to the co-operation of the clergy and others.

‡ "School visits paid—by local superintendents 9,672, increase 329; by clergymen 6,318, increase 36; by municipal councillors 1,765, decrease 94; by magistrates 2,250, increase 245; by judges and members of Parliament 483, decrease 110; by trustees 20,046, increase 1,088; by other persons 23,698, increase 844; whole number of school visits 69,262, increase as compared with 1862, 1,338." (*Report for 1863*, p. 8.)

Statistics of school visits.

§ "The law recommends visitors to attend the quarterly examinations of the schools. It is hoped that all visitors will feel it both a duty and a privilege to aid, on such occasions, by their presence and influence." (*Consolidated Acts*, p. 97, note.) By law, the teacher of a common school is required, at the end of each quarter, to have a public examination of his school, of which he is to give due notice to the trustees, to any resident visitors, and through the pupils to their parents and guardians. It appears, however, that in 4,133 schools reported open, only 7,570 examinations are reported to have been held in 1863, a decrease of 142 from 1862, which the Chief Superintendent notices as 'very extraordinary.' There were not, therefore, two, instead of four, examinations on the average in each school." (*Report for 1863*, p. 8.)

Attendance at quarterly examinations.

|| The Chief Superintendent's annual reports do not appear to be published till late in the autumn of the year after that which they represent. At the time of my visit to Upper Canada, in August, 1865, the Report for 1863—published in June 1864—was the latest.

¶ The voluntary character of the system is strongly dwelt on by Dr. Ryerson. I extract the following passages from one of his reports:—

Dr. Ryerson's description of the voluntary nature of the system.

"Our legislature imposes no school-tax, as do the legislatures of New York and other American States, but simply empowers the local municipalities to do so if they please, and encourages, to a certain amount, those who are disposed to help themselves in establishing and maintaining schools for the education of their children, but which schools the local parties themselves determine upon the manner of supporting, appoint and remove the teachers, each parent determining what his own children shall be taught in the school."—(Such is the Doctor's statement; I do not myself see how or where such powers are given to parents, which, indeed, if exercised, would be fatal at once to instruction, organization, and discipline.)—"and there being no restriction whatever in the establishment of private schools. . . . It is also to be observed, that the law does not prescribe any particular kind of school in cities and towns, nor any particular mode of supporting them. The electors in each of such municipalities, through their elective boards of trustees, are empowered without any restriction, 'to determine the number, kind, and description of schools which shall be established or maintained in such city or town.' The board of trustees in any city or town, and

School statistics.

The population in Upper Canada is estimated in the year 1863 to have been slightly in excess of a million and a half.* The *school* population of that year, that is, the whole number of children between five and sixteen years of age, is set down as 412,367. Of these there were in the common schools 339,817, or rather more than 82 per cent. There were also 20,991 pupils of other ages, giving a total enrolment of 360,808, of whom 192,990 were boys, 167,818 were girls; giving the enormous ratio, if the figures are accurate, of nearly one to four of the whole population.†

Attendance of scholars.

The average attendance at the schools, however, is stated to have been only 138,036; only 38 per cent. of the enrolment, and barely more than 9 per cent., or 1 in 11, of the whole population. Of those who are reported to have attended school in the course of that year (using round numbers), 40,000 attended less than 20 days; 70,000 attended between 20 and 50 days; 90,000, between 50 and 100 days; 72,000, between 100 and 150 days; 54,000, between 150 and 200; and only 30,000 exceeded 200 days. So that out of 360,000 enrolled children, 200,000, or considerably more than half, attended school less than 100 days; and probably not more than 60,000, or less than 17 per cent., attended 176 days.‡ "The same

also in any incorporated village, may establish and maintain Church of England, Roman Catholic, Presbyterian, Wesleyan, Baptist, or Congregational schools, and appoint a committee of three from each church to the immediate care of the school designed for its members. Nor does the law restrict such municipalities to any particular modes of supporting their schools, the only restrictive clause of the law in regard to rate-bills and rates" (viz., that the rate-bill shall not exceed 25 cents per child per month) "applying to (rural) school sections alone, but empowers the boards of trustees in each city, town, or incorporated village, to impose as high a rate-bill on pupils as they please, or none at all; to support their schools wholly or partially, or not at all, by a rate on property.

"Moreover, I may state still further, that the law does not compel any municipality to adopt or maintain the school system at all. Any or every city, town, or incorporated village and township in Upper Canada, may relinquish the public school system, and leave education to the voluntary system. As an illustration and proof, several townships in the eastern part of Upper Canada declined for years coming into the school system, and the town of Richmond in the county of Carleton has remained a 'voluntary' in school matters to this day, never having levied a school rate, or had a board of common school trustees, or a common school, and applying only the third of this current month to enable it to adopt the common school system. Parties, therefore, who wish to abolish the present school system in any municipality, have no need either to assail the Chief Superintendent or petition Parliament; let them go to the ratepayers themselves and their representative trustees and councillors—the only parties that can levy the rates, and the very parties that can terminate them and adopt the voluntary system. They can adduce as an example the town of Richmond, which has never paid or been burdened with a sixpence common school tax, where the prospect is not broken by a single common school house, or the children tormented by the tasks of a common school, where the grammar school itself has grown 'small by degrees, and so beautifully less,' as to forfeit the right of sharing in the Grammar School Fund. But if other municipalities have pursued a different course, and erected good school-houses, and properly furnished them, and employed good teachers, and established good schools, it is because they have chosen, and not because the law has compelled them to do so. . . . If the people in their several municipalities have actually increased their self-imposed school taxes during the last few years at the rate of nearly \$100,000 a year for the payment of teachers alone, and increased their self-imposed taxes for the erection of school-houses, the purchase of school apparatus and libraries in corresponding ratios, so as to exceed in the amount of their self-imposed rates in proportion to population, the old and great State of New York, where the school tax is imposed by the State Legislature, and collected by the State tax-gatherer; what does the fact prove but the amazing capabilities of our municipal system, and the hold which it has upon the minds and hearts of the people. The school, like the municipal system, has become a part and parcel of the local self-government rights of the people, and he must be a bold man who will attempt the invasion of them." (*Special Report on Separate Schools, &c.*, 1858, pp. 49-52.)

* At the Census of 1861, it was 1,396,091. It is estimated that in January, 1864, assuming the same rate of increase, it would have reached 1,536,130. (See "*Canada: for the information of intending Emigrants*," p. 71.)

† This is exclusive of 5,352 pupils reputed as attending the grammar schools, and 8,473 pupils reported in colleges, academies, and private schools; making the total number of pupils under instruction in schools of all kinds, in the year 1863, 374,633; as nearly as possible, one in four of the population.

‡ I take this figure for the purpose of making a comparison with the state of things ascertained in England and Wales by the Duke of Newcastle's commission in 1858. But before making the comparison, it may conduce to clearness if I set the Canadian results before the reader's eye in the shape of a table:—

Comparison of Canadian and English School statistics.

Estimated population of Upper Canada in 1863.	Number of children between 5 and 16.	Number enrolled in that age.	Number enrolled in other ages.	Total enrolment.	Average attendance	Number of children not attending any school.
1,500,000	412,367	339,817	20,991	360,808	138,036	44,971
Number of Children attending School.						No. of children whose attendance is not reported.
Less than 20 days.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	Over 200 days.	
39,339	69,828	89,998	71,949	53,473	30,750		5,575

The English Commissioners of 1858-61 pursued their inquiries, through the agency of ten Assistant Commissioners (of whom I had the honor to be one) in five pairs of "specimen districts," so called, containing one-eighth of the population of the kingdom, and supposed to represent the average or typical state of education in agricultural, manufacturing, mining, maritime, and metropolitan localities. I believe that the returns obtained were tolerably complete, and as accurate as such returns can be ever expected to be. They exhibited results which may be tabularly compared with those from Canada:—

table reports the painful and humiliating fact of 44,975 children not attending any school."

The total income of the schools from all sources (including a balance of \$167,285 from the previous year), was \$1,432,885; the total expenditure was \$1,254,447, leaving an unexpended balance of \$178,438. This gives the annual cost of the education of each child *enrolled* \$3½ or about 14s. 6d.; of each child in average attendance, \$9, or £1 17s. 6d.*

TABLE I.

Locality.	No. of schools making returns.	No. of children enrolled.	No. of children in average attendance.	Percentage of attendance on enrolment.
Upper Canada	4,133	360,808	138,036	38
England & Wales...	1,832	180,740	137,528	76

TABLE II.

Centesimal proportion of scholars returned as having attended school during the year.

Locality.	Less than 50 days.	Between 50 and 100.	Between 100 and 150.	Between 150 and 200.	Over 200 days.
Upper Canada ...	30.3	24.9	19.9	14.8	8.5
England & Wales	17.4	18.9	20.9	24.4	18.4

It must be remembered that in the Canadian return there are 5,571 children, or 1.6 per cent. of the whole, whose attendance is not reported.

The number of 176 days was that fixed in England by the Committee of Council on Education, as the amount of attendance which should entitle the school to receive capitation money in respect of any child. In this respect the two returns give the following comparative results:—The Canadian return shows not more than 60,000 children, or rather less than 17 per cent., who attended 176 days. In 630 English schools which made the return, the proportion of scholars who attended school 176 days was 39.4 per cent.; and in the schools aided by the Committee of Council, the percentage rose as high as 41.28. In this calculation I have probably done more than justice to Canada, for out of 53,473 children who are returned as having attended more than 150 but less than 200 days, I have taken 29,250 as having attended 176 days, and added them to the 30,750 who attended more than 200 days. Under all these heads, it appears that in England we secure more than twice as good an average attendance, as compared with the whole number of children belonging to the school, as they contrive to do in Canada. Of course allowance must be made for the severer and longer winter, the greater sparseness of the population, the state of the roads, and so forth, which are all alleged as causes of the irregular attendance that prevails in Upper Canada. But the evil, as I shall have occasion to notice further on, is in quite as large proportion in the cities and towns. Thus, in Toronto; the total number of Protestant children of the school age in 1864 is estimated at 7,500, of whom 5,550 were entered on the school registers; with an average daily attendance of only 2,400, or 43 per cent. The largest attendance at the schools on any one day was 2,831, or 51 per cent. Of the 5,550 enrolled, 756 attended less than 20 days; 1,105 between 20 and 50; 1,296 between 50 and 100; 967 between 100 and 150; 902 between 150 and 200; and 524 over 200 days. (See *Report of Local Superintendent for 1864*, pp. 1-14.) I suspect that in Toronto the enumeration is given only of Protestant children, because the Roman Catholic children are almost exclusively in separate schools. For the English facts quoted in this note, see the *Report of the Duke of Newcastle's Commission*, vol. 1., pp. 648, 651, 652.

* Here again a table will give clearness to the view.

Receipts of Common Schools in Upper Canada in 1863:—

Legislative Grant.		Municipal Assessment to meet Legislative Grant.	Trustees' Assessment.	Raised by Rate-bills.	From Clergy Reserve Fund and other sources.	Balances from 1862.	Total Receipts.
For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries.						
\$151,073	\$8,854	\$287,768	\$631,755	\$72,680	\$108,467	\$167,285	\$1,432,885

Tabular view of income and expenditure.

Expenditure of Common Schools in Upper Canada in 1863:—

For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries.	For Sites and building School-houses.	For Rents and Repairs of School-houses.	For Books, Stationery, Fuel, and other Expense.	Total Expenditure.	Unexpended Balance.
\$987,555	\$20,775	\$106,637	\$34,867	\$104,610	\$1,254,447	\$178,438

The number of schools reported as wholly free was 3,228; those *partly free*, i.e., where a moderate school fee is charged, but not enough to dispense with the trustees' assessment, 834; the number supported by rate-bill, 71. The income derived from the township's share of the Clergy Reserve Funds, which have been secularized and divided among the townships, can be applied to education or to any other public purpose at the option of the people. One Superintendent reports—"Public moneys are still used in making and repairing roads in preference to making and repairing minds. Such is the will of the people, and they have it all their own way." (*Report for 1863*, p. 98.) Another mentions a case in which a "very efficient school is maintained entirely by the Government grant and county assessment, without requiring to raise anything by rate-bill or local assessment." (*Ibid.*) If so, the economy must be practised, one would think, at the cost of the teacher. Another case is mentioned, where "the Clergy Reserve money for 1863 amounted to

Figures tested by actual observation.

The few opportunities which I enjoyed of testing this average by its conformity to facts, indicate that it is not very wide of the actual mark. The whole yearly cost of the town school at Clifton, I was informed by the master, was about \$800. There had been enrolled on the books of the school in the year the names of 190 pupils. The average attendance for the year would be, he said, about 90. This would give an annual cost per child of about \$4.20 on the enrolment, of \$9.10 on the attendance.

In Toronto, the total cost of the schools for the year 1864 was \$26,187, giving a cost per pupil on the aggregate number registered of \$4.70; on the average daily attendance, of \$10.91; or, deducting from the gross estimate the annual interest on sites, buildings, and furniture, viz., \$5,280, the cost per child will be reduced to \$8.71 on the average daily attendance.*

Comparison with United States.

It will be seen, by reference to p. 33 above, that these figures do not differ very widely from the figures which are found to prevail in the United States; and that, speaking generally, and excluding the high schools, a feature of the American which can hardly be said to exist in the Canadian system, the cost of education under the two administrations is nearly the same. The difference that there is, in respect of cheapness, remembering the present difference there is in the value of the dollar in the two countries, is slightly in favour of the United States.

Number of schools.

There are, as I have already stated, in Upper Canada, or rather there were in 1863, 4,273 school sections, in which 4,133 schools are reported to have been kept open in that year† (29 not being reported):

School buildings.

The number of school-houses is set down at 4,173, of which, 501 are built of brick; 335 of stone; 1,633 are framed; 1,675 are log-houses still. Of these, 3,546 are held by freehold title; the rest are either leased or rented from year to year. I do not at all mean to infer that as is the house so will be the school, though certainly there is very often a proportion in things; but those who know what a log-house ordinarily is, may be surprised to find that more than one-third of the schools of Upper Canada are held in buildings of that kind.

The school year.

The average time during which the schools were kept open in the year 1863 was 10 months and 29 days—a period far in excess of what we have seen to be the average length of the American school year. Indeed, in this point the Canadian system works to a manifest advantage. The engagement of the trustees with the teacher is almost always for the year, and not merely for the winter or the summer session; and though the frequent change of teachers is complained of even in Canada as one of the most serious obstacles to the progress of the schools, it cannot amount to anything like the disturbance that is produced in the States by the still more frequent occurrence of the same cause. At Clifton I found that the master, who had been in charge for seven years, considered that he had a permanent engagement, only with a month's notice on either side; and such, I should imagine, would be the case in all the best schools.‡

\$674, which, with the Government grant, makes the school fees light, and is in some instances sufficient to pay the salaries of the teachers. The rate-bills on pupils was only \$83 for the whole township." (*Ibid.*, p. 101.) "In two other townships the Municipal Council have invested the principal of the clergy reserves received by them in interest-paying securities, and set the whole apart as a school fund, from which the township of East Gwillimbury apportioned last year \$527, and the township of Whitechurch \$460. This fund is fast accumulating." (*Ibid.*, p. 116.) The local tax is said "seldom to exceed, even for a large family, \$2 or \$3 a year per hundred acres, over and above the public grants." (*Ibid.*, p. 139.) I do not know, however, what the size of the family has to do with the amount of the tax, as it is added that all the schools in the four townships referred to are free.

City of Hamilton statistics.

* See *Local Superintendent's 6th Report*, p. 14. The schools in the city of Hamilton are said to be the most completely organized and the best conducted of any in Upper Canada. The zeal with which the Hamilton people have accepted the school system is contrasted favourably by the Chief Superintendent with the lukewarmness, not to say the hostility, which it has encountered in Toronto. "The common schools," says Dr. Ryerson, "are the pride and boast of the city of Hamilton. Hamilton has erected a large central school for the higher classes and larger pupils, and primary school-houses in each ward for the smaller children, who are drafted or promoted to the central school as they advance in their studies." (In American phrase, it is a *graded* system.) "Hamilton has also adopted the normal and model school system, by employing a head-master and teachers, all of whom have been trained in the normal school. . . . Hamilton, therefore, furnishes an illustration of the provincial system," in its perfection. (*Report on Separate Schools*, p. 50.) It will, therefore, be interesting to observe the following table, taken from the *Local Superintendent's Report for 1863*, p. 21, and compare the figures with the calculations drawn from a wider area.

Year.	Number of School Population between 5 and 16.	Number on Register of Public Schools.	Average Daily Attendance.	Percentage of Attendance on Enrolment.	Total Yearly Cost per Pupil on Enrolment.	Total Yearly Cost per Pupil on Attendance.
1859	5,000	3,560	1,763	49.5	\$6.70	.....
1860	5,000	3,709	1,517	40.6	5.45	.....
1861	4,200	3,122	1,687	54.0	5.12	\$9.50
1862	4,850	3,003	1,667	55.5	5.27	9.53
1863	4,800	3,508	1,907	54.4	4.31	7.94
*1863	4,800	3,549	1,948	55.0	4.61	8.39

* The last line includes the grammar school.

† I cannot tell, from the way in which the table is drawn up and the report worded, whether this number includes the Roman Catholic separate schools, 120 in number, or not. I rather think not. It certainly does not include the 95 grammar schools.

County boards' laxity in issue of certificates.

‡ The Chief Superintendent speaks with some severity of a mischievous habit that prevails in some districts:—"It is a maxim founded on experience that the teacher makes the school, and it is the county and circuit board that (legally) makes the teacher. I earnestly hope that the county boards will advance in the noble cause which so many of them have pursued during the last year, and the schools will soon be freed from the nuisance of an incompetent teacher, who often obtains a second or third-class certificate through the laxity of some county or circuit board, and then

Indeed, it may be said generally that the Upper Canadian schools are kept open throughout the year; and though they appeared to me to crib a little more vacation than the law (which is very stingy in this respect)* allows them, this continuity of instruction is much in favour of their being able to produce solid and permanent results.

According to the table exhibited in the report, there were 4,504 teachers employed in the common schools in the year 1863, of whom 3,094 were males and 1,410 were females. This ratio of the sexes to one another, particularly when compared with the condition of things in New England and others of the States, is very remarkable. The ratio, however, is being slowly altered even in Upper Canada. In 1863, there was an increase of 119 in the number of female, and a decrease of twenty-one in the number of male teachers, as compared with 1862; and in 1860, the numbers were 3,100 males and 1,181 females. "It is found," says a local Superintendent,—“that female teachers can maintain winter schools with success, and that even the larger boys are easily managed by them.”† Of these 4,504 teachers, 4,365 are reported as certificated, 497 of them holding provincial certificates as students who had been trained in the normal school.‡ A considerable difference of feeling prevails about the value of these different rates of certificate generally. The local Superintendents report a decided superiority on the part of the trained teachers; but in the city of Toronto, which is the seat of the normal school, its students are regarded with less favour, and Dr. Ryerson makes it a reproach to its school authorities that they have “thought proper to ignore the normal school, though established within its limits; and (in 1858), not a normal teacher had been placed in charge of one of the common schools of the city, and only two or three employed in subordinate positions.”§ In some districts, teachers holding third-class certificates are almost universally repudiated; in others, a disposition is shown to prefer teachers of a lower grade on account of cheapness.¶ It appears that the supply of teachers is in excess of the demand, many young men choosing the profession because they think it easy work, and, as a necessary consequence, salaries are kept low—in many cases not equal to the wages paid to domestic servants.¶ None of the Canadian salaries rise so high as some of those paid in the larger cities of the Union, the highest being no more than \$1,300 a year; but, on the other hand, I doubt if the range of low salaries is anything like so large; the average is taken on a more even basis, and as the Canadian teachers are

sneaks from one school section to another, endeavouring to supplant some really competent and efficient teacher, by offering to teach at a lower salary; and when such a supplanter meets with trustees as mean as himself, a really worthy teacher is removed to make way for an unworthy one, to the great wrong of the more advanced pupils and their parents, and to the great injury of the school. Such a teacher is unreasonably dear at the lowest price; and if any corporation of trustees can yet be found to sacrifice the interests of the children committed to their trusteeship, by employing such a teacher, it is to be hoped that no county or circuit board of public instruction will put it in their power to do so by again licensing such a person at all as a teacher.” (*Report for 1863*, p. 16.)

* See above, p. 112, note.*

† (*Report for 1863*, p. 122.) If there be any general grounds for the complaint made by another Superintendent of “a want of due regard to personal appearance, politeness, and general deportment, manifesting itself frequently in many otherwise efficient teachers—habits which are acquired by the pupils, and go far, he believes, to foster that boorishness and want of courtesy which offend the educated visitor on entering our common schools or engaging in conversation with the pupils” (*ibid.*, p. 141)—a still larger leavening of female refinement might be desirable.

‡ The grades of these several certificates have been mentioned above, p. 117, note †. It strikes me as rather extraordinary that only 497 students of the normal school are now engaged in teaching. In the thirty sessions passed since its establishment in 1847, it appears that 3,981 students had been admitted, and 1837 had received certificates; and though it is stated that many students attended more than one session, and their names therefore are counted two or three times over, there is still considerable loss unaccounted for.

§ (*Report on Separate Schools*, p. 50.) I did not find that much improvement had taken place in the feelings of people at Toronto towards the normal school in 1865. They generally expressed themselves in this way;—that the material taken to form teachers out of is very raw—got from the country mostly; that the students are carried through a high course in a short time, sometimes in a single session of four months, generally in two, and that the practice of issuing provincial certificates to students after examination conducted only by their own teachers is very objectionable. A local Superintendent told me of a case within his own knowledge where a candidate for a teacher's situation, holding a first-class normal school certificate, was plucked by the county board for ignorance of common things. But such cases would be very rare, and, as I have said, normal school teachers are generally well spoken of. There would naturally spring up a little jealousy between teachers holding irrevocable provincial certificates (as they practically are), and those who are liable to be re-examined by county boards every year. One local Superintendent says—“Two of these teachers have been trained at the normal school, Toronto. They have been re-engaged in their present situations, so well satisfied are the parents and pupils of their sections; and general esteem for them prevails. I never expected that, during my lifetime, such a change in our schools would be effected, as that introduced by the teachers in their classifying, monitorial, intellectual, and social method of teaching.” (*Ibid.*, p. 142.)

¶ “Third-class teachers have been repudiated in all the school sections but one this year.” (*Report for 1863*, p. 119.) “I am sorry to notice in some of the sections a disposition to part with first-class teachers, and to be satisfied with teachers of a lower grade, who can be obtained for lower salaries.” (*Ibid.*, p. 131.)

¶ There is in this neighbourhood a superabundance of teachers, so that many “are outbidding one another in the reduction of salaries, thereby causing some superior teachers to lose their situations and retire from the profession for want of an adequate remuneration for their services.” (*Ibid.*, p. 142.) “It is easier than working out,” said a young man to me, when I asked him why he taught for \$6 a month.” (*Report for 1850*, p. 161.) “The services of a third-class female teacher were lately bargained for at \$8 a month, and that of a first-class female teacher at \$14, without board. In fact, the recompense of ordinary teachers does not equal that demanded by and paid to domestic servants.” (*Report for 1863*, p. 131.)

a much plainer and less dressy set of people than their confraternity in the States—more, in fact, resembling the elementary school teachers whom we are accustomed to see at home—perhaps their lot in life is quite as independent and quite as comfortable.

According to the Report of 1863, the lowest salary paid to male teachers in a county was \$84; the highest salary, \$600. The average salary of male teachers, with board, was \$161; without board, \$261; of female teachers, with board, \$130; without board, \$172.

In cities, the highest salary paid to a male teacher was \$1,300—the sum paid to the Principal of the Central School at Hamilton; the lowest was \$250. The average salary of male teachers was \$558; of female teachers, \$225.

In towns, the highest salary paid to male teachers was \$800; the lowest, \$198. The average of male teachers was \$470; of female teachers, \$227.

In villages, the highest salary paid to male teachers was \$800; the lowest, \$180. The average salary of males was \$408; of females, \$180.

It is stated that the tendency under all these heads, though a very slight one, is in the direction of a rise.

Changes of teachers.

The number of schools in which the teachers were changed, in 1863, was 787—not quite one in five, a proportion which indicates that the mischief arising to the schools from this cause is not nearly so serious as it is in the neighbouring States. It very rarely happens, either in America or Canada, that residences are provided for the teachers, and that fact has to be borne in mind while comparing their salaries with the remuneration of teachers at home. A hope is expressed in the Report of 1860, though allowed to be premature, that “the day is not far distant when the people of Canada West will see it to be their duty to erect suitable school-houses with dwellings attached, which, it is thought, would tend to elevate the status of the teachers, and also prevent the frequent changes that now take place.”*

Residences.

Organization of schools.

The common schools of Upper Canada are normally organized in three divisions, with a separate teacher to each, who is at liberty to distribute his division into as many classes as he finds expedient. In rural schools, under a single teacher—and there are only 187 schools in Canada in which more than one teacher is employed—this organization, of course, cannot be completely carried out, and various modifications in consequence are introduced. The Clifton School I found organized under a master and a female assistant, in two divisions, the upper containing two classes and the lower three, corresponding to the first, second, and third book of reading lessons. The children enter the junior department at the age of five, and are promoted when fit, ordinarily at the age of eight or nine. We have seen that it is at the discretion of the Trustees to maintain in each section a mixed school or two separate schools. The Clifton school, as I imagine the large majority of Upper Canada Schools to be, was a mixed school. The nine schools of Toronto have each of them a separate male and female department.

Hamilton city schools.

The organization of the city schools of Hamilton is universally admitted to be the most perfect which exists under the common school system. The following description of it is slightly abridged from the Report of the Superintendent for the year 1861:—

The population of Hamilton in that year, according to the census, was 19,096, and the number of children in the school-age is stated to have been 4,200. To meet the requirements of this population, the school accommodation consisted of one central building—handsome, spacious, and well situated, occupying with its premises a plot of about two acres of ground—and six ward school-houses, which together offered accommodation to about 2,250 scholars.

Organization.

The schools were organized into a grammar school, a central or high school, three intermediate, and six primary schools;† and employed the services of thirty-three teachers, with an average of about sixty pupils apiece.

The grammar school consists of two departments, a classical and mathematical, each under a separate master, and both distinct from the classes of the central school.

* Page 178. A table, with some interest attaching to it, is that which shows the religious denominations of these teachers:—

Religious Persuasion	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregation- alist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other Persua- sions.	Not reported.
Number	747	504	1,316	1,313	246	63	26	20	34	81	1	40	101
Increase	...	20	29	25	28	8	...	...	10	14	...	3	44
Decrease	71	...	...	...	...	...	6	2	...	...	4	...	...

The Church of England is the only religious body that exhibits a serious decrease in the number of teachers of its denomination. I do not know whether it is to be accounted for by the attitude, unsympathizing, if not hostile, generally taken up by the clergy towards the system. (*Report for 1863*, p. 36.)

† To understand this arrangement, we must forget the American nomenclature, which in the two highest grades is here exactly transposed. It happens that, in this organization, there has taken place that union of the grammar-school with the common-school system which elsewhere and generally is said to have told so much to the disadvantage of the former.

The central school comprises a first class of both sexes (since called the English department of the grammar school), under the joint tuition of the Principal and the first assistant; and eight classes of boys, and six classes of girls, each under a separate teacher, male or female.

The intermediate schools are each under the care of a female teacher, as are also the twelve classes of the primary schools.

The pupils are promoted from class to class, and from school to school, after regular periodical personal examination, within the limits of their respective studies, conducted by the Principal, who (like the Master of a Boston grammar school) has supreme control over the whole organization; and when pupils have advanced as far as the second class, they have the option of passing on to the first or highest class (now called the English department) of the central school, or of entering the grammar school with the view of prosecuting the study of classics and mathematics. Promotions.

Under this organization, all the children attending the schools are carefully classified into twelve grades, nine in the central school, one in the intermediate, and two in the primary school, which are further subdivided into thirty classes, several of them co-ordinate. The theory is, that a class should consist of from sixty to seventy-five pupils, of attainments so nearly equal that all may be taught together without hindrance to any. Teachers are expected to promote at least 50 per cent. of their pupils at each examination. A smaller promotion would probably be thought to indicate either want of diligence or inefficiency. Grading of the schools.

In the primary and intermediate schools, which are kept under the same roof, "the course of instruction comprises reading, spelling, enunciation, pronunciation, writing on slates, oral and written arithmetic, arithmetical tables, geography, and developing lessons on objects, size, colour, form, &c." The programme rigidly defines the time that is to be given to each of these subjects; the capital subject of reading, writing, and arithmetic, getting the largest share, in the proportion of about ten, six, and five hours out of about twenty-eight hours per week respectively. Subjects of instruction in primary schools.

In the central school the programme of instruction is considerably wider. It embraces "reading, spelling, writing, arithmetic, geography, English grammar, object lessons, natural history (Canadian, English, and general), physiology, drawing, mensuration, trigonometry, book-keeping, astronomy, algebra, geometry; and one each term of the following subjects,—chemistry, natural philosophy, botany, zoology." The first-named studies, as constituting the basis of an English education, occupy about four-fifths of all the time and labour spent in the schools. In central school.

The grammar school course comprehends Latin, Greek, and French, arithmetic (including book-keeping), algebra, geometry, trigonometry, history, and geography, reading and writing, English grammar and composition, natural philosophy. The Principal is to unite in one class such pupils of the grammar school department and of the first division of the English department as are pursuing the same branches of study, whenever he deems it advantageous to do so, and in French the grammar school pupils receive their instructions along with the pupils of equal advancement of the central school. No pupil is allowed to join a French class till he has reached the second division. In grammar school.

Home lessons are prescribed for every evening, and parents are particularly requested not to allow any domestic arrangements to interfere with the due preparation of them. Home lessons.

The school library contains upwards of 1,500 volumes, which are regularly taken out by the more advanced pupils; and, in addition to an adequate supply of black-boards, maps, charts, and calculators, in each room, there is an excellent and complete set of apparatus for illustrating the lectures in natural philosophy, chemistry, and physiology, all of which is in good order. Library and apparatus.

The schools are not absolutely free. In the primary and intermediate departments, the sum of 12½ cents per month is charged; in the central school, the charge is 25 cents per month. But for this payment, in addition to tuition, the pupils are supplied with all the books, slates, stationery, &c., that they require. The students in the grammar school are charged \$1 a month, and provide their own books in Latin, Greek, and French. School fees.

By the report of 1863, it appears that the grammar school department is self-sustaining, and the table in the foot-note exhibits the general balance sheet of income and expenditure for that year. The third table shows the number of pupils in each branch of study during the last five years. The decrease in the last three years in the number of students of Latin, and the small number of those who at any time have studied Greek, are two remarkable phenomena.* The sudden and rapid declension, also, in the numbers of those who have been taught vocal music and linear drawing since 1859 is so extraordinary as to make me suppose that some modification of the system must have taken place in these respects, though none such is noticed in the reports that I have at hand. Cost.

* Classical department of the central school (grammar school).

I. RECEIPTS FOR THE YEAR 1863.		EXPENDITURE FOR 1863.	
	\$		\$
Government Grant	742	Classical Master's Salary	800
Fees from Pupils	458	Fuel and Care of Room	40
Share of Government Money for Prizes	40	Books, Stationery, Prizes	100
		Towards Salary of French and Writing Masters	300
	<u>\$1,240</u>		
			<u>\$1,240</u>

Order and
discipline.

The order of the day and the discipline of the schools are thus described in the Report for 1861:—

“At a quarter to 9 in the morning, and a quarter past 1 p.m., the teachers are in their respective school-rooms or yards in which the children assemble. The large bell in the cupola is rung for ten minutes; at five minutes before school-time the bell stops, and each teacher lines his or her division in the yard, in order that they may, without noise or confusion, walk into the building. Should any of the teachers be absent, the Principal makes provision for the same; illness is the only cause that excuses the absence of a teacher. In any other case the consent of the Principal is necessary. So soon as each division is in the room, the teacher reads the portion of scripture selected for that morning; this done, the teachers attend to notes for absence or lateness, cleanliness of person, clothes, &c.; and any deficiency in these respects is at once corrected. At half-past 10 some of the divisions have recess; when they are all in, the rest go out for their recreation. Fifteen minutes is the time allowed from their beginning to go out till they are in their places again. In the afternoon the primary schools only have recess. During this time the teachers are in the yards with the children; indeed, *the pupils are never alone on the school premises*. They are under the superintendence of the teachers, who, without controlling or embarrassing them by their presence (?), keep a strict watch over their words, actions, and general demeanour. Of all regulations this is the most important. The playground is the school for moral instruction, and on that account requires the teacher's presence even more than the school-room. . . . No whispering or communication of any kind is permitted during school-time. The lessons are allotted in accordance with the time and limit tables. All the changes of divisions in the central school are regulated by the clock in the Principal's room, to which the handles of the bells placed in each room of the building extend.

“At 12 the divisions are dismissed in regular order. The teacher whose turn it is to be in the yard, at once proceeds thereto. Those children who go home for dinner do so, and those who have brought theirs proceed to the dinner-room, which in the winter is warmed and under the special care of the teachers. In the yards the boys and girls never play or mingle together, their yards, dinner-rooms, &c., being separated by a high fence. They are never together, except in the presence of their teachers. In the central school, the boys and girls are in separate rooms, except the first division; the former come in and go out at the west end of the building into the street, the girls at the east. The children are required to go home whenever dismissed, and on no account to remain in the yard or in the street without permission. The teachers instruct their pupils how to go home and come to school, and see that these things are attended to, so far as each of their divisions is concerned. . . . Paradoxical as it may appear, fewer associations are formed in the central school, with its 1,100 pupils, than might be formed in a school of 50 pupils; and instead of affording a better opportunity for influencing for evil the pupils attending, it almost entirely precludes the possibility of doing it. The facts are as follows:—In its management, control, and teaching, each division is entirely separated from the other; they are only together in the yard, and even then in the presence of a teacher. Once a month each pupil takes his or her seat in the division according to the credit marks of the preceding month. In nineteen cases out of twenty the two who occupy the same desk this month will have other partners next month, and perhaps never again sit beside their former desk-fellows. Twice a year promotion takes place from each lower to each higher division; this breaks up the division entirely, as from 40 to 60 per cent. of each division are therefrom removed. Each division is separately lined in the yard and marched into school, and again separately dismissed; thus the tendency is to break up any associations already existing, and to preclude the possibility of forming new ones. There are hundreds attending the central school who never speak to one another; if they know the division to which they belong, that comprehends the extent of

II. GENERAL BALANCE SHEET, 1863.

RECEIPTS.		PAYMENTS.	
To Balance of last audit...	\$ 3,271.29	By Teachers' Salaries ...	12,255.33
Rate-bill (School fees) ...	14,525.92	Other School Offices ...	1,692.83
Legislative School Grant ...	1,760.00	Rent and Repairs ...	697.00
Municipal Assessment ...	7,327.13	Maps, Stationery, Apparatus ...	903.34
Government Grant to Grammar School ...	742.00	Library Books ...	100.00
Other sources ...	160.18	Other Expenses ...	705.94
	<u>\$17,797.18</u>	Balance in hand ...	1,442.74
			<u>\$17,797.18</u>

III.

Year.	Reading Class.					Other Branches of Instruction.										Languages.			
	First Class.	Second.	Third.	Fourth.	Fifth.	Algebra.	Euclid.	Mensuration.	Grammar.	Geography.	History.	Writing.	Book-keeping.	Natural Philosophy.	Vocal Music.	Linear Drawing.	Latin.	Greek.	French.
1859	716	1,763	434	376	246	158	80	20	1,269	3,560	646	3,560	88	80	3,230	3,436	167	5	146
1860	960	1,393	401	554	206	80	60	36	1,548	3,709	941	3,709	140	65	3,000	1,400	140	6	85
1861	762	1,312	405	470	137	70	51	40	1,318	3,122	552	3,122	100	56	1,008	200	70	12	97
1862	607	1,422	447	412	163	68	60	48	1,311	3,003	667	3,003	70	80	839	237	55	12	100
1864	977	1,466	453	434	179	75	60	54	1,376	3,508	615	3,508	80	90	635	282	68	12	105

their knowledge respecting them. Those who are acquainted at home, and those only, are bosom companions at school."*

Such is the picture of the Canadian school system at work at Hamilton, whose central school is pronounced by competent witnesses "the best in the province," and one that they would "like to see used as a *model* for the cities of Canada,"† I cannot help thinking, however, that the Superintendent, in his anxiety to vindicate the free school system from the reproach of corrupting tendencies, and to claim for it a higher character for purity and virtue than would ordinarily be found within the precincts of a private school, somewhat overstates his case. I did not see the Hamilton Central School in operation; but of those Canadian schools which I did see, the feature that struck me most forcibly, from its marked contrast to what I had just left behind me in the States, was—perhaps I ought not to call it the *laxity*, but the *freedom* of their discipline. Slovenliness would be a harsh word to use, and would express more than I mean; but certainly there was a want of precision and of order as unlike as possible the almost military simultaneity of movement which characterizes a New York school, and very much more like the loose drill that passes for discipline in schools in England. Both systems have their advantages and disadvantages, and I should be sorry to sacrifice the freedom of an English playground for the most perfect order produced by mechanical restraint; but if Dr. Ormiston's picture be drawn to life, a more wretched little being than a Hamilton school-boy "never left alone on the school premises," never mixing with his schoolfellows "except in the presence of his teachers," with "any associations already existing broken up," and "the possibility of forming new ones precluded," it is difficult to conceive. Such an amount of repressive discipline, one would think, must either be the fruitful parent of deceptive tendencies in those subjected to it, or else distort that natural growth of character which, if not free, is pretty sure to be deformed. But I accept the description with a considerable discount, and understand it to convey nothing more than that it is desired by the managers of the school that the greatest possible watchfulness should be exercised by the teachers to prevent the silent upgrowth of any of those evils which, unless guarded against, might be likely to arise in a school of 1,100 pupils of both sexes and taken from different ranks in life. And this, I take it—from the fact that not more than 200 pupils are estimated to be in the private schools of the city—the methods of discipline pursued in the Hamilton schools secure.‡

As it was vacation time when I visited Hamilton, I had no opportunity of estimating the character of Canadian instruction there.§ The opinion I have formed of it I derived from what I saw in the schools at Toronto, at Ottawa, and at Clifton. The phenomena were so very uniform and similar, that even with so limited an experience one may venture to speak generally. I could not help being struck by the correspondence of the results produced by a Canadian school to those produced by an ordinary English elementary school, and by the contrast that both systems present to the more brilliant and showy, but perhaps less solid and permanent, acquirements of an American school. The range of subjects taught and learnt in the best schools in Toronto does not go beyond the standard of most of our town schools, nor indeed of many of our best village schools. Reading, writing, and cyphering, geography and history, English grammar, including etymology (to which much attention is paid with manifest advantage), the elements of geometry, algebra, and mensuration, a little drawing and a little singing—that is all that I found constituting the circle of instruction in one of the most advanced Toronto schools.|| The chief specialities of the Canadian methods were,—long lessons, generally a continuous hour to each subject; in reading, the requirement that the pupils should possess themselves of the *matter* of the lesson; in teaching grammar, the stress laid on the distinction between prefixes, roots, and

* *Report of the Public Schools for the city of Hamilton for 1861*, pp. 46-49.

† A. B. Edmison, of Peterborough, C. W., says—"I have visited all the best schools in Canada, and should, if asked, pronounce the Hamilton Central School the best in the province." D. McD. Hearn, of Toronto, remarks—"I look upon this institution as an illustration of the good taste and the ambition of the citizens of Hamilton, and should like to see it used as a model for the cities of Canada." (*Ibid.*, p. 54.) Unfortunately, though perhaps not in relation to their schools, the citizens of Hamilton have been a little too ambitious.

‡ (*Report for 1861*, p. 10.) It is true there are said to be 840 children in the Roman Catholic Separate Schools; but the scruples that take them there are religious, rather than moral ones. It is noticed "as a proof of the regularity and efficiency of the system, that, while the names of the pupils are on the roll, the average number of absentees is only one in fifteen, not more, certainly, than may reasonably be expected in view of occasional ill health and inclement weather. The demoralizing practice of truancy is scarcely known." (*Ibid.*, p. 11.)

§ I found, however, on my visit to the central school building, the senior boy in the classical department studying by himself in one of the class-rooms, for the sake of using the books of reference, with a view to matriculation at Toronto University. He was a remarkably ingenious youth, and made no objections to my giving him a little examination. I found that he could translate fairly passages from the *Iliad* and *Aeneid* which he had seen; but his attempt to render into English half a dozen fresh lines from either poet was less satisfactory. But classical scholarship has hardly reached a higher point in Canada than it has reached in America, and the grammar school (as will be pointed out more fully hereafter), is at present the most undeveloped part of the Canadian system.

|| The time per week devoted to these subjects I ascertained to be as follows:—Reading (including matter read and questions thereon), four lessons of an hour each; arithmetic, five lessons of an hour; writing (including book-keeping), four lessons of fifty minutes; grammar (including composition, analysis of sentences, parsing and etymology), five lessons of an hour; geography and history taken alternately, each two lessons of fifty minutes; algebra, Euclid, and mensuration together, four lessons a week of an hour; drawing, singing, drilling, one lesson a week, each of an hour.

General character of Canadian discipline.

Character of instruction.

Special features.

affixes, and on etymology generally; and, generally, the discouragement given to rapid answering, and the time allowed for reflection and thought. Entering a Canadian school, with American impressions fresh upon the mind, the first feeling is one of disappointment. One misses the life, the motion, the vivacity, the precision—in a word, the brilliancy. But as you stay, and pass both teacher and pupils in review, the feeling of disappointment gives way to a feeling of surprise. You find that this plain, unpretending teacher has the power, and has successfully used the power, of communicating real solid knowledge and good sense to those youthful minds, which, if they do not move rapidly, at least grasp, when they do take hold, firmly. If there is an appearance of what the Americans call “loose ends” in the school, it is only an appearance. The knowledge is stowed away compactly enough in its proper compartments, and is at hand, not perhaps very promptly, but pretty surely, when wanted. To set off against their quickness, I heard many random answers in American schools; while, *per contra* to the slowness of the Canadian scholar, I seldom got a reply very wide of the mark. The whole teaching was homely, but it was sound. I chanced to meet a schoolmaster at Toronto who had kept school in Canada, and was then keeping school at Haarlem, New York, and he gave Canadian education the preference for thoroughness and solid results. Each system—or rather, I should say, the result of each system—seems to harmonize best with the character of the respective peoples. The Canadian chooses his type of school as the Vicar of Wakefield’s wife chose her wedding-gown, and as the Vicar of Wakefield chose his wife, “not for a fine glossy surface, but for such qualities as will wear well.” I cannot say, judging from the schools which I have seen—which I take to be types of their best schools—that their choice has been misplaced, or that they have any reason to be disappointed with the results. I speak of the general character of education to which they evidently lean. That the actual results should be unequal, often in the widest possible degree, is true of education under all systems, everywhere.

The religious difficulty.

One of the most interesting features in the Canadian system is, the way in which it has endeavoured to deal with what we find to be one of our most formidable difficulties—the religious difficulty. In Canada, it has been dealt with by the use of two expedients; one by prescribing certain rules and regulations, which it was hoped would allow of religious instruction being given in the schools without introducing sectarianism or hurting consciences; the other by permitting, in certain cases, the establishment of “separate,” which are practically denominational, and in fact Roman Catholic, schools. I will describe, as briefly as I can, the expedients themselves, and the effects of them.

Regulations for religious instruction.

In their general regulations for the organization, government, and discipline of common schools, prescribed by the Council of Public Instruction for Upper Canada, are to be found the following sections bearing upon the subject of religious and moral instruction.* As the point is important, I quote them *in extenso*.

Minute of October 3, 1850.

“As Christianity is the basis of our whole system of elementary education, that principle should pervade it throughout. The Upper Canada Consolidated Common School Act, section 129, securing individual rights, as well as recognizing Christianity, provides that, in any model or common school established under this Act, ‘No person shall require any pupil in any such school to read or study in or from any religious book, or to join in any exercise of devotion or religion, objected to by his or her parents or guardians; but, within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians desire, according to any general regulations provided for the government of Common Schools.’

“In the section of the Act thus quoted, the principle of religious instruction in the schools is recognized, the restrictions with which it is to be given are stated, and the exclusive right of each parent and guardian on the subject are secured.†

* See *Trustees’ School Manual*, pp. 129-130.

† The following are the forcible remarks of Dr. Ryerson, the Chief Superintendent, on this subject:—“The State is not the individual parent of the child, nor is the State the Christian Church, nor was it intended to supersede either the parent or the Church. . . . Though religion is essential to the welfare of the State, and even to the existence of civil government and civil liberty, the State is not the divinely-appointed religious instructor of the people; nor can the State perform that work without determining the kind of religious instruction to be given, and appointing the religious instructors. This may be done where the State is the Church, and the Church the State, as in the Roman States of Italy and in Turkey; but it is at the expense of all civil and religious liberty on the part of the people. It may also be done where but one form of religion is established and supported by the State, and where the clergy are officers of the State; but in such circumstances there is no provision for dissentients, educationally or religiously, except at the expense of their religious rights and convictions. In none of these cases is there any instance in which civil or religious freedom has been enjoyed, or the people of a country educated; on the contrary, in every instance, the mass of the people have grown up in ignorance, and in most instances a Government of absolute and oppressive despotism has prevailed.

“There remain three other alternatives. The first is, to do as has been done in some of the neighbouring States—to ignore religion altogether in a system of public instruction—an example that I should lament to see followed, or even to think of as necessary, in Upper Canada. The second is, to commit the public schools to the care of the religious denominations, as has been attempted in England, where £600,000 sterling is granted by Parliament for elementary education, and where there are only 700,000 children in the schools, out of upwards of 4,000,000 children of school age.” [It is unnecessary to point out the incompleteness of this statement, though the natural inference of a person unacquainted with the facts would be, that the Government-aided schools, with their 700,000 children, were the only ‘public schools’ in England in which education is offered to the labouring classes by ‘the religious denominations.’ The Duke of Newcastle’s Commission established the fact that the proportion of scholars in the week-day schools of England and Wales to the entire population, in 1858-9, was one in 7.7, or 12.99 per cent., and that, in addition to 9,378

"The common school being a *day* and not a *boarding* school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship." Such was the Minute of 3rd October, 1850.

In 1855 a further step was taken in the direction of greater definiteness. A Minute of February 13, 1855, was adopted which recommended that "With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the daily exercise of each common school should be opened and closed by reading a portion of Scripture and by prayer. The Lord's Prayer alone, or the Forms of Prayer hereto annexed may be used, or any other prayer preferred by the trustees and master of each school.* But the Lord's Prayer should form part of the opening exercises, and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the master of the school."

schools liable to the inspection of the Committee of Council on Education, containing 1,101,545 scholars, there were 13,362 public elementary day schools, or 22,740 in all, connected with these religious denominations, seventy-six per cent. of which were in connexion with the Church of England, on which, in addition to the aid from the parliamentary grant, the sum of £1,121,981 was expended in the year 1858—the very year in which Dr. Ryerson's remarks were penned. (See *Commissioners' Report*, vol. i., pp. 573, 574, 581.) The principle of denominationalism was not devised by the Committee of Council, but accepted by them as an existing fact. But to return.] "The third alternative is, for the State to provide for the education of the youth of all religious persuasions in *secular subjects*, and at the same time to provide facilities by which such religious instruction may be given to the children of each religious persuasion as is desired and provided for by their respective parents and pastors. This is the system which was proposed and established for Ireland in 1831, but which now exists in only 1,600 out of the 5,000 schools aided by the National Board of Education in Ireland. This is the system which has been established in Upper Canada, and which now prevails, with the single exception of the 104—(120 in 1863)—separate schools. In this system, as was the case in Ireland in regard to all the national schools, the Commandments are taught, the daily exercises of the school are allowed and recommended to open and close with a recognition of Almighty God in such form of thanksgiving and prayer as the authorities of each school prefer, but no pupil is compelled to join in them contrary to the wish of his parents or guardians; the rights of conscience in regard to each child are equally protected; each parent's authority and wishes are supreme on the subject, and provision is made by which each child may receive religious instruction according to the wishes of his parents or guardians, and from his own pastor or his authorized representative. The authorities of each school decide what version of the Scriptures shall be read at the opening and close of the daily exercises of the school, or whether any version shall be used. The form of prayer prepared for the convenience of local school authorities who wish to use them consists of collects and petitions, which are used alike in both Roman Catholic and Protestant churches; but it is at the discretion of the authorities of each school to use that or any other form of prayer they think best. There is no compulsion in the matter, nor has the State any right to compel in matters of religion. The State aids parents in teaching their children the *secular subjects* of a necessary education during six or seven hours each week-day, but the *religious part* of the education of children, as well as their food and clothing, and their education during more than two-thirds of each week-day and the whole of Sunday, must rest exclusively with parents and their clergy, who, both by the injunctions of Scripture and their respective books of faith and discipline, are required to teach their children their catechisms, and 'bring them up in the nurture and admonition of the Lord.'" (*Report for 1857*, p. 18-20.) There is some rhetorical and logical straining here. The argument presupposes the existence of more power and will in parents to give religious instruction to their children than is generally found to be the case; and the concession of children to their parents for "education during more than two-thirds of each week-day" seems to forget the necessity of meals, and almost encroaches on the hours that general consent allots to sleep. Still, such is the theory of the system; that it is not so effective in practice as it looks upon paper will be seen presently. The system, it seems, has been tried in two places—Ireland and Upper Canada. In Ireland, Dr. Ryerson says most of the schools have become denominational; in Canada, the schools are nearly all, practically, secular. It looks, therefore, as if there was no practical alternative—no *via media*—between the two.

* The following are the recommended forms, than which nothing can be better.

FORMS OF PRAYER.

Before entering on the business of the day.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the Fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy Name, through Jesus Christ our Lord. *Amen.* Our Father, &c. The Grace of our Lord Jesus Christ, &c.

At the close of the business of day.

Most Merciful God, we yield Thee our humble and hearty thanks for Thy fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning. We pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words, and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be prepared to enter on the duties of the morrow with renewed vigour both of body and mind; and preserve us, we beseech Thee, now and for ever, both outwardly in our bodies and inwardly in our souls, for the sake of Jesus Christ, Thy Son, our Lord.

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy defend us from all perils and dangers of this night, for the love of Thy only Son, our Saviour, Jesus Christ. *Amen.* Our Father, &c. The Grace, &c.

We have seen that these Forms of Prayer are recommended for adoption in the schools of the State of Rhode Island.

Minute of April
22, 1857.

An additional Minute was adopted in 1857, giving the clergy of the different denominations a *right* of access to the schools, for the purpose of giving religious instruction, which, however well intended, has proved, with not more I believe than two exceptions, practically inoperative. The terms of the Minute are as follows:—

“That in order to correct misapprehension, and define more clearly the rights and duties of trustees and other parties in regard to religious instruction in connection with the common school, it is decided by the Council of Public Instruction that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each common school-house, at least once a week, after the hour of 4 o'clock in the afternoon; and if the clergy of more than one persuasion apply to give religious instruction in the same school-house, the trustees shall decide on what day of the week the school-house shall be at the disposal of the clergyman of each persuasion, at the time above stated. But it shall be lawful for the trustees and clergymen of any denomination to agree upon any hour of the day at which such clergyman or his authorized representative may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.”

This Minute, says Dr. Ryerson, was drawn up “on the application of a Roman Catholic clergyman, who afterwards expressed his satisfaction with it, as have all the Protestant clergymen with whom I have conversed on the subject.”*

If, however, the Protestant clergy are satisfied with the Minute, they do not, and I think it is a matter much to be regretted that they do not, use their privilege. I could only learn of two cases, one in Toronto, and the other in Hamilton, in which the clergy regularly visit the schools for the purpose of giving religious instruction to children of their own persuasion. They probably are satisfied with the opportunity of the Sunday school; or else put forward the plea, that as the visit must be “after the regular school hours,” the children would be jaded by their previous six hours' work, and would be in no humour, nor indeed in any condition, to receive religious instruction.

The Minute is indeed apparently peremptory in its requirement that these clerical visits should be paid “after the regular school hours,” and even goes so far as to name the very hour of the afternoon before which they may not be made. But as it is in the power of the trustees to determine what the number of the regular hours of school teaching shall be, and the “4 o'clock” clause of the Minute seems to be modified by a permission that comes after, the rule need not be, and is not, so unyielding in practice. In Hamilton the clergy do regularly attend, and the hour assigned to them is from 3 to 4.† In Toronto, in the only two cases where a

The Minute
inoperative,

yet open to
modification.

* *Report for 1857*, p. 20.

Arrangements
at Hamilton.

† “Every facility is given to the clergymen of all denominations who wish to attend to this matter. All the Protestant ministers of the city take a very lively interest in the subject. Eight months ago, the Board arranged that one hour per week, from 3 to 4 p.m. on Friday, should be set apart for religious instruction by any of the clergy who would wish to give it. Without a single exception, all of them, episcopalians, presbyterians, methodists, congregationalists, and baptists, have, at no small inconvenience and labour, attended at the central school at the time appointed. It was thought by some persons that the attendance of the ministers would be more or less irregular; quite the contrary has been the fact. The interest evinced by them all is very gratifying; from it, results the most beneficial may be anticipated, as the children grow up personally acquainted with their pastors. At 3 o'clock, all the children whose parents desire them to be placed under any of these gentlemen, assemble in the room set apart by the Principal for his use, and spend the hour as the minister may consider most conducive to their spiritual improvement. Should the minister not present himself, the class is dismissed at 10 minutes past 3.” (*Report of Hamilton Schools for 1861*, p. 44.) In the Report for 1863, it is said that “the plan continues to give general satisfaction,” and it is hoped that this *most important* feature of our schools may be extensively introduced” (p. 7). In 1865 I was informed that the arrangement was still working successfully.

The following Correspondence, also, will be read with interest:—

“To the Chairman and Members of the Board of Trustees of the Common Schools of the City of Toronto.

112 Winchester Street,
September 29, 1863.

Gentlemen,

Having an hour at my disposal every week, I am anxious to employ it in giving a little religious instruction to the Church of England children assembling at the Park School in this city. The law, as it now stands, will only allow me to carry out my wish after school hours; but, though I am willing to attend at any reasonable time, it seems to me that, after 4 o'clock, the minds of the children would not be in a fit state to profit by anything that I could say. My object, therefore, in the present communication is, to ascertain whether any plan can be devised for giving me the opportunity which I desire at some earlier period in the day. It has been suggested to me, that to meet the wishes of the clergy in Hamilton, the common school there is closed at 3 o'clock, on one day of the week. Perhaps the legal difficulty which prevents me from acting might be overcome by a similar arrangement for the city of Toronto.

I have the honor, &c.,
(Signed) SAMUEL J. BODDY,
Minister of the Cemetery Chapel, Toronto.”

The Committee on School Management, in their Report No. 8, adopted on November 3rd, report “that they have under consideration the Rev. Mr. Boddy's communication; and considering it to be advisable that the clergy of all Protestant denominations should be brought into immediate association with the city schools, as much as possible, recommend that the vacant room in the Park School be placed at the disposal of Mr. Boddy, say from 3 to 4 o'clock each Friday, for the purpose stated in his note.” (*Report of Toronto Schools for 1863*, p. 50.) Mr. Boddy was still giving this instruction in 1865, I was told by the mistress of one of the schools he attends, with the happiest results. It is much appreciated both by children and parents. Parents not of the Church of England have expressed a wish that their children should attend. I was told by some of the clergy that the cause of the popularity of the teaching was that it was biblical only, not dogmatic. Whether that is really an objection to it, each reader will determine according to his prepossessions.

like desire on the part of clergymen (in this instance clergymen of the Church of England) has been expressed, a like concession has been made. I have little doubt that if the clergy as a body were to throw themselves into the system and support it, instead of standing aloof from it as they now mostly do, the Council of Public Instruction would be ready to receive from them any suggestion calculated to make the Minute of 22nd April, 1857, a really effective provision for "securing that proper commingling of the religious element in the secular training" of the young, which even the most earnest supporters of the Canadian system seem to feel is the "one thing" lacking to it.* But, as yet, no steps likely to lead to an accommodation beyond the isolated action of one or two individuals or a single community, have been taken on either side. And thus, while the quarrel† turns mainly on points of theory which might, perhaps, be adjusted in conference, the great practical interests of religion and Christianity, which all are equally concerned to preserve, are lost sight of, or fall to the ground. For my own part, I cannot understand the apparent desire that exists on so many sides to thrust this religious question in the great matter of education into corners of theoretical difficulty, which it is easy to construct in a moment, by injudicious and unnecessary Minutes, and intemperate, intolerant Resolutions. Even if religious instruction was absolutely forbidden, and the whole system of national education so far secularized, I should still consider it part of my duty as a clergyman to visit my parish school, in the hope that even the occasional presence of a minister of the Gospel might impart to the instruction given a tone that else haply might not be there. "They talk of separating religious and secular teaching," I remember to have heard, once said the earnest Arnold: "I can't understand them. Give me a lesson to teach in geography, and I will make it religious." If the Canadian system is "godless"—an epithet which I myself should be sorry to apply to it—it does not become less so from the fact that it invites, but does not receive, the countenance and co-operation of the clergy.

It is not very easy to state with any accuracy to what extent religious instruction is given in the Upper Canadian schools, or how far the recommendations of the Council of Public Instruction, on the subject of opening and closing school with reading of Holy Scripture and prayer, are complied with. Of course the authority in the matter rests wholly with the trustees; the practical effect of what may be authorized depends wholly on the teacher. In the Chief Superintendent's Report for 1863 there are extracts from the Reports of 152 of the 341 local Superintendents who have the supervision of the schools in Upper Canada. Many of them do not notice the subject at all; those that do notice it do not paint a cheerful picture. I have read them carefully through, and I will quote in the foot-note every passage bearing upon the point; the reader will then be in a position to draw his own conclusions.‡ It is evident to me, that what is understood

Attitude of the clergy.

Extent to which religious instruction is given.

* "Could we but secure the proper commingling of the religious element in the secular training of the rising generation, the most pleasing anticipations of the future may be fully realized." (*Dr. Ormiston's Report of Hamilton Schools for 1861*, p. 45.)

† I call it a "quarrel," and I hardly think I have used too strong a word. I have before me "Seven letters on the non-religious common school system of Canada and the United States, by Adam Townley, presbyter of the diocese of Toronto, 1853," in which the Chief Superintendent's Report for 1851 is called an insult to the ministry of all denominations in the Province," and a "denunciation before the public of those ministers and that very numerous and intelligent portion of the lay community who venture to differ from its most unscriptural doctrines," and he is called upon "henceforth to fight his battles with those who desire denominational schools, on honest grounds" (pp. 4, 10). Dr. Ryerson, on his side, seems to accuse clergymen, magistrates, judges, with "indicting charges against the public schools." (*Report for 1857*, p. 28, quoted above, p. 123, note †.—See also, *Report on Separate Schools*, p. 15.)

‡ As the Reports are all numbered, I will refer to the figure, and so make it unnecessary to mention the names of either persons or places. The figures omitted in the series indicate the Report in which the subject is unnoticed. Reports of religious instruction.

3. "I regret that so many of our schools are opened and closed without invoking the divine blessing. Had the Council of Public Instruction enjoined, instead of recommended it, I think it would be more generally attended to."

7. "Religious instruction is very much neglected, for the reasons above specified; and to insist upon a strict adherence to the general regulations, in a community comprising so many different denominations, would not, in my opinion, be attended with any beneficial results."

8. "I am afraid there is almost utter neglect of religious instruction."

12. "Five of the schools were opened with prayer, and eight made use of the Scriptures. The more frequent reading of the Scriptures would decidedly raise the tone of morality in our schools."

13. "No religious instruction is given in any of our schools, excepting what is imparted by the teacher."

15. "Most of the schools are opened and closed with prayer, and with good results, except in one or two instances, which may properly be termed mixed schools, and here dissatisfaction has been apparent."

17. "The recommendations of the Council, that the daily exercises of each common school be opened and closed by reading a portion of the Scriptures, and by prayer, is followed in some instances, where Mr. or Miss Teacher happens to see the necessity of it; otherwise it is not. As there are no binding regulations with regard to religious instruction, every parent or guardian doing 'what is right in his own eyes,' the general regulations are, of course, but partially followed. The result, consequently, must be evil."

18. "I have to regret that the general instruction with regard to religious instruction are not followed, and that more regard is not paid to this all-important part of the education of the rising generation. And I can see nothing to hinder this part of the instruction, except apathy on the part of the trustees and a want of zeal in the teacher."

19. "Religious instruction is almost universally neglected in schools."

22. "Religious instruction is in some instances given, and with good results."

23. "The law relative to religious instruction was only partially observed. But in so far as the teachers are concerned, I have reason to believe that, with one exception, they discharged their duties in this respect with fidelity."

as "religious instruction" in most cases is nothing more than the "exercise" (as it is called) of reading a portion of Scripture at the opening of the school, and that the great obstacle to anything more definite being attempted is the existence of sectarian jealousies, and the resolution of people to regard rather the points in which they differ than those in which they agree—a temper for which, so far as I know, no remedy has yet been discovered in Canada or in England.

24. "The Bible in almost all schools is read every day, and the school is opened and closed with prayer."

29. "The regulations with regard to religious instructions are not followed, the young being taught in Sabbath schools and Bible classes."

36. "My report will show that the Scriptures are more or less used in all the schools; while, at the same time, in many the exercises are neither opened nor closed by prayer."

37. "The instructions regarding religious observances are only partially observed."

39. "Religious instruction in our schools is not strictly attended to."

43. "The regulations with regard to religious instruction are followed out, and with the best results."

44. "I have to remark that the schools which are attended by children of different religions are seldom opened with prayer, and in such schools there is scarcely any religious instruction."

47. "Generally, I believe, the teachers observe the regulations in respect of religion; in some schools where it is reported that the Bible or New Testament is used, it is not read by the pupils, but by the teacher. In no instance, so far as I know, do the clergy of any persuasion make use of the right given them."

49. "I notice generally a neglect of an important principle—the awakening in the minds of the youth of our country a full sense of their religious and moral obligations, by a *direct*, instead of an *indirect*, application to their moral feelings."

53. "I find that the regulations in regard to religious instruction are not followed."

54. "On account of the mixed population, religious exercises and reading of the Scriptures are dispensed with in most of the schools."

55. "The regulations in regard to religious instruction are not usually followed. In a large majority of the schools prayer is never heard, nor the Scriptures read. The result is a great want of religious principle in the youth of the country."

56. "The instructions with regard to religion are generally attended to, but I cannot say with what results."

57. "The regulations in regard to religious instruction are generally observed."

58. "I have pleasure in informing you that some attention is paid to religious instruction in the schools; that the Word of God is regularly read and prayer offered, either extemporaneously or according to the form prescribed. For this all-important object every facility is afforded by teachers and trustees."

62. "Religious instruction, as recommended, is also observed, and I think with good effect."

64. "It is gratifying to me to be enabled to draw your attention to the fact that of the seven-teen schools in this township the Bible is used in sixteen; in most cases is more than merely read, and in not a few of the schools most gratifying progress is being made by the pupils in biblical knowledge. Indeed, some of the Bible classes taught every day in common schools in this township would, in the amount of sound scriptural knowledge communicated, do credit to the most advanced classes in the best-taught Sunday schools in the country; and I would unhesitatingly invite those who are so fond of stigmatizing our school system as 'godless' to come and examine some of these classes for themselves; and I feel no doubt that as many of them as are honest in their prejudice, will, on having done so, confess that much more than they thought may be effected through our common schools for the Christian education of the rising generation."

65. "Nearly all the schools are opened with prayer, and the Bible is read in quite the majority of them."

66. "The regulations as to religious instruction are very generally observed, and, I trust, with good results."

69. "If our system is not a Christian education, the fault is in those concerned in working it; the parents, the children, the trustees, the teachers, the visitors, the superintendents."

70. "In regard to religious instruction, there are thirteen schools which report attention to the regulations, while in nine there is no religious instruction given. The Sunday schools, however, are numerous, and exert a beneficial influence."

73. "In regard to religious instructions, the regulations have not been carried out beyond the reading, by the teacher, of the Holy Scriptures, and the use of the school forms of prayer. This has been observed in some of the schools. An improved morale and a better tone of religious feeling are observable in the schools when a daily acknowledgment of God has been adopted by prayer and the reading of His Word."

74. "In most of the schools the Bible and Testament are used, and a majority of them are opened and closed by the usual forms of prayer. I repeat that I know of no instance in which a minister of any denomination has availed himself of the opportunity of imparting religious instruction to the children after school hours."

75. "There is no communication of religious instruction by any clergyman whatever, in any of the schools of this municipality."

76. "There are some religious exercises in all the schools, but the regulations are not observed in any of them."

77. "As to the regulation regarding religious instruction being followed, and its results, not one of the sections takes any notice of it."

78. "So far as I can ascertain, the broad principles of morality and a belief in God are carefully inculcated in every school, though religious exercises are not engaged in to any great extent. This might be different, were it not that there are, in this township, a large number of Roman Catholics who work harmoniously with us in promoting the interests of common school education. It appears to be the general opinion that it will be better for the country if the children are associated in acquiring an education; and that if the school authorities are careful not to meddle with the denominational belief of either class of people, it will be long before a separate school is heard of here."

79. "In most schools the regulations as to religious instruction are partly observed. It is easy to see that this law has a good effect on the minds and behaviour of the children."

80. "The regulations are followed in some of the schools, and where they are followed the results are beneficial."

84. "The regulations are being more universally followed. Eight of the schools are opened and closed with prayer, and in six sections the Bible and Testament are used, with excellent results. In my last report I could only report one school where religious instruction was given, and that was the best we had."

86. "The regulations are observed in most of the schools."

87. "The only religious instructions given have been, reading a part of a chapter of the Bible (seldom accompanied with any remarks), and prayer."

The permission under certain circumstances to establish separate, that is, ^{Separate} denominational schools, is a peculiar feature of the system both of Upper and Lower Canada. Dr. Ryerson thinks that the admission of the principle is a thing to be regretted, though at the same time he considers that the disadvantages which it entails entirely rest with those who avail themselves of its provisions, and he would not desire to see any coercion used either to repeal or modify them.*

88. "I cannot but lament the too great neglect of the religious element on the part both of teachers and others, especially parents and trustees."

89. "The general regulations are observed in some schools, in others not. The opinion appears to prevail among the rate-payers that religious instruction should be confined to the church, the Sabbath-school, and the fireside."

90. "The regulations are not generally followed, but there are religious services regularly held so as to accommodate all the people; and I find but very few of the houses without not only the Bible and religious books, but few indeed without family prayers and grace before meals. So that, in any case, the pupils are not destitute of religious instruction and impressions."

97. "In nearly all the schools the Bible or Testament is used for doctrinal purposes, and the schools are opened and closed with prayer. Beyond this no religious instruction is given, as denominationalism should have no place in the national schools."

98. "The regulations are generally observed in this township, as far as concerns the reading of Holy Scripture, and the use of prayer at the opening and closing of school. I am not aware of any instance in which the pupils are instructed by a minister of religion after school hours."

99. "I am strongly convinced that where the recommended religious instructions are given, they prove highly beneficial. But some of the sections being composed of various religious sects, in these, objections are made even against the prescribed forms of prayer."

103. "The Holy Scriptures are read in the majority of the schools. I am decidedly in favour of the Bible being read in our schools, without any gloss or comment from the teacher; for should he attempt to give an exegesis of the portions read, he will, in all probability, have it so leavened with sectarianism as to make it offensive to all other denominations but his own. There is no sectarianism in the Bible, therefore no valid objection can be urged against its being read where children of different denominations attend."

105. "The regulations are followed generally; but with what results I cannot say."

106. "In two of the schools (Nos. 1 and 4) prayer is offered at opening and closing; Nos. 2 and 4 use Bible and Testament; general religious instruction is given only in No. 4. Although I could not ascertain its immediate effect, I am sorry it is not more generally practised."

109. "Religious instruction is but little attended to. Now that Roman Catholics have such privileges in regard to separate schools, I think that the Bible should be made a *class-book* in our common schools, and thus supply a deficiency which must ere long be of vast injury to our country."

110. "The regulations as to religious instruction are but imperfectly carried out."

113. "Moral and religious instruction is the object of anxious and punctual care; and, I believe, with good results."

114. "In regard to religious instruction, the amount is very limited; the schools, however, are opened and closed with prayer."

115. "Religious instruction is followed with good success."

116. "Instruction given has to be modified to meet the wants of all, not giving offence to parents and guardians professing different religions. There being a Sabbath-school, the majority of the pupils attend when religious instruction is given, and I am happy to say there is a marked improvement in the behaviour of the children since its commencement." [This seems to be rather an exceptional case; the grafting of a Sunday school on the week-day school.]

121. "The schools (in the city of Kingston) are opened and closed with prayer and the reading of the Scriptures; and a healthy, moral, and religious atmosphere pervades them."

124. "I was much pleased to find," it is the Bishop of Huron who writes of the schools at London, "that the business of each day was commenced with the reading of God's Word, and with prayer for the divine blessing."

131. "The school is opened in each section with reading the Scriptures, and in some, I believe, also with prayer. Where there are so many churches and Sabbath-schools, it has not been thought necessary for any sect to avail itself of the provision for imparting religious instruction to the young of its community in the school-room on week-days."

132. "The trustees are perfectly willing that religious instruction should be communicated in the way directed. With respect to the reading of the Scriptures, and prayer at the opening of the school, both are observed; and in the separate school there is no neglect in any way."

135. "As to the regulations, none of the clergymen or others visit the school for that purpose; but the teachers and myself do what we can."

136. "In some of our departments the Bible is read, and in others the prescribed form of prayer is used. Where this is done in a devotional spirit it is received with propriety, and therefore with good effect; but whenever a teacher is not imbued with this feeling, the Bible had better be excluded, than gabbled over with irreverence."

137. "I am sorry to hear that a separate school has been proposed; however, the separation will have the good effect of opening the Protestant school now to the study of the Bible."

139. "The regulations are followed. It is difficult, if not impossible, to say anything in reference to immediate results; but I feel sure that all the teachers are interested in the moral and religious well-being of their pupils."

141. "The school is opened and closed with prayer."

142. "No religious instruction is given to the children while in school, except incidentally, by the teachers. The children read from the Bible once a week."

144. "The regulations as regards religious instruction are not observed."

151. "We now commence and close the duties of the school with prayer. I hope my next report will show that the Bible has been introduced, and instruction given from it."

* Dr. Ryerson's views on the subject are to be found in his Report for 1857. "However it may be regretted that the principle of separate school education was admitted into the Common School Law, I see no justifiable ground for depriving the Roman Catholics of the legal rights and powers which have been granted them, and which they are unwilling to relinquish, though they are the chief, if not the only, parties that suffer various disadvantages from placing their children in inferior schools, and isolating them from the rest of the youth of their age, with whom they have in after life to act in the social, civil, political, commercial, and other business affairs of life. Isolated from the rest of the community during the whole period of their education, they enter into the connections and competitions of business, and compete for elections and other distinctions, almost as strangers, and aliens, and foreigners, in the very place of their birth. In isolating their children from intellectual competitions and friendships with the other children of the land during their schoolboy days, Roman Catholic parents place their children at the greatest disadvantage in commencing the race and pursuing the prizes of life. It is on this account, and almost on this account alone, that the existence of separate schools is to be regretted. But if the parties to whom

The original permission for the establishment, under certain circumstances, of separate Protestant and Roman Catholic schools—for it is assumed throughout the legislation on this subject that this rough division into two denominations will meet all the exigencies of the case, and the “varieties of Protestantism” are ignored—was among the provisions of the first School Act passed by the Legislature of the United Provinces, at its first session in 1841.

The provisions applied equally to both sections of the United Province, but, as from the widely different circumstances of the two cases, they were not found equally applicable to both, in 1843 an Amended Upper Canada School Act was passed, in which it was enacted—

Act of 1843.

“That in all cases wherein the teacher of any common school shall happen to be a Roman Catholic, the Protestant inhabitants shall be entitled to have a teacher of their own religious persuasion, upon the application of ten or more resident freeholders or householders of any school district, or within the limits assigned to any town or city school; and in like manner, when the teacher of any such school shall happen to be a Protestant, the Roman Catholic inhabitants shall have a separate school with a teacher of their own religious persuasion, upon a like application.”

Such application was to be made in writing, signed with the names of the applicants, and delivered to the local Superintendent, and was to contain the names of three persons who should be trustees of such separate school; and such school was to be entitled to receive its share of the public appropriation according to the number of children of the particular persuasion who should attend it, and was to be subject to visitation and the other regulations affecting common schools.

The law thus enacted underwent several modifications in detail, in 1847, 1850, 1851, and 1855,* and was finally put upon its present footing in 1863. As things now stand, the power to establish a separate school is granted to Roman Catholics, Protestants, and coloured people, under, however, somewhat varying conditions.

Establishment of a Roman Catholic separate school.

A Roman Catholic separate school may be established whenever any number of persons, *not less than five*, being heads of families and freeholders or householders resident within any school section, incorporated village, or town, or within any ward of any city or town, and being Roman Catholics, choose to convene a public meeting of persons desiring to establish a separate school for Roman Catholics in such school section or ward, for the election of trustees for the management of the same. A majority of the persons present, being freeholders or householders and Roman Catholics, may elect three persons resident within such school section or an adjoining section as trustees; and any person of the age of 21 years, being a British subject, may be elected trustee, whether a freeholder or householder or not.† Notice of such election of trustees and of the establishment of such school is to be given to the township reeve, or to the chairman of the board of common school trustees.

Trustees thereof.

The trustees of a separate school have the same duties and responsibilities as the trustees of a common school. They form a body corporate, and have power to impose, levy, and collect school-rates or subscriptions upon and from persons sending children to, or subscribing towards, the support of such separate school; and for that purpose are entitled to have a copy of the assessment roll of the municipality.‡

Supporters thereof.

Every person who gives notice in writing to the clerk of his municipality that he is a Roman Catholic and a supporter of a separate school in the said or a

power of establishing separate schools has been given will not relinquish it, I do not think that coercion is advisable, or that it can be employed without aggravating what it is desired to remedy. I know not,” continues the Chief Superintendent, “that more could have been done than was done in successive Acts, to prevent the necessity, or even desire, for separate schools. The rights of conscience of all parties were equally and effectually protected by law: a Roman Catholic prelate was a member and the elected chairman of the Provincial Board of Education; he was an assenting party to the general regulations for managing the schools. No instance of proselytism occurred in the schools, or to my knowledge has occurred in them to this day; *in not one of the cities or towns of Upper Canada were there religious exercises, or the reading of the Scriptures*, or any other than the National (Irish) School books in the schools; and a fair proportion of Roman Catholic teachers were employed. Yet, separate schools have been established in all these cities and towns, and the Roman Catholic youth have been isolated from their fellow youth of other classes of the community, and the Roman Catholic electors have lost the (but which they can reclaim at any time) right of franchise in the election of trustees for the public schools. The result has been, in regard to the public schools, the introduction of the Bible and prayers in most of them, and a great improvement in their character, efficiency, and school-house accommodation.” (This last result, I should think, must be rather *post hoc*, than *propter hoc*.) “If any disadvantage had arisen to the public school from the establishment of separate schools in any of these municipalities, I dare say complaints would have been made by them in some form to that effect. The disadvantage, in both an intellectual and a pecuniary as well as in a social and civil point of view, appears to me to be altogether on the side of those who voluntarily isolate themselves from the rest of their fellow-citizens.” (*Report for 1857*, pp. 24-5.) It seems, however, to be implied in this passage that the “*status quo ante*,” and the return of Roman Catholic children to the common schools, could only be purchased by the renewed extrusion of that small amount of religious instruction which has crept into “most of the schools” since the separation. Dr. Ryerson’s views of the disadvantages of separate schools to the Roman Catholics themselves are shared, I found, by Dr. Ormiston, of Hamilton.

* Dr. Ryerson notices the Act of 1855 as “being prepared under the auspices of certain Roman Catholic ecclesiastics,” and as “being the first time that Lower Canada influence was invoked and employed to control legislation on the educational affairs of Upper Canada.” (*Report on Separate Schools*, p. 14.)

† Such election, however, becomes void unless the separate school is established within three months from the election of such trustees. (*Act of 1865*, 26th Victoria, chap. 5, s. 24.)

‡ The amount allowed to be levied by rate-bill on pupils attending must not exceed 25 cents a month, as is the limit imposed in the case of common schools.

contiguous municipality, shall be exempted from all common school rates in the said municipality, so long as he continues to be a supporter of such separate school; but no person shall be deemed such a supporter unless he resides within three miles, in a direct line, of the site of the school-house.

Such a separate school is entitled to a share in the annual legislative grant (to be determined by the Chief Superintendent of Education), and in all other public grants, investments, and allotments for common school purposes now made or hereafter to be made by the province or municipal authorities, according to its average number of pupils attending during the preceding twelve months; but it is not entitled to a share of any money accruing from annual local assessment for common school purposes within the city, town, village, township, or county within which it is situate.

What funds such school may and may not share.

Judges, members of the Legislature, heads of municipal bodies, the Chief Superintendent and the local Superintendent of common schools, and clergymen of the Roman Catholic Church, are visitors of separate schools; and the local Superintendent has a right to superintend them, unless a separate Superintendent is appointed. Separate schools are also subject to such inspection as may be directed by the Chief Superintendent, and their Trustees are to make a half-yearly return to him.*

Protestant separate schools can only be established in a school section where the teacher of the common school is a Roman Catholic, on the application of twelve resident heads of families, being Protestants, to the municipal council, who are then bound to authorize the establishment of a separate Protestant school. And, in a similar way, twelve heads of families, being coloured people, may apply for and obtain a separate coloured school. Such schools are entitled to a share in the legislative grant according to their yearly average number of pupils, but not in any school money raised by local assessment; and their supporters sending children to any such school, or subscribing thereto annually an amount equal to the sum at which such person would otherwise have been rated, in order to obtain the annual legislative school grant, are to be exempt from the payment of all rates imposed for the support of the common schools.

Protestant coloured schools.

* The chief supposed advantages to Roman Catholics in this Act, which was passed, as stated in the preamble, on the ground that "it is just and proper to restore to Roman Catholics in Upper Canada certain rights which they formerly enjoyed in respect to separate schools, and to bring the provisions of the law respecting separate schools more in harmony with the provisions of the law respecting common schools," are these:—Previously, "supporters" of a separate school were bound to reside in the same section as the school, to be exempt from tax; now, they may reside anywhere within a radius of three miles from the school. Previously, teachers trained or certificated in Lower Canada were not recognized as "duly qualified"; now they are. Previously, the claim of "supporters" for exemption from taxation was required to be annually renewed; such renewal is not now necessary.

Advantages of this Act to Roman Catholics

The separate school cannot share in any tax or annual assessment; but if anything be set apart in the shape of an endowment, either by the Government or the municipality, they are entitled to a share in that. When the Clergy Reserved Fund, therefore, is appropriated for school purposes in a municipality, the separate school, I presume, might claim a share in that. The Act of 1855 had reduced the number of applicants for the establishment of a separate school, which in the Act of 1850 had been enlarged to twelve, from ten, the original number, to five.

It appears from Dr. Ryerson's statements that, up to 1852, a Roman Catholic separate school was only authorized by law where the teacher of the public school was a Protestant, and vice versa; and that it was designed for, and was almost entirely confined to, places where the strong feelings often existing (now said to be much mitigated) between Irish Protestants and Roman Catholics, did not permit them to unite in the school education of their children. But since 1852, the Roman Catholic hierarchy have taken up a different and much more hostile attitude towards the common school system. They have advocated separate schools as a rule of duty binding upon all their adherents and in all places; they have demanded their support by municipal taxation, and that according to the number of their Church population, and not according to the number of children they might teach, or even according to the number of those who might desire separate schools for their children; they have attacked the moral and religious character of the common schools. In support of these assertions, Dr. Ryerson quotes from the official circular of the Roman Catholic Bishop of Toronto the following strong language:—"Catholic electors in this country who do not use their electoral power in behalf of separate schools are guilty of mortal sin, likewise parents who do not make the sacrifices necessary to secure such schools, or who send their children to mixed schools. Moreover, the confessor who would give absolution to such parents, electors, or legislators as support mixed schools to the prejudice of separate schools, would be guilty of mortal sin." (*Report on Separate Schools Act*, p. 15.) In spite, however, of these anathemas, the consciousness of the disadvantages under which they labour produces a strong disinclination on the part of the Roman Catholics in many neighbourhoods, to establish separate schools. I quote a few extracts from reports of local Superintendents for 1863, numbered as before.

Change of feeling in Roman Catholic hierarchy.

These feelings not always shared by Roman Catholic laity.

42. "We have but one separate school in the township, and that is by no means to be regarded as a light in a dark place. I think that the supporters of it would rather now that it had never existed."

73. "Under the new school regime of Port Colborne, a Roman Catholic separate school has been formed, which the Roman Catholics were not particularly anxious to establish, but did so chiefly because they did not relish the union of the two public schools, to one of which they for the most part belonged."

90. "In these sections, where the school was taught by Roman Catholics, the people, notwithstanding the establishment of separate schools, are some of them so much opposed to them as to carry on the mixed schools, of which, in two instances at least, the supporters must mainly be Roman Catholics."

93. "There is one Roman Catholic separate school, which has been long established, and is continued, I believe, more for the sake of the convenience it affords to the immediate neighbourhood than from sectarian motives."

95. "The Roman Catholic separate school at Culross has become extinct; the people gave it up of their own accord. Some time ago the Roman Catholic separate school at Carrick ceased to exist. It was in the midst of a population exclusively Roman Catholics, and its abandonment was not regretted; its supporters never had the countenance of their brethren."

A certificate of qualification signed by the majority of the trustees is sufficient for the teacher of such a school. The trustees are required to send half-yearly returns to the Chief Superintendent.

Effect of separate schools.

It is, of course, admitted by the supporters of the common school system, that the establishment of separate schools, whether Roman Catholic or Protestant, is an element of disunion, and so of weakness, and in several places the maintenance of the common school has become a matter of difficulty.* And though, in some cases, the separate schools are said to be able to bear a comparison with the common schools,† their general condition, I was informed, from the difficulty experienced in providing money for their support, is one of inefficiency. I believe there never were more than half a dozen Protestant separate schools in Upper Canada, and even these have disappeared from the Report of 1863, and the class has become, I therefore presume, extinct; and there are only reported throughout this section of the province, 120 Roman Catholic separate schools, an increase, however, of eleven on the number of the previous year; 18 of these are in cities,—7 in Toronto and 5 in Ottawa; 22 in towns, 10 in villages, and the remainder in rural school sections. They educated in 1863, 15,859 pupils, and employed 171 teachers, at a total annual cost of \$34,000, being at the rate of not quite \$2 a scholar, on the number enrolled. Their total income amounted to \$33,809, of which, \$8,178 arose from the annual legislative grant, \$13,945 from local rates levied by the trustees upon their supporters, and \$11,684 from subscriptions and other sources.

Statistics of Roman Catholic separate schools.

The character of these schools can be best estimated from the return which gives the number of scholars in each subject taught.

It appears, then, that 15,000 pupils were learning to read; 8,196 to write; 7,953 to cipher; 4,413 were being taught grammar; 6,215, geography; 1,846, history; 463, book-keeping; 377, algebra; 320, geometry; 421, natural philosophy; 2,011, music.

Only 77 out of the 120 schools had maps; only 85 had black-boards; only one had apparatus.

Only 86 opened and closed with prayer; only 29 used the Bible.‡

Of the teachers, 78 were males, 93 females; 14 of the former, and 38 of the latter, were members of religious orders.

The dates of their establishment are very various; but I observe that only nine were founded before the year 1852, when Dr. Ryerson states that the attitude of the Roman Catholic bishops and clergy towards the common school system was so completely changed. As the Act of 1863 is contemporaneous with the latest Report of the Chief Superintendent that is in my hands, I am not aware whether the recent modification of the law in their favour has given any fresh impulse to the desire to establish separate schools.§

THE GRAMMAR SCHOOLS.

It is time now to speak of the Upper Canada grammar schools.

The idea of the grammar school, as we have already seen, was historically prior in its conception in Canada to the idea of the common school. So long ago as 1807 an Act of the Legislature established a classical and mathematical school in each of the eight districts into which Upper Canada was then divided, and endowed them with an income of \$400 each. The present venerable Bishop of Toronto was the Principal of one of these original grammar schools.

The present county grammar school system, however, dates from 1853, and had, therefore, been in operation ten years at the date of the latest Report that is before me—the Report for 1863. It has been subjected more than once to modifications in detail; and a new set of stringent regulations were to come into operation on the 1st of January in this present year (1866), for the purpose of infusing greater life and efficiency into what is felt to be still the most “feeble and defective part” in the organization of Canadian schools.

* “There are now fourteen common schools and four Roman Catholic separate schools in this township. Two of the latter were opened last year, and one of them (a handsome brick building) is in a very flourishing state of efficiency. The establishment of these separate schools has so weakened and crippled the common schools in some sections that they can only barely exist, with little expectation, for a long time to come, of being able to give up the old shanties for new buildings.” (*Report for 1863*, p. 107.)

† “The more general establishment of Roman Catholic separate schools, of course, will occasion in some quarters difficulty to the supporters of both schools, or, I should say, of either.” (*Ibid.*, p. 135.) “The separate school in that section has weakened the other; and besides, both parties have borne the trouble and expenses of a lawsuit during last year.” (*Ibid.*, p. 144.)

‡ “The separate schools are working great injury to those who adopt them, as well as to their neighbours. They disseminate no instruction worth the name of education, and would appear some instances, at least) to be established as a means of evading the expense of supporting a properly conducted school.” (*Report for 1860*, p. 158.)

§ “I have visited the separate schools this year, and found them to compare well with our common schools; but I am sorry to say I cannot speak flatteringly of the progress of the schools in these townships.” (*Ibid.*, p. 144.)

¶ The number of schools had risen from 109 in 1862, to 120 in 1863; but the number of those opening and closing with prayer fell from 92 to 86; and of those using the Bible, from 32 to 29. For all these statistics, see *Report for 1863*, p. 9, and *Table F*, p. 45.

§ In 1863, their proportion to the number of common schools was as 1 to 34; the proportion of the number of children attending them to the number attending the common schools was as 1 to 34. The average cost per child was about one-half. The average salary of the teachers was \$148 a year. Occasionally, as we have seen, the separate school is abandoned soon after its establishment. In 1860, there were reported to be 115; in 1862 they had fallen to 109. In 1863 they had risen again to 120. Dr. Ryerson expresses a hope, based I know not on what grounds, that those who support “them will see their mistake ere long,” and return with their children to the bosom of the common school. (*Report for 1858*, p. 25.)

The intention of the grammar school, which is outside and independent of the common school system in almost every feature of its organization, and so far differs from an American high school, may be collected from the language of the Act which established it. Their object.

"There shall be one or more grammar schools in each county and union of counties in Upper Canada* in which provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics, and also in the Latin and Greek languages, and mathematics, so far as to prepare students for University College, or any college affiliated to the University of Toronto, according to a programme of studies and general rules and regulations to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor in Council."

There is a fund, called "The Upper Canada Grammar School Fund," arising from the sale of public lands set apart for the encouragement of grammar schools and from annual grants made by Parliament,† which is invested in Government or other securities by the direction of the Governor in Council, the annual income of which is apportioned among the grammar schools, by the Chief Superintendent of Education, in the following way:— Grammar School Fund.

To each senior grammar school is appropriated the sum of \$400, unless the average number of scholars be under 10, in which case the appropriation is reduced to \$200.‡ This sum having been previously deducted, the residue of the annual income of the fund is apportioned by the Superintendent to the several counties, according to the ratio of the population in each, and is distributed amongst the several grammar schools, upon terms laid down from time to time by the Council of Public Instruction.§ The apportionment to each county is paid half-yearly to the county treasurer, and must be expended upon the payment of teachers' salaries alone.

In some cases the amount received from the legislative grant is sufficient, or nearly sufficient, to maintain the grammar school.|| In other cases it is met by a municipal assessment, without the requirement, however, that is made in the case of common schools, that it should at least be equal to the sum granted from the school fund;¶ and a rate-bill is levied on the scholars in almost all the grammar schools.*

Each grammar school is under the management of a board of trustees, consisting of "not less than six or more than eight fit and proper persons" appointed by the County Council—two retiring by seniority each year, capable, however, with their own consent, of re-appointment—who constitute a corporation, take charge of the grammar school, appoint and remove its teachers, erect, repair, and furnish its buildings, settle the amount of school fees and fix the times of payment, and expend the money they so receive and collect in making up any deficiency in the salary of the teachers, and defraying any other necessary expenses of the school. They are also bound to see that the pupils of the school are supplied with proper text-books, that public half-yearly examinations are held, and generally that the school is conducted according to the regulations; and, further, to prepare and Trustees.
Their duties.

* The grammar school, situated at the county town, is called the "Senior Grammar School" of the county. The law—or at least the law as edited by the education department—while directing that "there shall be" one such grammar school in each county, does not direct by whom it shall be established. As, however, the County Council can, at their discretion, establish additional grammar schools, and change the site of any grammar school within their municipality established since the passing of the Act, it may be presumed that the duty of establishing the first or senior grammar school devolves upon them. There is a limit to the power of establishing new grammar schools, in the state of the Grammar School Fund. "No new grammar school shall be established until the state of the Grammar School Fund permits the application of a sum equal at the least to \$200 annually to such new school, after deducting for each senior county grammar school the sum of \$400, and for each of the other grammar schools within the county the sum of \$200 annually." (*Grammar School Laws*, p. 14.) Limit to the establishment of grammar schools.

† The amount of land which has been set apart for the encouragement of grammar schools is stated by Mr. Hodgins to be 258,320 acres, producing, either by its sale or rents, an annual income of about \$23,000. The parliamentary grant seems to vary from \$10,000 to \$20,000. The total income of the Grammar School Fund in 1863 was \$43,523. Grammar School Fund.

‡ This is a previous appropriation to the senior grammar school, irrespective of its title to share, *pari passu*, with the other grammar schools the subsequent apportionment.

§ The conditions laid down in the new regulations of May, 1865, to come into operation January, 1866, are—i. The apportionment is to be made according to the average attendance at each grammar school of pupils learning the Greek and Latin languages, to be certified by the head master and trustees, and verified by the inspector. ii. No grammar school shall be entitled to any apportionment unless suitable accommodations are provided for it, and unless it shall have a daily average attendance (times of epidemic excepted), of at least ten pupils learning Greek or Latin. New regulation of May, 1865.

The object of these regulations is, to restore grammar schools to their original character of classical schools. In many places they had lapsed into something lower even than the condition of a common school.

|| Thus, I observe that the grammar school at Kincardine received \$400 from the legislative grant, and raised \$14.50 by fees, which added to a balance of \$7.59, gave a total income in 1863 of \$422.09. The expenditure of the same year was \$420.61; the number of scholars being 37. At Sandwich the grant was \$459, which added to \$20 municipal assessment, and \$5 balance, gave an income of \$484; the expenditure was also \$484; and the number of scholars, 23. Grammar schools almost supported by legislative grant.

¶ "Had the law provided, as was proposed, and as has been urged from time to time, that the Grammar School Fund should be apportioned upon the same condition as the Common School Fund, viz., that each municipality receiving it should provide an equal sum, the resources of the grammar schools would have been augmented equally with their efficiency and usefulness." (*Report for 1857*, p. 8.) Municipalities ought to raise equal amount.

** There is no limit, as in the case of common schools, on the amount of the rate-bill. It is left to the discretion of trustees. It appears to range from \$1 to \$8 per term of three months, and it is generally lower for residents than for non-residents. The average, perhaps, would be \$4. Most of the masters receive boarders; the charge is a matter of private arrangement. No limit to rate-bill.

transmit, before the 15th January in each year, to the Chief Superintendent, a report containing a full and accurate account of all matters appertaining to the school.

Duty of municipal council.

The municipal council of the county, township, city, town, or incorporated village (as the case may be), are empowered from time to time to levy and collect by assessment such sums as it judges expedient, to purchase, rent, build, repair, furnish, warm, and keep in order grammar school-houses and their premises, and for procuring apparatus and text-books, and for providing the salary of the teachers, and for all other necessary expenses.

A difficulty.

It is just here that the first great hitch in the system occurs. The municipal council *may* levy such an assessment, but the law does not say they *shall*; and if they refuse, the trustees have no power, such as is possessed by the trustees of common schools, to collect a rate on their own authority; and many grammar schools are starved in consequence.* A special difficulty that meets them is the difficulty of providing suitable school-houses, the erection of which, of course, involves considerable expenditure.† And a result of this is, that the trustees are often driven to avail themselves of that provision of the law which permits the union of a grammar with a common school, a step which appears, from perfectly unanimous testimony, to lead to the inevitable degradation and deterioration of the former‡ with no counterbalancing advantage accruing to the latter.

Present condition of these schools.

Indeed, the condition of the grammar schools in Upper Canada, up to the present time, appears to have been most unsatisfactory, and, what is more, to have been growing from bad to worse from year to year.§ They are far too numerous

* There were 95 grammar schools in the year 1863. Of these, no municipal assessment was levied for the support of no less than *forty*. Only nine raised nothing by rate-bill, or, in other words, were free.

† It is with a view of overcoming this difficulty, I presume, that the new regulations require "suitable accommodation to be provided for" the grammar school, as a condition of its receiving its share of the legislative grant.

Union schools.

‡ The terms of the law are as follows:—"The trustees of the grammar school may employ, in concurrence with the trustees of the school section, or the board of common school trustees in the township, village, town, or city in which such grammar school may be situate, such means as they may judge expedient, for uniting one or more of the common schools of such township, &c., or departments of them; with such grammar school; but no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches by duly qualified English teachers. And the schools thus united shall be under the management of a joint board of grammar and common school trustees, who shall consist and have the powers of the trustees of both the common and grammar schools." It is provided, however, that "when the trustees of the common school exceed six in number, six only of their number, to be by them selected, shall be the common school portion of such joint board."

The idea of this union, I imagine, was taken from the school law of the State of New York, where, similarly, a union free school is allowed to affiliate to itself an academy or academical department. Its object was to secure a better gradation of schools, to weld the grammar school with the common school system of the municipality, and make it play the legitimate part of a high school. The only fear, apparently, was, that the features of the common school might be obliterated by the grammar school, and hence the requirement of "provision being made for giving instruction in elementary English branches." The result has been the exact opposite of the anticipation. The common school has proved the stronger, and has dragged the grammar school down to its level. Mr. Robertson, one of the inspectors, reports in 1858, that "the grammar school portion of the united schools is not flourishing, but is gradually assuming the condition of a few pupils learning classics in a large common school. I do not think that the grammar schools, while so united, will ever attain the status to which they should aspire, viz., that of high classical seminaries." (*Report for 1857*, p. 211.) The motives to union, on the part of the trustees, are obvious enough; they are financial and economical chiefly. The two schools united can be conducted with a smaller teaching staff than the two separate, and hence can be made cheaper, while at the same time the union school draws on two public funds—the grammar and the common school funds—for its support, and so relieves the pockets of the local rate-payers. Inspector Checkley speaks of "the fraud, now not uncommon in the case of union boards, of obtaining a master with a University degree or grammar school certificate, and then requiring him to do common school work, so that the board may be able to draw the double Government allowance and save local taxation." (*Report for 1863*, p. 165.)

§ "Of the 41 grammar schools in this section of the province," says Mr. Robertson, "11 were not in operation at the time of my visit; 3 of these were without teachers; 3 had been given up, and 5 may be said never to have been in existence. In 4 of the remaining 30 there were no classical pupils; in 4 others, the number learning the classics were either 3 or under; and in 12 instances they varied between 10 and 32, while in the remaining 10 schools, the classical pupils varied between 3 and 10; thus, in only 12 cases did the classical pupils exceed 10. It is evident that many of these establishments cannot possibly be considered grammar schools, and indeed they are situated in districts where well-conducted common schools would be of far greater utility.

"The teaching, discipline, and general condition of several of the schools have improved; but, nevertheless, comparing the numbers of classical pupils in 1857 with those in the same schools in 1855, a positive falling off is observed in many instances; nor has a satisfactory progress been made in the advancement of the classes, which appear in various cases to have advanced no further in their classical studies than the stage they had reached two years previously; schools whose highest Latin class was in Cæsar or some equivalent book in 1855, containing no more advanced pupils in 1857. I do not attribute this circumstance to the teachers, but rather to the fact that, in several instances, these schools are established in places where there exists little desire for classical knowledge, save on the part of very few, and then only for the small amount necessary to commence the study of some profession; and consequently, the pupils are drafted off for a variety of pursuits, and their places supplied by beginners, and thus the classes seemingly never advance beyond a certain stage of progress. Even those parents whose means and wishes would lead them to have their children prepared for matriculation in a university, not unfrequently prefer sending them to some distant seminary of established repute, or even to a private school in their neighbourhood. This is particularly evident where the grammar and common schools are united under one roof. There appears to exist a strong feeling against sending boys for classical instruction to a union school." (*Report for 1857*, p. 211.)

Dr. Ryerson endorses these statements in his circular of May 1, 1865.

"From the inefficiency of the common schools at that time (1855), the grammar schools were still suffered to do common school work; and the evil to the grammar school has increased rather

for the present wants of the community; and, upon the principle that one sheep can be well kept where two would be starved, a limitation of them to one for a county, which would reduce the number from 95 to 42—perhaps even a greater reduction than that—would make them infinitely more efficient for the purposes contemplated in their establishment.* Their teachers in many cases, in spite of the requirements of the law fixing their qualifications, are reported to be incompetent for their position.† What the Americans call “partial courses” are too frequently (indeed, all but universally) allowed.‡ The classical culture they impart is the merest minimum.§ The teacher is too dependent upon the trustees,|| and these again are powerless to act in many directions in which their action, if liberal and energetic, would be beneficial to the school.¶ Indeed, I found but one opinion prevailing in Canada among persons conversant with the subject, and that was, that the whole system as it relates to grammar schools requires reconstruction; and the new regulations, though a move in the right direction, do not move nearly far enough, and in fact leave the system untouched in its most capital deficiencies.**

than diminished. In the meantime the common schools have so improved as to be decidedly in advance of most of the grammar schools, in teaching all the subjects of an ordinary English education; and to allow the grammar schools still to do common school work, is not only at variance with the object of the Grammar School Fund, but is an infringement on the province of common schools—a very serious injury to them in many cases, is doing poorly what common schools do well, and is destroying the efficiency of grammar schools in their own legitimate work. . . . In a large proportion of the grammar schools, the legitimate work of the grammar school constitutes the smallest part of their teaching; in some instances, is not done at all; and the time has now come when the common schools should be protected in the work which they are nobly doing, and the grammar schools should be made to do the work, and that alone, which is prescribed for them by law, and for which alone the Grammar School Fund was created.” (*Journal of Education for April, 1865.*) This circular accompanied the new regulations of the Council of Public Instruction.

* “The results of the system would, in my opinion, be greater if the light were more concentrated, and instead of a multitude of small schools scattered over the province, each emitting but a feeble glimmer, a few institutions of a better description were established and well supported in the county and other principal towns. The time has come when the County Council should be restrained in the somewhat too arbitrary exercise of their discretion as to the multiplication of grammar schools.” (*Mr. Inspector Checkley, in Report for 1863, p. 165.*)

So, too, Dr. Ormiston: “There has been a tendency during the last few years unduly to increase the number of grammar schools in some counties; this arises from the laudable desire of one or two parties in each locality to secure for themselves and neighbours the privilege of a classical training for their sons, without sending them from home. This unnecessary multiplication of the schools themselves necessitates a further distribution of the Grammar School Fund, thereby diminishing the amount for the others; and it happens, not unfrequently, that the number of advanced scholars are so few, that the school is in all respects but a common school.” (*Report for 1860, p. 198.*)

† “Unqualified masters are sometimes engaged by the trustees at so low a salary as \$500 a year, on the speculation of their passing the necessary examination afterwards—an act illegal in itself, and placing the Provincial Board of Examiners in a false position in reference to such gentlemen.” (*Mr. Inspector Cockburn, Report for 1860, p. 201.*) (In the Report for 1863, I count 11 masters’ salaries below \$400 a year.)

‡ “The pernicious custom is becoming pretty universal among the grammar schools, of not subjecting each pupil to the wholesome general literary culture prescribed by law, but of allowing each pupil to choose to a great extent his own branches of study, and thus to develop only one side of his nature. This custom has been encouraged by the fact that certain of the scholarships at matriculation in our universities are granted for special proficiency in particular branches of study, and are not awarded solely for general proficiency in all the subjects taught at the grammar schools, and demanded for matriculation.” (*Mr. Cockburn’s Report for 1860, p. 201.*)

§ “Certain books in English, Latin, or Greek are read, but these languages are not taught.” (*Ibid.*) In 1863, out of 5,352 scholars, only 2,701 were learning Latin; only 711 were learning Greek. Of the 711, only 353 were advanced as high as Xenophon’s Anabasis; only 120 were reading Homer. Of the 2,701 in Latin, only 486 read Virgil; only 38 Cicero.

|| “The fact of the teacher being so dependent upon the trustees often compels him to humor the whims of the parent, by allowing him to dictate the branches of study in which he wishes his son to be instructed.” (*Mr. Cockburn’s Report for 1860, p. 201.*) Dr. Ormiston also told me he wished to see some more efficient protection secured to the teacher against the caprice of trustees.

¶ We have already seen that the power to levy an assessment resides, not in the trustees, but in the municipal council. Dr. Ormiston thinks that an advantageous alteration might be made in the constitution of the schools, and “That inasmuch as very few of the county councils take much interest in the grammar schools; regarding them as local rather than general privileges, it might tend to increase the efficiency and usefulness of the schools, if they were placed under the jurisdiction of the municipalities where they are situated, or such sections of counties as are desirous of supporting such schools”; and he recommends “that grammar school trustees should be elected by the municipalities or districts supporting the schools, and be invested with powers for the support of the school similar to those now entrusted to common school trustees.” (*Report for 1860, p. 200.*)

** These deficiencies are carefully summed up by Mr. Inspector Ambery:—

“With the exception of two or three really good schools, our grammar schools in the extreme east are in a very low state. Several of them I can only designate as infant schools. Nor do I see anything, from the localities in which they are placed, or the present state of the grammar school law, which gives me any hope of amelioration. Advancing civilization and the material growth of the country in time may act upon them, but immediate remedies, and those of a stringent nature, are imperatively needed. A few of the hindrances to their improvement, which apply generally to all the schools, I venture to point out:—

“1. The present means of obtaining funds. That the management of the schools should be left to a body of trustees, who in this respect are powerless, and the granting of money for schools in which they have no local interest, should be in the hands of the county council, produces such a result as might be expected. It paralyzes the whole system. Whenever an improvement is wanted, sometimes absolutely necessary for the health of the pupils, the same answer is invariably given to your inspector—“Application has been made for the necessary funds, but rejected.” Some improvement in the law is absolutely required by which the trustees of the several schools might within certain limits be allowed to raise a loan, or some system of greater centralization is required, which, by granting from the county funds scholarships to enable deserving pupils to live at the central schools, would give a more lively interest in them to the whole county. The disadvantages of the

The model
grammar
school.

In 1855 a clause was introduced into the Act for the Improvement of the Grammar and Common Schools of the Upper Province, which empowered the Council of Public Instruction to expend "a sum not exceeding £1,000 per annum for the establishment and maintenance of a model grammar school," intended "to exemplify the best methods of teaching the branches required by law to be taught in the grammar schools, especially classics and mathematics, as a model for the grammar schools of the country." It was also hoped that it would be found useful as a normal classical school, for the special training of grammar school teachers. The number of pupils was limited to 100; and as the objects of the institution were not local, but provincial, the pupils to be admitted were apportioned, three to each county, and two to each city of Upper Canada. If any county or city did not avail itself of the privilege, then other duly qualified applicants were to be admitted, in the order of their application. The qualifications for admission were to be the same as those required for admission into the county grammar schools; but a preference was to be given to those who, in addition to those requirements, could pass an examination in the Latin declensions and four regular conjugations. The curriculum was to extend over five years, and was to embrace "an extended course of instruction in Latin, Greek, mathematics, French, German, English grammar, literature and composition, history and geography, both ancient and modern, logic, rhetoric, and mental science, natural history and physical science, evidences of revealed religion, the usual commercial branches, drawing, music, gymnastic, fencing, and drill exercises; the more advanced students were also to have the opportunity of attending lectures in the various departments of literature, science, and art." Students might be admitted to any class which, upon examination, they shewed themselves qualified to join.

It was not intended to be a free school. The year being divided into four terms, the fees were fixed, for one pupil, at \$10 per term; for two brothers, \$8 each; for three or more brothers, \$6 each per term, payable in advance. Pupils from a distance were to be allowed to board in houses sanctioned by the Council, at prices agreed upon by their parents and the keepers of the houses; or in a private family, at the request of their parents.

To give more meaning to its title of the "Model School," its vacations were so fixed as to allow an opportunity to grammar-school masters of visiting it, to see the methods pursued, during their own vacations.

The building assigned to the school contained large and well-ventilated classrooms, a library, a laboratory, and a hall for assembling the whole school. Attached was a playground of nearly two acres, with gymnastic apparatus and covered sheds for exercise in wet weather.

present system are, the starving of the schools, or the forcing them into union with the common schools, for which money is cheerfully raised—a union which is fraught with the greatest damage to the former, and very little advantage to the latter. Trustees, however enthusiastic in the endeavours to promote higher education, finding themselves helpless, naturally fall off, and give up such endeavours in despair.

"2. The want of a class of specially-trained grammar school masters, who have taken this as the permanent profession of life, is a great drawback to the efficiency of our schools. The supposed inferior social status of the grammar-school master, and the larger rewards held out to superior mental activity in the other professions, turn aside most of those who are best qualified for the scholastic office. Of the twenty-two schools mentioned in my report, six were in the hands of persons who avowedly were making them the stepping-stones to the attainment of other professions, as law, medicine, or the church. Several were evidently conducted by persons who had taken them after having failed in other walks of life. Comparatively few were held by those who were fitted for their office by previous training, or were throwing themselves entirely into their work as the main business of their lives.

"3. The localities of some of these schools were such as would naturally and necessarily prevent their attaining to even a respectable standard. Such schools would meet with no sympathy or aid from the county councils, and would themselves be too poor to raise sufficient funds for their efficient working. Concentration might be sparingly applied to such schools as these; sparingly, for the aim, at all events, is a noble one, to raise at their own doors a seat of liberal education.

"4. The want of appreciation of higher education.—Liberal education has one great obstacle not felt with regard to primary. When people are without it—when it does not exist among them—they do not feel the need of it. Useful acquirements and a vigorous discipline limit the horizon of the best popular idea of education. Enlargement of mind, superior mental cultivation, are late in being conceived as a definite object. Cleverness, skill, fluency, and memory, are understood, and have their price in the market. The first aim is naturally after excellencies of the material, mechanical, so-called practical sort. If our grammar schools, however, are to educate our professional men, we shall soon see, if these schools are placed on a proper footing, how much breadth of cultivation tells in every profession—how much it enlarges the views, improves the judgment, and obtains that consideration and influence which make it appreciated. . . . It is to our universities that the country has a right to look for setting this matter right.

"5. The university system of the province, in connexion with the grammar-school masterships.—No obstacle appears more fatal to the endeavour to raise the standard of our schools than the diversities of methods, aims, qualifications, and attainments, arising from our masters having been educated at so many of our provincial universities. However the conflicting claims of the several universities may be adjusted, however paramount may be the reasons for their existence, no one can for a moment doubt the increased benefits that would be conferred upon education, from the universities to the primary school, by our having one standard for degrees and one for matriculation. The relation of universities to the schools, in this respect, is one of action and reaction. If the university standard is lowered to meet that of the ordinary schools, this at once deprives the higher schools of their aim and grand incentive to exertion. This especially applies in a country where the books required for matriculation are not taken as a specimen of a large body of reading at school, but as the whole of such reading before entering the university. Again, according to the present system of taking degrees, and thus qualifying for grammar school masterships, we have no safeguard or check to prevent a graduate holding one of these, though entirely ignorant of one of the two main branches of learning which it is his special duty to teach." (Report for 1860, pp. 202-3.)

The school was opened at Toronto under a full and competent staff of teachers—^{Its brief career.} the rector being the present head of Upper Canada College—in August, 1858. But its existence was short. Between Upper Canada College, on the one hand, and the Toronto grammar school on the other, notwithstanding its provincial character, there appears to have been no standing-ground for the model school. It died in 1861, and has left behind it no memory but that of being an honest but unsuccessful—unsuccessful, perhaps, because a too ambitious effort to improve the condition of the Upper Canada grammar schools.*

At present, the only institution in Upper Canada which seems capable of really ^{Upper Canada College.} giving a higher education, and of occupying that position in relation to the universities which is occupied by the public schools of England, is the institution originally called the "Royal Grammar School," but whose title was subsequently changed to that which it now bears—Upper Canada College. It is situated at Toronto, and was established in the year 1829 by the Legislature, on the recommendation of the then Lieutenant-Governor of the province, Sir John Colborne (afterwards Lord Seaton), and endowed with a grant of 66,000 acres of land.† It is placed by its constitution under the control of the Senate of the University of Toronto, but the Principal and other masters are appointed by the Governor. It educates some 220 or 230 boys—40 to 50 of whom are boarders, paying at the rate of \$180 (about 35 guineas a year), and the rest day-boys, whose annual fee for tuition is \$40, or £8.

There is an annual public examination in July, at which, exhibitions ranging in value from \$120 to \$40 per annum, are offered for competition among the various grammar schools of the province. The school is said to have educated "more than 2,500 of the youth of the province" since its institution, and to number among its pupils "the greater portion of the medal-men, scholars, and honor-men of the universities."‡

The school occupies a pleasant site in the heart of the city of Toronto, is furnished with suitable buildings, and is in the hands of an efficient Principal and body of masters.§

I was informed by Professor Ambery, of Trinity College, who examined the school in 1864, that the instruction given both in classics and mathematics, though not ranging high, is fairly sound. The great defect here, as elsewhere on the other side of the Atlantic, is, that in the study of the classics, editions after the type of Professor Anthon's are preferred to the slower but surer method which trusts rather to the use of the grammar and dictionary. Mathematics are carried as far as trigonometry, and both French and German, as well as chemistry and drawing, are taught.

There are six forms, supposed to correspond to a curriculum of six years. In the fourth form the school bifurcates into two divisions, the one pursuing a classical and mathematical course with a view to the university, the other turning aside into commercial branches.

The hours of instruction are from 9.0 a.m. to 12.30, and again from 1.30 to 3.0 p.m. The average length of lessons is three-quarters of an hour. Each teacher has his own room, and gives instruction in his own subjects.

Partly in consequence of the deficiency of good grammar schools, and partly, ^{Other institutions.} perhaps, from religious motives, other institutions offering a liberal education are raising their heads in different parts of the province. The Bishop of Huron has a large one for 250 pupils at London, the Bishop of Ontario another for 200 pupils on the Bay of Quinté; a smaller school is being established in connection with Trinity College, Toronto, and the Wesleyans have a large female seminary at Hamilton. In all, there are stated to be in the Upper Province 340 academies and private schools, employing 497 teachers, educating 6,653 pupils, receiving from fees an annual income of \$58,000. I had no opportunity of ascertaining the quality of the instruction given in these institutions; but it has already been observed that, in some places, persons were found to prefer them, though at a distance, to the grammar school which was at their doors; and it will be noticed that they have enrolled upon their registers upwards of 1,000 more pupils than are enrolled on the registers of the grammar schools, though the average attendance at each is scarcely 20.

There are a few more points that deserve notice in connexion with these grammar schools, before we leave this part of our subject.

I have spoken of the frequent union of a grammar school with a common school, ^{Union schools.} and of the mischievous consequences in general of such amalgamation. It appears that the number of such united schools in 1863 was fifty-six, considerably more than half the whole number of grammar schools, and an increase upon 1862 of four.

The average annual salary of the head master of a grammar school in 1863 was ^{Salaries.} \$675, about £135 a year; of an assistant-master, \$355. Only twenty-five schools employed an assistant-master.

* See *Chief Superintendent's Report for 1857*, pp. 335-342.

† I imagine that the annual income accruing from this endowment does not exceed \$5,000, or about £1,000 a year.

‡ *Hodgins' Sketch of the State of Progress of Public Instruction in Upper Canada*, p. 7. The great expense of the collegiate institutions of the province, and particularly of Upper Canada College, from which it was alleged "the province in general derived so little advantage that it might be dispensed with," was one of the "grievances" of 1834. I do not think that it was considered as a grievance in 1865.

§ The staff consists of a Principal; two classical masters; two mathematical; four English and Assistant masters; one French and German teacher; a drawing master; and an instructor in drill, fencing, and gymnastics.

Use of Bible and prayer. Eighty-one of the schools are opened and closed with prayer; in sixty-three the Bible is used. They are almost universally kept open throughout the year.

Matriculations. Of the 5,352 pupils attending in the year 1863, only 70 matriculated at any university, of whom 38 obtained either scholarships or honors at matriculation. Exactly half of the whole number matriculated at the University of Toronto.

Day scholars and boarders. Of their 5,352 pupils, 4,013 are resident in the town or village where the grammar school is situated, and may therefore be considered as day-boys; the remainder, 1,339, must board with the master or elsewhere. The proportion of boarders to day scholars, therefore, is about as one to three.

Exhibitions. At many of the grammar schools, scholarships or exhibitions are maintained, sometimes by the municipality, sometimes by the trustees, sometimes by the master, giving a free education (and worth, therefore, from \$10 to \$20 a year), either to meritorious competitors from the common schools, or to indigent boys. In 1863 there were 215 such free admissions, a remarkable increase of 96 as compared with the number in 1862.*

Income and expenditure. The income of these schools for the year 1863 amounted to \$89,159, of which, \$44,274 arose from the legislative grant, \$15,636 from municipal assessment, \$20,462 from fees, \$8,786 from balances of the preceding year. The expenditure in the same period was \$85,910, of which, \$76,121 was spent on teachers' salaries. This expenditure is at the average rate of about \$900 per school, and of \$16 per scholar enrolled.

Meteorological observations. A peculiar, and, if properly worked, a valuable feature of the grammar school law is that clause in the Act which makes each senior county grammar school a meteorological station, and requires the master of such school, as part of his duty, to make the requisite observations for keeping, and to keep, a meteorological journal, according to a form prescribed by the Council of Public Instruction, a monthly report of which is to be regularly transmitted to the Chief Superintendent. For this purpose, each senior county grammar school is required to provide itself with a barometer, a thermometer, a Daniel's hygrometer, or other instrument for showing the dew-point, a rain-gauge and measure, and a wind-vane. These instruments, together with some useful text-books and directions for their use, are provided by the Department of Education, at a cost of \$140, one half of which is borne by the Department, and the other half by the county to which the instruments are sent. When desirable, an officer is sent from the Department with the instruments, to ensure safety in their carriage, and to assist in fitting them up at their station.†

It appears from the Report of 1863, that out of the thirty-one counties in which senior grammar schools existed, only twenty had, up to that date, contributed the necessary sum of half-price to purchase instruments, and only nine of these sent in, during that year, the returns prescribed by law. The Chief Superintendent hopes that steps will be taken to enforce the law more strictly, and perhaps to restrict the special annual grant of \$400 now made to each senior school, and probably intended to include remuneration for the trouble imposed in taking these observations and recording them, to those stations only from which returns are received.‡

Appending the new regulations and revised programme for directing the course of study in grammar schools, to which reference has been occasionally made, I pass on to notice the few remaining points in the Upper Canada system of education which deserve attention.

REVISED PROGRAMME OF STUDIES AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Prescribed under the authority of the Consolidated Grammar School Act, 22 Vict., cap. 63.

PREFATORY EXPLANATION.

The 12th section of the Upper Canada Consolidated Grammar School Act requires that, "In each county grammar school provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instructions in all the higher branches of a practical English and commercial education, including the elements of natural philosophy and mechanics, and also in the Greek and Latin languages, and mathematics, so far as to prepare students for University College, or for any college affiliated to the University of Toronto,—according to a programme of studies, and general rules and regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor-General in Council. And no grammar school shall be entitled to receive any part of the grammar school fund, which is not conducted according to such programme, rules, and regulations." In the seventh clause of the 25th section of the Act (after providing for the union of the grammar and one or more common schools in any municipality) it is provided that "no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by duly qualified English teachers."

2. From these provisions of the law, it is clearly the object and function of grammar schools, not to teach the elementary branches of English, but to teach the higher branches alone, and especially to teach the subjects necessary for matriculation into the university. With a view to the promotion of these objects, and for the greater efficiency of the grammar schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following regulations, which, according to the 12th section, and the eighth clause of the 25th section of the Consolidated Grammar School Act, 22 Victoria, chapter 63, are binding upon all boards of trustees and officers of grammar schools throughout Upper Canada.

Exhibitions at Toronto and Ottawa.

* The City Council of Toronto give annually seven such scholarships, entitling to free education at the grammar school for two years, to the seven best candidates, upon examination, from the common schools. At Ottawa the board of grammar school trustees established two of a similar kind. There are, also, in this city, four exhibitions endowed out of the general school fund, for the sons of widows in indigent circumstances, which the head master told me had been found to be of great benefit in several instances.

† See *Report for 1857*, pp. 356-9.

‡ *Report for 1863*, table H., p. 50.

SECTION III.—PROGRAMME OF STUDIES IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. ARITHMETIC AND MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST, OR LOWEST.	Latin Grammar commenced. Arnold's 1st Latin Book.	None.	None.	Elements of English Grammar.	Arithmetic. Revise the four simple rules. Reduction and Decimal Currency. Begin simple Proportion.	Outlines of Geography.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar continued. Arnold's 2nd Latin Book. Caesar commenced.	Greek Grammar commenced. Harkness' Arnold.	None.	Reading and Spelling.	Arithmetic. Revise previous work. Simple Proportion. Vulgar and Decimal Fractions. *Algebra. First four rules.	English History. Modern and Ancient Geography.	None.	Writing. Drawing. Vocal Music.
THIRD.	Caesar continued. Virgil. Æneid, B. II. commenced. Latin Prose Composition. Prosody commenced.	Greek Grammar continued. Harkness continued. Lucian. Charon.	Grammar and Exercises (De Fivas')	Grammar. Elements of Composition.	Arithmetic continued. Algebra. Fractions. Greatest Common Measure and Least Common Multiple. Simple Equations. †Euclid, B. I.	English History continued. Ancient History. Modern and Ancient Geography.	Elements of Natural History.	Drawing. Vocal Music.
FOURTH.	Virgil. Æneid, B. II. completed. Livy. B. II., ch. I to 15 inclusive. Latin Prose Composition. Prosody continued.	Lucian. Life. Xenophon. Anabasis, B. I., ch. 7, 8. Homer. Iliad, B. I.	Grammar and Exercises continued. Voltaire. Charles XII., B. I., II, III.	Grammar. Composition. Christian Morals	*Algebra. Involution and Evolution. Theory of Indices and Surds; Equations, Simple, Quadratic, and Indeterminate. †Euclid, B. I., II.	English History continued. History of Canada. Ancient Geography and History.	Elements of Natural Philosophy and Geology.	Drawing. Book-keeping. Vocal Music.
FIFTH.	Cicero (for the Manilian law). Ovid. Heroides, I. and XIII. Horace. Odes, B. I. Composition in Prose and Verse.	Xenophon. Anabasis, B. I., ch. 9, 10. Homer. Odyssey, B. IX. Previous subjects reviewed	Corneille. Horace. Act IV. Review of previous subjects.	and Elements of Civil Government.	*Algebra. Progression and Proportion, with revisal of previous work. †Euclid, B. III, VI.	Revise previous subjects.	Elements of Physiology and Chemistry.	Drawing. Vocal Music.

EXPLANATORY MEMORANDA TO THE FOREGOING PROGRAMME.

1. The above Programme is to be regarded as the model upon which each school is to be organized, as far as practicable, and no departure from it can be allowed, unless sanctioned by the Council of Public Instruction, on the recommendation of the Inspector.
2. Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another according to attainments in scholarship, without reference to time.
3. The subjects of the seventh and eighth columns are optional, except writing and book-keeping.

* Todhunter's or Sangster's.

† Potts' or Todhunter's.

SECTION I.—BASIS AND CONDITIONS OF APPROPRIEMENT OF THE GRAMMAR SCHOOL FUND.

1. As far as the law will permit, the appropriation of the grammar school fund, payable half-yearly to the grammar schools, shall (as in the case of common schools) be made according to the average attendance at each grammar school of pupils learning the Greek or Latin language; and such attendance shall be certified by the head master and trustees, and verified by the Inspector of Grammar Schools.
2. After the 1st day of January, 1866, no grammar school shall be entitled to receive anything from the grammar school fund, unless suitable accommodation shall be provided for it; and unless it shall have a daily average attendance (times of epidemic excepted) of at least 10 pupils learning Greek or Latin; nor shall any other than pupils learning the Greek or Latin language be admitted or continued in any grammar school.

SECTION II.—QUALIFICATIONS FOR THE ADMISSION OF PUPILS INTO THE GRAMMAR SCHOOLS.

1. The examinations and admissions of pupils by the head master of any grammar school shall be regarded as preliminary and provisional until the visit of the inspector, who shall finally examine and admit all pupils to the grammar schools.
2. The regular periods for the admission of pupils commencing classical studies shall be immediately after the Christmas and after the summer vacations; but the admission of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each term. The preliminary examinations for the admission of pupils shall be conducted by the head master; as also, examinations for such scholarships, exhibitions and prizes, as may have been instituted by municipal councils as authorized by law, or by other corporate bodies, or by private individuals. But the board of trustees may, if they shall think proper, associate other persons with the head master in the examinations for such scholarships, exhibitions, or prizes.
3. Pupils, in order to be admitted to the grammar school, must be able (1) to read intelligibly a passage from any common reading book, (2) to spell correctly the words of an ordinary sentence, (3) to write a fair hand, (4) to work questions in the four simple rules of arithmetic, (5) must know the rudiments of English grammar, so as to be able to parse an easy sentence.

Two special features.

Two special merits which the Canadian system claims for itself, as compared with any other established on the North American continent, are, the provision which it makes for supplying schools with maps, apparatus, prize and library books, and municipalities with libraries; and, secondly, its provision for pensioning superannuated or worn-out teachers.*

Libraries, apparatus, prizes, &c., how provided.

There appears to have been almost a mania, in the minds of the framers of the Upper Canada system of education, for the formation of libraries. They conceived the idea of a county common school library; a public library in every township; a library in every school section; a county teachers' association library; a county gaol library, &c.† It is enjoined as a duty upon almost every official body connected with the school system—upon city, town, and county municipal councils; upon city, town, and village boards of school trustees; upon town councils, and trustees of rural school sections; upon county boards of public instruction, school visitors, and local Superintendents, to do all that in them respectively lies to establish and maintain public libraries, and foster a taste for general reading. A saying of Lord Elgin's, at the opening of the Provincial Exhibition in 1854, to the effect that "Township and county libraries were becoming the crown and glory of the institutions of the province," is quoted again and again as the opinion pronounced by a very competent judge of their social value.‡ The total number of free school and other public libraries in 1863, is reported as 2,948—an increase of ninety-two in the year—containing 691,803 volumes.§

The system under which these books are provided cannot be better described than in the language of the Chief Superintendent:—"A carefully classified catalogue of about 4,000 works which, after examination, have been approved by the Council of Public Instruction, is sent to the trustees of each school section and the council of each municipality. From this catalogue, the municipal or school authorities, desirous of establishing or improving a library, select such books as they think proper, and receive from the Department the books desired, with an apportionment of 100 per cent. upon whatever sum or sums they provide for the purchase of such books."¶

Maps, apparatus, and prize books (not text books) are provided by the Department in the same way and on the same terms, the only limitation being that the sum remitted to the Department by the locality must not be less than \$5 for each purchase.

The maps, globes, and other articles of school apparatus issued by the Department are nearly all manufactured in Canada, after the most approved patterns, and exhibiting the latest discoveries; and credit is taken to the Department for having thus stimulated local mechanical and artistical skill and enterprise, at the same time that a great boon has been bestowed upon the schools. It is also noticed, as worthy of remark, that this branch of the educational Department is self-supporting, the whole expense being reckoned in the cost of the articles and books procured; so that the only cost to the provincial revenue is the public apportionment which is granted to meet an equal sum provided by the school section or municipality.¶¶

Method borrowed from England.

It is admitted that this method of supplying schools with libraries, maps, and apparatus, is borrowed from the system once employed in our own Education Office, but subsequently (on very good grounds, as it seems to me) abandoned.** It has caused a good deal of agitation in Canada, particularly in the bookselling and publishing trade; and a petition signed by forty-eight persons engaged in those trades was presented to the Legislature about eight years ago, stating that "their lawful trade was seriously injured by the interference of the Chief Superintendent

* *Hodgins' Sketch*, p. 3.

† See *Trustees' Manual*, pp. 41, 53, 63, and note.

‡ *Report for 1857*, p. 337; *Report on Separate Schools*, p. 37.

§ *Report for 1863*, p. 12.

¶ *Report for 1863*, p. 12. The Council of Public Instruction, in framing the catalogue, were guided by the following considerations:—

(a.) No work of a licentious, vicious, or immoral tendency, and no works hostile to the Christian religion, should be admitted into the libraries.

(b.) Nor was it deemed compatible with the objects of the public school libraries to introduce into them controversial works on theology, or works of denominational controversy, although it would not be desirable to exclude all historical and other works in which such topics are referred to and discussed; and it is desirable to include a selection of suitable works on the evidences of natural and revealed religion.

(c.) In regard to books on ecclesiastical history, the Council agrees in a selection of the most approved works on each side.

(d.) With these exceptions and within these limitations, it is the opinion of the Council that as wide a selection as possible should be made of useful and entertaining books of permanent value adapted to popular reading in the various departments of human knowledge, leaving each municipality to consult its own taste and exercise its own discretion in selecting books. (*Report for 1857*, p. 372.)

¶¶ *Report for 1863*, p. 13. I must do the Canadian manufacturers the justice to say, that the specimens of their skill and workmanship which I saw in the Depository of the Department were in the highest degree creditable to them—quite equal, it seemed to me, to anything of the kind that we produce in England.

** "There is, however, one feature of the English system which I have thought very admirable, and which I have incorporated with Upper Canada, namely, that of supplying the schools with maps, apparatus, and libraries." (*Report for 1857*, p. 32.) There are some other features, as I shall mention further on, which might have been borrowed with advantage. But Dr. Ryerson hardly does our English system justice. I don't think he is aware of the difficulties through which it has had to fight its way, nor does he seem to see how very closely, in theory, it resembles his own.

of Education with many of its principal branches," and praying that "an inquiry might be made into the scheme and operations of the said Educational Depository in all its branches."

Thus challenged, the Chief Superintendent defended both himself and the system in a vigorous pamphlet, in which he disposed, with more or less success, of the various charges that had been brought against both;* but though the system still continues, and I believe works beneficially, I must say, from complaints that met my ears from many quarters at Toronto, that he has not entirely succeeded in putting down opposition or allaying murmurs.

The sum apportioned by the Education Department in 1863 for the supply of library books was \$1,888; and for prize books, maps, and apparatus, \$7,945; the amount in each case being met by an equal sum raised from local sources.

The Canadian system on this point is compared by Dr. Ryerson with the systems adopted in the neighbouring States of Ohio and New York, and pronounced to combine many superior advantages, the chief one being the purely voluntary character of its operation.† There is no doubt that the effects of the library system in the States of Ohio and New York, however beneficial they may have been at its first establishment, are rapidly declining; and the School Commissioners report that in almost in every district the public libraries are falling into disuse and neglect. "Now it is a system of school libraries, thus declining as rapidly of late years as it grew in former years, that we are called upon," says Dr. Ryerson, "by certain parties to substitute for our present Canadian system of public libraries."‡

Compared with Ohio and New York.

There is no doubt, judging from the evidence furnished by the reports, that the library systems of Ohio and New York have proved a failure; and it can hardly be maintained, taking the same evidence as our guide, that the library system of Canada has been a success. Here and there, in perusing the reports of the local superintendents, one finds notice taken of a library that is exercising a beneficial and refining influence upon a neighbourhood; but this case is the exception, not the rule; and the general account is, either that the people are too indifferent or too poor to establish a library, or too ignorant to use it.§

Not generally successful.

* See *Report on Measures adopted to supply School Sections, &c., with School Text Books, Apparatus, and Libraries.* 1858.

† *Ibid.*, p. 40-41.

‡ *Ibid.*, p. 42.

§ Without again wading through all the 152 reports, as we did on the subject of religious instruction, I will extract every notice of a library to be found in the first fifty, and I think the impression left upon the mind will be what I have recorded in the text. I again adopt the mode of quoting by figures, without mentioning names:—

1. "There are no libraries established in this township yet, except at Martintown. I have said and done all I could to impress on the minds of trustees and constituents the benefits that would be derived from the establishment of libraries, but all to no purpose."
6. "I have still to reiterate the old story in regard to libraries. Public moneys are used in making and repairing roads in preference to making and repairing minds. Such is the will of the people, and they have it all their own way."
7. "The township is too poor to attempt the establishment of school libraries, nor do I think it would be advisable to do so until a greater degree of efficiency is attained throughout the schools."
8. "As to public school libraries, having none in this township, I have nothing to report."
10. "There are only three school section libraries in the township, and there does not seem to be much interest taken in them by the inhabitants. I can say little about their influence upon the neighbourhood."
11. "I am sorry to say that none of the sections has a library. A small one was procured a few years ago for No. 2, but the person who had charge of the books kept no account of them, and since his death they have been altogether lost sight of."
12. "Neither trustees, parents, nor teachers appear to take the deep interest which they ought to take in the libraries of the townships. Only five sections have books in circulation."
13. "The library is kept according to the regulations, and the books read. So far as I could ascertain, it is exerting a good influence upon those who use it."
15. "There is only one common school library in this township. The books were procured from the department, and are read with advantage both by old and young."
17. "There are only three libraries, and these are not extensively used."
18. "I can only boast of having to report one library in this township, and its influence is beneficially felt."
19. "There is another department in which more interest should be taken—the establishment of common school libraries. It is to be lamented that trustee corporations are so indifferent to this source of improvement."
21. "I am sorry to say that the libraries are small and not well kept, and for the most part the books are not much read."
22. "There is one school library; the books being covered and labelled, and general regulations complied with."
23. "The library books are evidently read by comparatively few of the inhabitants of this township. In order to subserve intended purposes, it will be necessary to obtain additional books for the libraries at present in existence, and to procure libraries for those sections where they do not exist."
24. "The influence of the libraries is slow to appear, but no doubt they are doing good."
27. "As to public school libraries, we have none in this township."
30. "As yet we have no library, but the township council, I believe, intends to establish one. I have brought it before their notice."
34. "The township library is but too well kept, being closely locked up in the town hall, and little distributed to any."
35. "We have no school libraries to report, and no addition to our stock of maps. In fact, our school authorities seem not to appreciate these necessary appendages to our schools as they should."
39. "The library books are perused by a considerable number of persons who take an interest in reading; but a taste for general reading does not prevail to a desirable extent in some localities here."
43. "We have no libraries, except one small Sunday-school library."

Causes of the failure.

I do not attribute the failure in any of the cases to the system, nor to the fact that, in one case, the impost is voluntary, in the other levied by law. The result appears to be much the same under both régimes, and is to be attributed to certain causes operating in human nature—not to any defects inherent in a system. Taking people as they are, with the average amount of intelligence and the average amount of literary interest, it is almost impossible, unless under very favourable and exceptional circumstances, to establish in a rural district a successful library. In Massachusetts, township libraries, as far as they have yet been established, are said to be working well;* but they are by no means universal even there, where the definition of man may almost be said to be that he is a "reading animal"; and in New York and Ohio they have confessedly broken down. There are said to be in Upper Canada about 3,000 public libraries, containing about 700,000 volumes. I do not know whether the University libraries are included in this calculation; but even supposing that they are not, these figures only allow an average of less than 240 volumes to each, and sometimes (as we have seen) the number of volumes actually in a library is not much more than a fifth of this amount. Of these, again, only a limited number would suit the taste of each individual; these would be soon perused, and my own experience is that it is very difficult to persuade people to read a library book through a second time, however interesting its contents, and however little they may remember them. That there should be a general desire for mental culture, or that the attractions of public libraries should be very strong, while elementary education continues to do so little to quicken literary tastes, is a thing not reasonably to be expected.

Superannuated teachers' fund.

The Canadian Legislature appropriates \$4,000 per annum in aid of superannuated or worn-out common school teachers. The regulations under which it is distributed are prescribed by the Council of Public Instruction, the law itself requiring three preliminary conditions, viz., that "no annual allowance to any superannuated or worn-out teacher shall exceed the rate of six dollars for each year that such teacher has taught a common school in Upper Canada; and no teacher shall be entitled to share in the said fund unless he has contributed to such fund the sum of four dollars or more per annum for the period of his teaching school, or of his receiving aid from such fund; nor unless he furnishes satisfactory proof of inability, from age or loss of health in teaching, to pursue that profession any longer."†

The amount of the fund only allows of what the Chief Superintendent calls a "pittance" to each pensioner. Four of the pensions range between \$90 and \$100 a year; four more are between \$60 and \$75; seven are between \$40 and \$60; forty-one are between \$20 and \$40; and the remaining 110 are below \$20. The net amount of the 166 pensions paid in 1863 was \$3,245, giving an average of not quite \$20 apiece. The average age of each pensioner in 1863 was 66½ years; and his average length of service, 21 years.‡ By a liberal construction of the law,

45. "Our libraries remain as they were, very few taking any interest in them. It is to be regretted there is such little taste for healthy literature."

46. "Our libraries are of very little use, because they find but very few readers. In course of time, I really believe that the new generation will have more taste for reading; if not, I do not see the utility of libraries."

47. "School section libraries do exert a favourable influence, where they are kept up and new books procured occasionally. If a sum were devoted to that purpose every year, to keep up the interest by affording information of a new and edifying nature, they would be still more useful. In most cases, the desire for information of a literary nature has to be created. It is to be regretted that school libraries are not established in every section."

48. "We have one library, which, as far as I can learn, is not used as much as might be expected."

49. "I find the school libraries all in as good condition as fair usage will permit; and, on inquiry, find that the strict letter of the law is as far as possible observed."

50. "The libraries are so small, and the readers so few in number, that they have little or no influence. The largest library contains only 180 volumes, and some as low as 50. Were they increased to 400 or 500 volumes, each containing attractive and instructive reading, I have no doubt that in a year or two a marked difference would be observable in the intelligence of the people."

In the omitted numbers, no notice is taken by the Superintendents of the matter.

* See *Report of the Agent, in Massachusetts 28th Report*, pp. 45-7. He mentions one interesting result of these libraries, that they "have helped to increase the number of organized 'reading circles' of young people. Selections in prose or poetry, often a play of Shakespeare, the several parts having been previously assigned, are made the subject of careful private study and drill. Well would it be if this sort of evening school were maintained in every village. They would cultivate the noble art of reading. Too often in our schools the exercise is mechanical and monotonous. In the reading clubs, fresh and strong incentives rouse the mind, and secure the best style each can command. The study of a part or selection till one becomes possessed of its thought and spirit, and the needful practice in rendering it, cannot fail to secure rapid improvement. My own observations, confirmed by competent testimony from various parts of the State, sanction a high estimate of the educational value of these reading circles." (*Ibid.*) Without being a substitute for, they appear to be an advance upon, our "penny readings," as a means of mutual culture.

† *Trustees' School Manual*, p. 106. It appears that *grammar-school* masters, as such, cannot avail themselves of the advantages of this fund; but teachers of English branches in *grammar-schools*, who are legally qualified common school teachers, may. (See *ibid.*, p. 158.) A teacher, to be entitled to a pension, must have been disabled or worn out while teaching a common school. If the fund at any time should be insufficient to pay the several claimants the highest sum allowed by law, it will be equitably divided among them according to their respective periods of service. If a subscriber to the fund die without deriving any benefit from it, having a wife and children, the amount of his subscriptions will be returned to them. If a teacher did not begin to subscribe when he began to teach, he must pay up the subscription of the omitted years, in order to derive the full advantage of the fund. (*Ibid.*, p. 159.)

‡ *Report for 1863*, p. 13.

though no time is allowed to any applicant except that which has been employed in teaching a common school in Upper Canada, yet his having kept school for many years in England, Ireland, Scotland, or the other British North American provinces, is allowed to admit him to the category of "worn-out common school teachers," even though he may only have taught for a few years in Canada. The whole plan does credit both to the wisdom and the liberality of its framers. That a country, comparatively so poor as Canada should be able and willing to maintain a system of equitable relief to superannuated or disabled teachers, which we, with all our wealth, attempted, but felt ourselves obliged to abandon, is, to my mind, a fact not a little remarkable.

Such, in all its main features, is the school system of Upper Canada. A system, in the eyes of its administrators, who regard it with justifiable self-complacency, not perfect,* but yet far in advance, as a system of national education, of anything that we can show at home.† It is indeed very remarkable to me that, in a country, occupied in the greater part of its area by a sparse and anything but wealthy population, whose predominant characteristic is as far as possible removed from the spirit of enterprise, an educational system so complete in its theory, and so capable of adaptation in practice, should have been originally organized, and have been maintained in what, with all allowances, must still be called successful operation for so long a period as twenty-five years. It shews what can be accomplished by the energy, determination, and devotion of a single earnest man. What national education in Great Britain owes to Sir James Kay Shuttleworth, what education in New England owes to Horace Mann, that debt education in Canada owes to Egerton Ryerson. He has been the object of bitter abuse, of not a little misrepresentation; but he has not swerved from his policy or from his fixed ideas. Through evil report and good report he has resolved, and he has found others to support him in the resolution, that free education shall be placed within the reach of every Canadian parent for every Canadian child. I hope I have not been ungenerous in dwelling sometimes upon the deficiencies in this noble work. To point out a defect is sometimes the first step towards repairing it; and if this Report should ever cross the ocean and be read by those of whom it speaks, I hope not with too great freedom, they will, perhaps, accept the assurance that, while I desired to appreciate, I was bound, above all, to be true; and that even where I could not wholly praise, I never meant to blame. Honest criticism is not hostility.

LOWER CANADA.

It may be proper to prefix to a report of education in Lower Canada, as it is, a brief historical sketch of what it has been since the day (in 1608) when Champlain formed the first permanent European settlement of which any records remain on the North American continent, on the spot now occupied by the city of Quebec, and the Franciscan father, Pacifique Duplessis, opened the first Canadian school at Three Rivers, in 1616.‡

"To the Catholic Church," says Sir Arthur Buller, "Lower Canada is indebted for all its early scholastic endowments. The ample estates and active benevolence of the Jesuits of the seminaries of Quebec and Montreal, and of various nunneries and their missions, were devoted to the education of the people." In 1635 was founded "the great and flourishing college" of the Jesuits at Quebec. In 1639 Madame la Lapeltrie established in the same city the Convent of the Ursulines. In 1678 Monseigneur de Laval, the first Roman Catholic bishop of Quebec,

Educational efforts of the Roman Catholic religious orders.

* "Have we not reason to maintain and extend with more earnestness and confidence than ever our Canadian system of public instruction? No one can be more sensible than myself that our school system is far from being perfect; that the details of the law itself are susceptible of amendment in several respects; that in the organization, alterations and settlements of boundaries of school sections, improvements are practicable; that as the standard of the qualifications of teachers has already been raised higher than it was formerly, so it must be raised higher than it is now, as fast as qualified teachers can be found to fill the schools; that much may be done to render the system of inspecting schools more effective, to secure more general and punctual attendance at schools, and to render them instruments of greater good; yet no intelligent and candid man can compare our school system with that of other countries without acknowledging that it has less machinery and is more simple than that of any other country or State in Europe or America (?); that it is better adapted than any other to do the very thing most wanted in England, and not properly provided for in the neighbouring States—to combine and develop local action and resources in co-operation with governmental counsel and assistance; that its progress during the short period of its existence is without precedent or rival, and that we have every encouragement to persevere in its extension and improvement, until it shall impart to every child in the land that learning of which Cicero so eloquently says:—'It affords nourishment in youth, and delight in old age. It is an ornament in prosperity, and a solace in adversity. It pleases at home, and does not encumber abroad. A constant companion by night and by day, it attends us in our pastimes, and forsakes us not in our labours.'" (*Report on Separate Schools*, p. 57.)

† "When it is proposed to introduce either of those systems (the British or Irish) into Upper Canada at the expense of our own, it becomes my duty to show how much Upper Canada is in advance both of Great Britain and Ireland in regard to a system of national education, and how much more they have to borrow from us than we to borrow from them, in solving the great problem of educating a whole people, and of educating them, not as paupers or dependents upon others, but as self-relying citizens and freemen." (*Report for 1857*, p. 46.)

‡ The materials of this sketch are taken entirely from three sources:—(a) The Report of Mr. (now Sir) Arthur Buller to Lord Durham in 1839. (b) The sketch of the Progress of Education in Lower Canada, by J. George Hodgins, Deputy Superintendent of Education in Upper Canada, 1864; and (c) A Lecture "On some Points in the History and Prospects of Protestant Education in Lower Canada," delivered by Principal Dawson, of McGill College, Montreal, in December, 1864. I do not profess to have made any original researches.

instituted, as a theological training college, the Grand Seminary. The College of St. Sulpice, at Montreal, was another of the earliest educational institutions of Canada.

These institutions, however, chiefly contemplated superior education; and few elementary schools existed in any part of the country. In 1653 Marguerite Bourgeois, a name still held in reverence in Lower Canada, founded the Order of the Congregation of Our Lady, which is said to have, in the city of Montreal alone, 4,000 pupils in its schools; and the Sisters of this Order, together with some Franciscan Brothers, and some old pupils of the Jesuit colleges, who were supported out of the revenues of the Order, established elementary schools in different neighbourhoods, in which benevolent enterprise they were warmly seconded by Monseigneur de Laval. In 1737 the Christian Brothers undertook the task of popular instruction, and for a time with some success; but their schools at length died away, partly from the indifference of the Government, and partly from the apathy of the settlers themselves.

Suppression of the Jesuits.

In 1759 came the Conquest, and in 1774 the suppression of the Order of the Jesuits, and the confiscation of their estates, which were subsequently vested in the English Crown, and, notwithstanding frequent appeals of the Colony, were not restored to the provincial Parliament for the purposes of education till 1831. They now form the nucleus of the superior education fund, and consist chiefly of seigniorial dues, which are very imperfectly collected, and have been allowed to fall into large arrears, which, I was informed, the Government are very slack in looking up. The building of the Jesuits' College at Quebec is still appropriated to governmental purposes, and used as a barrack.

A "barren and dry land."

After the suppression of the Jesuits (to whom must be added the Franciscans too) "there remained for a long time scarcely any other schools but the two seminaries of Quebec and Montreal, the convents of the Ursulines at Quebec and Three Rivers, and the schools of the Congregation de Nôtre Dame at Montreal, and at several villages throughout the country."* The first deluge had swept across the land, and left only these remains.

Lord Dorchester's inquiry in 1787.

"The first movement on behalf of public education in Lower Canada, after the Conquest, appears to have been made by Lord Dorchester, Governor of Quebec, in 1787."† He appointed a Commission to inquire into the subject, and to report on "the best mode of remedying the defects," to furnish "an estimate of the expense," and to suggest "by what means it might be defrayed." The Commissioners seemed to have laboured earnestly in their task, and presented their report in 1789. It disclosed a lamentable want of provision for the education of the people, and an equally lamentable ignorance prevailing in the province. "The Roman Catholic Bishop of Quebec, in answer to a question on the subject, stated that on the average there were, perhaps, twenty or thirty persons in each parish, principally women, who could read and write."‡

The Commissioners recommended a school system for Canada, fashioned after the New England model, with a triple gradation.

First, a Parish or Village Free School in every district of the province, under the regulation of the Magistrates of the district in the Quarter Sessions of the Peace.

Secondly, a Free School for each district in the central or county town, corresponding to the Massachusetts High School; and

Thirdly, a Collegiate Institute for cultivating the liberal arts and sciences usually taught in the European Universities, theology excepted; § the whole scheme to be carried into effect "without delay," and the cost to be defrayed out of the Jesuits' estates and by grants of land by the Crown.

It is plain that these were advanced ideas—too advanced for the time. The public mind was not ripe for their adoption; both the report and its suggestions were laid aside; and "Canada acquired representative institutions before it had a system of education." ||

Petition of 1792.

Things moved slowly onwards. In 1792, a petition, signed principally by the British inhabitants of Quebec, was presented to the first Canadian Parliament, praying for the restoration of the Jesuits' estates to educational purposes. No answer seems to have been received to this petition till 1801, when the Lieutenant-Governor communicated to the Assembly His Majesty's instructions, in the following terms:—

"With great satisfaction I have to inform you that His Majesty, from his paternal regard for the welfare and prosperity of his subjects in this colony, has been graciously pleased to give directions for the establishing of a competent number of Free Schools for the instruction of their children in the first rudiments of useful learning, and in the English tongue, and also as occasion may require, for foundations of a more enlarged and comprehensive nature; and His Majesty has been further pleased to signify his royal intention that a suitable proportion of the lands of the Crown should be set apart, and the revenues thereof applied to such purposes."

The Royal Institution of 1818.

The result was the passing of the Act establishing "The Royal Institution for the Advancement of Learning," which Mr. Dawson considers to have been

* *Hodgins.*

† *Dawson.*

‡ *Dawson.*

§ They made this exception, they say, "on account of the mixture of the two communions, whose joint aid is desirable in so far as they agree, and who ought to be left to find a separate provision for the candidates for the ministry of their respective churches."

|| *Dawson, U.S.*

"the first great step in the advancement of education in Lower Canada." The promised grants of land, however, were never given; and the institution itself was not organized till 1818. It was a Corporation, consisting of eighteen trustees, nominated by the Governor, to whom was committed the entire management of all schools and institutions of royal foundation in the province, as well as the administration of all estates and property belonging to such schools. The Governor was authorized to establish one or more Free Schools in each parish or township, as he might see fit, upon the application of the inhabitants. He was also to appoint and remove the masters, and fix their salaries.* The schools themselves were placed under the control of the Royal Institution, subject to inspection by the clergy of the religion professed by the inhabitants on the spot; and where they might be of different persuasions, the clergy of each Church were to have the superintendence of the children of their respective communities. The schools were further to be superintended by visitors, appointed by the Corporation, who were to report to the trustees, every six months, the number and progress of the scholars, the conduct of the teachers, and the general state of the schools.

The Royal Institution, however, appears to have struck no root in the soil, nor to have succeeded in attaching to itself the sympathies of the people. "It has been crippled," says Mr. Dawson, "by a continuous and persistent opposition, supported only by slender legislative grants, regarded with jealousy by the French ecclesiastical party, and only coldly supported by the English population." "The members of the Board," adds Mr. Hodgins, "being composed of men with whom the great majority of the people had no sympathies, and the teachers being mostly imported from the United Kingdom, and without any knowledge of the French language, it was a decided failure. After twenty years of existence, it had thirty-seven schools and 1,048 pupils. It reached as a maximum, eighty-four schools and 3,765 pupils." The Act of its incorporation still remains, and is even printed among the Acts relating to education in Lower Canada, as though it still were operative; but the functions of the trustees themselves have gradually dwindled away, till all that is left for the "Royal Institution for the Advancement of Learning" to do, is to administer the endowment of McGill College at Montreal.

Various attempts were made, but all in vain, in 1819, 1820, 1821, and 1823, by either or both branches of the Legislature, to popularize the system of management of public schools. At length, in 1824, a special committee appointed by the House of Assembly prepared an elaborate report on the state of education in the province.

"Its revelations," says Mr. Hodgins, "were startling indeed. It represented that in many parishes not more than five or six of the inhabitants could write; that generally, not above one-fourth of the whole population could read, and that not above one-tenth of them could write, even imperfectly." Things had fallen back, instead of advancing, since the date of Lord Dorchester's Commission in 1787.

The issue of this inquiry was the passing of what is known as the Fabrique Act, which is still unrepealed as law, and is still operative in connection with an insignificant number of schools. The Royal Institution was supposed to have more or less a Protestant character. The Fabrique Act was passed to meet the wishes of the Roman Catholic clergy, and in the supposed interests of the Roman Catholic Church. The Fabriques are corporate bodies established in each parish by the old French law, consisting of the curate and churchwardens (*marguilliers*). The Fabrique was authorized to acquire property, real or personal, not however to exceed \$200 in annual income for each school, and to reserve an acre of land as a site (*emplacement*) for the erection and maintenance of elementary schools; and till it had acquired such property, it might spend not more than one-fourth of its general income on this object. One school might be established in each parish; when the number of resident families amounted to 200, a second school might be founded; and so on, in the proportion of one school for every hundred families so resident.†

A succession of Acts were passed in 1829, 1830, 1831, 1832, 1833, and 1834. Education in Canada has almost been the *victim* of legislation, all endeavouring to meet or compromise the discordant views of Roman Catholics and Protestants, and to do something for the improvement of the schools. The Act of 1829 provided for the election of schoolmasters in each parish or township, and for the payment of a salary of £20 to each teacher whose school numbered 20 pupils, with a further sum of 10s. for every poor child taught free. The Government also undertook to pay, under certain conditions, half the cost of building school-houses, provided the amount in any one year did not exceed £2,000.

In 1831, the House of Assembly appointed a standing committee of 11 members, to report from time to time on all matters relating to education. In their first report the committee dwelt upon the importance of stimulating local efforts; and in another report, in 1836, reiterate the complaint that the aid of the Government had had the effect of paralyzing local liberality, instead of developing it.

* See Act respecting the Royal Institution for the Advancement of Learning, in the Acts respecting Education and Schools in Lower Canada, pp. 107-9.

† Nearly all the schools established under this Act have now merged into schools managed by Commissioners or Trustees. The terms of union are declared in the Act. "The Fabrique of any, parish and the School Commissioners thereof may, by mutual agreement, in due form unite, for one or more years, the Fabrique schools in operation with any of the schools to be kept under the Common School Laws; and any Fabrique contributing not less than \$50 by the year towards the support of such school, shall thereby acquire a right to the curé and churchwarden in office to be Commissioners, if they were not so before; but no Fabrique shall so unite its school to those managed by Commissioners of another faith, except under an express and formal agreement with the School Commissioners or Trustees of such other faith." (*School Acts of Lower Canada*, p. 106.)

They further noticed the almost universal incompetency of the teachers, and recommended as a remedy the establishment of normal schools.

Bills of 1836.

An Act was passed giving effect to this recommendation; and, by way of experiment, money was voted for the maintenance of normal schools at Montreal and at Quebec for five years. A supplementary Bill for the establishment of model schools* and giving authority to the majority of the inhabitants of a township to raise a rate for the support of the school was passed by the House of Assembly, but thrown out by the Legislative Council, on the ground that the large sums hitherto voted for education, amounting in the last seven years to an aggregate of \$600,000 had had no effect in arousing local interest, while the application of it being left to the county members, there was a danger of its being used, and as a fact it had been used, to promote political objects and partisan designs.

The crisis of 1837-38.

At this crisis came the second deluge that, in reference to education, has devastated Lower Canada—the political troubles of 1837-8. "When this second calamity befell us," says Mr. Hodgins, "there were under the operation of the law 1,600 schools, in which 40,000 children were taught; most of which had to be closed."

Lord Durham's picture of Canadian education.

When Lord Durham entered the province for the purpose of composing these unhappy differences, one of his first thoughts was turned to education as perhaps the most potent instrument of all for effecting his declared object—"the uniting of the two races, and the anglicizing the Canadian." In his report he notices the "lamentable state of ignorance in which he found the people. It is impossible," he says, "to exaggerate the deficiency of education among the 'habitants.'" "Go where you will," adds Sir Arthur Buller, "you will scarcely find a trace of education among the peasantry. A large portion of the teachers could neither read nor write." A petition of certain schoolmasters is mentioned, in which the majority of signatures were those of persons who could only put their mark. The £25,000 a year that had been set apart for education was shamelessly jobbed away by the county members, to whom the law had given the patronage of the schools, upon partisans of their own, utterly and absolutely incompetent. At the same time there was a "singular superabundance of a defective education existing for the highest class, which was at the sole disposal of the Catholic clergy." There was no English college in the province; and the need of a general professional education drew every year a large number of young men to the States. He was sorry to be obliged to add, that the English Government, since it had possessed Canada, had done nothing, and had attempted nothing, to promote general education.†

Such was the state of things which Lord Durham had to address himself to reform. His short tenure of office allowed him to do no more than suggest; but upon the suggestions offered in the very able report of Sir Arthur Buller, the existing educational systems both of Upper and Lower Canada appear to me, in all their essential features, to be based.

Measures of 1841.

Upon the union of the provinces in 1840, a general plan of education was set in motion. It was at first thought that a combined scheme might be put in operation which should indirectly contribute to what the Government so much desired to effect—the fusion of the two nationalities into one. For this purpose, an Act was passed in 1841 embodying many of Sir Arthur Buller's suggestions, and providing for the establishment and maintenance of common schools under a general system in both sections of the province. A Superintendent of Education for the whole province was appointed, with deputy superintendents under him for the eastern and western sections; and a grant was voted of \$200,000 for the promotion of popular education, to be divided between the two sections according to their respective populations.

Different circumstances of the two Canadas.

But it was soon found that the circumstances of the two neighbours were so different as to make it impossible to devise a scheme of education which should equally suit the wants and satisfy the demands of each. The population of Upper Canada, speaking generally, was homogeneous. In Lower Canada, education had to deal with and adapt itself to differences of race, differences of language, differences, much more pronounced than in the western section, of religion. In Upper Canada, at the census of 1861, there were but 33,287 natives of French origin, out of a native population of 902,879; and there were not resident in the province 30,000 non-English-speaking immigrants, out of a total immigration of 493,212. In Lower Canada, on the other hand, of the native population of 1,014,898, only 167,578 were not of French origin; and though, of 96,668 immigrants, only 949 were French, still even with this addition, the non-French population of Lower Canada would stand to the bulk of its inhabitants in the proportion of only one to four. Again, of the 1,396,091 who constituted the population of Upper Canada, only 258,141 belonged to the Church of Rome; while of the 1,111,566 Lower Canadians,

* The title "Model School" appears to have been used for the first time in this Bill. A superior or "Model School" was to be established in each township whose population exceeded 500 souls, to the master of which an allowance was proposed to be made of £50 a year, on the majority of the heads of families, at a meeting duly called, voting a further sum of not less than £20, to teach the grammar of the language of the majority of the inhabitants (in addition to reading, writing, and arithmetic), and the elements of mensuration and geography, particularly that of North America. The Lower Canada "Model School" corresponds, M. Chauveau told me, to the French "*école primaire supérieure*."

† Lord Durham's Report, 1839. I can hardly understand the statement that there "was no English College," as McGill College, Montreal, was founded in 1827. But Lord Durham sketched with a strong, though master, hand.

943,253 were members of that religious communion. With the fixed ideas that the Catholic hierarchy have always held on the subject of education, from which they never deviate as long as they can possibly be maintained, it was obvious that one system of education, administered by a single hand, could not be applied to populations differing in such essential features.

Accordingly, in 1846 the school law was thoroughly revised and adapted, as Revision of 1846. was thought, to the peculiar wants of each section, as ascertained by experience. The nominal office of Provincial Superintendent was abolished, and the entire executive administration of the system was confided to the sectional Superintendents. The principle of local taxation, which had already been introduced with success into Upper Canada, was substituted, as an experiment, for the voluntary contributions which had previously prevailed in the lower provinces. It encountered, however, such general and such vehement opposition, that it had to be made permissive only, not compulsory; and at this present hour, in many parts of the country, the preference for the voluntary principle still remains.*

In 1855 the present Chief Superintendent of Education in Lower Canada, M. Appointment of M. Chauveau in 1855. Pierre Chauveau, entered upon the duties of his office, and immediately applied himself with vigour to introduce some improvements into the law. Upon his recommendation, the Legislature sanctioned a fresh mode of distributing the Superior Education Fund; the establishment of three normal schools instead of one; the appointment of a Council of Public Instruction, similar in constitution to that existing in the Upper Province; the publication of a Journal of Education, in French and English, for the purpose of awakening and sustaining local interest, and the creation of a special fund, as in Upper Canada, for superannuated common school teachers. Since this date, little has been done in the way of fresh legisla- His policy. tion; but M. Chauveau is continually labouring to secure a firmer foothold for the system among the still recalcitrant local authorities, and thinks that more solid good may be effected by continually pushing public opinion gently in advance, than by introducing any sweeping measure of change for which, however likely to prove beneficial, the public mind might not be prepared; and I believe it is admitted, both by Protestants and Roman Catholics, that the system, as administered in his hands, is administered impartially, considerately, and effectively. † That, as existing at present, it has many defects, and is susceptible of vast improvements, M. Chauveau himself would be one of the first to allow. Every competent inquirer must be as ready to confess that, with so many counteracting influences and so many conflicting interests, the remedy of those defects and the introduction of these improvements can only be a work of patience and of time. ‡

The Lower Canadian system of education differs from that which has been Difference between the education systems of the two Canadas. adopted in the Upper Province, both in an essential constitutional feature, and in the greater simplicity of the machinery by which it attempts to carry out its objects. It is more bureaucratic, and it demands the services of a smaller number of functionaries in its administration. There are fewer links in the official chain.

* See *Superintendent's Report (French Edition) for 1864*. "Toute la population a cœur de conserver ses écoles indépendantes. J'y ai entendu dire par plusieurs personnes, 'Nous aimons mieux nous passer de l'octroi et payer d'avantage—nous tenons à soutenir nos écoles volontairement'" (p. 16). Les écoles sont encore entretenues par des contributions volontaires, mais les contribuables paient régulièrement et libéralement, et plusieurs des instituteurs ont des salaires plus élevés que dans les municipalités où les cotisations sont établies. Néanmoins, je comprends qu'il serait encore plus avantageux que le système des cotisations fût établi. J'ai tout lieu de croire qu'on en viendra là bientôt" (p. 41). "Dans cette municipalité, les commissaires ont passé une résolution pour établir le système des cotisations en remplacement de la contribution volontaire, mais comme un certain nombre de contribuables s'y sont opposés avec force, la résolution fut rappelée, et les commissaires sont décidés à ne plus imposer de taxe sans consulter les contribuables. Une assemblée a eu lieu à ce sujet dans le mois de mai dernier; j'étais présent à cette assemblée qui, malheureusement, n'était composée que de personnes opposées à l'établissement du système des cotisations. J'eus beau leur faire valoir les avantages de la taxe; ils votèrent contre son établissement, et pour le maintien de la contribution volontaire" (p. 43). I may mention here that, through the courtesy of M. Chauveau, I received a copy of his report for 1864 just before leaving America; so that my statistics of the Lower Province are a year nearer to the present date than those of the Upper.

† Principal Dawson, in demanding, as a reform of the present system, in view of Federation, "a separate Protestant Superintendent and Council of Public Instruction, the latter to represent, as fairly as may be, the leading Protestant denominations," is careful to add—"The ground for this demand is not any dissatisfaction with the administration of educational affairs by the present Superintendent. On the contrary, I believe it will be admitted that, under his management, education has made substantial advances, and the defects of the existing system have been greatly modified, or have been, at least, smoothed over in such a manner as to rob them of many obnoxious features. But this circumstance makes us all the more uneasy. The power now wielded with tact and firmness, and under the Government of United Canada, may produce the most opposite effects, under an officer of different character, and without the checks and encouragements offered by the existing union." (*On some Points in the History and Prospects of Protestant Education in Lower Canada*, p. 13.)

‡ M. Chauveau shall describe his own policy:—"I have pointed out, in my previous reports, the best measures to be adopted for the perfection of our system of education; and I would repeat that, important as are some of the measures proposed and still under the consideration of the Government, particularly those that were adverted to in my report on the inspection of schools, a great deal also depends on the influence which public opinion can bring to bear upon the local authorities, in whose hands the law has placed so large a share of the initiative and responsibility. The most difficult task is that which consists in directing these local authorities without infringing on their powers, or discouraging any of the School Commissioners or functionaries who may be bravely struggling against difficulties, without, however, being able to obtain all that might be desired in the interest of the progress of education. If, in this matter, the Department should have appeared to some persons as wanting in energy or firmness, it may be well to observe that, on many occasions, a different course might have jeopardized results which, unimportant as they may seem, have only been obtained with much difficulty." (*Report for 1863*, p. 13.)

The principle of subordination is strictly maintained. The Chief Superintendent—the School Commissioners (or, in the case of dissentient schools, the School Trustees), the school—these three elements practically represent the organization. There is a Council of Public Instruction, similarly constituted and with corresponding powers to the Council of Public Instruction in the Upper Province; but in both cases the dignity of the body is more considerable than its authority, and the Chief Superintendent really is its executive officer.

Again, there are Inspectors,—officers, too, clothed with certain important visitatorial duties; but these again, by the very terms of their appointment, “have all the powers and authority of the Superintendent of Education,” and are, in fact, his representatives and deputies, rather than school officers acting with an independence of their own.*

There is no County Council concerned with education in Lower as there is in Upper Canada; no school section trustees. The county or circuit Board of Public Instruction is exchanged for eight Boards of Examiners for the province,† appointed by the Governor on the recommendation of the Chief Superintendent, and therefore more departmental in character than their Upper Canadian analogues. The Inspectors, as we have seen, are departmental too; while the local Superintendent of Upper Canada is distinctly a municipal officer. This difference of character is, perhaps, directly traceable to historical causes, and finds its counterpart in the social phenomena of the two provinces. In Upper Canada, Anglo-Saxon municipal institutions and the ideas of local self-government took early and strong root. In Lower Canada, one still hears of “seigniorial dues,” and the other incidents of a feudal tenure.

School law of
Lower Canada.

The school law of Lower Canada is said to be “consolidated”; but it is still a jumble, mixing up together “things new and old,” through which I should have felt it difficult to pick my way, if, in the office of M. Chauveau, I had not found myself in the “house of the interpreter.” He is fully aware of its inconsistencies and difficulties, which have arisen from the amalgamation of statutes of different dates, without sufficient care having always been taken to see that the provisions of one did not conflict with those of another. “We call it consolidated; but, in fact,” he said, playfully, “it is still only in the nebular phase.” As long, however, as his interpretations of it pass unquestioned and no practical contradictions arise, he is content to be blind to its theoretic imperfections. And such, perhaps, under the circumstances, would be the course of a wise administrator. But the condition of the law makes the Chief Superintendent almost an autocrat.‡

* M. Chauveau thus differences, himself, the two systems:—“In both sections of the Province, the system of Public Instruction is both departmental and municipal; but in Upper Canada, it partakes more of the latter than of the former; and there is nothing surprising in the fact that the same principle also predominates in the inspection. In Lower Canada, the opposite is the true state of things, and those persons who wish to see the system of Upper Canada introduced, independently of any other consideration, should premise the assimilation of the two school codes, and provide for the relief of the Department from a hundred faculties and duties which it would become impossible to exercise and discharge.” (*Report of the Superintendent of Education for Lower Canada in relation to the Inspectors of Schools*, p. 16.) I omit, in my sketch of the organization, two shadowy bodies—“Managers,” whom the School Commissioners may associate with themselves permanently, or for a time only, to aid them in matters connected with the administration of the *school-houses*—corresponding, therefore, somewhat to a “prudential committee” in Massachusetts, and “School Visitors”—functionaries similar to those called by the same name in Upper Canada—who seem to have no very well-defined duties. As to the Managers, I doubt if they have often any real existence. I see no notice of them in the Reports.

† Such, at least, is the number prescribed in the School Law, p. 93. But the Boards appear to have been multiplied, and in the Report for 1863, p. 11, eighteen Boards are enumerated, including the Catholic and Protestant subdivisions of the Boards of Quebec, Montreal, and Bedford.

M. Chauveau's
description of
the difficulties
encountered by
the system.

‡ It is thus M. Chauveau describes the difficulties the system has had to conquer, and his own position in consequence:—

“Let us look back to the time when the present school system was inaugurated in Lower Canada, and we shall confess that the undertaking was at its outset apparently a moral impossibility. The establishment of a system of public instruction by the agency of local and municipal authorities, themselves elective, amidst a population who had always been opposed to every system of direct taxation, among whom primary instruction had been, by a succession of occurrences ever to be regretted, almost completely interrupted for a period of ten years, was in truth asking men of no education to educate others—men who set their faces against all taxes, to tax themselves for a purpose of the importance of which they were ignorant. The law, moreover, had only prescribed one restriction as regards the choice of Commissioners, and that restriction, however favourable to the ratepayers, was very far from being so to the establishment of schools. In order to be a Commissioner, it was not necessary (nor indeed is it so now) to have any education whatsoever, to know even how to read or write: all that was required was, to be a ratepayer as the owner of real property. There was nothing to prevent the election of five proprietors at once the most ignorant, and the most hostile to taxes of any kind. And this used to be done, and unhappily is done still, though not so frequently. It is true that on the one hand the law had enacted various penalties, and that on the other hand it counted on the efforts and zeal of educated men, at the head of whom would naturally be found members of the clergy. It counted, moreover (and this has not proved the least important element of success), on the good sense, the spirit of order, and the peaceful and pious habits of the population. But these penalties and restrictions had been valueless without the aid of the central authority to apply them. It was necessary that the zeal and the efforts of educated men should be seconded and sustained by an authority independent of that which it was intended to supervise, frequently even to control. In fact, the good disposition of the Canadian people required to be stimulated and developed by men specially charged with that mission, and receiving fair remuneration for their struggles with men—educated men, but unfortunately, partisans of ignorance, with a view to the attainment of political ends. Thence arose the office of Inspector, and only since its creation has any progress been made.

“Since that time, the opposition to schools has not ceased to exist, but it has taken a fresh direction. It is no longer directed against taxation absolutely (though in many places there is still a predilection in favour of the illusory resource of voluntary subscription); but its aim is now

The public fund at the disposal of the Educational Department for the purpose of establishing and assisting schools is divided into two heads—a “superior education fund” arising from the suppressed Jesuit estates and other supplementary sources, including an annual parliamentary grant of \$20,000 (which, however, even in the aggregate, is insufficient for its objects), and a “common school fund,” arising out of the consolidated revenue of the province, annually voted by the Legislature. Both funds are stated by the Superintendent to be lamentably inadequate to their objects, and this inadequacy seriously cripples both the influence of the Department and the efficiency of the schools. The accumulative deficit, indeed, in the account of the Superior Education Fund, is said to nearly equal the capital of the fund itself; and a number of necessary improvements, such as the establishment of parochial libraries and the construction and repair of school-houses, most of which are reported to be in an unsatisfactory condition, cannot be attempted.*

The public school fund twofold.

There is a so-called “Superior Education Fund” of \$20,000 annually appropriated out of the consolidated revenue of the province, for the encouragement of superior education in Upper Canada, which is distributed by Parliament among the several collegiate educational institutions in that section of the province; but the Superior Educational Fund of Lower Canada is both of larger amount and of wider scope than this, and includes within its purview not only universities and colleges, but academies, normal colleges, model schools, and also inspectors’ salaries and township libraries.

Superior education fund.

It is provided by law that the income of this fund in no one year shall fall short of the sum of \$88,000; and any deficiency below that amount is to be made up out of the Common School fund, which of course suffers proportionably. The annual income is to be “apportioned by the Superintendent of Education in and amongst the universities, colleges, seminaries, academies, high or superior schools, model schools, and educational institutions other than the ordinary elementary schools, in such manner and in such sums and proportions to each of them as the Governor in Council approves.”† It is apportioned by the Superintendent, not

Its amount.

How apportioned.

to prevent the increase of teachers’ salaries, to impede the establishment of model (*i.e.*, superior primary) schools, and to oppose all improvements necessary to promote the progress of education. So well aware of this were the Legislature and the Government, that every succeeding session has conferred new powers on the Department, to enable it to contend with these fatal proclivities. Now the powers thus assigned and those which the law had already given could be exercised only by the medium and aid of agents appointed by the Government, paid by the Government, and responsible to the Government. (*Report on Inspection*, pp. 15-16.)

* “Le besoin le plus urgent de ce département, celui sur lequel je n’ai cessé d’insister, c’est le règlement de ses difficultés financières. Ces difficultés existaient déjà en 1855, antérieurement à ma nomination et à la passation de la loi de l’éducation supérieure. Le parlement votait la subvention annuelle de l’éducation supérieure mais avec cette restriction qu’une certaine partie seulement de cette subvention serait prise sur le revenu annuel de la province, et que le reste serait pris spécialement sur le revenu des Biens des Jésuites et sur la balance de la subvention des écoles communes. Or, les sommes votées chaque année, excédant toujours ces deux dernières ressources, il en était résulté un déficit considérable. La passation de la loi de l’éducation supérieure a continué le même état de choses : ses dispositions en ce qui concerne les sources d’où doit provenir la subvention de l’éducation supérieure ne diffèrent point des conditions que l’on vient d’exposer. La part revenant au Bas Canada sur l’allocation supplémentaire votée pour les écoles communes chaque année, se trouve absorbée sans qu’il soit possible d’augmenter la subvention de ces écoles, et il y a plus un déficit qui représente presque aujourd’hui le capital du fonds de l’éducation supérieure lui-même. Il suit de là qu’il est très-difficile d’augmenter les diverses subventions dont j’ai si souvent représenté l’insuffisance. Au nombre des améliorations qui se trouvent ainsi retardées est la création et l’augmentation des bibliothèques paroissiales; . . . il n’a pas été possible non plus d’accorder aucune subvention pour la construction et les réparations de maisons d’école. . . . Enfin, la subvention ordinaire des écoles communes, ainsi que la subvention supplémentaire des municipalités pauvres exigeraient d’autant plus une augmentation que la somme totale distribuée restant la même, la subvention de chaque municipalité se trouve de temps à autre diminuée, à mesure qu’il s’en crée des nouvelles ou que la population augmente dans quelques-unes d’elles, tandis qu’elle demeure relativement stationnaire dans les autres. Cela est d’autant plus regrettable que la suspension de la subvention est un des moyens les plus efficaces d’action pour le département; ou pourrait même dire, la seule sanction efficace à ses instructions et à ses règlements, et que moins cette subvention est considérable, moins aussi l’espèce d’autorité qui en découle est respectée.” (*Report for 1864*, p. xviii.) The same report speaks of “l’insuffisance de la plupart des maisons d’école, leurs dimensions trop petites, et leur distribution intérieure défavorable à l’hygiène et aux progrès de l’instruction publique.” (p. v.)

State of the superior education fund.

† *Lower Canada School Act*, pp. 62-6. It may be as well to attempt to distinguish (though the attempt will not be very easy, where the terms are used so loosely) these different classes of schools. Seminaries and academies are mostly boarding schools, either under the direction of some religious order or of lay trustees:—“Des académies ou des pensionnats dirigés par des religieux ou des religieuses, ou sous le contrôle de syndics.” (*Report for 1864*, p. 13.) “High or superior schools” are all of private foundation, mostly ecclesiastical, with varying constitutions. “Model schools” are superior primary schools, established by the School Commissioners, and forming part of the common school system. In the appropriation list for 1864, the educational institutions assisted out of the Superior Education Fund are arranged in six classes, receiving the amount placed opposite to each:—

	\$
1. Universities	4,717
2. Classical colleges (11)	13,359
3. Industrial colleges (13)	7,863
4. Boys’ academies (64)	13,417
5. Girls’ academies (67)	10,481
6. Model schools (158)	17,219
Total	\$67,056

This fund is further charged with the payment of the Inspectors’ salaries, which exceed \$19,000; with an annual sum not to exceed \$14,000 for the support of the normal schools; and with a sum not exceeding \$2,000 in any one year for the formation of township libraries.

upon any defined or prescribed principle, as is the case with the common school fund, but according to his own notions of general equity or the particular requirements of each case. His apportionment, however, is liable to revision, and, as a fact, is generally revised and more or less modified, in the office of the Provincial Secretary. The grants are annual, not permanent; and the Governor in Council may attach to them any conditions which are deemed advantageous for the furtherance of this object;* and each educational institution claiming a share of the grant must make an annual application to that effect, and must accompany such application with a detailed financial and statistical report of its condition.

Common school fund.

I am not able to speak with positive certainty of the sources or amount of the common school fund of Lower Canada. The law only gives directions for its apportionment; the reports do not exhibit any statistical table completely setting forth its character. It appears, however, that at some date, which I have no means of ascertaining, Parliament appropriated 1,000,000 acres of land for the support of common schools in each part of the province, the proceeds arising from its moiety of which form, I presume, the permanent capital and income of the Lower Canada fund. I presume further, from M. Chauveau's mention of a "supplementary appropriation voted each year for common schools," at the same time that he states that "the total sum distributed remains the same," that the parliamentary vote is only taken to bring up the income of the permanent capital, which may be fluctuating, to the fixed sum required. The total amount distributed apparently, reaches about \$150,000, of which about \$112,000 are apportioned to common schools. I am sorry to have to make what looks like so loose a statement; but the very confused state of the law and the absence of any general balance-sheet or definite explanation in the Report, render it impossible to make it more precise; and I believe it to be sufficiently accurate for any practical inferences that may be drawn from it.†

How apportioned.

The income of this fund, or at least that portion of it which is appropriated each year to common schools, is divided twice a year, by the Chief Superintendent of Education, among the several municipalities according to their respective populations, and then passes into the hands of the school commissioners (or trustees of dissentient schools, as the case may be), and is further distributed amongst the several school districts in each municipality in proportion to the number of children between seven and fourteen years of age residing therein, and capable of attending school.‡ In order to entitle a school to its allowance, certain precedent conditions have to be fulfilled. It must have been under the management of commissioners or trustees as directed by the Act. It must have been in actual operation under a duly qualified teacher during at least eight months of the year. It must have been attended by at least fifteen children, periods of epidemic or contagious disease excepted.§ It must have undergone a public examination. The proper certified returns of reports must have been made. A sum equal to the allowance made by the Legislature must have been raised in the municipality.|| The Chief Superintendent has also authority to refuse the grant in cases where complete accounts have not been rendered of the way in which the school moneys of the preceding years have been applied;¶ where the instructions of the Council have been

On what conditions.

* One condition recommended to be attached to the grant of 1864 is, that every teacher in an institution assisted from this source must be furnished with a proper diploma. (*Report for 1864*, Append. 4., p. 3.)

Common school fund.

† Mr. Hodgins, in enumerating the various endowments available for educational purposes in Upper Canada, mentions "half of the parliamentary appropriation of one million of acres of land for common schools in each part of the province," which would assign to Lower Canada 500,000 acres. (*Sketch*, p. 10.) M. Chauveau speaks of "la part revenant au Bas-Canada sur l'allocation supplémentaire votée pour les écoles-communes chaque année"; and also of "la somme totale distribuée restant la même." (*Report for 1864*, p. xviii.) The School Law speaks of the "legislative school grant, permanent and additional, for common school purposes in Lower Canada." (*Acts respecting Education*, pp. 92-98.) The grant is liable, before apportionment to common schools, to a previous charge:—(1) of a sum not exceeding \$4,000 for special aid to common schools in poor municipalities; (2) of a sum not exceeding \$1,800 to encourage the publication and circulation of a journal of public instruction; (3) of a sum not exceeding \$2,000 towards forming a superannuated teachers' fund; and (4) of a sum not exceeding \$6,000 to defray the salaries of officers and other contingent expenses of the normal schools. The apportionment to common schools in 1864, amounted to nearly \$114,000. The variations in this amount for the eight years 1856-64, have been very slight, but there have been variations. (See *Report for 1864*, p. 14.)

‡ A girls' school and the model (or superior primary) school of the municipality are each reckoned as a school district. And the sum of \$80 dollars is to be deducted prior to distribution for the special support of the model school, without prejudice to its share in the subsequent distribution as a district school. The principle of division stated in the text, viz., in proportion to the number of children in the district between seven and fourteen, applies to the distribution of the local assessment raised to meet the legislative grant, as well as to that grant itself. With a view of removing the prejudice, which was once universal and still exists in some localities, against the principle of assessment, voluntary contributions are allowed to be substituted for taxation in municipalities where this mode of collecting the money is preferred. As an illustration of the primitive state of some of the municipalities, the law allows the commissioners to "receive the amount of such rates, and of the monthly payments for the children, *in produce*, at prices to be fixed by them."

§ This, however, is not peremptory; and the allowance may be paid in cases where the attendance has fallen below this level, provided the managers "have endeavoured in good faith to carry out the law." The law does not say *average* attendance.

|| Relaxation is permitted here, also, in the case of an "indigent municipality." In 1864 there were about twenty-five municipalities in whose favour the law was relaxed.

¶ This apparently is a very necessary precaution. It is stated that secretary-treasurers have frequently been guilty of large embezzlements. Indeed, in M. Chauveau's Report on Inspection, he makes the startling assertion "as certain, that the inspectors have detected, stopped, or prevented defalcations of the secretary-treasurers to an amount in the aggregate far exceeding their salaries" (p. 2).

disobeyed; where unqualified teachers have been employed; or where a qualified teacher has been dismissed without a sufficient notice, or for an unjust or invalid cause.*

The amount distributed among the municipalities in the shape of legislation grant in 1864, was, as has already been stated, about \$114,000. This was met by a hypothetically equal sum, raised either by rate or voluntary contribution on the spot, of \$112,158; over and above which necessary assessment, there was raised at the same time and in the same way the further sum of \$160,068 (including \$15,553 for the erection of school-houses); and a yet additional income accrued to the schools, of \$321,037 from school fees (*retribution mensuelle*). The total income of the municipalities of Lower Canada for the purposes of elementary schools in 1864 was \$593,264; an increase upon 1863, of nearly \$30,000; and upon 1856, of nearly \$190,000. Out of this sum were supported 3,604 schools, and were instructed 196,739 scholars: giving an average of about 60 scholars to a school, and a cost of about \$3 to a scholar.† It is thought that there are quite as many schools disseminated in the municipalities as is compatible with their efficiency; and the action of the Department has lately been directed, and it is promised, will continue to be directed, to the reunion of districts which are too small to maintain each its own independent school.

Statistics of 1864.

There is a peculiarity in the Lower Canadian law, in respect of the monthly rate-bill. It is leviable for eight months, not merely on every child in the district who attends school, but on every child in the district between the ages of seven and fourteen years, who is capable of attending school. The amount of the fee must not exceed forty cents a month, and must not be less than five cents, except in the case of a model school, where a higher fee may be demanded, at the discretion of the Commissioners. The liability of attendants and non-attendants equally to this payment (which, however, though capable of being legally enforced, is not always exacted) is considered by the Superintendent to be one of the surest means to obtain regular and numerous attendance; and he thinks that the indulgence shewn to several municipalities who have been allowed to substitute the method of supplementary assessment for that of school fees, ought not to be longer conceded, unless the attendance of children at their schools improves.

The law of rate-bills in Lower Canada.

The "Municipalities," so often spoken of, it should be understood, are municipalities constituted for the special purposes of schools by the Governor in Council,

School municipalities.

* If in any district there is no school in operation, the School Commissioners or Trustees shall deposit the money to which such district would have been entitled, at interest in some bank, where, with the consent of the inhabitants of such district, they shall allow it to accumulate during a term which shall not exceed four years, to be thereafter by them used either in the purchase of ground for, or in building, a school-house, or towards other educational purposes in such district.

It seems to me that throughout the Lower Canada School Law the powers of Commissioners and Trustees (who, in their very nature, represent opposite interests, separated by the sharpest of all dividing lines—the line of religious difference), and particularly their powers in this matter of apportioning the School Fund, are mixed up in a way that must be productive of endless disputes and quarrelling. It appears from M. Chauveau, that "the apportioning of the Government grant between Commissioners and Trustees" is a frequent function of the Inspector: but it must be by the voluntary submission of the parties to his arbitration, for no such power is given to him in the law, unless it be by implication, viz., that the inspector represents and may have delegated to him, the powers of the Chief Superintendent; and this functionary has certain indefinite and autocratic powers to correct any "difficulties of a grave nature on the subject of schools which may occur in any municipality" (*Acts respecting Education*, p. 70.) In fact, the general state of the law, on the confession of the Chief Superintendent, appears to be fruitful of difficulties, which it seems to be the Inspector's duty, as representing the Superintendent, to remedy as best he may. Neither Inspector nor Superintendent enjoys a sinecure.

"Not to speak," says M. Chauveau, "of the ordinary superintendence which they are to exercise over schools and schoolmasters and all their appliances, and over commissioners' and secretary-treasurers' accounts, the numberless and never-ending difficulties which are always occurring relative to the formation and division of school districts and the choice of sites for school-houses, are generally settled by their inquiries and reports, as are those arising about the division or bounding of school municipalities; the claims for money consequent on such changes between different municipalities; the establishment of dissentient schools, and the apportioning of the Government grant between commissioners and trustees; the possession of school-houses (often a subject of dispute between the two bodies when they exist in one locality); indemnity claimed by teachers who allege they have been unjustly dismissed; complaints of *curés*, parents, and rate-payers, assistant commissioners or teachers; the imposition of extraordinary rates to pay off debt or build school-houses; the apportionment of the school fund to different districts; the auditing and giving up their accounts by secretary-treasurers; in short, about the inauguration and maintenance of model schools, which are almost always unpopular at first. On all these matters the law has conferred on the Superintendent a jurisdiction in appeal from the decisions of the commissioners, and a kind of administrative power of arbitration which, in case of need, finds its sanction in the confiscation of the Government grant. All these questions, some of which may appear rather trivial at the first glance, are nevertheless, very interesting in all places where they arise, but generally connected with the family and local heart-burnings and party quarrels which unhappily divide our parishes. They are also exaggerated by differences of religion, language, and origin. None but those whose experience has taught them can have an idea of the importance attached to triumph, and of the rancour which lingers in the breasts of the defeated party." (*Report on Inspection*, pp. 8-9.) This passage, though not very coherently written, is sufficiently intelligible, and represents a state of things which must render the working of any school law—particularly of a loosely constructed and loosely phrased school law—a matter of exceeding difficulty. That it is found to be so practically, is evident from the reports of the Inspectors, and indeed, I doubt if the system could be got to work at all, if it were not for the large powers vested in the Superintendent, in whose fairness and integrity both parties seem to have confidence.

Varied duties inspectors.

† It is right, however, to mention "que le chiffre des honoraires payés dans les collèges, et beaucoup d'autres sommes dépensées pour l'éducation ne s'y trouvent point comprises." (*Report for 1864*, p. xiv.) I cannot reconcile the statistical discrepancies of the report: at p. 141, the "totale des institutions de tout genre" is set down at only 3,589, and the number of pupils at 195,032. It is true the difference is not very considerable.

who has power not only to establish new ones, as occasions arise, but to alter the limits and make subdivisions of the old; and may or may not be co-extensive with what are called in the School Act, the "local municipalities," which exist for other civil objects. The executive officers of the school municipality are a corporation known by the name of "School Commissioners," or, in the case of dissentient schools, "School Trustees," whose business it is to divide the municipality into districts (*arrondissements*), and to see that an elementary common school is established in each.

There are 638 school municipalities in Lower Canada, which have been divided into 3,223 school districts. No district is to contain less than twenty children, between the ages of five and sixteen years.*

Idea of the system.

The *idea* of the system is, that in each municipality there should be a "superior primary" or "model" school, corresponding nearly to the American "grammar school," which is the centre of the municipal organization, and carries its pupils beyond the elementary subjects of reading, writing and ciphering, which form the staple of the teaching of the inferior primary school,† into the higher mysteries of mensuration (a branch of knowledge much esteemed in both the Canadas), geography, and history. The idea, however, is only partially realized; for in the 638 municipalities, there were, in 1864, only 260 model schools—204 for boys and 56 for girls, of which only 158 fulfilled the conditions entitling them to a grant out of the superior education fund.

The model school.

The first establishment of a model school, says M. Chauveau, is always unpopular, and yet the law places them on a very manifest vantage-ground. There is no limit fixed to the amount of the fee which may be demanded from the children attending them. They dip their hands, at the rate of from \$50 to \$75 apiece, into the superior education fund. They take a lion's share of \$80 out of the common school fund apportioned to the municipality, and come in on even terms with the other school districts in the division of the remainder. In every way, the attempt is made to provide a really "superior school." The rate allowed to be levied for building a model school-house may amount to \$1,000, while in the case of a common school-house it is forbidden to exceed \$500. If, with all these privileges, they are not popular, it can only be because there is no general demand for superior education among the people.‡ The 260 model schools that existed in 1864, were educating 16,157 boys and 3,226 girls—19,383 scholars in all.

The elementary school.

Below the model school, in the system, stands what is called the "Elementary School." Of these there were in existence in 1864, 3,109, educating upwards of 140,000 children. 182 were dissentient schools, 48 Catholic, and 134 Protestant, in which 6,364 scholars were being taught. The number of independent schools, that is, schools refusing to be organized under the control of Commissioners or Trustees, or to be brought into connection with the educational department, was 341, with the large number of 25,587 pupils. The origin of the dissentient schools is, of course, the religious difficulty between Catholics and Protestants: the origin of the independent schools is the dislike partly of departmental control, and partly of the principle of a rate. "The whole population," says one Inspector, "is resolved on maintaining the independence of their schools. I have heard people say, again and again—'We prefer dispensing with the grant, even at the cost of paying more out of our own pockets. We stick to voluntaryism.'"[§]

Their condition.

The condition of these elementary schools, speaking generally, does not seem to be very satisfactory. Often there are schools without school-houses;|| and still oftener, schools without maps, apparatus, or educational "plant" of any kind.¶ They are frequently closed suddenly, to balance the accounts:** sometimes are discontinued because their teachers could not pass the examination for a certificate.†† Of 200 schools, one inspector reports 100 as good; 60 as moderate, yet not without

The school age.

* The age of from five to sixteen is that within which every child residing in a school district has a right to attend the school thereof, upon payment of the monthly fees; but it is only upon children between the ages of seven and fourteen resident within the district upon whom, whether they attend the school or not, a monthly school fee is leviable. The latter age, therefore, says M. Chauveau, "may be considered as indicating the limits of the school population subject to *compulsion*." (*Report for 1863*, p. 7.) This indiscriminate levying of a school fee, which, as we have seen, is often remitted, is the only form which "compulsion" takes in Lower Canada.

† L'enseignement, pour le plus grand nombre des élèves, se borne à la lecture, l'écriture, l'orthographe et l'instruction religieuse." Again—"Ici on n'enseigne guère que la lecture, l'écriture, l'orthographe et l'instruction religieuse." (*Report for 1864*, p. 26.) In these two cases, not even arithmetic is taught.

Want of zeal for education.

‡ The apathy of the people towards any form of education is a general complaint of the inspectors. "Chez beaucoup de parents," says one, "on regarde l'école comme une institution nuisible, inutile, ou au moins superflue. Et malheureusement, plusieurs des citoyens de cette paroisse qui, par leur position, leur éducation, leur influence, pourraient donner cours à de plus saines idées, se tiennent à l'écart et semblent n'avoir pour l'éducation des enfants du peuple que de stériles sympathies." (*Report for 1864*, p. 25.)

§ *Report for 1864*, p. 16.

|| In a statistical table, which enumerates 3,109 elementary schools, there are stated to be only 2,620 school-houses. (*Report for 1864*, p. 140.) An inspector says—"Je n'ai pu, jusqu'à présent, malgré de fréquentes recommandations, réussir à faire construire une seule maison d'école dans toute l'étendue de la municipalité." (*Ibid.*, p. 21.)

¶ *Report of Superintendent for 1864*, p. iii.

** "On a dû supprimer deux écoles, pour rétablir l'équilibre dans les finances." (*Ibid.*, p. 27.)

†† "Sur mon avis, ces deux messieurs se sont présentés devant le bureau des examinateurs en mai dernier, mais in l'un ni l'autre ne purent réussir; en sorte que les deux écoles sont vacantes aujourd'hui." (*Ibid.*, p. 18.)

merit; 40 as bad, and producing no beneficial results.* "It is rare," says another, "to find in these schools a child over twelve years of age."† The attendance in some of them is ridiculously small. "The school in district No. 9," writes a third inspector, "at the time of its greatest prosperity since my last visit, has only been attended by nine children; at the date of my visit, there were but two present." "It is monstrous," cries this gentleman, "that a mistress should be employed, at a salary of £30 (currency, I presume), to teach the children of two or three families."‡ Here and there a township or a parish are spoken of as possessing efficient schools; but the general impression which a perusal of the inspectors' reports leaves upon the mind is, that the state of elementary education in Lower Canada is not satisfactory; and that, what with the apathy of parents, the irregular attendance of children, the reluctance of the people generally to bear anything in the shape of direct taxation, the poverty and sparseness of the population, the inefficiency of teachers, the cabals and prejudices produced by different political or religious interests, those who are labouring to improve and extend it, have a difficult and disheartening game to play. The range of instruction also must be very limited. Of 195,032 pupils reported as being taught in the year 1864, in 3,589 educational institutions of all kinds (including the model schools and the academies), only 99,351—hardly more than one-half—are returned as learning to write; only 111,447 were learning arithmetic.§

I have just spoken of academies. These, with what are called the "Classical Academies and Colleges" form the highest class of schools in the province. They do not constitute a part of the common school system, being most of them independent foundations, generally connected with, and directed by, religious orders; but they stand to the primary schools of that system (the elementary and model schools) much in the same relation in which an American high school stands to the schools of inferior grades. Indeed, that there is intended to be a sort of grading in the Lower Canadian system, is evident from the requirements of the law on the subject of teachers' diplomas; nor perhaps can a better idea be formed of the aims of these three classes of schools—the elementary school, the model school, the academy—than from observing the qualifications required in those who are permitted by the law to teach in them.

Certificated teachers, then, in Lower Canada are divided into three classes; "those of schools purely elementary; those of model schools; and those of the educational establishments called academies."||

"For an elementary school, a teacher must show that he possesses acquirements which will enable him to teach, with success, reading, writing, the elements of grammar and of geography, and arithmetic, as far as the rule of three inclusively."

"For a model school, in addition to the foregoing, the acquirements requisite to enable him to teach grammar, the analysis of the parts of speech, arithmetic in all its branches, book-keeping, geography, the use of the globes, linear drawing, the elements of mensuration and composition."

"For academies (besides the qualifications required for the above-mentioned two classes of teachers), all the branches of a classical education, inasmuch as they are destined to prepare the scholars for the same."

"No teacher," says the law, "unless provided with such certificate of qualification, shall be employed by any persons entrusted with the management of schools, on pain of losing their share of the grants made for the encouragement of education; nevertheless,"—and here we meet with a large and important exception—"every priest, minister, ecclesiastic, or person forming a part of a religious community instituted for educational purposes, and every person of the female sex, being a member of any religious community, shall be in every case exempt from undergoing an examination."¶

The extent to which this privilege operates may be estimated from the following figures:—In the 3,589 educational institutions (secondary as well as primary schools) already mentioned, there appear to have been employed, in the

* *Ibid.*, p. 28. The analysis of these 200 schools will give a fair idea of the average condition of an inspector's district, and of the means of education within reach of the population of Lower Canada. Of the 200 schools, 175 were elementary schools, attended by 7,109 scholars; eleven were superior primary, or model schools for boys, attended by 773; three were superior primary schools for girls, attended by 173; there were two colleges, attended by 365; seven educational convents, attended by 620; two independent schools, attended by 57. There only wants the "dissentient school" to make it a sort of typical district. Of these 9,907 enrolled scholars, 6,075—or two-thirds of the whole number—were in average daily attendance. The three great obstacles which the Inspector enumerates to the progress of education are: 1. The want of assiduity on the part of scholars; 2. The deficiency of books, stationery, &c.; 3. The insufficiency of teachers' salaries. These complaints are repeated again and again by other inspectors.

† *Report for 1864*, p. 43.

‡ *Report for 1864*, p. 114.

§ *Ibid.*, p. 141.

|| *Acts respecting Education*, p. 96. Certificates, as in Upper Canada, are of two kinds: (a) those granted by the Chief Superintendent to any student of a normal school who has completed a regular course of study therein; valid, until revoked for some breach of good conduct or good morals, and by virtue whereof such student is eligible to be employed as teacher in any academy, model school, or elementary school; and (b) those granted by the District Boards of Examiners, available only within a defined territorial limit, for such class of schools as the Governor in Council may from time to time ordain, and for a term of three years from the date of issuing, at the expiration of which term a fresh examination is necessary. Candidates are required to produce certificates of good moral character, and must not be less than eighteen years of age.

¶ *Acts respecting Education*, p. 97.

The academies.	<p>year 1864, 4,531 teachers, 1,236 men and 3,295 women, of whom 697 men and 2,439 women <i>were</i>, 539 men and 856 women <i>were not</i>, "furnished with diplomas."*</p> <p>But to return to the academies. In the statistical table so often quoted there are reported to have been in operation, in the year 1864, 83 academies, 29 colleges, and 102 educational convents. Under the head of "colleges" are included both "classical" and "industrial" institutions, of which it appears from another table that there were 13 of the former class and 15 of the latter.† In the academies are reported 7,475 pupils; in the colleges, 5,476; in the convents, 19,951; giving a total of about 33,000 pupils receiving secondary or higher education in the province, as compared with about 160,000 pupils receiving primary. Of these pupils by far the larger proportion are day scholars, the rest are either boarders or what is called "half-boarders."‡ The range of study is wide and various, but comparatively few pupils appear to pursue the higher branches. I will illustrate this statement by the particulars of 64 boys' or mixed academies, which in 1864 were educating 4,831 boys and 1,463 girls, 6,294 pupils in all, of whom, 5,255 were under, and 1,039 over sixteen years of age. The number of teachers employed was 166, on the average 1 to 38 pupils, of whom, 117 were lay and 49 "religious" teachers, 40 of the whole number being mistresses.</p>
Their range of study.	<p>Bearing in mind that we are dealing with 6,294 scholars, the following figures will illustrate better than any other information which I have at command the actual educational results of this class of schools:—4,260 were learning arithmetic, 2,615 were practised in mental calculations, 474 studied algebra, 346 geometry, 34 trigonometry, 20 conic sections, 133 differential and integral calculus, 122 natural philosophy, 97 astronomy, 24 were learning to take meteorological observations, 55 studied chemistry, 320 natural history, 1,580 French-speaking scholars were learning English, 402 English-speaking scholars were learning French, 228 learnt Latin grammar, 9 were practised in Latin composition, 7 were learning Greek grammar, 1 was practising Greek composition, 2,510 were taught geography, 1,740 sacred history, 339 ancient history, 355 English history, 257 French history, 1,244 the history of Canada, 103 the history of the United States, 66 belles lettres, 103 rhetoric, 37 intellectual and moral philosophy, 23 the elements of constitutional law, 144 theoretical, 75 practical agriculture, 13 horticulture, 421 were pursuing a special commercial course, 360 were learning linear drawing, 20 architecture, 19 painting, 184 instrumental, 600 vocal music, 121 were taught to swim, 20 were learning to ride.</p>
Period of their course.	<p>The course of study occupies from three to six years. In the year preceding the report, 173 scholars left, having completed the course; 217 left, having pursued the course more than half way, 156 of whom proceeded with their studies elsewhere. The careers of the quitting students, for the last two years, are thus enumerated: 105 intended to be teachers, 153 to farm, 31 to practise at the bar, 11 to practise medicine, 6 to become notaries, 6 surveyors, 284 were destined for commerce, 156 for some other branch of industry.</p>
Income and expenditure.	<p>Some of these academies have endowments of land or seigniorial rights, but the general account of their financial condition is that their income arises from three chief sources; (1) the Government subvention; (2) fees of pupils; (3) sums received from the Commissioners of the municipality.§ The ordinary fee for</p>

Teachers' salaries.	<p>* It will be observed that the proportion of the sexes of teachers is reversed in Upper and Lower Canada respectively. In the lower province we see the American preference for female teachers. This may be as good a place as any for saying a few words on Lower Canadian salaries. The <i>maximum</i> salary of a male teacher is \$1,200, of a female teacher \$500; the <i>minimum</i> salary of a male is \$48, of a female \$32. Sixty male teachers received, in 1864, less than \$100 a year, 387 between \$100 and \$200, 284 between \$200 and \$400; only 48 received salaries exceeding \$400. Of the female teachers, only 1 received more than \$400, 71 received between \$200 and \$400, 1,103 were paid between \$100 and \$200, 1,174 had less than \$100. (See <i>Report for 1864</i>, p. 143.) I find it impossible to make the figures in the statistical tables of the report tally with one another, and these figures agree neither with the total number of teachers nor with the number certificated. Perhaps some of the returns from which the table was compiled were imperfect. The general inference that one would draw from the table is, however, confirmed by special cases noticed by the Inspectors, and the teachers of Lower Canada cannot certainly be considered a highly salaried class. Living, however, is cheap in the country districts, and the value of the dollar is not depreciated as in the States. "Les commissaires," writes an inspector, "sont disposées à donner \$200 à chaque instituteur, outre le logement et le chauffage: mais je dois faire observer que la vie ici est à bon marché et que \$200 en cet endroit équivalent à \$300 à Québec ou à Montréal."—(p. 17.) This gentleman mentions the further fact that "dans la municipalité toutes les écoles sont fermées, sur refus des maîtres de se conformer à la loi." This reluctance to undergo examination, together with quarrels between the managers and the teacher, are frequently mentioned as causes of schools being closed. An objectionable sort of "truck-system" of payments is condemned. "Le système établi dans cette municipalité, ainsi que dans plusieurs autres, de payer les maîtres avec des ordres chez les marchands, et même avec des produits, est fort peu recommandable."—(p. 49.) We have already seen that permission is given by the law to pay school-rates and monthly fees in produce. I suppose the use of this permission leads to the practice referred to.</p> <p>† Again the figures do not agree: 15 + 13 = 28 only, not 29. The discrepancy may perhaps be explained by one college not receiving any grant, and so not being entered in the second table.</p> <p>‡ The proportion of day scholars to boarders is larger in the schools for boys (as was to be expected) than in the schools for girls. In 64 "boys' or mixed academies" the numbers are given thus:—5,885 day scholars, 289 half-boarders, 120 boarders. In 83 girls' schools the figures are 13,119, 1,564, 2,403 respectively. Of these, 16,911 were Catholics, and only 175 Protestants. In the boys' or mixed schools there were 1,907 of the latter, to 4,387 of the former.</p> <p>§ I take one case as a sample:—"L'Académie Catholique se compose de 380 élèves sous la direction des frères des écoles chrétiennes. On y enseigne l'anglais, le français, les mathématiques, la géométrie, le dessin, avec le plus grand soin. Leurs classes sont munies de tout ce qui est nécessaire. Ils reçoivent \$600 de la ville, et retirent à peu près la même somme de leur élèves internes, et ont de plus la subvention de l'éducation supérieure." (<i>Report for 1864</i>, p. 92.) It should be added in this relation, that of the 6,294 pupils, 1,319 received instruction gratuitously.</p>
Proportion of boarders to day scholars.	
A specimen case.	

tuition ranges from \$10 to \$15 a year; the charge for board from \$120 to \$160. The total expenditure of the sixty-four institutions for 1864 is set down at \$38,830, a sum very little exceeding the rate of \$6 per scholar. As already noticed, the number of boarders and half-boarders is very small, only 309 out of 6,294, or of course the cost would be very much higher. As it is, many of the teachers must be employed at very low salaries, for, if the whole expenditure went to pay the teachers, the latter would be only receiving, on the average, $\frac{38,830 \text{ dolls.}}{166}$ about \$225 apiece.

The so-called "classical colleges" are meant to be a step higher in the educational scale than the "academies." The Chief Superintendent's Report for 1864 contains statistical details respecting thirteen of these institutions, of which all but two (the Seminaries of Quebec and Montreal) receive Government aid out of the Superior Education Fund. It has been already stated that the principle of the distribution of this fund is not defined by law, but appears to be left to the general sense of equity of the Chief Superintendent, subject to the approval of the Governor in Council. The total amount of the subsidy granted to eleven of these colleges in 1864 was \$13,359, which appears to have been at the rate of from \$5 to \$7 per pupil in each. In one case, however (Morin College), the rate was \$13; in another (St. François, Richmond), nearly \$9. In this last case there appears to have been some replacement of a deduction made, or a penalty incurred, in a previous year.*

Classical colleges.

Of these thirteen colleges, all but the two Seminaries of Montreal and Quebec—the latter founded in 1663, the former in 1773—have been established in the present century, five of them within the last five-and-twenty years. All but three—the college of St. Marie, and the M'Gill High School at Montreal, and the college at Three Rivers—possess real property, to the estimated capital amount of more than a million and a quarter of dollars. All receive fees from pupils, and all but the two Seminaries draw a subvention from the Superior Education Fund. The fees for instruction vary from \$10 to \$15 a year; the charge for board is from \$60 to \$150, and, in one case, the M'Gill High School (which also charges the highest fee for tuition), the charge is \$200. The income of the whole thirteen in 1864 was \$142,000 from all sources; their expenditure of all kinds, \$145,790.

Statistics respecting them.

At this cost were taught 2,614 pupils, all boys, of whom 1,025 were day scholars, 425 half-boarders, 1,164 boarders, 234 were taught gratuitously, 25 were free boarders, 214 were partly boarded free; 2,097 were Catholics, 517 were Protestants; 1,503 were over 16 years of age.

The course varies from six years, the shortest period, to ten years, the longest. It is not, however, to be supposed that the majority of the pupils complete the curriculum prescribed. Of about 350 pupils who are enumerated as having left the colleges during the last two years, only 113 finished the course; only 123 more got half way. The ratio of "lay" to "religious" teachers is almost the reverse of that which we observed in the case of the academies; *there* we found but 49 "religious" teachers out of a total of 166; *here* there are employed only 39 "lay" teachers, out of a total of 195.

They are called "classical colleges," but the study of neither classics nor mathematics seems to penetrate their course very deeply; nor does their "cours d'études" embrace any subject which is not included in the course of the academies, though the ratio of pupils pursuing the higher branches to the whole number may be rather larger. Still, it is a noticeable fact how small a proportion of the pupils advance to the higher subjects in both cases. For the purposes of comparison, it may be desirable to give some figures here.

The whole number of scholars, as said, was 2,614. Of these, 1,698 learnt arithmetic, 556 practised mental calculations, 229 learnt algebra, 271 geometry, 125 trigonometry, 32 conic sections, 12 differential and integral calculus, 83 natural philosophy, 109 astronomy (of whom 19 took meteorological observations), 127 chemistry, 127 natural history, 1,352 French grammar, 1,155 English grammar, 1,293 Latin grammar, 717 Greek grammar, 362 Latin, 105 Greek composition, 10 German, 1,642 geography, 761 sacred history, 474 ancient history, 493 English, 192 French, 489 Canadian, 89 United States, 459 general history, 302 belles lettres, 143 rhetoric, 192 intellectual and moral philosophy, 65 theology, 18 the elements of jurisprudence, 33 theoretic, 81 practical agriculture, 188 gardening, 81 were taking a special commercial course, 258 learnt drawing, 67 studied architecture, 1,015 vocal, 284 instrumental music. One school, evidently taking the line of physical culture, taught 50 of its pupils to swim, 50 to dance, 120 to ride; another taught 55 to fence. Only three appear to have organized regular instruction in gymnastics.

Number of pupils pursuing each branch of study.

Such is the statistical picture of the condition of the "classical colleges," or "high schools" of Lower Canada. One can gather from it what their programme of study is, but that hardly justifies an attempt to measure the success with which it is pursued, or the results which it produces, and, from the period of my visit coinciding with their vacation, I am able to add nothing to it as the fruit of personal examination. They lie outside of the province of inspection, so that no information as to their condition can be gleaned from the inspectors' reports. One

Might be the better for inspection.

* "Je propose de rendre au Collège de St. François à Richmond . . . la moitié de ce qui avait été retranché de leurs subventions." (*Appendix*, No. 4, p. 2.) The special liberality shown to Morin College is probably due to the fact that it could hardly have then got upon its legs, having been founded so recently as 1861. It is, however, an institution well out of debt, which is not true of all its competitors; the debts of nine of the colleges amounting to \$167,829.

phenomenon that strikes me is that, though subsidized out of the Superior Education Fund, these institutions appear to be entirely free from central supervision or control. The returns that they are required annually to make to the Chief Superintendent merely furnish him with certain financial and other statistical statements to be embodied in his report, but are neither evidence nor guarantee of the efficiency of the institutions. As the law allows the Governor in Council to attach to the grants "any conditions which are deemed advantageous for the furtherance of superior education," I cannot help thinking that the real usefulness of these colleges would be considerably extended, and a wholesome stimulus applied to them, if the annual grant were conditioned by an annual examination, and the payment (as with ourselves) made to depend more or less upon its results.*

Industrial colleges.

There is another class of institutions in Lower Canada, called "industrial colleges," which, though thrown into a distinct table in the Superintendent's report, I find it impossible to discriminate by any criterion afforded by the report from the colleges denominated "classical." Their constitution is the same, the sources of their income the same, their rates of fees pretty nearly the same, their course of study, step by step, the same, the proportion of scholars studying each subject set down in the programme nearly the same, the careers pursued by the various scholars on leaving, the same also. The only distinguishing features that I can discern are, that they are more exclusively under Roman Catholic influences, that the proportion of day scholars to boarders is larger, that they are less costly, and that one of them undertakes to educate girls. They are also all of comparatively recent foundation, the oldest having been established in 1846, the youngest in 1856. They are fifteen in number, all subsidized out of the Superior Education Fund, educating in 1864, 2,435 scholars, of whom 1,506 were day scholars, 71 were girls, and 197 only were Protestants; under 136 teachers, of whom 109 were "religious," at an annual cost of about \$50,000, that is, at about \$20 to \$22 per child. They thus occupy an intermediate position between the academy, which educates at an average cost of \$6, and the classical college, where the average cost is \$65†; and perhaps this is their special function,—to represent and meet the wants and suit the means of an intermediate class of society. Perhaps the following comparative table may throw a little light on the meaning of their title, "industrial colleges"; all that it appears to indicate being, that the education given in them is more of a *commercial* character, intended for those who are to be tradesmen and shopkeepers, rather than for any other special branch of industry.‡ If so, though their programme is as wide and comprehensive as that of the classical colleges, no doubt the special strength of the teaching is thrown upon the commercial elements of it. I subjoin the table:—

Their intermediate position.

Title of Institution	Total Number of Pupils.	No. of Pupils learning—					Pupils of last 2 years following—		
		Theory of Agriculture.	Practice of Agriculture.	Gardening.	Chemistry.	Special Commercial Course.	Commerce.	Agriculture.	Other Branch of Industry.
Classical Colleges	2,614	33	81	188	127	81	39	85	72
Industrial Colleges	2,435	147	48	90	35	435	177	65	12

It is curious, also, to notice in what proportions the (so-called) "professions" were recruited from these two sources. In the last two years the two sets of institutions furnished respectively: to the Church, the classical colleges, 75, the industrial, 33; to the ranks of teachers, 20 and 19; to the bar, 29 and 14; to medicine, 13 and 19; to civil engineering, 1 and 3 respectively. I believe that the substantial difference between the two classes of institutions is that which obtains between a public school of the first class and a public school of the second class amongst ourselves, and that they are really meant to suit the circumstances of

Contents of the annual Report.

* The particulars respecting itself which an educational institution applying for aid from the Superior Education Fund is required to report are simply these:—1. The composition of the governing body; 2. The number and names of the professors, teachers or lecturers; 3. The number of persons taught, distinguishing those under sixteen years and those above sixteen; 4. The general course of instruction and the books used; 5. The annual cost of maintaining the institution, and the sources from which its means are derived; 6. The value of the real estate of the institution, if it holds any; 7. A statement of its liabilities; 8. The number of persons taught gratuitously, or taught and boarded gratuitously; 9. The number of books, globes, and maps possessed by the institution, and the value of any museum and philosophical apparatus belonging to it. (*Education Acts*, p. 63.)

† After all, this calculation of average cost is worth very little, in consequence of the different circumstances of the three institutions. The academies are mainly day schools. Of 6,294 scholars, 5,885 are day pupils (*élèves externes*). In the industrial colleges, of 2,435 scholars, 1,506, or three-fifths, are day pupils. In the classical colleges, of 2,614 scholars, only 1,025 (not much more than two-fifths) belong to this class.

‡ In fact, in *our* nomenclature, they would be more properly called "commercial schools." How little they can do in the way of *industrial* education may be estimated from the fact that only two of the fifteen have museums of natural history, of the aggregate value of no more than \$47, only six have philosophical apparatus (*cabinets de physique*), one of which is set down as worth no more than \$5. One, however, is worth \$1,574. Their course of study varies from three years to eight. The largest has 337 scholars, the smallest 55, the average 150.

different grades in the community which surrounds them. The three grades—the classical college, the industrial college, the academy, would nearly find their counterpart in the triple organization which marks Mr. Woodard's great educational scheme in Sussex.

The property and management of the common schools of Lower Canada are vested by law in a corporate body, known by the name of "School Commissioners." The School Commissioners. They are five in number, elected annually in July, by the qualified voters of each municipality, and their term of office is three years.* Clergymen of any denomination ministering in the municipality, whether resident or not, and all other persons resident therein (except a school teacher in the municipality), are eligible without any property qualification.

The first act of the Commissioners, after their election, is to meet and choose one of their own body as chairman, and to appoint a secretary-treasurer.† Upon the honesty, prudence, and business habits of this latter officer, the success of the system, in the municipality, appears mainly to depend.‡ Through his hands pass all moneys appropriated to, or levied for, the use of the schools; he is required to give adequate security; he receives a salary;§ he keeps all the financial accounts of the school, of which he is to submit annually a detailed statement to the Commissioners. A fair copy of such statement is to be affixed to the door of the church or principal place of worship in the municipality, and any rate-payer is entitled to a copy on the payment of one dollar for the same.

The duties of the School Commissioners are: (a) to divide the municipality Their duties. into school districts of a convenient size wherever this has not already been done, and to take care that a school is established and maintained in each;|| (b) to hold all real or personal property belonging to the schools, without the power, however, of alienating any portion of such property except with the express authority of the Superintendent;¶ (c) to do whatever may be expedient with regard to building, repairing, renting, furnishing, and keeping in order the school-houses of the municipality, and to levy money for these purposes whenever they deem it necessary, either on the municipality at large, or on the special school district concerned; ** (d) to appoint and engage teachers, and to remove them when necessary on account of incapacity, insubordination, or misconduct;†† to regulate the course of

* Two of them (to be determined by lot) go out of office at the end of one year, two more at the end of two years, the remaining one at the end of three years. If no election is held, the appointment lapses to the Superintendent of Education, upon the nomination of certain specified official persons in the municipality. No person is allowed to vote at the election of school commissioners unless he has previously paid up all contributions due by him for school purposes in the municipality, under liability to a penalty not exceeding \$10.

† Three Commissioners constitute a quorum, and at their meetings all questions are decided by a majority of votes. The chairman has only a casting vote.

‡ We have already seen (p. 158, note ¶) that secretary-treasurers sometimes are only "indifferent honest," and one of the chief services said to have been rendered by the inspectors is, that they have succeeded in largely checking defalcations that had become both frequent and extensive. "L'habileté du secrétaire," "le zèle et l'activité de M.—, secrétaire-treasurier," are often commended by the inspectors. (*Report for 1864*, pp. 73, 59, &c.)

§ The amount of this salary (which is to cover all services) may be fixed at the discretion of the Commissioners; but it must not exceed "seven per cent. on the moneys received by him as treasurer," nor, in any case, amount to more than \$120 in the year. A case is mentioned in the Report for 1864, to the honor of a particular treasurer, who was working hard to bring the school-accounts of his municipality into a condition of solvency, "qu'il offre de gérer les affaires pendant une année sans rémunération" (p. 42). A curious case is mentioned in another municipality where "à l'inverse de ce qui se fait ailleurs, le secrétaire-treasurier, loin de recevoir un salaire des commissaires, paye à ces derniers une certaine somme pour avoir le privilège de faire leurs affaires, lesquelles," (adds the inspector, with some not unnatural surprise), "cependant m'ont paru bien tenues" (p. 63).

|| A school district must contain at least twenty children between the ages of five and sixteen years. Districts may be united by the Commissioners, when they deem it expedient to do so, upon giving notice to the Superintendent. The location of schools is a frequent source of difficulty and dissatisfaction. Here is an inspector's account:—"L'impossibilité où l'on est dans les nouveaux établissements, lorsqu'une population peu considérable est répandue sur une espace immense, de mettre les écoles à la commodité de tous les contribuables se fait vivement sentir ici, et a suscité de graves embarras à la corporation (the Commissioners). De quelque manière qu'on fixe les écoles, il y a toujours un parti de mécontents qui crient, murmurent, font une cabale sourde ou ouverte contre l'école, ou plus souvent encore contre l'instituteur ou l'institutrice. On retire les enfants de l'école. Si l'on déplace l'école pour satisfaire ce parti, de suite le parti content devient mécontent et fait ce qu'il blâmait chez les autres. Combien d'écoles ne produisent aucun bien par suite de ces malheureuses et inévitables divisions; et comment y remédier?" (*Report for 1864*, p. 28.) A rate-supported system has its own difficulties. There is a power of appeal, however, to the Chief Superintendent.

¶ There is a clause in the law with the object of preventing real property being held in mortmain, but which I take to be a dead letter, declaring that "the Commissioners of the cities and municipalities of Quebec and Montreal shall not, at any time, hold real property to the yearly value of more than \$2,000, nor those of other municipalities hold real property to the yearly value of more than \$1,200." (*Education and Schools Acts*, p. 75.) The yearly value of the school-houses must often exceed this.

** A large equitable jurisdiction is left in the hands both of the School Commissioners and the Superintendent. The former may decide, "from their knowledge of the circumstances of the case," whether it would be fairer that such assessment should be levied on the municipality generally, or on the inhabitants of the school district specially. The Superintendent, upon appeal, may either set aside or confirm the assessment, "as to him appears most equitable under the circumstances" (*Education Act*, p. 80). There is a limit to the Commissioners' power of levying a rate as regards its amount. For a model school-house it must not exceed \$1,000; for a common school-house it must not exceed \$500. These limits, however, M. Chauveau told me, were not understood to apply to cities, and he considered their abrogation desirable.

†† Many Commissioners appear to be quite incompetent to discharge this duty properly. It is true the law makes the preliminary requirement that the teacher should be "duly qualified," that is, "muni de diplôme." It might be as well that the Superintendent, on the report of the inspector,

study to be followed in each school, to provide the text-books sanctioned by the Council of Public Instruction,* to establish general rules of management, to fix the time of the annual public examination and to attend the same, and to name two or more from among themselves to visit each public school in the municipality at least once in six months, and to report to the corporation of which they are members, its condition both as regards instruction and discipline.

Their powers.

The only effective control exercised over the powers of the School Commissioners lies in the force of public opinion, and in some cases, probably indeed in all, in the right of appeal from them to the Chief Superintendent. Of course, in many particulars their powers are controlled by the limitations of the law, but, except in the single matter of their election, they are not shackled by any necessity to appeal to the suffrages of the people. They fix the rate of the monthly school fee at their discretion, provided only that it do not exceed forty cents, nor be less than five cents. They levy by assessment and rate in each municipality a sum equal to that appropriated to the municipality out of the common school fund, together with any additional sum which they may think it necessary to raise for the purpose of the schools under their control, together with a further additional sum, not exceeding 30 per cent. upon the total sum to be so raised, which may be required to meet any contingent or unforeseen expenditure. They may in their discretion receive the amount of such rates and of the monthly school fees, either in money or in produce, at prices to be fixed by them.† If the Municipal Council refuse to collect their assessment (as sometimes happens) with the other local taxes, they can collect it themselves.

Dissentient schools.

The liberty allowed to dissentients to establish separate schools under the common school system is far greater in Lower than in Upper Canada. In the latter section of the province, Protestants can only establish a separate school when the teacher of the common school is a Roman Catholic, and upon written application to the Municipal Council of twelve or more heads of families resident in the municipality. Roman Catholics, only after the convention of a meeting by any five or more Roman Catholic heads of families, being freeholders or householders, and resident within the school section.

Dissentient trustees.

In Lower Canada, whenever in any municipality the regulations and arrangements made by the commissioners of any school are not agreeable to any number whatever of the inhabitants professing a religious faith different from that of the majority of the inhabitants of such municipality, the inhabitants so dissentient may collectively signify, in writing, such dissent to the chairman of the commissioners, and give in the names of three trustees chosen by them (for three years, one retiring each year), which trustees shall have all the powers and be subject to all the duties of school commissioners, for the purpose of establishing and managing

should have the power to require the dismissal of manifestly incompetent teachers. The introduction, too, of our system of "payment for results" would operate beneficially in the same direction. It is stated, in the Superintendent's Report for 1864, that there is at present in Lower Canada "un si grand nombre d'instituteurs et d'institutrices munis de diplômes que toutes les localités, même les plus pauvres et les plus éloignées, peuvent s'en procurer" (p. xii). If so, either the supply cannot be well distributed, or the Commissioners are slow to avail themselves of it. "Malheureusement," says an inspector, "aux yeux des commissaires, il n'y a guère de degré de capacité entre les instituteurs, et l'on croit avoir fait une bonne transaction quand on a obtenu les services d'une personne quelconque à un prix relativement réduit." (*Ibid.*, p. 53.) The same habit of under-bidding on the part of the less qualified teachers prevails in Lower as in Upper Canada. "C'est par la concurrence que font aux instituteurs habiles des instituteurs ou des institutrices peu capables, quoique munis de diplômes, que les traitements des instituteurs restent stationnaires et même dans beaucoup d'endroits vont en diminuant." (*Ibid.*, p. xii.) It would seem, from this last extract, that the possession of a diploma or certificate is not in all cases a guarantee of capacity; and the Boards of Examiners are charged to exercise "une plus grande sévérité" in the interest both of the schools and of the teaching-body, who are suffering from this competition. (*Ibid.*)

* The law allows an important privilege to the clergy, of which, however, I was informed by M. Chauveau, advantage is rarely taken. "The curé, priest, or officiating minister, shall have the exclusive right of selecting the books having reference to religion and morals for the use of the schools for children of his own religious faith." It is as well, perhaps, that the privilege is not claimed; for as the power given to the clergy is only that of selecting the books—not of instructing the children out of them, this duty remaining apparently with the teacher—an element of complete dislocation is introduced without any corresponding advantage.

The time set apart for giving religious instruction is left to the discretion of the School Commissioners. I observe no "conscience clause" in the Lower Canada school law, as there is in that of Upper Canada; but, as will be seen presently, an unlimited facility is given for the establishment of "dissentient schools."

† It is, however, optional with the inhabitants of a municipality that has been assessed for school purposes, to substitute a voluntary contribution at least equal to the amount of public moneys granted to the municipality out of the school fund, for a rate. (*School Laws*, p. 88, s. 87.) The objections to a rate are still strongly felt in some localities; and though the commissioners appear to have legal power to levy one, they probably are obliged, practically, to yield to the stream. I can only account for such a statement as the following, upon this hypothesis. "Dans les municipalités où la taxe régulière n'est pas établie, les commissaires n'ont aucune force, et tout dépend de la générosité des habitants. L'opposition que l'on fait à l'établissement du système des taxes disparaît de jour en jour, et bientôt elle sera réduite à néant. Dans mon district d'inspection, une opposition énergique à ce système existe, et néanmoins un bon nombre d'habitants sont favorables à la mesure." (*Report for 1864*, p. 43.)

The assessment must be laid equally, according to valuation, upon all rateable real property in the municipality. The rate must be fixed and laid between 1st of May and 1st of July, and is payable on demand, thirty days' notice having been given, at any time in the year.

The Superintendent who, I have said, is more or less of an autocrat, may cause, of his own authority, special assessments to be levied in any school municipality for the payment of its lawful debts. It is his duty also, when a municipality is divided or reconstructed, to apportion any existing debts equitably among the new municipalities. (*School Laws*, p. 88.)

dissentient schools. They become a corporation, may constitute their own school districts, have the sole right of fixing and collecting the assessments to be levied on the dissentient inhabitants, are entitled to receive out of the General School Fund appropriated to the municipality, a share bearing the same proportion to the whole sum allotted that the number of children attending such dissentient schools bears to the entire number of children attending school at the same time in the municipality,* and a similar share of the building fund.

The entire amount of money raised by assessment for school purposes on dissentients is to be paid to the trustees of the dissentient school; and any school-house which they occupied on 9th June, 1846, the date of the Act of the ninth of Victoria, which legalized their position, though built at the general expense of the municipality, shall continue to be occupied by them as long as the number of children taught in the school amounts to the number required to form a school district, *i.e.*, to twenty. But children from other districts, of the same faith as the dissentients, may attend the school whenever such dissentients are not sufficiently numerous in any district to support a school alone.

It is provided that individuals of the dissentient minority shall not be elected or serve as school commissioners nor vote at their election; and in like manner, individuals of the majority shall not be elected or serve as school trustees, nor vote at their election.

The power possessed by dissentient trustees for assessing, levying, and collecting assessments for the purpose of their schools, and the entire position occupied by them towards such schools, are precisely the same as the power possessed and the position occupied by the commissioners in relation to the common schools. They become two co-ordinate systems working, one would think, not without frequent inevitable collisions, in the same municipality.

In 1864 there was a total number of 182 dissentient schools, as against 128 separate schools in Upper Canada. Of these, 48 were Catholic, attended by 1,830 children; 134 were Protestant, attended by 4,625.

It is easy to see, by a comparison of these figures with the statistics of the Upper Canadian separate schools, that the Protestant population is much less anxious to break off from the common school system than is the Roman Catholic population; or, perhaps it would be truer to say than are the Roman Catholic clergy. The 120 separate schools of Upper Canada, which are exclusively Catholic, were educating in 1863 nearly 16,000 children; † the 182 dissentient schools of Lower Canada, of which about one-fourth were Catholic and three-fourths Protestant, educated in 1864 considerably less than half that number. The average attendance at each Upper Canadian school was 135; at the Lower Canada schools, only 35.

The reports of the inspectors do not signalize any very noticeable phenomena in relation to these dissentient schools. Their condition fluctuates pretty much from the same causes and pretty nearly to the same extent as the condition of the common schools. Sometimes the inferior state in which they are found is attributed to the poverty of their supporters. ‡ Sometimes a conciliating inspector has endeavoured to bind up the wounds between Catholics and Protestants in a parish, but presently they break out again. §

Whatever, however, be the results, such is the legal protection given to "the rights of conscience" in Lower Canada. It does not seem to be entirely satisfactory to the Protestant population. An association has been formed, or has been suggested in Montreal, "for the promotion and protection of the educational interests of Protestants in Lower Canada," whose proceedings have called forth a vindication of the system, as it is, from the pen of M. Chauveau himself. || Principal Dawson, of McGill University, published about the same date (1864) an able pamphlet on "some points in the history and prospects of Protestant education in Lower Canada." The occasion of the rise of controversy was the prospect of federation, which, as one feature of the original scheme, left education to be disposed of in each province by the local Legislatures, and so threatened to deprive the Protestants of Lower Canada of the strength at present arising from their union with the Protestant majority in the Upper Province, was thought to endanger the permanence of the Protestant element in the constitution of the schools.

Principal Dawson contends that, owing to the different circumstances of the two bodies, what is a sufficient protection to the minority of Upper Canada is not a sufficient protection to the minority of Lower Canada. ¶ He demands, therefore,

* These are the terms of 12 Vict., c. 50, s. 18. On the previous page the proportion is stated differently: "They shall be entitled to receive out of the general or local school fund a sum proportionate to the dissentient population they represent." The date of this provision is 9 Vict., c. 27., s. 26 (*School Acts*, p. 76-77). No attempt, that I can see, is made to reconcile the difference; but I take the latter enactment as determining the present practice.

† See above, p. 140.

‡ "En ce qui concerne les écoles dissidentes, je dois faire observer que presque tous ceux qui les soutiennent sont très pauvres—ce qui explique en partie leur peu de succès." (*Report for 1864*, p. 122.)

§ "Lors de la division de ce township par acte du parlement passé l'année dernière, j'ai engagé les dissidents protestants à se réunir à la majorité catholique, ce qu'ils ont fait; mais à la suite de différends qui sont survenus, ils se sont séparés de nouveau." (*Ibid.*, p. 112.)

|| The title of the pamphlet is—"A few remarks on the meeting held at Montreal for the formation of an association for the promotion and protection," &c. It is reprinted from the *Lower Canada Journal of Education*.

¶ "A parallel is supposed to exist between the rights and interests of the Protestant minority in Lower Canada, and the Roman Catholic minority in Upper Canada. It is supposed that what is good and sufficient for one of these minorities must necessarily be good and sufficient for the other.

Their rights to assessment and school-houses.

Reciprocal exclusion.

Their powers identical with those of commissioners.

Protestants less anxious for separate schools than Roman Catholics.

Condition of dissentient schools.

Present arrangements not satisfactory to Protestants.

Mr. Dawson's demands.

No real parallel between the religious minori-

ties of the two provinces.

Religious and moral instruction.

The religious difficulty.

Protestant demands.

for the Protestant minority, such modifications of the existing law* as shall make them more independent, in the management of their schools, of the Catholic majority.

There can be no doubt that in the purely Catholic schools of Lower Canada the religious and moral instruction of the pupils is carefully attended to. A large proportion of the teachers are members of religious orders, and the skill and success with which the Christian Brothers discharge their duty in these respects is well known. I presume, also, that religious instruction, though probably of a less dogmatic and definite character, is given in the Protestant dissentient schools. The law, as we have seen, gives to the curé, priest, or officiating minister, the exclusive right of selecting the books having reference to religion and morals, for the children of his own religious faith in the schools.

What is called "the religious difficulty" only emerges where the population is divided between Catholics and Protestants, and where the children in the school are mixed in a similar way. In such cases, as we have found almost everywhere else, religious instruction goes to the wall. The susceptibilities both of parents and of sects on the point are so keen that, to avoid offences, that branch of the teaching is abandoned altogether.† The cases, however, where this would occur, would not

In reality, the agreement between the circumstances of the two is limited to these points: 1st, That both are minorities almost equally important as to numbers; and 2nd, That both are entitled to have their rights of conscience respected. But as to the way in which these rights are to be secured in the two cases, no parity can exist. The minority in Lower Canada contend for public non-denominational schools, the minority in Upper Canada for separate schools. The majority in Lower Canada support a closely denominational and ecclesiastical system; the majority in Upper Canada support a public and non-sectarian system. The minority in Lower Canada exist in the presence of a system supported by a powerful and highly organized State Church, and strengthened by differences of race, customs, and language, as well as of religion; the minority of Upper Canada are in presence of a system which professes to give them the benefits of secular instruction, without interfering in any way with their religion or language. The minority in Lower Canada are wealthy, and liable to have their taxes largely applied to schools which they disapprove; the minority in Upper Canada are in little danger in this respect, and at the most their taxes can be applied only to the teaching of subjects which, in a religious point of view, are neutral and indifferent. In short, the majority of Upper Canada and the minority in Lower Canada agree in the principle of public schools for the better communication of elementary instruction; the majority in Lower Canada and the minority in Upper Canada agree in the principle of separate schools; and thus, while politically the cases of the two minorities may be somewhat similar, educationally they are totally different." (*Pamphlet*, pp. 9-10.)

* The provisions demanded as necessary for the protection of Protestant education in Lower Canada are as follow:—

(a) That there shall be a separate Protestant Superintendent and Council of Public Instruction, the latter to represent, as fairly as may be, the leading Protestant denominations.

(b) More perfect protection of the rights of the minority in the disposal of their school taxes. The principle should be recognized that the school taxes of Protestant ratepayers should not, except by their express desire, be devoted to the support of Roman Catholic schools; and the taxes levied on commercial corporations should be divided in some equitable manner, so as not to interfere with the interests of Protestant shareholders. The tax might be divided according to population or, better still, according to the stock held by shareholders of the respective creeds. [I can only understand this demand to refer to the case of Protestant ratepayers residing where there is no dissentient school; because, where this exists, the entire amount of money raised by assessment on dissentients is to be paid to the trustees of such school, and such trustees alone have the right of fixing and collecting the assessments to be levied on dissentient inhabitants. As to the terms on which a dissentient school is entitled to share in the general and local school fund, see above, p. 166-167.]

(c) A removal of "the manifest injustice in the dependence of the Protestant school districts on the boundaries which may be fixed for parishes and municipalities. There seems no good reason why the districts of dissentient schools should not be established without any reference to these boundaries, and to suit the convenience of contributors to these schools—a privilege that has been already granted to the separate schools of Upper Canada." [It appears to be admitted that, though "children from other school districts,"—I presume within the same municipality,—"of the same faith as the dissentients for whom the school was established, may attend the same whenever such dissentients are not sufficiently numerous in any district to support a school alone, yet small scattered bodies of the minority, Catholic as well as Protestant, living on the borders of different municipalities, cannot combine to have a school in common." Dissentient school districts are also liable to be broken up by a division of old municipalities into new by Act of Parliament. (*M. Chauveau's Pamphlet*, p. 6.) See a case above p. 167, note §.]

(d) The recognition of a rule that all provincial aid granted to education by Parliament should be distributed between the Protestant and Roman Catholic Departments according to the population they respectively represent. [I have already noticed a confusion which seems to exist in the law on this point; but this principle of distribution was recognized once, though apparently, subsequently altered. See above, p. 167, note *.]

(e) A guarantee securing the permanence of all the higher Protestant educational institutions, which cannot be supported altogether by local rates or public grants, to the Protestant population. They should be permanently endowed either as originally contemplated by the British Government in 1818, by grants of public land, or special funds set apart for them, and not be dependent on the fluctuating resource of annual grants, in the same way as endowments are enjoyed by the Seminary of Montreal and that of Quebec, with its extension in the Laval University.

These, Mr. Dawson conceives, are "the most important points which demand the attention of Protestant educationists in Lower Canada, in prospect of the new constitution," the concession of which, "while not injurious to those who differ from them on educational questions, will secure and perpetuate the existence of English and Protestant education in Lower Canada." (*Mr. Dawson's Pamphlet*, pp. 13-19.) M. Chauveau, on his side, while declaring himself not "opposed to any change in the law that would provide increased facilities for dissentients," and in particular being willing to allow the "division of the tax levied on incorporated companies between the commissioners and dissentient trustees, where dissentient schools are established, in the same proportion as the Government grant," maintains that the law is administered with entire impartiality, and that the grievances, such as they are, press as hardly on dissentient Catholics as on dissentient Protestants. (See his *Pamphlet*, pp. 6-7.)

† On s'occupe très peu (says one inspector) de l'éducation disciplinaire et religieuse des enfants. Il m'est arrivé plusieurs fois de me faire insulter sur le chemin par des enfants sortant de l'école. Evidemment une telle conduite ne peut être attribuée qu'à l'ignorance et au défaut

be very numerous, owing to the fact that the vast majority—four-fifths—of the population are of one way of thinking in matters of religion; and where dissentients exist, facilities are afforded them for establishing separate schools. But the fact remains, that mixed schools, with religious instruction occupying a definite place in their programme, are a phenomenon hardly to be met with on the American continent. No compromise, and no comprehension, have yet been discovered sufficiently skilful to appease, or sufficiently tolerant to embrace, the mutual jealousies of Christian communities. It was so in the United States; it was so, though less prominently, in Upper Canada; it is so, though in still smaller proportions, here. It looks almost like a law of human nature that it shall be so everywhere.

When I have said a few words about the plan of inspection adopted in Lower Canada, I shall have done, I think, all that is necessary to convey to an English reader a distinct conception of the more prominent features of the system of education which prevails there. I cannot help believing that the Lower Canadian theory of the position of an inspector, in relation to the schools which he visits, is sounder than any other idea of the nature of his office which exists, so far as I observed, on the other side of the Atlantic. It is indeed founded on French ideas; or it may be said even more correctly, upon our own.* The Inspector is the officer and representative of the educational department of the Government. He is independent of local influences. His salary is paid out of a general fund. He reports to the Superintendent. His reports are published. He visits the schools of his district, armed with all the Superintendent's power. His duty is to visit each school municipality in the district for which he is appointed; † to examine the schools, teachers, and school-houses therein; to inspect the accounts of the secretary-treasurer, and the register of the commissioners or trustees; and generally to ascertain whether the school laws are carried out and obeyed. Every three months he must send a report of his proceedings to the Superintendent; every third year his report, dealing in detail with the educational condition of his district, is given to the world.

The Inspectors are appointed by the Governor, *durante bene placito*, "for such period as he deems necessary," one or more for each civil district into which the province is divided. Their salary is determined by the Governor, on the principle of "adequate remuneration for duties performed"; but is limited by law to a maximum of \$1,200 a year. The Superior Education Fund is chargeable with the payment of these salaries. Each Inspector is *ex officio* a Justice of the Peace of the district for which he is appointed. There is one feature in the Lower Canadian plan which differs from our own. Inspection in Lower Canada is not denominational. The same Inspector visits all the schools in his district, whether common or dissentient, attended by Catholic children or Protestant. This, and another fact, which would certainly be more of a hardship, viz., that "Protestant schools are examined by Roman Catholic Inspectors who do not understand the English language," have been made a grievance by the Protestant Association, though M. Chauveau says, in his reply, that the suspicions of unfairness and charges of injustice are alike without foundation. ‡

But with all the manifest advantages of such a system of inspection, there are not an inconsiderable number of people in Lower Canada who are slow to appreciate them. The abolition of the office has been proposed in Parliament, and the Government have had under their consideration various plans of modifying the system, either by reducing the number of inspection districts, or by transferring both the appointment and payment of inspectors to the municipal councils—a step that

d'éducation des maîtres et des maîtresses d'école; car j'ai pu constater que les parents de ces enfants sont généralement polis et hospitaliers. Pour ce qui regarde l'instruction religieuse, à l'exception des écoles où tous les enfants sont catholiques, cette partie de l'éducation est absolument mise de côté. Les instituteurs donnent pour raison qu'ils ne pourraient agir autrement dans leurs écoles mixtes, sans blesser les susceptibilités ou des catholiques ou des protestants. (*Report for 1864*, p. 113.) We have heard complaints of "boorishness" in Upper Canada. (See *above*, p. 127, note †.

* See *Report of the Superintendent of Education for Lower Canada in relation to the Inspectors of Schools, January, 1863*. After quoting the examples of France and Belgium, and the words of M.M. Guizot and Rogier, M. Chauveau adds:—"In England, the Inspectors refrain from interfering in any way with the discipline and management of the schools"—this, however, is something of an over-statement—"and yet their influence over them is considerable; more so over the general interests of education, I can boldly affirm, than in France itself, where they exercise a direct jurisdiction over personal action. This is explained by a single word; the judgments of the Inspectors are in England made public." (p. 7.) If M. Chauveau will study the Revised Code he will find other and even more potent ways by which an Inspector can give effect to his recommendations than by the mere publication of his report. The publication of the "tabulated reports" of the condition of each school has been discontinued—a piece of economy, as I think, to be regretted.

† The law does not specify how often the visit is to be paid. But M. Chauveau, in his *Report*, p. 12, thinks "it is of the utmost advantage to have the schools visited twice a year."

‡ "The first division of districts was made to secure to all large sections of the Protestant community the advantage of having Inspectors of their own faith, and everything that has been done since was with a view of extending that principle as far as possible. But for every one who knows something of Lower Canada, it is easy to see that, with a mixed population like ours, and with Protestant schools scattered at great distances from each other in Catholic districts, and *vice versa*, it is almost impossible that the schools belonging to one religious section of the community should not sometimes be visited by Inspectors of a different religious persuasion." (*A few Remarks, &c.*, p. 9.) He adds that Catholics have as good grounds of complaint on this score as Protestants. Of the twenty-seven Inspectors, six are Protestants; and in their districts, containing a population of 200,000, there are 70,000 Catholics to 130,000 Protestants.

It appears to me, however, that having to deal with such "a mixed population," in respect of language as well as of religion, every Inspector should be required to be διγλωσσος. (*Thuc.*, viii., 85)—and able to examine a school in English as well as in French.

would be at once fatal to the independence which is the secret of their efficiency.* And at this very moment, so uncertain appears to be the temper of public opinion on the subject, that three Inspectorships, which have become vacant, have not been filled up, pending the possibility of amendments of the system being introduced.

System admitted to be imperfect.

It is, indeed, admitted by M. Chauveau that, though the system of inspection is, perhaps, the best that could be devised for the circumstances of Lower Canada, where the departmental principle has more force than the municipal, and the idea of "local self-government" is not so inborn in the minds of the people as it is elsewhere, yet, in many cases, the Inspectors themselves have been wanting either in zeal or competency. Two have been dismissed on this ground; and it is stated to be the determination of the Government that "persons who have voluntarily assumed so important a task, shall acquit themselves of it in a suitable manner." In a report in 1857, the Superintendent recommended that, other things being equal, teachers should be preferred to all other candidates for the office; and since that date, all the Inspectors appointed, with the exception of two, have belonged to that class of the community.†

Suggestions for its improvement.

Admitting, then, to some extent, the inefficiency of the present system, and tracing its imperfections to the facts "that some districts are still too extensive for the duties devolving on the Inspectors, and for the remuneration assigned to them, and also because some of them have other occupations which lead them to neglect the performance of their duties," the Superintendent makes six suggestions which he thinks would remedy all the evils complained of:—

First: To subdivide three or four of the larger districts.

Second: To continue to appoint none but teachers to the office of Inspector.

Third: To make a regulation providing minutely for the execution of the duties of Inspectors, prescribing the lengths of their visits and the manner of conducting them; requiring them to be present at teachers' conferences and to visit the normal schools, in order to keep up with the progress of education and propagate the spirit of improvement.

Fourth: To compel the commissioners and trustees by legal enactment, under a penalty, to attend when the Inspector visits their school, and to sign his report.

Fifth: To exact from Inspectors the employment of their whole time in the exercise of their functions.

Sixth: To furnish each School Corporation with printed registers, to serve as journals in which the Inspector should enter the report of his visit.‡

Present arrangements.

The present staff of Inspectors consists of twenty-seven. The number of schools under control is about 3,000; adding to which the independent schools which they are instructed to visit when invited to do so, we have a total number of 3,200 schools to be visited in the year. The Inspector's year is reckoned at 180 days; and M. Chauveau calculates that, under the present arrangement, "the Inspectors have, on an average and in round numbers, four of them four, others three, and some two schools to visit in one day."§ The salaries of these gentlemen vary from \$125, the lowest, to \$1,000, the highest; the total amount paid in salaries being \$19,050. M. Chauveau thinks, though he does not prefer the plan, that the number of Inspectors might be reduced to ten, with a proportionate enlargement of their districts and a corresponding diminution of the number of their visits to each school—a plan which, while it would allow of a considerable increase to the salary of the individuals, would effect a saving in the aggregate of about \$2,600

New plan suggested.

* "*A few Remarks, &c.*" p. 11.) The motives of the opposition are classed by M. Chauveau under four heads:—1. Many of the opponents of the present system are equally adverse to any system of inspection, not perceiving the utility of it. 2. Many others think that the sums absorbed by the Inspectors would be more profitably applied to the maintenance of the schools themselves, and would serve to lessen by so much the school tax in each locality. 3. The Inspectors, like all other public functionaries, create enemies, either by their fault, or even by their extreme zeal and impartiality. 4. Some of the Inspectors do not make their visits as useful as they might, either because their districts are too extensive, or because having other occupations, they fulfil their duties negligently and carelessly. (*Report on Inspection*, p. 5.)

The Superintendent has sufficient answers to each objection. To the first, he quotes the testimony of all nations that have efficient school systems—France, Belgium, Austria, Italy, Greece, England—to prove the acknowledged value of inspection. To the second, he replies that the abolition or reduction of the Inspector's salary (which comes out of the Superior Education Fund) would neither lead to an increase of the local aid, nor to a diminution of the school rate; while the Inspectors, by their supervision of the school accounts, have detected defalcations on the part of secretary-treasurers, and put a stop to them for the future, of more than the aggregate amount of their salaries. The third and fourth objections, upon investigation, have generally been found to arise from "malicious feelings," or else to be grounded upon the personal qualities of an individual Inspector, and ought not to be elevated into charges against the system.

† "Within the space of four years, no less than nine teachers have been appointed to the office of Inspector, one of them being subsequently called to fill an office in the Department. As there were already among the Inspectors five former teachers, the number of those who have had experience in imparting instruction now amounts to thirteen out of twenty-seven." (*Report on Inspection*, p. 4.) Remembering the delicate and responsible duties that Inspectors frequently have to discharge (see above, p. 159, note), I am not quite sure that "experience in imparting instruction" is the highest qualification for an Inspector. The office emphatically requires the tact of a man of business, and the instincts of a gentleman.

‡ Such registers, corresponding with our "log-book," are required to be provided by the Commissioners for the teachers; but the requirement is frequently not attended to. "Le grand nombre des instituteurs," says an Inspector, "de mon district tiennent leur journal sur des feuilles volantes, de sorte qu'il me faut presque autant de temps pour examiner leur journal qu'il m'en faut pour examiner les enfants. Pour obvier à cet inconvénient, il serait à propos . . . que le Bureau de l'Éducation fût autorisé à faire imprimer des journaux à l'usage des écoles et obligeât les commissaires à pourvoir chaque école d'un tel journal." (*Report for 1864*, p. 113.)

§ This calculation, of course, is based upon the hypothesis that each school is visited twice a year.

a year. It may be interesting, for the purposes of comparison with the work of Inspectors at home, to examine the two subjoined tables, of which A exhibits things as they are; B, things as it is suggested they might be. The comparative facilities of locomotion in England and Canada must be considered at the same time; and it must be remembered that perhaps the area of the district is a surer test of the quantity of an Inspector's work than the amount of its population. The same population, according as it is dense or sparse, would consume very different quantities of time.

TABLE A.

Names of 27 Inspectors.	Extent of District in Acres.	Population in 1861.	Number of Schools under Control.	Number of Scholars.	Amount of Salary.
Mr. Panchaud		2,651	5	271	\$125
„ Meagher		13,092	30	2,662	700
„ Tremblay	241,340	11,426	21	905	600
„ Martin	69,669	10,478	26	1,116	500
„ Tanguay	584,092	60,473	181	7,961	875
„ Boivin	209,007	21,324	45	1,935	500
„ Hume	214,121	26,332	83	3,340	750
„ Juneau	685,437	34,442	99	6,837	700
„ Béland		35,935	106	6,690	700
„ Crépault	386,134	41,748	138	6,534	750
„ Bardy	544,571	100,498	180	11,986	1,000
„ Pless		10,931	16	1,205	250
„ Hubert	443,909	51,956	122	7,000	750
„ Bourgeois	175,000	22,581	71	2,998	700
„ Maurault	333,482	37,608	112	6,075	750
„ Hubbard	484,143	47,033	284	9,868	800
„ Parmelee	380,704	49,313	246	8,107	875
„ Archambault	931,219	47,687	112	7,558	800
„ Leroux		55,945	172	10,547	800
„ Caron	470,523	45,563	131	7,924	700
„ Grondin		44,638	114	7,856	700
„ Bruce	331,139	58,231	150	8,303	1,000
„ Valade	424,175	117,068	150	8,644	1,000
„ Dorval	630,008	72,885	193	10,432	875
„ Germain	393,584	49,398	133	7,476	750
„ Rouleau	826,227	27,148	45	1,796	550
„ Hamilton		13,866	39	1,692	550
Totals.....			3,004	157,748	\$19,050

I am not aware, nor do I believe, in the computation of salaries, that anything extra is allowed for travelling expenses.

TABLE B.

Districts of Inspection and Names of Judicial Districts contained in each.	Population of each District.	No. of Schools under Control.	No. of Scholars in each District.	Proposed Salary of Inspector.
1. Gaspé and Rimouski.....	41,465	88	4,702	\$1,400
2. Saguenay and Chicoutini	31,820	71	3,051	1,400
3. Kamouraska, Montmagny, Quebec and Beauce	257,668	652	37,947	1,800
4. Arthabaska, Three Rivers, Richelieu	162,646	439	23,486	1,600
5. St. Francois and Bedford.....	58,174	294	9,975	1,600
6. St. Hyacinthe and Iberville.....	123,223	539	26,571	1,800
7. Montreal, Joliette, Beauharnais, &c.	263,762	495	29,282	1,800
8. Terrebonne and Ottawa.....	69,805	169	8,341	1,400
9. Protestant Schools of Quebec, &c.	22,008	61	3,559	1,800
10. Protestant Schools of Montreal, &c.	58,849	196	10,834	1,800
Totals.....		3,004	157,748	\$16,400

I think I may now take my leave of the educational system of Lower Canada. And having travelled over the whole of the ground assigned to me, I may perhaps be allowed to conclude this Report with a few—and they shall be very few and brief—general reflections.

In an account which I was asked to give to the Ohio School Teachers' Association, at their meeting in Cincinnati in last July, of the "school system of England," and which they did me the honor to print in their monthly educational journal of September, I closed my description in the following words:—

Features in the English system which might be adopted in America.

"There may be points in this system which you may think might be advantageously grafted on your own. In particular, it seems to me, that the pupil-teacher element (which ensures us a supply of qualified teachers), and the method of inspection (which, combined with the principle of payment for results, guarantees the proper application of the Government's aid), which are its two cornerstones, are of universal applicability, and might be introduced almost anywhere, without disturbing a stone that was laid before."

The subsequent extension of my view and enlargement of my experience in Canada has not led me to wish to alter one of these words. The Lower Canadians possess, substantially, our system of inspection; and it appears to me to be the one element of cohesion in their very loosely constructed educational fabric. An efficient

superintendence of schools is the one thing felt to be wanted, and strongly urged to be supplied, in Massachusetts. Complaining as they almost universally do of the difficulty of procuring properly trained teachers, and imperfect, by reason of its briefness, as is their present normal system, the Americans, if they will examine, may learn to appreciate the value of our pupil-teachers, unless they are frightened, as we ourselves have been, by their cost. If they will condescend to study the details of our Revised Code, which after much evil report seems to be surely winning its way to general acceptance, they will perhaps admit that, to pay for results actually achieved in a school is a more stimulating application of the State's money, than to pay according to population or according to average attendance.

American public spirit might be imitated by ourselves.

What we can borrow from America, remembering the difference of our social circumstances and the different principles that animate both our ecclesiastical and civil polity, I can hardly say. *The* thing, however, which I should like to borrow, and which we certainly might borrow without revolutionizing our institutions, is the noble public spirit, almost universally prevalent, which considers that to contribute to the general education of the people is the first duty, as of the commonwealth at large, so of every citizen in particular; and which places religion, morality, and intelligence, in the forefront of the elements that constitute the strength, and guarantee the prosperity of a nation.

I do not think we want a better system in England; but we do sadly want for that system a wider diffusion of hearty sympathy and generous support. With our immense wealth, and our professed liberality, there ought not to be so many schools amongst us as confessedly there are, of which those who manage and control them should simply be ashamed.

A system of gradation would increase the efficiency of our elementary schools.

There can be no doubt that, if we could introduce the graded system into our elementary town and city schools (it would, I think, be impracticable in country districts; even the Americans cannot get it to work successfully there), and a mode of central inspection or visitation analogous to that exercised by the New York Board of Regents of the University, into our middle and upper schools, dividing the country for the purpose into certain defined and manageable areas, we should be introducing into the former class of schools a principle of union which would be a principle of strength; and into the latter class a flood of new light and a wholesome regard for public opinion, which appear to be much needed, in some cases, to bring them into harmony with the spirit of the times.

But, of course, there are two formidable, and I fear insurmountable obstacles to the adoption of either plan. To the first is opposed the constitution of our parochial system, so closely interwoven with our system of elementary schools, and all the narrow local notions that have sprung from it. Admirably as the parochial system of England is adapted to the wants of rural districts, both in a spiritual and an educational aspect, securing both for churches and schools ministrations which no other system that I have ever seen devised would afford so effectually, yet it has always seemed to me a far less efficient instrument for dealing with masses aggregated as our people are aggregated in our metropolitan, manufacturing, and commercial towns. There I think we need more consolidation, and less of independent action. The old Primitive Church idea of a bishop in each city, the whole of which was his *παροικία*, with a body of subordinate clergy working under his direction—*that*, and not a territorial circumscription being the limit of their powers—is, as it seems to me, an organization that would suit our circumstances better than what we have. As we are, it is hopeless even to suggest the plan of graded schools. And yet the gradation of schools is just the strength of the American system. It secures uniformity of method; it economizes teaching power; it produces wholesome competition; it lives in the light of day. If I have succeeded in the previous pages in making myself understood, any one with experience in educational matters will at once see that it is the one thing which our elementary schools have not, and which they most need. I do not care so much about *common* schools, except so far as that the school-doors should be open to every child who chooses to enter them; I have no particular preference for *free* schools, because I have never met with a case in which a moderate fee operated as an exclusion from school; but I do see most clearly the advantages of a *graded* school. If as perfect a system of gradation as any in America has been found practicable in New York with its 800,000 inhabitants, there is no reason why a similar organization—apart from prejudice and vested rights—should not work successfully in Birmingham or Manchester, with not more than half that population, or even in our gigantic metropolis with its three millions. I have signalized, it is true, not a few defects, some of them considerable defects, in the New York schools; but those are not defects in the system, but arise from certain vicious ideas upon what constitutes education in the heads of its administrators—ideas which judicious Superintendents like Mr. Randall are endeavouring with as little fuss as possible to clear away; and at Boston where the system is the same, and where people seem to have taken a truer measure of the possibilities of a school, there is much less room for unfavourable criticism.

and a system of regular inspection and annual reports would do much for our upper and middle schools.

To the second suggestion, due to my observation of American phenomena, of a central board exercising more or less of actual visitatorial power over the middle and upper schools within a given area—say a county, or one of those "districts" into which England is already divided by the Registrar General for statistical purposes—arise, at once, all the objections springing from cherished theories of local self-government, and the inalienable rights of chartered trustees. I know what municipal institutions have done for England, and no one is inclined to preserve more jealously than I should be, the independence, within certain limits, of legally constituted local authorities. But no one can say that hitherto our endowed

charities, and especially our endowed educational charities, have been satisfactorily administered. No one, I imagine, will profess himself content with the existing condition of the majority of our middle schools. Even our great public schools have had to submit, some of them with not the best of grace, to the searching ordeal of general criticism, and more than one flaw has been discovered in their management.

Of course, commissions can be appointed from time to time to investigate matters of this kind; and the Crown, I presume, at all times, can exercise visitatorial powers; and it may be said that most of these schools—all, indeed, that care for their reputation—are periodically examined. But an annual report, such as that made by the N. Y. academies to the Board of Regents, to be "known and read of all men," is the stimulus that is needed to secure continuous efficiency; and (I can speak with some experience) an examiner, even if competent, in order to conduct his examination satisfactorily, would rather be more independent than he feels he can be when he owes his appointment to the head master or even to the local trustees. At present, except general reputation, which in the case of some schools, particularly of some of the inferior middle-class schools, rests upon no very solid ground, perhaps on nothing better than a magnificent prospectus or an attractively-worded advertisement—in some instances, simply on the lowness of the terms—the great mass of Englishmen of the middle class have no authentic guarantee at all upon which to rely when they are selecting a school for their sons; while their own want of leisure, and, it must be added in many cases, their incompetence for the task, precludes them from making any trustworthy inquiry for themselves. Inspection is universally acknowledged to be the salt of elementary education: I wonder how it is that our upper and middle schools have managed hitherto to escape from it, in any really satisfactory and efficient form. The publicity with which "all material facts" relating to each school "are annually made known to the State" through the machinery of the Board of Education, is considered in Massachusetts to be the secret of the immense progress that has taken place in education in that commonwealth in the last thirty years.

With remarks on three more points, varying vastly in importance, but interesting from the fact that they all of them involve questions which just now are being agitated in England, I will have done. They are (1) the question of the employment of certificated teachers; (2) the question of supporting schools by rates; and (3) the question of what is to be apprehended from a purely secular education.

I. Those who hold the view at present maintained in the office of the Committee of Council on Education will, of course, appeal to the universal American practice in support of their opinion. Nowhere, it will be asserted, in the States or in Canada, is a school entitled to its share of public aid unless its teacher possesses a certificate. In Massachusetts, New York, Ohio, Upper Canada, Lower Canada, either a school committee, or a school commissioner, or a county or district board of examiners, examines, licenses, certifies every recognized teacher of a common school. And so far the assertion is perfectly true. But though there is an identity in the name, there is no identity in the thing. These American certificates, bestowed sometimes after the briefest possible examination,* good only within a particular locality, valid only for a limited time, are as different as anything can be conceived to be from the certificates of the Committee of Council, issued, in most cases, after two years' training, always after a week's examination, and never without two years' probation as an actual teacher. If certificates of this kind were demanded of teachers, as a condition of a school's receiving the aid of the State, nine out of every ten American schools would be deprived at once of this source of income. In Massachusetts, which certainly is not the least advanced of the American commonwealths in this matter of education, the examination of the teacher is conducted by the school committee, and amounts to nothing more than the managers of the school satisfying themselves of the competency of the person they are going to employ.

Again, the position occupied by trustees and directors relatively to the school under the action of the elective principle, is so different from that occupied by managers in England, that there is no analogy between the cases, and a protection which the State in distributing its bounty may consider necessary to secure its proper application there, may be quite unnecessary here. We have seen how, in many cases, the one fixed idea in trustees' minds is, that the cheapest teacher is the best; how sometimes, even in a large city like Philadelphia, men are found directing schools who themselves can hardly read and write; how strong the spirit of nepotism must not unfrequently be, to require, as in the State of New York, an actual prohibition of law that any teacher should be within two degrees of relationship to a trustee. Phenomena like these would be thought strange in England. Under the rule of "payment for results," the cheapest teacher is he or she who can earn most for the school. It would be rare to find a perfectly illiterate man even among the trustees of an endowed rural school. It is not often that the social position of managers would be such that they would desire to appoint to a village school a poor relation, and, indeed, the practice is almost obsolete of filling up such situations with discarded servants. In discussing this question, it seems generally to be forgotten that the objects of the Committee of Council and of the managers are the same—to make the school as efficient as possible; and that, with competent

Concluding observations.

1. On the employment of certificated teachers.

* The mistress of a rural school in Massachusetts told me that her examination, by the Baptist minister of the township, was finished in half an hour. "But then you know," she added with charming naïveté, "my uncle is one of the school committee."

inspectors, there ought to be no danger from the employment of uncertificated teachers. I have not, however, made these remarks for the sake of introducing my own opinions, but simply to prevent inferences being drawn from the American practice which it does not justify. When we have rate-supported schools, and managers chosen by household or manhood suffrage, a certificate for the teacher may be necessary for the protection of the school as well as of the State against abuses, but hardly before. And this remark leads me to the second conclusion which has forced itself upon my mind as a result of this inquiry.

2. On the support of schools by a system of rates.

II.—I have found that a rate-supported system of schools, whatever may be its apparent superficial uniformity, really exhibits all the inequalities of a voluntary system, and labours besides under certain special difficulties of its own. The subdivision of townships into school districts is considered in all the New England States as the most mischievous step ever taken in educational legislation. In cities where public spirit is higher and public opinion more enlightened the evil is not felt so much, though even there, as we have seen, the schools often fall a prey to the politicians. But in the country all the short-sighted parsimonious motives which too often actuate agricultural communities in relation to schools have full play; and if this is felt in America, how much more would it be felt in England, where the class who pay the rates would be one, and the class who use the schools another. We may judge of the probable effects, by what we see of the administration of the poor law. We know what many guardians consider sufficient for the bodily comfort of a poor man. Are they likely to have more liberal ideas of what is necessary for the mental culture of a poor man's child? Unless the central supervising authority were much more despotic, and armed with much larger powers than with our notions of local self-government we should be inclined to tolerate, there would be no adequate security for the effective expenditure of the rates when they were collected. If people suppose that every American rate-supported school is in a condition of efficiency, they are simply labouring under an entire misconception. There are as many degrees of goodness and badness in schools there as here. And—

3. On the possible results of secular education.

III.—The establishment of a rate-supported system of schools must, I think lead, by a logical and moral necessity, to merely secular education. The maintenance of a denominational system would be impossible when the school became the property of ratepayers of all denominations. And, unhappily, there seems to be no middle course between a purely secular system and a purely denominational one. All expedients that have been devised, all compromises that have been attempted, appear to me either to result in nothing, or confessedly to break down. What is called the religious instruction, given under the American and Canadian systems, is so faint a tincture as hardly to deserve being called religious instruction at all. It is merely a devotional exercise at the opening and closing of school.

I am afraid that we in England, in our zeal for "denominational education," lay too much stress upon the adjective, too little upon the substantive; we seem to care more for the connection of our schools with particular religious communities, than for the fruit they really produce; we are too often content to hear that religious instruction is given, and don't pursue the inquiry far enough to ascertain whether it is given intelligently, by competent teachers.

I confess to the conviction growing more and more in my own mind, strengthened too by what I have heard and seen in America, that, what we need more of in England, is *intelligent* education—a real quickening of the minds of the people. And I say this quite as much in the interests of religion, as at the prospect of political changes. The results of this inquiry would make me much less hostile to a proposition for merely secular education, if such were inevitable, which I am far from thinking that it is, than I should have been ten years ago, when it would have simply shocked me. The difficulty I find, as a country clergyman, in teaching and preaching to an adult mixed congregation, lies in the slow and heavy intellectual movement of the mass of my hearers, their scanty vocabulary, their inability to appreciate an argument or follow a train of thought, their want of general and broad mental culture. I do not think that it can be maintained that the religious teaching of our schools has produced religious intelligence or religious stability in our people—at any rate, not in that class of our people who in their school days had most of such teaching; for the religious instruction given in one of our elementary schools is three times larger in quantity and time than what is received by a boy at Eton or Rugby. In my own village school, I have for some years past reduced the so-called religious instruction to a minimum. I only give—and I always try to give it myself—to my head class one lesson a week in the Old Testament, one lesson a week in the New Testament, and one lesson a week in the Church Catechism and Prayer-book. I think I can see good effects in the plan; certainly I have discovered no ill effects, or I should have altered it.

I do not pretend to know where we are drifting. But I have heard good and wise men say they would prefer a simply secular system to a "conscience clause," which they regard as compromising, and so imperilling, religious truth. And even a "conscience clause" would be more workable than an attempt to frame a creed or construct a catechism which all parties could be prevailed on to accept.

For myself, I could have hoped that things would have gone on as they are, or rather as they were; the system that we had, gradually making its way into districts which I know by experience to be dark enough, and to which it has not yet penetrated. But change appears to be the law of our time, and everybody is looking, some with hope, others with fear, for modifications of a system which, though it could not always overcome prejudice, nor, as with a magician's wand,

change a niggard heart into a liberal hand, has done so much for England, and was capable of doing so much more.

I have said I do not know where we are drifting. But speaking only for myself again, I should not shrink from still taking what I conceive to be my proper place as a clergyman in relation to the school, even under a system of secular education. I should neither despair of Christianity nor of morality. The personal character of the teacher, the most powerful influence for or against both, would remain unchanged. The Sunday school would start out of its present lethargy into renewed life and vigour. The clergyman, if he cared to teach in the school at all, might find that he could establish as cordial and as hopeful relations between himself and the younger members of his flock, through the medium of a lesson in arithmetic or grammar, as through a lesson mainly occupied with the terms and formulæ of dogmatic or polemical theology. Preparation of candidates for Confirmation might not be more arduous or disheartening than it often is now. Sermons might have a better chance of being understood.* At any rate, religious truth in the sense alone in which every one prizes it—that is, in his own sense—would not have to be compromised, adjusted, trimmed, pared down. It would remain *res integra*, to be dealt with by each minister of religion in his own way, according to his own principles, at his own time.

On these grounds, I have joined in the regret which I found expressed by Superintendents of Education in Pennsylvania and Upper Canada, that the clergy, as a body, stand aloof from the schools. On these grounds, while deprecating change at home as far as my own individual case is concerned, though not professing to be sufficiently acquainted with all the circumstances to pronounce dogmatically that no change is required, I could still, with a good conscience, co-operate, as a clergyman, with a scheme of education which, to many minds, would seem the extremest and most lamentable change of all.

I hope no reader will think that I am catching at an opportunity of obtruding my own opinions. The inquiry I have conducted helped powerfully, if not to form, at any rate, to mature them; and, as part of the fruits of that inquiry, I thought I might, without arrogance, and indeed that, in honesty, I ought to, lay them before the world.

I have now, My Lords and Gentlemen, completed, according to the best of my ability, the task that I was set to do. I hope I shall have succeeded in conveying a clear and distinct picture of facts to your minds, without exaggeration and without distortion. I was charged, on the eve of my departure on my mission, by a distinguished Member of the House of Commons, who had learnt the nature of the duty I was to attempt to fulfil, and felt an interest in the results of my inquiry, to "divest my mind of all English prejudices." I am not conscious of having observed the phenomena, or written the foregoing Report, under any influence of prejudice; whether or not I have been unconsciously the victim of any I must leave to the judgment of dispassionate readers. With regard to my aim, and to the greater or less measure of success with which I have been able to accomplish it, I can honestly say with De Tocqueville, "Je ne sais si j'ai réussi à faire connaître ce que j'ai vu en Amérique, mais je suis assuré d'en avoir eu sincèrement le désir, et de n'avoir jamais cédé qu'à mon insu au besoin d'adapter les faits aux idées au lieu de soumettre les idées aux faits."†

With a deep and grateful sense of the confidence you have reposed in me,—

I have the honor to remain,
My Lords and Gentlemen,
Your most obedient Servant,

JAMES FRASER,
Assistant-Commissioner.

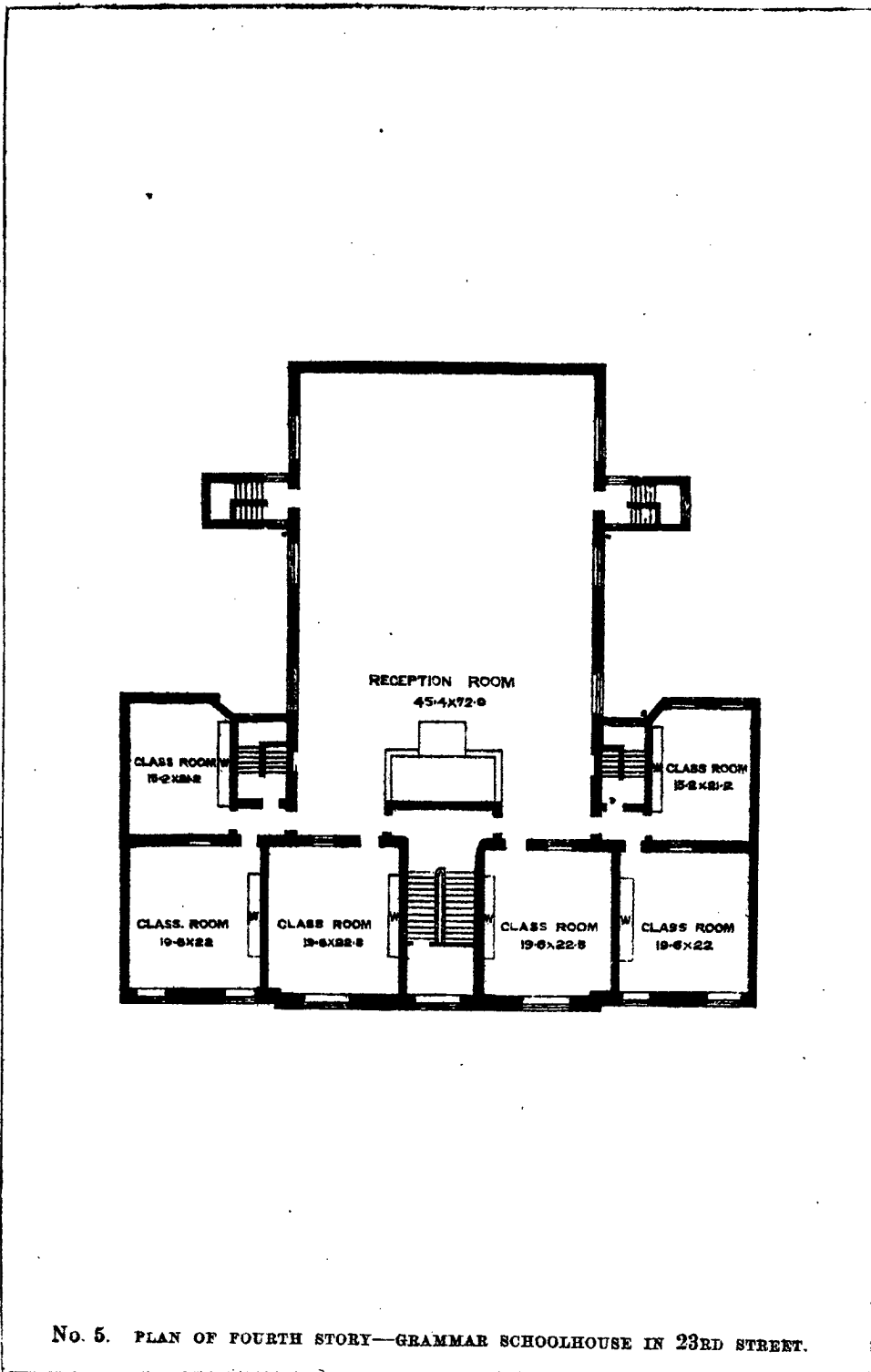
Ufton Rectory, Reading,
March 1st, 1866.

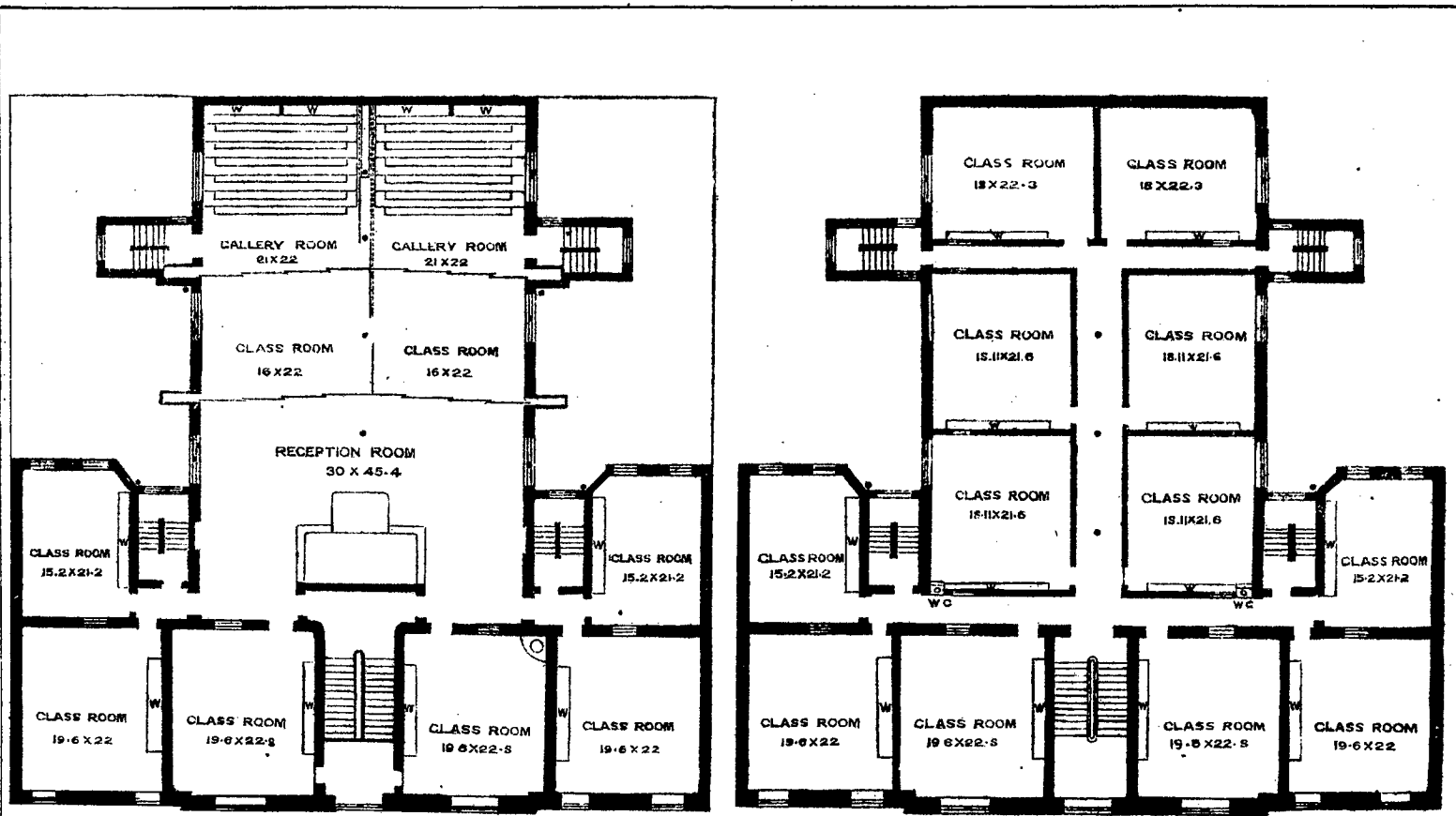
* During my sojourn in America, I was invited half a dozen times to preach in the churches. A preacher can tell pretty well when he is holding the attention of his hearers. And it must be a satisfaction to a preacher in America to feel that he can hold his congregation when he has anything worth the saying or worth the listening to. Nowhere is the pulpit—in spite of occasional extravagances—when in able hands, a more signal instrument of power; exercising its highest prerogative in convincing the *reason*, and "by manifestation of the truth commending itself to every man's *conscience* in the sight of God."

† *La Démocratie in Amérique*, Introduction, vol. i., p. 17. The edition of this work which I have used and from which I have quoted, is the 13th, in two volumes, Paris, Pagnerre Editeur, 1850.

I may perhaps also be allowed to say here, that it is possible that I may here and there have made an inadvertent slip in the designation I have given to this or that officer or body of officers connected with schools—calling, perhaps, a superintendent a commissioner, or a school committee a board of education. The names vary so constantly in America, the thing meanwhile remaining the same, that such lapses may be forgiven in a stranger. I do not believe that in any case, any confusion of *ideas* will have been produced in the reader's mind; and that is the grand thing to be guarded against. The same apology must be permitted to extend to the nomenclature of the different grades of schools.

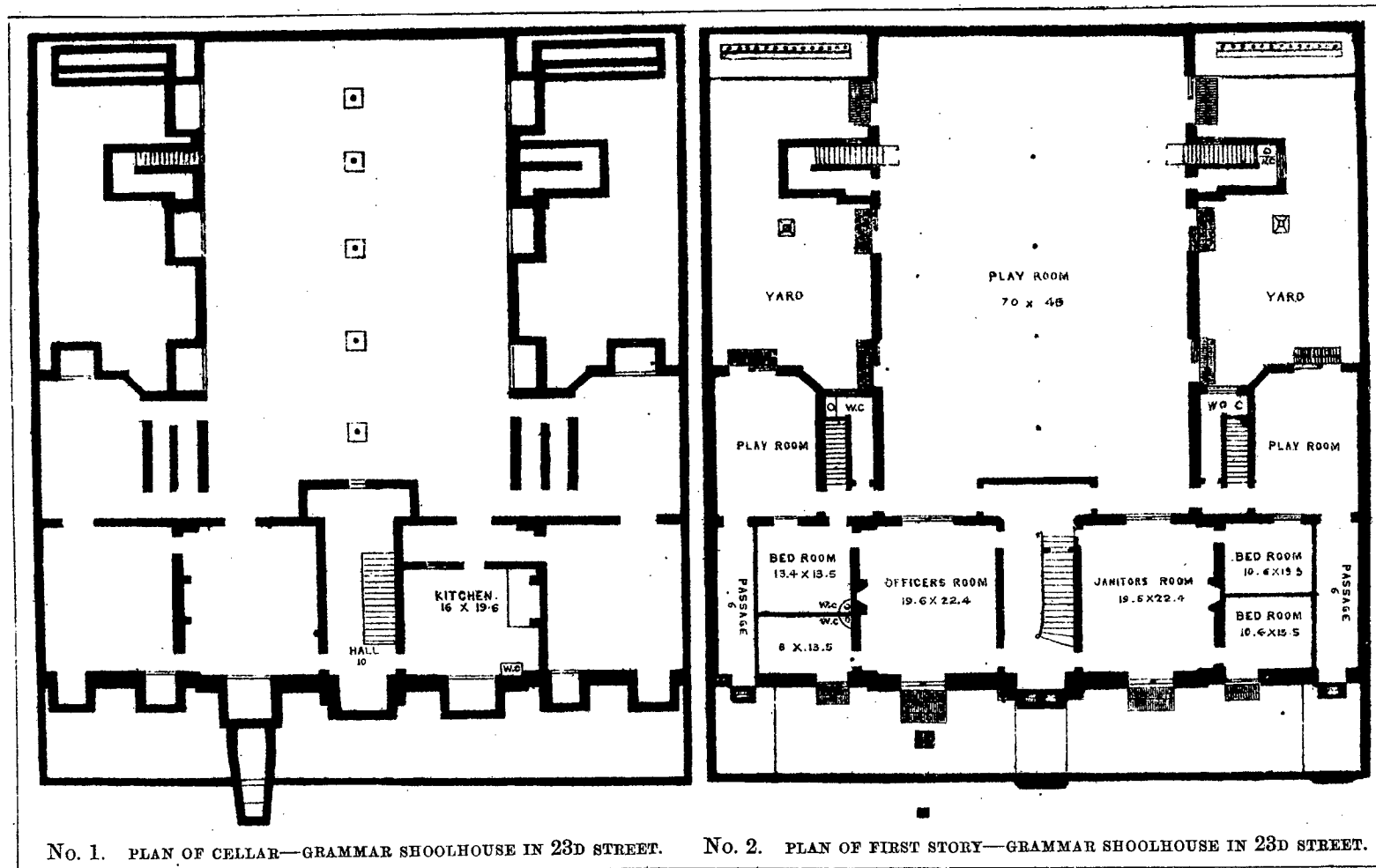
Mr. Barnard, of Hartford, with the most unaffected kindness, invited me to come, before I returned to Europe, and spend as much time as I pleased in his library, with himself for a referee at my elbow—advantages which I believe Mr. Siljeström enjoyed in the composition of his Report. I wish that the time at my disposal could have allowed of my doing so. The tale I had to tell would, no doubt, have gained both in clearness and accuracy. I have, however, fortified almost every statement I have made with abundant references to original authorities; my own inferences and criticisms must be taken for what they are worth. All I vouch for is, that they are *meant* to be legitimate and candid.





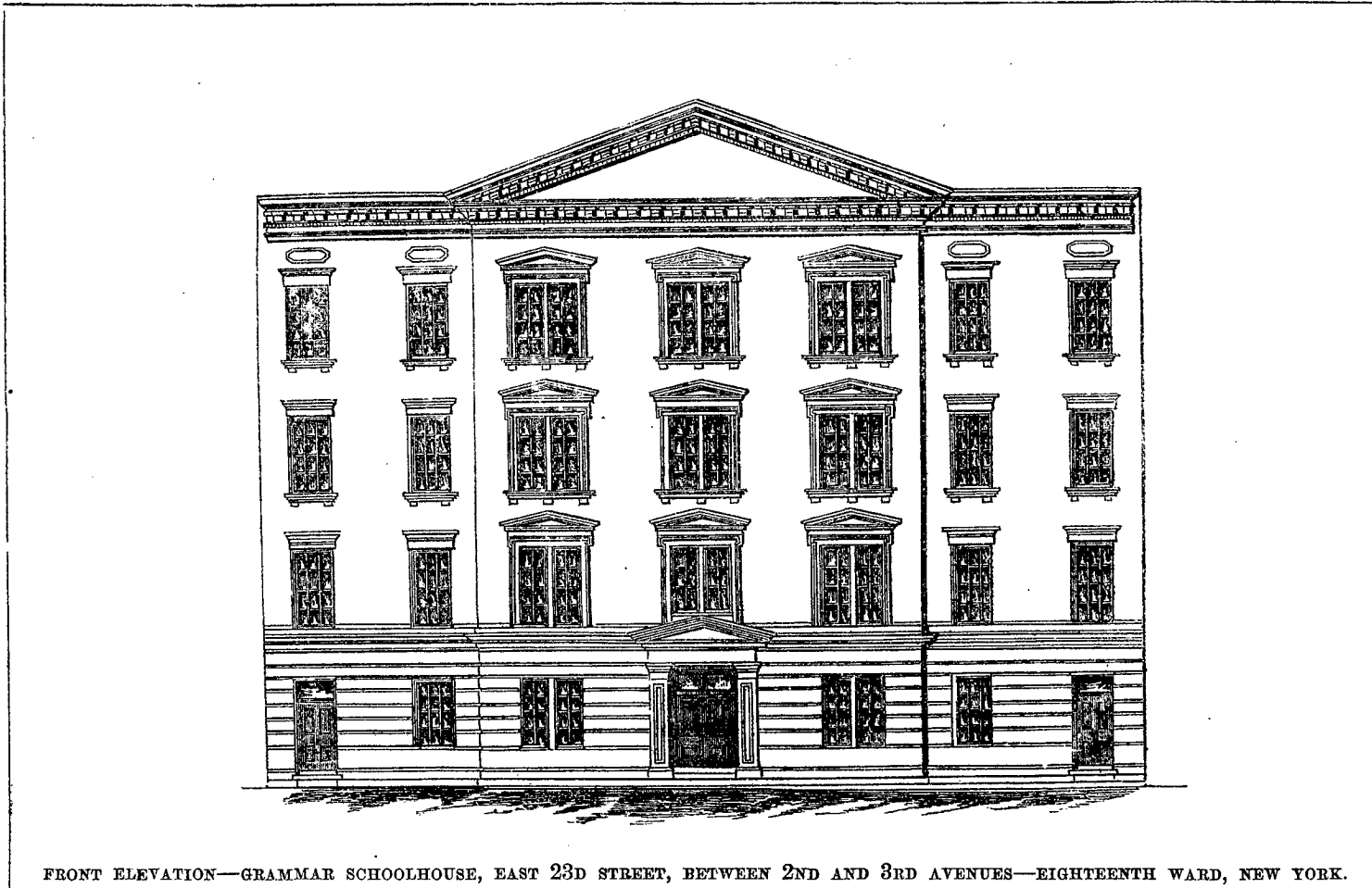
No. 3. PLAN OF SECOND STORY—GRAMMAR SCHOOLHOUSE IN 23D STREET.

No. 4. PLAN OF THIRD STORY—GRAMMAR SCHOOLHOUSE IN 23D STREET.

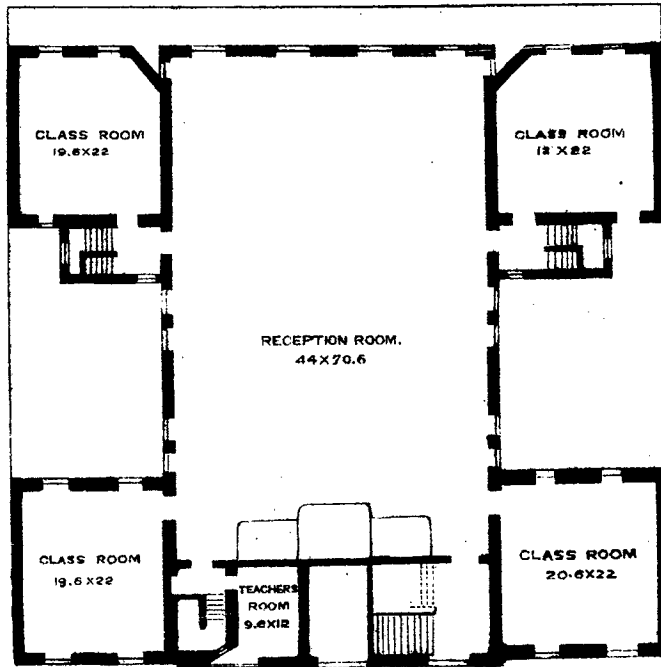


No. 1. PLAN OF CELLAR—GRAMMAR SMOOLHOUSE IN 23D STREET.

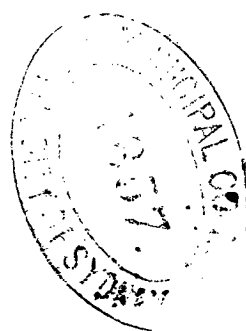
No. 2. PLAN OF FIRST STORY—GRAMMAR SMOOLHOUSE IN 23D STREET.

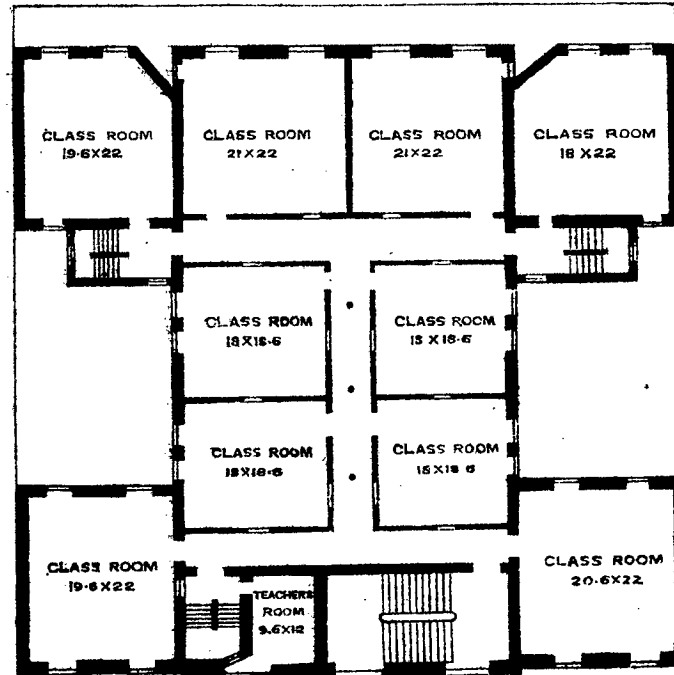
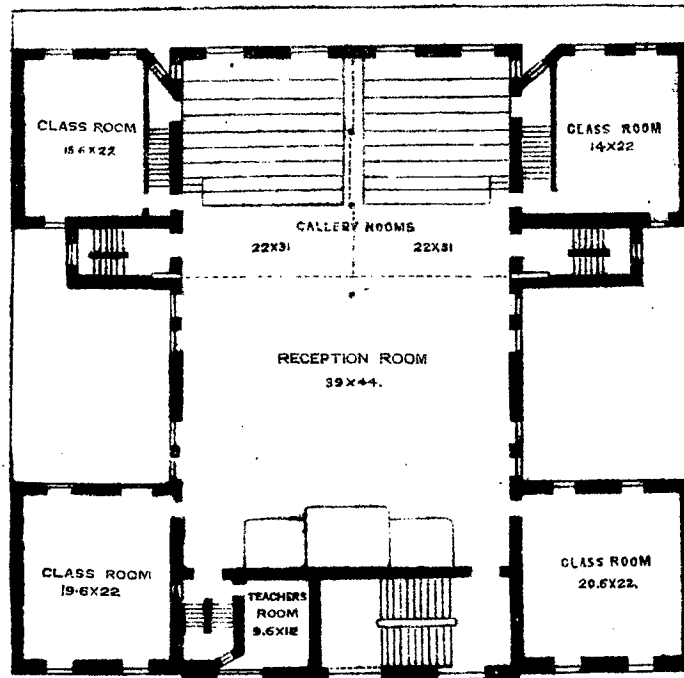


FRONT ELEVATION—GRAMMAR SCHOOLHOUSE, EAST 23D STREET, BETWEEN 2ND AND 3RD AVENUES—EIGHTEENTH WARD, NEW YORK.



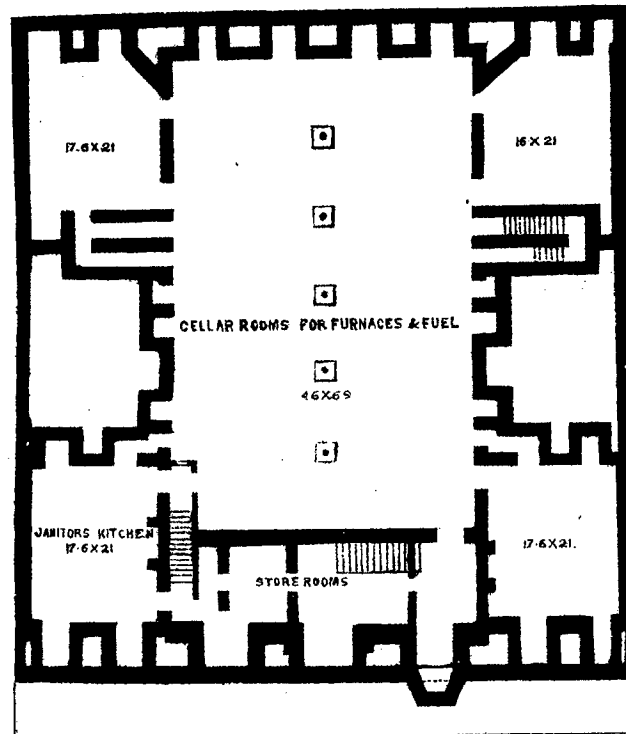
No. 5. PLAN OF FOURTH STORY--GRAMMAR SCHOOLHOUSE, No. 55.



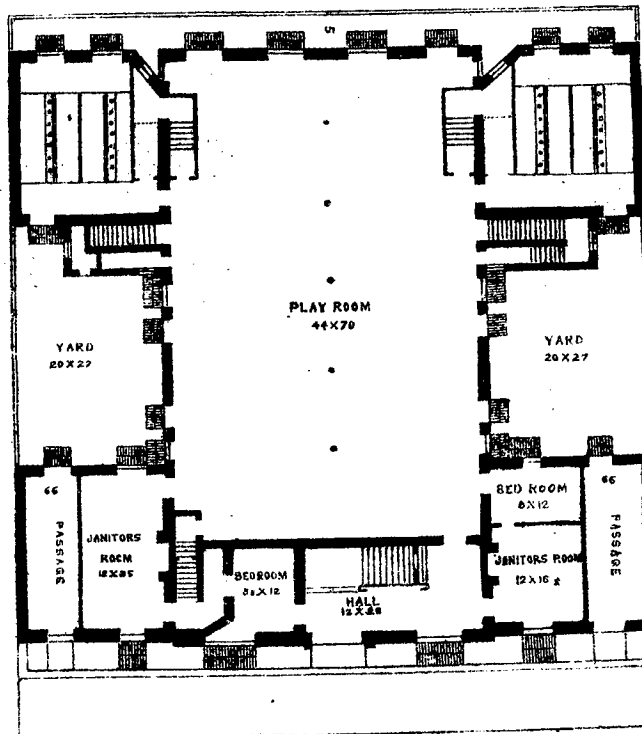


No. 3. PLAN OF SECOND STORY—GRAMMAR SCHOOLHOUSE, No. 55.

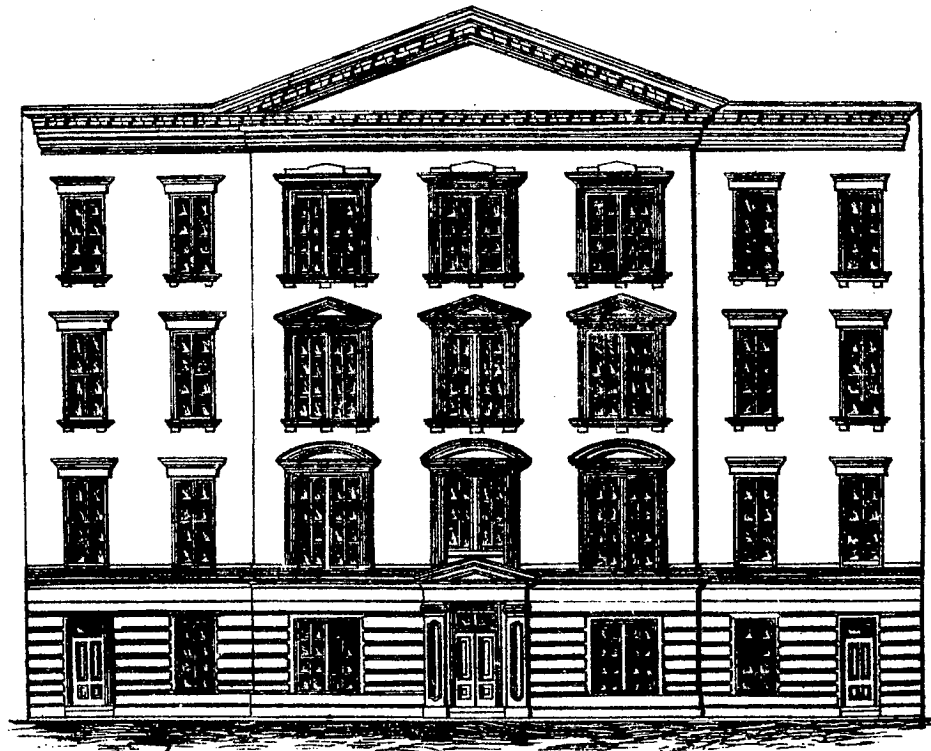
No. 4. PLAN OF THIRD STORY—GRAMMAR SCHOOLHOUSE, No. 55.



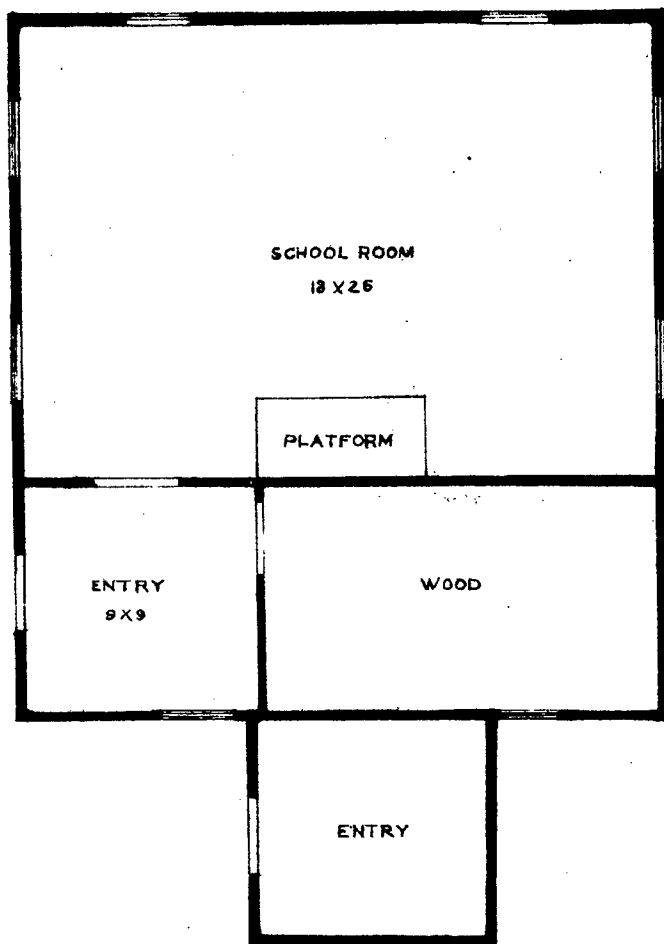
No. 1. PLAN OF CELLAR—GRAMMAR SCHOOLHOUSE, No. 55.



No. 2. PLAN OF FIRST STORY—GRAMMAR SCHOOLHOUSE, No. 55.

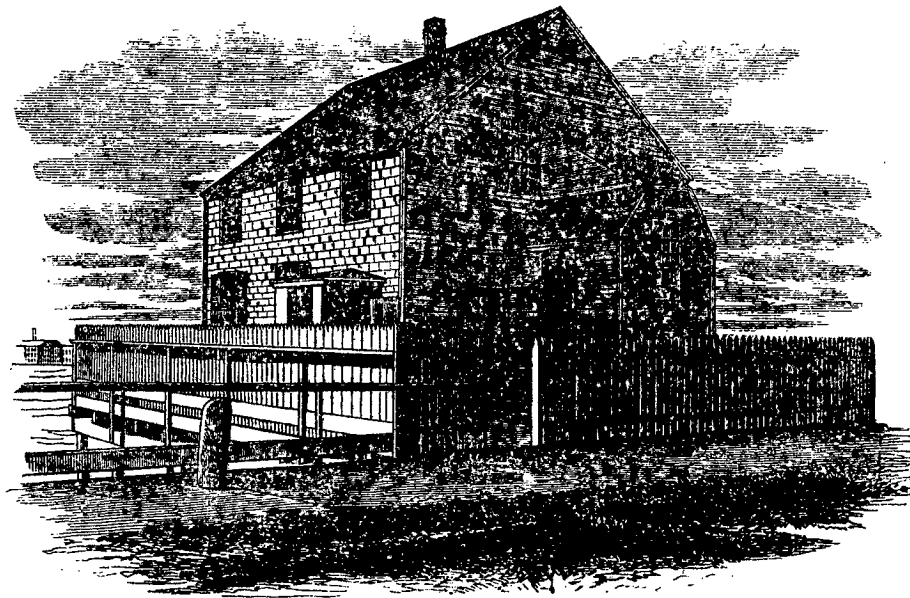


FRONT ELEVATION—GRAMMAR SCHOOLHOUSE, No. 55, WEST 20TH ST., BET. 6TH AND 7TH AVENUES—SIXTEENTH WARD, NEW YORK.

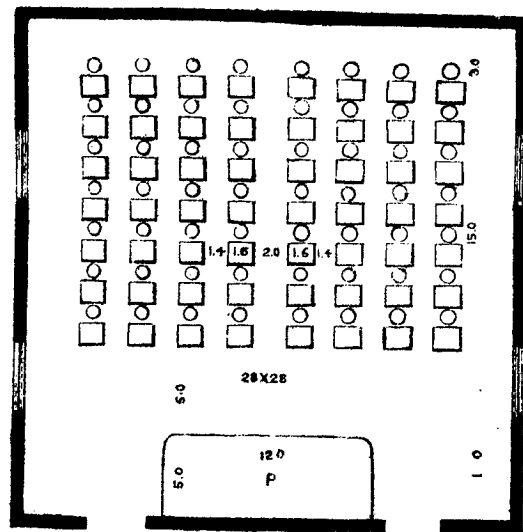


FIRST STORY OF PRIMARY SCHOOLHOUSE ON THE MILDAM ROAD.

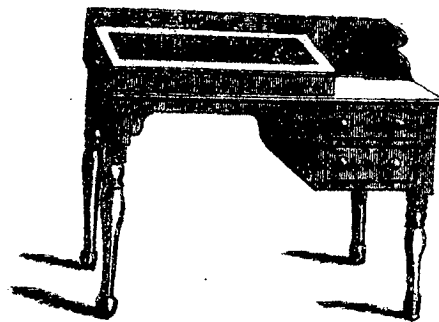




PRIMARY SCHOOLHOUSE ON THE MILLDAM ROAD, BOSTON, 1831.



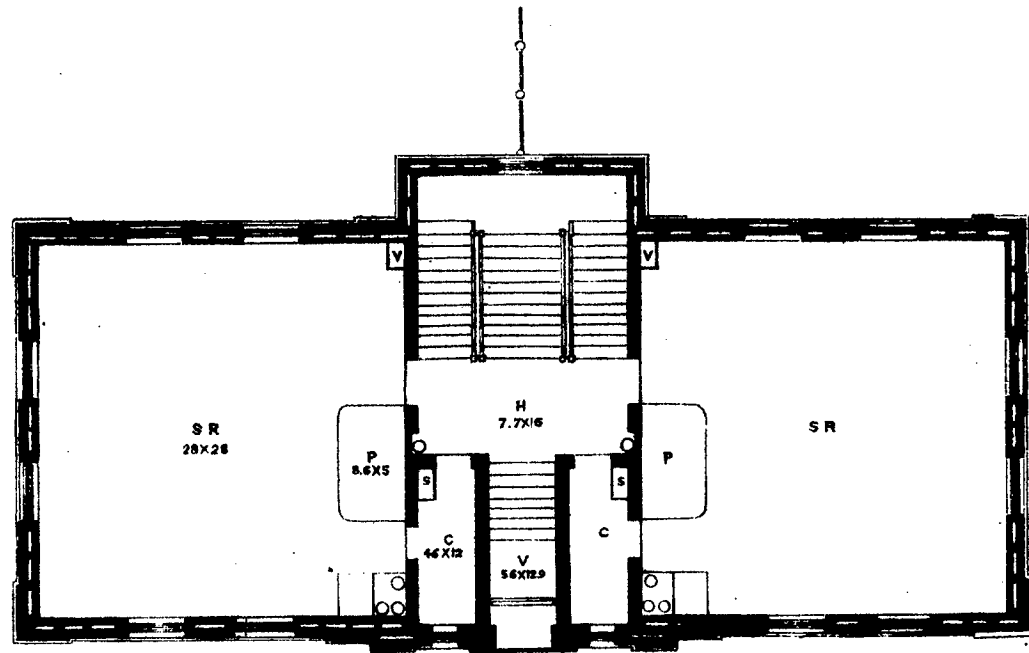
MODEL PRIMARY ROOM.



PRIMARY TEACHER'S DESK.

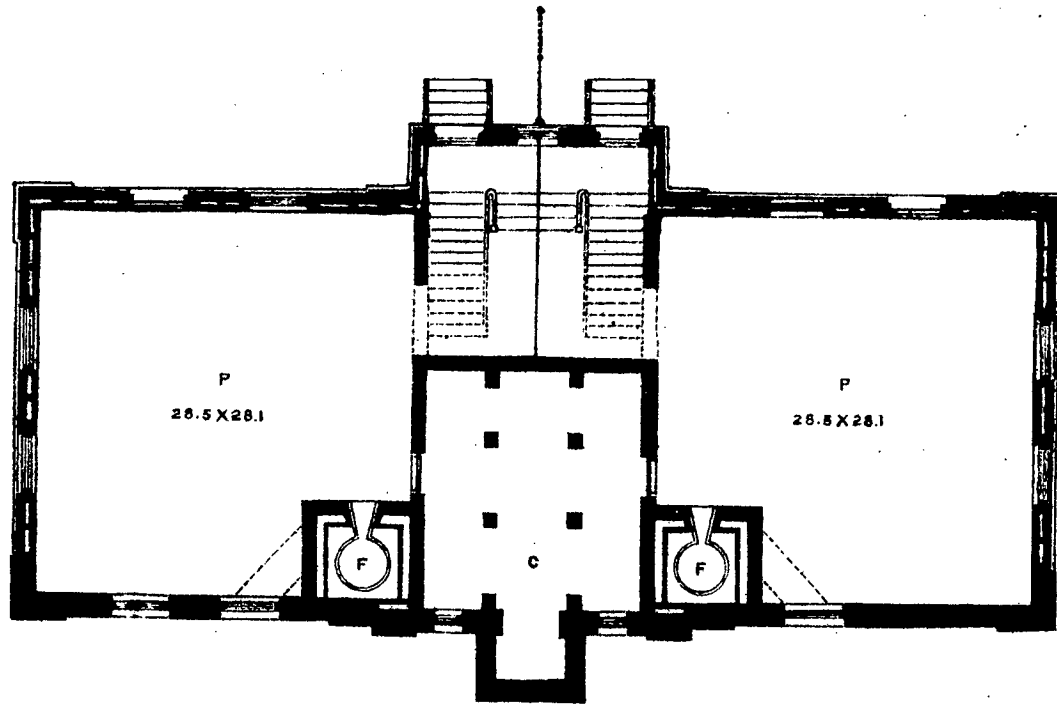


PRIMARY CHAIR AND DESK.

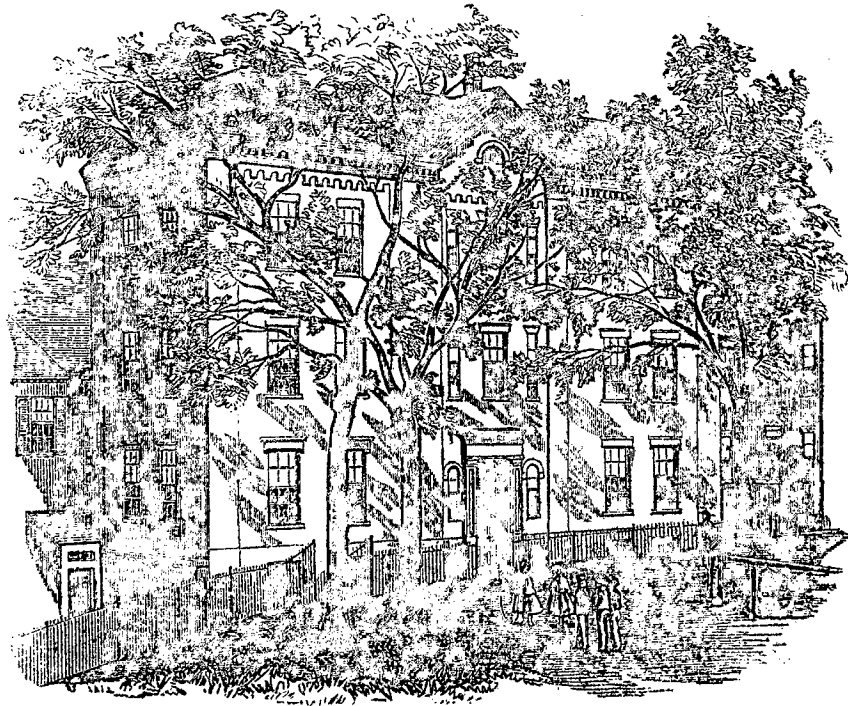


PRIMARY SCHOOLHOUSE ON WASHINGTON SQUARE—FIRST FLOOR.

100
100



PRIMARY SCHOOLHOUSE ON WASHINGTON SQUARE—BASEMENT.



PRIMARY SCHOOLHOUSE, WASHINGTON SQUARE, BOSTON, 1864.

APPENDIX.

APPENDIX A.

ELEVATIONS, PLANS, and DESCRIPTIONS of three of the SCHOOL-HOUSES most recently erected in the Cities of Boston and New York, taken from the Reports of the School Committee and Board of Education respectively.

EXTRACT from the REPORT of the BOSTON SCHOOL COMMITTEE for 1864.

Primary School-houses.

The accompanying cuts represent perspective views and plans of the two Primary School-houses which illustrate most strikingly our progress in this department of school architecture. Here are shown in contrast the first and poorest building ever erected in this city for the accommodation of a Primary School, and the latest and best. The former was built in 1831, thirteen years after the establishment of Primary Schools here, and when the whole number of schools of this grade was sixty, the registered number of pupils being 3,700. The whole cost of this edifice was \$468. It is still occupied by a Primary School, but it will probably be vacated at the close of the present school year. It is a wooden structure, perched up on piles 4 or 5 feet above the high-water mark of the tide mill-pond. It is about 25 feet square, and two stories high, the upper room having been occupied as a missionary chapel by the Old South Society. It has recently been furnished with the modern school chairs and desks, but the original furniture was of the most primitive description, consisting simply of long forms without backs. There were no desks or benches for writing, and no boxes or contrivances of any kind for keeping the books. There was no need of any provision for the safe keeping of slates, for in the early days of this building a slate in a Primary School was a rare phenomenon.

From this humble beginning we have gradually advanced by successive steps of progress, which are fully illustrated by buildings now standing, till we have at length reached, as the result of the experiments of the past thirty years, that combination of improvements in school architecture which is exhibited in the new building already referred to, a building which combines so many excellencies as to deserve perhaps to be called a Model Primary School-house. By far the most important improvements in our Primary School-houses have been made within the past ten years. Indeed, it is only since 1860 that we have been working with a clear and definite purpose in the erection of buildings for our Primary Schools. Previous to this time there was no recognized ideal standard or model plan, to which the buildings were made to conform as far as circumstances would permit, and each structure represented the idea of the Committee which happened to be in power at the time of its erection.

And although such a standard has been kept constantly in view for four years past, owing to the difficulty of securing adequate lots, we have only now succeeded in coming fully up to its requirements in the edifice which has recently been completed on Washington Square.

The following outline and plan of a Model Primary Schoolroom, adapted to our organization, to which the architect should endeavour to approximate as nearly as possible in designing Primary School-buildings, was sketched by the Superintendent of Schools, in his Report of 1860:—

“Fifty-six being the number of pupils to be accommodated, the arrangement of the desks for this number is the next thing to be done. The best mode of disposing of them seems to be, to make seven rows with eight in a row. Arranged in this way, they will occupy a space in the form of a rectangle, of which the longest side will be parallel with the teacher’s platform. Each desk is $1\frac{1}{2}$ foot long. The centre aisle should be 2 feet wide, and each of the others 16 inches. A chair and desk together require a little more than 2 feet from front to back. Fifty-six desks and chairs, with the above dimensions and arrangements, would occupy a rectangle 22 feet by 15. In the rear and on the sides of the space appropriated to seating, there should be a space not less than 3 feet wide. The teacher’s platform should be at least 5 feet wide, and the area between the scholars’ desks and the platform should be at least as wide. These measures will require a room 28 feet square in the clear. The height should be 12 feet in the clear. This size gives 168 cubic feet of air to each child, which would be sufficient to last 39 minutes without a fresh supply. The plan entitled ‘Model Primary Schoolroom,’ herewith submitted, represents the arrangements above described.

“An inspection of this plan will show that provision is made for black-boards in the rear and in front of the pupils, and for light on both sides. When practicable, the light should be admitted on the left side of the pupils as they sit, in preference to the right side. If light can be admitted only on one side of the room, the pupils should be seated with their backs towards it. This room is planned on the supposition that architectural considerations will make it necessary to admit the light on two opposite sides of the room, rather than on two adjacent sides. If the light is admitted on opposite sides, as in this plan, the seating should be so arranged that the blank walls may be in front and rear, while the windows are on the right and left of the pupils as they sit.

“Whatever may be the size of rooms in the building, each schoolroom should have attached to it a clothes closet. It is desirable that this closet should be accessible both from the entry and schoolroom. This closet should be from 4 to 5 feet in width, and about 15 feet in length, and lighted by a window.”

In accordance with these ideas, the building on Washington Square was designed by the accomplished architect, Nathaniel J. Bradlee, Esq., who has kindly furnished the following mechanical and architectural description:—

“The new school-house on Washington Square is situated on a lot measuring 84 feet front, 55 feet $2\frac{3}{4}$ inches on the west side, 126 feet $8\frac{1}{2}$ inches on the rear, and 73 feet 3 inches on the east side, the building itself covering a space 77 feet 3 inches front by 31 feet 9 inches deep, with a projection in the rear 5 feet by 18 feet 6 inches, which is made so as to give sufficient depth for the stairway and clothes room. The façade is divided into three sections, the centre being 23 feet wide projecting 12 inches, and forming a regular pediment at the roof. There is a granite underpinning around the building averaging 5 feet high in front and 2 feet on the sides and rear; all above is of face brick, with freestone trimmings, the whole being finished with a heavy cornice.

“The first story windows have moulded freestone caps; all the others are plain.

“The foundation stones, which are laid 3 feet 6 inches below the cellar bottom, are 1 foot 6 inches thick by 3 feet wide; on top of these the walls are carried up 20 inches thick in cement to the top of the floor, and above first floor the walls are vaulted with an air space of 2 inches, the outside wall being 12 inches thick and the inside one 4 inches thick.

"The inside partition walls are also of brick, and the plastering is put directly on the brick-work, so as to prevent any danger of fire communicating from one story to another. The basement is divided into two playrooms, each 28 feet 1 inch by 28 feet 5 inches, hall 15 feet by 16 feet 6 inches, fuel cellar 16 feet 6 inches by 17 feet, and two furnaces 8 feet square each. The first, second, and third stories respectively are divided into two schoolrooms each 28 feet square, two clothes rooms, each 4 feet 6 inches by 12 feet, hall 16 feet by 20 feet 6 inches, including a landing 7 feet 7 inches by 16 feet, also a vestibule 5 feet 6 inches by 10 feet.

"Each clothes closet is supplied with water over an iron enamelled sink.

"All the school-rooms, entries, and closets are sheathed 5 feet high so as to protect the plastering."

In the second and third stories, the apartments corresponding to the vestibule [V] as represented in the cut of the first floor, are designed for teachers' dressing-rooms.

The furniture for pupils and teachers, are of the best description, and was manufactured at the well-known establishment of Joseph L. Ross, Esq., in this city. The style is exhibited in the accompanying cuts.

The engraving and the plan of the Primary Schoolhouse on the Milldam Road will give an idea of the ordinary type of "framed" schoolhouse which prevails almost universally in rural districts in the States.

Grammar School No. 55, in West Twentieth Street, Sixteenth Ward, New York.

Grammar school, No. 55, is situated on the south side of West Twentieth-street, 256 feet east from Seventh Avenue, in the Sixteenth Ward.

The lot on which it is built is 90 feet 4 inches front, 87 feet 6 inches rear, by 92 feet deep, and cost twenty-three thousand dollars (\$23,000).

The main building is 47 feet front by 87 feet deep, two front wings each 21 feet 8 inches by 25 feet deep, two rear wings each 21 feet by 25 feet deep. The main building, including the wings, has an entire front of 90 feet 4 inches, being the full size of the lot.

The first story is faced with polished brown stone, and the front window trimmings above the first story are of the same material. The front of all the stories above the first is faced with Philadelphia pressed brick; the cornice is of galvanized iron, painted and sanded in imitation of brown stone. The front of the building presents a very neat and attractive appearance.

The appearance of the front, the arrangement of the interior, location of the stairs, play-rooms, class-rooms, &c., may be readily seen and understood by referring to the accompanying front elevation, and Plans Nos. 1, 2, 3, 4, and 5. The building is four stories high above the cellar. The heights of the cellar and several stories are as follows:—Cellar, 9 feet; first story, 9 feet; second and third, 14 feet; and fourth story, 17 feet.

The building throughout, except the janitor's room and rear stairways, is warmed with fresh air, heated by contact with steam radiators placed in the cellar. The heat is transmitted through tin pipes of an oval form and through registers in the rooms. Flues are constructed in the brick walls of the building for ventilation, terminating under the roof, and the impure air escapes through four 30-inch ventilators which are placed along the peak of the roof.

The stairs used by the scholars are built of stone, and enclosed with brick, which renders them fire-proof.

The assembly rooms are furnished, as usual, with fancy settees, each alternate row being arranged so as to be used for writing purposes. The gallery and class-rooms are furnished with open-back settees, bookcases, tables, &c. The class-rooms will accommodate 1,250 scholars and the two assembly-rooms 950 scholars.

The entire cost, including lot, building, furniture, and heating apparatus, was ninety-eight thousand and ninety-five dollars and eighty cents (\$98,095.80).

The building was erected, furnished, and heated from plans and specifications prepared by the Superintendent of School Buildings of the Board of Education.

New Schoolhouse in East Twenty-third Street, Eighteenth Ward,

This school-house is situated on the northerly side of Twenty-third Street, 170 feet west from Second Avenue in the Eighteenth Ward.

The lot on which it is built is 97 feet 7 inches front, by 98 feet 9 inches deep, and cost twenty-six thousand dollars (\$26,000).

The main building is 48 feet front, by 98 feet 9 inches deep; two front wings 24 feet 9½ inches, by 47 feet 6 inches deep; two side wings for stone stairs, 9 by 13 feet.

The main building and the wings have an entire front of 97 feet 7 inches, being the full front of the lot.

The first story front is faced with polished brown stone, and the front window trimmings above the first story are of the same material. The front of all the stories above the first is faced with Philadelphia pressed brick; the cornice is of galvanized iron, painted and sanded in imitation of brown stone. The front of the building presents a very neat and attractive appearance.

The appearance of the front, the arrangement of the interior, location of the stairs, play-rooms, class-rooms, &c., may be readily seen and understood by referring to the accompanying front elevation and plans Nos. 1, 2, 3, 4, and 5.

The building is four stories high above the cellar. The heights of the cellar and several stories are as follows:—Cellar, 9 feet; first story, 10 feet; second and third, 14 feet each; and fourth story, 17 feet. The building throughout, except the janitor's rooms and rear stairways, is warmed with fresh air, heated by contact with steam radiators placed in the cellar. The heat is transmitted through tin pipes of an oval form, and through registers in the rooms. Flues are constructed in the brick walls of the building for ventilation, terminating under the roof, and the impure air escapes through four 30-inch ventilators, which are placed along the peak of the roof.

The stairs used by the scholars are built of stone, and enclosed with brick, which renders them fire-proof.

The assembly-rooms are furnished, as usual, with fancy settees, each alternate row being arranged so as to be used for writing purposes. The gallery and class-rooms are furnished with open-back settees, bookcases, tables, &c.

The building contains twenty-six class-rooms, which will seat 1,500 scholars, also two assembly-rooms, which will seat 900 scholars.

The entire cost, including lot, building, furniture, and heating apparatus, was one hundred and six thousand six hundred and thirty-five dollars (\$106,635).

The building was erected, furnished, and heated from plans and specifications prepared by the Superintendent of School Buildings of the Board of Education.

APPENDIX B.

COURSE OF STUDY prescribed for—

1. The Primary, Grammar, and High Schools of Boston.
2. For the Free Academy, New York.
3. For the Schools of Newhaven.

BOSTON SCHOOL REGULATIONS.

Regulations of the Primary Schools.

Section 1. Every teacher shall admit to her school all applicants of suitable age and qualifications, residing nearest to the school under her charge, provided the number in her school will warrant the admission; and in all cases of doubt or difficulty in the discharge of this duty she shall apply to her Sub-Committee for advice and direction. Admission of pupils to Primary Schools.

Sect. 2. When any child shall apply to be admitted from another Primary School, the teacher shall require a certificate of transfer from the teacher of the former school, which certificate shall serve instead of a certificate of vaccination. Transfer of pupils.

Sect. 3. Whenever any scholar is absent from school the teacher shall immediately ascertain the reason; and if such absence be continued, and is not occasioned by sickness or other sufficient cause, such child, with the consent of the Sub-Committee, may be discharged from school, and a record of the fact be made. Absence of pupils.

Sect. 4. The regular promotion of scholars to the Grammar Schools shall be made semi-annually, on the first Monday in March, and on the first Monday in September; but occasionally promotions may be made on Monday of any week, whenever the Sub-Committee of the Primary School and the master of the Grammar School may deem it necessary. Promotion to Grammar Schools.

Sect. 5. One or more schools for the special instruction of children *over seven years of age*, and not qualified for the Grammar School, may be established in each district. The course of study shall be the same as in the Primary Schools; and it shall be in the power of each District Committee to introduce Writing and the elements of Written Arithmetic. Any scholar over eight years of age, and not in the first or second class, may be removed from any Primary School to a school for special instruction, at the discretion of the Sub-Committee. Schools for special instruction.

Sect. 7. The teachers shall attend to the physical education and comfort of the pupils under their care. When, from the state of the weather or other causes, the recesses in the open air shall be impracticable, the children may be exercised within the room, in accordance with the best judgment and ability of the teachers. In the schools which are kept in buildings occupied by Grammar Schools the recesses shall be arranged by the masters so as not to interfere with the exercises of those schools. Proper care of the pupils in school.
Recesses for Primary Schools in Grammar School buildings.

Sect. 8. The schools shall contain, as nearly as practicable, an equal number of pupils, the maximum number being 56; and the pupils in each of the schools shall be arranged in six classes, unless otherwise ordered by the district Committee. Number of pupils to a school.
Classes.

Sect. 9. Plain sewing may be introduced into any Primary School, at the discretion of the Sub-Committee, and singing shall form part of the opening and closing exercises of every session; and such time be devoted to instruction in music in each school as the Sub-Committee may deem expedient. Sewing.
Singing.

Sect. 10. *The following Books and Studies shall be attended to in the respective classes. The order of the exercises and lessons assigned to each class to be determined by the teacher; subject, however, to the direction of the Committee of the school.*

SIXTH CLASS.

Hillard's First Primary Reader.—To the 30th page; the words in columns to be spelled without book, and also words selected from the reading lessons.

Boston Primary School Tablets.—Number 11, the words and elementary sounds repeated after the teacher. Number 1, the name and sound of each letter, including the long and short sound of each vowel. Number 15, to be read and spelled by letters and by sound, and read by calling the words at sight. Number 16 to be read by spelling and by calling words at sight, with oral lessons on the meaning of the sentences. Number 13 to be spelled by sounds. Numbers 9 and 10 to be used in reviewing the alphabet for variety of forms of letters. Number 5, the pupil to name and point out the lines and plane figures. Number 2, analyze the forms of the capitals, and tell what lines compose each.

Boston Primary School Slate, No. 1.—Print the small letters and draw the straight lines and the rectilinear figures. The black-board and tablets to be used in teaching the slate exercises.

Develop the idea of numbers to 10 by the use of objects. Count to 100 on the numeral frame.

Repeating verses and maxims. Oral lessons on size, form, and colour, illustrated by objects in the schoolroom; also upon common plants and animals, illustrated by the objects themselves or by pictures.

Learning to read and spell from letter and word cards, at the option of the teacher.

Singing for five or ten minutes, twice at least each day.

Physical exercises for five or ten minutes, twice at least each session.

FIFTH CLASS.

Hillard's First Primary Reader.—As in the sixth class, completed.

My First School Book.—For spelling to the twenty-fourth page, and for reading to the seventieth page.

Boston Primary School Tablets.—Review the exercises on Tablets prescribed for the sixth class. Number 19 entire, and number 20 to L. Number 6, name and point out the figures and their parts. Number 11 to be taught from the tablet. Number 14, syllables to be spelled by sound.

Boston Primary School Slate, No. 1.—Review the slate exercises prescribed for the sixth class. Print the capital letters, also short words; draw the curvilinear figures.

Counting real objects, and counting with the numeral frame by twos to 100.

Repeating verses and maxims. Oral lessons on form, size, and colour, and on plants and animals. Singing and physical exercises as above.

FOURTH CLASS.

My First School Book.—Completed both as a reader and a speller.

Hillard's Second Primary Reader.—To the fiftieth page; the words in columns to be spelled, and also words selected from the reading lessons. Spelling words by sounds.

Boston Primary School Tablets.—Numbers 5 and 6 reviewed, with description or analysis of the lines and figures. Numbers 11, 13, and 14 reviewed. Numbers 12 and 20 to be learned. Numbers 17 and 18, names of punctuation marks.

Boston Primary School Slate, No. 1.—Used daily. Copies in printing and drawing reviewed and completed. Printing four or five words daily. Writing Arabic figures.

Adding and subtracting numbers to twenty, illustrated by objects and the numeral frame Counting on the numeral frame by twos to 100, and by threes to fifty.

Repeating verses and maxims. Oral lessons on objects as above, with their parts, qualities, and uses. Singing and physical exercises as above.

THIRD CLASS.

Hillard's Second Primary Reader.—Completed; the words in columns to be spelled, and also words selected from the reading lessons. At each lesson in reading and spelling, words spelled by sounds. Conversations on the meaning of what is read.

Spelling and Thinking Combined.—To the thirty-fifth page. Spelling words by sounds. Questions on the meaning of words.

Boston Primary School Tablets.—Numbers 5, 6, 11, 12, 13, 14, and 20, reviewed. Number 3. Number 18, use of punctuation marks commenced.

Boston Primary School Slate, No. 2.—Write the small script letters and draw the plane figures. Exercises in writing and drawing to be illustrated by tablets and black-board. Print a few words in capitals.

Eaton's Primary School Arithmetic, or North American Arithmetic.—Begun. Miscellaneous questions in adding and subtracting small numbers. Practical questions involving similar combinations. The idea of multiplication devolving by the use of the numeral frame. Numbers to be combined, occasionally written on slates from dictation.

Repeating verses and maxims. Abbreviations. Oral lessons as above, and upon common objects and the senses. Singing and physical exercises as above.

SECOND CLASS.

Hillard's Third Primary Reader.—To the 100th page; the words in columns to be spelled, and also words selected from the reading lessons. Difficult words to be spelled by sounds. Conversations on the meaning of what is read.

Spelling and Thinking Combined.—To the seventy-fifth page. Spelling words by sounds. Questions on the meaning of words.

Eaton's Primary Arithmetic, or North American Arithmetic.—Addition, subtraction, and multiplication tables to be learned, and the practical questions under these rules to be attended to.

Boston Primary School Tablets.—Numbers 3, 5, 6, 11, 12, and 18 to be reviewed. Number 7, drawing and oral lessons on the objects represented. No. 18, uses and definitions of points and marks learned, and applied in reading lessons.

Boston Primary School Slate, No. 2.—Writing capital and small letters, and drawing planes and solids, with illustrations from tablets and black-board. Writing short words. Review abbreviations and Roman numerals.

Repeating verses and maxims. Oral lessons on objects, trades, and the most common phenomena of nature. Singing and physical exercises as above.

FIRST CLASS.

Hillard's Third Primary Reader.—Completed; with definitions, explanations, spelling by letters and by sounds; also questions on punctuation, the use of capitals, and the marks indicating the pronunciation.

Spelling and Thinking Combined.—Completed. Spelling words by sounds. Questions on the meaning of words.

Eaton's Primary Arithmetic, or North American Arithmetic.—Completed. The tables of multiplication and division to 12×12 and $144 \div 12$. Notation to 1,000. Counting by threes and fours forwards to 100, and backwards from 100 to 1. Practical questions to be attended to.

Boston Primary School Tablets.—Review those used in the second class. Frequent drill on number 12. Number 8, drawing and oral lessons on the objects represented.

Boston Primary School Slate, No. 2.—Writing capitals and small letters, the pupil's name, and words from the spelling lessons, with particular care to imitate the letters on the frame. Drawing all the copies on the frame.

Repeating verses and maxims. Review abbreviations. Oral lessons on objects, trades, occupations, with exercises of observation by noting the properties and qualities of objects, comparing and classifying them, considering their uses, the countries from which they come, and their modes of production, preparation, or fabrication.

Singing and physical exercises as above.

Sect. 11. No scholars are to be promoted from one class to another till they are familiar with all the lessons of the class from which they are to be transferred, except for special reasons satisfactory to the Sub-Committee.

Regulations of Grammar Schools.

Second grade. Section 1. These schools form the second grade in the system of public instruction established in this city.

The following are their names, locations, and dates of establishment:—

Name.	Location.	Sex.	Established.
1—Eliot School	North Bennet-street	For Boys	1713
2—Franklin School	Ringgold-street	Girls	1785
3—Mayhew School	Hawkins-street	Boys	1803
4—Boylston School	Fort Hill	Boys	1819
5—Bowdoin School	Myrtle-street	Girls	1821
6—Hancock School	Richmond Place	Girls	1822
7—Wells School	Blossom-street	Girls	1833
8—Winthrop School	Tremont-street	Girls	1836
9—Lyman School	East Boston	Boys and Girls	1837
10—Lawrence School	South Boston	Boys and Girls	1844
11—Brimmer School	Common-street	Boys	1844
12—Phillips School	Southac-street	Boys	1844
13—Dwight School	Springfield-street	Boys	1844
14—Quincy School	Tyler-street	Boys	1847
15—Bigelow School	South Boston	Boys and Girls	1849
16—Chapman School	East Boston	Boys and Girls	1849
17—Adams School	East Boston	Boys and Girls	1856
18—Lincoln School	South Boston	Boys and Girls	1859
19—Everett School	Northampton-street	Girls	1860
20—Bowditch School	South-street	Girls	1861

In these schools are taught the common branches of an English education.

- Sect. 2. The schools for boys shall each be instructed by a master, a sub-master, an usher, a head assistant, and three or more female assistants. Instructors in boys' schools.
- The schools for girls shall each be instructed by a master, a head assistant for each story in the building, and three or more female assistants. In girls' schools.
- The mixed schools (boys' and girls') shall each be instructed by a master, a sub-master, a head assistant for each story in the building, and three or more female assistants. In mixed schools.
- Any existing exceptions to the foregoing organizations, authorized by special vote of the Board, shall remain until otherwise ordered.
- Sect. 3. Each school shall be allowed a teacher for every fifty-six pupils on the register, and an additional female assistant may be appointed whenever there are thirty scholars above the complement for the teachers already in the school, if the District Committee deem it expedient; and whenever the number of pupils on the register shall be reduced to thirty less than such complement, one female assistant may be removed from such school, if the District Committee recommend it; provided that, in determining the number of teachers to which any school may be entitled under this section, one head assistant shall not be counted. Number of pupils to a teacher.
- Sect. 4. Any pupil may be admitted into the Grammar Schools who, on examination by the master or any of his assistants, shall be found able to read, at first sight, easy prose; to spell common words of one, two, or three syllables; to distinguish and name the marks of punctuation; to perform mentally such simple questions in Addition, Subtraction, and Division as are found in Part First of Emerson's North American Arithmetic; to answer readily to any proposed combination of the Multiplication Table in which neither factor exceeds ten; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign of 100; and to enunciate, clearly and accurately, the elementary sounds of our language. And no pupil who does not possess these qualifications shall be admitted into any Grammar School, except by special permit of the District Committee. Qualifications for admission to the Grammar Schools.
- Sect. 5. Within the two weeks preceding the first Monday in March, annually, the master of each Grammar School shall visit each Primary which is expected to send pupils to his school; and he shall examine the first class in each of said schools, and shall give certificates of admission to the Grammar School to such as he may find qualified in accordance with the foregoing requirements. But in the month of July, annually, each teacher in the Primary Schools shall accompany her first class to such Grammar Schoolhouse in the vicinity as the master may designate, when he and his assistants shall examine the candidates for admission to the Grammar School, in presence of their instructors, and shall give certificates to those who are found to be properly qualified. If, however, the parent or guardian of any applicant not admitted on the examination of the master is dissatisfied with his decision, such person may appeal to the District Committee for another examination of said applicant. Examination of primary scholars for promotion to Grammar School. Certificates of admission.
- Sect. 6. Pupils admitted from the Primary Schools are expected to enter the Grammar Schools on the first Monday of March and of September; but all other applicants residing in the district, found on examination *qualified in all respects*, may enter the Grammar Schools by applying to the master at the school-house on Monday morning of any week when the schools are in session. Pupils regularly transferred from one Grammar School to another may be admitted at any time, on presenting their certificates of transfer, without an examination. Times of admitting pupils to Grammar Schools.
- Sect. 7. No lessons shall be assigned to girls to be studied out of school; and in assigning out-of-school lessons to boys, the instructors shall not assign a longer lesson daily than a boy of good capacity can acquire by an hour's study; nor shall the lessons to be studied in school be so long as to require a scholar of ordinary capacity to study out of school in order to learn them; and no out-of-school lessons shall be assigned on Saturday. Out-of-school lessons.
- Sect. 8. Each school or department of a school shall be divided into four classes. Each class shall consist of two or more divisions, each of which sections shall pursue the studies and use the text-books assigned to its class; but whenever it shall appear that a division of a lower class has, in any particular branch of study, made the attainments requisite for promotion to a higher class at a period earlier than the regular time for general promotion, then such division may, at the discretion of the master, and with the approval of the Committee, enter upon the study of one of the text-books prescribed for the next higher class. Classes and sections.
- Sect. 9. The books and exercises of the several classes shall be as follows, viz. :— Text-books.
- Class 4.—No. 1. Worcester's Spelling Book. 2. Hillard's Fourth Class Reader. 3. Writing in each school in such Writing Books as the District Committee may approve. 4. Drawing in Bartholomew's Drawing Books. 5. Warren Colburn's First Lessons, new edition, with lessons in Written Arithmetic on the slate and black-board. 6. Warren's Primary Geography. Same.
- Class 3.—No. 1. Worcester's Spelling Book. 2. Hillard's Third Class Reader. 3. Writing as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, and Eaton's Common School Arithmetic, revised edition. 5. Drawing in Bartholomew's Drawing Books. 6. Warren's Primary Geography. 7. Kerl's Elementary English Grammar. Same.
- Class 2.—No. 1. Spelling. 2. Hillard's Second Class Reader. 3. Writing as in Fourth Class. 4. Warren Colburn's First Lessons, new edition, and Eaton's Common School Arithmetic, revised editions. 5. Warren's Common School Geography, with exercises in Map Drawing on the black-board, and by pen and pencil. 6. Kerl's Elementary English Grammar, or Earl's Comprehensive English Grammar. 7. Drawing in Bartholomew's Drawing Books. 8. Exercises in Composition, and, in the Boys' schools, Declamation. 9. Swan's First Lessons in the History of the United States. Same.
- Class 1.—No. 1. Spelling.—Adams's Spelling Book for advanced classes, *permitted*. 2. Reading in Hillard's First Class Reader. 3. Writing, as in Fourth Class. 4. Geography, as in Class Two. 5. Warren Colburn's First Lessons, new edition, and Eaton's Common School Arithmetic, revised edition. 6. Grammar. 7. Exercises in Composition, and in the boys' schools, in Declamation. 8. Drawing in Bartholomew's Drawing Books. 9. Worcester's Dictionary. 10. Book-keeping by single entry. 11. Worcester's History. 12. Hall's Manual of Morals,—a Monday morning lesson, with oral instruction. 13. Instruction in Natural Philosophy, using Parker's Compendium, or Olmstead's Rudiments, as a text-book, with the Philosophical Apparatus provided for the schools, shall be given at least to the first division of the First Class. 14. Instructions in Physical Geography, by occasional exercises; the treatise of Warren, or of Cartée, being used as a text-book. 15. Hooker's Primary Physiology. Permitted books.
- Sect. 10. In teaching Arithmetic to the several classes, every teacher shall be at liberty to employ such books as he shall deem useful, for the purpose of affording illustration and examples; but such books shall not be used to the exclusion or neglect of the prescribed text-books; nor shall the pupils be required to furnish themselves with any books but the text-books.
- Sect. 11. One treatise on Mental Arithmetic, and one treatise on Written Arithmetic, and no more, shall be used as text-books in the Grammar Schools. Text-books.
- Sect. 12. Two half-hours each week in the Grammar Schools shall be devoted to the study and practice of Vocal Music. Instruction shall be given to the First and Second Classes by the music teachers. Musical notation, the singing of the scale, and exercises in reading simple music shall be practised twice a week by the lower classes under the direction of the assistant teachers; and the pupils shall undergo examinations and receive credits for proficiency in music, as in the other studies pursued in the schools. Instruction in music. Examination in music.
- Sect. 13. It is recommended that in the arrangement of the studies and recitations in the Grammar Schools, those which most severely task the attention and effort of the pupils be, as far as possible, assigned for the forenoon. Arrangement of the studies and recitations.

Committees to superintend the organization of the first class. No pupils to be retained who should join the High Schools.

Sect. 14. It shall be the duty of the Committee of each Grammar School, at the beginning of each school year, either at a special meeting called for this purpose, or through their chairman, previously authorized to act in their name, to superintend the organization of the first class, and to see that none are retained members thereof who ought to join the English High School, or the Girls' High and Normal School.

Regulations of the English High School.

English High School established, and its object.

Sect. 1. This school is situated in Bedford-street. It was instituted in 1821, with the design of furnishing the young men of the city, who are not intended for a collegiate course of studies, and who have enjoyed the usual advantages of the other Public Schools, with the means of completing a good English education, and fitting themselves for all the departments of commercial life. The prescribed course of studies is arranged for three years, and those who attend for that period and complete that course are considered to have been graduated at the school. Those who wish to pursue further some of the higher departments of mathematics, and other branches, have the privilege of remaining another year at school. This institution is furnished with a valuable mathematical and philosophical apparatus, for the purpose of experiment and illustration. To this school apply the following regulations, in addition to those common to all the schools.

Instructors.

Sect. 2. The instructors in this school shall be a master, two-submasters, and as many ushers as shall allow one instructor to every thirty-five pupils, but no additional usher shall be allowed for a less number. The Sub-Committee may furnish the master with an assistant in his room whenever the number of pupils remaining in the school through the fourth year shall in their judgment make it necessary. The salary of said assistant shall not exceed the salary paid to an usher in this school during his first year of service. It shall be a necessary qualification in all these instructors, that they have been educated at some respectable college, and that they be competent to instruct in the French language.

Time of examining candidates for admission.

Sect. 3. Candidates for admission to this school shall be examined once a year, on the Wednesday and Thursday next succeeding the exhibition of the Grammar Schools in July. Any boy then offering himself as a candidate for admission, shall present a certificate from his parent and guardian, that he has reached the age of twelve years, also a certificate of good moral character, and of presumed literary qualifications, from the master of the school which he last attended, and shall pass a satisfactory examination in the following studies, viz.:—Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography, and the History of the United States.

Annual examination of candidates.

Sect. 4. It shall be the duty of the Committee on the English High School to be present at the annual examination of candidates for admission, but said examination shall be conducted by the instructors, from questions previously prepared, on all the branches, and subject to the approval of the Committee. The examination shall be strict; and a thorough knowledge of the required studies shall be indispensable to admission.

Reviews.

Sect. 5. On admission, pupils shall be arranged in divisions according to their respective degrees of proficiency. Individuals, however, shall be advanced according to their scholarship, and no faster; and no one shall remain a member of the school longer than four years.

Sect. 6. It shall be the duty of the master to examine each division as often as may be consistent with the attention due to those under his immediate instruction. Each class or section shall be occasionally reviewed in its appropriate studies, and once a quarter there shall be a general review of all the previous studies of that quarter.

School hours.

Sect. 7. The school shall hold one session daily, commencing at 9 A.M. and closing at 2 P.M., except on Saturday, when the school shall close at 1 o'clock.

Course of studies and text-books.

Sect. 8. The course of study and instruction in this school shall be as follows:—
Class 3.—1. Review of preparatory studies, using the text-books authorized in the Grammar Schools of the city. 2. Ancient Geography. 3. Worcester's General History. 4. Sherwin's Algebra. 5. French Language. 6. Drawing.

Same.

Class 2.—1. Sherwin's Algebra, continued. 2. French Language, continued. 3. Drawing, continued. 4. Legendre's Geometry. 5. Book-keeping. 6. Blair's Rhetoric. 7. Constitution of the United States. 8. Trigonometry, with its application to Surveying, Navigation, Mensuration, Astronomical calculations, &c. 9. Paley's Evidences of Christianity,—a Monday morning lesson.

Same.

Class 1.—Trigonometry, with its applications, &c., continued. 2. Paley's Evidences, continued,—a Monday morning lesson. 3. Drawing, continued. 4. Astronomy. 5. Natural Philosophy. 6. Moral Philosophy. 7. Political Economy. 8. Natural Theology. 9. Shaw's Lectures on English Literature. 10. French, continued; or the Spanish Language may be commenced by such pupils as in the judgment of the master have acquired a competent knowledge of the French; Warren's Treatise on Physical Geography, or Cartée's Physical Geography and Atlas, is permitted to be used.

For the pupils who remain at the school the fourth year, the course of studies shall be as follows:—

Same.

1. Astronomy. 2. Intellectual Philosophy. 3. Logic. 4. Spanish. 5. Geology. 6. Chemistry. 7. Mechanics, Engineering, and the higher Mathematics with some option.

Same.

Sect. 9. The several classes shall also have exercises in English Composition and Declamation. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar, as they may deem necessary to make the pupils familiar with these fundamental branches of a good education.

Diplomas to graduates.

Sect. 10. Each pupil who shall graduate from this school, having honorably completed its course of instruction to the satisfaction of the Principal and the Committee, shall be entitled to receive a suitable diploma on leaving school.

Regulations of the Girls' High and Normal School.

Establishment and object of the school.

Sect. 1. This school is situated in Mason Street. It was instituted in 1852, with the design of furnishing to those pupils who have passed through the usual course of studies at the Grammar Schools for girls, and at other girls' schools in this city, an opportunity for a higher and more extended education, and also to fit such of them as desire to become teachers. The following are the regulations of this school, in addition to those common to all the schools.

Instructors.

Sect. 2. The instructors shall be, a master, and as many assistants as may be found expedient; but the whole number of assistants shall not exceed the ratio of one for every thirty pupils.

Admission of pupils.

Sect. 3. The examination of candidates for admission to the schools shall take place annually, on the Wednesday and Thursday next succeeding the day of the annual exhibition of the Grammar Schools in July.

Same.

Sect. 4. Candidates for admission must be over fifteen, and not more than nineteen years of age. They must present certificates of recommendation from the teachers whose schools they last attended, and must pass a satisfactory examination in the following branches, viz.: Spelling, Reading, Writing, Arithmetic, English Grammar, Geography, and History.

Same.

Sect. 5. The examination shall be conducted by the instructors of the school, both orally and from written questions previously prepared by them, and approved by the Committee of the school. It shall be the duty of the said Committee to be present and to assist at the examination, and the admission of candidates shall be subject to their approval.

- Sect. 6. The course of studies and instruction in this school shall be as follows:—
- Junior Class.—Reading, Spelling, and Writing, continued. Arithmetic, Geography, and Grammar reviewed. Physical Geography, Natural Philosophy, Analysis of Language and Structure of Sentences. Synonymes. Rhetoric. Exercises in English Composition. History. Latin; begun. Exercises in Drawing and in Vocal Music. Course of instruction.
- Middle Class.—Natural Philosophy continued. English Literature. Algebra. Moral Philosophy. Latin, continued. French, begun (instruction given by a native French teacher). Rhetoric, with exercises in Composition, continued. Physiology, with Lectures. General History. Exercises in Drawing and in Vocal Music. Reading standard English Works, with exercises in Criticism.
- Senior Class.—Latin and French, continued. Geometry. General History. Intellectual Philosophy. Astronomy. Chemistry, with lectures. Exercises in Composition. Exercises in Drawing and in Vocal Music. Exercises in Criticism, comprising a careful examination of works of the best English authors. Instruction in the theory and practice of Teaching. Such instruction in Music shall be given to all the pupils as may qualify them to teach Vocal Music in our Public Schools.
- Sect. 7. The sessions of the schools shall begin at 9 o'clock, a.m., and close at 2 o'clock, School hour. p.m., except on Wednesday and Saturday, when the school shall close at 1 o'clock.
- Sect. 8. Instead of a public exhibition in this school, the parents and friends of the pupils shall be invited, through the pupils, to attend the regular exercises in the various rooms during the five days preceding the last school-day of the school year. And during such visitations, the exercises of the school shall be conducted in the usual manner. Visitations by parents and friends.
- Sect. 9. The plan of study shall be arranged for three years. Pupils who have attended for that period, and who have completed the course in a manner satisfactory to the teachers and the Committee on the school, shall be entitled to receive a diploma or certificate to that effect, on leaving school. Pupils may remain three years. Diploma.

Regulations of the Latin Grammar School.

- Sect. 1. This school, situated in Bedford Street, was instituted early in the seventeenth century.
- Sect. 2. The rudiments of the Latin and Greek languages are taught, and scholars are fitted for the most respectable colleges. Instruction is also given in Mathematics, Geography, History, Declamation, English Grammar, Composition, and in the French language. Objects of the school.
- The following Regulations, in addition to those common to all the schools, apply to this school.
- Sect. 3. The instructors in this school shall be a master, a sub-master, and as many ushers as shall allow one instructor to every thirty-five pupils, and no additional usher shall be allowed for a less number. Instructors.
- Sect. 4. It shall be a necessary qualification for the instructors of this school that they shall have been educated at a college of good standing. Same.
- Sect. 5. Each candidate for admission shall have attained the age of ten years, and shall produce from the master of the school he last attended a certificate of good moral character. He shall be able to read English correctly and fluently, to spell all words of common occurrence, to write a running hand, understand mental arithmetic and the simple rules of written arithmetic, and be able to answer the most important questions in geography, and shall have a sufficient knowledge of English grammar to parse common sentences in prose. A knowledge of Latin grammar shall be considered equivalent to that of English. Candidates for admission.
- Sect. 6. Boys shall be examined for admission to this school only once a year, viz., on the Friday and Saturday of the last week of the vacation succeeding the exhibition of the school in July. Time of examining candidates for admission.
- Sect. 7. The regular course of instruction shall continue six years, and no scholar shall enjoy the privileges of this school beyond that term, unless by written leave of the Committee. But scholars may have the option of completing their course in five years, or less time, if willing to make due exertions, and shall be advanced according to scholarship. Pupils may remain six years.
- Sect. 8. The sessions of the school shall begin at 9 o'clock, a.m., and close at 2 o'clock, p.m., on every school day throughout the year, except on Saturday, when the school shall close at 1 o'clock. School hours.
- Sect. 9. The school shall be divided into classes and subdivisions, as the master, with the approbation of the Committee, may think advisable. Classes.
- Sect. 10. The master shall examine the pupils under the care of the other teachers in the school as often as he can consistently with proper attention to those in his own charge.
- Sect. 11. The books and exercises required in the course of instruction in this school are the following:— Course of studies and text-books.
- Class 6.—1. Andrews and Stoddard's Latin Grammar. 2. English Grammar. 3. Reading English. 4. Spelling. 5. Mental Arithmetic. 6. Mitchell's Geographical Questions. 7. Declamation. 8. Penmanship. 9. Andrews' Latin Lessons. 10. Andrews' Latin Reader.
- Class 5.—1, 2, 3, 4, 7, 8, continued. 11. Viri Romæ. 12. Written Translations. 13. Colburn's Sequel. 14. Cornelius Nepos. 15. Arnold's Latin Prose Composition.
- Class 4.—1, 2, 3, 4, 7, 8, 12, 13, 15, continued. 16. Sophocles' Greek Grammar. 17. Sophocles' Greek Lessons. 18. Caesar's Commentaries. 19. Fasquelle's French Grammar. 20. Exercises in speaking and reading French with a native French teacher.
- Class 3.—1, 2, 3, 4, 7, 8, 12, 13, 15, 16, 19, 20, continued. 21. Ovid's Metamorphoses. 22. Arnold's Greek Prose Composition. 23. Felton's Greek Reader. 24. Sherwin's Algebra. Text-books.
- Class 2.—1, 2, 3, 4, 7, 8, 15, 16, 19, 21, 22, 23, 24, 25, continued. 27. Virgil. 28. Elements of History. 29. Translations from English into Latin. Same.
- Class 1.—1, 7, 15, 16, 19, 20, 21, 22, 23, 25, 27, 28, 29, continued. 30. Geometry. 31. Cicero's Orations. 32. Composition of Latin Verses. 33. Composition in French. 34. Ancient History and Geography. Same.
- The following books of reference may be used in pursuing the above studies:—
- Leverett's Latin Lexicon or Gardner's Abridgment of the same.
- Andrews' Latin Lexicon.
- Liddell and Scott's Greek Lexicon, or Pickering's Greek Lexicon, last edition.
- Worcester's School Dictionary.
- Smith's Classical Dictionary.
- Smith's Dictionary of Antiquities.
- Baird's Classic Manual. Warren's Treatise on Physical Geography, or Cartée's Physical Geography and Atlas is permitted to be used.
- Sect. 12. No Translations nor any Interpretations, Keys, or Orders of Construction are allowed in the school.
- Sect. 13. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such instruction in Spelling, Reading, and English Grammar as they may deem necessary to make the pupils familiar with those fundamental branches of a good education.
- Sect. 14. Each pupil who shall honorably complete the course of studies prescribed for this school, to the satisfaction of the Principal and the Committee, shall be entitled to receive a diploma or certificate to that effect at graduation. Diploma or certificate.

COURSE OF STUDIES PURSUED IN THE NEW YORK FREE ACADEMY.

The studies pursued in the Academy are classified in the following courses, which are at the option of the students, viz. :—

- A full course with Ancient Languages.
- A full course with Modern Languages.
- A partial course, embracing any studies less than either of the full courses.
- A full course of Ancient Languages comprises Latin and Greek, and in the senior year any Modern Language at the option of the student.
- The full course of Modern Languages comprises French, Spanish, and German, according to the order prescribed by the Board.

The time allotted to the study of each language is laid down in the following Schedule, which exhibits the number of recitations per week for each class, and the terms of the academic year :—

ANCIENT COURSE.

	Introductory.		Freshman.		Sophomore.		Junior.		Senior.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
Latin	5	5	3	2	2	2	2	1	Latin or Greek once a week	
Greek ... ..	...	...	2	3	3	3	3	1		
Any Modern Language at option ...	...	...	...	...	...	...	...	...	4	4

MODERN COURSE.

	Introductory.		Freshman.		Sophomore.		Junior.		Senior.	
	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.	1st Term.	2d Term.
French	5	5	3	2	2	2	...	...	...	...
Spanish ... ..	...	...	2	3	3	3	3	2	5	5
German ... ..	...	...	...	...	...	...	2	2	5	5

The choice of each student as to the course of studies he intends to pursue must be made in writing at the time of his admission, and registered and filed at the Academy. It must be made by the parent or guardian, or by the parent or guardian be submitted in writing to the discretion of the Faculty. It is important that the subject be carefully considered before the selection be made, as, from considerations of advantage to the student, as well as from a proper regard for the orderly working and discipline of the Institution, when once commenced, the same course must be pursued as long as the student remains in the Academy.

The classes are annual, and the full course of studies embraces five years, of two terms each. The following table exhibits the full course of studies for each class and term, with the text-books used, and the number of recitations per week.

COURSE.

Introductory Class.

First Year—First Term.

	Lessons per week.
Latin <i>Andrews and Stoddard's Grammar, Andrews' Reader</i>	5
or French <i>Vannier and Robertson</i>	
English Language <i>Principles of General Grammar</i>	1
Algebra <i>Docharty</i>	5
Elements of Physics	2
Introduction to Natural Sciences	2

First Year—Second Term.

Latin <i>Cæsar</i>	5
or French <i>Robertson, Roemer's Polyglot, and Elem. Readers</i>	
Geometry <i>Docharty</i>	5
Elements of Chemistry	2
Introduction to Natural Sciences	2
Free-hand Linear Drawing	5
Oratory and Composition.	

Freshman Class.

Second Year—First Term.

{ Latin <i>Virgil, and Anthon's Prose Composition</i>	3
{ Greek <i>Sophocles' Grammar and Silber's Progressive Lessons in Greek</i>	2
or French <i>Robertson, Roemer's Polyglot and Second Readers</i>	3
{ Spanish <i>Ollendorff, Morales' Reader, Butler</i>	2
English Etymology and Philology <i>Fowler's Grammar</i>	1
Rhetoric <i>Day</i>	2
Ancient History <i>Willson</i>	2
Moral Philosophy <i>Wayland</i>	1
Plane and Spherical Trigonometry, Navigation <i>Docharty</i>	5
Descriptive Geometry, Drawing	5
Oratory and Composition.	

Second Year—Second Term.

	Lessons per week.
{ Latin as before, and Anthon's Versification }	2
{ Greek Owen's Reader }	3
or	
{ French as before }	2
{ Spanish as before, and Iriarte's Fables }	3
Rhetoric Jamieson	2
Mediaeval History Willson	2
Roman Antiquities and Mythology	1
Analytical Geometry, Mensuration, Surveying Davies	5
Natural Science (Lecture)	1
Drawing, Perspective, Shades and Shadows	4
Oratory and Composition.	

Sophomore Class.

Third Year—First Term.

{ Latin Cicero }	2
{ Greek Anabasis }	3
or	
{ French as before, and Noel and Chapsal, instead of Robertson }	2
{ Spanish as before, and Quintana's Lives }	3
English Synonymes Graham	2
History and Sources of the English Language	1
Modern History Willson	5
Political Economy (Lecture)	1
Differential Calculus Davies	2
Free-hand Drawing, Course of Ornament	4
Physics	2
Oratory and Composition.	

Third Year—Second Term.

{ Latin Sallust }	2
{ Greek Cyropædia }	3
or	
{ French Noel and Chapsal, Moliere, and Racine }	2
{ Spanish Sales' Gram., Ascargorta, Moratin, Pizarro }	3
English Literature Shaw	3
Logic Whately	3
Intellectual Philosophy Mahan	2
Integral Calculus Davies	3
Natural Science (Lecture)	1
Drawing, Architecture, and Study of the Antique and Figure	4
Oratory and Composition.	

Junior Class.

Fourth Year—First Term.

{ Latin Livy }	2
{ Greek Iliad }	3
or	
{ Spanish Sales, Moratin, Don Quixote, Quintana's Parnaso }	3
{ German Glaubenskle's Grammar and Reader }	2
English Language Fowler	1
Critical Readings, English	1
Moral Philosophy Hickok	3
Analytical Mechanics Bartlett	5
Geology	1
Physics	2
Themes, Forensic Discussions, Original Declamations.	

Fourth Year—Second Term.

{ Latin Horace }	1
{ Greek Odyssey }	1
or	
German as before	2
English Literature Shaw	2
Natural and Revealed Religion Butler's Analogy, Mahan's Logic	4
Inorganic Chemistry	2
Acoustics and Optics Bartlett	3
Spherical Astronomy Bartlett	2
Lecture on Rhetoric	1
Themes, Forensic Discussions, Original Declamations.	

Senior Class.

Fourth Year—First Term.

Ancient Course { Latin or Greek Horace, Thucydides, 1 }	5
{ A Modern Language at option 4 }	
or	
German	5
Organic and Practical Chemistry as before	4
Civil and Military Engineering Mahan, Benton	4
Law and Politics Hamilton	2
Themes, Forensic Discussions, Original Declamations.	

Fifth Year.—Second Term.

Ancient Course { Latin or Greek Horace, Edipus Tyrannus, 1 }	5
{ The same Modern Language as before 4 }	
or	
German	5
Practical and Applied Chemistry Fowne	4
Civil and Military Engineering as before	4
Law and Politics Kent, Woolsey	2
Mineralogy	1
Themes, Forensic Discussions, Original Declamations.	

LECTURES AND EXERCISES.

In addition to the recitations as laid down in the course of study, lectures are delivered on the various subjects, as follows :—

By the Professor of Moral, Intellectual, and Political Philosophy.

Lectures on the Laws of Nations and the Constitution of the United States.

By the Professor of Ancient Languages.

Lectures on the Formation and Structure of the Greek and Latin Languages, and their relation to the study of the English Language.

By the Professor of Chemistry and Physics.

Lectures on the Practical Applications of Chemistry.

By the Professor of Mixed Mathematics.

Lectures on the Popular Applications of Natural Philosophy, on Ancient and Modern Inventions, and on the most celebrated Constructions of ancient and modern times.

By the Professor of History and Belles-Lettres.

Lectures on Ancient and Modern History, and on Rhetoric.

By the Professor of English Language and Literature.

Lectures on the History of the English Language and Literature.

By the Professor of French Language and Literature.

Lectures on the History of the Formation of the French Language.

By the Professor of Spanish Language and Literature.

Lectures on the History and Structure of the Spanish Language.

By the Professor of German Language and Literature.

Lectures on the History of German Literature.

By the Professor of Drawing.

Lectures on the Principles of Design, as applied to Industry and the Fine Arts, and on the Fine Arts and their History.

By the Professor of Natural History and Physiology.

Lectures on Natural History, Anatomy, Physiology, Hygiene, Geology, Mineralogy, and Physical Geography.

By the Adjunct Professor of Philosophy.

Lectures on Political Economy.

Exercises in declamation and composition are required once a month from each student, and original declamation from the students of the Senior and Junior Classes.

EXAMINATIONS.

There are two public examinations during the academic year. The first commences on the first Monday of February, the second on the third Monday before commencement, each continuing eight days. The examinations are conducted by the officer in charge of each study, and no student is allowed to advance to the next class without being found qualified for such advancement. If any student shall, in any of his studies, have made so little progress as not to have an average rate of at least half the maximum on the last Merit-roll, he is rated as deficient, and so recorded; and, if rated as deficient on two successive Merit-rolls, he is dismissed from the Academy.

MERIT-ROLL.

The Merit-roll is made up immediately after each examination. On this roll each student is ranked according to his standing in his class, indicated by the amount of merit-marks received during the term, for conduct, recitations, and examinations. The roll is divided into four categories—highest, high, good, and low.

The student who has the highest number of marks in his class ranks highest.

All students rank high the total of whose marks in study and conduct together equals the maximum of conduct plus nine-tenths of the maximum of study.

All students rank good the total of whose marks equals the maximum of conduct plus six-tenths of the maximum of study.

And all students the total of whose marks fall below this last sum rank low.

The maximum of merit in any study or exercise is ascertained by multiplying the whole number of exercises of the class during term-time by ten, which is the maximum of merit in each recitation.

The maximum of merit in any examination is ascertained by multiplying the number of recitations per week in each subject by one hundred.

The maximum of conduct is ascertained by multiplying the whole number of academic days by ten; and the rate of conduct is ascertained by deducting from such maximum all demerit marks.

The Merit-roll is signed by the Principal, and after being printed by the Executive Committee, is sent to the parents or guardians of every student.

TERMS AND VACATIONS.

The exercises, during term-time, are from 9 a.m. to 3 p.m. The doors are closed for roll-call at precisely fifteen minutes before 9 o'clock, when all the students are to be in their seats in the Hall of the Academy, and all the officers in attendance.

There are three vacations in each academic year :—The summer vacation, from Commencement to the third Wednesday in September; the winter vacation, from the 25th day of December to the 2nd day of January inclusive; the spring vacation, from the last day of April inclusive, one week. There are no academic exercises on Saturday, on the day celebrated as the Anniversary of American Independence, and on Thanksgiving Day. The first academic term commences at the end of the summer vacation, and the second at the end of the first examination.

DEGREES.

The Board of Education is authorized by law to confer the usual Collegiate Degrees, on the recommendation of the Faculty. The degrees are, *Bachelor of Arts*, for those who have pursued a full course with ancient languages; *Bachelor of Sciences*, for those who have pursued a full course with modern languages; and the degrees of *Master of Arts* and *Master of Sciences*.

The Faculty recommend no one as a candidate for either degree whose average standing in any study of the senior year has fallen below seven-tenths of the maximum. Each member of the graduating class is required to write a composition for oral delivery, to be sent in one week before Commencement. Orations and dissertations written for this occasion are not to exceed seven minutes each in length, with the exception of the Valedictory and Salutatory Orations, which may be extended to ten minutes.

A Bachelor of Arts or of Sciences, of three years standing, may be admitted to the degree of *Master of Arts* or to that of *Master of Sciences*, provided he show, to the satisfaction of the Faculty, that in the interval he has been engaged in some literary or scientific pursuit, and has sustained a good moral character. Application to be made either personally or by letter, at least one month before Commencement, accompanied by an original paper on any subject, and certified under his own hand to be his own composition, written within six months before his application.

COMMENCEMENT.

The Commencement of the Academy is held on the Tuesday before the third Wednesday of July in each year, at a place provided by the Executive Committee. The President of the Board of Education presides on that occasion.

The performances of the graduating class on Commencement Day are eight orations, and no less than eight nor more than twelve dissertations. Of the orations, the Valedictory is the highest honor of that nature in the gift of the Academy, and is assigned to the student who stands highest on the Merit-roll, reckoning from the beginning of the Freshman year. The Salutatory Oration is the second honor, and is given to the student who ranks second on the Merit-roll. The six remaining orations constitute the third, fourth, fifth, sixth, seventh, and eighth honors, and are given to the students who rank from third to eight on the Merit-roll. The dissertations are given to such students in the graduating class as particularly excel in rhetorical merit. There is also a Master's Oration, pronounced by one of the candidates for that degree, appointed by the Faculty.

After the exercises of the graduating class, the distribution of the diplomas takes place, and also that of the various prizes.

JUNIOR EXHIBITION.

On the evening of the last Friday of the examination in February, is held in the large Hall, or such other place as the Executive Committee on the Free Academy may designate, the exhibition of the Junior Class, at which time there is public speaking of original compositions by members of that class. They are appointed by the Faculty in November, in each year, from among those whose standing in the last preceding Merit-roll is not lower than "good," and who have not received demerit marks during the second term of the Sophomore, nor demerit marks during the first term of the Junior year, up to the day of appointment.

COURSE OF STUDY PRESCRIBED FOR THE SCHOOLS OF NEW HAVEN.

In order to maintain a uniform course of study in the public schools of New Haven, so clearly marked out that parents, teachers, and scholars may understand it, the School Committee recommend for trial the following scheme, which is intended for pupils of average ability, between the ages of six and thirteen years. It will occupy some scholars, without doubt, a longer time, and some perhaps a less period. The Committee, whilst cautioning the teachers against pushing scholars forward so rapidly as to injure their health or their mental improvement, would at the same time recommend such thoroughness of instruction, and such constant reviews and examinations, as will make it unnecessary to do over in any year the work of a previous one:—

1st year.—Average age 6-7. Reading and Spelling, First Reader. Read numbers to 100. Daily exercises in enunciation. Print on slate.

2nd year.—Average age 7-8. Reading and Spelling, Second Reader. Write and read numbers to 1,000; the Roman numerals to 100; Addition table; oral instruction in Geography; writing script hand on slate; punctuation marks from cards.

3rd year.—Average age 8-9. Reading, Third Reader; Spelling Book, page 52; Primary Arithmetic, to page 60; the Roman notation finished; Primary Geography through the United States; writing on Slate.

4th year.—Average age 9-10. Reading, Third and Fourth Reader; Spelling Book, page 75; Primary Arithmetic finished; Primary Geography finished; writing.

5th year.—Average age 10-11. Reading, Fourth Reader; Spelling Book, page 102; Arithmetic, the Ground Rules, Reduction, Definitions, and General Principles; Intermediate Geography to South America; Writing; Composition.

6th year.—Average age 11-12. Reading, Fifth Reader; Spelling Book finished; Arithmetic, Common and Decimal Fractions; United States Money, Compound Numbers; Intermediate Geography finished; Grammar, to Syntax; Writing; Composition.

7th year.—Average age 12-13. Reading, Fifth Reader; Spelling Book reviewed; Arithmetic—Percentage, Ratio, Proportion, Alligation; Geography reviewed; Grammar finished; History; Writing or Book-keeping; Composition.

THE HIGH SCHOOL.

Candidates for admission to the High School must pass a satisfactory examination in Spelling, Reading, Writing, English Grammar, Geography, Arithmetic, and the History of the United States.

LATIN PREPARATORY CLASS.

Pupils, where parents desire to give them a classical education, may be admitted to the Latin Preparatory Class whenever they have thoroughly mastered the ground rules of Arithmetic, and made corresponding progress in their other studies; but no girls shall be admitted, except there are unoccupied seats not needed by boys.

Near the close of the school year, the Principals shall give notice to such pupils as have made the requisite progress, that they can be admitted to the Latin Class.

D. C. GILMAN,	}	Committee on Schools.
A. W. DE FOREST,		
JOHN E. EARLE,		

APPENDIX C.

Mr. SUPERINTENDENT PHILBRICK'S REPORT AND HISTORICAL SKETCH OF THE BOSTON ENGLISH HIGH SCHOOL, illustrating the Progress and present State of American Ideas on the Subject of "Higher Education."

This noble institution constitutes so important a part of our system of public instruction, and it seems to me so desirable that its objects and character should be better understood and appreciated by the inhabitants of the city, that I have thought it best to devote to it a very considerable portion of the space of this Report. From the day of its establishment, this school has been one of singular excellence. Never in its history has there been a period, ever so short, when it was not as a whole admirably managed and instructed. For upwards of 40 years it has been a blessing and an ornament to the city, contributing largely to the welfare of the community, by elevating its intellectual and moral culture, and thus repaying, a hundredfold, all the cost of its support. If it were necessary to produce evidence of its value, and to vindicate the wisdom and foresight of its founders, it would be sufficient to refer to the Roll of its graduates,—those who have enjoyed the benefit of its entire course of study,—bearing the names of so many men who have risen to positions of usefulness and eminence, not only in the various industrial and professional pursuits, but also in the public service,—municipal, state, and national.

But although we have good reason to be proud of the character which this school has sustained, and of the fruits it has produced, it is to be regretted that a larger number of the youth of the city have not availed themselves of its superior advantages. Its numbers have not increased in proportion to the growth of the city. While the population of the city has increased fourfold, and the aggregate number of pupils in the public schools has increased sevenfold, the increase of this school has been less than 33 per cent. Thus, it appears that the increase of pupils in the English High School ought to have been twelve times as great as it has been, in order merely to have kept pace with the growth of the city, and twenty-one times as great, to have merely held its own in comparison with the aggregate growth of the public schools. This is truly a startling fact. It is a fact which we cannot contemplate with satisfaction. It shows a virtual falling off, to a very great extent, in respect to higher education among the young men of the city who are destined to business pursuits. It is true, no doubt, that the education received in the Grammar Schools is better than it was 30 or 40 years ago; but this education is still elementary, and is almost exclusively confined to what are called the common branches; and however well these may be taught, they can never become a substitute for that higher course of instruction which is furnished at our English High School. It seems to me, therefore, highly important that this institution should claim a greater share of the attention of this Board than it has received, in order that measures may be devised for increasing its numbers; and with a view to promote this desirable object, I propose to present some facts and suggestions respecting its history, working- and condition, and its proper relations to other departments of our system of public education.

The first action of the School Committee, respecting the establishment of the English High School, took place on the 17th of June, 1820. It consisted in the adoption of the following order: "Voted, That such of the resolutions offered by Samuel A. Wells, as relate to the establishment of an *English Classical School* in the town of Boston, be referred to a Sub-Committee of five." The gentlemen chosen to constitute this Committee were Samuel A. Wells, Rev. John Pierpont, Rev. Nath'l L. Frothingham, Lemuel Shaw, and Benjamin Russell. Their report was submitted to the School Board on the 26th of October, and it was then voted, "That it is expedient to establish an *English Classical School*, upon the plan stated in the Report, in the town of Boston." At a meeting of the Board on the 9th of November, this Report "was read and unanimously accepted"; and in order to carry into effect its recommendations, the following votes were passed: "Voted, That this Report, with the proceedings thereon, be printed and distributed among the citizens of the town, and that the plan of the school therein stated be recommended by this Committee to the people for acceptance." "Voted, That the Selectmen be requested to carry this vote into effect, and to call a public meeting of the inhabitants of the town, to consider and act thereon, at such time as they shall deem expedient." This Report is remarkable, not only on account of the important results which have grown out of it, but for the practical views and wise recommendations which it contains. It is so pertinent to the objects of the present Report, that I must find room for the essential portions of it.

"Though the present system of public education, and the munificence with which it is supported, are highly beneficial and honorable to the town, yet, in the opinion of the Committee, it is susceptible of a greater degree of perfection and usefulness without materially augmenting the weight of the public burdens. Till recently, our system occupied a middle station; it neither commenced with the rudiments of education, nor extended to the higher branches of knowledge.* This system was supported by the town at a very great expense, and to be admitted to its advantages, certain preliminary qualifications were required, at individual cost, which had the effect of excluding many children of the poor and unfortunate classes of the community from the benefits of a public education. The town saw and felt this inconsistency in the plan, and have removed the defect, by providing schools in which the children of the poor can be fitted for admission into the public seminaries.†

"The present system, in the opinion of the Committee, requires still further amendment. The studies that are pursued at the English Grammar Schools are merely elementary, and more time than is necessary is devoted to their acquisition. A scholar is admitted at seven, and is dismissed at fourteen years of age; thus seven years are expended in the acquisition of a degree of knowledge, which with ordinary diligence and common capacity, may be easily and perfectly acquired in five. If, then, a boy remained the usual term, a large portion of the time will have been idly or uselessly expended, as he may have learned all that he has been taught long before its expiration. This loss of time occurs at that interesting and critical period of life when the habits and inclinations are forming by which the future character will be fixed and determined. This evil, therefore, should be removed, by enlarging the present system, not merely that the time now lost may be saved, but that those early habits of industry and application may be acquired, which are so essential in leading to a future life of virtue and usefulness.

"Nor are these the only existing evils. The mode of education now adopted, and the branches of knowledge that are taught at our English Grammar Schools are not sufficiently extensive, nor otherwise calculated to bring the powers of the mind into operation, nor to qualify a youth to fill usefully and respectably many of those stations, both public and private, in which he may be placed. *A parent who wishes to give a child an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession, whether mercantile or mechanical, is under the necessity of giving him a different education from any which our Public Schools can now furnish.* Hence many children are separated from their parents and sent to private academies in this vicinity, to

* The Latin School has always been a part of our system of public instruction, but its special purpose is to fit boys for college.

† The establishment of the Primary Schools is alluded to, which took place in 1818. Like the Grammar Schools, they were designed for the children of all classes, and not merely for the poor.

acquire that instruction which cannot be obtained at the public seminaries; thus, many parents who contribute largely to the support of these institutions, are subjected to heavy expenses for the same object in other towns.

"The Committee, for these and many other weighty considerations that might be offered, and in order to render the present system of public education more nearly perfect, are of opinion that an additional school is required. They, therefore, recommend the founding of a Seminary to be called the English Classical School, and submit the following as a general outline of a plan for its organization, and of the course of studies to be pursued:—

"That the Term for pursuing the course of studies proposed be three years.

"2. That the school be divided into three classes, and one year be assigned to the studies of each class.

"3. That the age of admission be not less than twelve years.

"4. That the school be for boys exclusively.

"5. That candidates for admission be proposed on a given day annually; but scholars, with suitable qualifications, may be admitted at any intermediate time to an advanced standing.

"6. That candidates for admission shall be subject to a strict examination, in such manner as the School Committee may direct, to ascertain their qualifications according to the rules.

"7. That it be required of every candidate to qualify himself for admission, that he be well acquainted with Reading, Writing, English Grammar in all its branches, and Arithmetic as far as simple proportion.

"8. That it be required of the Masters and Ushers, as a necessary qualification, that they shall have been regularly educated at some University.

"The studies of the First Class (lowest class) to be as follows:—Composition; Reading from the most approved authors; Exercises in Criticism, comprising Critical Analysis of the Language, Grammar, and Style of the best English Authors, their errors and beauties; Declamation; Geography; Arithmetic, continued; Algebra.

"The studies of the Second Class:—Composition; Reading; Exercise in Criticism, Declamation; Algebra, continued; Ancient and Modern History and Chronology; Logic; Geometry, Plane Trigonometry, and its application to Mensuration of heights and distances; Navigation; Surveying; Mensuration of Superficies and Solids; Forensic Discussions.

"The studies of the Third Class:—Composition; Exercises in Criticism; Declamation; Mathematics; Logic, History, particularly that of the United States, continued; Natural Philosophy, including Astronomy; Moral and Political Philosophy."

The Committee gave it as their opinion that the management and instruction of the proposed seminary would require the services of a Master, Sub-master, and two Ushers, whose salaries would amount to \$4,000.

This document marks an era in the educational history of our city. Its large views, noble sentiments, and wise recommendations, could only have come from superior men—such men as composed the Committee which drafted it. The chairman was a merchant of the highest respectability and intelligence; the clerical profession was represented by two of its brightest ornaments; the legal profession, by the late distinguished Chief Justice of the Commonwealth; and the other member was one of the first journalists of his day in this country. The plan of the proposed institution was so well matured by this wise and learned Committee, that, as reference to our present Regulations will prove, it has not been found necessary, to this day, to change it in any essential particular.

In accordance with the request of the School Committee, as expressed in one of the votes above quoted, the Selectmen notified the freeholders and other inhabitants of the town of Boston, qualified to vote in town affairs, "to assemble in Faneuil Hall, on the 15th of January, 1821, to see (among other things) if the town will establish an *English Classical School*, upon a plan recommended by the School Committee." It appears on the record of this meeting that "after debate the plan was nearly unanimously adopted, only three voting in the negative." The promptness and unanimity of this action is highly creditable to the intelligence and liberality of the voters of the town at that time, especially when it is considered that the estimated annual expense of the proposed school exceeded ten per cent. of the amount expended for the support of all the Public Schools then existing in the city—a proportion equivalent to an appropriation, at this time, of an annual expenditure of \$50,000 for the support of a new educational institution.

The provision for philosophical apparatus was extremely liberal for the times, the sum of \$2,500 having been appropriated for this purpose, which was subsequently increased to \$3,000. At that time, there was not probably in all the seminaries of learning in the State, excepting the colleges, so much apparatus as this sum would purchase.

The school was opened in the spring of 1821, in the upper story of the Derne-street Grammar Schoolhouse. In 1824 it was removed to the new building on Pinckney-street, a dedicatory address being delivered on the occasion by the Hon. Josiah Quincy, senior, who was Mayor, and Chairman of the School Committee. It was again removed in 1843 to the building which it now occupies in Bedford-street, in connection with the Latin School. This edifice has recently been enlarged by the addition of a story, so that now the accommodations which it affords for either school are six schoolrooms, three smaller rooms, and a spacious hall.

The original requirements for admission were as follows:—

1. That the candidate be not less than twelve years of age.

2. That the candidates shall be admitted only at the beginning of the school year, *i.e.*, after the summer vacation.

3. That the candidate shall produce, from the masters of the schools last attended by them, certificates of good moral character, and presumed qualifications for admission to the school.

4. That the candidate, "in order to be admitted, shall be found well versed in Reading, Writing, English Grammar, Geography, and Arithmetic as far as Proportion, including a general view of Vulgar and Decimal Fractions."

The requirements in respect to age, certificates, and the time of admission, have never been changed since the organization of the school.

In 1829 a modification was made in the qualifications for admission, by providing that the candidate "shall be found to have made satisfactory progress," instead of "shall be found well versed in," and substituting for the former requirements in Arithmetic, "Colburn's First Lessons in Arithmetic, and Sequel." In 1836, "Spelling" was added to the requirements for admission, and instead of prescribing Colburn's works in Arithmetic for examination, simply "Arithmetic" is prescribed; and it was provided that "a thorough knowledge of the prescribed studies shall be indispensable to admission."

No further change was made in the terms of admission till 1852, when a movement was made in consequence of the supposed advancement of the standard in the Grammar Schools, to raise the standard of qualifications for admission to this school. It was therefore provided that candidates should "pass a satisfactory examination" in the branches previously required, with the addition of the History of the United States; and the following additional regulation was adopted:—

"It shall be the duty of the Sub-committee of the English High School to be present at the annual examination of candidates for admission; but said examination shall be conducted by the instructors from written questions in all the branches previously prepared, and subject to the approval of the Committee. The examination shall be strict, and a thorough knowledge of the required studies shall be indispensable to admission."

During the preceding thirty years it had been simply made the duty of the master of the school to examine the candidates, without any provision as to the manner of conducting it, though, in point of fact, the examination had been conducted mainly, or wholly, in writing, for several years previous to the adoption of this rule, this mode being found not only the fairest, but necessary to protect the Principal against charges of partiality.

Since 1852, no further change has been made in the terms of admission, with the exception of a provision which was adopted in 1853, and repealed in 1855, permitting candidates who were unsuccessful at the first examination in July, to be examined again during the week previous to the beginning of the fall term; and requiring the Sub-committee "to make a full report of both examinations and the results of each."

The mode in which candidates for admission are examined is as follows:—

Questions in Arithmetic, Grammar, Geography, and History, also a list of words for Spelling, are prepared by the teachers and submitted to the Committee for approval. Being altered, if thought advisable, and approved, they are, except the words for spelling, printed on large and good paper, with suitable blank spaces on which the candidate is to write his work.

In accordance with notice published in the newspapers, the boys assemble at the school-house at 8 o'clock, a.m., on the day of examination. They are placed in three or four different rooms, and the candidates from different schools are called to the teacher's desk, where their recommendations are examined. Then, their names, the names of their parents or guardians, places of residence, the schools from which they come, and their ages, are recorded.

They are next assembled in the hall, and having been counted, each receives a number upon a piece of paper drawn out by lot. His number is the only name by which he is known, until he is called up for admission or rejection. The applicants are then divided into four nearly equal portions, and placed in four separate rooms. One of the sets of questions, with pens and ink, is distributed to each division, all the divisions having the same set at the same time. Each boy writes his number upon the paper, and proceeds to his work. The time allowed for a set of questions varies from one hour to two hours or more, according to the amount of labour, although one hour for any department is deemed sufficient for a pupil thoroughly prepared. The papers are then taken from all, and another set placed before them, and so on until the whole four are finished. Subsequently the boys are examined in reading and spelling, the words in the latter being written by them.

The papers are next examined, and the proper estimate assigned in each branch. The value of each question has been previously fixed, and the total value of any one of the printed sets is 100, so that the correct answers give immediately the per cent.

All who have an average of 75 per cent. or more are marked *admitted*. They are called up, their names ascertained, and they receive certificates of admission. Others receiving less than 75 and more than 50 per cent., unless quite deficient in some one branch, are admitted in the same way.

Others having a less average are questioned as to their previous advantages and pursuits, and, if circumstances seem to indicate that they may succeed, they are *admitted on trial*. For example, if one has been principally engaged in the study of the classics, this is a favourable circumstance, and offsets, in a degree, his deficiencies. These last, after a trial of one quarter, are required to leave the school, if it becomes evident that they cannot succeed; and these are almost without exception the only candidates whose names and circumstances are known before a decision has been made with regard to their admission.

The outline of the *course of study* proposed for this school by the Committee who recommended its establishment, has already been quoted. The earliest regular programme of the studies prescribed which I have been able to find, is dated December 5, 1823. For the sake of comparison with the present course, it is here introduced.

"Class 3 (lowest). No. 1. Intellectual and Written Arithmetic, by Colburn and Lacroix. 2. Ancient and Modern Geography, by Worcester. 3. General History, by Tyler; History of the United States by Grimshaw. 4. Elements of Arts and Sciences, by Blair. 5. Reading, Grammar, and Declamation. 6. Book-keeping, by Single and Double Entry. 7. Sacred Geography.

"Class 2. Nos. 1, 2, 3, 4, 5, 6, 7, continued. 8. Algebra, by dictation and Euler. 9. Rhetoric and Composition . . . Blair's Lect. Abridg. 10. Geometry, by Legendre. 11. Natural Philosophy. 12. Natural Theology, by Paley.

"Class 1. Nos. 5, 8, 9, 10, 11, 12, continued. 13. Chronology. 14. Moral Philosophy, by Paley. 15. Forensics. 16. Criticisms on English Authors. 17. Practical Mathematics, comprehending Navigation, Surveying, Mensuration, Astronomical Calculations, &c., together with the construction and use of Mathematical Instruments. 20. A course of Experimental Lectures on the various branches of Natural Philosophy. 21. Evidences of Christianity, by Paley."

This programme we find slightly modified in the copy of the Regulations printed in 1827, the Written Arithmetic by Colburn being substituted for that of Lacroix; Goodrich's History of the United States, for Grimshaw's; and the Constitution of the United States, for the Elements of Arts and Sciences, by Blair.

And the following studies were permitted in the first class, if the master should think proper to introduce them:—Smellie's Philosophy of Natural History, Chemistry, Intellectual Philosophy, Linear Drawing, and Logic. Writing to be taught in all the classes.

The study of the French language was introduced in 1832, though it is not mentioned in the printed programme until 1836.

The next change appears in the Regulations for 1833,—composition being added to the studies of the third class, book-keeping transferred from the second class to the third, and algebra from the third to the second, and the following studies stricken out:—From the third class, sacred geography; from the second, rhetoric; and from the first, chronology, forensics, and criticisms of English authors.

In the Regulations for 1836, we find that Blair's Rhetoric is restored, elements of astronomy introduced, and the *permitted* studies are disposed of by omitting Smellie's Natural History, and transferring the rest to the *required* list, viz.: linear drawing, logic, and intellectual philosophy. As the programme, thus modified, remained without change till 1852, it is here inserted in full:—

"The course of study and instruction in this school is the following:—

"No 1. Reviews of the Preparatory Studies in the text-books authorized to be used in the Grammar and Writing Schools. 2. Ancient Geography (Worcester's). 3. Worcester's General History, and History of the United States. 4. Colburn's or Bailey's Algebra. 5. Legendre's Geometry. 6. Book-keeping. 7. Blair's Rhetoric. 8. Paley's Moral Philosophy. 9. Chemistry. 10. Trigonometry, with its application to Surveying, Navigation, Mensuration, Astronomical Calculations, &c. 11. Constitution of the United States. 12. Natural Philosophy. 12. Linear Drawing. 14. Paley's Natural Theology. 15. Paley's Evidences of Christianity. 16. Elements of Astronomy. 17. Logic. 18. Natural Philosophy.

"The several divisions shall also receive instruction in spelling, reading, writing, English Grammar, Declamation, Composition, and the French language."

A period of sixteen years having elapsed without any modification of the above programme, in 1852 the following changes were introduced:—

The History of the United States was omitted from the course, and at the same time, as already stated, added to the studies required for admission; drawing was required in all the classes;

Paley's Evidences was restricted to a Monday morning lesson; Political Economy and Cleveland's Compend. of English Literature were introduced, and the Spanish language permitted in the first class in addition to the French.

Up to this time pupils had been permitted to remain in the school only three years, but now the limit was fixed at four years, provision being made for giving instruction in an advanced course to such pupils as might desire to continue in the school another year after completing the regular course of three years. In this arrangement, astronomy, intellectual philosophy, logic, and chemistry, were transferred from the regular to the advanced course.

The course of study as then revised has remained unchanged, with the exception of the addition, in 1857, of permission to use, in the first class, Warren's Treatise on Physical Geography, or Cartée's Physical Geography and Atlas.

Having thus exhibited the modifications in the course of study prescribed for the school, from its organization to the present time, I here introduce for convenience of comparison, the programme as it now stands in the Regulations.

"The course of study and instruction in this school shall be as follows:—

"Class III. 1. Review of preparatory studies, using the text-books authorized in the Grammar Schools of the city. 2. Ancient Geography. 3. Worcester's General History. 4. Sherwin's Algebra. 5. French Language. 6. Drawing.

"Class II. 1. Sherwin's Algebra, continued. 2. French Language, continued. 3. Drawing, continued. 4. Legendre's Geometry. 5. Book-keeping. 6. Blair's Rhetoric. 7. Constitution of the United States. 8. Trigonometry, with its applications to Surveying, Navigation, Mensuration, Astronomical Calculations, &c. 9. Paley's Evidences of Christianity—a Monday morning lesson.

"Class I. 1. Trigonometry, with its applications, &c., continued. 2. Paley's Evidences, continued—a Monday morning lesson. 3. Drawing, continued. 4. Astronomy. 5. Natural Philosophy. 6. Moral Philosophy. 7. Political Economy. 8. Natural Theology. 9. Shaw's Lectures on English Literature. 10. French, continued,—or the Spanish Language may be commenced by such pupils as in the judgment of the Master have acquired a competent knowledge of the French. Warren's Treatise on Physical Geography, or Cartée's Physical Geography and Atlas, is *permitted* to be used.

"For the pupils who remain at the school the fourth year, the course of studies shall be as follows:—

"1. Astronomy. 2. Intellectual Philosophy. 3. Logic. 4. Spanish. 5. Geology. 6. Chemistry. 7. Mechanics, Engineering, and the higher Mathematics, with some option.

"The several classes shall also have exercises in English Composition and Declamation. The instructors shall pay particular attention to the penmanship of the pupils, and give constantly such attention to Spelling, Reading, and English Grammar, as they may deem necessary to make the pupils familiar with these fundamental branches of a good education."

By comparing the present programme with the earliest one, it appears that nearly all the original subjects of instruction have been retained. Sacred Geography seems to be the only one which has wholly disappeared. Three or four more of the titles comprised in the first programme have been dropped, though the subjects which they designate are embraced under other heads in the present programme. The principal branches which have been added to the regular course are, the French Language, Drawing, the Constitution of the United States, and Astronomy. Of these added studies, French has been made by far the most prominent, being taught during the whole course. Drawing is pursued by the two upper classes. The Constitution is thoroughly taught, and so is Astronomy.

The *order* of the studies, it will be observed, has been considerably modified, and, without question, for the better. In the original plan, the studies of the third or lowest class were arranged especially with a view to accommodate those pupils who could devote only one year to the High School course; but experience led to the conclusion that it was best for the interests of the school, on the whole, to make the instruction of the first year conform more precisely to the requirements of a systematic course of three years. The present arrangement of the branches is, in the main, adapted both to the natural order of development in the course of the sciences, and to the natural order of development in the human powers—the two chief considerations in the ordering of every plan of systematic education.

But the teacher, more than all other means and appliances, determines the character of the school. To insure the best instruction, three conditions are indispensable: first, teachers who possess the requisite qualification; second, a sufficient number of teachers; and third, changes of teachers should be infrequent. It has evidently been the aim of the School Board to fulfil these conditions in respect to this school. From its establishment it has been a standing rule that its instructors shall be graduates of some respectable college. This has proved a very salutary provision, and it is hoped that it will never be abolished. But it has been the policy of the Board, not only to require high qualifications in the teachers of this school, but to pay such salaries as will secure and retain the best teachers. In the earlier history of the school, however, the salary paid the ushers was insufficient, and hence the services of some excellent teachers were lost. But this deficiency was at length supplied. The result has been that, during the last twenty years, the changes in teachers have been few. During that period not one teacher has resigned his place to engage in any other profession.

The following are the several successive rules which have existed respecting the number and grades of teachers:—

1821-28. "For every accession of forty pupils to the whole number in this school, an additional assistant shall be allowed the master, that is, there shall be at least one instructor for every forty pupils."

1828-33. "A master, a sub-master, and so many assistants as shall give one instructor to every forty pupils, provided that no additional assistant be obtained for an increase less than twenty."

1833-49. "A master, a sub-master, and so many assistants as shall give one instructor to every thirty-five pupils, provided that no additional assistant be obtained for any increase less than twenty-one."

1849-53. "A master, two sub-masters, and as many ushers as shall give one instructor to every thirty-five pupils, but no additional usher shall be allowed for any increase less than twenty-one."

1853-64. "The same as the preceding, except that no additional instructor is allowed for any less number than thirty-five."

Since 1852, the provision has existed permitting the Sub-Committee "to furnish the master with an assistant whose salary shall not exceed that of an usher, when the number of pupils remaining in the school through the fourth year shall, in their judgment, make it necessary."

From 1832 to 1840 a special teacher of the French language was provided, and also for a short time in 1854. Special teachers of writing were also employed at different times in the early years of the school.

For several years a teacher of drawing has been employed, who teaches this branch in two upper classes, giving to each class two hours each week.

Since 1857 the salaries of the instructors have been as follows:—

Master, \$2,400; sub-masters, \$1,600; and ushers, \$1,200, with an increase of \$100 a year to each grade for four years. For the present year, an additional increase of \$200 has been added to the salary of each grade.

The organization of this school is of that description which is called the *class* system, in distinction from that which is denominated the *departmental* system. For ten or fifteen years past, the pupils have occupied five school-rooms, the whole school being assembled in the hall only on public occasions. In one of these rooms the Principal has the immediate charge of the first or highest class, which he instructs in all the branches of study prescribed for the last year of the course, except drawing. Each of the two sub-masters has, in a separate room, a half of the middle class, which he instructs in all the studies of the second year. In like manner, the third, or lowest class, is divided between the two ushers. The plan of organization is called the *class* system, because each teacher, under the general direction and control of the Principal, has the government and instruction of a class, or a division of a class, for a certain period—in this case for a year,—giving instruction in all the branches which are studied by the pupils during that period. The departmental system requires a very different management. Its type is found in our colleges, where each teacher instructs in a single branch, or in a group of kindred branches. The pupils are under the immediate government of the Principal. They are seated in a common study-room, where they remain when not engaged in recitation. From this room they are sent to several recitation rooms during the day, where they receive instruction from the teachers of the several departments of the course.

Our Latin School is conducted on the class system, while the Girls' High and Normal School combines, to some extent, both the class and departmental systems. The principal High Schools of Europe, and some of the most important of those in this country, are conducted on the departmental plan. But for such an institution as our English High School, I think the class system preferable. It has been fairly tested here, for the period of upwards of forty years, and the results have been entirely satisfactory.

We have seen in what manner, and for what objects, the English High School was founded, and what provisions have been made from time to time for its accommodation, and for the instruction of its pupils. Let us now turn to the record of attendance, and see how many of the young men of the city have enjoyed the superior advantages which it has afforded. It would be interesting to know precisely how many pupils have been admitted, and how many have remained one year, two years, and three years, respectively. But these items I am not now able to present. There is, however, a still more important element of information respecting the attendance. It is the average whole number belonging, for each year. Though it is not in my power to exhibit this with perfect exactness, I give, in the following table, what is substantially the same thing, namely, the whole number belonging in the month of February in each year, beginning with the third year after the founding of the school.

WHOLE NUMBER BELONGING IN THE MONTH OF FEBRUARY, OF EACH YEAR, FROM 1824 TO 1864.

Year.	Number.	Year.	Number.	Year.	Number.
1824	121	1838	115	1852	176
1825	121	1839	104	1853	170
1826	128	1840	105	1854	159
1827	132	1841	120	1855	162
1828	141	1842	150	1856	152
1829	114	1843	170	1857	144
1830	129	1844	149	1858	160
1831	134	1845	152	1859	156
1832	111	1846	143	1860	169
1833	112	1847	141	1861	171
1834	128	1848	156	1862	175
1835	125	1849	183	1863	174
1836	131	1850	193	1864	174
1837	115	1851	195		

Averaging the above numbers for each decade, we find the following result :—

From 1825 to 1834, average number 125.

„ 1835 to 1844, „ „ 138.

„ 1844 to 1855, „ „ 166.

„ 1855 to 1864, „ „ 163.

Thus it appears that the highest average, 166, is only 41 more than the lowest, 125, an increase of less than 33 per cent., and the average number for the last ten years is only about 30 per cent. higher than that of the first ten years. The average number belonging during the whole period since the establishment of the school, is little less than 150.

In connection with the statistics of attendance, it is important to know how many pupils have completed the prescribed course, and graduated from the school. This item is shown in the table below :—

NUMBER OF GRADUATES EACH YEAR SINCE THE FOUNDING OF THE SCHOOL.

Year.	Number.	Year.	Number.	Year.	Number.
1821	...	1836	15	1851	32
1822	...	1837	13	1852	22
1823	...	1838	15	1853	29
1824	15	1839	17	1854	26
1825	28	1840	16	1855	27
1826	12	1841	15	1856	24
1827	17	1842	24	1857	23
1828	...	1843	22	1858	27
1829	18	1844	23	1859	17
1830	17	1845	24	1860	29
1831	9	1846	17	1861	25
1832	12	1847	20	1862	29
1833	14	1848	23	1863	34
1834	18	1849	20	1864	17
1835	11	1850	33		

The whole number of graduates is 829, and the average number per year has been about twenty.

The following is the average number of graduates for each of the four decades since the establishment of the school:—

From 1825 to 1834,	average number	16.0
„ 1835 to 1844,	„	17.1
„ 1845 to 1854,	„	24.4
„ 1855 to 1864,	„	25.4

It appears from the above, that, for the first twenty years, the average number of graduates was about 16½ a year, and for the last twenty years, about 25. The average number of graduates for the last ten years is about 50 per cent. above that for the first ten years.

In order to appreciate fully the value and importance of such an institution as the English High School, it is necessary to consider its proper place in a complete system of public instruction. A regular and complete system of State or National Education comprises three general departments of instruction, namely, *elementary*, *secondary*, and *superior*. Elementary education may properly be considered as including those branches which our public statutes require to be taught in the common schools in every town in the Commonwealth, and it is that department for which our Primary and Grammar Schools are intended. *Superior* education includes all the highest courses of special, scientific, and literary instruction, which are designed to fit students for the educated professions. All special or professional schools in which the student's career is terminated, belong to this department. These schools are of two general classes—those qualifying for entrance to the learned professions, so denominated by custom, and those preparing for other professions, requiring for their successful pursuit a very considerable extent of special scientific knowledge. The universities constitute the first class of these special schools, and polytechnic institutions the second. To the latter belong schools of arts, of manufactures and commerce, trades institutes, special schools of architecture, engineering, and mining, and military, naval, and normal schools.

Secondary education occupies the intermediate place between elementary and superior instruction, following those branches which are instrumental and preparatory to the pursuit of knowledge, and preceding the special studies which bear more or less upon the occupation of the individual in future life. This department is of two kinds, corresponding with the two divisions of superior education indicated above,—first, as preparatory to the universities, or special schools in which students are educated for the professions usually designated as learned; and second, as preparatory to the polytechnic institutions, or special schools in which students are trained for the higher practical occupations which are rising rapidly into, or have taken their place in, the rank of the learned professions. Secondary education of the first kind is commenced in our Latin School and completed in the college. This is the course for the student who is destined to the profession of law, medicine, or divinity, or who aspires to the highest grade of intellectual culture as a scholar and man of letters. The other branch of secondary education is provided for in our English High School. The course here is adapted to the wants of the students who are destined to commercial occupations, or those industrial professions which require a systematic training in applied science, including a thorough knowledge of scientific laws and principles, and a large general cultivation, united with habits of close observation and exact reasoning. While it affords a good practical education of itself, it furnishes at the same time the necessary preparation for the highest special instruction which is requisite for the analytical and practical chemist, the builder and architect, the mining, civil, and mechanical engineer, the geologist, the astronomer, the naturalist, and the man of scientific culture.

A new importance has been given to this school, and the scope of its usefulness has been greatly enlarged, by the establishment in our city of the Massachusetts Institute of Technology, an institution designed to furnish that superior education for which the High School course is such an admirable preparation. This institution, when fully developed, will sustain a relation to the English High School similar to that which the university sustains to the Latin School.

In this institution provision has been made for a department to be called a *School of Industrial Science and Art*, in which regular courses of instruction are to be given, by lectures and other teachings, in the various branches of the applied sciences and arts, and where persons destined for any of the industrial pursuits may, at small expense, secure such training and instruction as will enable them to bring to their profession the increased efficiency due to enlarged views and a sure knowledge of fundamental principles, together with adequate practice in observation and experiments, and in the delineation of objects, processes, and machinery.

Although the Institute of Technology is a State institution, the municipal authorities having appropriated no funds towards its establishment, and having no voice in its management; yet, in view of the great advantages which the industrial interests and practical education of the city must ultimately derive from it, bringing as it does to the very doors of our citizens, at small expense, those means and opportunities for training in industrial science which our youth have heretofore been able to secure only at great cost in foreign countries, and considering the important relation which it sustains to our High School, it seems proper to present in this connection a very brief summary of its scope and plan, for the information of those parents who may wish to educate their sons for the successful pursuit of the useful arts.

The following paragraphs, exhibiting a general view of the plan of instruction in this institute, are quoted from a very able pamphlet on the subject, by Professor William B. Rogers, the President of the institution.

“In arranging the plan of instruction for the School of Industrial Science and Art, provision is made for two classes of persons: those who may be expected to resort to the lecture-rooms and school of design for such useful knowledge as they can acquire without methodical study, and in hours not occupied by business; and those who enter the institution with the view of a progressive, systematic, training in one or more branches of applied science, and who have the preliminary knowledge, as well as time for the prosecution of its studies.

“In the former of these divisions—that of general and more popular instruction—the teaching will be conducted by means of lectures alone, except in the drawing-school, and in mathematical subjects requiring more familiar modes of exposition. As it is the purpose, in these courses, to open the halls of the institute as widely as possible to those who desire to profit by such teachings, students will be admitted to the courses on general and applied science, and on drawing, without a preliminary examination, and subject only to such conditions and restraints as are usual in public lectures, or as may be found best fitted to make them useful and interesting.

“In the second division of the school—that of systematic and professional instruction—the student, while attending lectures on the several branches, will have the benefit of laboratory exercises in manipulation and analysis; of continued practice in the kinds of drawing appropriate to his studies; and of such prolonged and thorough training in the class-room, and by examinations and other exercises, as will give him a ready command over the problems with which, as a mechanic, engineer, builder, practical chemist, or scientific miner, he may be called upon to deal.

“GENERAL OR POPULAR COURSE.

“This department of the school is designed to embrace lectures in Elementary Mathematics, in Physics and Mechanics, in Chemistry, in Geology and Mining, and in Botany and Zoology; especial regard being had in each case to the facts and scientific principles which are of leading importance in connexion with the useful arts.

"These lectures will be grouped into more or less extended courses, as may be found expedient; and, besides the ordinary methodical teachings, will have for their object to make known new facts and discoveries in the applied sciences as they are brought to light, as well with a view of stimulating invention, as of giving to the public the early benefit of important additions to our industrial knowledge.

"In the same department will be included a fully equipped Drawing-school, where, in addition to systematic exercises in elementary and free-hand drawing, instruction will be given in artistic design and modelling, as applied to manufactures, architecture, and decoration. It is expected that the Drawing-school of the Lowell Institute will be brought into connection with the School of Industrial Science, in such manner as to afford to the students of the latter the free benefit of its instructions; and that the subjects above referred to will mostly, if not wholly, come within its new and enlarged plan of operation.

"These courses of instruction will be given chiefly in the evening, and will be open to both sexes. From the variety of practical subjects embraced in them, and the convenience of the hour, it is expected that they will be largely attended by persons engaged in mechanical, manufacturing, and mercantile pursuits, by teachers and students in the normal and other schools, as well as by others whose taste and leisure lead them to avail themselves of such instruction.

"SPECIAL AND PROFESSIONAL INSTRUCTION.

"This department of the school is intended,—

"*First*—For such students, as, by a full course of scientific studies and practical exercises, seek to qualify themselves for the professions of the mechanical engineer, the civil engineer, the builder and architect, the practical chemist, and the engineer of mines. And,—

"*Second*—For those who aim simply to secure a training in some one or more of the branches of applied science,—such as descriptive geometry applied to construction, perspective, &c.; chemical analysis; machinery and motive powers; general physics and chemistry, with manipulations; geology and mining; navigation and nautical astronomy; metallurgy of iron, copper, &c.

"The entire series of instructions, arranged in reference to the above-named professional divisions, offers to the student five courses having more or less in common, viz. :—

1. A Course on Mechanical Construction and Engineering.
2. " " Civil and Topographical Engineering.
3. " " Building and Architecture.
4. " " Practical and Technical Chemistry.
5. " " Practical Geology and Mining.

"The studies of each of these divisions are arranged so as to extend over a period of four years, including the first or introductory course; but, as students will be permitted to enter any of the advanced classes for which they are prepared, they will, in many cases, be able to complete the prescribed course in three or even less than three years.

"For the first two years the studies and exercises will be the same for all the regular students, each thus obtaining such an acquaintance with the whole field of practical science as is needed for a complete and satisfactory study of either of its professional departments."

Such in general is the design and scope of this *School of Industrial Science*, which opens its doors to the young men who, after passing through our English High School, may desire to fit themselves for one of the practical professions to which reference has been made, or "to secure a scientific preparation for special industrial pursuits, such as the direction of mills, machine shops, railroads, mines, chemical works, glass, pottery, and paper manufactures, and of dyeing, print, and gas works, and for the practice of navigation, and surveying, of telegraphy, photography, and electrotyping, and the various other arts having their foundations in the exact sciences."

From the survey of the High School which has now been presented, it appears that this institution originated in a manifest educational want of the community, that it has been conducted with ability and success, and that it has proved a source of great usefulness to our citizens, though its advantages have not been enjoyed to the extent which the interests of education have required. The object I have had in view in what I have now said concerning it, has been to prepare the way for a thorough and radical reform in this particular. The number of pupils in this school should be doubled in less than three years from this time. If my voice could reach the ears of all parents in the city, I would say to them—If you intend your sons for a college course, send them to the Latin School, and send them early—as soon as they are twelve years of age, at least; but if you design them for business life, by all means send them to the English High School, and see that they complete the course. To those of limited means, I would say, in the words of Edward Everett, "Save, stint, spare, scrape, do anything but steal," to accomplish this desirable object for your sons. I lately inquired of a successful business man who was graduated at this school, what he thought of the value of the course to himself. His prompt reply was, "I would not take twenty-five thousand dollars for what I got there."

The supply of pupils must come from our Grammar Schools, and these schools should be so managed and instructed, and the course of study should be so ordered, and the examinations of the Committees should be so conducted, as to make it possible for every boy, of fair capacity, who attends regularly, to go to the High School, if his parents desire it, at the age of fourteen years. "Would you then," I am asked, "have all the Grammar Schools kept merely to fit boys for the High School?" Not at all; but I affirm, in reply, this proposition—*The best instruction you can give a boy in a Grammar School till he is fourteen years old, is precisely the best preparation for his admission to the High School.* If this is not true, then the conditions of admission should be altered to meet this requirement.

We ought to send each year to the High School not less than *one hundred and fifty pupils*, whose average age shall not much exceed fourteen years. To do this would require only an average of about *twelve* from each Grammar School. Probably some of the Grammar Schools ought not to be expected to send half this number; but then there are other schools which should send more than twice the number.

Of the hundred and fifty admitted each year, if fifty should leave at the end of the first year, and fifty at the end of the second year, and fifty complete the course, this would make the whole number in the school three hundred. This number could be accommodated in the building as now arranged, giving about forty-two to each class-room, and fifty to the hall, and requiring the employment of two additional teachers: one for a class-room, and one to assist the principal in the first class, and take charge of it while he is engaged in examining the lower classes and attending to the general business of the school.

As an encouragement to the pupils of this school to complete the prescribed course, about two years ago provision was made by the Board for granting a diploma to such of the graduates as shall pass a satisfactory examination in all the required branches of the first class. This diploma was given to the graduates of 1863 and 1864. It is fully understood that this diploma is not to be granted, as a matter of course, to all pupils who remain at the school three years. It is the purpose of the Committee and the Principal to bestow it only upon those who come up to the required standard of scholarship.

As a further means of encouraging higher education, I would recommend the founding, by the School Board, of ten *scholarships*, providing for the payment of the tuition of that number of the most meritorious of the graduates of the English High School, who may wish to avail themselves of the advantages of the course at the School of the Institute of Technology.

Respectfully submitted by

JOHN D. PHILBRICK,
Superintendent of Public Schools.

September, 1864.

APPENDIX D.

EXAMINATION QUESTIONS set at—

1. The Boys' Central High School, Philadelphia.
2. The Girls' High School, Providence.
3. To Candidates for Admission to the High Schools, Providence.

QUESTIONS OF EXAMINATION set at the Boys' CENTRAL HIGH SCHOOL, PHILADELPHIA.

The course is four years, each year being divided into two terms. The students are arranged in eight divisions, corresponding to the terms of the full course, indicated by the letters of the alphabet, from A to H respectively.

DIVISION A.

Logic.

1. What is meant by an illicit process? Give an example.
2. What is figure? Give the forms of the four figures.
3. Why can we prove only negatives by the second figure?
4. Give, in tabular form, all the moods which can be made with O, as a major premiss, and mark those which violate some logical rule or principle.
5. Construct a syllogism in *Felapton*.
6. Reduce said syllogism to first figure by direct reduction.
7. Reduce said syllogism by indirect reduction.
8. How do we frame a destructive conditional syllogism?
9. Frame a simple constructive dilemma.
10. Name three fallacies which grow out of a false or undue assumption of premisses.

DIVISION B.

Logic.

1. Define the following terms: Syllogism, major term, minor term, copula.
2. State the *dictum de omni et nullo*, by the use of ordinary symbols.
3. Explain how the translation of the dictum of Aristotle applies to the first branch of the symbolic *de omni*, as stated in the second question.
4. What is a concrete term? Give an example.
5. What is the difference between a property and an accident?
6. Why do we consider the use of a common term, as either species, genus, differentia, &c., to be a relative use?
7. In what form is a definition usually put? Is this strictly correct?
8. Give two elliptical sentences of our ordinary speech, and then express them in simple logical form.
9. What is meant by the distribution of a term? What propositions distribute the subject, and what the predicate?
10. What is meant by an illicit process of the minor? Give an example.

DIVISION C.

Rhetoric.

1. What must determine how far a hyperbole may be carried without overstretching it?
2. What are the three degrees of personification? Give an example of each.
3. Name two passionate figures, and two of a cool nature.
4. What authors does Blair mention as remarkable for conciseness?
5. Name the different styles considered with regard to their degree of ornament.
6. What are the characteristics of the Vehement style?
7. What should be the characteristics of an introductory sentence?
8. What are the general characteristics of Dean Swift's style?
- 9 and 10. Give Blair's criticism on the following sentence:—It is plain that the Latin tongue, in its purity, was never in this island; towards the conquest of which few or no attempts were made till the time of Claudius; neither was that language vulgar in Britain, as it is known to have been in Gaul and Spain.

DIVISION D.

Rhetoric.

1. Give the rules for preserving the unity of sentences.
2. Define criticism. As generally used, to what is it confined?
3. What is invention? Upon what does its value depend?
4. Give an example of a simple proposition and five successive amplifications.
5. Compose three sentences illustrating the three degrees of personification.
6. What is a paraphrase? Give an example.
7. In what does description consist? For what does it afford a wide scope?
8. What should be the style of official letters, and of letters of friendship?
9. Explain the difference between tales, novels, and romances.
10. What is Iambic verse? Give an example.

DIVISION E.

Rhetoric.

1. What is Apocope? Give an example.
2. What is Metonymy? Give an example.
3. Give three of the essentials to beauty in figures.
4. Name all the varieties of style arising from the amount of ornament employed.

5. What quality of a good style is deficient in the following sentence? Show how.—The wisest princes need not think it any diminution of their greatness, or derogation to their sufficiency, to rely upon counsel.
6. What is the difference between entire and complete? Illustrate by example.
7. What is necessary in order to avoid equivocation?
8. What is the first thing necessary in the arrangement of words with respect to Harmony?
9. Give an example to show how the sounds of words may represent motion.
10. What is meant by the unity of sentences?

DIVISION F.

Rhetoric.

1. What is the province of rhetoric as a science? What as an art?
2. By what process have the rules of rhetoric been formed?
3. When we speak of the concurrent tastes of men as being the standard of taste, what must be understood?
4. Define the term imagination.
5. How many, and what are the degrees of novelty?
6. What state of society is favourable to sublime writing? Why?
7. Into what faults are those who aim at the sublime apt to fall?
8. What can you say of figure, in connexion with the beautiful?
9. To what does gracefulness belong, and what does it require?
10. Define the term beauty, as applied to writing.

DIVISION G.

History.

1. Who was the first Christian Emperor of Rome? What changes were made by him?
2. How was the career of Attila first stopped?
3. What was the origin of the Venetian nation?
4. What was the date of Justinian's reign? Describe his Gothic wars.
5. Give an account of the fate of the Alexandrian Library.
6. What was the origin of the Carolingian dynasty of France?
7. Describe three prominent Norman expeditions.
8. What were the manners of the early Germans?
9. Who were the monarchs of Poland and Russia in 1000 A.D.?
10. Describe the beginning of the Hapsburg Dynasty.

DIVISION H.

History.

1. Give, with names and dates, an important event in the 19th, 16th, 11th, 9th, and 7th centuries before Christ.
2. Give two instances of decisions of oracles.
3. What was the fate of any Trojan survivor of the destruction of Troy?
4. Describe the changes in the government of Athens caused by the death of Codrus.
5. Describe the military exploits of Darius Hystaspes in the fifth century B.C.
6. What were the actions of Alexander the Great in Egypt?
7. Describe the inventions by which the Romans gained their first sea-fight; by which Archimedes defended Syracuse; by which Epaminondas defeated the Spartans.
8. Mention two instances in Ancient History in which statuary occupied a prominent place.
9. When and how was Macedonia made a Roman province?
10. Write a short account of the beginning and end of the Ptolemy dynasty in Egypt.

DIVISION A.

Astronomy.

1. What is meant by Equations of Condition, Epoch of a Quantity, Secular Inequality, Periodical Inequality, Catalogues, Tables, and Ephemerides?
2. State all that is known respecting the planet Saturn.
3. Give the stars which are usually considered as being of the first magnitude, and the constellations to which they belong.
4. Explain the Gregorian Calendar, and show how it is adapted to the purposes for which it was designed.
5. Give an outline in full of the method which you employed in calculating the duration and number of digits eclipsed of the next eclipse of the moon visible at Philadelphia.
6. State the method of determining longitude by the Electric Telegraph.
7. Describe the different kinds of Eye-pieces.
8. State the best methods of correcting achromatic and spherical aberration.
9. Give a drawing and description of the Ring Micrometer, and a description of the sextant, and the purposes to which it is applied.
10. State the method of making and registering observations with the Transit Instrument, and the corrections which must be applied to the *apparent* place of a heavenly body in order to determine its *true* place.

DIVISION B.

Integral Calculus.

1. Integrate $\frac{b^u}{a^2} x dx$; illustrate the case by a geometrical example, and determine the value of the definite integral between the limits $a = 2$ and $b = 3$.
2. Explain the case in which the rule to find the integral of a monomial differential fails.
3. Show how every binomial differential can be reduced to the form x^{m-1}
 $(a+bx^n)^{\frac{p}{q}} dx$.
4. Obtain the length of an arc of the semi-cubical parabola, whose equation is $y^3 = a^2 x^2$.
5. Find the integral of the expression
 $du = a^5 (a+bx^2)^{\frac{1}{2}} dx$.
6. Determine the area of the hyperbolic spiral.
7. Integrate the expression
 $du = a(1+x^2)^{-\frac{3}{2}} dx$, and give the rule.
8. State the rule for obtaining the cubature of a solid; and apply it in determining the solid content of the solid produced by the revolution of the cycloid about its base.
9. Explain the Calculus of Finite Differences; state in what it agrees with Integral Calculus, and in what it differs from it; how it is usually divided, and for what purposes it is commonly employed.
10. Define the Calculus of Variations, and state the principles on which it is based.

DIVISION C.

Differential Calculus.

1. Define a function, and explain the different kinds of functions.
2. Prove that the differential of the product of a variable quantity by a constant is equal to the constant multiplied by the differential of the variable.
3. Differentiate the expression $\frac{a^2+x^2}{b^2+x^2}$ and give the rule.
4. If the diameter of the base of a cone increase uniformly at the rate of $\frac{1}{10}$ th of an inch per second, at what rate is its solidity increasing when the diameter of the base becomes 10 inches, the height being constantly 1 inch?
5. Explain Maclauren's Theorem, and state the principle which is assumed in the demonstration of Taylor's Theorem.
6. Prove that the tangent of the angle which a tangent line at any point of a curve makes with the axis of abscissas, is equal to the first differential co-efficient of the ordinate of the curve.
7. What is the length of the axis of the maximum Parabola which can be cut from a given right cone?
8. Show that the length of the subnormal to any point of a curve is equal to the ordinate multiplied by the differential co-efficient of the ordinate.
9. If the diameter of a circle be 10 feet, what is the length of the tangent and subtangent corresponding to an abscissa of three feet, measured from the centre?
10. Give the definition of an isolated point, and determine whether the curve represented by the equation, $y^2 = x(a+x)^2$ has such a point.

DIVISION D.

Analytical Geometry.

1. Give all the equations which indicate the position of a straight line.
2. Find the equation to the straight line which passes through the points whose co-ordinates are $x' = 2, y' = 3$, and $x'' = 4, y'' = 5$.
3. Prove that the distance between two points is equal to $\sqrt{(x'-x'')^2 + (y'-y'')^2}$.
4. Obtain the formulas for passing from a system of rectangular to a system of polar co-ordinates.
5. The radius of a circle is 5 inches, and the variable angle is 30 degrees, the pole being at the circumference; determine the radius vector.
6. Prove that every diameter of the ellipse is bisected at the centre.
7. On a parabola the parameter of whose axis is 10 inches, a tangent line is drawn through the point whose ordinate is 6 inches, the origin being at the vertex of the axis; determine where the tangent line meets the axes of reference.
8. Give the definition of the hyperbola, its equation when referred to its centre and axes, and its equation when the origin is on the vertex of the transverse axis.
9. State what is meant by asymptotes, and whether any curve of the second order except the hyperbola has asymptotes.
10. Define the logarithmic curve, write its equation, and show how it may be described by points.

DIVISION E.

Plane, Spherical, and Analytical Trigonometry.

1. Give the history of Trigonometry and some of its most important applications.
2. State why the same tables can be used in the calculation of the angles of plane and spherical triangles, and how logarithmic secants and cosecants may be obtained from tables which contain only sines, cosines, tangents, and cotangents.
3. Show why one side must always be given in order to determine a plane triangle, and why the same is not required in a spherical triangle.
4. Explain the meaning of spherical excess, tri-rectangular triangle, great circle, and pole.
5. State the rule for finding the angles of a plane triangle when the sides are given, and the rule for finding the sides of a spherical triangle when the angles are given.
6. If the mean diameter of the earth be 7,912 miles, and Mount Etna $2\frac{1}{4}$ miles high, how far can its summit be seen at sea? Give the rule.
7. Give the rule, and explain it, for obtaining the magnitude of a heavenly body when its distance is known.
8. Prove that the sine $x = \frac{R \times \text{tang } x}{\sqrt{R^2 + \text{tang}^2 x}}$.
9. Deduce the four fundamental equations of analytical trigonometry.
10. Prove that the tangt $(a+b) = \frac{\tan a + \tan b}{1 - \tan a \times \tan b}$.

DIVISION F.

Algebra.

1. What is a root of an equation, and how many roots has a quadratic equation?
2. Form an equation whose roots are 8 and 2.
3. Give the formula for finding the sum of a geometrical progression when it is an increasing series.
4. What is a harmonical progression?
5. Given $x^2 + 3xy - y^2 = 23$ (1) and $x + 2y = 7$ (2), to find the value of x and y .
6. Find the sum of 60 terms of an arithmetical progression whose first term is 5, and common difference 10.
7. What number is that to which if 1, 5, and 13 be severally added, the first sum shall be to the second, as the second to the third?
8. Extract the square root of $a^4 - 4a^3b + 8ab^3 + 4b^4$.
9. Find the fourth power of $2x^3 + 4y^2$ by the binomial theorem.
10. Required the cube root of $x^6 + 6x^5 + 18x^4 + 32x^3 + 36x^2 + 24x + 8$.

DIVISION G.

Algebra.

1. Into what two classes are quadratic equations divided? Define each.
2. What are imaginary quantities?
3. How are surds reduced to their most simple form?
4. Find the difference between $\sqrt{80a^4x}$ and $\sqrt{20a^2x^3}$.
5. Explain the principle of the rule for making a perfect square of the expression $x^2 + px$.
6. Given $x + 24y = 91$ and $40x + y = 763$ to find the value of x and y .
7. Multiply $5 \times 2\sqrt{-3}$ by $2 - \sqrt{-3}$.
8. Free the equation $\frac{x - \sqrt{x+1}}{x + \sqrt{x+1}} = \frac{5}{11}$ from radical quantities.
9. Find a number such that, the m th of its square being taken from a leaves a remainder of b .
10. Given $3x^2 - 9 + 2x = 76$ to find the two values of x .

DIVISION H.

Algebra.

1. What is Algebra, and how does it differ from Arithmetic?
2. Show that every quantity having a cipher for its exponent is equal to unity.
3. Explain the distinction between positive and negative quantities. Give an illustration.
4. Explain the reason for changing the signs of the subtrahend in performing subtraction.
5. Divide $8a^5 - 22a^4b - 17a^3b^2 + 48a^2b^3 + 26ab^4 - 8b^5$ by $2a^2 - 3ab - 4b^2$.
6. From $2a + \frac{2+7a}{8}$ take $a - \frac{5a-6}{21}$.
7. What are literal equations? Give an example of a numerical equation.
8. Divide $y^2 + \frac{y^3}{a-b}$ by $\frac{ab}{a-b} - y$.
9. Multiply $-3x^3y^6$ by $-4xy^2$.
10. Given $\frac{x-5}{4} - \frac{284-x}{5} = 6x - 12x$ to find the value of x .

DIVISION F.

Trigonometry and Surveying.

Practical Part.

1. Being desirous of obtaining the height of a fir-tree, I measured 100 feet from its base, the ground being level. I then took the angle of elevation of the top, and found it $47^\circ 50' 30''$. Required the height of the tree, the centre of the theodolite being 5 feet above the ground. Perform, using logarithms.
2. Perform the same example without the aid of logarithms.
3. One corner, C, of a tract of land, being inaccessible, to determine the distances from the adjacent corners, A and B, I measured $AB = 9.57$ chains; the angle BAC, $52^\circ 19' 15''$; and ABC $63^\circ 19' 45''$. Required AC and BC. Perform without logarithms.
4. In a triangle, ABC, the angle A is $37^\circ 49'$; AB is 527 yards; and AC is 493 yards. What is the angle B? Use logarithms.
5. Determine the area of a tract of land, the differences of latitude and departures of whose sides are as follows:—

Differences of Latitude.		Departures.	
N.	S.	E.	W.
24.12			17.84
11.92		18.01	
12.06		6.08	
	.98	10.68	
	9.16	11.51	
	8.09	1.68	
	29.87		30.12

Theoretical Part.

1. What is the arithmetical complement of a logarithm? What is its use in logarithmic computations? Prove the correctness of such use.
2. What is the sine of an arc? What is its relation to the chord of double the arc?
3. Prove that, in any right-angled triangle, radius is to the hypotenuse as the cosine of either acute angle is to the adjacent side.
4. Prove that in a triangle ABC, $AB+AC : AB-AC :: \tan \frac{C+B}{2} : \tan \frac{C-B}{2}$.
5. Explain the method of solving the following example:—A tower, BC, standing on the top of a declivity, I measured 75 feet from its base to a point A, and then took the angle BAC, $47^\circ 50'$; going on in the same direction 40 feet further to a point D I took the angle BDC, $38^\circ 30'$. What was the height of the tower?

DIVISION G.

Geometry.

1. Define *similar figures*, and explain the use of the word *homologous* with regard to them.
2. Prove that parallelograms which have equal bases and equal altitudes are equivalent.
3. Prove that a straight line drawn parallel to one side of a triangle cuts the others proportionally.
4. How may a straight line be drawn parallel to another, through a given point?
5. To what is the area of a regular polygon equal? Prove your answer.
6. Prove that if two planes cut each other their common section is a straight line.
7. Prove that if two planes which cut each other are each perpendicular to a third plane, their common section is also perpendicular to that plane.
8. Prove that if three plane angles containing a solid angle are correspondingly equal to three plane angles containing another, equal plane angles are equally inclined to other equal plane angles.
9. Define *polyhedron*, *prism*, *right prism*, *a pole of a circle of a sphere*, and *a spherical pyramid*.
10. Prove that if from the vertices of a given spherical triangle as poles, arcs of great circles are described, a second triangle is formed, whose vertices are poles of the sides of the given triangle.

DIVISION H.

Geometry.

1. Define *hypotenuse*, *hypothesis*, *diagonal*, *parallelogram*, and *mutually equiangular polygons*.
2. Give three corollaries to the proposition:—The angles which one straight line makes with another, upon one side of it, are either two right angles, or are together equal to two right angles.
3. Prove that the angles at the base of an isosceles triangle are equal.
4. Prove that if, from a point within a triangle, two straight lines are drawn to the extremities of a side, their sum will be less than the sum of the other two sides of the triangle.
5. Prove that if, from a point without a straight line, a perpendicular is drawn to this line, and oblique lines to different points of it, two oblique lines meeting it at points equally distant from the foot of the perpendicular are equal.

6. Define alternate angles formed by a straight line meeting two other straight lines, a segment of a circle, a straight line inscribed in a circle, a tangent of a circle, a polygon described about a circle.
7. Prove parallel straight lines everywhere equally distant.
8. Prove opposite sides and angles of a parallelogram equal.
9. Prove that a radius perpendicular to a chord bisects it.
10. Prove that in a circle (or in equal circles) equal chords are equally distant from the centre.

DIVISION A.

Latin.

Translate into English, the following passage :

Horace—Satires—Book I. Sat I, lines 9–19.

1. Agricola laudat juris legumque peritus,
2. Sub galli cantum consultor ubi ostia pulsat.
3. Ille, datis vadibus qui rure extractus in urbem est.
4. Solos felices viventes clamat in urbe.
5. Cætera de genere hoc, adeo sunt multa, loquacem
6. Delassare valent Fabium. Ne te morer, audi,
7. Quo rem deducam. Si quis deus—"En ego," dicat,
8. "Jam faciam quod vultis; eris tu, qui modo miles,
9. Mercator; tu, consultus modo, rusticus: hinc vos,
10. Vos hinc mutatis discedite partibus. Eja.
11. Quid statis?" Nolint, atqui licet esse beatiss.

1. *Juris legumque* (line 1). How may these words be distinguished, so as to give to each a definite meaning?
2. *Peritus* (line 1). Distinguish from *doctus*, compare this adjective, and show its connection with a noun understood.
3. *Ostia* (line 2). Its proper meaning, distinguished from *janua* and *porta*?
4. *Vadibus* (line 3). Show its connection with *datiss*, and give the appropriate rule of Syntax.
5. *Rure* (line 3). What case? By what rule?
6. *Extractus est* (line 3). Give the etymology. Parse.
7. *Loquacem* (line 5). How many terminations has this adjective? Compare; distinguish from *garrulus* and *verbosus*.
8. *Morer* (line 6). What kind of verb? Parse.
9. *Deus* (line 7). Decline in both of numbers; and point out the deviations from the regular form.
10. *Nolint* (line 11). What kind of verb? Give the principal parts. What mood and tense? Why is it not in the indicative mood?

Translate into English the following passage :

Horace—Epistles—Book I. Ep. X, lines 12–21.

1. Vivere naturæ si convenienter oportet,
2. Ponendæque domo quærenda est area primum,
3. Novistine locum potiorem rure beato?
4. Est ubi plus tepeant hiemes? Ubi gratior aura
5. Leniat, et rabiem canis, et momenta Leonis,
6. Quum semel accepit solem furibundus acutum?
7. Est ubi divellat somnos minus invida cura?
8. Deterius Libycis olet aut nitet herba lapillis?
9. Purior in vicis aqua tendit rumpere plumbum,
10. Quam quæ per pronum trepidat cum murmure rivum?

1. In a few words give the scope of the passage, so as to present the one prominent idea discussed by the poet.
2. *Ponendæ domo* (line 2). Change the form of these words, by using the *gerund* in place of the *gerundive*.
3. *Canis* (line 5). What constellation is meant? At what particular period of the year do we feel its violence, according to the popular belief?
4. *Leonis* (line 5). What sign of the Zodiac is this? Why is the term *furibundus* applied to it?
5. *Libycis lapillis* (line 8). What is meant? What idea does the poet intend to convey by this expression?
6. *Rumpere plumbum* (line 9). What allusion is this to the method of conveying water through the streets of ancient Rome?
7. Divide the *second* line into the several metrical feet which it contains.
8. Specify how many kinds of feet are thus used, and give a definition of each.
9. Is, or is not this a *spondaic* line? Why?
10. In the same line, point out an example of the *synalæpha*, and explain its use.

DIVISION B.

Latin.

Translate into English the following passage :

Horace—Odes—Book I. Ode 3, lines 25–40.

1. Audax omnia perpeti
2. Gens humana ruit per vetitum nefas.
3. Audax Japeti genus
4. Ignem fraude mala gentibus intulit.
5. Post ignem ætherea domo
6. Subductum, macies et nova februm
7. Terris incubuit cohors:
8. Semotique prius tarda necessitas
9. Lethi corripuit gradum.
10. Expertus vacuum Dædalus æra
11. Pennis non homini datis.
12. Ferrupit Acheronta Hercules labor.
13. Nil mortalibus arduum est.
14. Cælum ipsum petimus stultitia: neque
15. Per nostrum patimur scelus,
16. Iracunda Jovem ponere fulmina.

1. *Audax* (line 1). Distinguish from *fortis*; compare.
2. *Japeti genus* (line 3). Give the name of the person alluded to; and relate the fiction which says that "he stole fire from heaven."
3. *Intulit* (line 4). What kind of verb? Parse.
4. *Subductum* (line 6). Give the principal parts; distinguish from the verb *furor*, *furari*.
5. *Macies februm* (line 6). Relate the fiction of Pandora's box, to which allusion is here made.
6. *Corripuit* (line 9). Parse.
7. *Dædalus* (line 10). Relate the story of Dædalus and his son Icarus.
8. *Æra* (line 10). What case? How does it differ from the regular form? How governed? Rule.
9. *Homini* (line 11). Distinguish from *vir*: What case? How governed? Rule.
10. *Herculeus labor* (line 12). How many *labors* are ascribed to Hercules? Relate the *labor* to which the poet alludes.

DIVISION C.

Latin.

Translate into English the following passage:

Cicero vs. Catiline. Oration I., chap. 3.1

1. Dixi ego in senatu, cædem te optatum contulisse
 2. In ante diem quintum Kalendas Novembris, tum
 3. Cum multi principes civitatis Roma, non tam
 4. Sui conservandi quam tuorum consiliorum
 5. Reprimendorum causa, profugerunt. Num
 6. Infitari potes te illo ipso die meis præsiidiis,
 7. Mea diligentia circumclusum, commovere
 8. Te contra rempublicam non potuisse, cum
 9. Tu, discessu cæterorum, nostra tamen, qui
 10. Remansissemus, cæde contentum te esse
 11. Dicebas? Nihil agis, nihil moliris, nihil
 12. Cogitas, quod ego non modo audiam, sed
 13. Etiam videam, planeque sentiam.
1. *Senatu* (line 1). Give some account of the Roman Senate, when instituted by Romulus; and state what administrative authority was exercised by this body while Rome continued to be a Republic.
 2. *Cædem* (line 1). Give some account of the conspiracy of Catiline and its blood-thirsty purposes.
 3. *Contulisse* (line 1). What kind of verb? Parse.
 4. *Kalendas* (line 2). On what day of the month did the *Kalends* occur? when the *nones*? when the *ides*? what about the Greek *Kalends*?
 5. *Roma* (line 3). Give the rule for the ablative of place.
 6. *Reprimendorum* (line 5). Explain the use of the gerundive; and give the rule for the agreement of this word with *consiliorum*.
 7. *Die* (line 6). What day is meant, according to our division of the calendar? Give the rule for the ablative in this case.
 8. *Præsiidiis* (line 6). Distinguish from *custodiæ* and *vigiliæ*.
 9. *Commovere* (line 7). Give the principal parts, show the government; and give the rule.
 10. *Videam-sentiam* (line 13). Show the difference of meaning, and point out the force of the gradation.

DIVISION D.

Latin.

Translate into English the following passage:

Virgil's Æneid. Book V, lines 249-260.

1. Ipsis præcipuos ductoribus addit honores,
 2. Victori chlamydem auratam, quam plurima circum
 3. Purpura Mæandro duplici Melibœa cucurrit;
 4. Intextusque puer frondosa regius Ida
 5. Veloces jaculo cervos cursuque fatigat,
 6. Acer, anhelanti similis, quem præpes ab Ida
 7. Sublimem pedibus rapuit Jovis armiger uncis.
 8. Longævi palmas nequicquam ad sidera tendunt
 9. Custodes; sævitque canum latratus in auras.
 10. At, qui deinde locum tenuit virtute secundum,
 11. Levibus huic hamis consertam auroque trlicem
 12. Loricam donat.
1. *Præcipuos* (line 1). Distinguish from *insignis*.
 2. *Addit* (line 1). Give the etymology. Parse.
 3. *Chlamydem* (line 2). Describe this article of dress, as worn both by military men and by civilians.
 4. *Mæandro* (line 3). Where was this river? Whence came its appellative use to denote a *maze*?
 5. *Intextus* (line 4). Give the etymology. Parse.
 6. *Puer regius* (line 4). What boy is meant? Relate the fiction which says that "he was carried off by the eagle of Jupiter."
 7. *Veloces* (line 5). Distinguish from *præpes* (line 6). Compare this adjective.
 8. *Anhelanti* (line 6). What part of speech? What noun is understood? what case? how governed? Rule.
 9. *Pedibus* (line 7). Decline in both numbers. What case? Rule.
 10. *Longævi* (line 8). Give the etymology. Distinguish from *senex*, *annosus*, and *vetus*.

DIVISION E.

Latin.

Translate into English the following passage:

Virgil—Æneid. Book II, lines 21-31.

1. Est in conspectu Tenedos, notissima famâ
2. Insula, dives opum, Priami dum regna manebant;
3. Nunc tantum sinus, et statio male fida carinis:
4. Huc se proVecti deserto in litore condunt.
5. Nos abuisse rati, et vento petiisse Mycenas.

6. Ergo omnis longo solvit se Teucra luctu ;
7. Panduntur portæ : juvat ire et Dorica castra
8. Desertosque videre locos, litusque relictum.
9. Pars stupet innuptæ donum exitiale Minervæ,
10. Et molem mirantur equi. Primusque Thymoetes
11. Duci intra muros hortatur, et arce locari.

1. *Dives* (line 2). Compare and decline.
2. *Opum* (line 2). What is the peculiarity of this noun in the singular? What case? what number? how governed? Rule.
3. *Priami*, (line 2.) Give some account of Priam.
4. *Manebant* (line 2). Parse.
5. *Carinis* (line 3). What part of a ship was the *carina*? What is the meaning in this line? By what figure?
6. *Abisse* (line 5). Give the etymology; give the principal parts. What mood? what tense? how governed? Rule.
7. *Teucra* (line 6). What city is meant? Whence came the name? By what figure is the city put for the inhabitants?
8. *Portæ* (line 7). Distinguish from *janua* and *ostium*.
9. *Mirantur* (line 10). What kind of verb? Parse.
10. *Muros* (line 11). Distinguish from *mœnia* and *paries*.

DIVISION F.

Latin.

Translate into English the following passage :

Cæsar (De bello Gallico). Book I, chap. 22.

1. Prima luce, cum summus mons a Tito Labieno
 2. teneretur, ipse ab hostium castris non longius
 3. mille et quingentis passibus abasset; neque,
 4. ut postea ex captivis comperit, aut ipsius
 5. adventus aut Labieni cognitus esset,
 6. Considius equo admisso ad eum accurrit, et
 7. dicit montem, quem a Labieno occupari
 8. voluerit, ab hostibus teneri; id se a Gallicis
 9. armis atque insignibus cognovisse. Cæsar
 10. suas copias in proximum collem subducit,
 11. atque aciem instruit. Labienus, monte
 12. occupato, nostros expectabat prælioque
 13. abstinebat.
1. *Luce* (line 1). Decline in the singular: What case? Rule.
 2. *Summus mons* (line 1). Give the precise meaning in this connection: What would be the meaning, if we should write *altissimus mons*?
 3. *Teneretur* (line 2). Parse.
 4. *Ipsè* (line 2). What person is meant? What kind of pronoun? Decline in both numbers.
 5. *Passibus* (line 3). How many paces in a Roman mile? What declension? What number? What case? How governed? Rule.
 6. *Equo* (line 6). Show its connection with *admisso*, and give the rule.
 7. *Montem* (line 7). What case? Of what verb is it the subject? Rule.
 8. *Occupari* (line 7). Parse.
 9. *Cæsar* (line 9). In what country was Cæsar carrying on war at the time alluded to? Specify the portions of modern Europe which that country embraced.
 10. *Acie* (line 11). Give its proper meaning as distinguished from *agmen* and *exercitus*.

DIVISION G.

Latin Grammar.

Translate the following Latin sentences :

1. Tarquinius Superbus regum Romanorum septimus fuit. Give the attributes of *regum* and the rule for its case.
2. Miserere domus labentis. Give the attributes of *domus* and the rule for its case.
3. Da mihi pignus amoris. Give the rules for the case of *mihi* and *pignus*.
4. Non ignara mali, miseris succurrere disco. Give the attributes of *ignara* and the rule for the case of *miseris*.
5. Improborum animi solitudinibus noctes atque dies exeduntur. Give the attributes of *dies* and the rule for its case.
6. Ex Massiliensium classe, quinque naves sunt depressæ. Give the attributes of *sunt depressæ*, and the rule for the case of *classe*.
7. Senectus non gladio sed consilio et ratione utitur. Give the principal parts of *utitur* and the rule for the case of *gladio*.
8. Negat jus esse, qui miles non sit, pugnare cum hoste. What sort of a clause is "qui miles non sit?" What does it express? Give the rule for the mood of its verb.
9. Hac oratione habita, consilium dimisit. What do the words *oratione habita* denote? Give the principal parts of *dimisit* and the rule for the case of *oratione*.
10. Timotheus belli gerendi fuit peritus. In what case is *belli* and what is its governing word? Give the rule for the case of *gerendi*.

DIVISION H.

Latin Grammar.

1. Give the terminations of the ab. sing., in each of the declensions of nouns.
2. Give the terminations of *Penelope*, naming the cases.
3. Give the voc. sing. of the nouns, *Horatius*, *Anchises*, *vir*, *Deus*, and *Delos*.
4. Give the voc. sing. and gen. plu. of *tu*; the neut. plu. acc. of *aliquis*; the mass. sing. voc. of *meus*; and the masc. sing. voc. of *nostras*.
5. Give the voc. sing. of the comparative degree of *altus*.
6. Give the prin. parts pass. of *capio*, naming the parts and giving their meanings.
7. Name the compound tenses of the infinitive mood, specifying the voice.
8. Name the parts derived from the second root of the verb.
9. Give the attributes of *amare*, *regam*, and *rexisse*.
10. Give the attributes of *amamini*, *rectus fuisse*, and *reveris*.

DIVISION A.

French.

1. Translate into English the following :
 Mes gens à la science aspirent pour vous plaire,
 Et tous ne font rien moins que ce qu'ils ont à faire :
 Raisoner est l'emploi de toute ma maison,
 Et le raisonnement en bannit la raison,
 L'un me brûle mon rôti en lisant quelque histoire,
 L'autre rêve à des vers quand je demande à boire ;
 Enfin je vois par eux votre exemple suivi,
 Et j'ai des serviteurs, et ne suis point servi.
2. Translate into English the following :—
 Ainsi, triste et captif, ma lyre, toutefois,
 S'éveillait, écoutant ces plaintes, cette voix,
 Ces vœux d'une jeune captive ;
 Et secouant le joug de mes jours languissants
 Aux douces lois des vers je pliais les accents
 De sa bouche rimable et naïve.
 Ces chants, de ma prison témoins harmonieux,
 Feront à quelque amant des loisirs studieux
 Chercher quelle fut cette belle :
 La grâce décorait son front et ses discours,
 Et, comme elle, craindront de voir finir leurs jours
 Ceux qui les passeront près d'elle.
3. Give some French sentences in which the following forms of verbs will be properly used, and state what mood, tense, person, and number each one represents:—*Eûtes, seriez, parlât, finiras, recussons, vendu.*
4. What is the difference between *plus* and *davantage*? Give an example of the use of both.
5. When must the indicative imperfect be used in French to express the past? Give an example for each case.
6. After what conjunctive expressions should the subjunctive mood always be used in French? Give an example.
7. Give the meaning in French of the following colloquial English expressions, and illustrate their use in some sentences of your own composition:—*Never mind; if we were to talk; a while; what puzzles me is . . . ; in earnest; by saying so; what prevents you from.*
8. Give the meaning, in English, of the following French idiomatic expressions:—*au dire de chacun; il m'importe peu; il s'en assure; à l'abri du danger; l'un chez l'autre; le long de l'eau; ici-bas; debout.*
9. Translate into French the following:—
 Coffee, a native of Arabia, is one of the most extensively cultivated plants of America. Some stocks of the shrub having been brought to Paris, were there carefully cultivated in hot-houses; and from that city have proceeded all the plantations of coffee that have been made in the new world.
10. Correct the following sentence, and mention the grammatical rules which are violated in it:—
J'étais en ma chambre, occupés à lisant, quand mon ami parut avant moi et me proposa de sortir avec lui.

DIVISION B.

French.

1. Translate in English (*Littérature française*, page 114,) from "Cependant ces eaux" to "aux hommes"; (8 lines).
2. Translate into English (*Littérature française*, page 948,) from "Soudain un bruit" to "de la chapelle."
3. Give the meaning in English of the following French idiomatic expressions:—*Il ne prend point le change; à sa portée; ainsi que; faire peur; tous les dix ans.*
4. Translate into French the following:—*The boys of this division are all intelligent enough, but they are not always attentive to the instructions which I give them. England without her colonies would be among the smallest States of Europe. The good people are not always happy in this life, but all the poor people are generally unhappy now.*
5. Give the form of the Infinitive present of the following verbs found in your second question; and state in what mood, tense, person, and number they are severally used:—*Fit, vit, semblait, s'enfuit, traînant.*
6. Into what three classes may the prepositions be divided in French, and which of them must be repeated before every noun? Give an example.
7. When is *quelque* spelled in two words, and when is it used as an adverb? Give an example for each case.
8. For what purpose are the adverbs *ci* and *là* often joined to the adjectives *ce, cet, cette, ces*? Give an example illustrating this rule.
9. Where is the adverb generally placed in French;—first, when it modifies an adjective;—second, when it is used with a compound tense of any verb? Give an example for each case.
10. In what cases does the past participle agree with the subject of the verb in gender and number, and when does it never agree with it? Give an example illustrating each case,—the nominative, or subject, being feminine singular.

DIVISION C.

French.

1. Translate into English (*Grand-Père*, page 289,) from "Monsieur le Capitaine" to "profond respect."
2. Translate into English (*Grand-Père*, pages 298-299,) from "Le Concierge" to "à coups de pierres."
3. Give the meaning in good English of the following French idiomatic expressions:—*il s'agissait de savoir; à la bonne heure; ci-joint; on a beau faire; congé de convalescence.*
4. Give the meaning in French of the following colloquial phrases:—*Must I buy anything else?—Is this all that you want?—Why did you not lock it up?—Try not to miss your lesson.—I was quite afraid of making mistakes.*
5. State in what mood, tense, person, and number the following verbs, taken from your second question, are used, and give the form of the infinite present of each one:—*Ouvrit, essaya, tiens, pleurent, mourront, chasseraient.*
6. What is observed of the present participle, what does it express, and what do grammarians call *Gerund*? Give an example.
7. When does the past participle agree with its object direct, and when does it never agree with it? Give an example for each case.

8. Give the irregular forms of the following verbs :—*Acquérir, asseoir, and pouvoir.*
9. What adverbs are placed before the verb which they modify? Give an example.
10. Translate into French the following sentences :—The sister of your friend was sent to the city, but she did not go there.—Has she sent back the books which you had lent her last week?—I hope that you have not forgotten your pen this morning.

DIVISION D.

French.

1. Translate into English (Grand-Père, page 216,) from "Ils restèrent," to "des voleurs."
2. Translate into English (Grand-Père, page 200,) from "J'apportais du souffre," to "à l'instant."
3. Give the meaning in English of the following French idiomatic expressions :—*C'est entendu ; j'en suis ; de travers ; cette fenêtre donne sur la rue ; se fit battre.*
4. Give the meaning in French of the following colloquial phrases :—That will not be enough. How many must there be?—He must be thirsty too.—What are you going to do with it? In the same manner as silkworms?
5. Give the preterit indefinite of the verb *se lever*, to rise, in the following forms :—1st, affirmative ; 2nd, negative ; 3rd, interrogative ; 4th, negative and interrogative combined.
6. What is the only mode of conjugating passive verbs in French? Give an example.
7. Give the simple forms of the verb *y avoir*, and illustrate its use in a French sentence of your own composition.
8. What tenses are derived from the Infinitive present, the present participle and the preterit definite, and how are they formed?
9. Give the irregular forms of the following verbs :—*Aller, mourir, and tenir.*
10. Make some French sentences in which the following forms of verbs will be properly used, and state what mood, tense, person, and number each one represents :—*Enverrai, court, dors, ouvert, sentis.*

DIVISION E.

French.

1. Translate into English (French Reader, page 40,) from "Monsieur répond," &c. to "je n'en ai point."
2. Translate into English (French Reader, page 230,) from "Aux bords de la Pamise," &c. to "vers son declin."
3. What four nouns have two plural forms in French? Give these forms, and explain how and when they are used.
4. How are the three sorts of comparatives formed in French? Give an example for each case.
5. What is called contraction, and what is observed of it? Give an example of its use.
6. Conjugate the verb *tomber*, to fall, in all its moods, tenses, persons, and numbers.
7. In what mood, tense, person, and number are the following forms of verbs used? Give their meaning in English :—*Êtes, sommes, parlera, finirai, reçoit, rendu.*
8. What are the different forms of the possessives *my, thy, his, her, its, our, your, their*, and what is to be observed in using them? Give an example.
9. Translate into French the following sentences :—You will be blind ; the shoe scratches my foot ; we sell some milk ; my brother was in the city ; the son of this man is very cunning.
10. How are the personal pronouns to be translated in French in the following sentences :—You see me ; come with me ; I speak to him ; they beat him ; go with her ; receive her well ; give her the book ; I owe money to them ; we perceive them?

DIVISION F.

German.

1. What prepositions govern the dative and accusative, and according to what rule?
2. Translate :—What lies upon the table?—The book lies upon the table.—Who has laid the hat upon the table?—What have you laid under the table?—I have laid the lead under the table.
3. What classes of words are declined like the definite article?
4. Translate :—Do you go into that garden? Into which garden? Into the garden of that man. I shall come into that garden. Who sits upon that bench?
5. What classes of words are declined like the indefinite article?
6. Translate :—Do you see my house? Which house? I see that house. Have you a field? I have no field.
7. Give the singular and plural nominatives of the following words in German :—The mother, the daughter, the brother, the man, the shoe.
8. Give the rule of Class 4 of irregular verbs.
9. Give the three principal parts of the following verbs in German :—To break, to speak, to see, to give, to eat.
10. Give the rule about the gender of compound substantives.

DIVISION F².*German.*

1. What kind of verbs take in their compound tenses the auxiliary verb "sein" instead of "haben"?
2. Translate :—Did you go into the garden? I went into the garden. Did you stand in the theatre? I stood in the theatre. Was the mother gone?
3. What are verbs of the mixed form?
4. Give the three principal parts of the following verbs in German :—To know, to think, to bring, to be able, to be allowed.
5. What is the position of the infinitive or past participle in a sentence?
6. Translate :—Who has had the book? The sister has had it. Will she go to New York? She will go to New York. Have you found the wine?
7. Give the rule about the formation of diminutives.
8. Translate :—The son, the little son, the cask, the little cask, the book, the little book, the maid, the girl, the hammer, the little hammer.
9. Give the rule of Class 2 of irregular verbs.
10. Give the three principal parts of the following verbs in German :—To ride on horseback, to bite, to write, to rub, to remain.

DIVISION G.

German.

1. What is the rule about the position of the dative and accusative?
2. Translate :—To whom do you give the ring? I give it to the friend. I give the book to the brother. I give the book to him. I give it to him.

3. Give two rules about the elision of the letter „t“ in the present indicative.
4. Inflect the present indicative of *to learn, to study, to send, to sit, to dance*.
5. Give the rule about the repetition of an auxiliary verb in German.
6. Translate:—Do you sing? I do. Did you dance? Yes, I did. Was he studying? Yes, he was.
7. Give the rule of Class 3 of irregular verbs.
8. Give the three principal parts of each of the following verbs in German:—To sing; to drink; to bind; to wind; to spring.
9. What is the corresponding tense in German where in English the auxiliary verb *did* is used?
10. Translate:—Did you love? Did you find? Did he laugh? He did laugh. Did we make?

DIVISION H.

German.

1. How do we give in German the feminine form to the name of a male?
2. Translate:—The friend. The female friend. The baker. The baker's wife. The slave. The female slave. The priest. The priestess. The king. The queen.
3. How is the third person singular present formed?
4. Translate:—Does the mother sing? She sings. Does the father dance? He dances. Does it cost?
5. How is the first person singular formed?
6. Translate:—Do you go? I go. Do you see and hear? I see and hear. Do I learn?
7. How is „to“ before an infinitive translated in German?
8. What is the rule about the elision of the letter „t“?
9. What is the rule about the translation of „it“?
10. Translate:—Is the flute good? It is good. Is the waggon large? It is large. Is the flesh red or white? It is white.

DIVISION A.

Mental Philosophy.

Disordered Intellectual Action.

1. Define the term Somnambulism. Give the principal characteristics of this state of mind. In what respect is a Somnambulist like, and in what is he unlike, a dreamer?
2. Give a classification of insane states of mind.
3. What is the prominent point of difference between the mental condition of the Maniac and Monomaniac?
4. Describe the special effects of Mania on each of the cerebral functions.
5. Define the terms Moral Insanity and Dementia.
6. Give the root of the word Hypochondriasis, and explain the nature of the disorder.
7. Why have legal decisions been made in favor of Life Insurance Companies when policy-holders have „died by their own hands“?
8. Explain the ways in which a man can „die by his own hands“ without committing suicide.
9. What is the Legal Test employed in cases of Homocidal Monomania? Show the fallacy of it.
10. What is the true test of Moral Responsibility in such cases?

DIVISION B.

Mental Philosophy.

1. What are the characteristics of emotions? What are the characteristics of emotions of beauty?
2. Give an example of the mock-heroic, and explain it.
3. Explain the difference between gladness and joy; between sorrow and grief.
4. How do the affections differ from all other branches of the desirous nature?
5. What are the checks which nature has imposed on the excessive action of anger?
6. What are the proofs that the Parental Affection is an implanted principle?
7. What argument in favour of the existence of God proves *more* than any other? Why?
8. What are the suppositions by which the conclusion may be escaped, that design manifested in an effect implies intelligence in the cause?
9. State the argument known as „the fortress of Atheism,“ and refute it.
10. State Hume's Sophism, and refute it.

DIVISION C.

Mental Philosophy.

1. What are the methods by which we make use of intentional memory in recalling facts?
2. State the rules for the improvement of the memory.
3. Classify the laws of Association.
4. What are the occasions upon which the idea of power is suggested to the mind?
5. State four principles which are developed by original suggestion.
6. Explain the foundation of Antithesis.
7. What is Relative Suggestion? What are the most important relations with which we are acquainted?
8. Explain the difference between the origin of our ideas of duration and that of those of succession.
9. What are the characteristics of appetites? At what particular point do they partake of morality?
10. What is the Imagination, and what is its practical value?

DIVISION D.

Mental Philosophy.

1. What three suggestions does Dr. Wayland make in answer to the suggestion that the thinking principle in man is material?
2. Explain accurately the difference in *materialism, idealism, and nihilism*.
3. In what respects is the perception of an object endowed with colour, unlike the perception of an object endowed with form?
4. How does an object appear when seen on the shore from the water? Why?
5. In what respects are our knowledge of mind and our knowledge of matter dissimilar?
6. Give three brief quotations from Locke's works, which force us to conclude that he believed in the doctrine of representative images.
7. What is meant by the natural language of sound?
8. What are the principal laws of light connected with the subject of vision?
9. What are the characteristics of first truths?
10. In connection with the subject of consciousness how many and what are the kinds of necessity considered? Give an example of each.

DIVISION E.

Political Economy.

1. What is meant by the *minimum* cost of labour? What is meant by the *natural* cost of labour? What rate of wages must be earned by the labourers of a country in order that the population may remain stationary?
2. What are the special circumstances by which irrespectively of the influence of capital the wages of labour are affected?
3. What are the circumstances upon which the convenience of an investment depends?
4. Give the history of the first $7\frac{3}{8}$ per cent. Government Loan. A man had \$950 in $7\frac{3}{8}$ per cent. Government Loan expiring October 1st, 1864; how much interest would he receive in gold if he converted the bonds into those of 1881?
5. Why is the interest of real estate less than that of other property?
6. What are the causes of a waste of labour?
7. State the present law of the United States in reference to income tax.
8. What are the circumstances which give value to land independently of productiveness?
9. What are the points of view from which consumption, for the sake of gratifying desire, may be considered?
10. Why are women paid less for their labour than men?

DIVISION F.

Political Economy.

1. Show that the various forms of industry are equally important in conferring intrinsic value on substances.
2. Explain the whole difference between the products of operative industry, and of industry of investigation and discovery.
3. Enumerate the advantages of inanimate over animate natural agents.
4. In 1854 a man received a salary of \$1,550. His expenses during that year were \$1,298.97. In 1855 he received the same salary, but his expenses were reduced $5\frac{1}{2}$ per cent.; how much was his salary virtually increased by the above reduction?
5. What is the argument in favour of defending benevolence on principles of Political Economy?
6. Enumerate the results accomplished by the various instruments which man employs for modifying momentum.
7. What are the modes in which the productive power of man may be exerted?
8. When is a free constitution of no value, and why?
9. Explain the origin of our idea of wealth.
10. The principle that the greater the ratio of capital to labour the greater will be the stimulus to labour is subject to certain modifications. What are they?

DIVISION A.

Mineralogy.

1. Give the position of the axes in the oblique rhomboidal prism.
2. What is the primary form from which the rhombohedron is derived? Give its derivation and position of axes.
3. Describe the trigonal trisoctahedron, and show it is obtained from a cube.
4. Give an example of dimorphism.
5. Give the properties of Iceland Spar.
6. Give the different forms in which carbon occurs.
7. How can quartz be distinguished from calcite?
8. What is the composition of talc?
9. What is hornblende?
10. How is silver cupelled?

DIVISION B.

Physics.

1. What are anomalous magnets?
2. To what variations are magnetic needles subject?
3. Explain what is meant by electrical tension.
4. Why does Electricity reside only on the outer surfaces of excited bodies?
5. What is the principle of the galvanometer?

Chemistry.

1. How is steel manufactured?
2. How is cast iron changed to malleable iron?
3. What are the ores of cobalt?
4. Give the tests of manganese.
5. What is the reaction of nitric acid upon copper?

DIVISION C.

Physics.

1. What two great forces hold the atmosphere in equilibrium?
2. Give the rules by which changes in the weather may be foreseen from variations in the barometer.
3. What three forms of vibration are observed in tense strings?
4. Upon what does the pitch of a musical sound depend?
5. How may distances be calculated by sound?

Chemistry.

1. How is iodine manufactured?
2. What are the properties of bromine?
3. Give the reaction of fluor-spar with sulphuric acid.
4. Define isomorphism.
5. Explain the commercial mode of obtaining potassium.

DIVISION D.

Physics.

1. Describe the Cathetometer.
2. Define the expression "force of torsion."
3. When is the limit of magnitude attained?
4. Upon what principle is Bourdon's metallic barometer constructed?
5. Give the order of ductility in the principal metals.

Chemistry.

1. What changes do chlorate of potassa and black oxide of manganese undergo when heated? Give the formula.
2. What are the properties of oxygen?
3. Give all the laws of chemical combination.
4. In what parts by volume do oxygen and hydrogen unite to form water?
5. What is the density of oxygen, the weight of one volume of hydrogen being taken as unity?

DIVISION E.

Physics.

1. Give the law of equilibrium of a train of wheel-work.
2. Give the formula for a compound pulley in terms of the velocities of power and weight.
3. Give the formula for the inclined plane when the power is applied parallel to the base.
4. In how many ways may substances be crystallized?
5. Describe the oblique rhomboidal prism.

Chemistry.

1. Why is chemical action promoted by solution?
2. Explain what is meant by single elective affinity.
3. Give all the laws of chemical combination.
4. Illustrate the effect of electricity on chemical affinity by an example.
5. Define catalysis.

DIVISION F.

Physics.

1. Define matter.
2. What are the specific properties of gold?
3. What are physical changes?
4. Prove that air is impenetrable.
5. Define velocity.
6. Give the formula for the distance passed over by a body moving with a uniform velocity.
7. Describe Reynier's dynamometer.
8. Apply the parallelogram of forces to two forces acting at right angles to each other.
9. What is the momentum of a moving body equal to?
10. What is the resultant of two unequal parallel forces, and where is its point of application?

DIVISION A.

Hygiene.

1. Define the terms *pathology*, *etiology*, *prophylactic*, *zymotic*, *toxæmic*, *ochlesis*, and *fomites*.
2. Name four aeriform bodies which are denominated non-essential constituents of the atmosphere.
3. Give an account of the influence on the human system of carbonic acid, carbonic oxide, carburetted hydrogen, and sulphuretted hydrogen in respired air.
4. Name a good test for organic matter in air or liquids, and three substances which act as disinfectants.
5. How may a hospital infected with puerperal fever be best disinfected?
6. When a vessel having on board persons ill with yellow fever, arrives in the Delaware, what should our Board of Health require in regard to it?
7. Name three endemic diseases which are never contagious, and three contagious diseases which are never epidemic.
8. What is known of the causation of cholera?
9. What physical conditions in a locality are attended by the lowest mortality from phthisis?
10. State the comparative salubrity, according to statistics, of the three great regions into which the United States and Territories are naturally divided.

DIVISION B.

Hygiene.

1. What reasons are sufficient for the rejection of the principle of exclusive vegetarianism?
2. Name four nitrogenous proximate principles of animal food, and give their characteristic properties.
3. State the constituents of milk, and their respective places and uses among the alimentary substances.
4. By what signs may we judge, in any case, of the utility or injurious effect of alcohol, as an accessory food?
5. What is *methomania*, and what other diseases may result from the same cause?
6. Compare the effects on the body of the cold, warm, and hot baths.
7. What are the evils which may follow from neglect of the bowels?
8. State why the following employments are unfavourable to health:—Making of phosphorous matches, needle-grinding, vulcanizing india-rubber, working in lead, coloring green paper-hangings.
9. What is one of the modes by which tape-worm is known to be introduced into the human body?
10. How may a young person inheriting a predisposition to pulmonary consumption, best favour its prevention in himself?

DIVISION C.

Anatomy and Physiology.

1. What are the differences between the muscular tissue of the stomach, and that of the temporal muscle?
2. Mention examples of *rudimentary* muscles in man, and explain the term.
3. What muscles are attached to the patella?
4. What muscle is the principal flexor, and what the chief extensor, of the fore-arm?
5. Name and describe the membranes of the brain.
6. Explain and give examples of excito-motor, sensori-motor, and excito-secretory actions.
7. Mention the functions of the 1st, 3rd, 7th, and 9th pairs of cephalic nerves.
8. Describe the coats of the human eye.
9. Describe the iris; and explain its action and use.
10. Name the parts composing the middle and internal ear.

DIVISION D.

Anatomy and Physiology.

1. State the locality in the body of the patella, hyoid bone, olecranon process, carpus and astragalus.
2. Name all the parts which intervene to protect the brain from injury by a blow on the head.
3. Describe the hip joint and the knee joint.
4. State what you know of the functions of the liver, and of the uses of its secretion.
5. Name the digestive fluids, and mention their respective action upon articles of food.
6. What is the blood-heat of man, and how is it believed to be maintained?
7. Describe the minute anatomy of the skin, and state the uses of its different parts.
8. Name all the valves of the heart, with the position of each.
9. What are the differences between arteries, veins, and capillaries?
10. Name five different offices or actions of organic cells.

DIVISION E.

Anatomy and Physiology.

1. Describe the bones of the fore-arm.
2. State the number and characteristics of the cervical and dorsal vertebrae in man.
3. Mention the locality in the body of the larynx, pharynx, pancreas, and ileocaecal valve.
4. Describe the human stomach.
5. How is forced expiration effected in man?
6. What changes does respiration produce in the blood?
7. Which are found empty after death, arteries or veins, and why?
8. What is the normal rate of the pulse in an adult; and how does it vary from this in infancy, in old age, and in extreme debility?
9. What is the office of the lymphatics; what that of the lacteals; and whither do they both convey their contents?
10. Which excretory organs chiefly remove the waste carbon of the body; and which its waste nitrogen and salts?

DIVISION F.

Zoology.

1. Name the five branches or divisions of the animal kingdom, and define the name applied to each.
2. How do mammals differ from birds, reptiles, and fishes?
3. Name eight distinct points of difference between man and the ape.
4. Compare the teeth of the tiger, the sheep, and the rat together.
5. Give the principal distinctions between the different species of the canine genus.
6. Describe the opossum; and state to what order and class it belongs.
7. Mention in what parts of the world are found the armadillo, the ornithorhynchus, the llama, hippopotamus, and the gazelle, respectively.
8. Name three peculiarities in the eyes of birds.
9. Name the six orders in Cuvier's classification of birds, with the meaning of each term.
10. Compare the legs and feet of the rapaces, grallatores, and palmipedes.

DIVISION G.

Book-keeping.

1. What is the use of the Commission Sales Book?
2. Closed Sales No. 1. Cresswell & Co.'s consignment. Total sales, \$108,893. Charges already posted, \$83 62. After charges, storage and labour, 1 per cent. on total sales. Commission and guarantee 5 per cent. on sales. Give the Day Book entry.
3. Received an account-sales from Lewoss & Cavada, N.Y., of Starch and Flour (Adventure No. 2); shipped them. Net proceeds, \$3,800. Give the Day Book entry.
4. Sales were made as follows:

June 28,	amount	\$4,433 75
" 30,	"	1,225 00
July 11,	"	687 50
5. What is the average date of the gross sales? Show the work.
6. The after charges on the above sales were \$224 90. The Cash charges, \$288 75, were due from the 15th of June. What are the net proceeds, and when are they due? Show the work.
7. What is an account current?
8. Give the different steps in order, in closing an account current.
9. On closing J.D.'s account current, we find that there is a balance of interest in our favour of \$99. Give the Day Book entry.
10. Drew on Lewoss & Cavada, N.Y., at ten days' date, my favour, for \$3,890 46. Give the words of the draft.
11. How are the entries made on the two sides of the Sundry Creditors' account, and how is that account closed?

DIVISION H.

Book-keeping.

1. Describe Double Entry Book-keeping.
2. What is an account?
3. What is the object of the merchandise account? What should be entered on each side? How should it be closed?
4. What are the three rules for journalizing?
5. What should be the Journal entries, and why—when you sell goods on account?—when you pay money on your note?—when you gain anything?
6. Explain the process of posting.
7. What is the form and use of a Trial-balance?
8. By what entries should the Cash Book be journalized?
9. If goods are purchased amounting to \$300, for which you pay one-half in cash, and give your note for the remainder, what accounts should be debited and credited, and why?
10. Give the Day Book, Cash Book, and Bill Book entries for the following transaction:—January 23, 1865. Received from William Martin, in full, for merchandise amounting to \$932 75, on which a discount of 5 per cent. is allowed, his accepted draft on Kennedy & Co., of this date, our favour, at three days' sight, for \$700, and cash for the balance.

EXAMINATION QUESTIONS set at the Girls' High School, Providence.

SENIOR CLASS.

Questions for written examination.

Virgil—Æneid, Book I.

1. When and where was Virgil born? What were his favourite studies? How many years did he devote to the composition of this poem?
2. Translate, commencing at *Veniet* (line 283), as far as *cruento*.
3. Decline *domus* (line 264). Which are more frequently used in the genitive and accusative plural, the forms of the 2nd declension or those of the 4th? What difference in meaning between *domus* and *domi*? How many other exceptions in gender? Give the quantity of the penult? What is the rule? What other exceptions to the rule?
4. Translate ten lines, commencing at *Cui mater* (314th line).
5. Divide *Harpalyce* (317th line) into its syllables, giving the rules for division. By what exception to what rule do we decide the quantity of the final syllable?
6. Give the derivation of *venatrix* (319th line). What is denoted by this termination, *rix*, when added to the root of a verb? What is the corresponding masculine termination?
7. Give the quantity of each syllable in *dederat*. How many and what other perfects of two syllables have the same penultimate quantity?
8. Parse *diffundere*. Is this a common use of the infinitive? Is such a construction ever employed in prose?
9. What kind of pronoun is *siquam* (322nd line)? Decline it. How many and what other kinds of adjective pronouns? What determines the gender of words used partitively?
10. Translate nine lines, beginning with the 494th.

Intellectual Philosophy.

1. Name the laws of association, both objective and subjective.
2. Illustrate the law of association by resembling effects.
3. Define memory. What two functions are ascribed to it?
4. Give examples of extraordinary memory.
5. In what does reasoning consist?
6. What is a syllogism?
7. What are sophisms? Give examples.
8. Compare that kind of reasoning by which we arrive at absolute certainty with that by which we arrive at practical certainty, in respect to their process, matter, and result.
9. What are the rules which govern us in receiving circumstantial evidence?
10. Show, by an illustration, that the coincidence of direct and indirect evidence gives the strongest possible ground of belief.

GIRLS' SENIOR CLASS.

Astronomy.

1. Find the length of the moon's diameter in miles.
2. How is the figure of the moon's orbit ascertained?
3. Explain libration in latitude.
4. How did Dr. Halley discover the acceleration of the moon's motion in her orbit?
5. Explain why a lunar eclipse does not occur at every full moon.
6. Describe the mode of investigation pursued by Newton in determining gravity to be the force which binds the moon in her orbit.
7. Describe the phases of Venus.
8. Give a full account of the discovery of the velocity of light.
9. Give the history of the discovery of Neptune.
10. Give some particulars respecting the comet of 1843, viz., velocity at its perihelion, distance from the sun, temperature, length of its train, &c.

Evidences of Christianity.

1. What is a prophecy? Give some instance of fulfilled prophecy.
2. What peculiarity in the argument for the divine authority of Christianity?
3. Exhibit the difficulty experienced by the apostles in disseminating Christianity, arising from the fact that the idea of propagating a new and exclusive religion was a novelty to both Jew and Gentile.
4. Describe the persecutions in the early centuries.
5. Compare the progress of Mohammedanism with the spread of the Gospel.

Origin and History of Language.

1. On what does the growth of language depend?
2. What is the geographical line of division between the monosyllabic and the polysyllabic languages?
3. What classes of words are found to bear a close resemblance in all languages?
4. How is the original unity of language indicated?
5. Into what classes are written symbols divided?
6. What families are included in the Indo-European stock of languages?
7. What languages now spoken in Europe are derived from the ancient Latin of the Romans?
8. When did the plural form in —en disappear from the English?
9. How do you account for dialectical differences existing in the United States?
10. Give example of words, Americanisms, borrowed from other languages with which the English has come in contact in this country.

GIRLS' SENIOR CLASS.

Kames' Elements of Criticism.

1. What is meant by the figurative sense of a word? Give illustrations.
2. On what does the beauty of figures of speech depend?
3. Give, from standard authors, examples of these errors, viz. :—
1st. Of crowding different figures of speech into one thought or period.
2nd. Of grafting one figure on another.
3rd. Of intricate and involved figures.
4. On what is excellence in composition dependent?
5. What is the general law which underlies the prominent maxims in Rhetoric?
6. What are the characteristics of poetry?
7. To what does poetry owe its peculiar impressiveness?
8. Give some facts illustrating the fluctuations of taste in architecture, eloquence, and poetry.
9. What is the foundation of taste?
10. Mention some works of genius that have been universally approved.

MIDDLE CLASS.

Study of Words.

1. State the first theory of the origin of language.
2. What are the objections to this theory?
3. Give an account of the mingling of the Saxon and Norman languages?
4. Give the Latin word from which *Sacrament* is derived, and the changes in signification which the word has undergone since its first use by the Romans.
5. Give examples of words in which we may trace the record of customs and states of society which have now passed entirely away.

Chemistry.

1. What are the four effects of caloric?
2. Describe the process by which thermometers are constructed.
3. At what rate do gases expand on the application of heat? Define latent heat.
4. Define Inorganic Chemistry.
5. How is chemical affinity distinguished from all other kinds of attractive forces?
6. Define an alkali and a salt.
7. In what substance is nitrogen found in abundance?
8. Describe the action of chlorine as a bleaching agent.
9. Name and describe the two most important compounds of carbon and hydrogen.
10. Name the metals which, by oxydation, produce alkalies.

Geometry.

1. The sum of the interior angles of a polygon is equal to two right angles taken as many times as the polygon has sides, less two. (Book I., Prop. 26.)
2. If two quantities be increased or diminished by like parts of each, the results will be proportional to the quantities themselves. (Book II., Prop. 9.)
3. Define a tangent and a secant.
4. Through any three points not in the same straight line, one circumference may be made to pass, and but one. (Book III., Prop. 7.)
5. In equal circles, radii making equal angles at the centre, intercept equal arcs of the circumference; conversely, radii which intercept equal arcs, make equal angles at the centre. (Book III., Prop. 15.)
6. Define similar polygons.
7. Rectangles having equal altitudes are proportional to their bases. (Book IV., Prop. 3.)
8. In any triangle, the square of a side opposite an acute angle is equal to the sum of the squares of the base and the other side, diminished by twice the rectangle of the base and the distance from the vertex of the acute angle to the foot of the perpendicular drawn from the vertex of the opposite angle to the base, or the base produced. (Book IV., Prop. 12.)
9. If in a right-angled triangle, a perpendicular be drawn from the vertex of the right angle to the hypotenuse:
 - 1°. The triangles on each side of the perpendicular will be similar to the given triangle and to each other:
 - 2°. Each side about the right angle will be a mean proportional between the hypotenuse and the adjacent segment:
 - 3°. The perpendicular will be a mean proportional between the two segments of the hypotenuse. (Book IV., Prop. 23.)
10. If two chords intersect in a circle, their segments will be reciprocally proportional. (Book IV., Prop. 28.)

Poetry.

1. Define the leading divisions of dramatic poetry and the three dramatic unities.
2. Define elegiac and didactic poetry, and give examples.
3. Define epic poetry.
4. Who were the great epic poets of Greece, Italy, and England?
5. Define metre and scanning.
6. What advantage has poetry over the other fine arts?
7. What are the characteristics that distinguish poetic from other literary productions?
8. What does Lord Byron say of the creative power of poetry?
9. What advantage arises from the mere form of poetry? Give an illustration of this?
10. What are some of the uses of poetry?

Latin.—Cæsar. Book I.

1. In third paragraph, translate from *Is ubi to Perfacile factu*.
2. Translate the fifth paragraph.
3. In the last sentence, why is the passive participle *exustus* used? Give principle parts of verb from which it comes?
4. In sixth paragraph, construe from *Extremum to Omnibus*, and translate the remainder.
5. Why are *possent* and *duccenter* in subjunctive? What words are to be supplied after *prohibere*?
6. Translate the eighth paragraph.
7. In the second sentence, explain the use of both the present and imperfect depending on the historical present.
8. In what sense is *dies* used in the seventh? Why is *dicerent* subjunctive?
9. In the *oratio directa*, what form of the verb would be used instead of *reverterenter*?
10. Translate eight lines of the ninth paragraph.

JUNIOR CLASS—FIRST DIVISION.

Ancient History.

1. State the classes into which Romulus divided the people of Rome.
2. Give the laws that were passed for the protection of the plebians.
3. Give an account of Coriolanus.
4. Give an account of the invasion of Rome by the Gauls.
5. Give the causes and results of the first Punic war.
6. Give an account of the Gracchi.
7. Give an account of the formation and dissolution of the First Triumvirate.
8. Name the twelve Cæsars.
9. State how many times and by whom Rome was sacked.
10. Name the last Roman Emperor and the year of his resigning the crown.

Rhetoric.

1. Define Taste.
2. State what must be considered the standard of Taste.
3. State the advantages derived from the use of figurative language.
4. Give the four observations respecting the use of figures.
5. State the difference between the beautiful and the sublime.
6. State the difference between wit and humour.
7. State the different forms in which sublimity develops itself.
8. State when a writer may attain to sublimity in style.
9. Name and define the faults opposed to sublimity.
10. Define the moral sublime.

Natural Philosophy.

1. Name the essential properties of matter.
2. State the three facts established respecting gravitation.
3. Give the laws that govern falling bodies.
4. Explain specific gravity.
5. Explain the cause of capillary attraction, and give familiar illustrations of it.
6. Define hydraulics.
7. Explain the construction and use of the barometer.
8. Explain mirage.
9. State the three properties contained in a ray of solar light.
10. Give the nature and origin of sounds.

English Literature.

1. Name the first English Reformer, and give an outline of his labours.
2. Name the distinguished men of the fifteenth century.
3. Give the plan of the "Faerie Queen."
4. Give an abstract of Shakspeare's life.
5. State the design and character of Hudibras.
6. Give an account of the life of Bishop Berkely, from the year of his arrival in Rhode Island until his death, naming the works written during that time.
7. Name the most distinguished novelist of the eighteenth century, and give the names of his works.
8. Name Gray's poems. Give the argument of the bard, as set down by the poet himself.
9. Give the life of Goldsmith previous to his commencing his literary career.
10. Give an analysis of Burke's intellect and style.

Latin.

1. Explain the ablative absolute.
2. Give the rules for the ablative after passive verbs.
3. Translate in Book 2, Roman History, the second paragraph.
4. In the same paragraph give the rule for *juraret* being in the subjunctive.
5. Translate the sixth paragraph.
6. Translate the ninth paragraph.
7. Translate the tenth paragraph.
8. Give the principal parts of *jubeter*, *conjunxerat*, and *delet*.
9. State the difference in the signification of *copia* as used in the singular and plural.
10. In the eleventh paragraph parse *rediisset*.

French.

1. Define the simple and elided articles.
2. Define the contracted article, and state when it is used.
3. Translate into French:—The sister; the brother; the friend (m); the friend (f); the water; of the knife; to the general; of the ink; to the order; of the mother.
4. Give the past definite of *avoir* and *etre*.
5. Give the terminations of the "imperfect indicative" in the second and fourth conjugations.
6. Give the terminations of the "future and present conditional" of the first and third conjugations.
7. Write in the plural the following:—*Le cheval; le ciel; le hibou; le chameau; le cou; l'émail; le portail; le neveu; le bois; l'oeil; l'état; le général; l'écrin; le mal.*
8. Give the first, second, third, and fourth exceptions in the formation of the plural of nouns.
9. Define the possessive adjectives, and name them.
10. Write the feminine of the following:—*Brave; vif; peureux; aigu; ancien; rouge; bon; doux; amer; consolateur; vertueux; bleu; pareil; éternel; sujet; poltron.*

EXAMINATION IN GREEK PROSE—SECOND DIVISION.

1. The judge often admired the beauty of virtue.
2. The citizens admire the virtue of the judge.
3. The hen laid three eggs.
4. The water has been turned into wine.
5. The hare was turned into a horse.
6. I am glad that my brothers are happy.
7. The father rejoiced in his son's being wise.
8. I am pleased with those who transact the affairs of the state.
9. I am vexed when the bad are wealthy.
10. The king marches into the country of the Scythians.
11. He had a pain in both his jaws.
12. The crocodile lays eggs.

QUESTIONS FOR WRITTEN EXAMINATION IN ANABASIS—SECOND DIVISION.

Classical Department.

1. Translate Book I, Chap. 1, Sections 2, 3, and 4.
2. Repeat the rules for the accent of *νεώτερος*, *επέλ*, *τοῦ*, *παρεῖναι*.
3. Translate Book I, Chap. 2, Sections 2 and 3.
4. In what direction did Cyrus journey, for what purpose, and with what pretences?
5. Conjugate all the verbs in full in this section.
6. Translate Book I, Chap. 3, Section 3.
7. What was the cause of this address of the commander to the soldiers?
8. Mention all the anomalous verbs in this section.
9. Inflect every noun and adjective in this section.
10. Form the theme of *λαβών* from the root.

WRITTEN EXAMINATION IN VIRGIL—FIRST DIVISION.

Classical Department.

1. Translate the following :—*Necnon et vero noctem sermone trahēbat infelix Dido, longumque bibebat amorem! Multa super Priamo rogitans, super Hectore multa.*
Nunc quibus Aurora venisset filius armis.
Nunc quales Diomedis equi, nunc quantus Achilles.
2. Parse with the abridged form :—*Dido, quales, multa, trahēbat, sermone.*
3. How many episodes in this book?—what are they?
4. Translate the following :—
Ecce autem elapsus Pyrrhi de cæde Polites, unus natorum Priami, per tela, per hostes porticibus longis fugit, et vacua atria lustrat saucius; illum ardens infesto vulnere Pyrrhus insequitur, jam jamque manu tenet, et premit hasta. Ut tandem ante oculos evasit et ora parentum, concidit ac multo vitam cum sanguine fudit.
5. Form into hexameter verse :—*Implicuitque coruscam comam lava dextraque extulit ensem abdidit tenus ac lateri capulo.*
6. In Book III, translate from the 284th to the 300th line inclusive.
7. Define increments of nouns and verbs, and give examples of each.
8. Give the marked features of the 3rd Book, contrasting it with the 4th.
9. Parse *jubes, verrunt, aere, and figo.*
10. Give a history of Dido.

WRITTEN EXAMINATION IN CICERO—SECOND DIVISION.

Classical Department.

1. Translate *Quamquam quid loquor? Te ut ulla res frangat? Tu ut unquam te corrigas? Tu ut ullam fugam meditare? Tu ut ullum exilium cogites? Est mihi tanti, Quirites, hujus invidiæ falsæ atque iniquæ tempestatem subire, dummodo a vobis hujus horribilis belli ac nefarii periculum depellatur.*
2. Parse *frangat* (full form.)
3. What was the character of Catiline?
4. Parse *tanti* and *sejungatur* (abridged form).
5. Translate *Hos, quos video, volitare in foro, quos stare ad curiam, quos etiam in senatum venire, qui nitent unguentis, qui fulgent purpura, mallem secum suos milites eduxisset.*
6. Parse *fulgent* and *qui* (abridged form).
7. Give the argument of each oration.
8. Give the character of Cicero.
9. Translate *At etiam sunt, qui dicant, Quirites, a me in exilium ejectum esse Catilinam. Quod ego si verbo assequi possem, istos ipsos ejicerem qui hæc loquuntur.*
10. Repeat the rules of Syntax for *dicant, ejicerem, and possem.*

WRITTEN EXAMINATION IN ANABASIS—FIRST DIVISION.

Classical Department.

1. Translate Book I, Chap. 9, Sections 1, 2, 3, 4.
2. Parse *ἀνὴρ, παῖσι, ἔν.*
3. Relate the circumstances to which *οὐτως* refers.
4. Give the history of the person referred to by *Κύρον τὸν ἀρχαῖον.*
5. Translate Book II, Chap. 5, Sections 21, 22, 23.
6. Parse *ἀέβη, ξενικῶ, and ἤλομεν.*
7. Give a brief synopsis of the three sections above.
8. Translate Book III, Chap. 1, Section 38.
9. Inflect all the anomalous nouns in the above section.
10. Compare and inflect all adjectives in the above section. Give a brief analysis of the first three books of the Anabasis.

SCIENTIFIC AND ENGLISH DEPARTMENT—EXAMINATION IN ASTRONOMY, APRIL 16, 1863.

Questions.

1. What three laws did Kepler discover?
2. What are the nodes of a planet?
3. Why do the lengths of solar days vary?
4. What are the equinoxes and the solstices?
5. What are the moon's phases?
6. Describe the planet Jupiter.
7. Draw a figure and explain parallax.
8. When do eclipses of the moon take place?
9. Explain the general phenomena of the tides, and their causes.
10. What is meant by the precession of the equinoxes?

EXAMINATION IN GEOMETRY, APRIL 23, 1863.

- Book IV : Proposition IV. Problem.
Book V : Proposition XV. Theorem.
Book VI : Proposition XX. Theorem.
Book VII : Proposition XVI. Theorem.
Book VIII : Proposition IX. Lemma.

Questions.

- Under what conditions may triangles be proved similar?
Give the method of inscribing a regular decagon.
What is a cylinder?
How are cones generated?
Give the algebraic expression for the convex surface and also for the solidity of a cone.

EXAMINATION IN CHEMISTRY, APRIL 22, 1863.

Questions.

1. Give two modes of preparing hydrogen.
2. Describe the oxy-hydrogen blow-pipe, and its uses.
3. What are the constituents of the atmosphere?
4. What are the compounds of nitrogen with oxygen?
5. What can you say of the allotropism of sulphur?
6. Give the properties of carbonic acid.
7. What is the old theory of combustion?
8. How did Lavoisier establish the true theory of combustion?
9. What is the chemistry of glass-making?
10. Give the chemical principles of photography.

ENGLISH AND SCIENTIFIC DEPARTMENT.

Intellectual Philosophy.

1. Explain the three functions ascribed to memory.
2. What kind of knowledge is most easily retained?
3. How is memory affected by the principles of association?
4. Give some methods of improving the memory.
5. What are first truths, and how are they distinguished?
6. What is induction?
7. What are the rules governing circumstantial evidence?
8. Give some methods of improving the reasoning powers.
9. What is imagination?
10. What is the distinction between imagination and taste?

QUESTIONS RECENTLY SUBMITTED TO THE CANDIDATES FOR ADMISSION TO THE
PROVIDENCE HIGH SCHOOL.*

EXAMINATION, MAY 18TH AND 19TH, 1863.

Practical Arithmetic.

1. Divide $\frac{.03\frac{1}{2}}{24\frac{1}{2}}$ of $\frac{2}{.006}$ by $\frac{37\frac{1}{2}}{.0125}$ of $\frac{62}{.08\frac{1}{2}}$.
2. What is the least common multiple of $6\frac{1}{2}$, 8, 12, $16\frac{1}{4}$, and 28.
3. A merchant sold $\frac{1}{3}$ of his flour at an advance of 12 per cent., $\frac{1}{4}$ at an advance of 10 per cent., and $\frac{1}{6}$ at a loss of 8 per cent. How should he sell the remainder so as to gain 5 per cent. on the whole?
4. A man bought a horse for \$250. What must he ask for him that he may take 10 per cent. less than he asks, and yet make 15 per cent?
5. A man bought a horse and two carriages. For the first carriage he paid \$250; and if this sum were added to what he paid for the horse, it would amount to $\frac{2}{3}$ of the sum he paid for the second carriage; and if the sum he paid for the horse were added to the sum paid for the second carriage, it would amount to three times the sum paid for the first carriage. What did he pay for each?
6. A merchant bought 500 barrels of flour at \$6 $\frac{1}{2}$ a barrel, and sold them immediately at \$7 $\frac{1}{4}$ a barrel, and received in payment a note due three months hence, which he had discounted at a bank at 6 per cent. What did he gain on the flour.
7. A man bought 2,400 bushels of corn at 90 cents a bushel; but in measuring it he found that he had more bushels than he paid for, and that he had gained $2\frac{1}{4}$ per cent. by the increase in the number of bushels. He sold the corn without delay for \$1.10 per bushel. What did he gain per cent. by the whole transaction?
8. If A owes \$500 due in 6 months, \$400 due in 4 months, and \$300 due in 9 months, and pays $\frac{2}{3}$ of the whole in 3 months, when ought the remainder to be paid?
9. A merchant sold a lot of flour for \$500, and gained 25 per cent.; he then invested the proceeds in flour, on which he lost 20 per cent. Did he gain or lose by the transaction, and how much?
10. The base of a right-angled triangle is one-half of the sum of the perpendicular and hypotenuse, and the sum of the length of the three sides is 96 feet. What is the length of each side?

Mental Arithmetic.

1. There are two numbers, such that if 4 times the greater be added to $\frac{1}{2}$ of the less, the sum will be 70, and $3\frac{1}{2}$ times the less is equal to $2\frac{1}{2}$ times the greater. What are the numbers?
2. If $3-5$ of the number of sheep A has, plus $\frac{2}{3}$ of the number B has, equals 320, and if $\frac{2}{3}$ of the number B has equals 3 times $\frac{2}{3}$ of the number A has, how many sheep has each?
3. A boy being asked the time of day, answered that the time past noon was 1.5 of the time to midnight. What was the time?
4. If 12 per cent. of what is received for goods is gain, what is the gain per cent.?
5. One-fifth is what per cent. of three-fourths?
6. When gold is worth 140 per cent., how many whole dollars in gold ought a broker to pay for a ten-dollar U. S. note, and how much in postage money?
7. A collector collects \$157.50; how much must he pay his employer after reserving 5 per cent. for his services?
8. A can do a piece of work in $1\frac{1}{2}$ day; B can do the same work in $2\frac{1}{2}$ days; in what time can they both, working together, finish it?
9. A boy spent $\frac{1}{3}$ of his money for apples, and 20 cents for nuts; he then gave 10 cents more than $\frac{1}{4}$ of the remainder for oranges, when he found he had but 50 cents left. How many cents had he at first?
10. A's money is to B's as 3 to 4, but after A had gained \$30 and B had lost \$30, A's money is to B's as 4 to 3. What had each at first?

Grammar.

1. Give the rules for the use of the capital letters.
 2. Give the rules for the formation of the plural.
 3. Write the plural of *penny, pea, index, cousin-german, man-servant*.
- N.B.—If either of the above words have more than one form for the plural, write both, and give the meaning of each.
4. Give the rules for the formation of the possessive case, and write the possessive of *conscience, cockatrice, Jones, men and boys*.
 5. Name the relative pronouns and the words that are sometimes used as such, and when.
 6. Name the principal parts of the following verbs: *fly, flee, hide, strike, work, pen, freeze*.
 7. Name the defective verbs. State what part is wanting in each.
 8. Analyze the following sentences, and parse the words in Italics:

"Heaven from all creatures hides the book of fate,
All but the page prescribed their present state."
"He walked his horse one-half of the way home."
"He was not chosen Rector, but invited only to preach."

* These questions indicate the point of attainment a scholar is expected to reach in the Grammar School by the age (say) of 14 years. It must be remembered that the questions have direct reference to particular "text-books," and particular "limits."

4. Has the Township made the provisions and arrangements concerning Truants and Absentees required by law? Act Chap. 207, 1862.
5. Number of different Scholars, of all ages, in all the Public Schools in Summer.
6. Number of different Scholars, of all ages, in all the Public Schools in Winter.
7. Average attendance in all the Public Schools in Summer.
Add the average attendance in all the schools in Summer together, and return the aggregate. The aggregate of average attendance in all the schools divided by the number of schools, is not the result desired.
8. Average attendance in all the Public Schools in Winter.
Add the average attendance in all the schools in Summer together, and return the aggregate.
Some Committees divide the average attendance by the number of schools, and return the result, which is not the answer desired.
Some Committees give wrong answers to the two previous inquiries, notwithstanding the above plain directions.
9. Number attending, within the year, under five years of age.
10. Number attending, within the year, over fifteen years of age.
11. Number of persons in the township on the 1st of May, 1864, between five and fifteen years of age.
Persons over fifteen, and not sixteen, are not to be reckoned as "between five and fifteen."
12. Number of Male Teachers in the Public Schools in Summer.
Assistants to be included in returning the number of Teachers.
13. Number of Female Teachers in the Public Schools in Summer.
14. Number of Male Teachers in the Public Schools in Winter.
15. Number of Female Teachers in the Public Schools in Winter.
16. Whole number of different Male Teachers employed in the Public Schools in the course of the school-year.
17. Whole number of different Female Teachers employed in the Public Schools in the course of the school-year.
18. Aggregate of months all the Public Schools have been kept in Summer.
Vacations not to be included. Reckon only the days and half-days that the schools have been in session, and twenty days to a month.
Answer in months and days,—express the fractions of a month in days. When the schools are annual, some Committees return only the time each school has been kept, which is a wrong answer.
19. Aggregate of months all the Public Schools have been kept in Winter.
Vacations not to be included. Reckon only the days and half-days that the schools have been in session, and twenty days to a month.
Answer in months and days,—express the fractions of a month in days.
Return not the time of one school, or the average of the schools, but the aggregate time of all the schools.
The two last inquiries, though important, are often incorrectly answered through the oversight or neglect of Committees.
20. Average length of the Public Schools—schools supported at the public expense, and under the supervision of the School Committee.
To make up this average, find the average of the Winter and Summer Schools separately, and add the two. Proceed in a similar way where the school-year is divided into three or more terms.
21. Average wages per month of Male Teachers in Public Schools.
Include board, if gratuitously furnished by "boarding round," or in any way as a part of the Teacher's compensation.
Include salaries of Teachers of the High School, if any, in the average per month.
Give the answers in dollars and cents,—fractions of a dollar in cents.
Some Committees omit to include board, when given by Districts, in consideration of the Teacher's services, which is an error.
Reckon months, exclusive of vacations, or only the time actually spent in teaching.
Average wages per month of Female Teachers in Public Schools.
Include board, &c., as in answer to the previous inquiry.
23. Amount of Money raised by the Township in Taxes for the support of Public Schools, including only Wages, Board, Fuel for the Schools, and care of the Fires and School-rooms, for the School-year 1864-5.
Board, Fuel, and Money voluntarily given to prolong a Public School, nor to be included in this answer, but in the next.
Return only the amount which the Township voted to raise by Tax, including the sum raised by Tax for a High School, if any.
Committees sometimes add the value of board furnished gratuitously by Districts to the money raised by Tax, which makes the return illegal.
24. Amount of Voluntary Contributions, in Money, Board, and Fuel, to maintain or prolong the Public Schools, or to purchase apparatus.
Include value of Board when Teachers "board round," and when board is given by friends.
Board and Fuel, furnished gratuitously, to be valued in money, and all the contributions stated in one sum.
25. Expense of Superintendence by the School Committee, or by a Superintendent, and of publishing the School Reports.
State all in one sum.
26. Amount of Local Funds, the income of which, according to the terms of the donation, can be appropriated only to the support of Schools and Academies.
If funds are invested in Real Estate and yield an income in money, return the estimated value of the property as principal, and the receipts as income.
27. Income of Surplus Revenue and of other Funds appropriated to Public Schools, which may be so appropriated, or not, at the option of the Township.
Give the Income merely, when actually appropriated to Public Schools. Income of Funds that must be appropriated to schools as a condition of holding the donation, not to be given in answer to this, but to the previous question. The Township's share of the Income of the State School Fund nor to be included in this answer.
28. Is there a High School taught by a teacher qualified to teach the Latin and Greek Languages, and kept for the benefit of the whole Township?
29. Is such High School supported by taxation,—if not, how?
30. How many months in the year is such High School (if any) kept?
31. Salary of the Principal of such High School (if any) for the year?
Salary of Assistants need not be returned.
32. Number of Incorporated Academies.
33. Average attendance for the year in Incorporated Academies.
No return desired of those who go out of the township to school, except where the Academies are located.
34. Amount of Tuition paid in Incorporated Academies.
Not including the amount paid out of township.
35. Number of Unincorporated Academies and Private Schools.
Not to include schools kept to prolong Public Schools, and open to all.
36. Estimated average attendance for the year in Unincorporated Academies and Private Schools.
Return, not the average of each, but of all in one amount.
No return desired of pupils attending school in another township.
Though no registers are kept, a return should be made, and according to some estimate.

- 37. Estimated amount of Tuition paid in Unincorporated Academies and Private Schools. }
Not including amount paid in other townships.
- 38. To what purpose was the sum received from the State School Fund, and payable on and }
after July 10, 1864, appropriated ?
- 39. Names of Teachers in Public Schools in 1864-5, or from April, 1864, to April, 1865. }
The sum received from the State School Fund need not be returned.
Insert names on the back of this sheet at the bottom of the page.
- 40. Number and Names of School Committee elected and serving for 1864-5. }
Insert names on the back of this sheet, at the bottom of the page.

School Committee.

To be signed by all or a part of the Committee.

[If Committees omit (as they sometimes do) to fill the blanks in the following Certificate, it is void, because the facts required are not certified according to the Statute, although given in the returns above. Only the facts in the Certificate are sworn to.]

** The form of the following Certificate is prescribed by law, and Committees therefore are not to alter or amend it. An altered form, though filled and sworn to, would not answer the requisitions of the law, and would endanger the Township's share of the Income of the School Fund. To be signed and sworn to by a majority of the School Committee, or it is void. If the number of the Committee is thirteen, or more, the signature and oath of the Chairman and Secretary of the Committee are sufficient.

We, the School Committee of _____ do certify, that from the returns made by the assessors in the year 1864, it appears that on the 1st day of May in the year 1864, there were belonging to said Township the number of _____ persons between the ages of five and fifteen years; and we further certify, that the said Township raised [by taxation] the sum of* _____ Dollars, for the support of Public Schools for the preceding school-year [1864-5], including only the wages and board of teachers, fuel for the schools, and care of fires and school-rooms.

School Committee.

To be signed according to directions immediately above.

SS.

On this _____ day of _____, A.D. 1865, personally appeared the above-named School Committee of the Township of _____ subscribed, is true. Before me,

_____ , A.D. 1865, personally appeared the above-named and made oath that the above Certificate, by them

Justice of the Peace.

FORM OF THE ANNUAL REPORTS OF ACADEMIES.

To the Regents of the University of the State of New York.

The Trustees of _____ established at _____ in the county of _____

Respectfully report:—

That the condition of their academy on the _____ day of _____ 18 _____, in respect to the several subject matters required to be reported on by them, was as follows:—

ACADEMIC PROPERTY.

For a particular statement of their academic lot, building, library and apparatus, and for a general statement of their property, and of title, incumbrances and debts, the Trustees refer to their report (or application) to the Regents, bearing date on or about the _____ day of _____

The property described in the report or application above referred to, remains, in respect to quantity, title, improvements, condition, value, debts, incumbrances, &c., as stated or referred to under the following heads:—

1. GROUND FOR ACADEMIC BUILDINGS.

The lot of ground on which the academy buildings stand remains the same as at the date of the report or application above referred to.†

Present value of grounds \$ _____

2. ACADEMY BUILDINGS.

The buildings on the academy grounds remain the same as at the date of the report or application before referred to.

Present value of buildings \$ _____

3. ACADEMY LIBRARY.

Title or name of Books arranged according to catalogue in use.	Number of volumes.	Original cost.	Present value.
At date of last Report		\$ _____	\$ _____
\$ Added since			

* As this blank is to be filled with " the sum" which the " Township has raised," the sum returned is not to include Voluntary Contributions given by INDIVIDUALS OR DISTRICTS, but merely the amount raised by the Township, in its corporate capacity, by taxation.

† Here insert the day on which the academic year terminates.

‡ Or if any change has taken place by purchase, or improvement of grounds, or by erection, improvement, or repairs of buildings, or loss by fire, or decay, or otherwise, make exceptions.

§ Give a catalogue of all books and apparatus added during the year. Add each column, and deduct the number and value of whatever has been damaged or lost.

* Books received from the State.

	Vols.
† Natural History of New York	"
‡ Documentary History	"
§ Documents relating to Colonial History	"
Journal of the Legislative Council of New York	"
Meteorology of New York	"
Catalogue of the State Library	"
Regents' Reports	"
Other Books	"

4. PHILOSOPHICAL APPARATUS.

Description or name of each article.	Original cost.	Present value.
At date of last Report	\$	\$
Added since		

5. TITLE TO PROPERTY.

The title to the academy lot, building, library, and apparatus remains the same as at the date of the report or application before referred to, and the said property is now actually held by the trustees as a permanent endowment, subject to no other trust than that of promoting education.

6. OTHER ACADEMIC PROPERTY.

The property of the academy, other than the academy lot, buildings, library, and apparatus above described or referred to, consists of—

Bonds and mortgages considered good	\$
Notes	
Tuition bills uncollected	
Furniture, not fixtures	
Real estate, other than academy lot, &c.	
Cash in treasurer's hands, as per cash account	
Other property not included in the above, as follows :—	
Total	\$

7. DEBTS AND INCUMBRANCES.

The debts contracted by the academy, which remained unpaid on the said day of including all arrears of interest, and all outstanding or unpaid accounts acknowledged as debts, were as follows :—

Mortgage on academy lot, &c.	\$
Do. on other property	
Treasurer's notes	
Due teachers	
Balance due treasurer as per cash account	
Other debts, as follows :—	
Total	\$

8. SUMMARY STATEMENTS.

The total value of all academic property above described is as follows :—

Present value of academy lot and buildings	\$
Present value of library, consisting of volumes	
Present value of philosophical apparatus	
Value of lot, building, library, and apparatus	
Value of other property as stated under sixth head	
Total value of all the property of academy	\$
Deduct for debts as stated under seventh head	
Balance, showing value over and above all debts	\$

9. CERTIFICATE OF COMMITTEE ON LIBRARY.

The undersigned, a committee appointed by the trustees for that purpose, have, since the close of the academic year, carefully examined the books and apparatus belonging to the academy, and have compared them with the original catalogues or inventories, and with former examinations, and find the books and apparatus to be in the following condition :—||

Committee of Examination.

* Give a list of all books received, and not those received during the last year only.

† Of the Natural History twenty volumes have been published.

‡ The Documentary History, and Documents relating to the Colonial History, are distinct works. Of the former there are four volumes; of the latter, ten.

§ If this statement requires any qualification, state particulars; and especially if there be any trust, or understanding expressed or implied, that the property is, in any contingency, to revert to the original grantor, or to go to other persons, or to be applied to other uses.

|| State the condition of the library and apparatus in regard to books and articles being present, and in a proper state for use—and whether suitable rooms and cases are provided for their preservation, and due care exercised in their use. Give a list of books and articles lost, destroyed, or injured, and state the amount of injury or loss. The committee must be others than the Principal and teachers, and the examination not a mere form. Let the statement of the examination be signed by the committee.

10. GENERAL CASH ACCOUNT FOR THE YEAR ENDING ON THE SAID DAY OF

Balance from last Report and Cash received during the Year.

Table with columns for descriptions and dollar amounts. Rows include: Balance of cash on hand at the close of the last previous year's account; Cash since received on the following accounts, viz.: For tuition; For principal of permanent or other funds; For interest on do.; For room rent, or rent of academic property; From the regents of the university, viz.: For annual apportionment from literature fund; For purchase of books and apparatus; For educating teachers of common schools; From (here specify the source (if any) from which any other money was received during said year); Total cash received; Balance due to the treasurer for amounts overpaid by him, to be carried by him to next year's account.

Balance from last Report and Cash Paid during the Year.

Table with columns for descriptions and dollar amounts. Rows include: Balance due to the treasurer at the close of last year's account; Cash since paid, on the following accounts: For salaries or compensation of teachers; For principal of debts due from academy; For interest do. do.; For repairs to buildings or other property belonging to the academy; For fuel and all other incidental expenses not included in the above; For dividends (if any) to stockholders, being at the rate of per cent. on their stock; For purchases of books and apparatus with money granted by the regents, or raised by subscription or donation; For (here state the account (if any) on which any other money was paid during the year); Total cash paid; Balance of cash in treasurer's hands, to be carried to the next year's account.

The preceding is a true statement of the receipts and payments of money for the year above named; which, with the vouchers in support thereof, having been submitted to the undersigned, a committee of accounts duly appointed by the trustees of said academy, was on the day of duly audited by them and found to be correct, and is hereby so certified.

Auditing Committee.

Revenue and Expenditure for the Year ending on the said day of 18

Revenue received. ‡

Table with columns for descriptions and dollar amounts. Rows include: Amount of revenue received during said year, and collected or considered collectable, from the following sources, viz.: From tuition collected, or considered collectable; From interest or income of property, real or personal, including room rent accrued during said year, and collected, or considered collectable; From the regents of the university; For annual apportionment from the literature fund; For educating teachers of common schools; From (here state any other source of annual revenue, if such there be); Total revenue.

Balance, being excess of expenditure over revenue for said year

Expenditures incurred.

Table with columns for descriptions and dollar amounts. Rows include: Amount paid or payable on liabilities incurred during said year on the following accounts, viz.: For salaries or compensation of teachers; For interest accrued during said year on debts due from academy; For rent (if any) accrued during said year, for property leased to academy; For repairs of building, or other property belonging to the academy, during said year; For fuel and other incidental expenses incurred during said year; For dividends (if any) declared on the capital stock of the academy, during said year, being at the rate of per cent. on the amount of said stock which is \$; From (here state other annual expenses, if any); Total expenditure.

Balance, being excess of revenues over expenditures for said year

* In case the Principal of any academy receives the tuition of pupils as his compensation and that of the other teachers, such amount should be reported to the treasurer and entered on his books as cash received and paid. † The account for which the above is intended to be a form, being a simple cash account, must contain entries of all cash actually received and paid, and nothing else. The account must be added up, balanced, and audited, before it is inserted in the report.

‡ The revenue side of the account should include only what accrued during the particular year referred to. Anything received in that year for arrears accrued in former years should not be included; the object of the statement being to show the true amount of revenue accrued (whether paid or unpaid) for the particular year to which it refers, in order to enable the regents to compare annual revenue with annual expenditures.

§ So also of the expenditures, the account should include only what was paid or payable on liabilities incurred by the academy for the particular year mentioned in the statement. Anything paid in that year on account of liabilities contracted or incurred in former years, should be included in the general cash account, but not in the account of revenue here stated; the design of this account being to show the true amount of expenditures or liabilities incurred (whether actually paid or not) during the particular year to which it relates, in order to enable the regents to compare annual expenditures with annual revenue, to see if the academy be falling in debt or otherwise.

¶ If any of the items of income or expenditure for any particular year happen to be either greater or less than the average for common years, the case should be stated according to the fact.

‡ When the stockholders of any academy have acquired by the terms of their subscription to its stock a right to free scholarship, that fact should be here stated, with the number and duration of such rights, the price or consideration paid therefor, and the number of students attending the academy during said year who claimed and were allowed free tuition by virtue of such rights.

§ No academy is permitted to make dividends while any outstanding indebtedness against the institution exists.

12. MONEY RECEIVED FROM LITERATURE FUND.

The moneys * received from the literature fund for the last year, as stated in the preceding part of this report, under the head of revenue, together with all balances (if any) of such moneys received in former years, and suffered to remain on hand unexpended, have been expended during the last year, or are accounted for as follows:—

13. MONEY RAISED AND GRANTED FOR THE PURCHASE OF BOOKS AND APPARATUS.

Amount raised by the trustees	\$
Amount received from the regents -	\$
Total	\$
Which has been expended as follows:—	
In the purchase of books (see No. 3)	\$
In the purchase of apparatus (see No. 4)	\$

14. TEACHERS.

The whole number of teachers employed in said academy on the said day of _____, or during the year ending on that day was _____, of whom _____ are males, and _____ females: and of whom _____ have declared their intention to make teaching a permanent profession.

The names, ages, and professional education of said teachers, the time each has been engaged in teaching, the department of instruction, and the annual salary of each, are as follows:—†

15. † EMPLOYMENT OF TEACHERS.

16. SUBJECTS OF STUDY PURSUED, AND CLASS OR TEXT-BOOK USED.

The subjects of study pursued in said academy, during said year, including classical and all others, with the class or text-books used on each subject or study, were as follows:—

(1) *Ordinary Elementary Studies. Text-books.*

Arithmetic,	English language (dictionary),
Book-keeping,	Geography,
Composition,	Orthography,
Declamation,	Pronunciation (standard),
Elocution,	Reading Books.
English language (grammar),	

(2) *Mathematics and Natural Philosophy, and their Application.*

Algebra,	Levelling,
Astronomy,	Logarithms,
Calculus (integral),	Mensuration,
Calculus (differential),	Natural Philosophy,
Conic Sections,	Navigation,
Engineering (civil),	Perspective,
Geometry (plane and solid),	Surveying,
Geometry (analytical),	Technology,
Geometry (descriptive),	Trigonometry.

(3) *Ancient Languages.*

Greek Language (grammar),	Latin Language (grammar),
" Reader,	" Reader,
Grecian Antiquities,	Roman Antiquities,
Greek Prose Composition,	Mythology.
Hebrew Language (grammar),	

(4) *Modern Languages.*

French Language (grammar),	Italian Language (grammar),
German " " "	Spanish " " "

(5) *Natural Sciences.*

Anatomy,	Meteorology,
Botany,	Mineralogy,
Chemistry,	Natural History,
Chemistry (Agricultural),	Physiology,
Geology,	Zoology.
Hygiene,	

(6) *Moral, Intellectual, and Political Science.*

Criticism,	Philosophy (Intellectual),
Christianity (Evidences of),	Philosophy (Moral),
History (General),	Political Economy,
History of the United States,	Rhetoric,
Law and Government,	Teaching (Principles of),
Logic,	Domestic Economy.
Natural Theology,	

17. NUMBER OF STUDENTS.‡

(A.) The whole number of students (including classical and all others) taught in the academy during the term ending on the day of 18, was _____, was _____, was _____.

Sum of attendance - _____

Average attendance of terms - _____

(B.) The whole number§ of students (including classical and all others), taught in the academy during the year ending on the said day of 18, was _____, whose average age was _____.

* All moneys thus granted must be expended in the payment of teachers' salaries, and cannot be otherwise applied.

† Let the names, &c., of all teachers employed during any part of the year be stated, and do not refer to preceding reports.

‡ Under this head, if the trustees pay fixed salaries to the teachers, or if any contract exists by which the teachers receive the use of buildings and other academic property and tuition as their compensation, let the facts be stated; and in the latter case, state the terms of the contract under which they are employed, and the powers which are retained and exercised by the trustees, particularly in regard to the employment and compensation of teachers, the course of instruction and discipline, control over buildings, &c.

§ Insert the number of *individuals* taught—not the sum of those taught during the several terms. The same pupil must not be twice counted.

(C.) The number of academic students belonging to the academy on the said day of 18 , or who belonged to it during part of the year ending on that day, and who are claimed by the trustees to have pursued for four months of said year, or upwards, classical studies, or the higher branches of English education, or both, was of whom were males, whose average was years, and were females, whose average age was years.

A schedule of the names, ages, and studies of the said students, so claimed by the said trustees to have pursued classical studies, or the higher branches of English education, or both, is hereunto annexed, and having been examined and certified by a committee of the trustees specially appointed for that purpose, and duly verified by the oath of the principal, as required by the law of the State and the ordinance of the regents, is believed by the trustees to be true, and is adopted by them.

18. PRICES OR RATES OF TUITION.

The prices charged for tuition in said academy during said year were as follows:—

Common English studies	per annum.
Mathematical and higher English	"
Classical, including all the preceding	"
Extra charges for tuition	"

19. GRATUITOUS INSTRUCTION.

20. ACADEMIC TERMS, VACATIONS, EXAMINATIONS, &C.

The year is divided into terms of weeks each.

The first term commences and closes

" second " "

" third " "

" fourth " "

There are vacations as follows:—

From the close of the first term	weeks.
" " second "	"
" " third "	"
" " fourth "	"

Total weeks vacation

Examinations and public exhibitions are held as follows:—

21. SUMMARY STATEMENT OF THE AVERAGE EXPENSES OF STUDENTS IN THE ACADEMY, FOR TUITION, BOARD, &C., FOR A SINGLE YEAR.

The rates charged for different grades of tuition being, as stated under No. 18, the average of those rates for a single student for a single year, is \$

The average price of board in the vicinity of the academy for students from abroad, being at the rate of \$ per week, amounts, for a single academic year, to

Whole amount chargeable for tuition and board for a single academic year \$

22. PHYSICAL EDUCATION.

23. OFFICERS OF THE BOARD OF TRUSTEES.

President, Treasurer,
 Vice-President, Secretary.

24. CERTIFICATE OF COMMITTEE ON THE SCHEDULE ABOVE REFERRED TO.*

The undersigned, a committee of the trustees of specially appointed for that purpose, hereby certify that they have examined the annexed schedule of the names, ages, and studies, of the students therein named, that they have compared the same with the registers and class-books of the said academy, that they find the same to correspond with the said registers and class-books, from which it appears that all the scholars named in the said schedule were academic scholars, and pursued the studies named therein; and they verily believe all the statements in the said schedule to be true, and recommend its adoption by the trustees of the academy. Signed, Committee.

25. CONCLUSION AND AUTHENTICATION OF REPORT.

The preceding report, from Academy, was submitted to the trustees of said academy, at a meeting legally held by them on the day of 18 , at which meeting the following named trustees were present; being a legal quorum of said board of trustees; and having been read and approved, it was duly adopted at said meeting as the report of said academy, and ordered (after being verified by the oath of the presiding officer at said meeting, and a copy or abstract thereof being entered on the minutes of its proceedings or placed among its valuable papers) to be transmitted to the regents of the university, pursuant to the provisions of their ordinance in such case made and provided.

All which is hereby done in obedience to said order, this day of , 18 .
 Signed President of Academy.

Affidavit of Presiding Officer of Trustees.

County of ss. being duly deposeth and saith, that he is one of the trustees of academy (whose annual report to the regents of the university immediately precedes this affidavit); that he officiated as the presiding officer at the meeting of the trustees of said academy, referred to in the concluding part of said report; and that the schedule hereunto annexed, of the names, ages, and studies of the students claimed, as stated therein, was submitted to the trustees at said meeting, duly certified by their committee, and verified by the oath of the principal, and that the statement of facts set forth in the said report is in all respects true, as he verily believes; and further, that a copy of said report (or an abstract thereof) is on file among the valuable papers of the academy.

Subscribed and sworn before me, this day of 18 .

Affidavit of the Principal.

County of ss. being duly sworn, deposes and says that during the year ending on the he was principal instructor of academy; that each and every of the students whose names are stated in the following schedule referred to in the annexed report of the trustees of said academy, before commencing the studies therein named, had passed the examination required by the

* The certificate of the Committee and the affidavit of the Principal must both be executed before the schedule adopted by the trustees.

ordinance of the regents, and were duly registered as academic scholars on the registers of this academy, or held certificates of such examination and registry in some other academy in this State; that they pursued the studies named in the schedule during the time also named therein; and that all the statements of the said schedule, so far as the same are properly within the personal knowledge of this deponent as principal of said academy, are true; and that those not properly within his personal knowledge, he verily believes to be true.

Signed _____
Principal of _____
Academy.

Subscribed and sworn before me, this _____
day of _____ 18 _____

Schedule of the Principal of the Academy.

The following is the statement (referred to in the annexed report from _____) of the names, ages, and studies of the academic students of the said academy, claimed by the trustees thereof to have pursued for four months or upwards of the year mentioned in said report, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the ordinance of the regents, with a specification of the different studies pursued by each of said students, and the length of time the same were pursued in each quarter or term of said year, said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each book so studied being also stated, with the time spent in studying the same during each of said terms.

ANNUAL REPORT TO THE REGENTS OF THE UNIVERSITY OF THE NAMES, AGES AND STUDIES OF THE PUPILS OF THE ACADEMY.

	Name of Pupil.	Age.	Term from To Weeks.	Term from To Weeks.	Term from To Weeks.
1	A. B.	16	Thomson's Higher Arithmetic, 280 pp., 14 w. Youman's Chemistry, 250 pp., 14 w. Davies's Bourdon, 232 pp., 14 w.	Thomson's U. Arithmetic, reviewed, 14 w. Davies's Legendre, 3 books, 14 w. Parker's Natural Philosophy, 230 pp., 14 w.	
2	C. D.	14	Bourdon as No. 1, 14 w. Hooker's Natural History complete, 14 w. Burritt's Astronomy, 180 pp., 14 w.		Wayland's Moral Science complete, 14 w. Loomie's Geology, complete, 14 w. Andrews and Stoddard's Latin Grammar, 14 w.
3	E. F.	17	Chemistry as No. 1, 14 w. Natural History as No. 2, 14 w. Robinson's U. Algebra, 126 pp., 14 w.		Same as No. 2.
4	G. H.	19		3 Books, Virgil's Eneid, 14 w. 1 Book, Xenophon's Anabasis, 14 w. Legendre as No. 1, 14 w.	Cicero's Orations against Catiline, 14 w. 3 Books Anabasis, 14 w. Legendre, through plane Geometry, 14 w.

APPENDIX F.

ON EVENING SCHOOLS.

Evening schools only found in cities and towns.

The value of Evening Schools is universally appreciated in the States, and the necessity of their establishment generally admitted, though it cannot be said that they are a universal feature in the system of common schools. They are found almost exclusively in cities and large towns. I doubt if such a thing as an evening school in a country district can be found. Flourishing evening schools are reported in the cities of New York, Brooklyn, Providence, Cincinnati, Chicago, St. Louis; in New Bedford, Fall River, Lawrence, and Springfield, Mass.; and, indeed it is said that "in nearly every large city in the country, evening schools have become established and recognized as an essential part of the educational system."* In New Haven there are none, and the Superintendent told me that, from the character of the population, he thought none were required. In Boston, strange to say, there are none either, but the school-committee regard their non-existence as a defect which they hope will soon be supplied.†

Their object to give elementary instruction.

The declared object of these schools is the same as that of most evening schools among ourselves. They do not attempt secondary education; they still deal with the elements of knowledge only. "Their great end and aim is to enable those who would otherwise be absolutely unable to obtain it, to receive the simplest instruction in reading, writing, and arithmetic. By means of these schools it is sought to save a large class amongst us and the community of which they are

* Massachusetts 23th Report, School Committee's Report, p. 5.

† "Another important question which should engage the attention of the Board is, the establishment of schools for the instruction of those of maturer years, whose necessary occupations prevent their attendance at the Public Schools, or whose age renders it unsuitable, but who are greatly in need of elementary instruction. . . . However abundant may be the educational facilities, there must always be, in a community like this, a large proportion who, while they most need them, are least able to avail themselves of the benefits of the Public School. Poverty, and the necessity of labouring for their daily food, compel many to leave school long before they have been able to acquire even a rudimentary education, and prevent others who have never enjoyed these advantages in earlier life, from now obtaining them. To all of these their evenings afford the only opportunities for obtaining the benefits of education. . . . When other cities throughout the continent have set the example and demonstrated the value of free public evening schools, shall Boston remain any longer unconscious of her duties to the suffering classes in our midst?" (*Ibid.*)

The Massachusetts School-law sanctions the establishment of such schools, as parts of the general system. "Any township may establish and maintain, in addition to the schools required by law to be maintained therein, schools for the education of persons over fifteen years of age; may determine the term or terms of time in each year, and the hours of the day or evening during which such school may be kept; and appropriate such sums of money as may be necessary for the support thereof. When a school is so established, the School Committee shall have the same superintendence over it as they have over other schools, and shall determine what branches of learning may be taught therein." Statutes of 1857, ch. 38, s. 7, §. 24th Report, p. 94.

members from just so much of ignorance and its consequent evils.* Occasionally the programme includes the subjects of geography and grammar, but without much power of attracting students; indeed, some omit even writing and arithmetic, and devote their whole time and attention to reading and spelling only. At Fall River it is thought a considerable achievement to be able to report "Some have advanced in arithmetic as far as cube-root," and "a class of four in book-keeping." In the female department, where the results are said to have been "equally satisfactory," none advanced so far even as this.†

In Cincinnati, it is true, where it is felt "that the future growth, wealth, and power of the city must depend upon its manufactures," an attempt was made in 1857 to establish, or at least a programme was sketched out for the establishment of "A Central Night School of the Arts and Sciences," which should form a sort of High School to the other Evening Schools, which were to be properly graded and subordinated to it. The report of the recommenders of the school was unanimously adopted, and the law is stated "to allow of the opening of night schools of every grade for about half the year." I did not, however, become cognizant of the scheme till after I had left Cincinnati, as of course it was not at work in July, and I am not in possession of any information either as to whether it was adopted, or has operated with success.‡

Suggestion of an Evening High School.

The cost of these night schools is defrayed from various sources. In some cases, as at New York and St. Louis, they are entirely free, form part of the general school organization, and are maintained out of the local appropriations. Elsewhere they are enterprises of private benevolence, often in connexion with some religious community; the teachers are unpaid volunteers; the town perhaps lends a building for the purpose, and makes a small vote of money for incidental expenses.§ In San Francisco a payment of one dollar a month—that is, for 20 nights' schooling—is exacted from scholars over 18.¶ To boys below that age the schools are free.

Cost, how defrayed.

The range of expenditure is very wide. It varies from about one dollar per scholar enrolled in Chicago, through \$2.16 at St. Louis, to as high as (in some cases) \$20 in New York. The total cost in St. Louis for the evening instruction (nominally) of 1,021 scholars was \$2,230; in New York, for the instruction of 20,546 scholars of both sexes, it was \$76,731; in Chicago, where the enrolment was 483, the amount paid for salary of teachers was \$389. The proportion of teachers to scholars seems to be the great element affecting this question of cost. The greatest number of scholars to a teacher in New York was 38; the smallest, 9.¶

Range of expenditure.

* *Massachusetts 28th Report (School Committees' Report)*, p. 5. Much of this ignorance, which is sometimes supposed not to exist in the United States, or at least not in Massachusetts, is attributed to the inoperativeness of the Factory Acts. The School Committee of Fall River say: "The subject of educating our factory operatives presents a serious problem. The special schools have been well attended when the factories are not in operation, but when they started up the schools were immediately deserted. *There is a very large class who never advance beyond the Primary in our Public Schools. By the time they are eight or nine years of age they go to the mills. The law on the subject is wholly inoperative.* Neither the owners nor their agents hire them—they do not know they are at work there; they are taken in by those who work by the piece or job; often it is the parent, or the brother, or the sister that takes them in as helpers. The owners or agents cannot be reached as the law now is, and the thing can only be corrected by reaching them, if at all. . . . That these children are not indifferent to the opportunities of acquiring some amount of education is manifest from the eagerness with which they rush to the evening school when opened each year. Hundreds come under the age of sixteen, and many not over ten, to improve the scanty opportunity that affords." (*Ibid.*, p. 191.)

Factory Acts inoperative.

† "Almost all studied arithmetic; most of them written arithmetic. All attended to writing." (*Ibid.*) "The branches pursued in these schools were reading, writing, spelling, arithmetic, geography, and English grammar. All of the scholars attended to reading and spelling; nearly all to arithmetic and writing, while the number in geography and grammar was very small. The progress of the scholars was in a high degree satisfactory; in reading, many scholars, at first entirely unacquainted with the language, learned to read intelligently and fluently; in penmanship new beginners learned to write a fair and legible hand; in arithmetic still more flattering results were achieved." (*St. Louis Report for 1864*, p. 44.) Hitherto, says the Cincinnati Report for 1857 (p. 137) "our night schools have aimed at a plain education only."

‡ See *28th Cincinnati Report*, p. 188. The suggested programme was as follows: "Let the school be made up of three grades, to cover a period of three years; one year to each grade, to begin on the first Monday in October, and close on the last Friday in March, opening the school at 7 o'clock and closing at 9:30 p.m. for each evening of the week except Saturday and the Sabbath."

Cincinnati Central Night School of Arts and Sciences.

§ The course of study should be for the FIRST YEAR, THIRD GRADE; the grade to be formed of youth of both sexes, who shall be liable to pass a satisfactory examination in spelling, reading, writing, arithmetic, geography and the elements of English grammar. The course of study of this grade—algebra, geometry, book-keeping (single entry), drawing, writing, and vocal music. To pass to the second grade, a satisfactory proficiency must be exhibited in these studies.

SECOND YEAR, SECOND GRADE—Chemistry, natural philosophy, botany and natural history, geology and astronomy, drawing and vocal music. In this grade the scholars shall recite from text-books on the course of study, so as to become acquainted with symbols, formulae, definitions, classifications, &c., of the above sciences, the teacher drilling them on the black-board, and employing all such illustrations as he can command.

THIRD YEAR, FIRST GRADE—In this grade the course of study of the second grade, embracing now anatomy and physiology, shall be taught by lectures and illustrations, the whole grade being brought together for each subject. Lecturers would have to be appointed on chemistry and natural philosophy, botany and natural history, geology and astronomy, anatomy and physiology.

In the second and third grades the average number of pupils to each teacher was to be 35. Similarly, in New York, it is thought that evening schools might "be rendered much more efficient by the exclusion of children of tender years, by a more systematic classification, and the introduction of a regular course of study, and by the organization of one or more schools, especially designed for the more advanced class of pupils, and for those who are desirous of pursuing a specific course with reference to future business employments." (*New York 23rd Report*, 1864, p. 15.)

The Cincinnati Committee, in advocating their scheme of a central night school, do so partly on the ground that it would help to equalize the benefits of the High School, which they confess, as things are, are too exclusively in possession of the wealthier class of citizens. "Our day schools," they say, "being founded upon a system the least objectionable, and the course of instruction being so full as to furnish to all who complete it a high degree of knowledge, we might pause and say that now every youth of our city has the opportunity of being educated, which would indeed be true, if their circumstances in life would allow them to remain long enough to complete the course. But such is not the case. To large numbers our excellent High Schools are of no value. While the favoured few can receive all their rich advantages, the majority must begin a life of labour; they must enter our workshops and mercantile establishments at an age so early that they can only obtain the merest rudimentary knowledge. . . . These young artisans and tradesmen, then, have the highest claim upon this Board for the means of education at such times as their avocations will allow them to enter our schools."

§ This is the plan at Lawrence, Massachusetts. "The enterprise is under the guidance of our city missionary. The city government have finished off a large room in the basement of the city hall, and have appropriated 100 dol. for incidental expenses; the tuition is rendered wholly as a gratuity on the part of the teachers. It has opened, at its present session, with 350 pupils and twenty-five teachers." (*Massachusetts 28th Report*, p. 32.)

¶ *Ibid.*, p. 4.

¶ Averages in such a case would be no guide; but I extract some specimen cases from the New York returns, which are very complete.

New York Table.

Character of School.	Average belonging.	Number of Teachers.	No. of Scholars to a Teacher.	Salary of Teachers.	Cost per Scholar.	Salary of Janitors.	Cost per Scholar.	Supplies, Books, &c.	Cost per Scholar.	Incidental Expenses.	Cost per Scholar.
Male	270	8	4	dol. 1,208	dol. 4.47	dol. 45	dol. 0.17	dol. 227	dol. 0.84	dol. —	dol. —
Female	182	7	6	975	5.36	45	24	208	1.14	{ 319	0.71
Male	154	7	22	1,107	7.19	90	58	199	1.29	—	—
Female	75	8	9	1,087	14.50	45	17	259	80	—	—
Colored	62	5	12	609	9.83	60	97	63	1.03	395	1.15
Male	88	5	18	972	11.05	45	51	199	2.26	—	—
Female	26	3	9	525	20.19	45	1.73	62	2.41	—	—
Colored	60	4	15	631	10.62	50	83	116	1.94	—	—
Male	60	6	10	908	15.14	90	1.50	68	1.14	—	—
Male	396	8	38	1,241	4.05	45	14	406	1.33	—	—
Male	345	11	31	1,602	4.64	90	26	270	79	—	—

Age of pupils.	At Chicago no pupil is admitted under twelve. In New York, of the 20,000 and odd enrolled, 4,694 were under twelve years of age, and 14,732 under sixteen. Only 1,956 were over twenty-one. In New York the law has undergone, in the opinion of the Assistant-Superintendent specially charged with the supervision of this department, an unwise practical relaxation. "Originally opened for boys over fourteen years of age, who had left the day school and entered into business, or for men who had not enjoyed educational advantages in their childhood, the former being required to bring with them their parent or guardian before their names could be recorded, the schools have since undergone changes so that any can enter no matter how young they may be, and without the guarantee of parent or guardian." The result is "a mixed noisy throng," "no regard to classification," and the consequent necessity of "individual instruction, claiming the unremitting attention of the teacher," and an estrangement of scholars of maturer years, who "cannot always consent to attend a school composed mainly of youths." In fact, Mr. Jones doubts whether, as at present constituted, "These schools, which cost so much, answer the purposes for which they were established."*
Sex of scholars.	Both male and female teachers are employed, the latter even in schools for boys. In fact, there is a complaint in New York that the "majority" of teachers in the male departments are "young and inexperienced females, who are too often chosen to perform duties for which they are not fitted."†
Length of session, attendance, &c.	Sometimes, as at New York, the schools are in separate departments, male and female, with distinct staffs of teachers. Sometimes, as at New Bedford, Mass., "the sexes meet on alternate evenings;"‡ sometimes, as at Fall River, the school appears to be mixed.§ Not long ago, I was informed by the President of the Board of Controllers, there were flourishing night schools in Philadelphia, instructing the strange proportion of 20,000 females to 5,000 males; but the former, at least, had been discontinued, as it was not thought prudent to draw, even for such a purpose, young girls from their homes after dark. The period during which the schools are open varies from twelve weeks to eighteen or twenty. At Chicago, the number of sessions in the winter of 1862-3 was only thirty-two; at St. Louis, sixty-four. The percentage of average attendance upon the number enrolled appears to be considerably lower than in the day schools, and hardly to reach 50 per cent. In New York, out of an enrolment of 20,386, the average attendance is reported to have been only 9,514; and only a small proportion of those who commence the season see it out to the end. "1,400," says the Cincinnati report, "entered our district night schools during last winter, but only 300 continued to the close." "Of the numbered registered," in New York, "6,336," about 30 per cent., "attended less than one month, leaving as soon as the curiosity which led them to enter had been gratified." Of 1,021 enrolled at St. Louis, 372 attended less than twenty nights, and 170 less than ten nights; the average nightly attendance being 431. In Chicago, with 483 enrolled, the average attendance was 220.
Teachers' qualifications and salaries.	In New York the Principal and Vice-Principal of an evening school must possess the same qualifications as are required for the same positions in grammar schools; and Assistant Teachers must have licenses from the City Superintendent equal to grade B; but it appears from Mr. Jones's remarks, already quoted, that this requirement is not sufficient to exclude incompetence. Salaries are fixed for the term of eighteen weeks. For male teachers—Principal, \$225; Vice-Principal, \$180; Assistants, \$112 to \$130. For female teachers—Principal, \$180; Vice-Principal, \$135; Assistants, \$112. In all these arrangements, New York maintains its wonted character for liberality and completeness.

APPENDIX G.

On Libraries.

Massachusetts law.	The American appetite for reading has been noticed in the text of the Report. I will briefly mention here the provision that has been made for satisfying it in the way of free public libraries: first exhibiting the law, and then illustrating, from evidence before me; the results of its operation.
Its results.	In 1851 the Legislature of Massachusetts authorized the establishment of free libraries at the public expense. An Act was passed enabling "each township and city to establish and maintain a public library therein, with or without branches, for the use of the inhabitants thereof; and to provide suitable rooms therefor, under such regulations for its government as may, from time to time, be prescribed by the inhabitants of the township or the city council." The sum appropriated for the foundation of the library, and for suitable buildings, was not to exceed "\$1 for each of the township's rateable polls"; nor for its annual maintenance and increase to exceed half that amount. Bequests and donations might be received, held, and managed by the township for library purposes. When this Act was passed, it is stated that there only existed seven free public libraries in the State; but such was the stimulus created under it, that in ten years returns were received from forty-five public libraries, containing, in 1861, 201,706 volumes, and receiving annual additions of 22,000 volumes. By far the most important of these is the Free Public Library of Boston, owing its establishment to the munificence of Joshua Bates, Esq., which contains nearly 120,000 volumes, exclusive of pamphlets, and has upon its register the names of upwards of 35,000 persons who have made applications to take out books, and so "acquired a right to enjoy its privileges." Libraries, containing upwards of 12,000 volumes, exist also at Lowell, New Bedford, and Worcester. In his next Report, the Agent of the Board of Education promises full statistics for the entire State, both as to the number of libraries and the various modes of their

* *New York 23rd Report*, p. 63-67.† *Ibid.*, p. 67.‡ *Massachusetts 28th Report*, p. 105.§ *Ibid.*, p. 191. "The average attendance is reported to have been 79, about two-thirds of whom were males."

support:* in his latest Report he merely states that the number is increasing, and that "their practical value cannot be over-estimated."†

As the State makes no grant for their support, and the law establishing them is not compulsory, libraries are likely to be found in Massachusetts only in townships where there is both a good deal of public spirit and some breadth of literary culture. There are no returns relating to their condition in the two last Reports, beyond the general commendation of their usefulness, by Mr. Northrop, noticed above; but in the Report for 1861 there is a considerable body of testimony in their favour, though it is admitted "everything depends upon the character of the books"; that is, in effect, upon the judgment of the library committee; "if they are not qualified, trash will fill the shelves of the library, and folly, if not something worse, the heads and hearts of those who read it."‡ In several places "the method pursued of late, of buying light and trashy books, to the exclusion of more solid reading"; and "too wide a range of light and injudicious reading among the younger subscribers" are observed and regretted.

By the Ohio school-law of 1853, a tax of one-tenth of a mill on the dollar was annually collected for the purpose of furnishing school libraries and apparatus to all the common schools of the State. The tax, when collected, was paid to the State treasurer, and was applied to its object, upon the warrant of the State auditor, by the State Commissioner of Schools. The books and apparatus were to be received by the county auditor, and by him distributed to the clerks of the township boards of education in the county. The local school boards were to appoint librarians, and to determine the places where the libraries should be deposited, selecting such central situations as would best accommodate the schools and families of each district. Every family in each district was to be entitled to the use of one volume at a time, and the library was to be open, under the inspection of the librarian, at stated periods throughout the year. In purchasing libraries for common schools, no books of a sectarian or denominational character were to be procured. Ohio law.

In 1860, the power to assess a tax for the purpose of furnishing and increasing school libraries and apparatus was withdrawn, and I do not know how libraries in Ohio are supported now, unless it be, as in Massachusetts, by voluntary assessment. By the school-law of 1864, township boards of education are required to collect all the school library books in the township, and consolidate them into one central library—a proof that the institution is still maintained.

The local reports do not give a very favourable impression of the value or condition of these libraries. In some townships interest was taken in the books when new, but they "have been read over and over again, and have ceased to be interesting." In others, "the package received from the county auditor has never even been opened." In others, "having been distributed, but never collected again," the books are now "scattered to the four winds." In others, they are reported to be "in good condition, because never or rarely used." Very few townships have appointed a librarian. The general state of feeling is, that "the library system is appreciated in the towns and villages," but that in rural districts people are nearly, if not quite, indifferent to it. It is mentioned as remarkable that three school districts had "added to their libraries from other sources than the State fund." It is hoped, however, that when the books are collected and consolidated, and the library in consequence offers a larger choice to readers, greater interest will be taken in this "means of diffusing knowledge." At present the library must be considered as nearly "a dead institution."§ Present condition.

If it is nearly dead in Ohio, it may be reported as quite dead, or at any rate *in extremis* in New York. The law in New York is a sort of combination of the laws of Massachusetts and Ohio. There is a permissive power of local taxation, and there is a distributive appropriation of a State or central fund. Law of New York.

The taxable inhabitants of each school district have power, in lawful meeting, to lay a tax on the district, not exceeding \$10 in any one year, for the purchase of books, and such further sum as they may deem necessary for the purchase of a book-case.

By an Act of 1838 the sum of \$55,000 is annually set apart out of the income of the United States Deposit Fund, and distributed by the Chief Superintendent among the cities and rural districts, according to their population.¶ If the library money apportioned to a district in any year is less than \$3, the trustees may apply it in payment of teachers' wages.

Whenever the number of volumes in the library of any district, containing more than fifty children between the ages of five and sixteen, shall exceed 125, or of any district containing less than fifty children between the said ages, shall exceed 100 volumes, a majority of the voters may resolve to appropriate the whole of the library money belonging to the district for the current year to the purchase of maps, globes, black-boards, and other scientific apparatus for the use of their school; or, if the school is sufficiently supplied with these, the money, with the approval of the Superintendent of Public Instruction, may be applied to the payment of qualified teachers' wages.¶

The Superintendent of Public Instruction may require the trustees from time to time to make to him, or to the school commissioner of the district, a detailed report of the condition of the library, and of any circumstances connected with it concerning which information may be required.

Such are the provisions of the school law on the subject of libraries in the State of New York: that they fail of their intended effect, the reports of the school commissioners from all parts of the State sufficiently prove. Of the seventy commissioners' reports in the Report for 1865, two give a favourable account, ten give a mixed account, forty-eight give a most unfavourable picture of the condition of the district libraries, ten pass over the subject without notice. It appears, to speak Condition libraries.

* Here is a sample of how a library is supported in Massachusetts. "It was established in 1855 by a grant from the township (Framingham) of 1 dol. on each poll, amounting in the aggregate, to 1,000 dols. The town has since made an annual grant of from 200 dols. to 225 dols. for its support and increase. A convenient room in the town hall has been furnished by the township, and the library is under the direction of a committee, a librarian, and assistant. At its foundation, and at different periods since, liberal donations of books were made, and one of our citizens has made a gift of 500 dols. in money." (24th Report, p. 155.) It is open to the whole town; and it contained, in 1861, 3,150 volumes.

† In another township (Barre) the nucleus of the library is stated to have been "the bequest of an old man, who, almost wholly illiterate, yet desired that the savings of a laborious lifetime should contribute somewhat to show his estimation of the blessings of knowledge." (Ibid., p. 159.)

‡ At Cambridge, a bequest is mentioned of 15,000 dols., and the city council appropriate annually 300 dols., and those who use it are required to pay 1 dol. per annum for the privilege. (Ibid.)

§ 28th Report, p. 45.

¶ 24th Report, p. 161. It seems that books of a "sectarian" character are admitted to the library, though excluded from the school. "An examination of the theological department—to which additions have been rather sparingly made—will show that the trustees have been governed by a truly Catholic spirit. Here the disciples of Fox will find the 'apology' for their faith; churchmen will find advocates for the apostolic succession; the descendants of the Puritans, whether of the old or new and so-called 'liberal' school, will find their Stuarts and Channings peacefully redefining side by side; while the Methodists, Baptists, Universalists, and all of every name will find some exponent of their peculiar views." This liberality prevails at New Bedford. (Ibid., p. 162.)

§ See 11th Report, pp. 132, 129, 126, 125, 122, 135, 130, 144, 133, etc.

¶ 11th Report, 1865, p. 9. The sums appropriated to cities and towns for the support of libraries in 1854 were 20,142 dols., and \$3,357 dols. respectively. The sums spent on libraries were respectively 5,409 dols., and 21,481 dols. On apparatus there was expended in the same year, by cities, 128,447 dols.; by rural districts, 8,165 dols. The entire sum expended on the two objects was 164,204 dols., of which 55,000 dols. was from the State grant, and 109,504 dols. was raised by local taxation. (Ibid.) It is evident that a large proportion both of urban and rural districts use their privilege of spending their library money on other objects.

¶ The Superintendent states that, before the stricter enactments of the law of 1864, though the trustees were required to spend their library money before a specified time, "in numerous instances they not only neglected to do so, but kept in their possession, year after year, the aggregate amount of several years' apportionment, while they Malversation of trustees.

generally, that newspapers, magazines, and "yellow-covered novels," which it is said are to be found in every house, have superseded the use of the library; a fact which, considering that the law contemplates 100 or 125 volumes as a sufficient stock upon its shelves, is not surprising. One of the "mixed" accounts states that out of 128 districts only thirty used the library quota for the purchase of books.

The unfavourable picture is painted in strong colours. The school library is dead.* It has "become almost a nuisance." † It is almost entirely neglected, and is rapidly passing into the category of "things that were." ‡ Its usefulness is gone: there has been a time when it was appreciated, but that time is now past.§ It has become a failure; nearly all the districts use the money for the payment of teachers' wages. The \$55,000 annually distributed might be better spent on the support of three or four more Normal schools.|| Many of the books are scarcely worth perusal; newspapers have taken the place of books, and the young are living in the exciting scenes of the present without particularly caring for the past.¶ Another commissioner "has no patience to speak of the libraries": he was going to suggest that the money should be employed to eke out the slender salaries of the commissioners, but hearing that the supervisors of the district had just agreed to raise his own salary \$200, he forbears the suggestion.** No reliance can be placed on trustees' reports of their condition: they are mere guess-work; and one resorted to dry measure in estimating the stock of books by reporting "about a bushel." †† Their usefulness has been greatly injured by injudicious selections of books. In one library were seen copies of the revised statutes of the State of New York. "It is needless to add," drily remarks the commissioner, "that the trustee for many years had been a justice of the peace." †‡ "Libraries," adds another gentleman, "have done good in their day; but they are among the things that were, and apparently so far past recovery that no power on earth can restore them to their former life and prosperity. The people are unwilling to appropriate one dollar of the library money for books, if they can avoid it." §§

Cause of neglect.

The philosophy of this neglect of libraries is thus given:—"I would not have it inferred that 'old Washington,'" says a commissioner, jealous for the good name of his country, "is behind the age in enterprise and intelligence because of the little interest manifested in school libraries. They are literally a reading people, alive to every new improvement, and are not content to devote their leisure hours to reading the old, nasty, and worn books found in school-libraries in these stirring times, when the incrustations of old opinions and customs are broken up. In many families may be found well-selected private libraries, periodicals, and the daily and weekly newspapers; these have opened a vast field for general reading, and superseded in a great measure the necessity of libraries." |||

Public libraries of Detroit and Boston.

I visited a conveniently arranged and accessible public library, whose shelves had just been filled with the best standard works in English literature, neither so dry as to be unattractive, nor so light as to be unprofitable, at Detroit, in Michigan, which appeared to me an excellent model for imitation; but perhaps the most admirably organized, most liberally supported, and most largely used institution of the kind in the country is the Free Public Library at Boston, already briefly noticed.

The idea of it is due to a noble offer made by Joshua Bates, Esq., a well-known member of Messrs. Baring's house in this country, but an American by birth, to the mayor of Boston in 1852, to endow a public library with \$50,000—a sum which was subsequently increased by a second donation of a similar amount—on condition that the city "would provide the building and take care of the expenses." The offer was gratefully accepted; the corner-stone of the building was laid in 1855, and in 1858 the library was opened for public use.¶¶ The building consists of two halls, an upper and a lower, and a reading room, furnished with accommodation for 150 readers, which was one of the conditions of Mr. Bates' donation. The reading room contains "reviews and journals, the best in all languages." In the upper hall are placed the works of a more "substantial character," numbering about 95,000 volumes, which "are lent out to the public freely, with only such necessary safeguards as experience and good judgment have suggested." The lower hall is occupied by about 25,000 volumes "of a new and popular kind, but comprising still the best standard works for general use," every "facility being provided for their widest circulation."

To avail themselves of the advantages thus placed within their reach, residents in Boston*** have only to make an application for a card of permission to take out books, and to sign a promise to obey the rules of the library. In the year 1864, 4,758 such applications were received and answered, and the number of persons now entitled to enjoy the privileges of the library is 35,239.

Statistics of the Boston Library.

The trustees' reports contain some interesting statistics of the extent and manner in which the library is used. It appears that in 1864, 184,035 books were lent for home use, of which number 7,468 were lent from the upper hall. The average daily circulation of the year was 664 volumes. There were, on an average throughout the year, 302 visitors to the reading room, 202 to the upper hall, making, with those who came to borrow books for home use, 1,128 daily frequenters of the library. From the lower hall 432 books are reported as missing, from the upper hall fifteen; most of the latter, however, are believed to be simply misplaced. The books borrowed from the upper hall are said, "almost without exception to have been used with care"; but the Superintendent regrets "that the appearance of the books in the lower hall," which get into the hands of a more miscellaneous class of readers, "does not show the improvement he had hoped for in the carefulness of their treatment by borrowers," and he apprehends that it will be necessary to make more stringent regulations to prevent their mutilation and defacement.

The library has a permanent endowment fund of about \$95,000, which produces an income of \$5,700 a year. The total cost of the year 1864 was \$32,789, of which \$13,113 was for the purchase of books; the excess above the endowment fund being made up by a city appropriation.

reported each year that the money received for that year had been duly expended." He admits that it was probably finally expended in the interest of the districts, "with or without the authority of the law"; but not unnaturally remarks on the "impropriety of thus distributing a small sum of money annually among more than 20,000 officers, without any efficient means of enforcing its timely and judicious expenditure." (*Ibid.*, p. 10.) It was, probably, the smallness of the appropriation, sometimes not exceeding 3 dols. to a district, which led to the practice.

* 11th Report, p. 108.

† *Ibid.*, p. 158.

‡ *Ibid.*, p. 176.

§ *Ibid.*, p. 190.

|| *Ibid.*, p. 206.

¶ *Ibid.*, p. 225.

** *Ibid.*, p. 252.

†† *Ibid.*, p. 255; also p. 138.

‡‡ *Ibid.*, p. 260.

§§ *Ibid.*, p. 264. Another Commissioner states that the library money in many instances is applied to the payment of teachers' wages, "in plain violation of the law." (p. 287.) The result of this practice, it is apprehended, will be that "a majority of districts in a short time will be without an organized library." (p. 291.)

||| *Ibid.*, p. 331.

¶¶ See *Trustees' 12th Report*, 1864, p. 15-17.

*** Boston people—and, indeed, Americans generally—seem to be very tenacious about confining the benefits of their institutions to residents. The Trustees' Report of 1862 contains a petition from certain individuals, assessed to about 1,600,000 dols. worth of real property in the city, but residing outside its limits, praying that "the privileges of resident citizens might be extended to non-resident tax-payers." The prayer of the petitioners was not granted. "The true policy," say the Committee to whom the petition was referred, "is to maintain institutions of education for the advantage of our own citizens. . . . To supply these advantages to non-residents simply because they have a greater or less property interest in the city, would be unjustly to discriminate against our own citizens, not

The following table is interesting, as showing the relative centesimal use of different classes of books in the upper hall:—

	1862.	1863.	1864.
	Per cent.	Per cent.	Per cent.
English History and Literature	18	17½	16
Useful Arts and Fine Arts	8	9	12
Theology and Ethics	12	11	11
American History and Literature	12½	6	8½
French	6½	5	7½
Periodicals	—	7	6
Mathematical and Physical Sciences	5½	5½	5½
Medicine	7	7	5
General History	—	4½	4½
Natural History	—	4	4
Greek and Latin Classics	2½	3	3½
Oriental History and Literature	4	3½	3½
Bibliography	—	2½	3
Italian History and Literature	2½	4	2½
German	3½	2½	2
Law	3	1½	2
Transactions of Learned Societies	—	3	1½
Miscellaneous	—	2	0½

APPENDIX H.

COMMERCIAL COLLEGES.

A singular and characteristically American institution is the (so-called) "International Chain of Commercial Colleges," established by Messrs. Bryant and Stratton, in upwards of thirty of the leading commercial cities of the United States and Canada,* and which appears to add every year four or five to the number of its links. The idea of the system is, to enable young men and women who have completed their general education in the common schools, to make themselves acquainted with the practical details of business life, in its great departments of book-keeping, banking, telegraphy, phonography, and general mercantile and commercial transactions.

I visited the college established at Hartford, and was much interested and pleased with its *modus operandi*. In a great commercial country, such facilities for acquiring practical acquaintance with business appeared to me to be very valuable. A "scholarship," as it is called—in other words, a payment of \$50 in advance—entitles a student to instruction which will qualify him to enter as clerk in any house of business, a warehouse, or a bank, in any college throughout the chain for an unlimited period. Telegraphy and short-hand are extras. Everything is done on the premises. The young aspiring merchant has his correspondents in other colleges of the chain, with whom he carries on the mimicry of real trade; he has but to step from one end of the apartment to the other to transact imaginary business with his banker; the whole mystery of letters of credit and bills of exchange is revealed to him; stock is regularly taken; affairs are wound up in bankruptcy; commercial law is expounded; book-keeping in every form of entry is practised; no single transaction of commerce is unrepresented, as far at least as its forms are concerned.

There is no particular period fixed for completing the course, the length of which would depend upon the diligence, abilities, and previous education of the pupil. The manager at Hartford told me that three months is the average time; but he remembered one case in which he had pushed a young man through in eleven days. When once the \$50 has been paid down, a student may stay three years, if he pleases; but, of course, the object of every one is to get "through" as quickly as possible. Those who complete the prescribed course, and are considered competent to take situations, receive a diploma, setting forth their qualifications, which I was informed is sufficiently valuable to be a tolerably sure passport to a good situation.

The system meets an acknowledged want, if it is used properly. The danger is, that it should become a substitute for, instead of a supplement to, general education. If some half-educated Massachusetts or Illinois farmer should think it the best policy for his son, to remove him from the Common School before he has half finished its course, and put him for three or four months to one of these Commercial Colleges, with a view to getting him out earlier into life, and such policy should become general, a very heavy blow will have been struck at the cause of education generally. But such is not the design of the "International Colleges," and it would not be fair to lay at their doors an abuse which, if they cannot prevent, they do not encourage.

I should suppose that in the thirty colleges of this chain there must be at least 3,000 pupils receiving a commercial education. There is a gigantic establishment of a similar kind, though belonging to a different proprietor, and not based (I was told) on such sound principles, at Poughkeepsie, New York, within the walls of which 2,000 pupils are sometimes gathered at once.

only as to the convenient and serviceable use of those advantages, but by removing some of the strongest inducements for the residence in the city of men of means and taste." It was the unanimous opinion of the Committee that beyond "the opportunity to consult and read books in the Library Building," which any respectable person may at any time obtain, "non-residents should not be privileged." See the correspondence in the *Trustees' 10th Report*, pp. 46-50. In a similar spirit the Board of Controllers at Philadelphia complain that residents in the State of New Jersey are frequently found to be taking advantage of the proximity of their schools. The objection, which at first sight, looks illiberal, arises, no doubt, from the evasions that are so often practised in order to escape from taxation, persons being taxed on their personal property in the place where they reside. Numbers of people reside in the suburbs of Boston, to avoid the heavy burden of the city taxation. It would not be wise to encourage the practice by extending to them privileges paid for out of the pockets of residents.

* The cities in which Colleges are already "located" are New York, Hartford, Boston, Philadelphia, Baltimore, Washington, Brooklyn, Albany, Troy, Burlington, Portland, Providence, Montreal, Toronto, Ogdensburg, Utica, Rochester, Buffalo, Detroit, Chicago, Cincinnati, Milwaukee, Indianapolis, Cleveland, St. Louis, Poughkeepsie, Toledo, Bridgeport, Newark, Covington, Davenport.

I met Mr. Stratton at Chicago—a man full of enterprise and energy—a typical American. "You shall hear of us, sir, before long," said he, "in England."

The character, however, of the institution can best be collected from the programme printed below, which, allowing a little for the natural tendencies of an advertisement, does not much overstate what I saw going on in Hartford.

“ PROSPECTUS.

“ The purpose in establishing these institutions has been to furnish young men with facilities for a business education which will enable them to enter at once upon fields of usefulness and honor.

“ The tedious years of apprenticeship, which, under the old system, were considered the only stepping stone to remunerative position, are epitomized into a few months of pleasant study, where the mind is trained not only to appreciate the minor details of business, but the grander principles which underlie the economy of life, and without which no business education can be considered complete.

“ The advantages possessed by such institutions over counting-house experience, in laying the deep foundations of a complete and symmetrical education applicable to all the varied exigencies of a business life, are many and indisputable.

“ First, the course of instruction is specially prepared to bring into proper relief these essential facts which, in the usual process of experience, do not occur in such order or frequency as to be susceptible of being arranged into a system, or of establishing a logical sequence in the mind. Next, the various departments of business, with all the accessories, are so completely illustrated and enforced as to convey special and permanent instruction as to details in the matter of buying, selling, shipping, receiving, and in all the processes of commerce and finance applicable to both inland and foreign trade.

“ The course of instruction in this college has direct reference to the requirements of business. The main branches pursued are :—

“ Book-keeping, in all its departments and applications.

“ Commercial law, including both the law merchant and such statutory regulations as pertain to questions of property and personal rights.

“ Commercial arithmetic, embracing all subjects applied in business transactions, the great majority of which are either entirely omitted or very lightly and unsatisfactorily treated in the prevailing text-books of the day.

“ Business penmanship, upon the Spencerian basis, under the instruction of one of the best teachers of this system in the country.

“ Business correspondence, including the principles of English composition, and such thorough practice in connection with the daily exercises as must secure the most satisfactory results.

“ Incidental instruction is also given in Political Economy, the Science of Government, the Customs of Business, &c.

“ The modern languages and higher mathematics are taught when desired.

“ Each student is admitted upon his own recognizance as a gentleman; is treated as such, and is expected to consider himself, in all respects, responsible for his own acts. Having purchased a scholarship, which secures to him the necessary instruction to make him a thorough accountant, he is permitted to elect his time and place of attendance within the prescribed jurisdiction of the colleges; but it is expected of all students that they will observe all possible diligence and regularity in their attendance. The general discipline, while it does not descend to those minute and specific requirements which seem necessary in the conduct of schools more primary in their character, is, nevertheless, sufficiently strict and exacting to place the responsibility of the student's progress upon himself. A record of attendance is kept in connection with the recitations, and promptness, as far as may be, is required. The progress of each student in his course is regulated by such frequent and thorough examinations as shall be competent to satisfy the teachers in charge; and no student is permitted to pass from one division of his course to another without giving evidence of suitable proficiency.

“ Diplomas will bear the signatures of heads of departments, and no student will be entitled to such diploma who fails in any of the required studies.

“ The Initiatory Course comprises a complete knowledge of the theory of accounts, and the collateral branches, embracing penmanship, commercial law, commercial calculations and correspondence.

“ This part of the collegiate course is most carefully and critically watched, no student being permitted to pass from one step to another without a thorough and satisfactory examination. His knowledge of book-keeping, before passing to the counting-house or graduating course, must cover the entire field of the science, embracing the departments of retail and wholesale merchandising, commission and forwarding agencies—both simple and compound—joint stock companies of all kinds, such as banking, manufacturing, railroading, insurance, mining, &c., &c., requiring to open, conduct, and close over twenty sets of books, with every variety of partnership contract, and division of gains and losses. The sets are short, embracing a large variety of entry, and bringing into requisition all the forms of business paper, such as notes, drafts, checks, certificates of deposit, bills of exchange, statement, &c.

“ After passing through the initiatory course, and giving satisfactory evidence of a thorough knowledge of the principles and practice of business, the student is advanced to the counting-room, where his proficiency is put to the most severe practical test. The “ counting-room ” is a miniature business world, in which are represented all departments of economy, and affording to the student a novel and interesting glimpse of the outer world for which he is preparing. Here he sees, in actual and harmonious operation, the different branches of trade and commerce which unite countries, states, communities, and individuals in the closest bonds of mutual interest, and make up the grand system of economy which men call business.

“ But he is no indifferent or idle spectator. Having pursued his studies thus far with special reference to the exigencies of a business life, he is now to engage in those pursuits which will test the value of his instruction. He is established in business as a merchant, is furnished with a cash capital which he invests in merchandise, purchasing the same from an importer or jobber, and defraying the necessary expenses of getting it in store. He learns the peculiarities of the particular branch in which he is engaged, the styles and denominations of weight and measurement, and the customs which prevail in first-class houses. He keeps a regular bank account—an institution of this kind being always in operation and serving as the great central financial agent of the busy community of dealers—making regular daily deposits and drawing checks as occasion may require. In the course of business he receives other people's notes and issues his own, all of which pass regularly through the bank either for discount or collection, requiring constant vigilance upon his part, and a thorough understanding of business customs in this direction. In the constant repetition of buying and selling he learns to watch carefully all the phases of the market, and to study the theory of gains from the practical lessons occurring under his immediate observation and direction. He is also thoroughly drilled in original entries of all kinds, and learns to rely upon himself. Having had sufficient practice in this direction, he passes to the other departments, and becomes in turn a proprietor or employé in a commission house, forwarding house, insurance office, post office, telegraph office, railroad office, steamboat office, manufactory, &c. In all these various positions he is furnished with the most approved forms in use, and, having to adopt the actual

practice, he acquires a facility in their use which could be obtained in no other way. From these positions he passes at length into the college bank, where he becomes a financier, and learns to apply the theoretical lessons of his course in this direction. The bank is fitted up with all the modern conveniences, and furnished with a complete set of books and blank forms, together with neatly engraved bank-notes and coin sufficient for the united business of all the various "houses" in operation. The business at the bank is at once the most natural and effective, being the result almost entirely of the other departments, and consisting of such actual transactions as require all the forms and manipulations common to banks of circulation and deposit. The student acts in turn as teller, book-keeper, cashier, and, in fact, becomes familiar with all the entries and processes practised in banks. The bank is kept perpetually in operation, the books being closed only at stated periods for the purpose of declaring dividends. Its importance in perfecting the operations in the business department is not less than that of other similar institutions in the great business world; and the finishing touches which its multifarious duties give to the student are well calculated to impart a degree of facility and confidence in actual business operations such as no mere theoretical training could accomplish.

"The time necessary to accomplish the complete course is from three to five months, but progress is marked not by the lapse of time, but by proficiency in the prescribed studies.

"It will be readily apparent that a connected chain of institutions, located in the leading commercial cities, affords facilities for carrying on an extensive inland and foreign trade, such as cannot be enjoyed by a mere local school.

"Through these agencies shipments are made and consignments received, with all attending correspondence, including accounts sales, accounts current, statements, &c. This arrangement also gives ample scope for bank correspondence pertaining to discounts and collections due abroad, differing in no respect from that connected with first-class business and banking houses. In short, the plan of instruction adopted and pursued in these colleges is the result of twelve years' careful study and experience, with such rare opportunities for making it effectual as have been enjoyed by no other institution in this country.

"Telegraphic instruments, with all the accessories of a main and local battery, have been introduced, and any student who wishes to qualify himself as an operator can receive all the necessary instruction and practice to make him proficient.

"Arrangements are being effected for a regular Board of Trade, after the manner of the Produce Exchange in our principal cities, which will hold regular sessions in connection with the practical course.

"A fair knowledge of the ordinary English branches constitutes a sufficient preparation for entering upon a commercial course.

"The services of a competent and faithful teacher have been secured for the ladies' department. It is for the interest of ladies as well as gentlemen to qualify themselves for business, and thus increase greatly the value of their services. The absence of so many young men in the service of the country greatly increases the demand for ladies as clerks, book-keepers, &c.

"Persons wishing to qualify themselves for teaching penmanship can receive such instruction at this college as will render them efficient and successful. They will not only be taught to write well themselves in various styles, but will be made to understand the philosophy of imparting instruction to others. The expenses of obtaining an education have often been paid by teaching an hour daily in some seminary or college.

TERMS, REGULATIONS, &C.

Tuition.—Payable in advance, viz. :—

Scholarship for full course in book-keeping, commercial law, commercial calculations, writing, lectures, and practical exercises, good throughout the chain for an unlimited period	... \$50
Same course for ladies	... 45
Telegraphing	... 50
To students holding scholarships	... 25

Special Instruction to Persons not holding Scholarship.

Separate instruction in commercial law, three months	... \$10
Separate instruction in commercial arithmetic, three months	... 12
Separate instruction in penmanship, three months, one lesson a day	... 10
" " " " two lessons a day	... 15
Shorthand	... 10

Blank books for full course will cost \$10.

Text-books will cost as follows:—Book-keeping, \$3.50; commercial law, \$3.50; commercial arithmetic, \$2.

Board can be obtained at from \$4 to \$5 per week. On application to the college, by letter or otherwise, special pains will be taken to secure excellent accommodation at these rates.

Time of commencement.—As there are no term divisions, students can enter at any time, and pursue their course as rapidly as their ability will admit.

Time required.—The time necessary to complete the course is from three to five months, varying according to the ability of the student.

Sessions.—The regular hours for instruction and business are from 9 to 12 a.m., from 2 to 5 p.m., every week-day in the year except Saturdays; and from 7 to 9 in the evening during six months in the year, viz., from the 1st of October to the 1st of May. Students entering the evening classes can complete the entire course during the sessions of any one year.

Diplomas.—Those students, and those alone, who fulfil the prescribed course of study and pass the requisite examination are entitled to the honors of graduation. Diplomas are awarded to all such.

APPENDIX I.

WESTFIELD AND SALEM NORMAL SCHOOLS.

SALEM NORMAL SCHOOL.	<p>Of the four State Normal Schools of Massachusetts, I visited those situated at Westfield and Salem,* spending a whole morning in the one, and an afternoon in the other. It may contribute to the completeness of this Report, if I take this opportunity of appending a brief description of each of those institutions. To begin with Salem.</p> <p>The city of Salem, beautifully situated on the eastern sea-board, is said to be one of the wealthiest townships in Massachusetts. The Normal School was established there a dozen years ago by the State; the city of Salem and the Eastern Railroad Company contributing also in liberal proportions to the enterprise. It is maintained chiefly by State funds, though deriving some aid from private benefactions: and its average annual expenditure is about \$4,500. It was opened for the reception of students in September, 1854; and up to the date of the last Report (1864-5) it had done more or less for the education of 841 pupils, of whom 361 had received diplomas, in testimony of their completion of the prescribed course of study. From 110 to 120 pupils, divided into four classes, is the average number in attendance. The school is under a male Principal, supported by eight female assistant teachers. There is a special teacher of music, and occasional lectures are given in elocution, mental philosophy, chemistry, physiology, geology, &c., by professors of those subjects imported from a distance. The Principal's salary is \$1,500; the united salaries of his assistants in 1864-5 was \$2,056, or an average of about \$250 apiece.</p>
Teaching staff.	<p>The period of the course of training originally was only one year. It was increased to a year and a half. It now stands at two years. There is an advanced course, voluntary, of another year and a half (in which certain studies previously optional, become compulsory), to enable students to qualify themselves for High Schools of the first grade. The size of this class, however, is always small. In the first term 1864 it consisted of three; in the second term, of only five pupils.</p>
Period of the course.	<p>Each school year is divided into two terms of twenty weeks each, commencing respectively on the last Wednesday in February, and the first Wednesday in September, with a week's recess near the middle of the term. Each term closes with exercises of examination and graduation.</p>
Examinations.	<p>Students must pass an examination at entrance; the age of admission being at least sixteen; and they are also examined at the beginning of each term in the studies of the previous term. If not up to the required mark, they are either (1) compelled to make up the lost ground by extra study, or (2) are remanded to the class from which they ought to have risen, or (3), if hopelessly backward, are withdrawn. The three first terms of a pupil's course are occupied chiefly in acquiring knowledge; the last term is spent on "methods" and school management, the State school laws, and mental philosophy.</p>
Studies.	<p>The studies of the school are divided into two great classes: (1) the mere strictly professional, which are prescribed for all the members of the school; (2) those more general in their character, which are pursued as the students may need or desire, as a preparation for teaching in the several grades of public schools. The "general" studies are further subdivided into three classes; (1) The "branches of learning" prescribed by law for all public schools; (2) those prescribed for all High Schools; (3) those prescribed for High Schools of the first grade.†</p>
Diplomas.	<p>Pupils who successfully complete the "professional" studies of the school, and who approve themselves, upon examination, fully competent to instruct in the "general" studies of the first class, receive the first or lowest diploma of the school. Those who show themselves well acquainted with the general studies of the second class and with the French language, are entitled to the second diploma; while for the remaining studies a special certificate is added. The prescribed course for the first diploma covers two years; but pupils may enter at an advanced standing, and so shorten their period of attendance, whenever their attainments justify such an arrangement.</p>
No experimental school.	<p>There is neither model nor practising school attached to the institution. "Experimental schools" as they are called in the States, were attached to Bridgewater, Westfield, and Framingham, but owing to difficulties of management between the School Committee of the towns and the authorities of the Normal Schools, they have been discontinued. They are considered to be less necessary adjuncts, as many, if not most, of the students have already been engaged in teaching, and come here to qualify themselves for a higher grade of school.</p>
Tuition fee.	<p>Tuition is free to all students who, wherever resident, will pledge themselves to teach, for at least a year, in the common schools of the State. Other pupils, who intend to teach in other States or in private schools, may be admitted on payment of a tuition fee of \$15 per term. There is, however, a small charge of a dollar and a half per term for the use of books.</p>
Residence.	<p>Students are neither boarded nor lodged in the school. They reside mostly with families in the city. The sum commonly paid for board (not including washing, or separate fire and lights) is at present, from the great advance of prices, \$3.50 a week.</p>
State assistance.	<p>In order to assist those "who would find even the moderate expense of the school burdensome," the State makes an annual appropriation of \$1,000, which is distributed "among pupils from Massachusetts, who may merit and need the aid, in sums varying according to the distance of their residence from Salem, and their necessary expenses in attending the school, but not exceeding in any case a dollar and a half per week." Aid is also rendered, in cases of special need, from the income of a fund of \$5,000, for which the school is indebted to the munificence of a private benefactor. Altogether the amount of assistance offered to poverty is about \$1,600 a year, which in 1864 was distributed to forty-six pupils out of a total number of 115.</p>
Social rank of students.	<p>The occupations of the parents of the students admitted in 1864 are thus stated—indicating the class of life from which teachers in the common schools are drawn:—"Farmers, 23; manufacturers and mechanics, 18; merchants or traders, 12; carpenters, 7; fishermen, 3; clergymen, 2; designers, 2; teachers, 2; blacksmith, city officer, coach-painter, confectioner, inspector of customs, mariner, physician, railroad station agent, sea captain, stone-cutter, superintendent of car company, teacher of music, United States officer, warden of prison—of each occupation one."‡</p>

* The Normal Schools of Massachusetts have each their *spécialité*. Bridgewater is famous for its mathematics; Framingham, for its reading; Salem, for its *belles-lettres*; Westfield, for its combination of oral and linear description—"talking and chalking," as Mr. Northrop calls it—suggested by Professor Agassiz, and which I saw admirably exemplified by Miss Malvina Mitchell. Bridgewater and Westfield are mixed schools, with a large preponderance, however, of the softer sex; Framingham and Salem are for females only.

The Hon. E. E. White, School Commissioner of the State of Ohio, who took a tour of inspection in the summer of 1865 among the Eastern Normal Schools, told me that he considered the Westfield establishment the best he had seen. He did not, however, visit Salem, which, to my judgment, is at least equal to her sister.

The Normal School at Albany, New York, was not in session either at my first visit to that city, in the beginning of July, nor at my second in the beginning of September, so that I had no opportunity of seeing it in operation. Mr. White was not favourably impressed with its condition.

† GENERAL STUDIES. *Class I.*—"Orthography, Reading, Writing, English Grammar, Geography, Arithmetic, the History of the United States, and Good Behaviour." To which must be added Algebra, Vocal Music, Drawing, Physiology, Hygiene, and Agriculture, which the law requires to "be taught in all the public schools in which the School Committee deem it expedient."

Class II.—"General History, Book-keeping, Surveying, Geometry, Natural Philosophy, Chemistry, Botany, the Civil Polity of the Commonwealth and of the United States, and the Latin Language."

Class III.—"The Greek and French Languages, Astronomy, Geology, Rhetoric, Logic, Intellectual and Moral Science, and Political Economy." (See *General Statutes of Massachusetts*, ch. 38, s. 1, 2.)

‡ *Massachusetts 28th Report*, p. 34.

In some cases, students, to save the cost of board, come from and return daily to their homes in Lowell, Lawrence, or Gloucester, twenty or twenty-five miles away, by railway. As the school hours are from 9.30 to 12.30, and from 2 to 4.30, they have to leave home early, and return late. Home lessons occupy a further time of from two to three hours, so that the day's work altogether is so hard that none but strong constitutions are equal to it.

The school is held in a suitable and commodious building, containing a large assembling-room School building. and eight class-rooms, some of them good-sized, others very small. Attached to the school are good cabinets of natural objects, of philosophical apparatus, &c., and a well-selected library of 7,000 volumes. It is the custom of each graduating class to make some collective present to the institution—a stereoscope, a magic lantern, and so forth. Money is now being accumulated for the purchase of a telescope.

The Constitution of the school is, that it is under the control of a Board of four Visitors, appointed by the State Board of Education, who annually inspect it and report upon its condition. Constitution. The theory is that the teachers are appointed by the Visitors; but they practically rely upon the recommendation of the Principal. The Principal himself is appointed by the Board of Education as a whole. He acts generally as financial agent of the school. The State appropriation is paid quarterly by the treasurer, either to him or to the Visitors.

It is stated by the Visitors, in their last Report, that enlarged appropriations for fuel, the care of the building, and most of the other incidental expenses of the school, are imperatively required. Reckoning tuition at \$30 a year, and board at \$3.50 a week, it would appear that the average cost of education at Salem is about \$170, or £30, a year.

Westfield is a mixed school, which contained, at the time of my visit in June 1865, about 100 students, 90 of whom were females, 10 males. It is an older institution than Salem, having been opened at Barre in 1839, and removed to Westfield in 1844. WESTFIELD.

The age of admission, the course of study, and most of the details of the institution, are identical with those of Salem.* Tuition is free. A thousand dollars is appropriated by the State to assist indigent students. Pupils board and lodge in the town.

I have already briefly noticed the Westfield speciality of combining oral with linear description in all lessons capable of that mode of handling. I heard a lesson on physiology given by Miss Mitchell to her class, in which I know not whether I was more pleased by the correctness and rapidity of her drawing or the fluency and precision of her verbal explanation. Quickness, we have seen all along, is reckoned in America among the highest merits whether of teacher or learner; and this method is quickness attaining its maximum. It may be questioned whether it is not pushed a little too far—sometimes to the exclusion of reflection. It would not be in the hands of so accomplished a teacher as Miss Mitchell, but such might be the result with less skilful performers.

Another peculiarity of the Westfield methods which struck me is, the way in which they remedy the defect of having no experimental school. They experiment one upon another. During recitation very little instruction is given by the teacher. Each pupil in turn plays the teacher's part, and questions the class, teacher included, on prepared subjects. Lessons are prepared, not in the usual American mode, by learning so many pages of a particular text-book, but by acquiring information on the subject of the lesson from any source. This, coupled with the mode of teaching, seems to quicken self-development and intelligence. I heard recitations in physiology, mathematical geography, rhetoric, and natural philosophy. They were of a kind to exhibit to advantage the peculiar methods of the institution, and were highly interesting.

The school hours are six hours a day, of which perhaps four are spent in recitation, two in study. Home lessons occupy about three hours. Students are bound to take one hour's exercise every day, and to be in bed by 10 o'clock, and six hours' sleep is insisted upon as a minimum. On the Friday of each week every student presents to the Principal a report of himself or herself, in which is shewn, for each day, the rising hour, the retiring hour, the study hours, the school hours, the exercise hours, church attendance, &c.

There are six teachers, three male (including the Principal) and three female, and a special teacher of vocal music. The mixture of the sexes among the students is said to be provocative of a good deal of intellectual rivalry. As far as I had an opportunity of judging, the male students appeared a heavy lot, as compared with their bright and lively school-mates of the other sex. But they were in such a terrible minority of numbers—about one to nine—that perhaps I mistook shyness for dulness. It is certain the young ladies shone most in the recitations which I listened to.

The chief defect, to an English eye, in these training institutions is, the impossibility, under their conditions of existence, of exercising any effective control or influence over the moral character of the students. They are only under their teacher's eye during recitation. The development that is most attended to is the intellectual. No doubt, gross instances of irregularity or misconduct would be detected and punished; but a very imperfect, or a very distorted moral character might be forming itself unnoticed and unknown. But, I think, Americans, in most cases, have less confidence than we have in the beneficial results of supervision, and more confidence than we have in the generally right bias of the human heart. We may each push our principles to an extreme: in the one case destroying self-reliance; in the other, removing salutary restraints. But I am not prepared dogmatically to assert that we are right and they are wrong.

APPENDIX K.

HARVARD AND YALE UNIVERSITIES.

A sketch of the American common school system would be incomplete without some notice, however brief, of the University, to which the common school was intended by its founders, in its highest grade, immediately to lead.† The "University of Cambridge" is mentioned by name in the Massachusetts School Law as charged with certain definite educational duties towards the State;‡

* Unimportant variations are, that the age of admission for *males* is seventeen; and that the terms commence a month later; the Spring term on the fourth Wednesday in March, and the "Fall" term on the fourth Wednesday in September. There appears, also, to be only one class of Diploma at Westfield; and though there is provision made for an advanced class in the programme, I do not observe in the list of students that it has any existence in fact.

† "When the free school system was established in Massachusetts, it was provided that every township containing 100 families or householders should set up a grammar school, the master whereof should be able to instruct youth so far as they may be fitted for the University." (*Mr. Boutwell, in 24th Report, p. 91.*)

‡ "It shall be the duty of the president, professors, and tutors of the University at Cambridge, and of the several colleges, of all preceptors and teachers of academies, and of all other instructors of youth, to exert their best endeavours to impress on the minds of children and youth committed to their care and instruction, the principles of piety and justice, and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavour to lead their pupils, as their ages and capacities will admit, into a clear understanding of the

Number of Colleges and Universities in the United States.	and this, with its sister institution, Yale College, at Newhaven, Connecticut, as they are the oldest,* so are they still considered the best,† educational institutions in the country. The incomplete return (as it is admitted to be) in the National Almanac for 1864, of the colleges in the United States, still enumerates 236 of these institutions, commencing with Bowdoin College in Maine, connected with the congregational community, and terminating with Sublimity College in Oregon, organized by the United Brethren in Christ. It will be manifestly more satisfactory to confine our attention to one or two of the more remarkable or characteristic, than to attempt a vague and illusory conspectus of the whole; and for this purpose, it will, perhaps, be sufficient if I describe the constitution and working of Harvard, collating in foot-notes any marked differences or divergences which I observed at Yale or elsewhere.
Mostly denominational.	By far the greater number—probably nine-tenths of the whole of these institutions are denominational in their constitution, though a few States, such as Illinois, Ohio, Kansas, Iowa, Michigan, have founded and maintain State Universities, on the same principles on which they have founded and maintain common schools, from which, of course, religious denominationalism is excluded.‡ Harvard and Yale, too, are denominational; the former under Unitarian, the latter under Congregational influences: but in neither case are the influences very strong; students are received of every religious faith; and the rights of conscience are protected by certain remissions of the obligation to attend the religious services of the chapel, which practically leave the student free.§
Harvard and Yale.	Harvard and Yale both embrace an academical department, and four collateral and in a certain sense independent schools, in the respective branches of Divinity, Law, Medicine, and what at Harvard is called "Science," at Yale, "Philosophy and the Arts"; to which at Harvard must be added an Astronomical Observatory, which in 1865 could only boast of a single student; and a Museum of Comparative Zoology, which, though founded in 1859, is still incomplete, though bidding fair, under the auspices of its accomplished curator, Professor Agassiz, to be one of the most perfectly organized collections in the world.
The Faculty.	Each of these schools or departments, as well as the Observatory and the Museum at Harvard, is under the management of a separate board, called the "Faculty," composed of the teachers in that department and the President of the University, who is, <i>ex officio</i> , its chairman. The Faculty conduct the instruction of the students, and at Harvard form a board, who meet once a week, at least in the Academic Department, to determine the course of studies and methods of discipline to be pursued, and generally to settle the administration of the department. Degrees in each department in which they are conferred, are conferred by the Corporation of the University, on the recommendation of the Faculty of the particular school.
The Corporation.	The Corporation (whose legal title is "The President and Fellows of Harvard College") consists of the President of the University, five fellows, and a treasurer. The fellows are not bound to residence, but a house is provided for the President, who is the principal executive officer of the University. The Corporation is self-elected, and its functions are to hold all University property in trust,|| to control all expenses, to confer degrees, and to elect all teachers and officers of the University, subject to the approval of the overseers.
The Overseers.	The Overseers, as the name implies, represent the visitatorial power, which is claimed and exercised by the State. They are a body of thirty-seven gentlemen, very miscellaneous in its composition, of which the Governor and Lieutenant Governor of the Commonwealth, the President of the Senate, the Speaker of the House of Representatives, the Secretary of the Board of Education, and the President and Treasurer of the University (who, as belonging both to the overseers and the overseen thus occupy a somewhat anomalous position, though probably useful as media of communication) are <i>ex officio</i> members, the remaining thirty being elected by the Legislature of the State. The elected members are divided into six sections of five each, one of which goes out of office every year.¶
	Though the Board of Overseers have no power of originating measures, they have important powers both of restriction and of supervision. They have a right of veto on all the proceedings of the Corporation; they appoint the Committees who superintend the annual examinations in the
	tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices." (<i>Revised Statutes</i> , ch. 23, s. 7.)
	* Harvard University was organized in 1640; Yale, in 1700. The titles "college" and "university" are used indifferently in speaking of these institutions, and that not merely in popular language, but in their own authentic calendars and reports. The name Harvard commemorates the benefaction of an English clergyman, the Rev. John Harvard, who died in 1638, and bequeathed to the school at Newtown, since called Cambridge, his library and one half of his property. Its second title, "Cambridge," was probably borrowed, by imitation, from England: for it appears that the town, in which the University is situated, owes its name to the College, not the College to the town.
	Both Harvard and Yale enjoy the advantage of charming situations. The former lies about three miles out of Boston, in a precinct quite academic in its character; the latter is in the heart of the beautiful city of Newhaven, embowered in the magnificent trees which give to Newhaven, according to American usage, the appellative name of the "Elm City." A plague of caterpillars, however, to which many American cities appear to be periodically subject, made Newhaven, in spite of its beautiful walks and vistas, a less pleasant residence in the spring of 1865 than it would be at other times. You could not venture into the streets without becoming an involuntary collector, to an inconvenient extent, and upon every part of your person, of these voracious little grubs, myriads of which were pasturing on the foliage of every tree.
	† "The best educational institutions in our country, such as Yale and Harvard." (<i>Dr. Tappan's Review of his Connection with the University of Michigan</i> , p. 6.)
	‡ In theory; but, not unaturally, the influences of denominationalism are often felt in practice. Thus Dr. Tappan speaks, in 1864, of the University of Michigan: "In the late changes in the university, the public have detected very much of denominational intrigue and adjustment. Thus events are shaped by slowly accumulating influences. They accumulate often so slowly, and come from such a variety of sources, that when events spring upon us, we are embarrassed in accounting for them. I may not be aware of the full extent of denominational influences, or I may have overrated them. Some of them, too, may belong to the body of a denomination, and some merely to the individuals of a denomination." (<i>Review</i> , &c., p. 38.) Anyhow they exist, and, in fact, were among the causes which led to the "outrage" of the Board of Regents "in removing Dr. Tappan from the presidency."
	§ The rule at Harvard is: "There are daily devotional services with the reading of the Scriptures, and singing, in the College chapel. All undergraduates are required to be present, as they are also at public worship in the chapel on Sunday, except such as have special permission, at the request of their parents or guardians, to attend other congregations in the city of Cambridge or elsewhere. (<i>Harvard Catalogue for 1864-65</i> , p. 37.) The rule at Yale is similar, except that the special permission is limited to attendance on the worship of those other denominations to which the applicant's parents belong. A fundamental difference, <i>quâ</i> the conscience, appears to be made between the daily and the Sunday services, the "special permission" being limited to the latter. The addition of a sermon on Sunday, probably, accounts for the difference. Students are recommended to withdraw, if frequently absent either from prayers or recitations; and regularity of attendance is further secured by a system of "deductions" of marks, which tell upon a student's place in his class.
	|| The property of the Museum of Comparative Zoology, however, is held by an independent board of trustees.
	¶ At Yale there is nothing in the constitution of the University answering to the overseers of Harvard. But the "Corporation" is much larger; it consists of the President and ten clerical members, self-elected, and the Governor, Lieutenant Governor, and six senior senators of the State, members <i>ex officio</i> . The <i>ex officio</i> members, who were added to the corporation in 1792, have nothing to do with the election of the clerical Fellows.
	The constitution of the Board of Overseers at Harvard is not considered satisfactory, as there is no guarantee of any kind to secure the election of persons interested in, or qualified to control, the affairs of a university. A Bill was in progress in 1865—in fact, in its last stage, and only awaiting the approval of the overseers themselves—for presentation to the Legislature, proposing that the overseers for the future shall be elected by the graduates of the University.
	There exists, I was informed, a vague and undefined, but still real jealousy on the part of the State towards Colleges. They are regarded as institutions of a more or less exclusive, and so aristocratic character, and are, therefore, left to be supported by private liberality and enterprise. In 1814 the State made an appropriation of 100,000 dol. to Harvard, which was spent on buildings; but this is all the public assistance which that university has received. The bulk of its buildings, the endowments of its professorships, the exhibitions for students, in fact, all its funded property, amounting in the aggregate to upwards of 1,600,000 dol. (exclusive of buildings and land), are the gifts of individual benefactors, whose names, in most cases, remain stamped on their benefaction.

academical department; they audit the accounts, and exercise a real, not a merely nominal, visitatorial power. From their theoretic relations, it might be expected that collisions between the overseers and the Corporation would occasionally occur, but I was not given to understand that such was the case.

The officers of instruction and government employed in the University mount up to a goodly number, and exhibit on their list many distinguished names. There are about forty professors and assistant professors, a few of whom lecture in two departments; four tutors, four instructors, and seven proctors, employed exclusively in the academical department; a preacher, registrar, observer, librarian, steward, and regent.* Discipline is maintained by a so-called Parietal Committee, consisting of fifteen members, among whom are the proctors, the tutors, and two or three of the professors, who have apartments assigned to them in each staircase, and are responsible for order and quiet being observed there. The salaries of these officers at Harvard are—of the President, including the estimated value of his residence, \$3,000; of the professors, \$2,600; of the tutors, \$800; of the proctors, \$100, rooms in college being added to the salary in the two last-named cases. The proctors are generally graduates who are pursuing special studies, most frequently in the law school, who are glad to take the office even with so low a salary, in order to economize their own expenditure. Discipline, though nominally, and by the letter of the Statute strict, is really lax. The buildings are not arranged on the quadrangular plan, and consequently there is no porter's lodge or common gateway; nor is there any hour at night by which students are required to be in their rooms. As a consequence, stress is laid upon points of discipline that are less indicative of moral character,—upon attendance at prayers and recitations; and a student who is careful of himself in these respects, and refrains from boisterous conduct on his staircase, might probably be guilty of almost every unstatutable irregularity, without drawing down upon himself the notice of the proctor, or the animadversion of the authorities.† Students, I was informed, are rarely dismissed; but they are sometimes recommended to withdraw their names, if frequently absent from chapel or from lectures, or if they fall much below the level of their class.

The view of the university will be clearer if we treat separately each department of its quintuple organization. It embraces, as already noticed, an Academic Department, and Schools of Divinity, Law, Medicine, and Practical Science. To speak first of the Academic Department, or as it is sometimes called, "the College."

The object of the Academic Department is to give a general liberal education. The course of instruction normally occupies four years, and terminates with graduation in the degree of Bachelor of Arts.‡ The undergraduates are distributed into four classes (corresponding with the year of the course), to which are given the usual titles,—Freshmen, Sophomores, Juniors, Seniors. The numbers in each class in the academic year 1864-65 were 91, 102, 112, and 80 respectively.

All candidates for admission to any class in the College must, in the first place, be examined for admission to the Freshman Class.§ Each class has its regular period for examination, and no person can be examined for admission at any other time. Every candidate, before examination, must produce satisfactory testimonials of good moral character; and if admitted, must give a bond for \$400—at Yale for \$200 only—to pay all charges accruing under the laws and customs of the University. At Yale, the bond must be executed by the candidate's parent or guardian; at Harvard, by two bondsmen, one of whom must be a citizen of Massachusetts.

The normal period of instruction may be shortened by a contrivance which is called the admission of students to advanced standing. This may be done up to as late a stage in the period as the first term of the senior year, which would have the effect of reducing the period, and consequently the expense, of residence to twelve months. The conditions that must be fulfilled in order to obtain this privilege are, that the candidate, whether from another college or not, must appear on examination to be well versed,—

1. In the studies required for admission to the Freshman class.
2. In the *required* studies already gone over by the class for which he offers himself; and
3. If he apply for admission to the Senior class, in one of the *elective* studies of the Junior year.||

* The teaching staff is thus distributed:—In the "College" or Academical Department, are employed eleven professors, two assistant professors, and four tutors, viz.: a professor of Christian morals; of astronomy and mathematics; of natural religion, moral philosophy, and civil polity; of mathematics and natural philosophy; of ancient and modern history; of ancient, Byzantine, and modern Greek; of the French and Spanish languages and literature, and of belles-lettres; of rhetoric and oratory; of Latin; of chemistry and mineralogy; of Greek literature; assistant professors of Latin and mathematics, and tutors in elocution, mathematics, Latin and Greek.

† In the Divinity School, three professors; of Hebrew and Oriental languages; of ecclesiastical history, and of pulpit eloquence and the pastoral care; and lecturers, at present combined with the professorships, on Biblical literature and Christian theology.

‡ In the School of Law, three professors of law, dealing with different branches of the subject, and a lecturer on the law of nations.

§ In the School of Medicine, ten professors; of obstetrics and medical jurisprudence; of morbid anatomy; of clinical medicine; of anatomy and physiology; of the theory and practice of physic (two); of chemistry; of surgery; of the physiology and pathology of the nervous system; of materia medica.

¶ In the Scientific School, nine professors; of zoology and geology (two); of astronomy and mathematics; of natural philosophy; of natural history; of engineering; of chemistry and mineralogy; of the application of the sciences to the useful arts; of anatomy.

† M. Siljeström enumerates the offences signalized in the penal laws of the University, a code which he thinks "illustrates the strict manners and morals of New England," and which would be intolerable, he imagines, to a Swedish or German student. "The offences for which students are subjected to punishment are divided into two classes, viz., high offences and misdemeanors. The first class is again subdivided, and embraces, among other things, indecorous conduct at prayers and in church, rude behaviour to the functionaries of the University, boisterous conduct calculated to disturb the inhabitants of the city or of the University, insulting behaviour to other students, swearing, drunkenness, indecent language, dress, or conduct, continued extravagance after warning has been given, gambling for money or other valuable objects, intercourse with persons who have undergone expulsion or other disreputable persons, the possession and use of firearms, visiting theatrical representations in term-time, participation in any assembly within the precincts of the University in which intoxicating drinks are partaken of, visiting public-houses in the city for the purposes of eating or drinking except in the company of guardians." "Among the misdemeanors are numbered the keeping of a horse or dog without due permission, playing at cards or with dice, smoking in the streets or in the grounds of the University, entering the chapel, the auditories, or any other public place with a walking-stick in the hand, singing, or playing on any instrument until after 6 o'clock in the evening, talking from the window to persons in the yard, &c., &c." (*Educational Institutions of the United States*, p. 355, English translation.)

§ This formidable list of offences and misdemeanors, with their accompanying pains and penalties, is practically as obsolete as similar prohibitions and penalties in the pages of the Statute-book of Oxford. At the same time, as far as I could judge, the moral tone of Harvard and Yale was not unsatisfactory. No doubt at both places, as in similar institutions at home, there would be found among 1,500 students "lewd fellows of the baser sort," but the general tone of society seemed to me healthy and gentlemanlike.

¶ The degree of Master of Arts is conferred in course on every Bachelor of Arts of three years' standing, on the payment of a fee of 5 dols., who shall in the interval have sustained a good moral character. The average age at which students graduate is twenty-one or twenty-two.

§ The examination programme is as follows:—

Latin—Virgil, Cæsar's Commentaries, Cicero's Select Orations, grammar, prosody, and composition.

Greek—Felton's Greek Reader, or the whole of the Anabasis of Xenophon and the first three books of the Iliad, grammar, prosody, and "writing Greek with the accents."

Mathematics—Arithmetic, Algebra, and two books of geometry.

History, &c.—The History of Greece and Rome, and ancient and modern geography, text-books in each case being specified.

The subjects at Yale are somewhat easier; only a portion of Virgil is required, Sallust is substituted for Cæsar, Latin composition is limited to the twelve first chapters of Arnold's Exercises.

In Greek, three books of the Anabasis are sufficient; no Homer is required; no Greek composition.

In lieu of the histories of Greece and Rome, English grammar is required. The other studies remain the same.

|| "Elective" studies are those which may be pursued at the option of the student. All the studies of the Freshman and Sophomore years are *required*. In the Junior year, mathematics, chemistry, patristic and modern Greek, German, Italian, and French are elective studies.

	He must also pay the steward at the rate of \$45 per annum, according to the standing at which he is admitted. Any student, however, who has a regular dismission from another college, may be admitted to the same standing, if found qualified on examination, without any pecuniary consideration. This charge for advanced standing is also remitted to indigent students.*
Age of admission.	The ordinary age of admission at Harvard is from sixteen to eighteen, but I do not observe that any minimum or maximum is fixed; at Yale, the rule is that "no one can be admitted to the Freshman class till he has completed his fourteenth year, nor to an advanced standing without a proportional increase of age." At Yale, also, even after examination, they are only considered students on probation, till, after a residence of six months, they are admitted to matriculation on satisfactory evidence of good moral character.
Course of study.	The College course consists of prescribed, elective, and extra studies. Prescribed and elective studies are credited on the scale which determines a student's place in his class; but no marks are allowed for an extra study, either in recitation or examination, though the penalties for neglect, absence, and tardiness apply equally to all.
Prescribed and elective studies.	All the studies of the Freshman year are prescribed, as are all those of the Sophomore year, except French, which may be taken as an extra. The <i>prescribed</i> studies of the Junior year are Greek, Latin, Physics, Chemistry, Rhetoric, Themes, and Declamation. The <i>elective</i> studies are Mathematics, Chemistry, Patristic and Modern Greek, German, Italian, and French. One elective study must be taken; one other may be allowed, but only as an extra. Mathematics, however, may be substituted for the prescribed Greek or Latin, in which case another elective study may take the place of Mathematics. Of the Senior year, the prescribed studies are Philosophy (including Logic, Political Economy, and Ethics), History, Constitutional Law and Forensics (or written Debates conducted by the class). The elective studies are Greek, Latin, Mathematics, and Advanced Italian, each with a maximum mark of eight; and Patristic Greek, German, Italian, and Spanish, each with a maximum mark of six. One elective study, as before, must be taken; one other may be allowed, but only as an extra. Elective and extra studies are specially applied for in writing, before a fixed date, at the office of a functionary called the Regent, and on failure of such application the Faculty make the selection. An elective study once taken must be continued through the year, and no change can be made from one extra study to another except at the beginning of a term, and then only with the express consent of the Faculty. The following programme of the Academic year 1864-5 will show the amount of work achieved or attempted by each class:—

Course of Instruction in 1864-5.

FRESHMAN CLASS.

First Term.

1. *Greek*.—Homer's *Odyssey*, three books. The *Panegyricus* of Isocrates. Goodwin's *Greek Moods and Tenses*. Exercises in writing Greek.
2. *Latin*.—Livy (Lincoln's Selections). Ramsay's *Elementary Manual of Roman Antiquities*. Zumpt's *Grammar*. Exercises in writing Latin.
3. *Mathematics*.—Peirce's *Geometry*. Peirce's *Algebra* begun.
4. *Ethics*.—Champlin's *First Principles of Ethics*. Whately's *Lessons on the Evidences of Christianity*.
5. *Elocution*.
6. *Means of preserving Health*.—Lectures.
7. *Integral Education*.—Lectures.

Second Term.

1. *Greek*.—Felton's *Greek Historians*. The *Medea* of Euripides. *Greek Antiquities*. Goodwin's *Greek Moods and Tenses*. Exercises in writing Greek.
2. *Latin*.—Horace, *Odes and Epodes*. Zumpt's *Grammar*. Ramsay's *Manual of Roman Antiquities*. Exercises in writing Latin.
3. *Mathematics*.—Peirce's *Algebra* finished (including logarithms). Peirce's *Plane Trigonometry*, with Bowditch's *Tables*.
4. *History*.—Smith's *History of Greece*.
5. *Elocution*.

SOPHOMORE CLASS.

First Term.

1. *Grammar*.—Angus's *Handbook of the English Tongue*. Themes.
2. *Mathematics*.—Peirce's *Plane and Spherical Trigonometry*, and *Navigation and Surveying*. Peirce's *Curves and Functions*.
3. *Greek*.—The *Birds* of Aristophanes. *Demosthenes de Falsa Legatione*. Exercises in writing Greek.
4. *Latin*.—Cicero *pro Cluentio*. Horace. Beck's *Syntax*, and Zumpt's *Grammar*. Exercises in writing Latin.
5. *Elocution*.
6. *Chemistry*.
7. *French*.—Otto's *Grammar*. *La France Littéraire*, par Burguy, 19me siècle.

Second Term.

1. *Rhetoric*.—Themes. Readings in *English Literature*.
2. *Mathematics*.—Peirce's *Curves and Functions* finished.
3. *Greek*.—Demosthenes. Grote's *History of Greece*, vol. xi., ch. 86-90. Exercises in writing Greek.
4. *Latin*.—Cicero *de Officiis*. Horace. Exercises in writing Latin.
5. *Natural History*.—Gray's *Botanical Text-book*.
6. *Molecular Physics*.—Cooke's *Chemical Philosophy*. Lectures.
7. *Elocution*.
8. *French*.—Otto's *Grammar*. *La France Littéraire*, 18me siècle.

JUNIOR CLASS.

First Term.

1. *Physics*.—Herschel's *Outlines of Astronomy*. Lectures on *Electro-Statics*.
2. *Rhetoric*.—Themes and Declamations.
3. *Molecular Physics*.—Cooke's *Chemical Physics*. Lectures.
4. *Greek*.—The *Alcestis* of Euripides. The *Seven against Thebes* of Æschylus. Exercises in writing Greek.
5. *Latin*.—Horace's *Epistles*. Latin Exercises and *Extemporalia*.

* The payment required at Yale on admission to advanced standing is only one-third of the amount required at Harvard. "Any person admitted to an advanced standing, unless coming from another college, pays the sum of 5 dol. as tuition money for every term which has been completed by the class which he enters." The exception, "unless coming from another college," appears to indicate that such candidates are not required to make any payment at all. At Yale the academic year consists of *three* terms, of fourteen, fourteen, and twelve weeks respectively; at Harvard, of two terms of twenty weeks each. The vacations at Yale are three also, seven, two, and three weeks long; at Harvard, they are two, each of six weeks' duration.

Elective Studies.

1. *Mathematics.*—Peirce's Algebra, ch. viii. Curves and Functions, vol. 1.
2. *Chemistry.*—Fowne's Chemistry. Fresenius's Qualitative Analysis, with instruction in the Laboratory.
3. *French.*—Otto's Grammar. La France Littéraire, 16me., 17me., and 19me. siècles.
4. *German.*—Otto's Grammar and Exercises. Foller's German Reader.
5. *Spanish.*—Josse's Grammar and Exercises. Sales' La Colmena Española. Iriarte's Fabulas Literarias.
6. *Patristic and Modern Greek.*

Second Term.

1. *Rhetoric.*—Whately's Rhetoric. Themes and Declamations.
2. *Physics.*—Lardner's Course of Natural Philosophy (optics). Lectures on Electro-dynamics.
3. *Greek.*—Demosthenes. Exercises in writing Greek.
4. *Latin.*—Tacitus. Latin Exercises and Extemporalia.

Elective Studies.

1. *Mathematics.*—Peirce's Curves and Functions, vol. i. concluded, vol. ii. commenced.
2. *Chemistry and Mineralogy.*—Dana's Manual. Crystallography.
3. *French.*—Translations from English into French. Lessons in Étymology. French Comedies.
4. *German.*—The same books as in the First Term.
5. *Spanish.*—Don Quixote.
6. *Botany.*—Lectures.
7. *Patristic and Modern Greek.*

SENIOR CLASS.

First Term.

1. *Logic and Philosophy.*—Bowen's Logic. Hamilton's Metaphysics. Forensics.
2. *Political Economy.*—Bowen's Political Economy.
3. *Physics.*—Lectures on Optics, Acoustics, and Electricity.
4. *History.*—Constitution of the United States. History of France: Stephen and De Tocqueville.

Elective and Extra Studies.

1. *Mathematics.*—Peirce's Curves and Functions, vol. ii. concluded.
2. *Greek.*—Æschines and Demosthenes on the Crown. Greek Composition.
3. *Latin.*—Lucretius. Latin Exercises and Extemporalia.
4. *German.*—Freitag's Die Journalisten. Written translations from Longfellow's Outre-Mer.
5. *Spanish.*—Gil Blas. Sales's Grammar.
6. *Italian.*—Niccolò dei Lapi. Fontana's Grammar.
7. *Modern Literature.*—Lectures.
8. *Patristic and Modern Greek.*
9. *Geology.*—Lectures.
10. *Anatomy.*—Lectures.

Second Term.

1. *Philosophy.*—Bowen's Ethics and Metaphysics. Forensics.
2. *History.*—Constitutional History of England.
3. *Religious Instruction.*—Peabody's Lowell Lectures.

Elective and Extra Studies.

1. *Mathematics.*—Peirce's Analytical Mechanics.
2. *Greek.*—Plato's Republic. Lectures. Greek composition.
3. *Latin.*—Cicero against Verres. Latin Exercises and Extemporalia.
4. *German.*—Auerbach's Joseph in Schnee. Written translations from Longfellow's Outre-Mer.
5. *Spanish.*—Calderon's El Principe Constante and El Mágico Prodigioso.
6. *Italian.*—Dante.
7. *Zoology.*—Lectures.
8. *Modern Literature.*—Lectures.
9. *Modern and Patristic Greek.*

I was informed by one of the Professors that the studies which are pursued with most success are the Physical Sciences, particularly Chemistry, Moral and Intellectual Philosophy, and English Literature. The Classics are cultivated with only moderate results (in the last year, it will be seen, they pass into the list of *optional* studies); and no great range is reached in Mathematics, the Professor in that department, though an accomplished scholar in his science, being deficient in practical skill and power of interesting, as a teacher.

Besides the above-mentioned course of study, certain exercises in composition and elocution Exercises. are periodically performed by the classes. The Sophomore and Freshman classes have each an exercise in elocution once a week, and the Sophomore class write Themes once in four weeks. The Junior class has an exercise in Declamation every week, and one in Theme-writing once a fortnight. The Senior class has an exercise in Forensics—written debates on a given argument, conducted by members of the class—once a fortnight. Each class writes Greek and Latin Exercises.*

The Lecture or Recitation List occupies seven hours a day, from 8 to 1 in the morning, and Hours of lecture. from 4 to 6 in the afternoon, for five days in the week, and three hours, from 8 to 11, on Saturday.† The youngest class gets most lectures; the oldest class fewest; but no student appears to be required to attend more than four recitations a day, and the seniors not often more than two. The classes which, as we have seen, contain on the average about 100 students apiece,—the Freshmen and Sophomore being generally the largest,—are broken up into manageable divisions, the Seniors and Juniors into three, the Sophomores and Freshmen into four. Recitations, as a rule, are an hour long, but occasionally, as in the case of Latin and Greek in the last year, they are reduced to half that time.

The American Universities have not adopted the plan of their English sisters, of employing a Class or Honour List to indicate the relative merits of their graduating students; but the students Honors.

* These exercises do not amount to much. A student of the junior class told me that not more than about eight exercises are worked in a year. In the year 1864-5, in the junior class, they were exclusively verse compositions. A prize is annually offered, though not always awarded, for Latin versification; and another for Greek prose composition. There are, also, annual prizes for "English dissertations, for elocution, and for the best readers aloud of English prose." With great wisdom, considering the prevailing American taste, in the selection of passages for the latter purpose, declamatory pieces are avoided, and such narratives, descriptions, or essays, are chosen as require varied expression and correct enunciation. The prizes in these different departments of excellence vary in value from 50 to 10 dollars, those for excellence in reading aloud being of nearly as high value as any of the rest.

† During the first term, which begins in September, till after the thanksgiving recess in November, morning prayers are at 6.45 a.m., and the hour of dinner is 1 o'clock. After the recess chapel and dinner are put an hour later

who stand highest in the Senior class are selected to deliver certain "Orations" at the Commencement, and the "Valedictorian" of Harvard and Yale is equivalent to the Senior Wrangler at Cambridge of his year.

Examinations.

At Harvard each class is examined annually in writing, in the several studies of the year, before Committees appointed for the purpose by the Overseers, and the results of these examinations have an important, though not an exclusive, bearing on the rank of the student in his class, and, in some cases, on his continuance in College.*

Number of students.

A comparison of the numbers of students given in the respective catalogues for the year 1864-5 shows that, though Yale has a superiority over Harvard in the Academical Department, yet, including the Special schools, the numerical advantage remains with the latter. The following table gives the actual figures:—

Academical Students.	Harvard.	Yale.
Seniors	80	98
Juniors	112	105
Sophomores	102	121
Freshmen	91	134
	<hr/>	<hr/>
	385	458
Special Schools.		
Theology	17	23
Law	125	32
Medicine	216	47
Science or philosophy	72	84
Astronomical Student	1	0
Resident graduates	9	0
	<hr/>	<hr/>
	825	644

Classes, I was told, are apt to dwindle from various causes. The Senior class which graduated in 1865 had had, taking the whole of its career, about 140 students belonging to it; yet not more than eighty proceeded to a degree. Of the class of 1852 at Yale, of which the original number was 148, only ninety graduated.

Expense.

The necessary annual expenses of a student in the academical department, whether at Harvard or Yale, are estimated at about \$400, say £80 (exclusive of apparel, pocket-money, travelling expenses, and board in vacations), a sum not very widely differing from the ordinary amount of "battels" at Oxford or Cambridge,† though it must not be forgotten that it covers half as long again a period of time. I was told at Yale that their most expensive men, some of whom kept a horse, would spend perhaps \$1,200 in the forty weeks which constitute the academic year; and at Harvard that an average student's expenditure would range from \$600 to \$800. The item of dress would account for most of the difference.

The Patron or Guardian.

In order to check extravagance in the case of students whose home is more than 100 miles away, and who may be supposed, therefore, to be beyond the supervision of their parents, an officer of the University called "the Patron" is appointed for parents who wish to avail themselves of his services. The parent remits to the patron the sums that he is informed are necessary to defray the college bills of his son and sufficient to satisfy his personal wants, and the patron takes the whole control of the same, under the direction of the faculty. No student entrusted to the patron is allowed to contract any debt without his order, or without the sanction of his parent or guardian: and the patron is allowed to charge in the term-bill 2½ per cent. on all disbursements as a compensation for his responsibility.‡

Help to indigent and meritorious students.

Considerable assistance is afforded to indigent or meritorious students both at Yale and Harvard, through the medium of scholarships, beneficiary and loan funds, monitorships, &c. In some cases the scholarship is held, upon the fulfilment of certain conditions, for the whole academic

* At Yale public examinations of the classes are held at the close of each term, *i.e.*, three times a year, corresponding to Oxford "collections"; and twice in the college course, at the close of the sophomore and senior years, answering to "moderations" and the "final examinations" at Oxford, on the studies of the two preceding years. The biennial examinations are conducted wholly in writing, and are continued, not however unremittingly, for a period of between two and three weeks.

† The following estimates are given in the official catalogues:—

HARVARD.

Instruction, library, lecture-rooms, gymnasium, &c.	dols. 104
Rent and care of room in college (average)	28
Board for 40 weeks, at 6 dols. per week	240
Text-books (average)	16
Special repairs, &c.	2
	<hr/>
	dols. 390

Fuel and washing are not reckoned. The rent of rooms in private houses is from 52 dols. to 150 dols. a year. The price of board at Cambridge is stated to vary from 5 dols. to 7 dols. a week. In making comparisons, it must be remembered that both at Harvard and Yale two students occupy a room. Wood is charged at from 11 dols. to 13 dols. a cord; and coal at from 13 dols. to 19 dols. a ton. At both colleges students find their own bedding, furniture, fuel, lights, &c.

YALE.

Treasurer's bill.	
For tuition	dols. 45
" rent and care of room in college	20
" expenses of public rooms, repairs, &c.	10
" use of gymnasium	4
" society tax	6
	<hr/>
	dols. 85.

Other necessary expenses.	
Board, 40 weeks	dols. 140 to 200
Fuel and lights	15 " 25
Books and stationery	1 " 20
Use of furniture and bedding	10 " 20
Washing	15 " 25
	<hr/>
	190 to 290
	<hr/>
Total	dols. 275 to 375

The price of board, which is obtained either in clubs or messes of ten or a dozen students each or in boarding-houses, the former being the cheaper mode, appears to be lower at Newhaven than at Cambridge. It is estimated for Yale students at from 3.50 dols. to 5 dols.; in the majority of cases 4.50 dols.

We have already seen that bonds are required, answering to our caution money, at Harvard to the amount of 400 dols., at Yale of 200 dols., to cover possible college liabilities. Also, no degree can be conferred till all dues to the college are discharged.

‡ At Harvard the patron must not be of the faculty. At Yale he must; and he is there called the "college-guardian." The relation of the latter officer to the students is nearly the same as that of a tutor to his pupils at our Cambridge, though I am not aware in the latter case that any "commission is charged for services."

course;* but more usually, at least at Harvard, the tenure is only for a year; and the obtaining a scholarship for one year does not constitute any title to a second nomination, unless the superiority for which it was originally granted is fully maintained.

Sometimes scholarships are granted, after special examination, for proficiency in special subjects; in other cases, recommendations or nominations are made to the Corporation or the trustees of the particular scholarship by the Faculty, guided principally by the student's scale of rank for the year.

There are thirty-eight scholarships at Harvard, varying in value from \$100 to \$300 a year. Some of them have been founded by the class that graduated in a particular year; another by persons educated at a particular academy, in honor of its late Principal; several by bequests; many by donations of living friends of the University. The scholar receives one-half of the annual income immediately upon the assignment of the scholarship, and the remaining half at the end of the following half-year.

"Various bequests and donations have from time to time been made to the Corporation of Harvard, the income of which is appropriated to the aid of deserving students in narrow circumstances. The annual distribution from this source is about \$1,400, which has usually been given as a gratuity, in sums ranging from \$20 to \$60. As some students prefer to receive the aid in the form of a loan, the income of the fund is divided into two parts, one of which is given as a gratuity and the other granted on loan."† Applications for aid must be addressed to the President, either by the student himself, if of age, or by his parent or guardian, stating the special circumstances of the case, on or before the 1st day of June in each year. Beneficiary Fund.

Another fund, called the Loan Fund, has been raised at Harvard by subscription among friends of the University, the interest of which, amounting to about \$1,200, is lent to meritorious students who may apply for it in sums varying from \$20 to \$80. This is an increasing fund, about \$8,000 having been already added to the principal by reimbursements. Loan Fund.

About \$480 are also paid to monitors—a class of students corresponding to the Bible-clerks at Oxford—of whom there is one attached to each class, whose business is to take note of and report absences from morning prayers and Sunday chapel services. Monitorships.

Deserving students, also, in narrow circumstances are permitted, at the discretion of the Faculty, to be absent for a limited time not exceeding thirteen weeks, including the winter vacation, for the purpose of keeping school, and in this way supplying themselves with the necessary funds for their academical education. Leave of absence.

Many indigent students, further, are maintained at the University entirely at the cost of individual, and not frequently unknown, benefactors. Indeed, I was informed that a promising student is certain to meet with assistance from some quarter or other sufficient to enable him to graduate; and the sacrifices that are often made by members of his own family for this purpose are very heroic and remarkable. Private aid.

The rules relating to lodging and boarding-houses for under-graduates are (at least, on paper) very stringent. Of the 385 under-graduates at Harvard, 112 lodge in the town, and all board in private establishments. There is neither "kitchen" nor "buttery" attached to the college itself. The Faculty reserve to themselves the prerogative of approving the houses in which students either lodge or board; and they have laid down the regulations to which they require them to conform. Lodging and boarding-houses.

1. It must be a house occupied by a family, and not a hotel or house of public entertainment.

2. Immediate notice of any festive entertainment, riotous noise, or improper conduct at table, is to be given by the keeper of the house to the President.

3. No wine or spirituous liquors are to be used, and no smoking to be permitted at the table or in the dining-room.

4. The hours of meals must be made to suit the time prescribed for college exercises and recitations.

5. A list of approved boarding-houses, with a tariff of prices, is kept at the Steward's office for inspection; and within a fortnight from the beginning of each term, the keeper of every such house must forward to the Regent of the University a list of his boarders. No student is allowed to change either his room in college or his boarding-house without immediate notice of his doing so, in the former case to the Registrar, in the latter case to the Regent.

The students form among themselves several voluntary societies, some of a religious, others of a literary character. At Harvard, though the prevailing denominational influence is Unitarian, I was informed that not half of the students belong to that communion. Voluntary Associations.

At Harvard there is a small body of students in the academical department that does not appear to exist at Yale, called "resident graduates." They are graduates, either of that or of other collegiate institutions, who wish to pursue their studies without joining any of the professional schools. They are allowed to use the library, which is a very excellent one, containing upwards of 100,000 volumes, and the scientific collections, on the payment of \$5 a year. They are also admitted free to all courses of public lectures delivered to under-graduates, and, upon payment of \$5 for each course, to the lectures delivered in the Scientific School. They are amenable to University discipline, and have to give to the steward satisfactory bonds in the sum of \$200. There were nine such members of the University in 1865. Resident Graduates.

An elaborate and systematic course of theological instruction, as a preparation for the Christian ministry, extending over a period of three years, is given in the Divinity Schools both of Yale and Harvard. At Yale, in 1865, there were twenty-three theological students; at Harvard, seventeen. Candidates for admission need not be Bachelors of Arts or graduates of the University; but if not, they must pass a tolerably severe preliminary examination.‡ The full course, as already mentioned, extends over three years of forty weeks each; but it may be, and often is, shortened by the contrivance, of which, perhaps, a note might profitably be taken at home, of admission to advanced standing. THEOLOGICAL DEPARTMENT.

"The course of instruction" at Harvard "comprises lectures, recitations, and other exercises on all the subjects usually included in a system of theological education, embracing—

- The Hebrew language.
- The principles of criticism and interpretation.
- The criticism and interpretation of Scripture.
- Natural religion and the evidences of revealed religion.
- Systematic theology, Christian ethics, and practical Divinity.
- Church history and Church polity.

* As for instance, the scholarship of 60 dollars a year awarded at Yale to the student in each Freshman class who passes the best examination in Latin composition, in Greek, and in the solution of algebraic problems. Harvard is much richer in scholarships than Yale, as regards both the number of such benefactions and their annual value. The most valuable scholarship at Yale is only 120 dols. a year.

Some of the Yale scholarships are founded with the object of encouraging graduates to continue to reside at the University for the purpose of pursuing a course of study (not professional) under the direction of the faculty. Most of the Yale scholarships are tenable, if residence is maintained, for two, three, or four years.

† *Harvard Catalogue*, p. 39. There is a similar fund, with the same name, at Yale, yielding an income of upwards of 2,800 dols. which is applied to the assistance of necessitous students, especially of those who are preparing for the Christian ministry. About seventy have thus their tuition (the ordinary charge for which is 45 dols.) wholly or in part remitted. There is also at Yale an institution called the Benevolent Library, which supplies indigent students with the text-books used in the college course without charge.

‡ This, at least, is the case at Harvard. At Yale, "the condition of entrance are hopeful piety and a liberal education at some college, or such other literary acquisitions as may be considered an equivalent preparation for theological studies."

The composition and delivery of sermons and the office of public prayer.
The duties of the pastoral office.

The members of the several classes have exercises in the practice of extemporaneous speaking, and the members of the senior class preach occasionally in Cambridge during the summer term."

At Yale (where the course of instruction includes the Greek as well as the Hebrew Scriptures, and lectures on logic, psychology, moral philosophy in its more marked relations to religion, and the history of Christian doctrine, together with facilities for the study of Sanskrit and German) the instructors meet the students in a body, twice in each month, in a familiar conference upon subjects of practical interest to persons preparing themselves for the ministry.

At Yale there are no less than six Professors in this department; at Harvard only three; in both cases exclusive of the President.

Advanced standing.

Candidates for admission to advanced standing must have been engaged in the study of theology as long as the class which they desire to join, and must pass an examination in the studies which that class has pursued. There are three classes in the school, corresponding to the years of the course.

Expense of the course.

At Harvard, a building, called Divinity Hall, is appropriated to the theological students, in or near which they must reside. The annual expense for instruction, rent, and care of room and furniture and use of class-books is \$75. At Yale, a building is provided for the students, the rooms in which are rent-free, but a charge is made of \$5 a year for incidental expenses. No other charges are made to the students. In both colleges there are beneficiary funds attached to the department, out of which assistance is given to indigent students. It is mentioned in the Yale catalogue, that "students who have advanced so far in their course of study as to have obtained a license, have frequent opportunities to preach, with pecuniary compensation." In the case of students intending to be missionaries, free admission is given at Yale to the lectures in the medical department. There do not appear to be any degrees in divinity conferred in this department.

Whatever may be its results, the liberal and extended character of this programme contrasts markedly with the hurried and perfunctory way in which preparation for the work of the Christian ministry is ordinarily accomplished among ourselves. Theological seminaries form quite a feature among the educational institutions of the United States.

THE LAW SCHOOL.

"The design of the Law School at Harvard is to afford a complete course of legal education to persons intended for the bar in any of the United States, except in matters of mere local law and practice, and also a systematic course of studies in commercial jurisprudence for those who intend to devote themselves exclusively to mercantile pursuits."

"No examination and no particular course of previous study is required for admission; but the student, if not a graduate of some college, must be at least 19 years of age, and produce testimonials of good moral character."

Caution money and fees.

He must give a bond in the sum of \$200, or deposit \$150 with the steward upon his entrance, and at the commencement of each subsequent term, to be retained till the end of the term, and then to be accounted for. The fees are \$50 a term, or \$25 dollars for half or any smaller fraction of a term; for which the student has the use of the lecture rooms, the law and college libraries (the former containing 13,000 volumes), and the text-books. He is admitted free to all public lectures in the academical department, and to lectures in the scientific school on payment of \$5 for each course. The other expenses of a term (twenty weeks), including board, room-rent, washing, fuel, and attendance, are reckoned to range from \$150 to \$285. The difference lies in the varying cost of board, which can be had at as cheap a rate as \$3 a week, or may rise as high as \$8.

Course of studies.

The course of instruction for the bar comprises the various branches of the common law and of equity, admiralty, commercial, international, and constitutional law, and the jurisprudence of the United States. The course for the mercantile profession is more limited, and embraces only the principal branches of commercial jurisprudence, viz., the law of agency, of partnership, of bailments, of bills of exchange, and promissory notes, of insurance, of shipping and navigation, of sales, and, if the students desire it, of constitutional law.

Length of course.

The course is so arranged as to be completed in two years; and the students are allowed to select such portions of it as they deem most in accordance with their views and attainments. Instruction is given orally by lectures and expositions, of which there are 10 every week; and a so-called "moot court" is held each week, in which a cause, previously assigned, is argued by four students, and an opinion delivered by the presiding professor. Clubs also are formed among the students for purposes of reading dissertations and forensic discussions.

The degree of Bachelor of Laws is conferred, upon the certificate and recommendation of the law Faculty, on students who have spent a year of study, connected with a required previous amount of preparation elsewhere, in this school.

The number of students in the Law School at Harvard in the year 1864-5 was 125; of whom 57 belonged to the senior, 31 to the middle, and 37 to the junior class.*

THE SCHOOL OF MEDICINE.

The Harvard School of Medicine is situated in Boston, for the sake, it may be presumed, of vicinity to the hospitals. Instruction is given by means of lectures, recitations, examinations, dissections, and hospital visits, in the direct and collateral subjects usually included in the programme of a medical school. The period of the course is two years, each divided into two terms—a shorter or winter term of 17 weeks, commencing on the first Wednesday in November, and a longer or summer term, extending from 1st March to 1st November. The month of August and September, however, constitute the vacation. The fee for instruction during the long term is \$100; the fees for the winter courses of lectures amount in all to \$95. An examination is held twice a year by the Faculty of the school, in order to test the qualifications of candidates for the degree of Doctor in Medicine. Before being admitted to examination, the candidate must have fulfilled the following conditions:—

1. He must be 21 years of age;
2. Must have attended two courses of lectures delivered by each of the Professors of the school;†
3. Must have employed three years of his professional studies under the direction of a regular practitioner of medicine;
4. If he have not received a University education, he must satisfy the Faculty in respect to his knowledge of the Latin language and Experimental Philosophy;
5. A month previous to the day of examination, must have transmitted to the Dean a dissertation, written by himself, on some subject connected with medicine.

The examination itself embraces the subjects of Anatomy, Physiology, Chemistry, Materia Medica, Pharmacy, Morbid Anatomy, Midwifery, Surgery, Clinical Medicine, and the Theory and Practice of Medicine; and the decision in respect to each candidate is determined by the vote of the majority of the members of the Faculty present at his examination. Three members of the Faculty

* The regulations of the Law School at Yale are substantially the same as those at Harvard. The terms, however, are rather lower; being, for tuition, use of text-books and library, for the whole course of two years, 150 dols.; for one year, 80 dols.; for less than one year, 10 dols. a month—in each case payable in advance. The degree of LL.B. is conferred upon "liberally educated" students after 18 months' membership; upon students "not liberally educated" after two years' membership, upon passing a satisfactory examination. The fee for the diploma is five dollars.

† Passing an examination is not mentioned as a condition of a degree in law at Harvard, but it may fairly be supposed.

The Law School at Yale had only 32 students in 1864-5.

† If the student have attended a course of similar lectures in any other College or University, the same may take the place of one of the above courses.

are required to be present at every examination. There is a fee of \$20 on graduation. In 1864-5 there were 216 medical students at Harvard, against 47 at Yale. The hospital advantages of a city of the size of Boston over a city of the size of Newhaven would partly account for the disparity.

Both to Harvard and to Yale is attached a school of similar character—though at Yale with somewhat wider aims—called at the former University the "Scientific School," at the latter, the "Department of Philosophy and the Arts," in the first of which the degree of Bachelor of Science, in the second the degrees of Bachelor and Doctor of Philosophy, are conferred.

SCIENTIFIC SCHOOL.

The school at Yale is divided into two sections: the first including courses of instruction in chemistry and natural science, in civil engineering and mechanics, in agriculture, and a select course of scientific and literary study; the second, I hardly know with what direct practical object, aiming at a higher measure of mental culture in the specific departments of philosophy and history, philology, mathematics, and physics.*

At Harvard, candidates for admission must have attained the age of 18 years, have received a good common English education, and be qualified to pursue with advantage the course of study to which they propose to give their attention. The subjects included in the course are chemistry, zoology, geology, botany, comparative anatomy and physiology, mineralogy, the higher mathematics, and engineering. The number and choice of studies are to a certain extent optional on the part of students, but, when chosen, a punctual attendance on all prescribed exercises is required. The degree of Bachelor of Science may be conferred on any student who, having attended the instructions of the school for at least one year, and completed the prescribed course of studies in one or more departments, shall have passed a satisfactory public examination. Certificates, also, may be granted to students who do not graduate, stating the time they have been present in the school, the studies they have pursued, and the progress they have made.

Conditions of Admission, &c.

The scale of fees for instruction ranges in the different departments from \$15 to \$75 a term, the highest rate being in the department of engineering. In some of the departments the charge for instruction is a matter of private arrangement between the student and the professor.†

Students are required to lodge and board in licensed houses, and to conform to the general discipline of the University, as well as to the particular regulations of their department.

In 1864-5 there were 72 students in this school.

Such is a sketch, making no pretence to originality, extracted indeed, often *ipsisssimis verbis*, from their own "catalogues," and only filled in here and there with the results of my own observation, of the two most celebrated Universities in the United States. They furnish the type to which, *mutatis mutandis*, most others aspire. Their distinctive feature is the preponderance of the academical over the professional department. In most of the other so-called universities, that proportion is reversed. The stern demands of practical life in the younger States have, perhaps, necessitated this. But it is a necessity which Americans admit with regret. Their ablest minds are sensible of the need, and recognize the value, of a "thorough classical or scientific education." Presidents in the west and north-west "feel the necessity of strong efforts to advance the academical department of their Universities." They do not believe that "medical and law schools alone indicate the prosperity of universities as educational institutions." One of them considered that it was a state of things requiring re-adjustment, when upon entering on his duties as President of the University of Michigan, he found "the usual under-graduate classical course in operation with an attendance of about 50 students," and concurrently with that, "a medical course with an attendance of about 130 students." The aim of American educators is to give classical and scientific (as distinct from professional) studies a predominance, but not a monopoly, in the university. The great body of the students at Harvard and Yale are in the so-called academical department. It is generally admitted that the idea of a university, as at present developed, is incomplete, and "is in part composed of the intermediate or pre-disciplinary course common to the colleges and the gymnasia of Germany, in place of that which belongs to a university properly so-called." "And so," adds the writer whom I have quoted, "it must remain until all the parts of a just system of public education are fully developed in their order and relations. When this is accomplished, the University can become purely a university—an institution for professional study, for the culminating studies in science and literature, and for manly self-development."‡

These American ideas will, perhaps, help to modify or confirm the ideas which each of my readers has probably formed for himself of what an English University ought to be.

* Under the first head are included Political and Social History and International Law, Psychology, Logic, and the History of Philosophy; History and Criticism of English Literature. Philology comprises the Latin and Greek Languages and Literature; General Philology, Ethnology, and Oriental Languages; Modern European Languages. The third department comprehends Pure and Mixed Mathematics and Astronomy.

† The degree of Doctor of Philosophy is conferred upon persons who have spent two years in these studies after taking their first degree, and who give evidence upon examination, of high attainments in them.

‡ I do not observe any department at Harvard corresponding to this feature of Yale; indeed, the whole conception has a somewhat German air, and one is surprised to find it naturalized on American soil. Whether it thrives as well as exists, I cannot say; for though the whole number of students (84) is given in the department of Philosophy and the Arts, there is no distinct distribution of them between the two sections. I should hardly expect, however, that such a prolonged course of study, with no definite practical object, would suit the impatient, realistic temper of the American mind.

† At Yale the fee for instruction in both departments of the school amounts to, or "will not exceed," 100 dols. per annum. Arrangements have been made with the State of Connecticut for admitting to the school a certain number of pupils gratuitously. Candidates for this bounty must be citizens of the State; preference being given to such as are "fitting themselves for agricultural and mechanical or manufacturing occupations, who are or shall become orphans through the death of a parent in the naval or military service of the United States, and next to them, to such as are most in need of pecuniary assistance." The appointments are to be distributed as far as practicable among the several counties of the State in proportion to their population. The gratuitous instruction of these students is provided by appropriating to the scientific school of Yale the income of certain funds derived from the sale of United States' lands. I imagine that this is the way, or at least part of the way, in which Connecticut is fulfilling the condition under which she has received script for 180,000 acres of public land for the purpose of "endowing colleges for the benefit of agriculture and the mechanic arts." The Act authorizing this donation has been mentioned in the body of this Report (p. 27).

The full course of instruction for students in agriculture at Yale occupies three years. Applicants for admission must be 16 years of age, and of good moral character. They must sustain an examination in arithmetic, algebra, geometry, plane trigonometry, the elements of natural philosophy, English grammar, geography, and the history of the United States. There is a shorter course of seven months, for which no preliminary examination is required. This department of the scientific school (to which there is nothing correspondent at Harvard) was to open on September 13, 1865.

‡ See Review by Rev. Dr. H. P. Tappan of his Connection with the University of Michigan, pp. 5, 6. The same gentleman has published a discourse on "The University, its constitution, and its relations, political and religious," delivered before the Christian Library Association in June, 1858, which I have no doubt would be interesting, but which I have not had the good fortune to see.

APPENDIX L.

AMERICAN ENDOWMENTS.

State of the American law in regard of endowments.

I undertook to collect for the Commissioners some information with regard to the principles and practice adopted in the United States in relation to educational endowments. For this purpose, having been furnished by the Secretary with an enumeration of the chief points to which the attention of the Commissioners was being directed, I drew up a series of ten questions which I ventured to send to Mr. Chief Justice Chase, and to one of the most eminent lawyers of Boston, the Hon. C. G. Loring, from both of whom I had received personal attentions in America, with a request that, if they could find the leisure, they would kindly attempt to answer them. The public engagements of the Chief Justice, probably, have not allowed him to attend to the matter: but from Mr. Loring I have received a most explicit and careful reply, which I cannot do better than lay before the Commissioners *in extenso*.* The following, then, is the document in full:—

No National common law in U.S.

"Before considering the questions submitted, it may be well to state that there is in this country no national common law. Each State has its own common law. This, in the case of the original States, is generally the common law of England, as it was amended or altered by English statutes in force at the time such States were respectively settled. In some of the States, laws were passed soon after the Revolution declaring in general terms what should be considered as the common law; in others, the English statutes were specifically repealed, or declared to be still in force; while, in others no action was taken by the Legislature, but the courts have from time to time as questions have come before them, determined what English statutes are in force.

Principles governing national courts.

"The national courts, when questions of common law come before them, are governed by the *lex loci*, the *lex domicilii*, the *lex loci rei sitæ*, or the *lex fori*, as either of these controls.

Statutes of mortmain have never been in force in U.S.

"Question I. Are any and what restrictions placed by law on the gift or dedication of real and personal property to charitable uses?

"Ans. The English statutes of mortmain have been declared by the Supreme Court of the United States (*Perin v. Carey*, 24 How. 449) never to have been in force in this country, and similar decisions have been made in several of the States. In 1808 the Judges of the Supreme Court of Pennsylvania, in a report to the Legislature, declared that the English statutes of mortmain were in part inapplicable to that State, and in part applicable and in force, and said that a conveyance of land to a corporation by deed or will was void unless sustained by charter or act of assembly; so, if to unincorporated associations, if for purposes of a superstitious nature and not calculated to promote objects of charity or utility (3 Binney [Penn.] 626).

"By a subsequent Act of the Legislature of this State, a corporation incorporated under the laws of another State is forbidden to hold lands in Pennsylvania, unless expressly authorized by the laws of that State. And by an Act passed in 1855, all bequests to religious and charitable uses are void unless the same are made at least one calendar month before the decease of the testator or alienor.

Statute of 43 Eliz. c. 4, recognized as defining what is a charitable use.

"I know of no other State where restrictions of this kind are placed upon the power of a person to give his property to whom he pleases.

"The question, What is a charitable use, has been much discussed in this country. The English statute of 43 Eliz. c. 4 is in force in North Carolina and Kentucky. It was expressly repealed in New York in 1788, and in Virginia in 1792. In Massachusetts, Maine, Pennsylvania, Kentucky, and Georgia, the principles of the statute obtain as part of the common law. Thus, in a late case before the Supreme Court of Massachusetts, not yet reported, it is said that 'The statute of 43 Eliz. c. 4 in principle and substance, so far as it recognizes, defines, or indicates what are charitable uses, is part of our common law'; and, after citing the preamble to this statute, the Court say: 'No one can read this sentence without perceiving its aim to have been to show, by familiar examples, what classes or kinds of uses were considered charitable, or so beneficial to the public as to be entitled to the same protection as strictly charitable uses, rather than to enumerate or specify all the purposes which would fall within the scope and intent of the statute, much less every possible mode of carrying them out. Courts are guided not by its letter but by its manifest spirit and reason, and are to consider not what uses are within its words, but what are expressed in its meaning and purpose.

Immoral or impolitic bequests would be set aside.

"Quest. II. Would a bequest be set aside by the Court on the ground of its being opposed to morality or public policy?

"Ans. There can be no doubt that a bequest would be set aside for either of the reasons above stated. Any bequest to carry out an object in violation of the laws of the land or which would tend to cause such violation would be held to be void.

"Quest. III. Is there any and what power of altering the destination of a charity, either as regards the objects of the charity or the manner of its application,† in case that original destination was either thought objectionable, or supposed to have failed?

Doctrine of *cy pres* not fully established in U.S.

"Ans. The doctrine of *cy pres* cannot be said to be fully established in this country. In a late case in New York, it is said that the English doctrine of *cy pres* does not obtain in that State (*Beekham v. Bonsor*, 23 N.Y. 311). Nor does it in North Carolina and Kentucky. In Massachusetts there has as yet been no decision by the full bench of the Supreme Court directly affirming the power of the Court in the matter, but there are *dicta* which tend to show that the doctrine would be applied in a proper case. Thus, in *Sanderson v. White* (18 Pick. Mass. 323), Shaw, C.J., said—'Where a literal execution may become impracticable or inexpedient in part, or even in whole, it will be carried into effect so as to accomplish the general purpose of the donor as nearly as circumstances will permit, and as such general charitable intent can be ascertained.' So, in *Baker v. Smith* (13 Metcalf, Mass. 41), the same learned jurist said—'We mean to express no doubt of the power of the court as a court of equity in cases of gifts to charitable uses, when the will cannot be executed according to its terms, to sanction an execution which shall, as nearly as may be, carry into effect the charitable intent, *ut res magis valeat quam pereat*.' And in the case of American

* Mr. Loring, having for eleven years withdrawn from practice, tells me, in the letter which accompanied the more formal document printed in the text, that he "resorted to the aid of a friend for looking up the cases and more modern decisions"; but he "believes that the replies will be found satisfactory, and he is not aware that he could by further investigation add anything material, or that any source open to him has been unexplored." He adds, however, "It is possible that Mr. Chase may be able to give information upon the principles and practice of the Western and Southern States which has escaped me; so that between us you will have a pretty fair knowledge of American law upon the subject." But from the Chief Justice, as already stated, I have not heard.

† It has been already mentioned, in a note to the text of the Report (p. 26), that an attempt was recently made in Indiana to alter the application of the so-called "township fund," and to make it more effective for good, by distributing it equally throughout the State; but it was the opinion of the Supreme Court that such an alteration would be a breach of trust, and the attempt was therefore not proceeded with.

The case of the West Chester Society's Schools at Colchester, Connecticut, was mentioned to me by the late Superintendent of Schools in that State, and illustrates, not perhaps the doctrine of *cy pres*, but the liberty of interpretation which is allowed to be put upon the intentions of a founder. An individual bequeathed certain funds for the maintenance of a public school in this township, to be kept by a teacher or teachers who could give instruction in Latin and Greek. Such instruction being now not required, is not given, and the income of the endowment is divided among the five district schools; but the teachers are required to possess the prescribed qualification, even though the classical languages are not taught in the schools. It has, however, been sometimes considered a sufficient qualification if the teacher knows the Greek alphabet.

Academy of Arts and Sciences v. Harvard College (1832, to be reported in 12 Gray), where a bequest of Count Rumford was made to the Academy for a specific purpose, and it became impracticable to carry out the intent of the donor in the mode prescribed, Shaw, C.J., directed a scheme to be reported. This case was not, however, before the full court. In the case of Harvard College v. Society for Promoting Theological Education (3 Gray, Mass. 280), it was held that the court would not, in the exercise of its Chancery jurisdiction, withdraw funds given by individuals to the Corporation of Harvard College, or for the benefit of a divinity school attached to the college, and entrust them to an independent board of trustees to be applied to the support of a divinity school not connected with the college, merely on the ground of inconvenience and embarrassment in continuing the connection between the college and the divinity school, and of the benefit which would result to both from a separation, and without proof of incapacity or unfaithfulness on the part of the corporation or failure of the objects of the charity.

"It has generally been considered in this country that the *cy pres* power of the English Chancery Courts is not a judicial but a prerogative power, and that prerogative powers belonging to the sovereign as *parens patrie* were not vested in the general Government of the United States, but remained in the States in their respective sovereign capacities. (See *Fontaine v. Ravenal*, 17 Howard (U.S.) 384.) If this be so, the question how far the courts of equity in the several States have *cy pres* power, depends upon the extent of the general chancery jurisdiction conferred upon them. In Massachusetts, before full equity jurisdiction was given to the Supreme Court, the legislature in many instances exercised *cy pres* power. In the Divinity School case above mentioned, the legislature afterwards passed a law authorizing the College to resign the trusts and the Court to appoint a new trustee.

American view of the *cy pres* power of English Chancery Courts.

"*Quest. IV.* Are the principles of equity and the practice of the Courts affecting this matter of endowments, tolerably uniform and identical in the several States, or do both principles and practice vary widely?"

Diversity in principles and practice of different States.

"*Ans.* There is great diversity both in the principles of equity and the practice of the Courts in the several States on this subject. In some States the Courts have full equity jurisdiction; in others, a more limited one.

"*Quest. V.* What is the legal constitution of the bodies to which the administration of the several charities is intrusted? If they consist of private persons only, what power is there in the hands of any external body of appointing new administrators, if need be? If they are administered by public bodies, what are ordinarily the territorial limits of the jurisdiction of such bodies?"

"*Ans.* In this country charitable bequests are either made to societies already incorporated, or to one or more persons as trustees. In either case Courts exercising Chancery powers, on proper representation made, would see that the trust was faithfully administered, and if no direction as to the mode of appointment of new trustees were given, the Courts exercising probate or chancery powers, according to the law of the State, would appoint new trustees.

The courts will see that trusts are properly administered.

"*Quest. VI.* What is the tenure of office of the Masters of endowed schools?—for life, or *quamdiu se bene gesserint*, or during good pleasure? And what would be the process of removing an incompetent or otherwise unfit master?"

"*Ans.* The tenure of office is a matter depending entirely upon the will of the founder, or, if this is not expressed, upon the will of the trustees or persons who have the management of the institution. The power of removal would depend somewhat upon the tenure of office. In case of incompetency, there can be no doubt of the power of the trustees to remove.

Tenure of office depends on will of founder, or of trustees.

"*Quest. VII.* Is there any and what preliminary control exercised over applications to Courts of Justice in chancery matters?"

"*Ans.* The practice varies in different States. In Massachusetts, by a statute passed in 1849, it is made the duty of the Attorney-General to enforce the due application of funds given or appropriated to public charities, within the State, or prevent breaches of trust in the administration thereof. And in a case which was commenced before the passage of this statute, the Court said: 'The power to institute and prosecute a suit of this nature in order to establish and carry into effect an important branch of the public interest is understood to be a common law power incident to the office of Attorney-General, or public prosecutor for the Government.' (*Parker v. May*, 5 Cush. (Mas.) 336.)

Duty of Attorney General in the States.

"In New York it is said that remedy by information must, in that State, assume the form of an ordinary suit in the name of the Attorney-General, or perhaps of the people of the State, and it would be limited in its scope by the principles of the common law. (*Owens v. Missionary Society*, 14 N.Y. 408, 1856.)

"I am not aware that there is any Board with similar duties to the English Charity Commissioners in any of the States of this country.

Nothing analogous to English Board of Charity Commissioners.

"*Quest. VIII.* Are endowed schools subject to inspection by any and what authority external to the school?"

"*Ans.* The common law of England as to visitation of corporations generally prevails in this country. The founder or his heirs, unless he has given the right of visitation to some other person or body, has the power to inspect the affairs of the corporation, and superintend all officers who have the management of them, according to the regulations prescribed by the founder, without any control or revision of any other person or body, except the judicial tribunals, by whose authority and jurisdiction they may be restrained and kept within the limits of their granted powers, and made to regard the constitution and law of the land. (*Murdock, Appellant*, 7 Pickering (Mass.) 322; *Nelson v. Cushing*, 2 Cush. (Mass.) 519; *Allen v. Mackeen*, 1 Sumner, 276 (U.S. Circuit Court, Story, J.)

Visitatorial powers of founders subject to restraint by the Courts.

"In regard to the right of the legislature of a State to interfere with a corporation, it has been the settled law of this country, since the Dartmouth College case, 4 Wheat. (U.S.) 518, decided in 1819, that a State has no right against its consent, to alter, amend, or repeal the charter of a college or a school, unless such power is expressly reserved in the charter, or by a general law. At the present day it is unusual for a State to grant a charter without reserving this right; but a State rarely interferes with, or controls the management of a school, unless such school is endowed by the State.

Legislature no right to interfere with charter of a corporation, unless such right is reserved in charter.

"*Quest. IX.* Is religious instruction given in endowed schools compulsory on all the pupils; or what provision is made for exempting any pupil from religious instruction disapproved by their parents or guardians?"

"*Ans.* Except in denominational schools, religious instruction is usually of a very elementary character. If the founder prescribed the nature of the religious instruction, it would be compulsory on all who attended. If prescribed by the trustees, and objection should be made by persons entitled to secular instruction by the will of the founder, a serious question would arise as to the extent of the power of the trustees.

Religious instruction prescribed by founder would be compulsory.

"*Quest. X.* Are girls considered to have as good a right to share in educational endowments as boys?"

"*Ans.* There is no distinction made between boys and girls in case of a general bequest for the purposes of education.

Girls considered to have as good a claim as boys

to share in
educational
endowments

"In *Nelson v. Cushing*, 2 Cush. (Mass.) 519, decided in 1848, the testator bequeathed his property 'for the establishment and support of a free English school, in Newbury-port, for the instruction of youth, wherever they may belong.' The Court was of the opinion that the testator meant a school for girls as well as for boys.*

"Much would, doubtless, depend upon the kind of school mentioned, and on the nature of the studies to be taught. The intent of the testator, as gathered from all the provisions of the will, would govern."

Extract from
Connecticut
Report for 1866.

I will conclude this Appendix with an extract from the Report of the Secretary of the Board of Education of Connecticut for 1866 (which has just reached me), on the general condition of Endowments and Incorporations in that State, which, as already mentioned (p. 14), was one of the earliest, if not the earliest, in the Union, to form a State School Endowment Fund.

"The two educational establishments in the State which are most venerable, are the Grammar Schools at Hartford and Newhaven, which were endowed by the bequest of Governor Edward Hopkins, who died in 1657. No other schools compare with these in age. Both of them are still flourishing. The private Acts of the State show that 42 charters have been granted between the year 1793 and the present time, for the encouragement of what have been commonly called 'Academies.' These schools have generally been provided with buildings by a joint-stock subscription, or in some similar way, and their current expenses have been met by tuition and the income of funds. Of the schools which have been thus established, by far the larger part have ceased to have any vitality. The period most favourable to this kind of foundation appears to have been the twenty years between 1819 and 1839. Three of the most recent incorporations and the two denominational schools, are the most flourishing."†

"In 1839 a general Act was passed by the Legislature, authorizing citizens of the State to form an incorporation, under certain conditions, for the maintenance of an academy. The number of such corporations is not known to me, but they have been not unfrequently established; indeed, in regard to almost all these endowed and incorporated schools, it is very difficult to procure information. Very few of them are required to make any public report; many of them are dormant, or dead; some of them have funds given for the promotion of specific objects. It seems worth inquiring how far these funds have been preserved and directed to their appropriate ends. Even small trusts should be watched by the public with a careful eye, for thus only can they be protected, and thus only is security afforded that larger trusts will be applied to the objects for which they are designed."‡

* The case of the Newbury-port schools has already been mentioned in the Report. (See p. 13, note §.)

† A list is given in the Report of the Endowments and Incorporations in Connecticut (43 in number) for the support of schools of the higher grades, ranging in date of foundation from 1660 to 1855, of which only 17 are stated to be still maintained. This fact seems to indicate that the principle of an endowment, with its stationariness, is foreign to the progressive temper of the American people, and out of keeping with the required adaptability of American institutions. And yet, in spite of the failure of endowments, the habit of endowing appears to be much more active there than among ourselves. I have mentioned some splendid instances in the Report, p. 9 note. It is a significant fact that among the most flourishing incorporations are reckoned the two denominational schools.

‡ With regard to the action of endowments in relation to their amount, in another part of this Report of the Secretary (p. 90), it is observed that "Experience has demonstrated that small endowments and tuition-fees usually furnish an inadequate basis for the permanent maintenance of a first-rate school; either a liberal endowment yielding a good income, or a property-tax is found needful."

§ Connecticut Report for 1866, pp. 43-45.

INSTRUCTIONS.

4th April, 1865.

SIR,

It has been considered advisable by the Commissioners appointed by Her Majesty to inquire into the education given in schools not comprised within the scope of Her Majesty's recent Commissions on the state of popular education and on certain public schools, and by the Commissioners appointed by Her Majesty to inquire into the schools in Scotland, that an investigation should be made into the system of education which prevails in the United States of America and in Canada. The Commissioners having appointed you to conduct this inquiry, we are directed to give you the following instructions:—

1. You will ascertain to what extent schools are provided for the people, by laws passed for that purpose, and to what extent the means of education are left to be supplied by the voluntary efforts of individuals. You will inquire whether parents are under any legal obligation to have their children educated; if so, whether those who neglect this obligation are subject to any penalty; and whether the result is the prevention or diminution of juvenile delinquency. You will state not only the provisions of the law on these subjects, but also, the manner in which it is enforced, and the extent to which it is practically operative.

2. You will inform yourself of the manner in which the schools are supported, whether by any funds in the nature of endowment, or appropriation by the State or central Government, or by local taxation, or by subscription, or by school fees. If there are any funds appropriated by the State, you will ascertain the source from which they are derived, whether from the sale or allotment of State lands, or from general taxation, or from any other source; their amount, and the principle of their distribution among the various local bodies. If they arise from special or local taxation, you will ascertain the principle and manner of its assessment, and its amount relatively both to the income of the ratepayer and to the other taxation of the country. And in all cases you will ascertain the average cost of the education of a scholar, and particularly its full cost to the parents.

3. With respect to the *administration* of the schools, you will inquire into the relations which exist between the State or central Government and the local Government; into the constitution of the local governing bodies; into the relations between them and the teachers, and of the teachers among themselves and with their scholars; into the extent to which mistresses are employed in schools for either or for both sexes; into the character and frequency of any inspection or control by the governors; into the qualifications, duties, and salaries of the teachers, the tenure of their office, and the character and repute of their profession.

4. The *internal organization* must depend greatly on the mutual relations between different schools or classes of schools, how far they compete with or supplement one another, upon the ages and numbers of the pupils, and the degree in which both sexes and different ranks of life are associated in the same school. And here, the character of the lessons and exercises—the way in which they are prepared, whether with or without assistance—the method of teaching, whether conducted in large or small classes, or by individual instruction—the books and apparatus used—the seasons and hours of school work, with their distribution among the different subjects of instruction—the length of vacations—the amusements and social life of the pupils—the size and arrangements of the school buildings and playgrounds—the supervision exercised over day scholars out of school hours, and the proportion of boarding schools to day schools, and of boarders to day scholars—are details of much interest and importance, which you should study in small and in large schools, in the country districts, as well as in the thickly-peopled towns. You will ascertain the average attendance of the scholars and the number of months or weeks of attendance during the year. You will also pay special attention to the provision made for discipline and moral training.

5. With regard to the *educational results*, you will endeavour to examine, either *viva voce* or on paper, or in both ways, some of the ordinary schools as well as those of a more important character, to be present during the school work, and ascertain whether the subjects taught are taught with more or with less accuracy, and whether the result is a greater or a less degree of culture than in the corresponding schools of this country. You will inquire into the effect of the association of scholars of both sexes and of different ranks of life in the same school. You will also investigate the effect of the school system and teaching on the formation of character, and their adaptation to the subsequent life of the pupils.

6. Lastly, you will inquire whether any and what provision is made for religious instruction; to what extent children of different religious denominations are taught in the same school, and what is the effect of this association both at the time and in after-life; and in what manner any difficulties that may arise from the existence of different religious denominations are met.

Copies of the instructions addressed to the other Assistant Commissioners under these Commissions, and of the questions and forms to be answered by the authorities of schools here, will be supplied you. Any information which you can obtain in this shape will have the advantage of being more readily comparable with the details of English and Scottish Schools. Where you cannot obtain direct answers, these papers will serve to explain more fully the points to which the Commissioners' inquiry is directed, and to guide without unduly limiting your investigation. You must use your own discretion as to the particular places you visit and schools you inspect, selecting such as may enable you to report with confidence on the general state of education, and the means used to harmonize its working and secure its efficiency.

The Commissioners consider that your inquiry may be completed in six months, and your Report in two months more. You are requested to address your Report jointly to the two Commissions.

By order of the Commissioners.

H. J. ROBY,
Secretary to the Schools Inquiry Commission.

P. CUMIN,
Secretary to the Commission of Inquiry into
the Schools in Scotland.

Rev. James Fraser.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SCHOOL BOOKS AUTHORIZED BY COUNCIL
OF EDUCATION.
(RETURN RESPECTING.)

Ordered by the Legislative Assembly to be Printed, 16 October, 1867.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 10 October, 1867, That there be laid upon the Table of this House,—

“Copies of all Correspondence between the Council of Education and the Heads of the various Churches, in reference to School Books.”

(Mr. J. Stewart.)

THE SECRETARY OF THE COUNCIL OF EDUCATION to THE PRINCIPAL UNDER SECRETARY.

Council of Education Office,
Sydney, 15 October, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter dated 11th October instant, requesting to be furnished with copies of all Correspondence between the Council and the Heads of the various Churches, in reference to School Books.

2. In reply, I am instructed to forward herewith, for the information of the Honorable the Colonial Secretary,—

1. Copy of Correspondence with the Very Reverend the Vicar General.
2. Copy of Minute relating to School Books, submitted by the Lord Bishop of Sydney, at a Conference with the Council of Education, on the 20th July last.

I have, &c.,

W. WILKINS,
Secretary.

SCHEDULE.

NO.	PAGE.
1. Very Reverend the Vicar General to the Council of Education, enclosing copy of Resolutions. 13 June, 1867	3
2. Secretary of the Council of Education to the Very Reverend the Vicar General, acknowledging receipt of letter dated 13th June and copy of resolutions. 22 June, 1867	3
3. Very Reverend the Vicar General to the Council of Education, forwarding copies of books. 27 June, 1867	3
4. Secretary of the Council of Education to the Very Reverend the Vicar General, acknowledging receipt of letter dated 27 June and copies of books. 29 June, 1867	4
5. Secretary of the Council of Education to the Very Reverend the Vicar General, intimating the Council's decision with respect to reading books, &c., for Certified Roman Catholic Denominational Schools. 7 August, 1867	4
6. Very Reverend the Vicar General to the Secretary of the Council of Education, requesting that Certified Roman Catholic Denominational Schools may be exempted from operation of any regulation that may interfere with books in respect of their religious matter. 24 August, 1867	5
7. Secretary of the Council of Education to the Very Reverend the Vicar General, stating that the Council cannot exempt Certified Roman Catholic Schools from article 15 of the Regulations. 6 September, 1867	6
8. Very Reverend the Vicar General to the Secretary of the Council of Education, inquiring as to modifications in the course of secular instruction in Certified Roman Catholic Denominational Schools. 18 September, 1867	7
9. Secretary of the Council of Education to the Very Reverend the Vicar General, explanatory of the modifications allowable in the course of secular instruction in Certified Roman Catholic Denominational Schools. 26 September, 1867	7

SCHOOL BOOKS AUTHORIZED BY COUNCIL OF EDUCATION.

No. 1.

THE VERY REV. THE VICAR GENERAL to THE COUNCIL OF EDUCATION.

Vicar General's Office,
Sydney, 13 June, 1867.

GENTLEMEN,

The Roman Catholic Clergy of this Diocese, being assembled in Conference, have adopted certain resolutions, of which I have the honor to enclose a copy, inasmuch as the third resolution contains their respectful request to the Council of Education.

2. They hope most earnestly that you will be able to gratify them, and their people, by acceding to the request therein expressed for a supply of acceptable books.

3. They are acting in this matter from no desire to embarrass or complicate; rather, their intention is to indicate at the outset a difficulty which is insuperable, because it is founded on motives which no inducements or discouragements can ever suffice to render inactive in the minds of Catholics.

I have, &c.,
S. J. A. SHEEHY, V.G.

[Enclosure in No. 1.]

COPY of Resolutions passed at a Conference of the Roman Catholic Clergy of the Archdiocese of Sydney, on the 13th June, 1867.

Resolved—1. That we, the Catholic Clergy of the Diocese of Sydney, cannot, and will not accept any series of books for use in our primary schools which shall not have received the sanction of our Archbishop.

2. That the series of school books published by the Christian Brothers, and also the series at present used in the Roman Catholic Schools of England, under the Privy Council System of Education, having been sanctioned by His Grace the Archbishop, either of these series will be accepted for use in our schools.

3. That the Council of Education be respectfully requested to supply our schools with books of either of the series mentioned in the foregoing resolution.

No. 2.

THE SECRETARY OF THE COUNCIL OF EDUCATION to THE VERY REV. THE VICAR GENERAL.

Council of Education Office,
Sydney, 22 June, 1867.

VERY REVEREND SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter dated 13th June instant, enclosing "copy of Resolutions passed at a Conference of the Roman Catholic Clergy of the Archdiocese of Sydney, on the 13th June, 1867."

2. In reply, I am instructed to acquaint you that the resolutions will be considered at a special meeting of the Council.

I have, &c.,
W. WILKINS,
Secretary.

No. 3.

THE VERY REVEREND THE VICAR GENERAL to THE COUNCIL OF EDUCATION.

Vicar General's Office,
27 June, 1867.

GENTLEMEN,

Referring to my letter of the 13th instant, on the subject of certain resolutions which the Roman Catholic Clergy of this Diocese felt themselves compelled to adopt in the matter of primary education, I have the honor to forward with this, copies of books from the two series mentioned in the second resolution as sanctioned by their Archbishop, and which they now submit to the Council, with their earnest and respectful request that a supply of them may be by the Council authorized and furnished to the Catholic Schools.

I have, &c.,
S. J. A. SHEEHY, V.G.

4 SCHOOL BOOKS AUTHORIZED BY COUNCIL OF EDUCATION.

No. 4.

THE SECRETARY OF THE COUNCIL OF EDUCATION to THE VERY REVEREND THE VICAR
GENERAL.

Council of Education Office,
Sydney, 29 June, 1867.

VERY REVEREND SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 27th June instant, forwarding copies of books sanctioned by the Archbishop, from the two series mentioned in the second resolution of the Roman Catholic Clergy of the Archdiocese of Sydney, transmitted in your letter of the 13th instant, and requesting that a supply of them may be authorized by the Council, and furnished to the Catholic schools.

I have, &c.,
W. WILKINS,
Secretary.

No. 5.

THE SECRETARY OF THE COUNCIL OF EDUCATION to THE VERY REVEREND THE VICAR
GENERAL.

Council of Education Office,
Sydney, 7 August, 1867.

VERY REVEREND SIR,

Adverting to my letter, dated 22nd June last, in which it was stated that the Council of Education would, at a special meeting, take into consideration the resolutions of the Roman Catholic Clergy of the Archdiocese of Sydney, transmitted with your letter of the 13th of that month, I have now the honor, by direction of the Council, to acquaint you that the question raised by your communication has formed the subject of lengthened and careful deliberation. Your letter of the 27th June, and the school reading books which accompanied it, have also occupied the Council's attention.

2. In reply to these communications, I am instructed by the Council to remark that, both in your letter and the resolutions, it was implied, though not expressly stated, that the two series of reading books which the Council was requested to authorize and to furnish, viz., "Reading Lessons by the Christian Brothers," and "Reading Books," published by Burns, Lambert, and Oates, were intended for use in the ordinary secular instruction of Certified Roman Catholic Denominational Schools; and that such use would not be limited to the hour set apart for special religious instruction under article 73, section II, of the Regulations of 27th February, 1867.

3. The Council, therefore, deemed it necessary to minutely examine the books thus proposed for adoption, in order to ascertain if they possessed the characteristics required to admit of their use in the course of secular instruction prescribed in section 6 of the Public Schools Act of 1866, and contained in article 62, section 2, of the Regulations. That course was drawn up with a view to its adoption in all schools under the Council's supervision, without offence to the religious convictions of any pupils; and as, by the 9th section of the Act, all Certified Denominational Schools are to be subject to the same course of secular instruction as may be prescribed in reference to Public Schools, regard was had to this provision in selecting the reading books for the purpose since sanctioned by the Council. A course of secular instruction would fail to satisfy the necessary conditions, if books were used which inculcated the special doctrines or religious observances of any particular Church. That any other arrangement would be objectionable is evident from the 20th section of the Act, which provides that "no applicant shall be refused admission into any Public or Certified Denominational School on account of the religious persuasion of such applicant or of either of his parents." The necessity for constructing the course of secular instruction on the principles before mentioned, is further shown by the fact that a large proportion of the Certified Denominational Schools are attended by children whose parents belong to different religious persuasions.

4. The Council found, on inspection, that both series of the reading books submitted for sanction contained lessons inculcating the special doctrines and religious observances of the Roman Catholic Church.

5. It follows, therefore, that to authorize the introduction of such books for use in the ordinary teaching, would be to abolish the course of secular instruction in Certified Roman Catholic Denominational Schools,—to extend the period of religious instruction to the whole of the school day,—and, the religious instruction in all Certified Denominational Schools being, by section 11 of the Act, left entirely under the control of the Heads of the Denominations to which such schools may belong, to deprive the Council of all right to interfere in the instruction. Further, the provisions of the 20th section of the Act would be rendered entirely nugatory, and proselytism would receive the Council's official sanction.

6. Such a course being in direct contravention of the letter and spirit of the Public Schools Act, the Council has no alternative but to decline to supply or sanction the reading books under consideration.

7.

7. Should the Council be in error as to the wishes of the Clergy by whom the resolutions were passed, and have wrongly supposed that the reading books were intended for use during the hours of secular instruction, I am to point out that the Council's sanction is not required to the books to be employed during the period devoted to religious instruction, that matter being entirely under the control of the Head of the Denomination.

8. I am, moreover, instructed to observe, that any objections to the books already sanctioned by the Council for use in the secular instruction of Public or Certified Denominational Schools, will on being made known to the Council, receive full and reasonable consideration.

9. A proviso in section 9 of the Public Schools Act empowers the Council, in the case of Certified Denominational Schools, to introduce into the course of secular instruction such modifications, not being inconsistent with any express provision of the Act, as may be judged to be expedient. As the Council is prepared to interpret this clause as liberally as is consistent with the leading principles of the Act, any proposal for a modification in the daily routine or time-table prescribed in articles 72 and 73, section II, of the Regulations, that may be desired to enable the pupils of the same Denomination to receive instruction in the doctrines and observances of their Church, will be favourably considered by the Council, provided the arrangements proposed do not break the continuity of the secular teaching, and admit of the convenient absence of any children whose parents may object to their attendance.

I have, &c.,

W. WILKINS,
Secretary.

No. 6.

THE VERY REVEREND THE VICAR GENERAL to THE SECRETARY OF THE COUNCIL OF EDUCATION.

Vicar General's Office,
24 August, 1867.

SIR,

I have the honor to acknowledge receipt of your letter of the 7th instant, in answer to mine of the 13th June last, on the subject of the books to be used in the Roman Catholic Denominational Schools.

2. Your letter has of course been laid before His Grace the Archbishop, and I am directed by him to express the great gratification with which he recognizes in it, what he interprets as the kind assurance of the Council of Education, that everything possible within the limits of the Public Schools Act shall be done to comply with the wishes of the Heads of Denomination.

3. Having this confidence in the liberal disposition of the Council, the Archbishop directs me very respectfully to invite attention to two sections of the Act in particular, section 19 and section 11.

4. It seems evident, on all ordinary principles of interpretation, that section 19, in restricting religious teaching to one hour a day in Public Schools, without mention of Denominational Schools, does formally exclude these latter from the operation of that restrictive law.

5. Section 11 confers on Heads of Denomination entire control over religious teaching in their schools, and in so doing, implies, by most obvious inference, that it gives some power or privilege not elsewhere given. But control over religious teaching during one hour a day is given to Denominational religious teachers in all Public Schools; this section, therefore, can only be understood as securing to Heads of Denomination, in their own schools, a control beyond the one hour.

6. I am, therefore, to represent, that to urge any regulation which interferes with the wishes and convictions of Denominations in the use of books, so far as their religious matter is concerned, would undoubtedly be a measure in direct contravention of section 19 of the Act, and in nullification of all meaning in section 11.

7. Observing, therefore, that, although section 9 does submit Denominational Schools and Public Schools to the same course of secular instruction, it does not require the same books for the teaching of that course,—and further, that it does expressly give power to modify regulations in any degree not inconsistent with the Act,—His Grace trusts that the Council will be disposed, in accordance with the liberal intentions expressed in their letter, to exempt Roman Catholic Schools from the operation of any regulation that may interfere with books, in respect of their religious matter. Such an exemption is not only not inconsistent with the Act, but is the only means of administering it consistently with either letter or spirit.

8. The Archbishop wishes to meet, as fairly as possible, the difficulty which the Council mentions as arising out of the presence of extra-Denominational pupils in Denominational Schools provided with Denominational books. The past history of our schools has never presented a shadow of such difficulty—the few occasional non-Catholic pupils have always been perfectly satisfied with the ordinary arrangements. But still, supposing a theoretical difficulty may be imagined, and premising that, in our schools, the demand of the Act, in section 20, that no pupil be refused on account of his religion, will always be complied with, the Archbishop ventures, with great confidence, to put it

to

6 SCHOOL BOOKS AUTHORIZED BY COUNCIL OF EDUCATION.

to the Council, whether it would not be a glaring injustice to deprive a whole school of its proper books, because of a very few who may, or indeed may not, chance to object to them.

9. The Council, however, appear to consider that the sanctioned use of Denominational books in Denominational Schools would be a sanctioned proselytism. The Archbishop does not presume to enter into a discussion of speculative possibilities, but he solicits the attention of the Council to two facts:—One is, that no case of planned, deliberate proselytism has ever been proved against our Catholic Denominational Schools; and the other is, that the National (so-called) school books were actually drawn up, as it is disclosed in the Memoirs of Archbishop Whately, with the express design and hope of destroying Catholicism. He leaves it to the practical good sense and sincerity of the Council to say, whether the brand of culpable proselytism is to be stamped on the open, manly avowal of Denominational books, or upon the duplicity of books that, under a mask of neutrality, hide a plotted assault on the religious faith of the poor children to whose use they are offered.

10. Nevertheless, desiring, as far as possible, to submit to the requirements of the Council, the Archbishop, observing that, in my letter of the 13th June, two series of books were proposed, directs me to state that, if it will be in any way more convenient or acceptable to the Council, he would elect, and be content with, one only of those two series, viz., that used in England under the Privy Council System of the Imperial Government.

I have, &c.,

S. J. A. SHEEHY, V.G.

No. 7.

THE SECRETARY OF THE COUNCIL OF EDUCATION to THE VERY REV. THE VICAR GENERAL.

Council of Education Office,
Sydney, 6 September, 1867.

VERY REVEREND SIR,

Your letter of the 24th August, in which a desire is expressed, on behalf of His Grace Archbishop Polding, that Roman Catholic schools may be exempt from the operation of any regulation "that may interfere with books in respect of their religious matter," has been considered by the Council of Education.

2. I am directed to assure His Grace that the Council, while impressed by a sense of duty in carrying out the Public Schools Act in its integrity, are at the same time anxious to meet the views of the Heads of the Roman Catholic Church, so far as that can be done without infringing the provisions of the Act; but the Council regret that they cannot concur in the interpretation which His Grace has put upon those provisions of the Act which prescribe the course of secular instruction to be enforced alike in all regular schools that are aided from the parliamentary grants. It is perfectly clear to the Council that, by the 6th section, they have power to define the course of secular instruction, and that, by the 9th section, it is their duty to carry out one and the same course of secular instruction in both Certified Denominational and Public Schools.

3. In Denominational Schools, the course of secular instruction may be modified so as to afford time for the religious lessons and observances which the Heads of the Denominations consider it necessary to introduce; but even these modifications must be in harmony with the express provisions of the Act; and it is expressly provided, by the sections of the Act already cited, that the Council, and no other authority whatever, shall define the course of secular instruction, and that the same course shall be adopted in both Denominational and Public Schools.

4. The interpretation which the Council has put upon the provisions of the Act has been confirmed by the Legislature itself. By the 15th of the Regulations, division 2, framed under the Act, it is affirmed that "such books only as are supplied or sanctioned by the Council are to be used for ordinary instruction." On the 26th July last, a resolution to disallow this Regulation was moved in the Legislative Assembly, on the very ground which is now urged by His Grace the Archbishop; but the House not only declined to pass the resolution so moved, but refused, by a large majority, to go into Committee to consider it. The Regulation of the Council, as quoted above, after the attention of the Legislature had been specially invited to the construction put upon the Act, was thus allowed to acquire the force of law.

5. It being manifest, therefore, that the view of the law taken by the Council of Education is supported by the Parliament that made the law, I am directed to invite the attention of His Grace the Archbishop to Regulation 15, already quoted, in order that the teachers in all Certified Denominational Schools under His Grace may be instructed to receive and use the books for secular instruction which have been sanctioned by the Council. It will be observed by the 11th Regulation, division 2, that the certificate may be withdrawn from any school for an infringement of the Council's Regulations; and it will be impossible for the Council to set the example of disobedience to the law, by neglecting to enforce one of the most important provisions of the Act which they have been entrusted to administer.

I have, &c.,

W. WILKINS,
Secretary.

No. 8.

No. 8.

THE VERY REVEREND THE VICAR GENERAL to THE SECRETARY OF THE COUNCIL OF
EDUCATION.

Vicar General's Office,
18 September, 1867.

SIR,

In reply to your letter of the 6th instant, which, in paragraph 5, invites the attention of His Grace the Archbishop to Regulation 15, "in order that the teachers in all Certified Denominational Schools under His Grace, may be instructed to receive and use the books for secular instruction which have been sanctioned by the Council,"—I have the honor to represent, that the Archbishop finds difficulty in assuring himself of the precise meaning intended by paragraph 3 of your letter, and begs indulgence for delay in answering the main demand of the Council, until he can be relieved from uncertainty, by any explanation you may be pleased to give him on the point.

2. The paragraph states, that modifications may be made in the course of secular instruction, so as to afford time for religious lessons and observances, such as may be considered necessary by Heads of Denomination, but that the Council is the only authority in defining the course of secular instruction, and also that the same course must be adopted in both Denominational and Public Schools. There is to be, then, uniformity in the four hours' teaching in secular subjects, and there may be modifications notwithstanding. Will you, therefore, be so kind as to specify what sort of modifications the Council have in mind? The Archbishop accepts with great pleasure the assurance of the Council's anxiety to meet the wishes of the Heads of the Roman Catholic Church, and will be most happy to be directed towards some course in which he can avail himself of it.

I have, &c.,

S. J. A. SHEEHY, V.G.

No. 9.

THE SECRETARY OF THE COUNCIL OF EDUCATION to THE VERY REVEREND THE
VICAR GENERAL.

Council of Education Office,
Sydney, 26 September, 1867.

VERY REVEREND SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 18th September instant, in which you request that I will specify what kind of modifications in the course of secular instruction prescribed by the Public Schools Act, was intended by the third paragraph of the Council's letter of the 6th instant.

2. In reply, I am instructed by the Council to remind you, that the nature of the modifications in question was pointed out in my letter of the 7th August last. The ninth paragraph of that communication intimates that any proposal for "a modification in the daily routine or time-table prescribed in articles 72 and 73, section II, of the Regulations, that may be desired to enable the pupils of the same Denomination to receive instruction in the doctrines and observances of their Church, will be favourably considered by the Council." It will be observed, that article 72 prescribes the hours during which all schools under the Council's superintendence are to be open, and that article 73 defines the period in each school day to be devoted to special religious instruction. But, as already stated, the Council is prepared to consider favourably any proposal for modifying these Regulations so as to meet the wishes of the Heads of Denominations, so far as this can be done without impairing the efficiency of the secular teaching. Thus, while the *subject matter* of the course of secular instruction necessarily remains unaltered, the time appropriated to it may be so varied as to admit of the introduction of special religious instruction at periods not provided for in the time-table.

3. The Council trusts that, with this explanation, His Grace the Archbishop will experience no difficulty in distinguishing between modifications which are allowable in view of accommodating the course of secular instruction to the religious teaching of Denominations, and modifications which cannot be sanctioned, because they would be in violation of the system itself as established by law. The latter relate exclusively to the subjects to be taught, and the books used in teaching them; the former, to the distribution of time between secular and religious instruction.

I have, &c.,

W. WILKINS,
Secretary.

COPY of Minute relating to School Books, submitted by the Lord Bishop of Sydney, at a Conference with the Council of Education, on the 20th July last.

Article 15. The Council should supply and sanction, in Denominational Schools, such equivalent books of secular instruction to those mentioned in article 62, page 29, as may be approved by the Head of the Denomination to which such schools belong.

Hrs Lordship said that the gentlemen acting with him would be content with a considerable modification of the proposal in the memorandum respecting the books sanctioned for secular instruction. He raised no objection to the present books; but if any book crept into the list of secular books which might be considered objectionable by the Church of England, they merely asked that their objection should receive fair and reasonable consideration. They did not ask that the book in such case should be withdrawn, but only that it might be distinctly understood that their objections should be fairly considered, the power of exclusion being left with the Council.

Sydney: Thomas Richards, Government Printer.—1867.

[Price, 6d.]

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SCHOOL BOOKS AUTHORIZED BY COUNCIL OF
EDUCATION.
(LIST OF.)

Ordered by the Legislative Assembly to be Printed, 29 November, 1867.

RETURN to an *Order* made by the Honorable the Legislative
Assembly of New South Wales, dated 12 November, 1867,
That there be laid upon the Table of this House,—

“Copies of all School Books, the use of which has been
“authorized by the Council of Education, for purposes of
“Public Instruction in Public Schools.”

(Mr. Forster.)

NOTE.—Letter and List only ordered to be printed.

SCHOOL BOOKS AUTHORIZED BY COUNCIL OF EDUCATION.

THE SECRETARY, COUNCIL OF EDUCATION, to THE PRINCIPAL UNDER SECRETARY.

Council of Education Office,
Sydney, 25 November, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 13th instant; and, in accordance with the request therein contained, I forward herewith copies (as per annexed List) of the Books authorized by the Council for purposes of Public Instruction in Public Schools, for the purpose of being laid before the Legislative Assembly.

I have, &c.,
W. WILKINS,
Secretary.

[*Enclosure.*]

LIST of BOOKS authorized by the Council of Education.

Published by the Board of National Education in Ireland :—

Scripture Lessons, Old Testament, No. 1.
Scripture Lessons, Old Testament, No. 2.
Scripture Lessons, New Testament, No. 1.
Scripture Lessons, New Testament, No. 2.
First Book of Lessons.
Second Book of Lessons.
Sequel, No. 1, to the Second Book of Lessons.
Sequel, No. 2, to the Second Book of Lessons.
Third Book of Lessons.
Fourth Book of Lessons.
Supplement to the Fourth Book of Lessons.

Published by J. J. Moore, Sydney :—

Australian Class Book, No. 1, parts 1, 2, 3.

Published by T. Laurie, Edinburgh :—

“Constable’s Series.”
First English Reading Book, in 3 parts.
Second English Reading Book.
Third English Reading Book.
Fourth English Reading Book.
Fifth English Reading Book.

Sydney : Thomas Richards, Government Printer,—1867.

[*Price, 3d.*]

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

TEACHERS UNDER COUNCIL OF EDUCATION.

(RETURN SHEWING CLASSIFICATION, SALARIES, &c., OF.)

Ordered by the Legislative Assembly to be Printed, 17 July, 1867.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 9 July, 1867, That there be laid upon the Table of this House,—

“ A Return shewing :—

“ 1. (1.) The names of the Teachers.

“ (2.) Their classification under the Council of Education.

“ (3.) The period during which they may have held similar classification under the late National School Board.

“ (4.) The amount of salaries, allowances for rent (if any), and the proportion of fees accorded to each Teacher within the District of the Metropolitan Inspector or Inspectors of the Council of Education, on the 29th June last.

“ (5.) Also, a similar Return for every preceding month of the year, distinguishing the arrangements made by the Council before the publication of their Regulations now laid upon the Table, from those made subsequently.

“ 2. And that this information be laid on the Table of the House within fourteen days after the opening of the Session, to afford time for the Houses taking action thereon, during the month in which only the Statute gives the House control over the Regulations.”

(Mr. Thornton.)

TEACHERS UNDER COUNCIL OF EDUCATION.

THE SECRETARY TO THE COUNCIL OF EDUCATION to THE PRINCIPAL UNDER SECRETARY.

Council of Education Office,
Sydney, 16 July, 1867.

SIR,

In compliance with the request contained in your letter dated 10th July instant, I have the honor, by direction of the Council of Education, to forward herewith—

1. A Return shewing:—

- (1.) The names of the Teachers.
- (2.) Their classification under the Council of Education.
- (3.) The period during which they may have held similar classification under the late National School Board.
- (4.) The amount of salaries, allowances for rent (if any), and the proportion of fees accorded to each Teacher within the district of the Metropolitan Inspector or Inspectors of the Council of Education, on the 29th June last.
- (5.) Also, a similar Return for every preceding month of the year, distinguishing the arrangements made by the Council, before the publication of their Regulations now laid upon the Table, from those made subsequently.

I have, &c.,

W. WILKINS,
Secretary.

RETURN shewing the amount of Salaries, Allowance for Rent, and proportion of Fees accorded to each Teacher within the District of the Metropolitan Inspectors of the Council of Education, from January to June, 1867.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
JANUARY.			
PUBLIC SCHOOLS.			
Balmain—			
Jno. D. Bradley	9 10 1	None	13 13 2
Emily Heydon	7 0 0	"	6 7 6
Honoria Kenny	5 0 0	"	4 11 1
Botany Road—			
Wm. A. Loftus	8 0 0	"	7 16 2
Sarah Loftus	3 0 0	"	None
Bourke-street—			
John Salier... ..	9 0 0	"	19 13 4
Jane Watson	5 0 0	"	6 6 0
Alice Clarke	5 0 0	"	9 16 8
Camperdown—			
Jonathan Banks	10 0 0	"	5 18 5
Cleveland-street—			
Frek. Bridges	6 10 0	"	29 4 9
Johanna Ryan	7 0 0	"	9 4 2
Eliza Bentley	5 0 0	"	6 11 7
Amelia Drewe	3 0 0	"	.....
Emily M'Cann	4 0 0	"	None
Saml. A. Watts	5 0 0	"	.....
Fort-street—			
John W. Allpass	3 17 1	"	35 9 7
Edwin Banks	5 0 0	"	4 11 6
Elizh. Mactaggart	2 0 0	"	21 17 4
Kate Finigan	5 0 0	"	8 19 7
Eliza Druery	3 0 0	"	5 7 9
Kate M'Donough	2 0 0	"	16 16 0
Annie Finigan	5 0 0	"	7 12 9
Luke Finigan	12 0 0	"	10 19 8
Bridget Galbraith	3 0 0	"	5 7 9
Annie Brand	8 0 0	"	None
Harriet Woodford	4 0 0	"	6 4 7
John Fagan	4 0 0	"	3 13 3
Jer. M'Cormack	4 10 0	"	4 2 4

TEACHERS UNDER COUNCIL OF EDUCATION.

3

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
JANUARY—continued.			
PUBLIC SCHOOLS—continued.			
Glebe—			
Jas. Buckland	13 8 5	None	11 0 8
Sarah Freeman	7 0 0	"	3 5 2
Jas. M'Creddie	4 0 0	"	1 17 3
Newtown—			
Jabez J. Clarke	11 0 0	"	13 19 0
Emma Harrison	5 0 0	"	4 3 0
Paddington—			
Jas. C. Fisher	14 0 6	"	6 16 11
Mary Ross	7 0 0	"	3 3 11
Kate Paul	5 0 0	"	None
Pitt-street—			
John Dobbie	10 0 0	"	5 18 0
Mary J. Grey	6 0 0	"	2 17 6
Pitt-street, South—			
Wm. M'Clelland	8 0 0	"	10 7 0
Pymont—			
Wm. Gordon	7 0 0	"	6 9 3
Thos. Yates... ..	5 0 0	"	4 12 4
Jessie Gordon	4 0 0	"	3 13 10
Fanny Cooke	3 10 0	"	None
William-street—			
Wm. Sloman	5 14 8	"	26 4 0
Mary Coates	8 0 0	"	6 13 3
W. H. Wilson	5 0 0	"	4 10 7
W. M'Combe	5 0 0	"	4 10 7
Mary Conyngham	6 0 0	"	5 0 3
Kate Higgins	7 10 0	"	6 2 4
Mary Druery	5 0 0	"	4 1 7
Elizh. Hay	4 0 0	"	3 5 4
Watson's Bay—			
Jno. Fairbairn	6 0 0	"	0 17 0
Woolloomooloo—			
W. Pidcock	6 0 0	"	8 18 0
Ellen Gully... ..	4 0 0	"	.....
DENOMINATIONAL SCHOOLS.			
Balmain, C.E.—			
J. C. Waterman	8 0 0	"	8 6 9
Balmain, R.C.—			
Barth. Lynch	6 0 0	"	4 8 9
Harriet Ennis	6 0 0	"	5 4 8
Camperdown, R.C.—			
J. Molony	7 5 10	"	4 15 4
Mrs. Molony	2 14 2	"	4 0 3
Chippendale, Wes.—			
J. Burrowes	8 10 0	"	10 3 6
Mrs. Burrowes	4 10 0	"	None
Christ Church, C.E.—			
Saml. Turton	8 0 0	"	15 14 2
Seth Ward	5 0 0	"	8 3 1
Wm. Tibbey	5 0 0	"	7 0 0
Suss. Turton	4 6 8	"	4 0 0
Mrs. Wood	6 0 0	"	8 15 9
Church Hill, R.C.—			
Elizh. M'Quoin	8 0 0	"	3 2 3
Emma Lynch	4 3 4	"	None.
Mary Doyle	5 0 0	"	1 3 8
Darlinghurst, C.E.—			
Saml. Hardy	8 0 0	"	6 13 6
Double Bay, R.C.—			
Martin O'Halloran	7 0 0	"	2 15 6
Mary A. Smith	5 0 0	"	2 3 0

TEACHERS UNDER COUNCIL OF EDUCATION.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
JANUARY—continued.			
DENOMINATIONAL SCHOOLS—continued.			
Erskine-street, Pres.—			
Harriet Walker	5 0 0	None.	4 10 10
Anne Walker	4 3 4	"	4 10 10
Glebe, C.E.—			
Jas. Green	8 0 0	"	16 4 10
Haymarket, R.C.—			
M. O'Grady	8 0 0	"	4 17 7
Kent-street, North, R.C.—			
John Ryan	9 0 0	"	11 12 3
Mary Fay	6 11 3	"	4 19 1
Kent-street, South, R.C.—			
Jas. Butler	8 0 0	"	3 4 6
Mary Egan	5 0 0	"	.....
Newtown, C.E.—			
Wm. Bayley	7 0 0	"	4 15 6
Miss Ewing	5 0 0	"	2 11 9
Newtown, Wes.—			
Robt. Dunlop	8 10 0	"	8 14 3
Mrs. Dunlop	4 10 0	"	2 1 6
Miss Dunlop	2 10 0	"	None.
Newtown, R.C.—			
Mrs. Oddie	5 0 0	"	.....
Paddington, C.E.—			
Jno. Kealy	8 0 0	"	5 13 7
Paddington, R.C.—			
Ann M. Ryan	6 0 0	"	<i>See March.</i>
Parramatta-street, R.C.—			
J. Beston	9 0 0	"	6 3 0
B. Wiles	10 8 4	"	.....
Kate Brenman	5 0 0	"	.....
Parramatta-street, R.C.—			
Margt. Slattery	4 3 4	"	.....
Pitt-street, R.C.—			
Agnes Hart	6 0 0	"	9 8 0
Mary Molony	5 0 0	"	2 9 11
Patience Caulfield	4 3 4	"	None.
Pymont, C.E.—			
R. V. Gale	7 0 0	"	6 17 3
Pymont, R.C.—			
Mrs. Grobity	6 0 0	"	2 8 0
Randwick, C.E.			
E. H. Grant	6 0 0	"	7 0 3
Redfern, C.E.			
Wm. Saunders	8 0 0	"	8 2 8
George Lees	5 0 0	"	1 13 4
Maria Saunders	4 3 4	"	5 3 4
Kent-street, Pres.—			
Jno. W. Hume	11 13 4	"	10 4 6
Miss Thomson	5 0 0	"	None.
Annie Mitchell	4 5 0	"	"
Kent-street, C.E.—			
W. Barraclough	8 0 0	"	4 3 0
Jane Mellor	5 10 0	"	9 2 0
St. Barnabas', C.E.—			
Thos. Buchanan	8 0 0	"	14 4 0
Jas. Turner	5 0 0	"	None.
Bessie Wylde	5 0 0	"	4 8 2
St. James', C.E.—			
Lewis Madley	8 0 0	"	16 11 6
Edwin Stack	3 10 0	"	None.
Emma Viles ... ..	.....	"	.....
Fanny Thomas	7 0 0	"	10 14 3

TEACHERS UNDER COUNCIL OF EDUCATION.

5

Names of Teachers.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
JANUARY—continued.			
<i>DENOMINATIONAL SCHOOLS—continued.</i>			
St. Leonards, C.E.—			
Jas. Buchanan	5 10 0.	None.	3 2 9
Penelope M'Carthy	5 0 0	"	1 17 9
St. Leonards, Pres.—			
Robt. George	7 5 0	"	3 10 0
Kate George	3 6 8	"	1 6 0
St. Leonards, R.C.—			
Jérh. Crowley	7 0 0	"	3 6 9
St. Mark's, C.E.—			
C. H. E. Bracken	7 0 0	"	5 7 9
Miss Moore	5 0 0	"	2 14 0
St. Mary's, R.C.—			
Gerald O'Byrne	10 0 0	"	11 10 3
John Kevin	7 0 0	"	5 17 0
Chas. Kevin	6 13 4	"	1 14 5
Mary Haynes	6 0 0	"	8 15 0
Mary Cook	5 0 0	"	2 9 10
Annie Brennan	4 3 4	"	None.
St. Philip's, C.E.—			
John Fletcher	8 0 0	"	12 12 9
Sarah Davey	4 3 4	"	16 15 0
Mar. Browne	6 0 0	"	None.
Surry Hills, C.E.—			
Jas. Green	8 0 0	"	8 4 3
Henry Fletcher	5 0 0	"	4 7 9
Surry Hills, Wes.—			
Alex. Adams	10 10 0	"	12 6 0
Ada Sullivan	4 10 0	"	2 9 8
Surry Hills, R.C.—			
Jas. Lyons	8 0 0	"	7 9 6
Kate Maloney	6 0 0	"	2 15 7
Trinity, C.E.—			
James Bardsley	8 0 0	"	7 5 2
Eliza Whitehead	5 10 0	"	9 4 6
Waverley, C.E.—			
Thos. N. Hall	6 0 0	"	6 12 0
Waverley, R.C.—			
Mrs. Kelly	6 0 0	"	.....
Waverley, Pres.—			
Joseph Wiley	8 0 0	"	4 8 3
Ellpeth Cooper	2 10 0	"	None.
Waterloo, C.E.—			
Anthony Holliday	8 0 0	"	8 9 4
Matilda Sanders	5 0 0	"	5 1 3
Waterloo, R.C.—			
Valentine Ellery	6 0 0	"	} Return not received.
Cath. Woodbury	5 0 0	"	
Woolloomooloo, Pres.—			
Peter M'Cormick	9 10 0	"	3 10 0
Rosetta Lamb	5 0 0	"	.....
York-street, Wes.—			
Jas. Rutledge	8 10 0	"	3 10 10
Mary Rutledge	4 10 0	"	1 15 5
Victoria-street, R.C.—			
Mrs. Raymond	6 0 0	"	7 0 0
Miss Gannon	5 0 0	"	5 11 3

TEACHERS UNDER COUNCIL OF EDUCATION.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
FEBRUARY.			
PUBLIC SCHOOLS.			
Balmain—			
Jno. D. Bradley	13 15 11	None.	6 9 0
Emily Heydon	7 0 0	"	3 0 2
Honorina Kenny	5 0 0	"	2 3 0
Botany Road—			
Wm. W. Loftus	8 0 0	"	6 19 0
Sarah Loftus	3 0 0	"	.....
Bourke-street—			
John Salier	9 0 0	"	19 19 8
Jane Watson	5 0 0	"	7 10 6
Alice Clarke	5 0 0	"	9 19 10
Camperdown—			
Jona Banks	10 0 0	"	6 4 10
Cleveland-street—			
Fredk. Bridges	4 8 2	"	31 11 5
Johanna Ryan	7 0 0	"	10 10 8
Eliza Bentley	5 0 0	"	7 10 5
Amelia Drewe	3 0 0	"	.....
Emily M'Cann	4 0 0	"	.....
Saml. A. Watts	5 0 0	"	.....
Fort-street—			
Jno. W. Allpass	10 3 0	"	28 9 2
Edwin Banks	5 0 0	"	4 13 9
Elizh. Mactaggart	2 0 0	"	19 0 1
Kate Finigan	5 0 0	"	7 9 1
Eliza Druery	3 0 0	"	4 9 5
Kate M'Donough	2 0 0	"	12 3 8
Luke Finigan	12 0 0	"	11 5 0
Anne Finigan	5 0 0	"	4 10 7
Bridget Galbraith	3 0 0	"	4 9 5
Annie Brand	8 0 0	"	None.
Harriet Woodford	4 0 0	"	3 15 0
Jno. Fagan	4 0 0	"	3 15 0
Jerh. M'Cormack	4 10 0	"	4 4 4
Glebe—			
Jas. Buckland	11 12 7	"	13 9 2
Sarah Freeman	7 0 0	"	4 2 7
James M'Creddie	4 0 0	"	2 7 2
Newtown—			
Jabez J. Clarke	11 0 0	"	15 0 0
Emma Harrison	5 0 0	"	5 1 6
Paddington—			
Jas. C. Fisher	14 3 11	"	8 16 3
Mary Ross	7 0 0	"	4 2 3
Kate Paul	5 0 0	"	None.
Pitt-street—			
Jno. Dobbie	10 0 0	"	8 8 0
Mary J. Grey	6 0 0	"	2 19 6
Pitt-street South—			
Wm. M'Clelland	8 0 0	"	11 9 0
Pymont—			
Wm. Gordon	7 0 0	"	6 16 3
Thos. Yates	5 0 0	"	4 17 3
Jessie Gordon	4 0 0	"	3 18 0
Fanny Cooke	3 10 0	"	None.
William-street—			
Wm. Sloman	5 0 4	"	26 17 5
Mary Coates	8 0 0	"	7 4 7
W. H. Wilson	2 10 0	"	4 10 3
Wm. M'Combe	5 0 0	"	4 10 3
Kate Higgins	7 10 0	"	6 13 10
Maria Druery	5 0 0	"	4 9 2
Pat. MacHale	2 10 0	"	None.
Elizh. Hay	4 0 0	"	3 11 4
Mary Conynghame	6 0 0	"	5 8 5
Watson's Bay—			
Jno. Fairbairn	6 0 0	"	3 19 3
Woolloomooloo—			
Wm. Pidcock	6 0 0	"	9 7 0
Ellen Gully	4 0 0	"	.....

TEACHERS UNDER COUNCIL OF EDUCATION.

7

NAMES OF TEACHERS	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
FEBRUARY—continued.			
DENOMINATIONAL SCHOOLS.			
Balmain, C.E.—			
J. C. Waterman	8 0 0	None.	5 17 0
Balmain, R.C.—			
Barth. Lynch	6 0 0	"	4 16 3
Harriet Ennis	6 0 0	"	6 16 7
Camperdown, R.C.—			
J. Moloney	7 5 10	"	5 11 3
Mrs. Moloney	2 14 2	"	3 15 0
Chippendale, Wes.—			
J. Burrowes	8 10 0	"	14 10 9
Mrs. Burrowes	4 10 0	"	None.
Christ Church, C.E.—			
Saml. Turton	8 0 0	"	19 4 5
Seth. Ward	5 0 0	"	8 3 1
Wm. Tibbey	5 0 0	"	7 0 0
Suss. Turton	4 6 8	"	4 0 0
Mrs. Wood	6 0 0	"	8 16 0
Church Hill, R.C.—			
Elizh. M'Quoin	8 0 0	"	6 13 7
Emma Lynch	4 3 4	"	None.
Mary Doyle	5 0 0	"	2 15 0
Darlinghurst, C.E.—			
J. S. Hardy	8 0 0	"	11 9 0
Double Bay, R.C.—			
Martin O'Halloran	7 0 0	"	3 11 6
Mary A. Smith	5 0 0	"	2 10 6
Erskine-street, Pres.—			
Harriet Walker	5 0 0	"	5 6 3
Annie Walker	4 3 4	"	5 6 3
Glebe, C.E.—			
Jas. Green	8 0 0	"	16 0 0
Haymarket, R.C.—			
M. O'Grady	8 0 0	"	8 6 9
Kent-street, North, R.C.—			
Jno. Ryan	9 0 0	"	18 5 8
Mary Fay	6 11 3	"	5 1 4
Kent-street, South, R.C.—			
Jas. Butler	8 0 0	"	2 5 0
Mary Egan	5 0 0	"	.....
Newtown, C.E.—			
Wm. Bayley	7 0 0	"	5 17 9
Miss Ewing	5 0 0	"	3 11 3
Newtown, Wes.—			
Robt. Dunlop	8 10 0	"	8 2 0
Mrs. Dunlop	4 10 0	"	2 3 3
Miss Dunlop	2 10 0	"	None.
Newtown, R.C.—			
Mrs. Oddie	5 0 0	"	.....
Paddington, C.E.—			
Jno. Kealy	8 0 0	"	7 2 3
Paddington, R.C.—			
Anna Ryan	6 0 0	"	<i>See March.</i>
Parramatta-street, R.C.—			
John Beston	9 0 0	"	7 10 3
Bessie Wiles	10 8 4	"	.....
Kate Brennan	5 0 0	"	.....
Margt. Slattery	4 3 4	"	.....
Pitt-street, R.C.—			
Agnes Hart	6 0 0	"	8 0 10
Mary Malony	5 0 0	"	3 13 0
Pat. Caulfield	4 3 4	"	None.

TEACHERS UNDER COUNCIL OF EDUCATION.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
FEBRUARY—continued.			
DENOMINATIONAL SCHOOLS—continued.			
Pymont, C.E.— R. V. Gale	7 0 0	None.	10 11 2
Pymont, R.C.— Mrs. Grobity	6 0 0	"	3 7 0
Randwick, C.E.— E. H. Grant	6 0 0	"	4 16 0
Redfern, C.E.— Wm. Saunders Geo. Lees Maria Saunders	8 0 0 5 0 0 4 3 4	" " "	16 10 6 1 13 4 6 5 2
Kent-street, Pres.— J. W. Hume Miss Thomson Annie Mitchell	11 13 4 5 0 0 4 5 0	" " "	12 16 6 None. "
Kent-street, C.E.— Wm. Barraclough Jane Mellor	8 0 0 5 10 0	" "	5 4 5 8 13 10
St. Barnabas', C.E.— Thos. Buchanan Jas. Turner Bessie Wylde	8 0 0 5 0 0 5 0 0	" " "	19 16 5 None. 6 4 6
St. James', C.E.— J. G. Madley Ed. Stack Fanny Thomas	8 0 0 3 10 0 7 0 0	" " "	22 15 9 None. 14 2 6
St. Leonards, C.E.— Jas. Buchanan Penelope M'Carthy	5 10 0 5 0 0	" "	4 12 0 2 17 3
St. Leonards, Pres.— Robt. George Kate George	7 5 0 3 6 8	" "	4 16 3 1 10 3
St. Leonards, R.C.— Jerh. Crowley	7 0 0	"	5 3 5
St. Mark's, C.E.— C. H. E. Bracken Miss Moore	7 0 0 5 0 0	" "	5 2 9 2 16 0
St. Mary's, R.C.— G. O'Byrne John Kevin Chas. Kevin Mary Haynes Mary Cook Annie Brennan	10 0 0 7 0 0 6 13 4 6 0 0 5 0 0 4 3 4	" " " " " "	13 6 7 7 3 6 2 11 1 8 9 2 3 4 7 None.
St. Philip's, C.E.— John Fletcher Mar. Brown Sarah Davey	8 0 0 4 3 4 6 0 0	" " "	16 8 9 None. 12 4 3
Surry Hills, C.E.— H. Fletcher Marion Done	8 0 0 5 0 0	" "	8 7 9 5 8 4
Surry Hills, Wes.— Alexr. Adams Ada Sullivan	10 10 0 4 10 0	" "	13 13 9 3 5 5
Surry Hills, R.C.— Jas. Lyons Kate Moloney	8 0 0 6 0 0	" "	9 8 3 3 8 9
Trinity, C.E.— Jas. Bardsley Eliza Whitehead	8 0 0 5 10 0	" "	9 15 0 7 9 3
Waverley, C.E.— T. N. Hall	6 0 0	"	7 9 6
Waverley, R.C.— Mrs. Kelly	6 0 0	"	.....

TEACHERS UNDER COUNCIL OF EDUCATION.

9

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
FEBRUARY—continued.			
DENOMINATIONAL SCHOOLS—continued.			
Waverley, Pres.—			
Jos. Wiley	8 0 0	None.	5 11 6
Elsbeth Cooper	2 10 0	”	None.
Waterloo, C.E.—			
Ant. Holliday	8 0 0	”	8 0 8
Mat. Sanders	5 0 0	”	5 3 11
Waterloo, R.C.—			
Val. Ellery	6 0 0	”	} Return not received.
Cath. Woodbury	5 0 0	”	
Woolloomooloo, Pres.—			
P. M'Cormick	9 10 0	”	6 11 3
Rosetta Lambe	5 0 0	”	.....
York-street, Wes.—			
Jas. Rutledge	8 10 0	”	4 8 8
Mary Rutledge	4 10 0	”	2 14 4
Victoria-street, R.C.—			
Mrs. Raymond	6 0 0	”	9 13 0
Mrs. Gannon	5 0 0	”	8 13 6
MARCH.			
PUBLIC SCHOOLS.			
Balmain—			
Jno. D. Bradley	14 6 11	None.	6 1 9
Emily Heydon	7 0 0	”	2 16 10
Honorina Kenny	5 0 0	”	2 0 7
Botany Road—			
Wm. Loftus	4 18 0	”	8 13 4
Sarah Loftus	2 2 10	”	None.
Saml. Watts	1 18 9	”	1 13 0
Amelia Drewe	1 3 3	”	0 19 9
Bourke-street—			
John Salier	9 0 0	”	18 16 8
Jane Watson	5 0 0	”	6 18 6
Alice Clarke	5 0 0	”	9 8 4
Camperdown—			
Jonathan Banks	10 0 0	”	5 16 11
Cleveland-street—			
Fredk. Bridges	7 3 6	”	24 17 6
Johanna Ryan	7 0 0	”	8 8 5
Eliza Bentley	5 0 0	”	6 0 3
Amelia Drewe	1 16 9	”	.....
Emily M'Cann	4 0 0	”	None.
Saml. A. Watts	3 1 3	”	.....
Fort-street—			
Jno. W. Allpass	9 13 4	”	30 2 4
Edwin Banks	5 0 0	”	4 18 8
Eliz. Mactaggart	2 0 0	”	18 1 0
Kate Finigan	5 0 0	”	6 17 2
Eliza Druery	3 0 0	”	4 2 4
Kate M'Donough	2 0 0	”	11 11 3
Luke Finigan	12 0 0	”	11 16 8
Anne Finigan	5 0 0	”	4 7 7
Bridget Galbraith	3 0 0	”	4 2 4
Annie Brand	8 0 0	”	.....
Harriet Woodford	4 0 0	”	3 10 0
Jno. Fagan	4 0 0	”	3 18 11
Jer. M'Cormack	4 10 0	”	4 8 9
Glebe—			
Jas. Buckland	12 10 9	”	11 9 10
Sarah Freeman	7 0 0	”	3 7 11
Jas. M'Credie	4 0 0	”	1 18 10
Newtown—			
Jabez J. Clarke	11 0 0	”	12 12 0
Emma Harrison	5 0 0	”	4 16 6

TEACHERS UNDER COUNCIL OF EDUCATION.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
MARCH—continued.			
PUBLIC SCHOOLS—continued.			
Paddington—			
Jas. C. Fisher	13 12 4	None.	11 12 2
Mary Ross	7 0 0	"	5 8 4
Kate Paul	5 0 0	"	None.
Pitt-street—			
John Dobbie	10 0 0	"	10 17 6
Mary J. Grey	6 0 0	"	2 16 9
Pitt-street South—			
Wm. M'Clelland	8 0 0	"	10 11 9
Pymont—			
Wm. Gordon	7 0 0	"	7 9 0
Thos. Yates... ..	5 0 0	"	5 16 8
Jessie Gordon	4 0 0	"	4 5 3
Fanny Cooke	3 10 0	"	None.
William-street—			
Wm. Sloman	8 0 0	"	22 19 7
Mary Coates	8 0 0	"	6 0 9
Wm. M'Combe	5 0 0	"	4 2 9
Mary Conyngham	6 0 0	"	4 10 7
Kate Higgins	7 10 0	"	4 6 4
Maria Druery	5 0 0	"	2 17 6
Pat MacHale	5 0 0	"	4 2 9
Elizh. Hay	4 0 0	"	2 6 0
Watson's Bay—			
Jno. Fairbairn	6 0 0	"	2 12 9
Woolloomooloo—			
Wm. Pidcock	6 0 0	"	7 8 0
Ellen Gully... ..	4 0 0	"	.....
Balmain, C.E.—			
J. C. Waterman	8 0 0	"	3 18 6
Balmain, R.C.—			
Barth. Lynch	6 0 0	"	4 10 9
Har. Ennis	6 0 0	"	4 18 4
Camperdown, R.C.—			
J. Molony	7 5 10	"	3 16 3
Mrs. Molony	2 14 2	"	5 7 3
Chippendale, Wes.—			
J. Burrowes	8 10 0	"	15 18 0
Mrs. Burrowes	4 10 0	"	None.
Christ Church, C.E.—			
Saml. Turton	8 0 0	"	5 12 2
Seth Ward	5 0 0	"	10 3 10
Wm. Tibbey	5 0 0	"	8 15 0
Susanna Turton	4 6 8	"	5 0 0
Mrs. Wood	6 0 0	"	2 6 0
Church Hill, R.C.—			
Elizh. M'Quoin	8 0 0	"	6 12 2
Emma Lynch	4 3 4	"	None.
Mary Doyle... ..	5 0 0	"	1 3 0
Darlinghurst, C.E.—			
Samuel J. Hardy	8 0 0	"	13 9 3
Double Bay, R.C.—			
M. O'Halloran	7 0 0	"	2 14 6
Mary A. Smith	5 0 0	"	1 16 6
Erskine-street, Pres.—			
Harriet Walker	5 0 0	"	4 5 9
Anne Walker	4 3 4	"	4 5 9
Glebe, C.E.—			
Jas. Green	8 0 0	"	13 2 9
Haymarket, R.C.—			
M. O'Grady	8 0 0	"	8 3 3
Kent-street, North, R.C.—			
John Ryan	9 0 0	"	10 5 3
Mary Fay	6 11 3	"	4 0 1

TEACHERS UNDER COUNCIL OF EDUCATION.

11

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
MARCH—continued.			
PUBLIC SCHOOLS— <i>continued.</i>			
Kent-street, South, R.C.—			
Jas. Butler	8 0 0	None.	3 12 0
Mary Egan... ..	5 0 0	"	.....
Newtown, C.E.—			
Wm. Bayley	7 0 0	"	5 2 9
Miss Ewing... ..	5 0 0	"	4 15 0
Newtown, Wes.—			
Robt. Dunlop	8 10 0	"	6 8 0
Mrs. Dunlop	4 10 0	"	1 17 0
Miss Dunlop	2 10 0	"	None.
Newtown, R.C.—			
Mrs. Oddie	5 0 0	"	.....
Paddington, C.E.—			
Jno. Kealy	8 0 0	"	6 8 7
Paddington, R.C.—			
Anna M. Ryan	6 0 0	"	*13 14 5
Parramatta-street, R.C.—			
Jno. Beston	9 0 0	"	6 13 9
Mrs. Wiles	10 8 4	"	.....
Annie Crowe	4 3 4	"	.....
Margt. Slattery	5 0 0	"	.....
Pitt-street, R.C.—			
Agnes Hart... ..	6 0 0	"	6 19 6
Mary Malony	5 0 0	"	2 3 0
Pat. Caulfield	4 3 4	"	None.
Pymont, C.E.—			
R. V. Gale	7 0 0	"	14 6 9
Pymont, R.C.—			
Mrs. Grobity	6 0 0	"	5 8 3
Randwick, C.E.—			
E. H. Grant	6 0 0	"	3 4 9
Redfern, C.E.—			
Wm. Saunders	8 0 0	"	10 18 2
Geo. Lees	5 0 0	"	1 13 4
Maria Saunders	4 3 4	"	5 10 0
Kent-street, Pres.—			
J. W. Hume	11 13 4	"	10 5 4
Miss Thomson	5 0 0	"	None.
Annie Mitchell	4 5 0	"	"
Kent-street, C.E.—			
Wm. Barraclough	8 0 0	"	5 13 6
Jane Mellor	5 10 0	"	3 19 6
St. Barnabas', C.E.—			
Thos. Buchanan	8 0 0	"	25 0 0
Jas. Turner... ..	5 0 0	"	None.
Bessie Wylde	5 0 0	"	7 5 2
St. James, C.E.—			
L. G. Madley	8 0 0	"	19 6 9
Ed. Stack	3 10 0	"	None.
Miss V. Thomas	7 0 0	"	12 14 3
St. Leonards, C.E.—			
Jas. Buchanan	5 10 0	"	6 17 6
Penelope M'Carthy	5 0 0	"	3 9 9
St. Leonards, Pres.—			
Robt. George	7 5 0	"	6 17 0
Kate George	3 6 8	"	6 5 0
St. Leonards, R.C.—			
Jerh. Crowley	7 0 0	"	5 14 7
St. Mark's, C.E.—			
C. H. E. Bracken	7 0 0	"	6 0 6
Miss Moore... ..	5 0 0	"	2 9 6

* For Quarter ending March.

TEACHERS UNDER COUNCIL OF EDUCATION.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
MARCH—continued.			
PUBLIC SCHOOLS— <i>continued.</i>			
St. Mary's, R.C.—			
Gerald O'Byrne	10 0 0	None.	11 19 10
J. Kevin	7 0 0	"	6 10 2
Chas. Kevin	6 13 4	"	2 11 2
Mary Haynes	6 0 0	"	9 7 6
Mary Cook	5 0 0	"	2 2 9
Ann Brennan	4 3 4	"	None.
St. Philip's, C.E.—			
John Fletcher	8 0 0	"	15 1 9
Martha Brown	4 3 4	"	None.
Sarh. Davey	6 0 0	"	4 3 9
Surry Hills, C.E.—			
Henry Fletcher	8 0 0	"	16 19 6
Marion Done	5 0 0	"	3 1 2
Surry Hills, Wes.—			
Alex. Adams	10 10 0	"	8 19 3
Ada Sullivan	4 10 0	"	2 19 1
Surry Hills, R.C.—			
Jas. Lyons	8 0 0	"	8 3 9
Kate Maloney	6 0 0	"	3 1 5
Trinity, C.E.—			
Jas. Bardsley	8 0 0	"	9 19 6
Eliza Whitehead	5 10 0	"	9 14 3
Waverley, C.E.—			
T. N. Hall	6 0 0	"	6 1 3
Waverley, R.C.—			
Mrs. Kelly	6 0 0	"	.....
Waverley, Pres.—			
Josh. Wiley	8 0 0	"	3 15 0
Elsbeth Cooper	2 10 0	"	None.
Waterloo, C.E.—			
Anthy. Holliday	8 0 0	"	5 15 0
Matilda Sanders	5 0 0	"	1 17 0
Waterloo, R.C.—			
Val. Ellery	6 0 0	"	.....
Cath. Woodbury	5 0 0	"	.....
Woolloomooloo, Pres.—			
P. McCormick	9 10 0	"	7 8 0
Rosetta Lambe	5 0 0	"	.....
York-street, Wes.—			
Jas. Rutledge	8 10 0	"	4 9 4
Mary Rutledge	4 10 0	"	2 4 8
Victoria-street, R.C.—			
Mrs. Raymond	6 0 0	"	7 8 0
Miss Gannon	5 0 0	"	4 7 6
APRIL.			
PUBLIC SCHOOLS.			
Balmain—			
Jno. D. Bradley	14 5 7	None.	5 6 7
Emily Heydon	7 0 0	"	2 9 9
Honoria Kenny	5 0 0	"	1 15 7
Botany Road—			
Samuel Watts	6 0 0	"	2 9 4
Amelia Drewe	4 0 0	"	1 12 11
Bourke-street—			
Jno. Salier	9 0 0	"	13 14 2
Ellen Gully	4 0 0	"	2 17 6
Alice Clarke	5 0 0	"	6 17 1

TEACHERS UNDER COUNCIL OF EDUCATION.

13

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
APRIL—continued.			
PUBLIC SCHOOLS—continued.			
Camperdown—			
Jona. Banks	10 0 0	..	4 2 7
Cleveland-street—			
Luke Finigan	15 0 0	None.	None.
Johanna Ryan	3 10 0	..	5 3 1
Eliza Bentley	5 0 0	..	3 13 8
Emily M'Cann	4 0 0	..	None.
Jas. M'Creddie	4 0 0	..	..
Fort-street—			
Fredk. Bridges	3 17 9	..	29 11 10
Edwin Banks	5 0 0	..	3 0 6
Elizth. Mactaggart	10 0 0	..	9 5 0
Kate Finigan	5 0 0	..	5 15 7
Eliza Druery	3 0 0	..	3 9 4
Kate M'Donough	7 10 0	..	6 3 10
Anne Finigan	5 0 0	..	4 2 6
Bridg. Galbraith	3 0 0	..	3 9 4
Annie Brand	8 0 0	..	None.
Harriet Woodford	4 0 0	..	3 6 0
Jerh. M'Cormack	4 10 0	..	2 14 5
John Fagan	4 0 0	..	2 8 4
Glebe—			
Jas. Buckland	14 10 7	..	11 2 5
Sarh. Freeman	7 0 0	..	3 9 3
Newtown—			
Jabez J. Clarke	11 0 0	..	7 4 0
Emma Harrison	5 0 0	..	2 17 6
Paddington—			
Jas. C. Fisher	15 0 0	..	5 12 7
Mary Ross	7 0 0	..	2 2 4
Kate Paul	5 0 0	..	None.
Pitt-street—			
Jno. Dobbie	10 0 0	..	5 16 6
Mary J. Grey	6 0 0	..	2 18 6
Pitt-street, South—			
Wm. M'Clelland	8 0 0	..	9 2 3
Pymont—			
Wm. Gordon	7 0 0	..	5 1 0
Thos. Yates	5 0 0	..	3 12 1
Fanny Cooke	3 10 0	..	2 10 6
Jno. W. Pidgeon	Nil.	..	Nil.
William-street—			
Wm. Sloman	10 10 4	..	17 15 0
Mary Coates	8 0 0	..	4 17 9
Wm. M'Combe	5 0 0	..	3 0 8
Mary Conyngham	6 0 0	..	3 14 3
Kate Higgins	7 10 0	..	4 6 10
Maria Druery	5 0 0	..	2 13 11
Pat. MacHale	5 0 0	..	3 0 8
Elizh. Hay	4 0 0	..	2 3 1
Isidora Long	Nil.	..	Nil.
Watson's Bay—			
Jno. Fairbairn	6 0 0	..	1 16 0
Woolloomooloo—			
Wm. Pidcock	6 0 0	..	5 16 9
Arabella Wilson	4 0 0	..	1 0 0
Balmain, C.E.—			
J. C. Waterman	8 0 0	..	5 18 2
Balmain, R.C.—			
Barth. Lynch	6 0 0	..	2 16 0
Harriet Ennis	6 0 0	..	1 15 0
Camperdown, R.C.—			
J. Molony	7 5 10	..	3 15 6
Mrs. Molony	2 14 2	..	2 13 0

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
APRIL—continued.			
PUBLIC SCHOOLS—continued.			
Chippendale, Wes.—			
J. Burrowes	8 10 0	None.	15 16 9
Mrs. Burrowes	4 10 0	”	None.
Christ Church, C.E.—			
Saml. Turton	8 0 0	”	4 11 11
Seth Ward	5 0 0	”	8 3 1
Wm. Tibbey	5 0 0	”	7 0 0
Susanna Turton	4 6 8	”	4 0 0
Mrs. Wood... ..	6 0 0	”	3 1 6
Church Hill, R.C.—			
Elizh. M'Quoin	8 0 0	”	3 14 2
Emma Lynch	4 3 4	”	None.
Mary Doyle	5 0 0	”	0 17 0
Darlinghurst, C.E.—			
Samuel J. Hardy	8 0 0	”	7 10 3
Double Bay, R.C.—			
M. O'Halloran	7 0 0	”	1 15 6
Mary A. Smith	5 0 0	”	1 10 9
Erskine-street, Pres.—			
Harriet Walker	5 0 0	”	3 8 3
Anne Walker	4 3 4	”	3 8 3
Glebe, C.E.—			
Jas. Green	8 0 0	”	13 3 4
Haymarket, R.C.—			
M. O'Grady	8 0 0	”	4 1 0
Kent-street, North, R.C.—			
Jno. Ryan	9 0 0	”	7 0 1
Mary Fay	6 11 3	”	2 3 2
Kent-street, South, R.C.—			
Jas. Butler	8 0 0	”	4 5 6
Mary Egan... ..	5 0 0	”	.....
Newtown, C.E.—			
Wm. Bayley	7 0 0	”	4 0 8
Miss Ewing	5 0 0	”	2 3 10
Newtown, Wes.—			
Robt. Dunlop	8 10 0	”	8 3 2
Mrs. Dunlop	4 10 0	”	2 3 9
Miss Dunlop	2 10 0	”	None.
Newtown, R.C.—			
Mrs. Oddie... ..	5 0 0	”	.....
Paddington, C.E.—			
Jno. Kealy	8 0 0	”	3 14 11
Paddington, R.C.—			
Anna M. Ryan	6 0 0	”	See June.
Parramatta-street, R.C.—			
John Beston	9 0 0	”	1 8 0
B. Wiles	10 8 4	”	.....
Kate Brennan ... ..	.....	”	.....
Annie Crowe	4 3 4	”	.....
Margt. Slattery	5 0 0	”	.....
Pitt-street, R.C.—			
Agnes Hart	6 0 0	”	3 11 10
Mary Malony	5 0 0	”	0 12 3
Patk. Caulfield	4 3 4	”	None.
Pymont, C.E.—			
R. V. Gale	7 0 0	”	6 5 9
Pymont, R.C.—			
Mrs. Grobity	6 0 0	”	1 10 9
Randwick, C.E.—			
E. H. Grant	6 0 0	”	3 10 4

TEACHERS UNDER COUNCIL OF EDUCATION.

15

Names of Teachers.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
APRIL—continued.			
PUBLIC SCHOOLS—continued.			
Redfern, C.E.—			
Wm. Saunders	8 0 0	None.	6 4 11
Geo. Lees	5 0 0	"	1 13 4
Maria Saunders	4 3 4	"	5 4 6
St. Andrew's, Pres.—			
J. W. Hume	11 13 4	"	9 0 2
Miss Thomson	5 0 0	"	None.
Annie Mitchell	2 0 0	"	"
St. Andrew's, C.E.—			
Wm. Barraclough	8 0 0	"	2 19 3
Jane Mellor	5 10 0	"	3 14 6
St. Barnabas', C.E.—			
Thos. Buchanan	8 0 0	"	11 7 10
Jas. Turner... ..	5 0 0	"	None.
B. Wylde	5 0 0	"	2 5 10
St. James', C.E.—			
Lewis G. Madley	8 0 0	"	15 13 0
Ed. Stack	3 10 0	"	None.
Fanny Thomas	7 0 0	"	10 4 0
St. Leonards, C.E.—			
J. Buchanan	5 10 0	"	2 9 3
Penelope M'Carthy	5 0 0	"	1 16 6
St. Leonards, Pres.—			
Robt. George	7 5 0	"	3 4 0
Kate George	3 6 8	"	1 0 9
St. Mark's, C.E.—			
C. H. E. Bracken	7 0 0	"	3 13 5
Miss Moore... ..	5 0 0	"	1 11 0
St. Mary's, R.C.—			
Gerald O'Byrne	10 0 0	"	8 13 4
J. Kevin	7 0 0	"	4 6 8
Chas. Kevin	6 13 4	"	1 10 8
Mary Haynes	6 0 0	"	4 17 10
Mary Cook	5 0 0	"	0 17 0
Ann Brennan	4 3 4	"	None.
St. Phillip's, C.E.—			
Jno. Fletcher	8 0 0	"	9 19 6
Martha Brown	4 3 4	"	None.
Sarah Davey	6 0 0	"	9 11 6
Surry Hills, C.E.—			
H. Fletcher... ..	.....	"	2 4 0
Marion Done	5 0 0	"	3 10 0
St. Leonards, R.C.—			
Jerh. Crowley	7 0 0	"	3 5 3
Surry Hills, Wes.—			
Alexr. Adams	10 10 0	"	8 3 0
Ada Sullivan	4 10 0	"	1 17 7
Surry Hills, R.C.—			
Jas. Lyons	8 0 0	"	5 4 3
Kate Maloney	6 0 0	"	1 9 3
Trinity, C.E.—			
Jas. Bardsley	8 0 0	"	7 8 6
Eliza Whitehead	5 10 0	"	5 11 10
Waverley, C.E.—			
T. N. Hall	6 0 0	"	4 11 3
Waverley, R.C.—			
Mrs. Kelly	6 0 0	"	.....
Waverley, Pres.—			
Joseph Wiley	8 0 0	"	3 11 9
Elsbeth Cooper	2 10 0	"	None.
Waterloo, C.E.—			
Anth. Holliday	8 0 0	"	4 0 6
Mata. Sanders	5 0 0	"	1 13 0

TEACHERS UNDER COUNCIL OF EDUCATION.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
APRIL—continued.			
PUBLIC SCHOOLS—continued.			
Waterloo, R.C.—			
Val. Ellery	6 0 0	None.	.....
Cath. Woodbury	5 0 0	"	.....
Woolloomooloo, Pres.—			
P. M'Cormick	9 10 0	"	9 1 6
Rosetta Lambe	5 0 0	"	.....
York-street, Wes.—			
Jas. Rutledge	8 10 0	"	2 9 6
Mary Rutledge	4 10 0	"	1 4 9
Victoria-street, R.C.—			
Mrs. Raymond	6 0 0	"	4 0 0
Mrs. Gannon	5 0 0	"	2 11 1
MAY.			
PUBLIC SCHOOLS.			
Balmain—			
Jno. D. Bradley	10 14 5	None.	12 19 1
Emily Heydon	6 1 11	"	5 2 3
Honoria Kenny	5 0 0	"	2 15 10
Botany Road—			
Saml. Watts	6 0 0	"	3 17 2
Amelia Drewe	4 0 0	"	2 11 6
Bourke-street—			
Jno. Salier	9 0 0	"	20 0 8
Ellen Gully	4 0 0	"	4 18 3
Alice Clarke	5 0 0	"	10 0 4
Camperdown—			
Jona. Banks	10 0 0	"	5 0 9
Cleveland-street			
Luke Finigan	12 10 0	"	21 1 2
Johanna Ryan	4 0 0	"	14 0 9
Elisa Bentley	3 10 0	"	10 10 7
Emily M'Cann	5 0 0	"	None.
Thos. Yates	6 0 0	"	10 10 7
Fort-street—			
Frek. Bridges	16 13 4	"	29 6 6
Edwin Banks	5 0 0	"	5 17 4
Elizh. Mactaggart	8 6 8	"	18 3 5
Kate Finigan	5 0 0	"	9 1 9
Eliza Druery	1 16 8	"	4 10 10
Kate M'Donough	7 0 0	"	16 4 11
Anne Finigan	4 10 0	"	8 2 6
Bridg. Galbraith	1 16 8	"	4 10 10
Annie Brand	1 13 4	"	9 7 7
Harriet Woodford	2 0 0	"	8 2 6
Jno. Fagan	4 0 0	"	8 3 0
Jas. M'Creddie	3 0 0	"	5 17 3
Jerh. M'Cormack	3 10 0	"	6 2 2
Glebe—			
Jas. Buckland	15 0 0	"	12 12 9
Sarah Freeman	5 0 0	"	5 7 4
Thos. J. Alcock	7 10 0	"	2 13 9
Newtown—			
Jabez J. Clarke	11 0 0	"	12 11 0
Emma Harrison	5 0 0	"	2 10 0
Paddington—			
Jas. C. Fisher	15 0 0	"	6 2 4
Mary Ross	7 0 0	"	2 17 1
Pitt-street—			
John Dobbie	10 0 0	"	10 8 6
Mary J. Grey	6 0 0	"	5 3 0
Pitt-street, South—			
Wm. M'Clelland	8 0 0	"	8 6 6

TEACHERS UNDER COUNCIL OF EDUCATION.

17

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
MAY—continued.			
PUBLIC SCHOOLS—continued.			
Pymont—			
Wm. Gordon	7 0 0	None.	7 4 5
John W. Pidgeon	5 0 0	"	5 3 4
Fanny Cooke	3 10 0	"	3 12 4
William-street—			
Wm. Sloman	20 16 8	"	14 0 6
Mary Coates	9 10 0	"	8 15 7
Wm. M'Combe	11 6 8	"	7 0 3
Mary Conyngham	4 6 8	"	5 17 0
Kate Higgins	7 0 0	"	9 9 7
Maria Druery	5 0 0	"	4 14 10
Isidora Long	2 10 0	"	4 14 10
Watson's Bay—			
Jno. Fairbairn	6 0 0	"	2 16 0
Wooloomooloo—			
Wm. Pidcock	6 0 0	"	8 17 4
Ara. Wilson	4 0 0	"	1 5 0
Balmain, C.E.—			
Jno. C. Waterman... ..	8 0 0	"	9 8 5
Balmain, R.C.—			
Barth. Lynch	6 0 0	"	3 11 6
Harriet Eanis	6 0 0	"	4 5 8
Camperdown, R.C.—			
J. Molony	7 5 10	"	3 13 0
Mrs. Molony	2 14 2	"	2 10 6
Chippendale, Wes.—			
J. Burrowes	8 10 0	"	14 15 6
Mrs. Burrowes	4 10 0	"	None.
Christ Church, C.E.—			
Samuel Turton	8 0 0	"	14 0 5
Seth Ward	5 0 0	"	8 3 1
Wm. Tibbey	5 0 0	"	7 0 0
Susanna Turton	4 6 8	"	4 0 0
Mrs. Wood... ..	6 0 0	"	7 4 9
Church Hill, R.C.—			
Elizh. M'Quoin	8 0 0	"	9 0 6
Emma Lynch	4 3 4	"	None.
Mary Doyle	5 0 0	"	2 3 1
Darlinghurst, C.E.—			
Samuel J. Hardy	8 0 0	"	11 2 3
Double Bay, R.C.—			
M. O'Halloran	7 0 0	"	1 17 6
Mary Smith	5 0 0	"	1 13 9
Erskine-street, Pres.—			
Harriet Walker	5 0 0	"	6 4 4
Anne Walker	4 3 4	"	6 4 4
Haymarket, R.C.—			
M. O'Grady	8 0 0	"	6 15 0
Kent-street, North, R.C.—			
Jno. Ryan	9 0 0	"	12 16 9
Mary Fay	6 11 3	"	5 0 2
Kent-street, South, R.C.—			
Jas. Butler	8 0 0	"	4 1 0
Mary Egan	5 0 0	"	.....
Newtown, C.E.—			
Wm. Bayley	7 0 0	"	5 11 9
Miss Ewing	5 0 0	"	4 1 2
Newtown, Wes.—			
Robert Dunlop	8 10 0	"	3 4 8
Mrs. Dunlop	4 10 0	"	2 3 9
Miss Dunlop	2 10 0	"	None.
Newtown, R.C.—			
Mrs. Oddie	5 0 0	"	.....

TEACHERS UNDER COUNCIL OF EDUCATION.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
MAY—continued.			
PUBLIC SCHOOLS— <i>continued.</i>			
Paddington, C.E.— John Kealy... ..	8 0 0	None.	6 12 4
Paddington, R.C.— Anna M. Ryan	6 0 0	„	<i>See June.</i>
Parramatta-street, R.C.— J. Beston	9 0 0	„	5 12 6
Kate Ryan	3 6 8	„	.....
B. Wiles	10 8 4	„	.....
Annie Crowe	4 3 4	„	.....
Margt. Slattery	5 0 0	„	.....
Pitt-street, R.C.— Agnes Hart... ..	6 0 0	„	6 9 2
Mary Malony	5 0 0	„	1 9 6
Patience Caulfield	4 3 4	„	None.
Pymont, C.E.— R. V. Gale	7 0 0	„	11 15 3
Pymont, R.C.— Mrs. Grobity	6 0 0	„	3 8 9
Randwick, C.E.— E. H. Grant	6 0 0	„	4 1 6
Redfern, C.E.— Wm. Saunders	8 0 0	„	17 6 9
George Lees	5 0 0	„	1 13 4
Maria Saunders	4 3 4	„	6 13 9
St. Andrew's, Pres.— J. W. Hume	11 13 4	„	13 11 8
Miss Thomson	5 0 0	„	None.
Annie Mitchell	2 0 0	„	„
St. Andrew's, C.E.— Wm. Barraclough	8 0 0	„	7 11 3
Jane Mellor	5 10 0	„	5 18 6
St. Barnabas', C.E.— Thos. Buchanan	8 0 0	„	18 8 6
Jas. Turner	5 0 0	„	None.
B. Wyld	5 0 0	„	4 13 5
St. James', C.E.— Lewis Madley	8 0 0	„	19 1 3
Ed. Stack	3 10 0	„	None.
Emma Viles	6 0 0	„	16 12 3
St. Leonards, C.E.— Jas. Buchanan	5 10 0	„	6 4 3
Penelope M'Carthy	5 0 0	„	2 14 0
St. Leonards, Pres.— Robt. George	7 5 0	„	4 11 3
Kate George	3 6 8	„	1 8 9
St. Leonards, R.C.— Jerh. Crowley	7 0 0	„	5 14 0
St. Mark's, C.E.— C. H. E. Bracken	7 0 0	„	5 14 9
Miss Moore	5 0 0	„	2 17 3
St. Mary's, R.C.— Gerald O'Byrne	10 0 0	„	9 13 6
J. Kevin	7 0 0	„	4 16 9
Ch. Kevin	6 13 4	„	1 10 8
Mary Haynes	6 0 0	„	6 8 3
Mary Cook	5 0 0	„	1 14 1
Ann Brennan	4 3 4	„	None.
St. Phillip's, C.E.— Jno. Fletcher	8 0 0	„	16 11 3
Martha Brown	4 3 4	„	None.
Sarah Davey	6 0 0	„	12 10 0
Surry Hills, C.E.— Jas. Green	8 0 0	„	6 2 6
Marion Done	5 0 0	„	4 17 1

TEACHERS UNDER COUNCIL OF EDUCATION.

19

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
MAY—continued.			
PUBLIC SCHOOLS— <i>continued.</i>			
Surry Hills, Wes.—	£ s. d.	£ s. d.	£ s. d.
Alexr. Adams	10 10 0	None.	10 0 9
Ada Sullivan	4 10 0	"	3 10 5
Surry Hills, R.C.—			
Jas. Lyons	8 0 0	"	7 7 1
Kate Maloney	6 0 0	"	2 1 4
Trinity, C.E.—			
Jas. Bardsley	8 0 0	"	13 14 11
Eliza Whitehead	5 10 0	"	13 14 4
Waverley, C.E.—			
T. N. Hall	6 0 0	"	5 0 9
Waverley, R.C.—			
Mrs. Kelly	6 0 0	"	.....
Waverley, Pres.—			
Jos. Wiley	8 0 0	"	3 12 6
Elspeth Cooper	2 10 0	"	None.
Waterloo, C.E.—			
Anth. Holliday	8 0 0	"	6 0 9
Mata. Sanders	5 0 0	"	4 1 2
Waterloo, R.C.—			
Val. Ellery	6 0 0	"	.....
Cath. Woodbury	5 0 0	"	.....
Woolloomooloo, Pres.—			
Peter M'Cormick	9 10 0	"	2 10 6
Rosetta Lambe	5 0 0	"	None.
York-street, Wes.—			
Jas. Rutledge	8 10 0	"	5 10 10
Mary Rutledge	4 10 0	"	2 15 5
Victoria-street, R.C.—			
Mrs. Raymond	6 0 0	"	6 12 5
Miss Gannon	5 0 0	"	5 3 4
JUNE.			
PUBLIC SCHOOLS.			
Balmain—			
Jno. D. Bradley	12 10 0	None.	9 1' 1
Emily Heydon	7 0 0	"	3 12 5
Honoria Kenny	3 10 0	"	3 12 5
Botany Road—			
Saml. Watts	6 0 0	"	4 6 1
Amelia Drewe	4 0 0	"	2 17 4
Bourke-street—			
John Salier	9 0 0	"	18 6 0
Ellen Gully	4 0 0	"	5 8 7
Alice Clarke	5 0 0	"	9 3 0
Camperdown—			
Jonan. Banks	10 0 0	"	4 11 9
Cleveland-street—			
Luke Finigan	12 10 0	"	19 10 8
Johanna Ryan	4 0 0	"	13 0 4
Eliza Bentley	3 10 0	"	9 15 3
Emily M'Cann	5 0 0	"	None.
Thos. Yates... ..	6 0 0	"	9 15 3
Fort-street—			
Fredk. Bridges	16 13 4	"	30 11 0
Edwin Banks	5 0 0	"	6 2 2
Elizh. Mactaggart	8 6 8	"	15 11 2
Kate Finigan	5 0 0	"	7 15 6
Eliza Druery	1 16 8	"	3 17 9
Kate M'Donough	7 0 0	"	14 1 8
Annie Finigan	4 10 0	"	7 0 11
Bridget Galbraith	1 16 8	"	3 17 9
Annie Brand	1 13 4	"	7 15 7
Harriet Woodford	2 0 0	"	7 0 10
Jerh. M'Cormack	3 10 0	"	6 2 2
Jas. M'Creddie	3 0 0	"	6 2 2

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
JUNE—continued.			
PUBLIC SCHOOLS—continued.			
Glebe—	£ s. d.	£ s. d.	£ s. d.
Jas. Buckland	15 0 0	None.	10 9 1
Sah. Freeman	5 0 0	"	4 3 8
Thos. J. Alcock	7 10 0	"	2 1 9
Newtown—			
Jabez J. Clarke	11 0 0	"	11 3 0
Emma Harrison	5 0 0	"	3 3 6
Paddington—			
Jas. C. Fisher	12 10 0	"	12 19 9
Mary Ross	7 0 0	"	5 4 0
Pitt-street—			
Jno. Dobbie	10 0 0	"	11 7 0
Mary J. Grey	6 0 0	"	3 19 0
Pitt-street South—			
W. McClelland	8 0 0	"	8 12 6
Pymont—			
W. Gordon	7 0 0	"	6 10 6
Thos. Yates	5 0 0	"	4 13 4
Jno. W. Pidgeon	3 10 0	"	3 5 3
Fanny Cooke			
William-street—			
Wm. Sloman	20 16 8	"	13 8 4
Mary Coates	9 10 0	"	11 14 9
Wm. M'Combe	11 6 8	"	6 14 2
Mary Conyngham	4 6 8	"	7 14 9
Kate Higgins	7 0 0	"	10 5 10
Maria Drury	5 0 0	"	5 2 11
Isidora Long	2 10 0	"	5 2 11
Watson's Bay—			
Jno. Fairbairn	6 0 0	"	0 8 0
Woolloomooloo—			
Wm. Pidecock	6 0 0	"	9 16 3
Ara. Wilson	4 0 0	"	0 15 0
Sussex-street—			
Jacob Saxby	7 0 0	"	2 17 2
Cath. Kennedy	5 0 0	"	2 6 10
Balmain, C.E.—			
J. C. Waterman	8 0 0	"	8 4 6
Balmain, R.C.—			
Barth. Lynch	6 0 0	"	2 10 6
Harriet Ennis	6 0 0	"	4 11 5
Camperdown, R.C.—			
J. Molony	7 5 10	"	4 3 3
Mrs. Molony	2 14 2	"	2 6 3
Chippendale, Wes.—			
J. Burrowes	8 10 0	"	13 18 0
Mrs. Burrowes	4 10 0	"	None.
Christ Church, C.E.—			
Saml. Turton	8 0 0	"	10 2 5
Seth Ward	5 0 0	"	10 3 10
Wm. Tibbey	5 0 0	"	8 15 0
Sussanna Turton	4 6 8	"	5 0 0
Mrs. Wood	6 0 0	"	7 1 9
Church Hill, R.C.—			
Elizh. M'Quoin	8 0 0	"	5 14 3
Emma Lynch	4 3 4	"	None.
Mary Doyle	5 0 0	"	2 7 3
Darlinghurst, R.C.—			
Samuel J. Hardy	8 0 0	"	8 16 6
Double Bay, R.C.—			
M. O'Halloran	7 0 0	"	2 16 3
Mary A. Smith	5 0 0	"	1 18 3

TEACHERS UNDER COUNCIL OF EDUCATION.

21

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
	£ s. d.	£ s. d.	£ s. d.
JUNE—continued.			
PUBLIC SCHOOLS—continued.			
Erskine-street, Pres.—			
Harriet Walker	5 0 0	None.	3 9 3
Arnold Walker	4 3 4	"	3 9 3
Glebe, C.E.	No Teacher.	"	.....
Haymarket, R.C.—			
M. O'Grady	8 0 0	"	7 12 0
Kent-street, North, R.C.—			
Jno. Ryan	9 0 0	"	10 15 3
Mary Fay	6 11 3	"	5 0 2
Kent-street, South, R.C.—			
Jas. Butler	8 0 0	"	4 18 0
Mary Egan	5 0 0	"	.....
Newtown, C.E.—			
Wm. Bayley	7 0 0	"	2 11 3
Miss Ewing	5 0 0	"	1 5 0
Newtown, Wes.—			
Robt. Dunlop	8 10 0	"	8 6 2
Mrs. Dunlop	4 10 0	"	2 3 9
Miss Dunlop	2 10 0	"	None.
Newtown, R.C.—			
Mrs. Oddie	5 0 0	"	.....
Paddington, C.E.—			
Jno. Kealy	8 0 0	"	5 7 10
Paddington, R.C.—			
Anna M. Ryan	6 0 0	"	*8 9 7
Parramatta-street, R.C.—			
J. Beston	9 0 0	"	6 15 6
Kate Ryan	3 6 8	"	.....
Bessie Wiles	10 8 4	"	.....
Annie Crowe	4 3 4	"	.....
Margt. Slattery	5 0 0	"	.....
Pitt-street, R.C.—			
Agnes Hart	6 0 0	"	6 16 0
Mary Malony	5 0 0	"	1 15 9
Patience Caulfield	4 3 4	"	None.
Pymont, C.E.—			
R. V. Gale	7 0 0	"	11 4 6
Pymont, R.C.—			
Mrs. Grobity	6 0 0	"	2 9 6
Randwick, C.E.—			
E. H. Grant	6 0 0	"	4 6 0
Redfern, C.E.—			
Wm. Saunders	8 0 0	"	12 10 11
Geo. Lees	5 0 0	"	1 13 4
Maria Saunders	4 3 4	"	5 8 9
St. Andrew's, Pres.—			
J. W. Hume	11 13 4	"	10 15 0
Miss Thomson	5 0 0	"	None.
Annie Mitchell	2 0 0	"	"
St. Andrew's, C.E.—			
Wm. Barraclough	8 0 0	"	5 3 2
Jane Mellor	5 10 0	"	5 16 0
St. Barnabas', C.E.—			
Thos. Buchanan	8 0 0	"	16 14 2
Jas. Turner	5 0 0	"	None.
B. Wylde	5 0 0	"	5 2 1
St. James', C.E.—			
Lewis G. Madley	8 0 0	"	18 4 3
Ed. Stack	3 10 0	"	None.
Emma Viles	6 0 0	"	14 2 6

* For Quarter ending June.

NAMES OF TEACHERS.	Amount of Salaries.	Allowance for Rent.	Proportion of Fees.
JUNE—continued.			
PUBLIC SCHOOLS—continued.			
St. Leonards, C.E.—			
James Buchanan	5 10 0	None.	6 9 9
Penelope M'Carthy	5 0 0	"	2 12 3
St. Leonards, Pres.—			
Robert George	7 5 0	"	4 7 0
Kate George	3 6 8	"	1 13 0
St. Leonards, R.C.—			
Jerh. Crowley	7 0 0	"	5 5 11
St. Mark's, C.E.—			
C. H. E. Bracken	7 0 0	"	4 8 0
Miss Moore	5 0 0	"	2 14 9
St. Mary's, R.C.—			
Gerald O'Byrne	10 0 0	"	11 18 6
J. Kevin	7 0 0	"	6 5 1
Chas. Kevin	6 13 4	"	2 2 4
Mary Haynes	6 0 0	"	6 1 4
Mary Cook	5 0 0	"	1 19 6
Ann Brennan	4 3 4	"	None.
St. Philip's, C.E.—			
Jno. Fletcher	8 0 0	"	12 1 0
Martha Brown	4 3 4	"	None.
Sarah Davey	6 0 0	"	13 16 0
Surry Hills, C.E.—			
Jas. Green	8 0 0	"	5 16 6
Marion Done	5 0 0	"	4 14 7
Surry Hills, Wes.—			
Alexr. Adams	10 10 0	"	9 15 9
Ada Sullivan	4 10 0	"	3 10 6
Surry Hills, R.C.—			
Jas. Lyons	8 0 0	"	8 0 0
Kate Maloney	6 0 0	"	3 10 4
Trinity, C.E.—			
Jas. Bardsley	8 0 0	"	8 5 0
Eliza Whitehead	5 10 0	"	10 8 4
Waverley, C.E.—			
T. N. Hall	6 0 0	"	5 3 9
Waverley, R.C.—			
Mrs. Kelly	6 0 0	"	.....
Waverley, Pres.—			
Joseph Wiley	8 0 0	"	2 18 9
Elsbeth Cooper	2 10 0	"	None.
Waterloo, C.E.—			
Anth. Holliday	8 0 0	"	4 17 6
Matil. Sanders	5 0 0	"	3 13 0
Waterloo, R.C.—			
Valentine Ellery,	6 0 0	"	.....
Cath. Woodbury ... ..	.....	"	.....
Woolloomooloo, Pres.—			
Peter M'Cormick	9 10 0	"	9 7 6
Rosetta Lambe	5 0 0	"	.....
York-street, Wes.—			
Jas. Rutledge	8 10 0	"	4 11 8
Mary Rutledge	4 10 0	"	2 5 10
Victoria-street, R.C.—			
Mrs. Raymond	6 0 0	"	8 16 0
Mrs. Gannon	5 0 0	"	4 8 4

TEACHERS UNDER COUNCIL OF EDUCATION.

23

RETURN shewing the Names of Teachers in the service of the Council of Education, their Classification under the Council, and the Period during which they have held similar Classification under the late National School Board.

NAMES OF TEACHERS.	Classification under the Council of Education.	Period of holding similar classification under the late National School Board.	NAMES OF TEACHERS.	Classification under the Council of Education.	Period of holding similar classification under the late National School Board.
PUBLIC SCHOOLS.			PUBLIC SCHOOLS— <i>continued.</i>		
Balmain—			Watson's Bay—		
John D. Bradley ...	Not classified		John Fairbairn ...	Not classified	
Emily Heydon ...	"		Sussex-street—		
Honoria Kenny ...	"		Jacob Saxby ...	"	
Botany Road—			Catherine Kennedy ...	"	
Samuel A. Watts ...	"				
Amelia Drewe ...	"		DENOMINATIONAL SCHOOLS.		
Bourke-street—			Balmain, C.E.—		
John Salier ...	"		J. C. Waterman...	Not classified	
Alice Clarke ...	"		Balmain, R.C.—		
Ellen Gully ...	"		Bartholomew Lynch ...	"	
Cleveland-street—			Harriet Ennis ...	"	
Luke G. Finigan ...	"		Camperdown, R.C.—		
Johanna Ryan ...	"		James Molony ...	"	
Eliza Bentley ...	"		Kate Molony ...	"	
Emily M'Cann ...	"		Chippendale, Wes.—		
Thomas Yates ...	"		John Burrowes ...	"	
Fort-street—			Mary A. Burrowes ...	"	
Frederick Bridges ...	"		Christ Church, C.E.—		
Edwin Banks ...	"		Samuel Turton ...	"	
Elizabeth M'Taggart ...	"		Seth Ward ...	"	
Kate Finigan ...	"		William Tibbey ...	"	
Eliza Druery ...	"		Susanna Turton ...	"	
Kate M'Donough ...	"		Sarah J. Wood ...	"	
Ann Finigan ...	"		Church Hill, R.C.—		
Bridget Galbraith ...	"		Elizabeth M'Quoin ...	"	
Annie Brand ...	"		Mary Doyle ...	"	
Harriet Woodford ...	"		Emma Lynch ...	"	
Jeremiah M'Cormack ...	"		Darlinghurst, C.E.—		
James M'Creddie ...	"		Samuel J. Hardy ...	"	
Glebe—			Double Bay, R.C.—		
James Buckland...	"		Martin O'Halloran ...	"	
Sarah Freeman ...	"		Mary A. Smith...	"	
Thomas J. Alcock ...	"		Erskine-street, Pres.—		
Newtown—			Harriet Walker ...	"	
Jabez J. Clarke ...	"		Anne Walker ...	"	
Emma Harrison...	"		Haymarket, R. C.—		
Paddington—			Michael O'Grady ...	"	
James C. Fisher...	"		Kent-street, North, R.C.—		
Mary Ross ...	"		John Ryan ...	"	
Pitt-street—			Mary A. Fay ...	"	
John Dobbie ...	"		William J. Alcock ...	"	
Mary J. Grey ...	"		Kent-street, South, R.C.—		
Pitt-street South—			James Butler ...	"	
William M'Clelland ...	"		Mary Egan ...	"	
Pymont—			Newtown, C.E.—		
William Gordon...	"		William Bayley ...	"	
John W. Pidgeon ...	"		E. B. Ewing ...	"	
Fanny Cooke ...	"		Newtown, Wes.—		
William-street—			Robert Dunlop ...	"	
William Sloman...	"		Harriet Dunlop ...	"	
Mary Coates ...	"		Mary Jane Dunlop ...	"	
William M'Combe ...	"		Newtown, R. C.—		
Mary Conyngham ...	"		Ann Mary Oddie ...	"	
Kate Higgins ...	"		Paddington, C. E.—		
Maria Druery ...	"		John Kealy ...	"	
Emily M'Cann ...	"				
John N. J. Keily ...	"				
Isidora Long ...	"				
Marie Lander ...	"				
Woolloomooloo—					
William Pidcock ...	"				
Arabella Wilson...	"				

TEACHERS UNDER COUNCIL OF EDUCATION.

NAMES OF TEACHERS.	Classification under the Council of Education.	Period of holding similar classification under the late National School Board.	NAMES OF TEACHERS.	Classification under the Council of Education.	Period of holding similar classification under the late National School Board.
DENOMINATIONAL SCHOOLS— <i>continued.</i>			DENOMINATIONAL SCHOOLS— <i>continued.</i>		
Paddington, R. C.— Anna M. Ryan	Not classified		St. Mary's, R. C.— Gerald O'Byrne	Not classified	
Parramatta-street, R. C.— Edward J. Beston Kate Ryan B. L. Wiles Anne Crowe Margaret Slattery	" " " " "		John Kevin Charles Kevin Mary Haynes Sarah J. Cooke Ann Brennan	" " " " "	
Pitt-street, R. C.— Agnes Hart Mary Malony Patience Caulfield	" " "		St. Philip's, C. E.— John Fletcher Sarah Davey Martha Brown	" " "	
Pyrmont, C. E.— Robert V. Gale	"		Surry Hills, C. E.— James Green Marion Done	" "	
Pyrmont, R. C.— Catherine Grobity	"		Surry Hills, Wes.— Alexander Adams Ada Sullivan	" "	
Randwick, C.E.— E. H. Grant	"		Surry Hills, R. C.— James Lyons Kate Maloney	" "	
Redfern, C. E.— William Saunders George Lees Maria Saunders	" " " "		Trinity, C. E.— James Bardsley Eliza Whitehead	" "	
St. Andrew's, Pres.— John W. Hume Margaret Thomson Annie Mitchell	" " "		Waverley, C. E.— Thomas N. Hall	"	
St. Andrew's, C. E.— William Barraclough Jane Mellor	" "		Waverley, R. C.— Margaret Kelly	"	
St. Barnabas', C. E.— Thomas Buchanan James W. Turner Bessie Wylde	" " " "		Waverley, Pres.— Joseph Wiley Elspeth Cooper	" "	
St. James', C. E.— Lewis G. Madley Edwin Stack Emma Viles	" " " "		Waterloo, C. E.— Anthony Holliday Matilda Sanders	" "	
St. Leonards, C. E.— James Buchanan Penelope M'Carthy	" "		Waterloo, R. C.— Valentine Ellery Catherine Woodbury	" "	
St. Leonards, Pres.— Robert George Kate George	" "		Woolloomooloo, Pres.— Peter M'Cormick Rosetta Lambe	" "	
St. Leonards, R. C.— Jeremiah Crowley	"		York-street, Wes.— James Rutledge Mary J. Rutledge	" "	
St. Mark's, C. E.— Chas. H. Bracken Emily Moore	" "		Victoria-street, R. C.— M. A. Raymond M. T. Gannon	" "	

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

TEACHERS UNDER COUNCIL OF EDUCATION.

(RETURN SHEWING RELIGIOUS PERSUASIONS OF.)

Ordered by the Legislative Assembly to be Printed, 25 February, 1868.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 17 December, 1867, That there be laid upon the Table of this House,—

“ A Return shewing the names and also the religious
“ persuasions of all persons who have been in training as
“ Teachers under the Council of Education, from the com-
“ mencement of the operation of the Act up to this date.”

(Mr. Thornton.)

TEACHERS UNDER COUNCIL OF EDUCATION.

A RETURN shewing the names and also religious persuasion of all persons who have been in training as Teachers under the Council of Education, since the commencement of the operation of the Public Schools Act up to the 17th December, 1867.

Name.	Religious Persuasion.	Name.	Religious Persuasion.
MALES.		MALES—continued.	
Anderson, Edward	Wesleyan.	Walsh, William Benedick	Roman Catholic.
Archer, John Henry	Congregational.	Waring, Thomas Wickwar	Church of England.
Archibald, William	Presbyterian.	Warland, Edward	Church of England.
Baker, Francis	Church of England.	Watson, Alexander	Presbyterian.
Bayliss, Joseph	Church of England.	Wigram, James	Church of England.
Best, George	Church of England.	Williamson, Joseph	Presbyterian.
Born, John Burgess	Baptist.	Young, Lawrence Craigie	Wesleyan.
Boult, Charles	Church of England.		
Boyes, William	Church of England.	FEMALES.	
Buckley, James	Roman Catholic.	Adrain, Margaret	Roman Catholic.
Callinan, John	Roman Catholic.	Adrain, Theresa	Roman Catholic.
Cambridge, Henry	Congregational.	Baxter, Emily	Congregational.
Carr, Robert	Church of England.	Blackmore, Maria	Church of England.
Cloney, Richard	Church of England.	Brennan, Bridget	Roman Catholic.
Clouting, John	Wesleyan.	Buchan, Kate	Church of England.
Conway, James	Church of England.	Bulger, Elizabeth	Roman Catholic.
Cooke, James	Church of England.	Carney, Jane	Roman Catholic.
Dalglish, John	Presbyterian.	Casey Honoria	Roman Catholic.
Davies, Morris E.	Independent.	Collins, Annie	Roman Catholic.
Deeves, Richard	Wesleyan.	Cummings Frances	Church of England.
Downey, Patrick	Roman Catholic.	Daly, Charlotta	Wesleyan.
Elkin, John	Church of England.	Danne, Agnes	Wesleyan.
Fuller, Cyrus	Church of England.	Deane, Sarah	Presbyterian.
Green, Daniel	Roman Catholic.	Dixon, Ellen	Wesleyan.
Green, John Thomas	Church of England.	Doyle, Georgina	Roman Catholic.
Hill, George	Presbyterian.	Drew, Fanny	Church of England.
Holding, John	Church of England.	Duffy, Honoria	Roman Catholic.
Hume, Kendal	Presbyterian.	Dunsford, Fanny	Roman Catholic.
Johnstone, Montague Cholmeley ..	Church of England.	Edmunds, Rose	Roman Catholic.
Jones, John	Church of England.	Elliot, Mary	Roman Catholic.
Kelly, Joseph	Roman Catholic.	Fairland, Maria	Church of England.
Ling, Abraham S.	Presbyterian.	Groat, Annie	Presbyterian.
Maddonnell, John	Roman Catholic.	Grobety, Catherine	Roman Catholic.
Mackay, Murdoch	Church of England.	Hall, Eliza	Independent.
Marshall, Samuel	Roman Catholic.	Hare, Mary	Church of England.
M'Gauran, Bernard	Roman Catholic.	Heilbronn, Alice	Congregational.
Mills, George Alfred	Wesleyan.	Hennessy, Johanna	Roman Catholic.
Molineaux, Michael	Wesleyan.	Hollis, Mary	Church of England.
Morgan, Charles	Baptist.	Holmes, Amelia	Church of England.
Morgan, Frederick William	Congregational.	L'Estrange, Kate	Roman Catholic.
Nash, Joseph Frederick	Church of England.	Lowe, Marion	Church of England.
Parry, Robert B.	Baptist.	M'Connell, Ann	Church of England.
Philips, Robert Wilson	Wesleyan.	M'Guinn, Mary	Roman Catholic.
Pidcock, William	Church of England.	M'Hugh, Mary	Roman Catholic.
Pidgeon, John Wesley	Wesleyan.	Moffat, Ada	Church of England.
Plummer, John	Wesleyan.	Newlands, Eleanor	Church of England.
Plummer, William	Wesleyan.	Nevin, Mary	Roman Catholic.
Porter, William	Church of England.	Nutter, Clara	Congregational.
Rea, John B.	Church of England.	Pincombe, Harriet	Wesleyan.
Reid, Daniel David	Presbyterian.	Smith, Mary	Church of England.
Robinson, John	Church of England.	Stevenson, Jane	Church of England.
Rooney, John	Roman Catholic.	Street, Martha	Wesleyan.
Smith, James	Baptist.	Suttie, Margaret	Wesleyan.
Smith, Edward Berry	Church of England.	Terry, Kate	Church of England.
Souter, John M'Donald	Wesleyan.	Tierney, Jane	Roman Catholic.
Tibbey, Charles	Presbyterian.		
Walker, Edward	Church of England.		

3rd February, 1868.

W. WILKINS.
Secretary.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PUBLIC SCHOOL INSPECTORS.

(CORRESPONDENCE RESPECTING CHARGES MADE AGAINST—AND ALLEGED MISCONDUCT OF)

Ordered by the Legislative Assembly to be Printed, 9 March, 1868.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 25 February, 1868, That there be laid upon the Table of this House,—

“ Copies of all Correspondence between the Council of
 “ Education and the Head of the Roman Catholic Church,
 “ relating to charges made by His Grace Archbishop Polding
 “ and the Very Reverend Mr. Sheehy against certain Public
 “ School Inspectors, and to the alleged misconduct of
 “ Inspectors at the Roman Catholic School, Pitt-street
 “ South.”

(Mr. Oatley.)

PUBLIC SCHOOL INSPECTORS.

COPY of Correspondence between the Council of Education and the Most Reverend Archbishop Polding, respecting charges made against the Council's Inspectors, at a Meeting of Roman Catholics held at St. Mary's Cathedral, on 5th November, 1867.

No. 1.

THE SECRETARY, COUNCIL OF EDUCATION, to THE MOST REVEREND ARCHBISHOP POLDING.

Council of Education Office,
Sydney, 8 November, 1867.

MY LORD ARCHBISHOP,

I have the honor, by direction of the Council of Education, to acquaint your Grace that the attention of the Council has been directed to the reports, published in the *Sydney Morning Herald* and *Empire* newspapers, on the 6th instant, of the proceedings at a meeting of Roman Catholics held at St. Mary's Cathedral on the previous day. The reports in both papers represent your Grace to have made statements involving serious charges against some of the Inspectors in the Council's service. The accompanying extracts from the newspapers above mentioned contain the charges which have been under the Council's notice.

2. I am therefore instructed by the Council to request that your Grace will have the goodness to afford the Council an opportunity of inquiring into the charges against each Inspector, by stating them in specific terms.

3. I am to assure your Grace that, on receipt of such a statement of the charges, the Council will hold an immediate and searching investigation, with a view to take such steps as may be found necessary under the circumstances.

I have, &c.,
W. WILKINS,
Secretary.

[Enclosure in No. 1.]

EXTRACTS from the Address of His Grace Archbishop Polding, delivered at a Meeting of Roman Catholics held at St. Mary's, on Tuesday, 5th November instant.

HERALD.—"The Venerable Chairman, in stating the resolution, said that the conduct of some of the Inspectors to some Catholic ladies who were employed in the work of education was unwarrantable, and had in some cases caused the illness of those ladies. He had some doubts as to whether these ladies should be permitted to continue their labours, so frequently were they subjected to impertinent and ungentlemanly treatment."

EMPIRE.—"His Grace, before submitting the resolution, alluded to several instances where the Inspectors had been guilty of ungentlemanly conduct in the presence of ladies."

No. 2.

THE MOST REVEREND ARCHBISHOP POLDING to THE COUNCIL OF EDUCATION.

Vicar General's Office,
19 November, 1867.

GENTLEMEN,

Your letter of the 8th instant, on the subject of certain reports of the proceedings of a meeting of Catholics held at St. Mary's Cathedral, on the 5th instant, was received at St. Mary's during my absence from Sydney.

2. Having returned to town, I do myself the honor to say, in answer to your letter, that I cannot hold myself accountable to the Council of Education for what I may have said at the above-named meeting, nor am I encouraged, by the result of past appeals to the Council from members of my denomination, to make another.

3. And if, indeed, it were otherwise—if I were induced by any sense of obligation or of expediency to submit to the Council accusations against their own officers—nothing in the slightest degree satisfactory could result in this particular case. The "searching investigation" which is promised may be a very efficient means of dealing with the extravagances

extravagances of an over-hasty policeman, or of opposing some barrier of discretion to the prying zeal of a detective, but how could it enable ladies to prove that an official had exercised his temporary authority over them in a manner offensive and unusual among gentlemen? I suppose that ordinarily any person, duly sensible of the value and dignity of her function as teacher of others of her own sex, and possessed of moderate self-respect, would choose to endure in silence, rather than be compelled to a formal enumeration of details, any one of which might seem trifling, and would certainly be represented as a trifle by those who might perhaps not have the will or the capacity to sympathize with her distress and annoyance. Acts and words are very commonly taken, not in themselves barely, but as indications of a moral tone, good or bad, and it is to be presumed that similarly they may be felt as manifestations of an unfriendly and ungentlemanly tone of behaviour. But such things must be seen and felt, and can scarcely be described. In cases not occurring to our own experience, we believe in their existence on reliable testimony; and I have such testimony—testimony to me perfectly reliable. As the Council have full confidence in their Inspectors, so have I full confidence in the veracity of my informants, and in their power of appreciating correctly the kindness and courtesy which they have been accustomed to expect from gentlemen.

I have, &c.,

+ J. B. POLDING, SYDNEY.

COPY of Correspondence between the Council of Education and the Very Reverend the Vicar General, respecting the Charges made against the Council's Inspectors, at a Meeting of Roman Catholics, held at St. Mary's Cathedral, on 5th November, 1867.

No. 3.

THE SECRETARY, COUNCIL OF EDUCATION, to THE VERY REV. THE VICAR GENERAL.

Council of Education Office,
Sydney, 7 November, 1867.

VERY REVEREND SIR,

I have the honor, by direction of the Council of Education, to acquaint you that the attention of the Council has been directed to the reports—published in the *Sydney Morning Herald* and *Empire* newspapers, on the 6th instant—of the proceedings at a meeting of Roman Catholics, held at St. Mary's Cathedral on the previous day. The reports in both papers represent you to have made statements involving serious charges against some of the Inspectors in the Council's service. The accompanying extracts from the newspapers above mentioned contain the charges which have been under the Council's notice.

2. I am now instructed by the Council to request that you will have the goodness to afford the Council an opportunity of inquiring into the charges against each Inspector, by stating them in specific terms.

3. On receipt of such a statement of the charges, I am to assure you that the Council will hold an immediate and searching investigation, with a view to take such steps as may be found necessary under the circumstances.

I have, &c.,

W. WILKINS,
Secretary.

[Enclosure in No. 3.]

EXTRACTS from the Address of the Very Reverend S. J. A. Sheehy, Vicar General, delivered at a Meeting of Roman Catholics, held at St. Mary's, on Tuesday, 5th November instant.

HERALD.—“Some of these Inspectors were excellent men, but others were most despotic and ungentlemanly, and did not fulfil their duty when they went sneaking about endeavouring to act as spies upon the teachers. He knew of one Inspector who visited a school many times within a few days, who was continually pinging about the place, and who was seen to put his hand into the teacher's bag and examine his private papers in his absence. There were boys present in the meeting who had seen one Inspector go to the teacher's table, open his bag, and examine his private papers in that way. How could the children or teacher respect a man like that? That was not the 'moral tone' they should expect.”

EMPIRE.—“He instanced conduct of the Inspectors, especially one, who for several days went sneaking and pinging about one Denominational School, questioning the children, and in the absence of the teachers ransacked their bags for papers. This was not the 'moral tone' he would infuse into the minds of children. Then again, singing was to be classed under the head of religious teaching.”

No. 4.

THE VERY REV. THE VICAR GENERAL to THE SECRETARY, COUNCIL OF EDUCATION.
Vicar General's Office,
12 November, 1867.

SIR,

I have the honor to acknowledge receipt of your letter dated the 7th instant, under direction of the Council of Education to inform me that their attention had been directed to reports of the proceedings of a meeting of Roman Catholics held at St. Mary's Cathedral, and to request that I should afford the Council an opportunity of inquiring into the charges reported to have been made against each Inspector, by stating them in specific terms.

2. The reports in the "*Herald*" and "*Empire*" do not give correctly what I did say at the above-named meeting, but this is not of any consequence so far as my present answer to your letter is concerned.

3. I remember that, when lately the Revd. P. F. O'Farrell did make to the Council a complaint against the interference of an Inspector, in a certain school arrangement, he received for answer the simple declaration that they had entire confidence in the judgment of their officer. Now, as I am unwilling to expose myself to the probability of receiving a decision of similar style, I must respectfully and positively decline to prefer, before the Council, any charges against any of their officers.

I have, &c.,

S. J. A. SHEEHY, V.G.

No. 5.

THE SECRETARY, COUNCIL OF EDUCATION, to THE VERY REV. THE VICAR GENERAL.
Council of Education Office,
Sydney, 21 November, 1867.

VERY REV. SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter of the 12th instant, in which, referring to certain correspondence between the Council and the Rev. P. F. O'Farrell, you state that as you are unwilling to expose yourself "to the probability of receiving a decision of similar style," you must "respectfully and positively decline to prefer before the Council any charges against any of their officers."

2. In reply, I am instructed by the Council to point out the essential difference between the complaint of the Rev. P. F. O'Farrell and the charges which you are reported to have brought against some of the Inspectors, and to express the hope that, on further consideration of the matter, you may be induced to alter the decision notified in your letter.

Two enclosures. 3. As may be seen from the correspondence between the Council and the Rev. P. F. O'Farrell, copies of which are appended hereto, that gentleman made a complaint to the Council against the interference of an Inspector in what is properly described in your letter as a "certain school arrangement." Regarding this as a professional matter involving only a question as to propriety of a particular mode of school organization, the Council fails to see how their decision upon such a complaint can afford reasonable grounds for declining to prefer charges of a different and more serious character. The Inspector's judgment upon such a point might fairly be questioned, without implying any further blame than that he was mistaken. The Council, on inquiry and due consideration, was of opinion, however, that his judgment in this matter was correct.

4. But the charges which you are reported to have brought against the Inspectors impute to them unbecoming and disgraceful conduct. Such charges, reflecting, as they do, injuriously upon their character as members of the community, also call in question their fitness for the office they hold, which cannot possibly be alleged in the case of the Rev. Mr. O'Farrell's complaint.

5. As it thus appears that the cases cited are in no respect parallel, the Council trusts that, in justice to the public on the one hand, and to the Inspectors on the other, you will state explicitly the charges to which these officers have, in your view, laid themselves open. And I am again to assure you that the pledge contained in my letter of the 7th instant, that such charges should be immediately and fully investigated, having been made in good faith by the Council, and with no other design than to elicit the truth, will be carried out, upon receiving from you such a statement as may form a definite basis for investigation.

I have, &c.,

W. WILKINS,
Secretary.

[Enclosures in No. 5.]

The Rev. P. F. O'Farrell to The Council of Education.

Redfern, 12 October, 1867.

Gentlemen,

I do myself the honor to inform you that one of your Inspectors has lately made some changes in the classification of the children of Mount Carmel Certified Roman Catholic Denominational School, which will unquestionably be a great means of injuring the morality of said school, if persevered in.

He

He has placed both boys and girls together in the same class!!!

Now, when it is an undeniable fact that the children of both sexes *thus placed* are of an age ranging between *ten and fourteen years*, I most respectfully submit that such classification *must necessarily tend to the destruction of the morals of the children.*

See how careful the higher classes of society are in the education of their children. We don't hear of young ladies and young gentlemen being educated together in the same establishments, *nor thus classified*; and are not the souls of the children of the poor equally as dear to Almighty God as the souls of the greatest amongst us?

I therefore trust that the Council of Education will not sanction the classification which I complain of.

I have, &c.,

PETER F. O'FARRELL,
Chairman of Local Board. Cert. Denom. R. C. School, Waterloo.

The Secretary, Council of Education, to The Rev. P. F. O'Farrell.

Council of Education Office,
Sydney, 18 October, 1867.

Rev. Sir,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 12th October instant, complaining of the classification of the children attending the Certified Roman Catholic Denominational School, Waterloo, by the Inspector.

2. In reply, I am instructed to acquaint you that the Council has confidence in the judgment of the Inspector, and sees no reason to interfere with the arrangements he has made.

I have, &c.,

W. C. WILLIS.
(Pro Secretary.)

COPY of Correspondence in reference to the withdrawal, by the Council of Education, of the Certificate from Roman Catholic Denominational School, Pitt-street South.

No. 6.

MEMORANDUM TO THE SECRETARY.

IN accordance with our Programme of Inspection, Mr. Jones and myself have visited the Certified Denominational Roman Catholic School at Pitt-street South, this day, for the purpose of holding an examination. We find the school conducted as if the Council of Education had no existence. The more important regulations are not observed, and the spirit of the Public Schools Act is disregarded. The religious teaching is not confined to the time prescribed in article 72, section vi of the Regulations, but is continued during other parts of the day. For example, the Rev. J. F. Sheridan conducted a service at 11.20 a.m., which lasted at least for half an hour. This was in addition to the special religious instruction given from 9.30 a.m. to 10.30 a.m. Books of a purely religious character, as Reeve's History of the Bible, are used during the hours required by the Council to be devoted to secular instruction. The teacher has made no application for approved school-books, nor, as she informs me, does she intend to apply for them, inasmuch as they have not been sanctioned by His Grace the Archbishop. The instruction is not regulated by the necessary documents, time-table excepted.

In endeavouring to carry out the inspection, we have met with great obstruction, so that although we hoped to have finished the examination in one day, it is not likely to be finished, at the rate we are proceeding, in three.

Notwithstanding that our demeanor has been most conciliatory, the manner of the principal teacher and of one of the assistants has been very offensive. Mr. Jones came into the girls' school during the morning, to complain that the former had, without being previously spoken to, and without the least provocation, rushed into the room where he was conducting the examination, and addressed him in language which he regarded as insulting. In consequence of this rudeness, he expressed to me a desire to discontinue the examination; but being anxious to avoid any unpleasantness, I persuaded him to reconsider the matter, and to try if possible to finish the work he had begun. This he consented to do, with great reluctance. At his most urgent request, I remained with him for a part of the time while the examination lasted.

At the close of the examination this evening, Mr. Jones repeated to me his wish, in order to avoid being subjected to further insults and annoyances, not to resume the examination of the school to-morrow; and, as I have myself experienced discourteous and unladylike treatment from the teacher in charge, I feel bound to join with him in requesting your advice under the circumstances. It seems to me that there is an evident intention, on the part of those engaged in the teaching of the school, to render inspection next to impossible.

E. JOHNSON,
Inspector, Sydney District.

No. 7.

No. 7.

SYDNEY DISTRICT.—MEMORANDUM TO INSPECTOR.

Your Memo. of this date on Pitt-street South R. C. School.

ALTHOUGH the proceedings you report have the appearance of preconcerted obstruction, I think it would be well to make another effort to carry on the examination. By maintaining the conciliatory demeanor you have hitherto exhibited, the opposition to your inspection may be softened, and the remainder of the work may be found more easy of accomplishment.

But should you find the obstruction and annoyance continued when you resume your duties in the school to-morrow, I advise that you should at once withdraw, and apply to the Council for directions.

I do not feel at liberty, without reference to the Council, to give you positive directions on this important matter.

W. WILKINS,
Secretary.

Council of Education Office,
Sydney, 19th November, 1867.

No. 8.

MEMORANDUM TO THE SECRETARY.

Pitt-street South R. C.

IN accordance with the advice received from you yesterday, Mr. Jones and myself called again at this school this morning, for the purpose of completing, if possible, the examination. An incident occurred soon after my arrival which will serve to exhibit to the Council the sort of treatment the teachers consider proper and becoming in them to accord to the Council's officers. Upon my entering the Infant Class-room, the pupils, no doubt wishing to shew the usual respect to a visitor, attempted to rise, but the teacher no sooner perceived the movement than, looking from me to the children, she called out to the latter, in loud and angry tones—"Sit down! sit down!" Following the line of conduct I had mentally mapped out for myself, I took no notice of the circumstance, but passed out of the room. Shortly afterwards, while speaking to Mr. Jones in the Class-room, the principal teacher abruptly entered, and said in a curt and unceremonious manner that the Vicar General wanted us. Naturally struck with the mode in which it was sought to subject us to a species of indignity, we hesitated for a moment, but bearing in mind your advice that we should continue to exhibit a conciliatory demeanor, we decided to put ceremony aside and obey the summons. The Vicar General, in the presence of another ecclesiastic and a layman, the teachers and the bulk of the pupils being in the same room, then informed us that he had called at the school on the previous evening, for the purpose of learning the result of the examination, that complaints were then made to him respecting the manner in which the examination had been conducted, and that in consequence of those complaints he would not permit the examination to proceed. As he declined in the most haughty and peremptory manner to state in what way we had given offence, notwithstanding that I respectfully requested him to do so, we took our departure from the premises.

In justice to myself and my colleague, I cannot let this opportunity pass without appealing to the Council for protection against the discourteous and ungentlemanly treatment which, to-day and on Monday last, we have received from the Very Reverend the Vicar General. The manner in which he endeavoured to humiliate us to-day, in the presence of another ecclesiastic, a layman, the teachers, and the children of the school, I have already described. But on Monday last, while conducting the examination of the Surry Hills Roman Catholic School, the Very Reverend gentleman walked into the school at 4 p.m., and, without addressing himself either to me or to Mr. Jones, said to the teacher, in the hearing of all the pupils, that he wanted the boys, and that they had no business in the school-room, as it was past 4 o'clock—words which the teacher repeated to me.

E. JOHNSON,
Inspector, Sydney District.

No. 9.

Pitt-street South R.C.—Copy of Notes hereon from Inspector's Note Book.

19th November.—Called at this school at 10:35 a.m., for the purpose of conducting the General Inspection. The Principal Teacher met me at the doorway. I introduced myself to her, announced my mission, and requested to be informed how many classes she had; she replied, "several." I repeated my question, adding at the same time that I should be glad to learn the precise number; she replied in the same breath, "five," "four". I asked was it five or four; her answer, given with evident reluctance, was "four". I then requested to be conducted to the first class, which was in the class-room in charge of an unpaid teacher. Upon asking the principal teacher what books the class read, she replied, "various". I requested her to name the books; she said she would go and ask the teacher of the class. On her return, she mentioned the "Primer" and "Sequel"; I said I would examine the class in the Primer, that being the easier book of the two. Considerable delay

delay arose in procuring the books, and when passed they were found to be partly Sequels and partly Primers; they had, therefore, to be re-collected and sorted, when there appeared to be an insufficiency of either for all the pupils. Under this circumstance, I was compelled to examine the class in two sections. I requested that the Sequels should be passed to the higher section; I called out the page, and found the wrong books had been given out again. Fully twenty minutes were lost before the actual business of reading began. I finished the examination in this subject at 11:15 a.m., when the whole school was dismissed for recess. Upon re-assembling at 11:30 a.m., a service was held by the Rev. J. F. Sheridan; I did not get a class again till 12:10 p.m. About ten of the pupils had read, when the teacher informed me that it was time to stop. I asked permission to conclude the lesson; the reply I got was "the children have got to go-home." I at once gave way, but requested that the pupils might be permitted to take the same places upon re-assembling in class in the afternoon; the teacher took no notice of my request. At 2 p.m., when about to resume the reading, I found that the pupils were not in the same places, and I was therefore obliged to make the necessary changes. Observing the deficiency of books, I reminded the teacher that she had not yet made application to the Council for supplies; she replied with warmth that she had enough books, and did not intend to apply for the Council's books, as they were not sanctioned by the Archbishop. With her permission, I examined those which were said to be used during the hours of secular instruction. Amongst them were Reeve's History of the Bible and Townsend Young's History of England. I asked whether these particular books were used during the hours of secular instruction; she replied emphatically that they were. Her manner throughout the greater part of the day, but especially the morning, was insolent and defiant. I was positively afraid to ask any question, through dread of receiving an uncivil reply. I have every reason to believe the opposition offered to inspection was preconcerted. The principal teacher and one of her assistants made no secret of their desire to give offence. Had I not resolved not to notice their incivility and rudeness, I feel satisfied I could not have remained ten minutes in the school.

20th November.—I called at this school at 10:15 a.m. to resume the examination. As I found the pupils were receiving religious instruction, I deemed it advisable to withdraw for a time. Entering the class-room for the purpose of passing into the playground, I observed that the pupils, desirous of showing the usual respect to a visitor, made a movement to rise. Those who first saw me actually did rise. The teacher had her back partly towards me, but turning round, and observing whom the children were recognizing, she called out, in quick angry tones, "Sit down! sit down!" I called again at the school at 10:35 a.m. The Vicar General, with another ecclesiastic and a layman whom I had previously observed to leave the premises, came in shortly afterwards. Whilst slates were being got for a class, I went to consult with Mr. Jones; I had barely uttered half a dozen words, when the principal teacher opened the door, and informed us in a curt and unceremonious manner that the Vicar General wanted us. After consultation, we went. He told us that he had heard complaints against the manner in which the examination had been conducted, and would not therefore permit it to proceed any further. I requested him to state in what way we had given offence. He declined to do so, in the most haughty and peremptory manner.

E. JOHNSON,
Inspector of Schools, Sydney District.

No. 10.

SYDNEY DISTRICT.—MEMORANDUM TO INSPECTOR.

Pitt-street South, R.C.—Your Memorandum 20th November instant.

PENDING receipt of instructions from the Council, you should discontinue the examination of Certified Roman Catholic Denominational Schools, and proceed with the other duties on your programme.

Mr. Jones should be informed to the same effect.

Council of Education Office,
Sydney, 21st November, 1867.

W. WILKINS,
Secretary.

No. 11.

SYDNEY DISTRICT.—MEMORANDUM TO INSPECTOR.

Pitt-street South, R.C.—The Very Rev. S. J. A. Sheehy's letter, published in the *Herald* of 26th November instant.

I BEG to direct your attention to that portion of the above letter in which the writer endeavours to explain away the marked disrespect shown you by one of the teachers of the Pitt-street South R.C. School, by stating that the teacher in question did no more than correct an error into which the children had fallen, through their mistaking the nature of your office.

Will you have the goodness to state, for the information of the Council, whether there be any force in the explanation which the reverend gentleman has thus put forth.

Council of Education Office,
Sydney, 27 November, 1867.

W. WILKINS,
Secretary.

No. 12.

MEMORANDUM TO THE SECRETARY.

Pitt-street South, R.C.—Rev. S. J. A. Sheehy's letter, published in the *Herald* of this day. I DENY most emphatically that an incident of the nature referred to by the Rev. Mr. Sheehy occurred during my late inspection of the Pitt-street South R.C. School. Is it credible that, after being with the pupils the whole of one day, they would not know me on the next? Or, is it likely I could mistake the words "Sit down! sit down!" uttered in loud tones, for "Stand up!" or any similar expression. When I mention the following circumstance, the Council will have no difficulty in rightly apprehending the probable motive that has prompted the teacher to put forward such a story:—On the 5th August last, I paid an incidental visit to the school. The principal teacher was absent, and the Lady Superior of the Convent of the Good Shepherd was doing duty in her stead. This lady requested me to accompany her through the schools. Upon entering the infant department, the children went on their knees; the lady told them to rise; and I thought little more about the matter. It has thus been attempted to take advantage of this incident, to explain away misconduct which occurred three months afterwards.

Sydney, 20th November, 1867.

E. JOHNSON,
Inspector, Sydney District.

No. 13.

THE SECRETARY, COUNCIL OF EDUCATION, to THE VERY REV. THE VICAR GENERAL.

Council of Education Office,
Sydney, 29 November, 1867.

VERY REVEREND SIR,

I have the honor, by direction of the Council of Education, to acquaint you that a report has been received from Mr. E. Johnson, one of the Council's Inspectors for the Sydney District, stating—

1. That in contravention of the provisions of the Public Schools Act, section 9, and of articles 79, 80, and 81, of the Regulations of the 27th February, 1867, framed thereunder, he was obstructed by the teacher whilst inspecting the Certified Roman Catholic Denominational School at Pitt-street South, and finally refused permission to proceed with his duty by the Local Board.

2. That the teacher expressed her intention of continuing to disregard article 15, section 2, of the Regulations referred to, by refusing to apply for or to use the school reading books sanctioned by the Council.

2. In consideration of these facts, it does not appear that any course is open to the Council but to withdraw the certificate granted to the school in question, under date 28th January, 1867, and thereby to terminate the connection of the school with the Council, from the date on which the Inspector was obstructed in the performance of his duties. Before, however, this step is finally taken, I am instructed to invite any explanation which the Local Board may desire to offer on the circumstances.

I have, &c.,
W. WILKINS,
Secretary.

No. 14.

THE SECRETARY, COUNCIL OF EDUCATION, to THE VERY REV. THE VICAR GENERAL.

Council of Education Office,
Sydney, 2 January, 1868.

VERY REVEREND SIR,

I have the honor, by direction of the Council of Education, to state that the Council has had again under consideration the letter from Mr. Inspector Johnson, reporting that he had been obstructed by the teacher whilst inspecting the Certified Roman Catholic Denominational School at Pitt-street South, and finally refused permission to proceed with his duty by the Local Board; also, that the teacher had expressed her intention of refusing to apply for or to use the school reading books sanctioned by the Council, as set forth in the Council's letter of the 29th November last.

2. As no reply has been received to that communication, I am now instructed to acquaint you that the Council hereby withdraws the certificate from the school, from the date of the refusal of the Local Board to allow the Inspector to proceed with his duty, namely, the 20th November, 1867.

I have, &c.,
W. WILKINS,
Secretary.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

DENOMINATIONAL SCHOOLS.

CORRESPONDENCE RESPECTING DISMISSAL OF C. TIBBEY, PRESBYTERIAN SCHOOLMASTER, WOOLLOOMOOLOO.)

Ordered by the Legislative Assembly to be Printed, 7 April, 1868.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 19th November, 1867, That there be laid upon the Table of this House,—

“ Copies of all letters or other correspondence between the
 “ Government and any person or persons, or between the
 “ Council of Education and any person or persons, and of
 “ all minutes of proceedings of the said Council, having
 “ reference to any charges made by the Rev. John M’Gibbon
 “ against Mr. Charles Tibbey, formerly teacher of a Denomi-
 “ national School in Palmer-street, Woolloomooloo, or by
 “ the said Mr. Charles Tibbey against the Rev. John
 “ M’Gibbon, or to the proposed dismissal of the said Mr.
 “ Charles Tibbey from his office of teacher.”

(Mr. Forster.)

SCHEDULE

To Correspondence between the Council of Education and others, and to Minutes of the Proceedings of the said Council relative to certain charges made by the Rev. J. M'Gibbon against Mr. Charles Tibbey, formerly teacher of the Certified Presbyterian Denominational School, Palmer-street, Woolloomooloo; also, as to charges made by the said Mr. Tibbey against the Rev. J. M'Gibbon; and to the dismissal of the said Mr. Tibbey from the office of teacher of the before-mentioned school.

NO.	PAGE.
1. The Rev. J. M'Gibbon's letter to the Council of Education respecting dismissal of Mr. C. Tibbey from the office of teacher of the Certified Presbyterian Denominational School, Palmer-street, and the appointment of Mr. P. M'Cormack in his place. 2 January, 1867	4
2. Mr. Charles Tibbey's letter to the Secretary of the Council of Education, requesting to be furnished with a copy of the charges preferred against him as teacher of the Presbyterian School, Palmer-street, by the Rev. J. M'Gibbon. 7 January, 1867	4
3. The Rev. J. M'Gibbon's letter to the Secretary of the Council of Education, inquiring how he can recover books, maps, globes, &c., removed from the Presbyterian School, Palmer-street, by Mr. Tibbey. 11 January, 1867	5
4. Secretary of the Council to the Rev. J. M'Gibbon, on the subject of his letter dated 2nd ultimo, as to the dismissal of Mr. Tibbey, and forwarding an extract from the Minutes of the Proceedings of the Council of Education, dated 20 February, 1867, on the subject. 21 February, 1867	5
5. Secretary of the Council to Mr. C. Tibbey, forwarding duplicate copy of extract from the Minutes of the Proceedings of the Council of Education, dated 20th February, 1867. 21 February, 1867	5
6. Rev. J. M'Gibbon's letter to the Secretary of the Council, in reply to the Council's decision, as conveyed in their Minute of the 20th ultimo, with respect to the dismissal of Mr. Tibbey, and appointment of Mr. M'Cormack in his place as teacher of the Presbyterian School, Palmer-street, and furnishing a detailed explanation of the matter. 6 March, 1867	6
7. Rev. J. M'Gibbon's letter to the Secretary of the Council, requesting return of the deeds of the Presbyterian School, Palmer-street. 6 March, 1867	9
8. Mr. Charles Tibbey to the Secretary of the Council, complaining that certain books belonging to him had been taken possession of by the Rev. J. M'Gibbon. 15 March, 1867	9
9. Extract from the Minutes of the Proceedings of the Council of Education, 27th March, 1867, relative to Mr. Tibbey's letter dated 15th March. 27 March, 1867	10
10. Professor Smith's notice of motion respecting the action of the Local Board in respect to Mr. Tibbey's dismissal from, and Mr. M'Cormack's appointment to, the Presbyterian School, Palmer-street. 27 March, 1867	10
11. Secretary of the Council to Mr. Tibbey, stating that the Council cannot interfere in the matter of the detention of his books by the Rev. J. M'Gibbon. 3 April, 1867	10
12. Miss R. Lambe's letter to the Secretary of the Council of Education, explanatory of an agreement made between the Local Board of the Presbyterian School, Palmer-street, and Mr. Tibbey, as to her receiving a percentage of the school fees. 16 April, 1867	10
13. Rev. J. M'Gibbon's letter to the Secretary of the Council, requesting to be furnished with a copy of Mr. Tibbey's denial or explanation of the charges contained in his letter of 6th March last; also, copy of any statement which expressly or impliedly accuses him (Mr. M'G.) of an attempt to obtain money fraudulently. 17 April, 1867	11
14. Extract from the Minutes of the Proceedings of the Council of Education, relative to the Rev. J. M'Gibbon's letter dated 17th April instant. 17 April, 1867	11
15. Secretary of the Council to the Rev. J. M'Gibbon on the subject of his letter of the 6th ultimo, and enclosing copy of an extract from the Minutes of the Proceedings of the Council of Education, dated 11th April, 1867. 18 April, 1867	11
16. Rev. J. M'Gibbon to the Secretary of the Council, complaining of the decision of the Council as to the dismissal of Mr. Tibbey by the Local Board and appointment of Mr. M'Cormack in his place. 18 April, 1867	12
17. Secretary of the Council to the Rev. J. M'Gibbon, informing him that no letter from Mr. Tibbey which prejudiced him in the view of the Council had been under its consideration. 20 April, 1867	12
18. Rev. J. M'Gibbon to the Secretary of the Council, enclosing copy of a letter from the Local Board of the Presbyterian School, Palmer-street, to Mr. Tibbey, respecting the property belonging to the school; also, enclosures A and B. 24 April, 1867	12
19. Extract from the Minutes of the Proceedings of the Council of Education relative to the Rev. J. M'Gibbon's letter dated 18th April instant. 25 April, 1867	13
20. Extract from the Minutes of the Proceedings of the Council of Education relative to the Rev. J. M'Gibbon's letter dated 24th April instant. 25 April, 1867	13
21. Rev. J. M'Gibbon to the Secretary of the Council of Education, requesting to be furnished with a copy of Mr. Tibbey's letter to the Council, alleged to contain false and libellous statements against him. 30 April, 1867	14
22. Extract from the Minutes of the Proceedings of the Council of Education, relative to the Rev. J. M'Gibbon's letter dated 30th April ultimo. 1 May, 1867	14
23. Extract from the Minutes of the Proceedings of the Council of Education, relative to Miss R. Lambe's letter dated 16th April ultimo. 1 May, 1867	14
24. Secretary of the Council to the Rev. J. M'Gibbon, stating that no such letter as that alluded to by him in his letter of 30th ultimo had formed part of the Council's proceedings, and intimating a desire that this communication should close the correspondence with himself in respect to Mr. Tibbey. 4 May, 1867	14
25. Trustees of Palmer-street Presbyterian School to the Secretary of the Council, explanatory of the proceedings in withdrawing the school premises from Mr. C. Tibbey and placing them in charge of Mr. M'Cormack. 4 May, 1867	15
26. Extract from the Minutes of the Proceedings of the Council of Education, relative to the letter of the Trustees of the Presbyterian School, Palmer-street, dated 4th May instant. 6 May, 1867	15
27. Secretary of the Council to Miss Lambe, stating that Mr. Tibbey denies positively any liability in regard to the sum of £6 alleged to be owing by him, in her letter of the 16th ultimo. 7 May, 1867	16
28. Rev. J. M'Gibbon's letter to the Secretary of the Council, calling attention to his letter of the 24th ultimo, in reference to certain property belonging to the Palmer-street School. 7 May, 1867	16
29. Extract from the Minutes of the Proceedings of the Council of Education, relative to the Rev. J. M'Gibbon's letter dated 7th instant. 8 May, 1867	16

NO.	PAGE.
30. Miss Lambe's letter to the Secretary of the Council, stating that a summons will be issued against Mr. Tibbey for payment of money alleged to be owing to her. 8 May, 1867 ...	16
31. Secretary of the Council to the Trustees of the Presbyterian School, Palmer-street, stating, in reply to their letter of the 4th May instant, that the Council considers it inexpedient to re-open the case in reference to the dismissal of Mr. Tibbey. 9 May, 1867 ...	17
32. Secretary of the Council to the Rev. J. M'Gibbon, stating that Mr. Tibbey had explained that he saw the property belonging to the Presbyterian School, Palmer-street, carried into the house of a Mr. Christie. 11 May, 1867 ...	17
33. Rev. J. M'Gibbon to the Secretary of the Council, with reference to the manner in which the Palmer-street Presbyterian School property was returned by Mr. Tibbey. 13 May, 1867 ...	17
34. Extract from the Minutes of the Proceedings of the Council of Education relative to the Rev. J. M'Gibbon's letter dated 13th instant. 20 May, 1867 ...	17
35. Extract from the Minutes of the Proceedings of the Council of Education, relative to the Rev. J. M'Gibbon's letter dated 13th instant, read to the Council on the 20th instant. Professor Smith's motion thereon. 23 May, 1867 ...	18
36. Professor Smith's motion on the above. Extract from the Minutes of the Proceedings of the Council of Education. 10 June, 1867 ...	18
37. Rev. J. M'Gibbon to the Secretary of the Council, requesting return of certain documents. 20 July, 1867 ...	18
38. Rev. J. M'Gibbon to the Secretary of the Council, requesting to be informed what arrangements will be made for teaching in the Palmer-street Presbyterian School, should the teachers be called away to attend the Supreme Court. 31 July, 1867 ...	18
39. Rev. J. M'Gibbon to the Secretary of the Council, requesting a reply to the above letter, dated 31st ultimo, as to the arrangements for teaching. 5 August, 1867 ...	18
40. Extract from the Minutes of the Proceedings of the Council of Education, relative to the Rev. J. M'Gibbon's letter dated 31st July ultimo. 5 August, 1867 ...	19
41. Secretary of the Council to the Rev. J. M'Gibbon, stating that teachers must find substitutes if absent from a school from any other cause than sickness. 6 August, 1867 ...	19
42. Messrs. Deane & Deane's letter to the Secretary of the Council, respecting certain alleged uncalled for remarks made by His Honor the Chief Justice in the case M'Gibbon v. Tibbey. 26 August, 1867 ...	19
43. His Honor the Chief Justice's letter to the Council of Education, affording his opinion that Mr. Tibbey ought not to be retained as a teacher of youth. 28 August, 1867 ...	20
44. Messrs. Deane & Deane's letter to the Secretary of the Council, with respect to a certain alleged proposal for a settlement of the case between the Rev. J. M'Gibbon and Mr. Tibbey. 29 August, 1867 ...	21
45. Extract from the Minutes of the Proceedings of the Council of Education, relative to Sir Alfred Stephen's letter dated 28th ultimo. 2 September, 1867 ...	22
46. Sir W. M. Manning's letter to the Secretary of the Council, requesting to be furnished with copies of Messrs. Deane & Deane's letters to the Council, respecting the case M'Gibbon v. Tibbey. 12 September, 1867 ...	22
47. Rev. J. M'Gibbon to the Honorable Henry Parkes, requesting his influence with the Council of Education in relieving him of the burden of the expenses in the case M'Gibbon v. Tibbey. 19 September, 1867 ...	22
48. Secretary of the Council to the Rev. J. M'Gibbon, stating that the Council does not see how it can take cognizance of the request contained in his letter to the Honorable Henry Parkes, dated 19th instant. 25 September, 1867 ...	22
49. B.C. memorandum of the Honorable Henry Parkes, forwarding letters from the Rev. J. M'Gibbon for consideration by the Council of Education. 20 September, 1867 ...	22
50. Extract from the Minutes of the Proceedings of the Council of Education, relative to Sir William Manning's letter of the 12th instant. 23 September, 1867 ...	23
51. Extract from Minutes of the Proceedings of the Council of Education, relative to a letter from Rev. J. M'Gibbon, dated 19th instant, submitted by the Honorable the President. 23 September, 1867 ...	23
52. Secretary of the Council to Sir W. M. Manning, stating that the Council will have no objection to afford him an opportunity of taking copies of Messrs. Deane & Deane's letters. 24 September, 1867 ...	23
53. The Rev. J. M'Gibbon to the Honorable Henry Parkes, respecting his application to the Council of Education for payment of the costs in his case against Mr. Tibbey. 27 September, 1867 ...	23
54. Secretary of the Council to the Rev. J. M'Gibbon, stating that the Council sees no grounds for interference in the matter of his application for payment of costs made to the Honorable Henry Parkes. 16 October, 1867 ...	24
55. Under Secretary, Colonial Secretary's Office, to the Rev. J. M'Gibbon, stating that the Colonial Secretary cannot read communications of a private character on matters of public import. 28 September, 1867 ...	24
56. Rev. J. M'Gibbon to the Under Secretary, Colonial Secretary's Office, explanatory of having marked his letter of the 27th September instant <i>private</i> . 30 September, 1867 ...	25
57. Extract from the Minutes of the Proceedings of the Council of Education, relative to the Rev. J. M'Gibbon's letter dated 27th ultimo. 14 October, 1867 ...	25

DENOMINATIONAL SCHOOLS.

No. 1.

THE REV. J. M'GIBBON *to* THE COUNCIL OF EDUCATION.

Palmer-street, 2 January, 1867.

GENTLEMEN,

In consequence of the general and continued unsatisfactory conduct of Mr. C. Tibbey, teacher, the Local Board of the Palmer-street Presbyterian School intimated to him, by letter dated 19th November last, that his resignation as teacher of said school would be accepted. As he refused to resign, the Local Board intimated to him, by letter of 27th November, that his services would be dispensed with on the 31st December following, and that steps would be taken, through the Moderator and Central Board, to give the notice of dismissal effect. Accordingly, Mr. Hume, the model school master of the Presbyterian Church, and the agent of the Moderator, in communication with the Central Board, was informed of what had been done, with a request that he would forward to the Central Board, with the authority of the Moderator, a statement of the case. On the 30th November Mr. Hume did so, but as the Moderator was absent at the Clarence River, and did not return to Sydney until the 18th December, a statement of the case was not submitted to the Board before that date. Immediately on his arrival in Sydney, the usual form, accompanied with reasons for dismissal, was signed by the Moderator and forwarded to the Board, recommending that the dismissal of Mr. Tibbey by the Local Board be confirmed, and hoping that the unavoidable delay on the Moderator's part in forwarding the official form might not postpone the settlement of the case to the injury of the school.

I received yesterday a letter from the Moderator, informing me that he had a letter from the Secretary of the Denominational Board, intimating to him that, as the functions of the Denominational School Board would cease on the 1st January, 1867, they could not, at so late a moment, interfere with the arrangements of the schools.

As the case has thus lapsed without decision, not from any delay on the part of the Local Board, and without the knowledge of the Local Board, until yesterday, I have the honor respectfully to request that the recommendation of the Moderator to the Denominational School Board, as to the dismissal of Mr. Tibbey and the appointment of Mr. P. D. M'Cormick, a Certified National School teacher in his place, may be confirmed by the Council of Education.

Mr. M'Cormick having been induced by the Local Board (presuming on the usual recommendation of the Moderator and ratification of the Denominational School Board) to resign the school at Five Dock, and accept the appointment to the school in Palmer-street, his appointment to date from the 1st instant. The school, usually numbering 130 children, will materially suffer should any further delay in his appointment take place, as the school should open after the New Year Holidays, on Monday next, under his care.

Again expressing the hope that the recommendations of the Moderator in this case may be speedily confirmed,—

I have, &c.,

JOHN M'GIBBON.

No. 2.

MR. C. TIBBEY *to* THE SECRETARY, COUNCIL OF EDUCATION.

205, Palmer-street,
7 January, 1867.

SIR,

I have the honor to request that a copy of the charges preferred against me, as teacher of the Palmer-street Presbyterian School, by the Rev. John M'Gibbon, may be forwarded to me, for the purpose of refuting. Mr. Tunks, M.P. (whose name I am permitted to use) having informed me that such charges have been made.

I have, &c.,

CHARLES TIBBEY,
Teacher of Palmer-street Presbyterian School.

No. 3.

No. 3.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Palmer-street, 11 January, 1867.

SIR,

I have the honor to forward to you the deed of the school-house, Palmer-street, for your perusal.

I have the honor to inform the Council of Education that, by a return of books, maps, globes, &c., sent by Mr. J. Moore, George-street, I find that Mr. Tibbey has removed from the school-house to his own house a large number of the books, &c., belonging to the school. He also keeps back the roll-book and other papers which give information as to the residences of the children. I shall be glad to receive the instructions of the Council of Education as to how these articles, which were the property of the school, under the care of the Local Board, are to be recovered, as I have learned that Mr. Tibbey intends opening a private school in his own house, under the care of his wife, and will probably use, for his own purposes, the books, &c., of our school.

I have, &c.,

JOHN M'GIBBON.

No. 4.

THE SECRETARY, COUNCIL OF EDUCATION, to THE REV. J. M'GIBBON.

Council of Education Office,
Sydney, 21 February, 1867.

REV. SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter of the 2nd ultimo, addressed to the Council of Education, on the subject of the dismissal of Mr. Tibbey from the teachership of the Presbyterian Denominational School, Palmer-street, Woolloomooloo; and in reply, I am instructed to forward to you the accompanying extract from the Minutes of the Proceedings of the Council, at a meeting held on the 20th instant.

I have, &c.,

W. WILKINS,
Secretary.

[Enclosure in No. 4.]

EXTRACT from the Minutes of the Proceedings of the Council of Education.

20 February, 1867.

THE Council resolved:—

1st. That the action of the Local Board of the Presbyterian School, Palmer-street, Woolloomooloo, in dismissing Mr. Tibbey, and appointing another teacher in his place, without the sanction of the Denominational School Board or the Council of Education, was highly irregular.

2nd. That the Council, however, having regard to the interests of the school, consider the least objectionable course open to it is to sanction the irregular appointment of Mr. M'Cormack.

3rd. That as Mr. Tibbey was dismissed without proper authority, he has a claim for appointment to another school.

W. WILKINS,
Secretary.

No. 5.

THE SECRETARY, COUNCIL OF EDUCATION, to MR. C. TIBBEY.

Council of Education Office,
Sydney, 21 February, 1867.

SIR,

With reference to the matter of your dismissal from the office of teacher of the Presbyterian Denominational School, Palmer-street, Sydney, I have the honor, by direction of the Council of Education, to forward, for your information, the accompanying extract from the Minutes of the Proceedings of the Council, at a meeting held on 20th February instant.

I have, &c.,

W. WILKINS,
Secretary.

[Enclosure

[Enclosure in No. 5.]

EXTRACT from the Minutes of the Council of Education, of date 20th February, 1867.

RESOLVED :—

1st. That the action of the Local Board of the Presbyterian School, Palmer-street, Woolloomooloo, in dismissing Mr. Tibbey, and appointing another teacher in his place, without the sanction of the Denominational Board or the Council of Education, was highly irregular.

2nd. That the Council, however, having regard to the interests of the school, consider that the least objectionable course open to it is to sanction the irregular appointment of Mr. M'Cormack.

3rd. That as Mr. Tibbey was dismissed without proper authority, he has a claim for appointment to another school.

W. WILKINS,
Secretary.

No. 6.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Palmer-street, 6 March, 1867.

SIR,

I beg to acknowledge the receipt of your letter of the 21st ultimo, in reply to mine of 2nd January last, and enclosing extract of Minute of Council of Education, in reference to the Palmer-street School. In consequence of absence from Sydney until Saturday evening last, this acknowledgment has been delayed until now.

In reply, I beg to state that the Local Board accept the decision of the Council in respect of the appointment of Mr. M'Cormack; but, at the same time, we beg to call your attention to the hardship which is inflicted, doubtless unwittingly, upon Mr. M'Cormick, in respect of the salary which is to be paid him for the month of January. He has received a memo. from you requesting that the salary abstract be made up according to the rate which he had received for the month of December. While he was teacher of the Five Dock School he received £7 per month; but, in addition to the school fees, he had a free house. When he consented to resign that school and accept a nomination to the teachership of the Palmer-street School, it was on the understanding that the salary would be £9 10s. per month, *without a free house*. Since he came to Sydney he has been paying for rent 16s. per week, in expectation that the salary would be £9 10s., and that the larger amount of fees would make the change worth while; but the memo. referred to making the salary only £7 per month, and the fees of the school having been seriously affected by the delay which has occurred in the decision, Mr. M'Cormick's position has been made worse than before.

With respect to the first paragraph of your communication, which pronounces on the action of the Local Board, and condemns it as "highly irregular," the Local Board beg respectfully, but firmly, to record their protest against the decision of the Council, and to complain of the injustice of the undeserved censure implied in it. We protest and complain on the following grounds :—First. The Local Board deny that they either dismissed the one teacher or appointed the other. They doubtless gave notice of dismissal to the one, and nominated the other to supply his place, and took the usual steps to get this procedure "*sanctioned*" by the Central Board; but in doing so, they strictly conformed to the rules of the Denominational Board. The dismissal in the one case, and the appointment in the other, were only what the rules of the Denominational Board speak of as "*proposed*"; otherwise, what was the object of the Local Board in seeking the sanction of the Denominational Board to the action which had been taken? Secondly. The rules of the Denominational Board required that the head of the denomination should submit, for the approval of the Board, the proposed dismissal and appointment. The Moderator did so, in the usual form prepared by the Denominational Board, and recommended, in the most explicit terms, that the sanction of the Board should be given to the action of the Local Board, so that, *at this point*, the action of the Local Board in the case was complete, and strictly in accordance with the rules of the Board. Thirdly. The Local Board, on the 19th November, intimated to Mr. Tibbey that his resignation would be accepted; on the 27th November they intimated to him that, as he refused to resign, his services would be dispensed with on the 31st December, and that steps would be taken, "*through the Moderator and Central Board, to give this notice effect*"; and, on the 30th November, the Local Board forwarded to the Moderator, through the model teacher, the necessary papers, that the sanction of the Denominational Board might be obtained before the end of the year. We maintain that in all these steps the rules of the Board were strictly adhered to, and sufficient time was afforded the Board, so far as the Local Board were concerned, for the settlement of the case before the end of the year. Fourthly. When it became known to the Local Board that the Moderator was absent at the Clarence River, and was detained there from stress of weather, and that consequently the papers transmitted to him from the Local Board had not been submitted by him, with his recommendation, to the Central Board, I, as Chairman of the Local Board, wrote, on the 18th December, to the Secretary of the Board, informing him of the absence of the Moderator, and of the importance of the pending case of my school, and requesting, in the most earnest terms, that the Board would examine for themselves, as a special case, copies of the papers which had been sent to the Moderator, *so that their decision might not be longer delayed by his unavoidable absence*. In answer to this communication I received the following characteristic official reply, which

which was emphatically a refusal to examine the case,—“that my letter had been referred to the Moderator for his report”! Under the circumstances, which were entirely beyond the control of the Local Board, this rejection of our reasonable request was received by us as a most vexatious shutting of us up to the mercy of the wind and waves; but at the same time, we maintain that it entirely relieved us, as a Local Board, from the responsibility of the consequences. Fifthly. On the very day on which the Denominational Board referred my letter to the Moderator for his report, by sending it to his residence at Maitland, the Moderator arrived in Sydney from the Clarence River. I then informed him of the communication I had sent to the Denominational Board, and shewed him the answer I had received from the Secretary. I stated fully to him the case, and shewed him copies of the papers Tibbey had sent to the Board. When he had thus satisfied himself, he at once, without waiting until his return to Maitland, filled up the forms for the dismissal of Tibbey and appointment of M'Cormick, recommending that the sanction of the Board be given to action of the Local Board, *and voluntarily adding his regret that his unavoidable absence should have prevented an earlier submitting of the papers, and expressing a hope that the delay on his part would not further postpone the settlement of the case.* The Board, however, having asked for a report on my letter, waited for such formal report, while the Moderator, having given in these formal papers, which contained reasons, recommendations, and requests—the only report which it was possible for him to give without a personal investigation of the case—sent no formal report, as not necessary; and, in consequence, the Board declined to decide the case, and minuted the fact, on the *ground that no such report had come!* From this it is evident that the Board had already, to all intents and purposes, the Moderator's report, and they had, besides, the offer of the Local Board to furnish, on the spot, any further information on the case; yet they declined to decide the case, on the extremely narrow and official ground that no *formal* report had been sent by the Moderator! If there was any “irregularity” here, we distinctly deny that the irregularity lay in the “action of the Local Board.” Sixthly. What the Council have been pleased to condemn as “highly irregular” in the action of the Local Board, is there shewn to have been entirely beyond the Local Board, in which indeed the Local Board had no action whatever. It is reduced to a miscarriage of the case between the Moderator and the Denominational Board. The Local Board did everything which men could do to facilitate the settlement of the case, both in their dealing with the Moderator and the Board, and in their offering to give any information which the Board might still require; but, if the Moderator failed to make the formal report which the Board had asked, or, if the Board failed to understand that the Moderator had already substantially made his report, we think that the censure is undeserved and uncalled for, that “the action of the Local Board was highly irregular,” since in neither case were the Local Board responsible. Still it may be answered that the rules of the Denominational Board required that the dismissal of the one teacher and the appointment of the other should receive the sanction of the Board before they could take effect, and that, as neither had received in this case that sanction before the end of the year, the exclusion of Tibbey from the school, and the admission of M'Cormick, were technically irregular. Well, even granting this, we still protest and complain that, by the use of the intensifying adjective “highly,” a charge is made which is clearly gratuitous, and which the rules referred to will by no means admit. But I hope to shew, in the sequel, that the charge, *as against the Local Board*, is wholly groundless and unjust. I have already shewn that the Local Board did everything which the rules required, *that the sanction of the Board might be obtained.* I have shewn that the action of the Local Board gave the Board sufficient time to give that sanction before the end of the year. I have further shewn that the Local Board, in their anxiety for a settlement of the case before the end of the year, offered to give the Board any information which might be required, but that the business miscarried between the Moderator and the Denominational Board, for which it would be unreasonable to make the Local Board responsible. But I have now to add that, when the Board declined to give its sanction, thus repeatedly and earnestly sought, *on the ground that the Moderator had not sent in a formal report*, and the year was thus allowed to lapse without a settlement of the case, *the Trustees of the School*, and not the Local Board, ejected Tibbey from the school premises, and gave possession to M'Cormick. The Trustees of the School and the Local Board are not the same body. The Council has, therefore, totally erred in attributing to the Local Board the action of the School Trustees; for at the very time when the Trustees were ejecting Mr. Tibbey, and admitting Mr. M'Cormick, as they had a perfect right to do if they chose, the Local Board, through my letter to you of 2nd January, *were asking the Council to give the sanction which the Denominational Board had failed to give, and have waited until now for that sanction.* What, therefore, the Council have been pleased to condemn as “highly irregular in the action of the Local Board” is thus shewn to have been no part of the action of the Local Board at all, and the charge, therefore, of even technical irregularity on the part of the Local Board, is totally groundless and unjust. The Trustees of the property having refused to allow the use of the premises to Tibbey, as a person, in their estimation, utterly unworthy of the place, and having agreed to put the premises into the hands of M'Cormick, the Local Board had no power on the one side or the other. The matter was reduced, in the estimation of the Trustees, to this simple alternative,—either the school must be closed, waiting the sanction of the Council, or the school must be opened under another teacher than Tibbey, for they would never permit so unworthy a person to enter the premises again. They decided that to close the school would ruin it, and would be an injustice to the female teacher, whose salary would thus be stopped; and therefore, having regard to the interests of the

the

the school and of the female teacher, they gave the premises into the hands of Mr. McCormick. Whether this was wise or not, they had a perfect right, as Trustees of the school, to do as they did: but the Local Board must not be implicated, as we have been waiting hitherto for the sanction of the Council to their notice of dismissal to Tibbey, and their proposed appointment of Mr. McCormick. I, therefore, on behalf of the Local Board, *and on my own individual behalf* (as in no way concerned with the action of the Trustees) protest against the decision of the Council, and I claim, as a matter of simple justice, that its decision be reversed, as conveying a censure on me, in needlessly strong language, which is wholly unwarrantable and gratuitous. 7th. We have still another ground for protesting against the decision of the Council. It is within my own knowledge, and the fact can be testified by Mr. George Allen, that, in the practical working of the business of the Denominational Board, proposed dismissals and appointments were frequently sent in together, and sanctioned together, without delay. It was not possible in the practical working of the schools, notwithstanding the rules (extremely loose indeed) of the Denominational Board, to do otherwise: for if teachers were to get and give one month's notice, how could a successor be got to a teacher who had received notice of dismissal, unless by sending the papers of dismissal and appointment to the Board together, to be sanctioned at once? As, therefore, the forms in my case were the usual forms, and as they were sent in accordance with the usual practice, and as neither the Board nor the Council have disputed that the reasons for dismissal were sufficient, but on the contrary, have impliedly admitted their sufficiency by their censuring supposed "irregularity," we deny the justice of making an exception in our case, and censuring in our case what was the common practice and almost a necessity.

On all these grounds, the Local Board protest against the decision of the Council. We deny that we are amenable to the charge of having broken a single rule of the Denominational Board. We affirm that we have not only conformed to the rules, but that we have gone out of our way to aid the Board in deciding the case, and we claim, therefore, that the Council reverse that part of its decision by which we are unjustly censured and condemned.

With reference to the third paragraph of the Minute of Council, I have now to add, that as the claim of Mr. Tibbey to another appointment is grounded on his having been dismissed "without proper authority," his claim will necessarily fail, if the above has proved that the Local Board did not dismiss him, but merely gave him notice of dismissal, afterwards to be sanctioned by the Denominational Board. The Local Board are therefore forced in their denial that he was dismissed "without proper authority," to deny that he has a "claim" for another appointment. We do not dictate to the Council—we only repudiate the Council's logic. Mr. Tibbey was indeed ejected from the school by the Trustees, as a person no longer worthy to occupy the place, but he was not *dismissed* until the 20th February, *by the action of the Council, in answer to the application of the Local Board of 2nd January last.* It is on this ground, we presume, as there is no other, the Council have also decided to pay him his salary for January and February. But without dwelling on this, I beg to submit the following facts, which will shew better than any reasoning, the strength of his claim to another appointment:—I charged him with dishonestly keeping in his possession £6 belonging to the female teacher of the school. This money has accrued to her by an arrangement made by him with the Local Board, on her behalf, upwards of three years ago; and, on condition of his fulfilling the arrangement, he saved himself from dismissal from the school, two years ago. He has solemnly promised to pay the money, month after month, and quarter after quarter; but, notwithstanding his promises, he refuses to pay, although repeatedly applied to, personally and by letter, and by solicitor's letter. His untruthfulness and dishonesty in this matter mark him out as totally unfit for the care of children in a public school. I charge him with a breach of the rules of the Denominational Board, in taking more than one shilling per week from some of the scholars, and when accused of doing so, denying the fact. I charge him with fraudulently taking from the school and keeping in his private possession, the property of the school. 1st. The roll-books, which, according to the rules of the Board when Mr. Tibbey was appointed teacher, were to be held by him at the disposal of the Local Board or Central Board, he has removed from the school, and he keeps them in his possession. These books are important to the Local Board. From the want of them the action of the school has been much injured, and Tibbey has made his own use of them to increase that injury. Secondly, a large globe he has removed and keeps. Thirdly, several books, some which have never been used. And fourthly, although the returns from the bookseller shew that at the beginning of the year an ample supply of pencils, pens, penholders, and inks, were sent to the school, yet when Mr. Tibbey left, not a single pen, pencil, penholder, or inkbottle (unless one), remained, a clean sweep having been made of them; and immediately after his ejection from the school, he opened a private school in his own house. I understand Mr. Tibbey attempted to explain the removal of some of these things by alleging that he removed them "for safety"; but the purpose of his removing them will appear very different if the Council will consider that they no longer require his safe keeping, and yet he keeps them; and further, that he not only removed them out of the school, but barricaded the school door, and nailed and fastened every window in the most determined and burglarious manner, that the Trustees, in order to get possession of the premises, had to use violence. His purpose was no other than this:—To keep Trustees, Local Board, and every other out of the school, and, in the event of entrance being made for a new teacher, to render impracticable the new teacher's commencement without the roll books and other material, while he himself could open a private school in the immediate neighbourhood without delay. I charge him further with an unscrupulousness and

and malignity, with a violence of temper and selfishness of disposition, which perfectly unfit him for the position of a teacher of children, and especially in a school where there are teachers under him. His conduct in the Palmer-street School was so unpleasant, both to the other teachers and the Local Board, that for the last two years I had entirely drawn from it in despair, and yet, in the hope that he would either leave, or that, by a new order of educational institutions, he would ultimately be got rid of. And his conduct in reference to the boy Henry, of which case so much has been made, and, in reference to myself and the church in connection with that case, is so base and atrocious, that he is not deserving of the confidence and trust of the responsible position of teacher of children. If a teacher will have no regard to truth, if he will fabricate cruel and slanderous stories, if he will set at nought every interest for his own selfish ends, if he will tamper with the integrity of other teachers for the purpose of crushing one to whom he has a grudge, he is morally disqualified for training children; and thus disqualified is Mr. Tibbey, in our opinion, from a knowledge of his conduct. Lastly. I have only to refer to the papers in your hands, and to the state of the Palmer-street School, as proofs of his ignorance and incapacity. In spelling and in composition, the papers before you of which I have copies in Mr. Tibbey's handwriting, are a disgrace to any one pretending to be a teacher; they would disgrace a boy in the second form, and they ought to be an evidence to the Council that we had something to do to put up with such a teacher. But if the Inspector of the Council will visit the school, and test the children as to the teaching which they have been receiving, his report will be sufficient to convince the Council that the "claim" of Mr. Tibbey is indeed strong for another appointment.

I have, &c.,

JOHN M'GIBBON.

No. 7.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

The Rev. J. M'Gibbon will feel obliged to Mr. Wilkins if he will kindly give the bearer the deeds of Woolloomooloo Presbyterian School, left some time ago in his (Mr. W.'s) hands.

Palmer-street, 7 March, 1867.

Received.—JOHN CHRISTIE.—6/3/67.

No. 8.

MR. C. TIBBEY to THE SECRETARY, COUNCIL OF EDUCATION.

205, Palmer-street, Woolloomooloo,
15 March, 1867.

SIR,

I have the honor to inform you that when, on the 2nd January, 1867, the Rev. John M'Gibbon entered forcibly into the school in Palmer-street, there were several books, my own private property, in said school, which I have endeavoured to obtain peaceably, but in vain.

2nd. The means I have used to this date are—1st, verbally requesting Mr. P. D. M'Cormack (the teacher then in charge), on or about Friday, 22nd February, to give them to me.

3rd. By way of a note, per post, of date March 4th, containing a request that my private property, consisting of books, &c., might be delivered up to me.

To neither request have I received any answer.

I have, &c.,

CHARLES TIBBEY.

[Enclosure in No. 8.]

Titles of some of the Books:—

1 copy Hughes' Manual of Geography.
1 " Stewart's " "
1 " Morrison's School Management.
1 " Dunn's Principles of Teaching.
1 " Dawes' Suggestive Hints.
1 " Object Lessons. "
1 " Cornwall and Fitch's Arithmetic.
1 " Colenso's " "
1 " De Morgan's " "
1 " Tait's " "
1 " Gleig's Grammar.

besides a number of others whose titles I do not remember.

All the before-mentioned books had my name written legibly on the title-page.

C.T.

No. 9.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

27 March, 1867.

The Council took into consideration Mr. Tibbey's letter, dated 15th instant, with respect to the detention of his property by the teacher of the Presbyterian Denominational School in Palmer-street.

To be informed that the Council cannot interfere.

No. 10.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

27 March, 1867.

The following notice of motion was handed in by Professor Smith:—

Resolved:—That as the action taken by the Local Board, in procuring the dismissal of Mr. Tibbey from the Presbyterian Denominational School, Palmer-street, and the appointment of Mr. M'Cormack, seems to have been in accordance with the usual practice in such cases, and as the irregularity alluded to by the Council was committed under the belief that the interests of the school would be materially damaged by further delay, the Council will withdraw the phrase "highly irregular," as applied to the conduct of the Local Board.

That in regard to the salary of the present teacher,—as it appears that, had his appointment been sanctioned by the Denominational Board he would have enjoyed the same salary as the late teacher, the Council agrees to allow Mr. M'Cormack salary at the rate of £9 10s. a month, until the Council shall have time to make a general revision of salaries in Denominational Schools.

No. 11.

THE SECRETARY, COUNCIL OF EDUCATION, to MR. C. TIBBEY.

Council of Education Office,
Sydney, 3 April, 1867.

SIR,

I have the honor to acknowledge the receipt of your letter of the 15th ultimo, complaining that your private property is detained by the present teacher of the Presbyterian Denominational School, Palmer-street, and to acquaint you that the Council cannot interfere in the matter.

I have, &c.,

W. WILKINS,
Secretary.

No. 12.

MISS R. LAMBE to THE COUNCIL OF EDUCATION.

Sydney, 16 April, 1867.

GENTLEMEN,

An agreement made between the Local Board of the Palmer-street School and Mr. Tibbey, late teacher of the said school, on my behalf, that I should receive a percentage on the fees obtained from the children to the amount of about £14 per year, was observed by Mr. Tibbey from 1st January, 1864, until 30th of June of the same year. From that date to the 31st December of the same year he refused to observe the agreement, alleging, among other reasons, that he was under no obligation to keep it. I complained to the Local Board, and the Board held a meeting on the 3rd February, 1865, when the statements and reasons of Mr. Tibbey were fully considered, and the following decision arrived at:—That the reasons and complaints of Mr. Tibbey were groundless, and that he be ordered to pay the money due to Miss Lambe, with the alternative that, if he refused, notice of dismissal be immediately given him. He immediately paid me the money due, and renewed his obligation to observe the agreement. Immediately after, on the Board's obtaining from the Central Denominational Board an increase to my salary to the extent of £10, Mr. Tibbey was released from the obligation of paying me percentage to the amount of £14 per year, and the amount was reduced to £4 per year, to be paid in four £1 payments. This alteration in the agreement was to date from 1st January, 1865. Mr. Tibbey willingly paid me the first two quarterly payments of that year. When three quarters were due, he asked me to let the amount stand over until the next, when he would pay them together. On the third, fourth, fifth, and sixth quarters becoming due, he pressed me on various grounds, and with solemn and repeated promises to pay me the whole amount, £6; and now, since the 1st January of this year, when asked by me personally and by letter, for the money, he denies the obligation, and refuses to pay. Up to the 31st December last, he gave me personally his solemn pledge that he would pay me the money, and begged me not for a moment to doubt his honorable

able intention ; but as soon as January came he repudiated the debt, and he leaves me now to take what course I choose. I have appealed to the Local Board, but the Board refer me to you, as Mr. Tibbey is no longer in their power. I, therefore, now complain of the conduct of Mr. Tibbey, in withholding from me for eighteen months that portion of the fees of the school which belonged to me, and in now defying me to do my best, after repeated promises to pay me the money. I appeal to you to compel Mr. Tibbey, as one of the teachers under your Council, to refund me money which he is now most wrongfully withholding from me.

I beg respectfully to refer you to the Local Board for a confirmation of these my statements, and—

I have, &c.,

ROSETTA LAMBE.

No. 13.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Sydney, 17 April, 1867.

SIR,

I have the honor to request that you will have the goodness to furnish me with a copy of any denial or explanation of the charges contained in my letter to you of 6th March last against Mr. Tibbey, which Mr. Tibbey has recently forwarded to your office ; also, a copy of any statement made by Mr. Tibbey which accuses, or impliedly accuses me of an attempt to obtain money from the Denominational Board under false pretences.

I understand, from reports which have reached me, that such a statement has been made by Mr. Tibbey, involving imputations of such a nature ; and if so, I am resolved that the Council shall hear the case, take evidence, and give me a clear and public deliverance.

I have, &c.,

JOHN M'GIBBON.

P.S.—I am waiting to hear the decision of the Council on my letter of 6th March.

No. 14.

EXTRACT FROM THE MINUTES OF THE PROCEEDINGS OF THE COUNCIL OF EDUCATION.

17 April, 1867.

The Council took into consideration Rev. J. M'Gibbon's letter, dated 17th instant, requesting to be furnished with a copy of any denial or explanation of the charges contained in his letter of the 6th March last, against Mr. Tibbey ; also, copy of any statement made by Mr. Tibbey which accuses, or impliedly accuses, him of an attempt to obtain money from the late Denominational School Board under false pretences.

To be informed that no letter from Mr. Tibbey which prejudices him in the view of the Council has been under its consideration.

No. 15.

THE SECRETARY, COUNCIL OF EDUCATION, to THE REV. J. M'GIBBON.

Council of Education Office,
Sydney, 18 April, 1867.

REV. SIR,

In reply to your letter of date 6th March last, I have the honor, by direction of the Council of Education, to enclose herewith an extract from the Minutes of the Proceedings of the Council, at a meeting held on Wednesday, the 27th March, 1867. 11 April, 1867.

I have, &c.,

W. WILKINS,
Secretary.

[Enclosure in No. 15.]

EXTRACT from the Minutes of the Proceedings of the Council of Education.

11 April, 1867.

Professor Smith moved,—

That as the action taken by the Local Board, in procuring the dismissal of Mr. Tibbey from the Presbyterian Denominational School, Palmer-street, and the appointment of Mr. M'Cormack, seems to have been in accordance with the usual practice in such cases, and as the irregularity alluded to by the Council was committed under the belief that the interests of the school would be materially damaged by further delay, the Council will withdraw the phrase "highly irregular," as applied to the conduct of the Local Board.

The motion was negatived.

Professor

Professor Smith moved,—

That, in regard to the salary of the present teacher, as it appears that, had his appointment been sanctioned by the Denominational School Board, he would have enjoyed the same salary as the late teacher, the Council agrees to allow Mr. M'Cormack salary at the rate of £9 10s. per month, until the Council shall have time to make a general revision of salaries in Denominational Schools.

The motion was carried.

The Secretary was instructed to forward copy of the above resolutions to the Rev. Mr. M'Gibbon.

No. 16.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Sydney, 18 April, 1867.

SIR,

I beg to acknowledge the receipt of your letter of this date, enclosing Minute of Council of Education, passed on 27th of March last, in reference to my communication of 6th March; and in reply, I have to say that the Local Board of the Palmer-street School accept with satisfaction the decision of the Council in reference to the salary of Mr. M'Cormick.

I beg, however, to state that, as the Council of Education (by the majority of one out of three present) decline to reconsider and reverse their decision of 20th February, by which the action of the Local Board is unjustly censured for a procedure in which they had no action whatever—*on no other principle than that the Council cannot consent to admit and cancel a wrong when once committed*—I shall take the necessary steps to bring the whole case before the House of Assembly in the next Session of Parliament, as I will not submit, on any ground whatever, to have the Local Board condemned for having "irregularly" discharged a business, when it may be proved to demonstration that, in the business referred to, the Local Board most rigidly adhered to every rule which they had for their guidance. I here, on my own behalf, and on behalf of the Local Board, renew our protest and complaint, for the reasons given in my letter of 6th March; and further complain of the additional injustice of the Council of Education, in the unceremonious and ungracious manner in which they have exercised their power of refusing redress.

I have, &c.,
JOHN M'GIBBON.

No. 17.

THE SECRETARY, COUNCIL OF EDUCATION, to THE REV. J. M'GIBBON.

Council of Education Office,
Sydney, 20 April, 1867.

REV. SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 17th April instant, in which you request to be furnished with a copy of any denial or explanation of the charges contained in your letter of the 6th March last against Mr. Tibbey, which he has recently forwarded to me; also, copy of any statement made by Mr. Tibbey which accuses, or impliedly accuses, you of an attempt to obtain money from the late Denominational School Board under false pretences.

2. In reply, I am instructed to acquaint you that no letter from Mr. Tibbey which prejudices you in the view of the Council has been under its consideration.

I have, &c.,
W. WILKINS,
Secretary.

No. 18.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Sydney, 24 April, 1867.

SIR,

The local Board of the Palmer-street School addressed the following letter to Mr. Tibbey, formally asking the restitution of the property belonging to the school, which he detained in his possession:—

"Sydney, 16 April, 1867.

"Sir,

"You are hereby requested to deliver at my office here, or at the school-house, Palmer-street, the globe, pens, pencils, ink-bottles, roll-books, and all other books and papers belonging to the said school, which you removed from it, and keep in your possession.

"I am, &c.,
"JAMES ANTROBUS."

"Mr. Charles Tibbey.

In

In reply, Mr. Antrobus received the enclosed (No. 1), dated 20th April, but received 23rd April. As the school is closed during the holidays, and the teacher who has the key is absent from Sydney, and no one could be at the school-house to receive the property at the hour named, Mr. Antrobus wrote to Mr. Tibbey the enclosed (No. 2), requesting that the things should either be brought to his office or delivered at the school on Monday, during school hours; and as the post is not delivered in Woolloomooloo until between 10 and 12 o'clock, he sent a special messenger to deliver the letter early this morning. About 9 o'clock this morning parties called at my house to inform me that the globe and books *were lying on the pavement in the rain*, having been laid there by Mr. Tibbey because the school door was not opened. The things have been removed by some boys who were standing round them, but where I know not.

My own house and the house of the officer of the church are about a stone's cast from the school; but instead of delivering the property at either place, when the school was found closed (as he knew it would be), he left the property on the street amid the rain, to the utter disgust of many of the neighbours.

I am, &c.,

JOHN M'GIBBON.

P.S.—I beg you to preserve both enclosures, as both will yet be needed.—J.M'G.

[Enclosures in No. 18.]

A.

Mr. Charles Tibbey to Mr. J. Antrobus.

205, Palmer-street, Woolloomooloo,
20 April, 1867.

Sir,

In reply to your letter of April 16th, 1867, I respectfully state that, having received advice respecting the matter, the globe, roll-books, and *all* other books and papers, &c., now held by me, belonging to the Palmer-street Presbyterian School, will be delivered at the front door of the said school on Wednesday morning, April 24th, 1867, at 8½ o'clock, a.m.

Respectfully yours,

CHARLES TIBBEY.

Four roll-books, one small globe, delivered at the time. Witnessed by—JAMES SUTTON.

B.

Mr. J. Antrobus to Mr. Charles Tibbey.

(Received at Training School at 10½ on 24th, 1867.)

Haymarket, Sydney,
23 April, 1867.

Sir,

I am in receipt of your note received this day, and I have to inform you that, as these are holidays, consequently the school is not open this week. You may either bring the property referred to in my letter to you on the 10th instant, to my office, or deliver it at the school on Monday, during school hours.

Yours respectfully,

J. ANTROBUS.

No. 19.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

25 April, 1867.

The Council took into consideration Rev. John M'Gibbon's letter, dated 18th instant, complaining of the decision of the Council as to the dismissal, by the Local Board, of Mr. Tibbey, and as to the appointment of Mr. M'Cormack.—Read.

No. 20.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

25 April, 1867.

The Council took into consideration Rev. John M'Gibbon's letter, dated 24th instant, respecting certain school property belonging to the Presbyterian Denominational School at Palmer-street, alleged to be detained by Mr. Tibbey.—Read.

No. 21.

No. 21.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Sydney, 30 April, 1867.

SIR,

Referring to your letter of date 20th instant, in answer to mine of 17th instant, and regarding it as an admission that you had received from Mr. Tibbey such a letter as I mentioned, and refuse to comply with my request that a copy be given me, I beg to submit the following alternative to the Council:—That, as I have no doubt of the existence of such a letter, which will necessarily be included among the "Correspondence" which I shall ask, through the Legislature, to be published, and as I consider such letter to contain false and libellous statements which are doing me injury among my congregation,—the Council furnish me with a copy of said letter for proceedings as I may be advised elsewhere, or that the Council investigate the charge and give their deliverance.

I regret to be thus driven to trouble the Council with such a matter; but as Mr. Tibbey has reported among the members of my congregation that he has sent the Council a letter containing charges of a libellous character, and as I know better than the Council the mischievous propensities of the man, I am compelled to seek the most open justification of my procedure from the foul stigma which is sought to be cast upon it.

I have, &c.,
JOHN M'GIBBON.

No. 22.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

1 May, 1867.

The Council took into consideration the Rev. J. M'Gibbon's letter, dated 30th ultimo, requesting to be furnished with a copy of a letter addressed to the Council by Mr. Charles Tibbey.

The Secretary was instructed to state in reply, that there is no such letter as the Rev. Mr. M'Gibbon requests to be furnished with before the Council; that a letter addressed to the Council by Mr. Tibbey on the 10th April last, but which never formed part of the Council's proceedings, has since been withdrawn by the writer, and is not now in existence. The Secretary was further instructed to state, that it is hoped this communication will be allowed to close the correspondence with the Rev. Mr. M'Gibbon in respect to Mr. Tibbey.

No. 23.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

1 May, 1867.

The Council took into consideration Miss R. Lambo's letter, dated 16th ultimo, applying to the Council to compel Mr. Tibbey to pay £6, a sum alleged by her to be due on account of her share of the school fees of the Palmer-street Presbyterian Denominational School during the year 1866.

The Secretary was instructed to acquaint Miss Lambe that Mr. Tibbey positively denies any liability in regard to the sum alleged to be due.

No. 24.

THE SECRETARY, COUNCIL OF EDUCATION, to THE REV. J. M'GIBBON.

Council of Education Office,
Sydney, 4 May, 1867.

REV. SIR,

In reply to your letter dated 30th April last, requesting to be furnished with a copy of a letter addressed to the Council of Education by Mr. Charles Tibbey, I have the honor, by direction of the Council, to state that there is no such letter as you speak of before the Council. A letter addressed to the Council by Mr. Tibbey on the 10th April, but which never formed part of the Council's proceedings, has since been withdrawn by the writer, and is not now in existence.

2. I am further instructed to express a hope that this communication will be allowed to close the correspondence with yourself in respect to Mr. Tibbey.

I have, &c.,
W. WILKINS,
Secretary.

No. 25.

THE TRUSTEES OF THE PALMER-STREET PRESBYTERIAN SCHOOL to THE SECRETARY,
COUNCIL OF EDUCATION.

Sydney, 4 May, 1867.

SIR,

We, the undersigned Trustees of the Presbyterian School property in Palmer-street, Woolloomooloo, beg to submit to the Council of Education the following account of our procedure in reference to the withdrawal of the premises from the possession of Mr. Tibbey, and placing them in charge of the present teacher, Mr. M'Cormack; as the Council, in their decision against the Local Board of this school, have censured it for what we have done in our capacity as Trustees.

It was plain to us, at the end of December last, from the delay of the Denominational Board in settling the application of the Local Board for the dismissal of Mr. Tibbey, that they determined to hand the case over to the Council of Education.

Finding the door of the schoolhouse locked, we gave authority to a carpenter (in the event of Mr. Tibbey refusing to give up the key) to force an opening, and put a new lock upon the door. As he did refuse to deliver up the key, our carpenter, on the 2nd of January, proceeded to carry out our instructions, when he found every door and window securely fastened with nails. Having made an entry, he found new bolts had been put on the door, and the door barricaded with forms and chairs. It was also discovered that some of the school property had been taken away.

As the Council of Education did not decide the case during the first week of the new year, we authorized that the premises be put into the hands of Mr. M'Cormack until such time as the Council should settle it. He was therefore placed in charge without appointment, simply as a "*locum tenens*," until the settlement of the case, for three reasons:—First, that the children might not be scattered, and the school thus injured; second, that the female teachers might not be deprived of their salaries by the school being closed; thirdly, that Mr. M'Cormack, who on the promise of the teachership had resigned his school at Five Dock, might not be thrown idle and deprived of support.

We were satisfied that the Local Board were justified in asking for the dismissal of Mr. Tibbey—we saw no grounds for the delay by the Denominational Board of their sanction, and we were fully satisfied that the interest of the school demanded that a new teacher should be appointed; therefore, in the exercise of our duty as Trustees, we took possession until the decision of the Council could be obtained.

Suppose we had no previous cause for withdrawing the premises from Mr. Tibbey's charge, his refusal to deliver up the key of the premises to the Trustees when demanded of him, and his extraordinary proceedings in placing the chairs, &c., against the door to prevent our entrance, cannot surely be tolerated. Is a teacher thus to set aside the authority of the Trustees; and were we not, under the circumstances, fully justified in the course we have taken?

Having given this statement of the facts of the case, we hope and trust the Council will see their error in their late decision. Neither the Local Board nor the Trustees dismissed nor presumed to dismiss Mr. Tibbey; we on our part, only held possession until the Council should decide the case; and, for the reasons stated, we placed Mr. M'Cormack in possession as a "*locum tenens*," with nothing but a promise of appointment when the case should be settled by the sanction of the Council to the dismissal of Mr. Tibbey.

As the censure of the Council in their (we think) mistaken view of the facts has fallen entirely on the Rev. Mr. M'Gibbon, as Chairman of the Local Board, and which has been made use of by the dismissed teacher to his prejudice, we beg a reconsideration of the case, and most distinctly assure the Council that the reverend gentleman had neither act nor part in anything which we did as Trustees of the property.

We are yours obediently,

THOS. BARKER,
JOHN FRAZER,
J. ANTROBUS,

Trustees for the Palmer-street Presbyterian School.

No. 26.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

6 May, 1867.

The Council took into consideration, Palmer-street Certified Presbyterian Denominational School Trustees' letter, dated 4th instant, explanatory of proceedings in reference to the withdrawal of the premises from the possession of Mr. Tibbey.

The Secretary was instructed to acquaint the Trustees that, as this matter has already been disposed of, the Council considers it inexpedient to re-open the case.

No. 27.

THE SECRETARY, COUNCIL OF EDUCATION, to MISS R. LAMBE.

Council of Education Office,
Sydney, 7 May, 1867.

MADAM,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter of the 16th ultimo, appealing to the Council to compel Mr. Tibbey, as one of its teachers, to refund to you £6, the amount due to you, and which he is most wrongfully withholding.

2. In reply, I am instructed to acquaint you that Mr. Tibbey positively denies any liability in regard to the sum alleged to be owing.

I have, &c.,
W. WILKINS,
Secretary.

No. 28.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Sydney, 7 May, 1867.

SIR,

I beg to call your attention to my letter of 24th ultimo, in reference to certain property belonging to the Palmer-street School having been laid, by the late teacher, in the public street, in the rain, to which I have not received any answer. Further, I have to inform you that the property referred to has not yet been returned to the school.

I am, &c.,
JOHN M'GIBBON.

No. 29.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

8 May, 1867.

The Council took into consideration Palmer-street—Rev. J. M'Gibbon's letter, dated 7th instant, with reference to certain property belonging to the Presbyterian School, having been laid by the late teacher, Mr. Tibbey, in the public street, in the rain, and stating that the property has not yet been returned to the school.

To be informed that Mr. Tibbey has explained that he saw the property referred to carried into the house of Mr. Christie, an officer of the Presbyterian Church.

No. 30.

MISS R. LAMBE to THE SECRETARY, COUNCIL OF EDUCATION.

Sydney, 8 May, 1867.

SIR,

I have the honor to acknowledge the receipt of your letter of 7th instant, in reply to mine to you of the 16th ultimo, in reference to my claim on the late teacher of the Palmer-street School.

In reply, I beg to say that, had Mr. Tibbey refused to pay me the money because the agreement was a private one, and had the Council sustained such objection to payment, I should have felt that, in losing the money, I had not exposed myself to a charge of untruthfulness; but as Mr. Tibbey denies the liability, I can only say that I am grieved and saddened that, in impliedly charging me with untruthfulness in my statement, he should himself be guilty of so much untruthfulness. Up to the very last day of December last, after repeated promises that he would pay, he solemnly assured me that he would pay me the money; and the agreement itself can be fully proved by the Local Board of the school.

A summons, however, will be issued, that whether or not the claim be held to be a legal claim, the fact will be fully proved that the claim is a just one, and that in making it I spoke the truth, while he, in denying it, knows that he is doing me a positive wrong.

I have, &c.,
ROSETTA LAMBE.

P.S.—I regret the trouble I have caused the Council in the matter, and am thankful for the Council's attentions.

No. 31.

THE SECRETARY, COUNCIL OF EDUCATION, to F. BARKER, Esq., J.P.
Council of Education Office,
Sydney, 9 May, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter of the 4th instant, signed also by the other Trustees, explanatory of proceedings in reference to the withdrawal of the Certified Presbyterian Denominational School premises, Palmer-street, from the possession of the late teacher, Mr. Tibbey.

2. In reply, I am instructed to acquaint you, for the information of the Trustees, that as this matter has already been disposed of, the Council considers it inexpedient to re-open the case.

I have, &c.,
W. WILKINS,
Secretary.

No. 32.

THE SECRETARY, COUNCIL OF EDUCATION, to REV. J. M'GIBBON.
Council of Education Office,
Sydney, 11 May, 1867.

REV. SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter of the 7th instant, with reference to certain property belonging to the Palmer-street School having been laid by the late teacher, Mr. Tibbey, in the public street, in the rain, and stating that the property has not yet been returned to the school.

2. In reply, I am instructed by the Council to acquaint you that Mr. Tibbey has explained that he saw the property referred to carried into the house of Mr. Christie, an officer of the Presbyterian Church.

I have, &c.,
W. WILKINS,
Secretary.

No. 33.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.
Sydney, 13 May, 1867.

SIR,

In reply to yours of 11th instant, I beg to state that, as it is perfectly useless to think of getting any satisfaction from the Council of Education, in reference to the outrageous conduct of Mr. Tibbey, I decline, beyond answering their communication of 9th instant, which I shall be able to do shortly, to have any further correspondence with them. You have been informed that the teacher has withheld property belonging to the school, when he could have no pretence for so keeping it; you have been told also, that when he was formally requested to deliver it up, he sent notice that he would deliver it at a day and an hour when he knew no person could be present to receive it; and further, you have been told that when he took (only part of the property) the globe and roll-book to the school-house, he laid them down in the public street, in the rain, to be taken by any one who might choose to take them. This, no doubt, is delivery of property belonging to a "Denominational School," by a public teacher, in the estimation of the Council of Education! When complaint of this is made to you, the Council accepts the explanation of Mr. Tibbey, that he "saw the property referred to carried into the house of Mr. Christie, an officer of the Presbyterian Church"! It is supposed, no doubt, that this was all the case required, and the whole truth of the case. But the Council may be further informed that Mr. Tibbey "saw" the property referred to carried back to the school door by the same strange boy who had brought it thence, as Mr. Christie refused to have anything to do with the property, or to mix himself up with the proceedings of such a man as Mr. Tibbey. The property then disappeared, and has not yet been returned by Mr. Tibbey to the school.

I am, &c.,
JOHN M'GIBBON.

No. 34.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

20 May, 1867.

The Council took into consideration the Rev. John M'Gibbon's letter, dated 13th instant, with reference to the Palmer-street Presbyterian School property.—Read.

No. 35.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

23 May, 1867.

Palmer-street Certified Presbyterian Denominational School.—Rev. Mr. M'Gibbon's letter, dated 13th May instant, read to the Council on the 20th instant.

With reference hereto, Professor Smith moved—"That as Mr. Tibbey has given currency to his libellous charge against the Rev. Mr. M'Gibbon of having endeavoured fraudulently to obtain money from the late Denominational School Board, the simple withdrawal of his letter to the Council containing this charge is not sufficient, and that he be required to withdraw the charge explicitly in writing, and to apologize to the Council for having made it."

Mr. Allen moved—"That the consideration of the resolution be adjourned till Monday, 10th June next."—Carried.

No. 36.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

10 June, 1867.

Professor Smith moved the resolution standing in his name, and postponed from the 23rd ultimo.

Whereupon, Mr. Allen moved, as an amendment,—

That the question be not now considered.

The amendment was carried.

No. 37.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Palmer-street,
20 July, 1867.

SIR,

Will you kindly have the two enclosures, which I sent you on April 24th last, in readiness for me on Monday, about 12 o'clock, when I purpose calling at your office for them. I shall be glad also if you will enable me to see the vouchers for books, &c., delivered at my school during the years -64, -65, -66. They will doubtless be found in the office of Mr. Robinson.

I am, &c.,
JOHN M'GIBBON.

No. 38.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Palmer-street,
31 July, 1867.

SIR,

Will you kindly inform me what arrangement will be made for teaching in the school in Palmer-street next week, as the teachers will be liable to be called to attend the Supreme Court, on and after Tuesday next, 5th proximo. Will you also inform me whether Mr. Tibbey has applied for, and obtained leave to be in Sydney, for next week? An early answer will oblige.

Yours truly,
JOHN M'GIBBON.

No. 39.

THE REV. J. M'GIBBON to THE SECRETARY, COUNCIL OF EDUCATION.

Palmer-street,
5 August, 1867.

SIR,

As to-morrow is the day when the business in the Supreme Court will commence, I am anxious for an answer to my note of last week in reference to the school. The bearer will wait for an answer.

I am, &c.,
JOHN M'GIBBON.

No. 40.

No. 40.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

5 August, 1867.

The Council took into consideration Palmer-street Certified Presbyterian Denominational School—Rev. J. M'Gibbon's letter, dated 31st ultimo, inquiring what arrangements will be made for teaching, should the teachers be called to attend the Supreme Court during the week.

To be informed that, in accordance with the usual practice when teachers are absent from duty on any other grounds than sickness, they must find substitutes to carry on the work of the school.

No. 41.

THE SECRETARY, COUNCIL OF EDUCATION, to THE REV. J. M'GIBBON.

Council of Education Office,
Sydney, 6 August, 1867.

REV. SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 31st July last, inquiring what arrangements will be made for teaching in the Certified Presbyterian Denominational School, Palmer-street, should the teachers be called to attend the Supreme Court during this week.

2. Having submitted your letter for the consideration of the Council, I am instructed to acquaint you, in reply, that, in accordance with the usual practice when teachers are absent from duty on any other ground than sickness, they must find substitutes to carry on the work of the school.

3. I have also to inform you that no application for leave has been received from Mr. Tibbey.

I have, &c.,
W. WILKINS.

No. 42.

MESSRS. DEANE & DEANE to THE SECRETARY, COUNCIL OF EDUCATION.

No. 100, Elizabeth-street,
26 August, 1867.

SIR,

In consequence of the uncalled for remarks of the Chief Justice, improperly, as we think, reported in the *Herald* of Wednesday last, upon actions in the Supreme Court "*M'Gibbon versus Tibbey*," and "*Tibbey versus M'Gibbon*," respecting our client Mr. Tibbey, which might possibly do him some injury with the Council of Education, we beg to lay before you, for the information of the Council, a statement in refutation of those remarks, which were uttered at a time and place rendering His Honor irresponsible, and preventing our then and there making such statement. It is well known that His Honor the Chief Justice is in the habit of expressing very strong opinions in cases of libel or slander, and this becomes the more apparent when his present remarks are considered, for he evidently allowed his opinions to get the better of his judgment, and to bring him into a difficulty which it is not his wont to do. He said Mr. Tibbey had been guilty on the trial of the first-named case of gross and deliberate perjury, but that he had refrained from binding Mr. M'Gibbon over to prosecute, because there was another action to be tried. Now, at the time His Honor made this statement, he was aware that there was not another action to be tried, for he had just previously been informed by Mr. Tibbey's counsel that the record of that other action had been withdrawn; but supposing there was, or was not, another action to be tried, was it not the manifest duty of His Honor, at once, and under any circumstances, to have bound him over to prosecute, if he really thought Mr. Tibbey had been guilty of gross and deliberate perjury? And if he did not really think so, was he not himself guilty of slander in giving utterance to those remarks, and has he not therefore either failed to do his duty, or said too much? The party most concerned, Mr. M'Gibbon, at any rate, does not seem to have entertained the same opinion, for he evidently feared to have the second case tried, which was an action of libel against himself, arising out of the same differences (and which case not having been tried, His Honor's remarks must be looked upon as having been made on a one-sided statement, His Honor having refused to receive in the trial of the first-named case, evidence which would have been given in the second case); for although he (Mr. M'Gibbon) had obtained a verdict for £350 damages, which would carry costs, that Mr. Tibbey would have had to pay, but which he (Mr. M'Gibbon) will have to pay, amounting to about £250, making in all £600,—yet he (Mr. M'Gibbon), under the advice of his able counsel, Sir William Manning, to whom all the facts were of course known, agreed to forego the £600, and withdraw the letter sent to the Council, and also to pay his own costs in the other action, if Mr. Tibbey would stop the proceedings.

proceedings. Does not this look like an admission on the part of Mr. M'Gibbon, either that he had injured Mr. Tibbey to the extent of £600, or that evidence of an unpleasant character was expected which might put another construction on the whole affair? Does it not look like a most positive contradiction to His Honor's remarks? This offer was accepted by Mr. Tibbey, but with extreme reluctance, which was only overcome by his greater desire for peace and good-will, but never for an instant would have been entertained, could His Honor's remarks have been anticipated; but immediately it was intimated to His Honor that Mr. Tibbey had withdrawn his case for trial, the trial of which would have been Mr. Tibbey's exculpation (and which even His Honor seemed to have anticipated, by his reference to that case), without asking for any information or explanation, and, we think, without thought, or His Honor never could have made the observations he did, he gave utterance to those remarks, the subject of this letter; and well His Honor must have known, as must every lawyer acquainted with the facts, that a charge of perjury under the circumstances never could have been sustained.

We will now shortly call your attention to the trivial contradictions, which His Honor has designated "gross and deliberate perjury,"—contradictions so trivial that we will undertake to say that there is not a case tried before our Courts where the facts are complicated, where contradictions of a like nature do not occur; but it is not always that on one side there is one of a class who, in the eyes of some people, can do no wrong, and on the other side, a poor schoolmaster. There were many statements on both sides which cannot be reconciled, but these should not be attributed to perjury, but misapprehension, from length of time, and many of the circumstances being in themselves trivial and of little interest, there being nothing of great moment upon which to fix the mind. Thus, as to the repair of some school-forms, Mr. Tibbey stated one only had been repaired; another witness said there were two; another said there was one; two others said there were no forms repaired; Mr. M'Gibbon said he thought there were three, another said ten or a dozen, and another three; and strange to say, the voucher for the repair of these and other repairs to the extent of £10, which would have cleared up the difficulty, was traced to Mr. M'Gibbon; but although asked for by Mr. Tibbey's counsel, was not produced, nor would His Honor order a view of the furniture, which was applied for by Mr. Tibbey's counsel and opposed by Mr. M'Gibbon's, which might also have removed any doubt on the subject. Again, Mr. Tibbey stated there were twelve bottles of beer in a boat, and the publican swore he sold Mr. Tibbey twelve bottles, which were put in a basket; two witnesses against Mr. Tibbey swore there were only four bottles of beer; one of these, however, swore there was no basket, that they were carried by hand, whilst two of Mr. Tibbey's witnesses swore there was a basket; four of the witnesses stated that the basket had one handle, whilst other witnesses stated it had two handles; and another stated that it was heavy, and that he had assistance to lift it into the boat. These are the matters upon which so fearful a charge of "gross and deliberate perjury," is fixed; and the conclusion can scarcely be avoided, by an unprejudiced mind, that the charge of perjury is made against Mr. Tibbey because he was the loser of the action, and the poor schoolmaster. Had he gained the action, one cannot doubt, no such charge would have ever been made.

It must not be forgotten that the proceedings were begun by Mr. M'Gibbon, he was the person who commenced the proceedings, and that Mr. Tibbey had only commenced his cross-action against Mr. M'Gibbon that both sides might be brought before the public. As it has turned out, in consequence of the uncalled for remarks of His Honor, this should have been carried through, and therefore, perhaps, if Mr. Tibbey has done any wrong, it is against himself in having listened to the offer of peace and quietness, and have been bought off at the sum of £600; but he is not shut out from proceeding with his action against Mr. M'Gibbon, and it may be that he may feel himself compelled still to bring it to a trial.

Should the Council desire to have the evidence *in extenso*, we will have a copy made and forwarded, that the members thereof may judge for themselves of the correctness of the above statement.

We have, &c.,
DEANE & DEANE.

No. 43.

HIS HONOR THE CHIEF JUSTICE to THE COUNCIL OF EDUCATION.

Supreme Court,
28 August, 1867.

GENTLEMEN,

It is my painful duty to call the attention of your Board to the trial of the cause *M'Gibbon v. Tibbey*, before me, and to the verdict of the Jury, virtually convicting the defendant of perjury, delivered by them on the 19th instant. The case will be found reported in the *Herald* of the following day; and it will be seen that, in summing up, I expressed the opinion that the fate and character of both parties (as, indeed, from the nature of the evidence given was inevitable) depended on the result. On the 20th, another case between the same parties was called on, and compromised; upon which I publicly announced that no private arrangement of either action could affect the question, which the verdict pronounced had already decided, as to the fitness of a person justly declared to have perjured himself, to remain a teacher of youth.

The

The action tried was one of slander, uttered on various occasions, to different persons, charging Mr. M'Gibbon, a Presbyterian clergyman, with having sent in a false voucher for pretended repairs, with intent to cheat the Treasury out of the amount said to have been expended; and with having, on a certain day, got drunk on a fishing excursion. The defendant Tibbey swore positively, of his own personal knowledge, to the truth of each of these charges; and as to both, the Jury found, on (in my judgment) overwhelming testimony, that they were false. Now, with respect to each, one or the other of the litigants must have been wilfully a perjurer, for the facts lay peculiarly within their knowledge, mutually, and the statements of each were directly in conflict. Neither could possibly have laboured under any mistake in the matter. The nature of the case precluded such a supposition.

Thus, Tibbey swore that, on the occasion referred to, there being only two other persons besides himself and M'Gibbon in the boat, twelve bottles of beer were placed there by him; that eight of these were consumed, with some brandy in addition, by M'Gibbon alone, or conjointly by him and one other; and that, from the effects, M'Gibbon became sick. The three persons indicated swore, on the contrary, that only four bottles of beer in all were brought; that the weather being rough, M'Gibbon was sick from that cause, and no other; that the brandy was never touched by any of the party; and that, until *after* the sickness, and their landing on the Quarantine ground, the beer was not tasted by any person. There was confirmatory evidence against Tibbey in the statement of his wife—made by way of expostulation with him when telling the slander to one of the witnesses in the case—that he (Tibbey) had only mentioned to her *six* bottles.

It is unnecessary to give the details of the other defamatory charge, sworn to, but similarly refuted. And the Council will observe, that my representation as to this man's utter unfitness for his position is founded, not on the fact of his having slandered his immediate superior without excuse, but on his undoubted perjury in support of the slander. I must add, however, that the admitted malice of the aspersions much aggravated their impropriety. They were confessedly circulated, long after the supposed occurrences, by way of retort on Mr. M'Gibbon for an alleged false charge made by the latter against Tibbey to the Local School Board. It seems that Mr. M'Gibbon repeated those charges, but in stronger language, to yourselves; and, after the verdict before me, he acknowledged (although on the record he asserted their substantial truth) that they were framed in more exaggerated terms than he would, under other circumstances, have used. It is hardly necessary to observe, that all those charges may be true or false, without, in the slightest degree, affecting anything here said by me.

I am, &c.,

ALFRED STEPHEN, C.J.

No. 44.

MESSRS. DEANE & DEANE to THE SECRETARY, COUNCIL OF EDUCATION.

100, Elizabeth-street,

29 August, 1867.

Re Tibbey and M'Gibbon.

SIR,

We understand some question has arisen with the Council of Education as to whether the proposal for a settlement emanated from Mr. Tibbey or Mr. M'Gibbon. What may have transpired between the counsel we do not know, except that there were several communications to and fro commenced by Mr. Stephen, one of Mr. M'Gibbon's counsel, early in the first case; but towards its conclusion, just before the closing of the defence, upon some representations, as we understand, made to Tibbey's counsel by the counsel for M'Gibbon, respecting some evidence about to be called by M'Gibbon in reply, Tibbey's counsel did urge upon him the advisability to seek a settlement, and with his knowledge his counsel sought the counsel of M'Gibbon, with a view to arrange a settlement; but one of the terms proposed on the other side, viz., "that Tibbey should apologize for the imputations made," Tibbey positively declined to accede to, and no further settlement was sought, as after that, Tibbey's counsel was considerably strengthened by some additional evidence which was laid before him, and the case proceeded to a verdict. In consequence of an intimation by M'Gibbon's counsel to the Jury that a verdict was only asked for to vindicate his client's character, and that then his client would not reject proposals for a settlement, the terms which were ultimately agreed upon were submitted by Tibbey's counsel upon the case against M'Gibbon being called on; but M'Gibbon's counsel wished to add some other condition, upon which Tibbey's counsel said—"Well then, we must proceed," and was about to open the pleadings, when the terms were accepted.

Now, with regard to Tibbey himself, we can truly say that no proposal for a settlement has ever emanated from him, whilst he has distinctly refused several; and the last was only accepted by him because it was pressed upon him by his legal advisers, and seemed a fair and reasonable settlement, and relieved him from the odium of the letter written by Mr. M'Gibbon to the Council, and the liability for damages and costs of the first trial, and did not require him to apologize for the imputations made in the first case, which reasons, combining with his desire for peace, led him to its acceptance.

We are, &c.,

DEANE & DEANE.

No. 45.

No. 45.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

2 September, 1867.

The Council took into consideration—M'Gibbon *v.* Tibbey—Sir Alfred Stephen's letter, dated 28th ultimo, giving his opinion that Mr. Tibbey ought not to remain a teacher of youth.

Moved and seconded:—That in consequence of the verdict of the jury in the libel case M'Gibbon *v.* Tibbey, the Council dispenses with Mr. Tibbey's services.—Negatived.

No. 46.

SIR WILLIAM MANNING to THE SECRETARY, COUNCIL OF EDUCATION.

Sydney, 12 September, 1867.

SIR,

I shall be obliged if you will submit to the Council of Education my request that they will authorize my being furnished with copies of letters which have been addressed by Messrs. Deane & Deane to the Council, on the subject of certain actions lately pending between the Rev. Mr. M'Gibbon and Mr. Tibbey, and more particularly to an arrangement of settlement made by myself as counsel for the Rev. Mr. M'Gibbon.

I have, &c.,

W. M. MANNING.

No. 47.

THE REV. J. M'GIBBON to THE HON. HENRY PARKES.

Sydney, 19 September, 1867.

DEAR SIR,

In reference to the subject of my call at your office a few days ago, may I ask your influence and interest in the Council of Education in relieving me of the burden of expenses which has been cast upon me. I am unwilling to occupy your time with personal calls, or to embarrass the Council with a formal application, if the matter can be dealt with without; but I hope that after I have so fully shown that the charges laid against me were utterly groundless, and taking the peculiar circumstances of the case into consideration, you will see reason to aid me in this very great difficulty. I have confidence in appealing to you, and to the generous consideration of the Council.

I am, &c.,

JOHN M'GIBBON.

No. 48.

THE SECRETARY, COUNCIL OF EDUCATION, to THE REV. J. M'GIBBON.

Council of Education Office,

Sydney, 25 September, 1867.

REV. SIR,

I have the honor, by direction of the Council of Education, to acquaint you that the President has submitted to the Council for consideration, your letter dated 19th instant, addressed to the Hon. Henry Parkes, M.L.A., in the matter of your suit against Mr. Tibbey.

2. In reply, I am instructed to acquaint you that the subject does not appear to the Council to fall within the scope of the Public Schools Act of 1866, or the Regulations of the 27th February, 1867, and that therefore the Council does not see how it can take cognizance of the matter.

I have, &c.,

W. WILKINS.

No. 49.

B.C. MEMO. OF THE HON. HENRY PARKES.

I enclose letter from the Rev. John M'Gibbon.

Mr. M'Gibbon called upon me and made some statement to the effect that the Council, by its decisions in the case of Tibbey, had been the cause of his law expenses; but I could hardly suppose that he seriously entertained any thought that the Council had power to appropriate money to such a purpose.

I am surprised by the receipt of the enclosed note, which I beg to lay before the Council for its consideration and answer.—H.P.—20/9/67.

No. 50.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

23 September, 1867.

The Council took into consideration *M'Gibbon v. Tibbey*—Sir William Manning's letter, dated 12th instant, requesting the Council to authorize his being furnished with copies of letters which have been addressed by Messrs. Deane & Deane to the Council on the above subject.

To be authorized to take copies of the letters.

No. 51.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

23 September, 1867.

M'Gibbon v. Tibbey. The President submitted a letter, dated 19th instant, to the Council from the Rev. J. M'Gibbon, addressed to the Hon. Henry Parkes, M.L.A., with reference to the expenses which have been cast upon him in the above suit.

The Secretary was instructed to acquaint Mr. M'Gibbon that the subject does not appear to the Council to fall within the scope of the Public Schools Act of 1866 or the Regulations of the 27th February, 1867, and that therefore the Council does not see how it can take cognizance of the matter.

No. 52.

THE SECRETARY, COUNCIL OF EDUCATION, to SIR W. M. MANNING.

Council of Education Office,
Sydney, 24 September, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 12th September instant, requesting to be furnished with copies of the letters from Messrs. Deane & Deane, respecting the case *M'Gibbon v. Tibbey*.

2. In reply, I am instructed to acquaint you that the Council will have no objection to afford you an opportunity of taking copies of the letters referred to.

I have, &c.,

W. WILKINS,
Secretary.

No. 53.

THE REV. J. M'GIBBON to THE HON. HENRY PARKES.

Palmer-street,
Sydney, 27 September, 1867.

DEAR SIR,

I have received a letter from the Secretary of the Council of Education, in answer to my appeal for the consideration of the Council in reference to the expenses of the late action, informing me that the Council "does not see how it can take cognizance of the matter." From this expression, as well as from the general tone of the letter, I gather that the Members of the Council would willingly aid me if they felt it to be within their power. Will you pardon me if I occupy your time for a little while in stating to you the grounds on which I rested my appeal.

As Chairman of the Local Board of the Palmer-street School, I took all the usual and regular steps in making application to the late Denominational School Board to remove Mr. Tibbey. The Denominational Board delayed deciding the case, although they had sufficient data on which to proceed, until their functions ceased. With what happened afterwards, in the removal of Mr. Tibbey from the school, and the admission of Mr. M'Cormick, I, as Chairman of the Local Board, had nothing whatever to do. You are aware that I made the earliest application to the Council of Education, that the matter might be settled at the beginning of the year, before the school should resume after the holidays. The Council did not decide until the end of February, when, not aware that the Trustees of the building (of whom I never was one) had taken possession of the premises, the Council censured the Local Board for irregular proceedings. In a letter dated 6th March, I stated to the Council that this was a mistake, and added, that the conduct of Mr. Tibbey from the time of his getting notice of our intention to ask the Denominational Board to dismiss him, was such as to render him, in my opinion, ineligible for any school connected with the Council. I wrote those charges not only believing that they were true, but prepared to prove them; yet it was a privileged communication asking for investigation. That letter was given to Mr. Tibbey, by the Secretary of the Council, that Mr. Tibbey might take a copy of it; and upon this copy Mr. Tibbey raised his cross action against me. In answer to my charges, Mr. Tibbey wrote to the Council what I have reason to believe was a gross libel upon my character, which he circulated verbally

verbally among my congregation and friends; and when I asked the Council for a copy of it, I first received an evasive reply, and then was told that the letter containing the libel was destroyed. I asked the Council to investigate the charge made against me, and I offered to accept the Council's decision, but the Council refused. As the charge was an atrocious one, and circulated in a way most calculated to do me injury, I was compelled, when I had exhausted all the usual methods for settling the matter peacefully, to take the case to Court. In his pleas he repeated the offence in the strongest language, and by his persistent adherence to slanders which had not a shadow of ground, he extended to four days what might very well have been settled in one day. My justification was the most complete possible. The issue of both actions was entirely in my favour, so far as shewing that the slander and the cross case were mere revenge for imaginary wrong.

Now, such are briefly the facts of the case. They show that the case arose in connection with the management of the school in Palmer-street, first, in the proceedings of the Denominational Board, and secondly, in those of the Council. They show that my procedure in connection with Mr. Tibbey was regular throughout. They show that I was willing to submit the matter to the decision of the Council, who were especially interested, both on Mr. Tibbey's account and mine. They show that I was driven, or conceived myself driven, in regard for my character, by the action of the Council, first in giving up my privileged letter, and then in refusing to give me up the libel against me, to take the case into a civil Court. And lastly, they show that when the case was investigated before a jury, nothing was revealed but the wicked determination to do me an injury, without the shadow of a cause.

I think, therefore, that the case has peculiarities which seem to me to warrant an appeal to the consideration of the Council in regard to expenses which I have been thus driven to incur by one of the Council's teachers, and, directly or indirectly, as the result of the Council's action. It is altogether an exceptional case, and seems to me to fall within the scope of the Council's powers.

But I do not wish to press this view if the Council are quite decided against it. May I ask your indulgence to make one other remark. The result has fallen very heavily upon me. The person who has led to all this hardship is none the worse; but I, by his vexatious proceedings, am very much the worse. Although I succeeded in every point, I am left to bear the burden of his evil doing. I have even been compelled to go into debt to pay costs which I ought not to pay, as such expenses were beyond my means, and as I could never anticipate the persistence of the defendant in a cause which had not the shadow of truth or excuse. The matter is, therefore, very serious to me. May I ask you, if the Council of Education will still decline to aid me, whether it is not possible for the Government to relieve me in some other way—I know not how; but relief would be the greatest favour.

I am, &c.,
JOHN M'GIBBON.

No. 54.

THE SECRETARY, COUNCIL OF EDUCATION, to THE REV. J. M'GIBBON.

Council of Education Office,
Sydney, 16 October, 1867.

REV. SIR,

I have the honor to acquaint you that your letter to the Honorable the Colonial Secretary, bearing date 27th September last, respecting payment of costs in your suit against Mr. Tibbey for libel, having been referred to the Council of Education, was duly considered at a meeting of the Council, held on the 14th instant.

2. In reply, I am directed to acquaint you that the Council sees no ground for interference in the matter to which your letter relates.

I have, &c.,
W. WILKINS,
Secretary.

No. 55.

THE PRINCIPAL UNDER SECRETARY to THE REV. J. M'GIBBON.

Colonial Secretary's Office,
28 September, 1867.

DEAR SIR,

The Colonial Secretary has desired me to acknowledge the receipt of your letter, marked "Private," dated the 27th instant, which he has read only sufficiently far to see its purport; and to say that he really cannot, with all that he has to attend to, profess to read communications of a private character, on matters of public import; nor to deal, in any way, in his individual capacity, with what can only rightly be disposed of by a legally constituted public body.

Yours very truly,
HENRY HALLORAN.

No. 56.

No. 56.

THE REV. J. M'GIBBON to THE PRINCIPAL UNDER SECRETARY.

Palmer-street,
30 September, 1867.

DEAR SIR,

I am sorry that my marking my letter to the Colonial Secretary of 27th instant, "Private" should prevent his reading it, or should be regarded as a transgression of the rule on which such matters are dealt with, and therefore, I beg that you will have the goodness to withdraw and expunge the word.

I used the word "Private," not because I am unwilling that the matter should be dealt with by a "legally constituted public body," but because it was as yet inchoate, and I knew of no other person with whom to communicate except the Colonial Secretary.

I hope this explanation will be considered by Mr. Parkes as satisfactory, as I regret that I should have caused him any trouble.

Yours very truly,
J. M'GIBBON.

No. 57.

EXTRACT from the Minutes of the Proceedings of the Council of Education.

14 October, 1867.

The Council took into consideration the Rev. J. M'Gibbon's letter dated 27th ultimo, respecting payment of costs in his suit against Mr. Tibbey for libel.

The Secretary was instructed to acquaint Mr. M'Gibbon, that the Council sees no ground for interference in the matter to which his letter relates.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

DENOMINATIONAL SCHOOLS.

(CORRESPONDENCE RESPECTING DISMISSAL OF P. QUINLIVAN, ROMAN CATHOLIC SCHOOLMASTER, BEGA.)

Ordered by the Legislative Assembly to be Printed, 1 October, 1867.

[Vide Question No. 3 of Votes and Proceedings, No. 40, 11 September, 1867.]

BEGA ROMAN CATHOLIC SCHOOL.

INSPECTOR'S REPORT UPON THE RECORDS OF THE ROMAN CATHOLIC SCHOOL AT BEGA.

In examining the class-roll of this school, I was led to doubt its correctness, from the fact that no half-day attendances were marked. I compared it with the class-rolls of the other schools in the town, and found that two girls, pupils in the Public School, had been represented as attending the Public and Roman Catholic Schools at the same time. When the discrepancy was pointed out to the Teacher of the Public School, he requested me to wait upon the parents of the children so as to ascertain the truth of the matter. Mrs. Galli, their mother, informed me that they attended the Roman Catholic School—one for one day only, and the other for a day and a half. According to the class-roll of that school, they appeared to have been in attendance for five weeks in the last quarter of 1866, for three weeks in the first, and two weeks in the second quarter of the present year. Mr. Quinlivan, the Teacher, admitted that he had made false entries respecting these children, and in doing so, remarked that if left to himself he would not have done it. The admission was not made until I handed him Mr. Braine's letter, with the certificate from the parents. He also stated that on wet days he had marked children present, although they were absent, regarding them as "morally present."

I have received the enclosed letter from Mr. Quinlivan since I left Bega. 18th June, 1867.

T. HARRIS, Inspector, Goulburn District.

Goulburn, 17th July, 1867.

[Enclosure in foregoing.]

The Teacher, Public School, Bega, to The Inspector of Schools, Goulburn District.

Bega, 18 June, 1867.

Sir, With reference to your observations upon alleged discrepancy between the class-roll of the Bega Public School and that of the Bega Roman Catholic School, I have the honor to forward enclosed certificate.

I have, &c., WILLIAM HENRY BRAINE, Teacher of the Bega Public School.

Bega,

Bega, 18 June, 1867.

THIS is to certify that our children, Annie and Dominica Galli, have attend the Bega Public School from 9th April, 1866, to the present date, with this exception, viz., Annie was at the Bega Roman Catholic School on Monday and part of Tuesday, 12th and 13th November, 1866, and Dominica on Monday, 12th November, 1866,—the entire attendance of our children at the Bega Roman Catholic School being—

Dominica	...	...	...	...	One day,
Annie	...	...	...	...	One day and a half.

CHARLES GALLI.
SARAH GALLI.

THE TEACHER, ROMAN CATHOLIC SCHOOL, BEGA, to THE INSPECTOR OF SCHOOLS,
GOULBURN DISTRICT.

Bega, 18 June, 1867.

SIR,

With reference to the attendance of the two Gallies at the Roman Catholic School, Bega, I beg to state, that they have been marked present when absent. The pastor went repeatedly to beg and get them to attend, and it was on the strength of that I marked them present. I have marked some present on wet days, regarding them as morally present. I think you, Mr. Inspector, could see that the marking of the Gallies was not a wilful falsification on my part, and had I not been under influence (influence from which I now desire to be freed) I would never have marked anyone present but those in attendance. Should the Council of Education deem this sufficient cause for my dismissal, I willingly submit to their decision; at the same time I wish it to be distinctly understood—as my character is at stake in this—that I never intended it, I repeat, as a wilful falsification.

I am, &c.,
P. QUINLIVAN,
Teacher.

P.S.—They attended the school for one or two days, and it was after their admission I marked them, although not in attendance.—P. QUINLIVAN.

THE SECRETARY TO THE COUNCIL OF EDUCATION to THE TEACHER, ROMAN CATHOLIC
SCHOOL, BEGA.

Council of Education Office,
Sydney, 15 August, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acquaint you that the Council has had under consideration your letter, dated 18th June last, explanatory of the fictitious entries in the roll-book of the Certified Roman Catholic Denominational School at Bega, under your charge.

2. Upon a review of the circumstances, the Council feels that the only course open is to dispense with your services, and I am therefore to intimate to you that your connection with the school will cease on the 31st August instant.

3. In expressing the Council's regret that this step should be necessary, I am, at the same time, to state, that any application you may make for re-employment in another locality, in consideration of some palliating circumstances, will receive due attention.

I have, &c.,
W. WILKINS,
Secretary.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PUBLIC SCHOOLS.

(CORRESPONDENCE RESPECTING DISMISSAL OF R. HALLORAN, SCHOOLMASTER,
ROCKY RIVER.)

Ordered by the Legislative Assembly to be Printed, 1 October, 1867.

[*Vide Question Votes and Proceedings No. 41, 12th September, 1867.*]

MR. BERNARD ROONEY to THE INSPECTOR OF SCHOOLS, ARMIDALE DISTRICT.

Rocky River, 21 May, 1867.

SIR,

I have the honor of laying before you the following complaints against Mr. R. Halloran, Schoolmaster, Rocky River:—

1. Brutally beating my son, James M. Rooney.
2. Maliciously defaming James M. Rooney's character by calling him thief, liar, blackguard, and a scoundrel, giving as his authority Mr. Brown of Armidale, and Mr. Browning late of the Rocky River.
3. Regarding the conduct of scholars going and returning from school, according to clause 61 of School Regulations.
4. Absent from duty, being in Armidale on the 25th February, 1867; April 29th, in Armidale; May 14th, in Armidale (with his child); May 8th, attending Small Debts Court, Uralla, as Reporter for *Telegraph*; April 3rd, school closed for four days, Mr. H. engaged building his house.
5. Drunk returning from Armidale, and seen drunk there, on the 25th February. Mr. Halloran and wife both drunk on 24th December, 1866, and February 17th, 1867. On the former date Mr. H. had drink to the amount of £1 7s. 10d. from me.
6. Contracting debts without any intention of paying.
7. Lending school furniture to public houses.
8. Raffling watch at public house on two occasions.
9. That he has tried to damage Mrs. Rooney's character by stating that he had received a communication from Sir W. Manning regarding her, and that he was getting "signatures to a petition against her."
10. Mrs. Halloran is incapable of teaching needle-work.
11. That Mr. Halloran induced me, by false pretences, to back his Bill for £25, and transferred his salary to Mr. John Moore till the said Bill was paid.
12. By circulating reports calculated to damage me in my business.

I have, &c.,

BERNARD ROONEY.

MR. ROBERT JOHN HALLORAN to THE INSPECTOR OF SCHOOLS, ARMIDALE DISTRICT.

SIR,

As requested by you, I have the honor to tender herewith my explanation to the complaints preferred against me by Mr. B. Rooney:—

Complaint No. 1.—By Mr. and Mrs. Rooney's request, conveyed in writing, on the 21st January, 1867, I punished their son, James M. Rooney, for bathing in the dam opposite the Public School, setting at defiance his parents, and my own repeated commands, and thereby leading other children attending the school into danger which might have led to death.

Complaint No. 2.—I deny the use of the language Mr. Rooney attributes to me. I did say, and still assert, that his son James's word cannot be believed.

674

PUBLIC SCHOOLS.

Complaint No. 3.—I am not aware of anything in the conduct of the children calling for complaint against me.

Complaint No. 4.—*True*. On the afternoons of 25th February and 29th April, I had important business which called me to Armidale, Mrs. Halloran, on both occasions, conducting the afternoon duties of the school. May 14th—*True*; to get medical advice, my child being dangerously ill, not being able to get a conveyance on the Sunday. May 8th—*False*, as regards attending as Reporter to *Telegraph*; I left the school, however, at half-past 10 (Mrs. Halloran conducting the duties till 12) in consequence of a note I received from Mr. Blythe (note herewith appended), and was back to open school at 2. April 3rd to 5th—*True*; by permission of Local Board.

Complaint No. 5.—*False*. On my return from Armidale had tea with Mr. and Mrs. Rooney, took the horse home, and then opened *night-school*. The second part of charge is *basely and maliciously false*, and on which *action* will be taken by my legal adviser.

Complaint No. 6.—On this also my legal adviser will take action.

Complaint No. 7.—I own that on one or two occasions I have lent one or two of the forms.

Complaint No. 8.—*True*; for the purpose of paying Mr. Anderson for wood and water, myself however not being present.

Complaint No. 9.—Mrs. Rooney's character is above damaging, and therefore I never tried to do so—"Petition" part *false*.

Complaint No. 10.—Mrs. Halloran is not a professional—*plain needle-work she can teach*.

Complaint No. 11.—I shall hand over to my legal adviser.

Complaint No. 12.—Not being aware of reports alluded to, I cannot explain.

I have, &c.,

ROBT. JNO. HALLORAN,
Teacher.

PUBLIC School Board's Report upon the Charges made against the Teacher at Rocky River, for the information of the Council of Education, Sydney.

No. 1.—The opinion in this case is that the punishment administered was not severe or unmerited.

No. 2.—This charge was not fully substantiated, but it was proved Mr. Halloran did say that James Rooney "was a blackguard, a liar, and could not be trusted." The Board consider the Teacher's conduct indiscreet, and that the manner in which he endeavoured to excuse himself was blamable.

No. 3.—That the complaint is a matter over which the Teacher could have no control at the time or place at which it occurred.

No. 4.—The Board have arrived at the conclusion that the Teacher's explanation is true and satisfactory.

No. 5.—The evidence taken in this case is not considered, in the opinion of the Board, sufficient to substantiate the charge of drunkenness.

No. 6.—The Board are of opinion that the complainant was not justified in making a charge of this nature.

No. 7.—The Board have decided that this practice should be discontinued.

No. 8.—Satisfactorily explained.

No. 9.—No proof whatever in support of this charge.

No. 10.—The Board are not prepared to report upon Mrs. Halloran's qualifications as a needlewoman, but they will pay further attention to the matter.

No. 11.—This charge was heard in connection with charge No. 6, and Mr. Halloran admitted that he had failed to meet his engagements with Mr. Moore in consequence of requiring the money to support his family.

No. 12.—The Board are of opinion that Mr. Halloran is guilty of indiscretion in this matter.

W. CLEGHORN, Chairman.
JAS. D. LEECE, Secretary.
JOHN FRANCIS.
R. C. COOPER.
JAMES DOHERTY.

Rocky River,
27th May, 1867.

THE INSPECTOR OF SCHOOLS, ARMIDALE DISTRICT, to THE SECRETARY TO THE COUNCIL OF EDUCATION.

Armidale,
28 May, 1867.

SIR,

I beg to submit, for the consideration of the Council of Education, certain charges made against the Teacher of the Public School at Rocky River.

2. Shortly after the complaints were made to me, I submitted them to Mr. Halloran for his explanation, which is hereunto appended. The School Board have carefully investigated the charges, and I enclose their Report thereon.

3. In the course of the inquiry it was clearly shown that Mr. Halloran is much given to *lying*. He said, in his explanation of charge No. 2, that he did not call James Rooney opprobrious names; but it was proved that he did do so, and that he told several falsehoods upon other persons to excuse himself. He said to John Bliss that Mr. Moore, a storekeeper in Armidale, had refused to give Mr. Rooney further credit. Mr. Moore denies having said so, and informed me that Mr. Halloran was recently drunk in his store, and that he had told him several falsehoods regarding the payment of his salary. I am aware Mr. Halloran frequently tells people, after his salary has been paid, that he has not received it.

4. The School Board are of opinion the charge of drunkenness was not fully proved. There is little doubt, however, that Mr. Halloran and his wife are addicted to drink. Mr. Rooney's day-book shews the sale to them of considerable quantities of spirituous liquors, almost daily.

5. Although the School Board are of opinion that Mr. Halloran's explanation of charge No. 4 is "true and satisfactory," I think Mr. Halloran was not justified in absenting himself from duty without permission on the 25th and 29th of April, and 8th May.

6. Mr. Halloran states in his explanation that he did not attend the Court House, Uralla, on 8th May, as Reporter for the *Telegraph* newspaper; but, in the course of the inquiry, he admitted that he did report the business of the Court on that day. I understand he acts as paid Correspondent for the *Telegraph* newspaper.

7. Truthfulness is one of the cardinal virtues of a school, and Professor Moseley writes that it is "the centre pillar of the school-room." The Teacher should be an example to his pupils in all things, as he necessarily impresses the leading features of his character upon them. Mr. Halloran has never been examined nor classified; the instruction of his school is moderately efficient, but his habits of *lying*, *drinking*, and *extravagance* cannot advance the interests of education. I am afraid a reprimand would be productive of little or no permanent reform in his character. I therefore consider that the most advisable course for the Council to adopt is to dispense with Mr. Halloran's services.

I have, &c.,

W. M'INTYRE,

Inspector of Armidale District.

MEMO.—I beg to suggest that the decision of the Council should be forwarded to Mr. Leece, the Corresponding Secretary of the School, with a request that he will communicate the same to Mr. Rooney and Mr. Halloran.—W. M.

THE SECRETARY TO THE COUNCIL OF EDUCATION to THE HON. SECRETARY, PUBLIC SCHOOL BOARD, ROCKY RIVER.

Council of Education Office,
Sydney, 5 June, 1867.

SIR,

I have the honor, by direction of the Council of Education, to forward to you the enclosed letter, addressed to Mr. Halloran, the Teacher of the Public School at Rocky River, acquainting him of his dismissal by the Council, for reasons therein stated; and I am desired to request you will be so good as to hand the letter to Mr. Halloran, and acquaint Mr. Rooney of the decision of the Council.

I have, &c.,

W. WILKINS, Secretary.

THE SECRETARY TO THE COUNCIL OF EDUCATION to MR. R. J. HALLORAN.

Council of Education Office,
Sydney, 5 June, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acquaint you that the Council has had under consideration the undermentioned documents:—

1. Mr. Rooney's letter, dated 21st May.
2. Your letter explanatory, without date.
3. Public School Board's Report, 27th May.
4. Mr. Inspector M'Intyre's Report, 28th May.

2. The Council is convinced, from a perusal of the statements contained in those documents, that you cannot safely be entrusted with the education of children, and that your removal from your present situation is absolutely necessary.

3. I am therefore instructed to give you notice that your services, as Teacher of the Public School at Rocky River, will be dispensed with on the 30th instant.

I have, &c.,

W. WILKINS, Secretary.

MR.

PUBLIC SCHOOLS.

MR. BERNARD ROONEY to THE SECRETARY TO THE COUNCIL OF EDUCATION.

Rocky River,
13 June, 1867.

SIR,

I was complainant in a case of a charge against Mr. R. J. Halloran, Schoolmaster of the Rocky River Public School; I beg most respectfully to request that you will forward me a copy of the decision in the said case. I have applied to the Secretary of the Local Board, who declined to give me one—merely stating that Mr. Halloran was dismissed, but declining to give a copy of the letter he received from the Board of Education, in Sydney.

I have, &c.,
BERNARD ROONEY.

THE HON. SECRETARY, PUBLIC SCHOOL BOARD, ROCKY RIVER, to THE SECRETARY TO THE COUNCIL OF EDUCATION.

Rocky River,
15 June, 1867.

SIR,

A meeting of the Public School Board was held this day, with reference to the dismissal of the Teacher by the Council of Education.

All the members were present, and unanimously resolved that it was desirable to have the report of the District Inspector, as furnished to the Council of Education, and authorized the Secretary to request that such should be furnished.—In compliance therewith, I have the honor to request that you may be pleased to forward to the Public School Board, Rocky River, a copy of the District Inspector's report on the charges laid by Mr. Bernard Rooney against the Teacher, Mr. Robert J. Halloran.

I have, &c.,
JAS. D. LEECE,
Hon. Secretary.

THE SECRETARY TO THE COUNCIL OF EDUCATION to THE HON. SECRETARY, PUBLIC SCHOOL BOARD, ROCKY RIVER.

Council of Education Office,
Sydney, 24 June, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter dated 15th June instant, in which you request, on behalf of the Public School Board at Rocky River, that you may be furnished with a copy of the District Inspectors' report on the charges laid by Mr. B. Rooney against the Teacher, Mr. R. J. Halloran.

2. In reply, I am instructed to acquaint you that the Council arrived at its decision in this matter after consideration of the letter of the complainant, the Teacher's reply thereto, the report of the Public School Board, and the Inspector's report upon the whole case; and that the Council deems it inexpedient to re-open the question.

3. The Council therefore directs me to acquaint you that the request of the Public School Board cannot be acceded to.

I have, &c.,
W. WILKINS, Secretary.

The Honorable The Council of Education, Sydney,—

THE undersigned having heard with astonishment and regret, that, in consequence of certain charges laid by Mr. Bernard Rooney against the Teacher, Mr. R. J. Halloran, the Council of Education had decided to dismiss the said Teacher from the Public School, Rocky River.

1st.—We would respectfully assert, that the charges so laid were malicious and unfounded in all the essential points, and were not heard of until after Mr. Rooney saw fit to quarrel with the Teacher in March last.

2nd.—In proof of the character of the author of the charges, we would respectfully lay before you the following answer to a question of the Local Board:—"Was a Local Patron in December, 1866." "Did not then bring the charges forward, because Mr. Halloran was in my debt, and I did not like to lose him." Thus, it is evident, that private malice, and not public duty, is the actuating principle in the present case.

3rd.—Further, we can certify, that during the time Mr. Halloran has conducted the school at the Rocky River, he has earnestly endeavoured to promote the education of the children committed to his care, and has always maintained his position with respectability and credit.

4th.—

4th.—We would therefore respectfully pray that your Honorable Council would cause a re-investigation into the charges laid by Mr. Rooney against Mr. Halloran, and thus do a simple act of justice to the residents here,—

Charles Rees,		James Mead, Rocky
Richard Watson.		John Glock, "
John Nash,	Rocky River.	Ludwick Glock "
Darby Ryan,	"	William Osborne, R. River
Peter Nelson,	"	Henry Sugle
Henry Hunting,	"	Matthew Schwab
Joseph W. Herbert,	"	E. G. Show
Isaac Shepherd,	"	Alexander Grant
Thomas Whacket.	"	Archibald Grant
James Harris,	"	Henry Parker
Thomas Moffit,	"	Joseph James, junior
Richard Vickers,	"	Francis Wayland
John Vickers,	"	Thomas Falkner
John Walmsley,	"	Joseph Roberts
John Latham,	"	William Falkner
Thomas Ainsworth,	"	Samuel Young
W. C. Rolfe,	"	Joseph Wall
William Carrolly,	"	Mrs. Miller
John Carrolly,	"	Richard Law
John Barnes,	"	Matthew Kearney
John Parker,	"	Charles Grant
Joseph Parker,	"	Thomas Fitzgerald
Henry James,	"	John Garihy
Caleb James,	"	Martin Fitzgerald
Thomas Francis,	"	Donald Grant
George Parker,	"	John Roberts
William Hathorn,	"	James Taylor
Richard Hathorn,	"	John Roberts, junior
William Pastirfield,	"	Richard Roberts
Charles Waters,	"	Charles Cobby
S. Saunders,	"	William Drabsh
Thomas Moran,	"	A. S. Smith
Thomas Ryan,	"	Gustavus Drabsch
William Rooney,	"	Gottlieb Drabsch
Gottlieb Schwilk,	"	James Lillicrap
John Hall,	"	John Anderson
Charles Hanson,	"	Charles Pereo.
Patrick Bunes,	"	

Rocky River, June 24, 1867.

MR. BERNARD ROONEY to THE SECRETARY TO THE COUNCIL OF EDUCATION.

Sydney Flat, Rocky River,
New England, 6 July, 1867.

SIR,

I do myself the honor to state that a petition is going about for signatures, for the reinstalment of Mr. R. J. Halloran, as a Teacher of Public School here.

The petition is highly malicious and libellous; and, as it is my intention at once to take legal proceedings against some of the *supposed* signatures, I beg to hope that a copy of the same will be furnished to me, or a subpoena will have to be issued for the production of the original. A caution is inserted in the local papers here, warning the public of this very unjust and improper document; the enclosed item of the *Armidale Telegraph* is inserted by Mr. Halloran himself, as Special Correspondent.

I have, &c.,

BERNARD ROONEY.

THE HON. SECRETARY, PUBLIC SCHOOL BOARD, ROCKY RIVER, to THE SECRETARY TO THE COUNCIL OF EDUCATION.

Rocky River, 9 July, 1867.

SIR,

I have the honor to inform you, that a meeting of the Public School Board was held on Saturday last—all members present; an unanimous opinion was expressed by the Board, that a misunderstanding exists between Mr. Inspector M'Intyre and the Public School Board of this place, in reference to the late charges against the Teacher by Mr. Rooney.

Inasmuch as, after five and a half hours' investigation of the charges, the Board were of an unanimous opinion, in which Mr. M'Intyre (then present) concurred, that the charges as a whole were "frivolous and vexatious," and founded in malice. The Public School Board considered their duty extended but to inquire into and report on each separate charge in a concise manner, Mr. M'Intyre taking upon himself to convey to the Council of Education the expressed opinion of the Board with reference to the charges and the very evident motives which led to them. Had Mr. M'Intyre not been present, a general report on the whole case would have been furnished by the Board, who from their

their knowledge of both complainant and the Teacher, understood the circumstances better than it was possible Mr. McIntyre could do. The School Board would wish to state, that in ordinary matters of life here nothing Mr. Rooney could say would injure any-one, and that but a very short time previous to him laying these charges—in fact, at a date subsequent to those Mr. Rooney gave in evidence as the dates of the Teacher's delinquencies—he (Mr. Rooney) was sickening in his adulation of Mr. Halloran; a private quarrel has made him as hyperborean in censure.

The Public School Board are anxious to promote education in this locality—for it is much needed—but are now placed in a false position through not having the District Inspector's report; for, of their own knowledge of both complainant and Teacher, and also their investigation into the charges, they cannot understand on what grounds the Teacher has been dismissed.

Mr. Halloran's conduct as a Teacher has been attentive and respectable whilst here; and it may be added that, previous to the existing Schools Act coming into force, Mr. Rooney was a Local Patron, and as such should have acquainted his colleagues with the conduct of Mr. Halloran, as now alleged by him. The whole of the parents here are anxious to know why the Teacher was dismissed—each and all bearing testimony to his sobriety, respectability, and attentiveness—but the Public School Board are unable to tell them.

The Public School Board consider that they should have been furnished with the District Inspector's report, as it was supposed to convey their opinion, which the Board would be sorry to suspect Mr. McIntyre of having misrepresented—under present circumstances, and until the report is laid before them, they are thus compelled to judge; and to remove or confirm such suspicions, the Board wish respectfully to state that they must be furnished with such copy.

I have, &c.,

JAMES D. LEECE,

Hon. Secretary.

Armidale, 1 August, 1867.

ROCKY RIVER PUBLIC SCHOOL.

CORRESPONDING Secretary's letter charging the Inspector with misrepresentation in his report upon the charges preferred against the late Teacher, Mr. Robert Halloran.

Inspector's Memorandum thereon.

IN addition to my report upon this subject, I beg to state that I explicitly explained to the School Board that they should report upon the complaints according to their own judgment. I did not attempt to influence them in their decisions, and therefore Mr. Leece may possibly imagine I concurred in their views. He states in his letter that the Board were of opinion the charges are "frivolous and vexatious." If so, why did they not state this in their report? They did not say so to me, nor I to them. I informed them I would furnish a separate report upon the complaints. I have done so, and I conveyed to the Council "the expressed opinion of the School Board," by forwarding their written decisions upon the charges. If their report were brief, it was their own fault; they did not seem anxious to go into detail, but they can still do so if they please. I am of opinion it is very injudicious on the part of the Local Board to agitate this case, in order to gratify old animosities and party feelings between themselves and Mr. Rooney; and, further, I consider Mr. Leece has no right to make any reference to Mr. Rooney's character—he is as honest, upright, industrious, and respectable, as Mr. Leece. The Board should confine themselves to the truth or falsehood of the complaints; but this course they carefully avoid. I also deny the correctness of the assumption that my report *should* convey any views to the Council of Education but such, together with the facts of the case, as I may consider necessary for the benefit of the public service. I also question the right of the School Board to decide whether these views are right or wrong. Since the dismissal of Mr. Halloran they have authorized him to continue the school; he does so, and I am of opinion this must be contrary to the wish of the Council. I understand Mr. Pickering will be requested by Mr. Leece to move that my report should be laid on the Table of the Assembly.

W. M'INTYRE,

Inspector of Schools.

Armidale, 1 August, 1867.

ROCKY RIVER PUBLIC SCHOOL.

PETITION from a number of the parents and others, praying for a re-investigation of the charges preferred against the late Teacher, Mr. Robert Halloran.

Inspector's Memorandum thereon.

It is evident from the Corresponding Secretary's letter, and the petition, that they have been composed by one and the same person—Mr. Leece. The fact is, Mr. Leece and a few persons to whom Mr. Halloran is indebted have been chiefly instrumental in getting up this petition. It is very singular Mr. Leece has not signed the document, nor any of the members of the School Board. The reasons probably are—they would be ashamed to see their names attached to such misrepresentations in the local newspapers; besides, they no doubt consider it advisable to endeavour to lead the Council to believe they have had nothing to do with the petition. With regard to this document, I beg to submit

submit that the petitioners are not competent to make the assertion contained in the first paragraph, because they have never seen the charges, nor the depositions taken at the inquiry. Mr. Rooney differed with Mr. Halloran, because he refused to pay his just debts, and when he sued him some weeks ago for the liquor supplied to him in quantities less than two gallons, he told the Bench he would take advantage of the Publican's Act, and still refused to pay. This happened since I furnished my report. With regard to the second paragraph it appears to me, that the fact of Mr. Rooney not making the charges against the Teacher at an earlier date, does not prove Mr. Halloran to be blameless. With reference to the third paragraph—it is incorrect. Mr. Halloran neglected his duty at times, and entirely failed to maintain his position with respectability and credit. In corroboration of this statement, I enclose for the information of the Council, a letter which I received in October last from W. Cleghorn, Esq., J.P., the 29 Oct., 1866. Chairman of the School Board at the Rocky River, proving by the testimony of the late Board of National Education, that Mr. Halloran was guilty of "gross falsehood and fraud." Mr. Cleghorn also told the master of the Public School at Armidale, that Mr. Halloran was a "drunkard and ought not to occupy the position of a Teacher." But notwithstanding this, Mr. Leece states to the Council, that Mr. Cleghorn concurs in the opinion that Mr. Halloran's conduct has been "respectable." On the evening of the inquiry, Mr. John Francis, in the presence of three witnesses, told me that Mr. Halloran was guilty of "falsehood" in his dealings with him. Mr. Francis is another member of the School Board, and Mr. Leece states to the Council, that he concurs in the opinion that Mr. Halloran's conduct has been "respectable." Mr. John Anderson, one of the petitioners, told me that Mr. Halloran's word could not be believed; and Mr. G. De Pilcher, a solicitor in Armidale, informed me he never knew a greater *liar* than Halloran. With regard to the signatures attached to the petition—twelve are the names of parents sending children to the school; four are Mr. Halloran's pupils; the other names, above sixty in number, are either non-residents of the Rocky, bachelors, roaming diggers, or other stragglers, having no interest whatever in the affairs of the school. In conclusion I beg to report that a *ca.sa.* has been issued for the apprehension of Mr. Halloran, some time ago, and the assistance of a constable has been procured to enable the bailiff to execute it. The School Board must be aware of this. I enclose ten extracts from the local Journals bearing on this case.

Recommendation.

If the Council require any further information in order to consider the prayer of the petition, I strongly recommend that Mr. Leece should be requested to furnish an exact copy of the depositions taken at the investigation. This document will throw some fresh light on the case.

W. M'INTYRE,
Inspector of Schools.

MR. W. CLEGHORN to THE INSPECTOR OF SCHOOLS, ARMIDALE DISTRICT.

Rocky River, 29 October, 1866.

DEAR SIR,

I consider it my duty to bring under your notice the conduct of Mr. Halloran, Schoolmaster at Rocky River. When he first came here in April last he wrote me requesting me to give him some goods for which he would pay when he received his first salary. Since then he has always been excusing himself paying the amount, by saying that the Board in Sydney had not paid his salary. A fortnight ago he gave me a memorandum stating that three months' salary was due, and also wrote me to say that immediately he got his salary for August he would pay me. I wrote to the Board and received a reply, stating that no money is due to Mr. Halloran, except the salary for the current month, and that his last months' salary was paid in Sydney on the 15th inst.

Such conduct appears to me *gross falsehood and fraud*, and must tend to lessen the influence of a person in his position.

I am, &c.,
W. CLEGHORN.

(Extracts from the "*Armidale Express*.")

ORIGINAL CORRESPONDENCE.

To the Editors of the *Armidale Express*,—

GENTLEMEN,

With regard to the remarks of your Special Correspondent in your last issue, relative to my complaints against the schoolmaster here, I beg leave to state that they are *ex parte* statements. I think he would have done better if he had postponed his opinion on the subject till the Council of Education had decided the matter. As reputed Secretary to the Local Board, it is questionable whether your Correspondent ought to have reported the case at all. It is just possible, that the decision of the Council of Education will shew that my complaints are not so void of substance as your Correspondent imagines. Although five of the certificates were written by my son, they were signed by the parties, and no evidence being brought to contradict the statements made therein; but your Correspondent was contradicted by his son, who was called as a witness, in support of one of the charges.

I remain, gentlemen, yours truly,

Rocky River, June 3rd, 1867.

B. ROONEY.

THE ROCKY RIVER.

[From our Special Correspondent.]

SINCE the withdrawal of the salary to the Teacher, by the Council of Education, the parents have requested Mr. Halloran to continue the School, which he has done at an increased fee. A general question here, is,—Why was the Teacher dismissed? But no answer can be given, for the Public School Board assert that they saw no cause, from an investigation of the charges, and they have written to the Council of Education for the report of Mr. M'Intyre on the case, but the Council have declined to furnish it. As the Board here deem that a clue to the reason of dismissal could be afforded by a copy of that document; and also that such report *should* convey the opinion of the Board on the charges and causes thereof, it was resolved at a meeting of the Board, on Saturday last, that the Secretary respectfully submit to the Council of Education that they must be furnished with such copy, and also to inform the Council that the charges were "frivolous and vexatious"—this opinion being arrived at after five and a half hours' investigation, and also from their intimate knowledge of complainant and Teacher, and the extraneous circumstances connected with the whole affair. The parents here have also sent a petition to the Council of Education, with eighty-one signatures attached. This document, I am given to understand, is spontaneous on the part of the parents, and from a perusal of the names, I believe them to be genuine. I merely mention this in view of any remarks which may be made by other scribes hereafter.

[Mr. Leece is Special Correspondent at the Rocky for this Paper.]

(Extracts from the "Armidale Telegraph.")

To Mr. Robert Halloran, Teacher of the Public School, Rocky River,—

DEAR SIR,

We, the undersigned, residents of the Rocky River, hearing that Mr. Bernard Rooney is trying to circulate reports injurious to your character, beg leave respectfully to state, that during the twelve months you have been residing among us, we have never had any just cause for complaint, and that your character cannot be assailed, without falsehood on the part of those so doing.

We beg to remain, dear sir,

Yours very truly,—

Charles Rees, storekeeper
Richard Watson, innkeeper
Richard Law, do.
John Carroll, do.
Stephen Everett, blacksmith
John Francis, M.L.B., miner
James Dogherty, M.L.B., do.
John Parker, do.
George Woods, do.
Joseph Jen, do.
George White, do.
William Carroll, do.
P. J. Shaunnassy, veterinary surgeon
Robert Brown, miner
John Anderson, do.
Charles Withers, do.
John Rice, do.
Neil M'Arthur, do.
Sydney Saunders, do.
John Garry, do.
Cudlip Swiek, do.
James Mead, do.
R. J. Jones, do.
A. A. Jones, do.
William Harvey, do.
Thomas Ryan, do.
Mathen Schawb, do.

George Bell, miner
Thomas Fitzgerald, do.
Thomas Moran, do.
Donald M'Leod, do.
Henry Ingle, do.
Charles Grant, do.
Donald Grant, do.
Thomas Faulkner, do.
Archibald Grant, do.
Neil Grant, do.
Kate Ryan
Jane Anderson
Ellen N. M'Arthur
Caleb James, miner
Henry James, do.
Jane P. Smith
William Hathorn, miner
John Roberts, senr., do.
Joseph Roberts, do.
James Taylor, do.
John Roberts, jun., do.
Charles Coleby, do.
Richard Roberts
Elizabeth Parker
Richard Hathorn
George Mills
Mrs. Burnes.

To the Editor of the *Armidale Telegraph*,—

SIR,

I have seen my name in the *Telegraph* of June 8, in favour of Robert Halloran, which I was surprised at, as I have never written my name to it, or authorized any one to do so, and I withdraw my name from it. The party who forged my name deserves to be severely punished.

Rocky River, 10th June.

I remain your humble servant.

GEORGE BELL.

LATE

LATE ADDRESS TO MR. HALLOLAN.

To the Editor of the *Armidale Telegraph*,—

SIR,

In your issue of the 8th instant, there is an address published to Mr. Robert Halloran, with signatures appended, many of which are totally unknown about here, and some completely deny signing any such complimentary heading—coupled as it is with a remark that the charges of Mr. B. Rooney against him as a Teacher were false. One person in particular, George Bell, has written to me, stating that his signature thereto is a “forgery.” In fact, all whom I have spoken to deny any knowledge of lending their names to such a heading—besides, any who did speak in his favour, did so last March, simply stating that they were satisfied with the Teaching of their children; the leading signatures are mostly those of publicans, and of course the inmates of their houses, and fellow customers of Mr. Halloran, the Teacher. Two of the names are those of members of the Local Board, who afterwards condemned Mr. Halloran on the charges, and caused his dismissal as Teacher of Public Schools.

In the *Armidale Express* of the 1st instant, the Special Correspondent here, who is also the Secretary of the Local Board, stated that Mr. Rooney’s evidence was void of substance; but which it will be seen was the reverse, as Mr. Halloran’s dismissal was the result.

Mr. M’Intyre, the Inspector of Schools, stated to me that, as he would be absent for some time, the Local Secretary would furnish me with a copy of the decision of the Council of Education; but my application for such has been replied to refusing such, and a verbal message to the effect, that as Mr. M’Intyre was not his master, he should refuse to supply the copy—no doubt for reasons best known to himself. But in my next letter I will publish the whole of the proceedings in which the Local Secretary, as will be seen, shall not escape being shewn up to the public.

Rocky River, New England,
June 12th, 1867.

I am, &c.,
B. ROONEY.

ORIGINAL CORRESPONDENCE.

(It is distinctly to be borne in mind that we do not, by inserting Letters, convey any opinion favourable to their contents.)

DEAR SIR,

Will you kindly permit me to make the following few remarks upon the productions of Mr. Bernard Rooney and George Bell (which appeared in your last issue), through the columns of your widely circulated Journal.

Rocky River, 19th June, 1867.

And oblige yours truly,
R. HALLOLAN.

1st.—Mr. B. Rooney’s letter is quite on a par with his late accusations—fraught with malice and untruths; and the inhabitants here from their long knowledge, and some from dearly bought experience (like myself), were led to expect nothing better—of course his amanuensis is exempt from blame, not being responsible for his employer’s diction.

2nd.—I am at a loss to discern the *unknown* signatures; it is true, they may not have courted unenviable popularity by making accusations which they were glad to retract and pay dear for; neither may they have the honour of an introduction to Mr. Rooney, and therefore not having nor wishing to seek his acquaintance, they may be unknown to *him*, although *he* may be known to them.

3rd.—True, the address was signed last March, that being the time the inhabitants (to their surprise) first heard that my FRIEND was circulating his unfounded reports.

4th.—Mr. Rooney himself contradicts his own words, in that part of his statement which says, that two of the Local Board who signed the address afterwards condemned me, and were the cause of my dismissal, by the succeeding statement, “The Local Secretary to the Board said Mr. Rooney’s evidence was void of substance”—for who could know better than the gentleman who penned the decision arrived at by the Board; and I can truthfully assert that *none* of the Local Board condemned me, neither would their report upon the *two* minor charges (the *ten* others being thrown to the wind) have caused by dismissal. The *effect* has taken place—the *cause* has got to be *unmasked*, since it appears masks were worn in this affair.

5th.—The Local Secretary, whom Mr. Rooney threatens to show up to the public, is a gentleman who scorns *double-dealing*, and has acted all through this unpleasant affair in an honorable straightforward manner, although not so *nicely* honorable as to have been fined for using weights—over weight—he is not a man who eulogizes to the skies one day, and “considers himself blessed in knowing such a person,” and the next day would sink the same person to the lowest depths of Pandemonium. To show *him* up to the public in any way than as an impartial, upright, honest man is, I believe, even above Mr. Rooney’s well-known abilities. True, Mr. Rooney may bespatter with his dirt; but a diamond shines the brighter from such assailment, as the *dirt* rebounds into the eyes of the maligner.

6th.—I could say more on the subject of certain certificates produced before the Board, how obtained, &c., but I am advised to leave these legerdemain tricks to be unravelled in the course of the ulterior proceedings I am taking.

200—B

Lastly.—

Lastly.—I am glad that I have retained Mr. Bell's autograph, attested by two respectable persons, and of which the Local Secretary holds the compeer. It was pressed upon me, unasked and unsolicited by Bell himself—its withdrawal will be a *blot* erased from the address, and I sincerely trust I have no more of a similar kidney upon it; verily ruin cheers the heart of one man though it darkens his memory, and good bacon is wholesome food for another.

R. J. HALLORAN.

LATE ADDRESS TO MR. HALLORAN.

To the Editor of the *Armidale Telegraph*,—

SIR,

It is truly pitiable that a person like Mr. Halloran should persist in a course of such rancorous abuse as appears by his five paragraphs, published in your issue of the 22nd instant.

What the man can mean by "weights, or overweights," is only known to himself, as I cannot understand what he means—unless it be "over-measures," which he might have said—as, in my business, measures are what I use; and certainly they have all been over-much, as I have not been paid for them, nor for the bacon either, which Mr. H. pronounces to have been so good.

The eulogising of the Local Secretary of the School is laughable; that high office which ought to be held by one of the little boys. "The diamond" has very suddenly got bright, as a short time since it or he was just the reverse, and accounted a very ungrammatical Correspondent of the *Express*.

The parties whom he says know me to their sorrow, are doubtless like himself; my books are no longer open to them; my grief is equal to theirs, as I feel confident I shall never see a sixpence of my money.

I grieve to be compelled again to refer to that unpleasant subject of Mr. Halloran's dismissal as Teacher of a Public School, but I acted simply in a public and not a private matter; my interest in the school was great, having five sons attending it; the charges, some of which are unfit for publication, he says were thrown to the wind—and that a mask was worn by some one. Truly, it must have been so, for now we see Mr. Halloran in his real character.

The Local Secretary to the little boy's school alludes, as a Special Correspondent of the *Express*, to the subject, and says that *two* of the charges took effect, but I rather think they all did; the Local Board must have found him guilty, or he never would have been dismissed.

There is, as is well-known here, a clique of mischief-makers—I *will not* say the said Local Secretary is a prominent member: but with regard to the evidence of his son before the Board of Inquiry, he said that he had never tampered or advised the lad what to say; but the boy admitted that he had not only done so, but used the words, "stick to that, and it will be all right." This, *no* doubt, was with the view of shewing that my evidence was incorrect; but he substantiated every word of what language Mr. Halloran had used; here is another diamond masquerader.

Mr. Halloran had better turn to the hills again; perhaps questionable whether the flocks may be black or white; but two heads are better than one, if only the heads of sheep for Special Correspondents.

I remain, sir, yours respectfully,

BERNARD ROONEY.

Rocky River, 25th June, 1867.

To the Editor of the *Armidale Telegraph*,—

SIR,

In your issue of 22nd instant, where Mr. Halloran states that I forced my name on him; it is false, which I know nothing about him, only hearsay, which would be nothing to his credit was I to publish it.

If Mr. Halloran and his customers has put my name to it, it must have been at his customer's house when we were drunk.

GEORGE BELL.

June 25, 1867.

[We must decline inserting any further correspondence upon the same subject, only in the way of an advertisement.—Ed.]

The Honorable The Council of Education,—

WE, the undersigned, having heard with astonishment and regret that, in consequence of certain charges laid by Mr. B. Rooney against the Teacher (Mr. Robert John Halloran), the Council of Education has decided to dismiss the said Teacher from the Public School, Rocky River,—

1st.—We would respectfully assert that the charges so laid were malicious and unfounded in all the essential points, and were not heard of till after Mr. Rooney saw fit to quarrel with the Teacher, in March last.

2nd.—In proof of the character of the author of the charges, we would respectfully lay before you the following answer to a question of the Local Board—"Was a Local Patron in December, 1866; did not then bring the charges forward, because Mr. Halloran

Halloran was in my debt, and I did not like to lose him." Thus it is evident that private malice, and not public duty, is the actuating principle in the present case.

3rd.—We can certify that during the term Mr. Halloran has conducted the School at the Rocky River, he has earnestly endeavoured to promote the education of the children committed to his care, and has always maintained his position with respectability and credit.

4th.—We would therefore respectfully pray that your Honorable Council would cause a re-investigation into the charges laid by Mr. B. Rooney against Mr. Halloran, and thus do a simple act of justice to the residents here,—

Charles Rees, storekeeper	Matthew Schawb, miner
Richard Watson, innkeeper	E. G. Snow, do.
John Nash, miner	Alexander Grant, do.
Darby Ryan, do.	Archibald Grant, do.
Peter Nelson, do.	Henry Parker, do.
Joseph H. Herbert, do.	Josh J. Jew, do.
Isaac Shepherd, do.	Francis Wayland, do.
James Harris, do.	Thomas Faulkner, do.
Thomas Moffit, do.	James Young, do.
Richard Vickers, do.	Joseph Ware, do.
John Vickers, do.	W. Miller, do.
John Walmsley, do.	Richard Law, innkeeper
John Latham, do.	Matthew Kearney, miner
Thomas Ainsworth, do.	Charles Grant, do.
W. C. Rolfe, do.	Thomas Fitzgerald, do.
John Carrol, do.	John Garihy, do.
W. Carrol, innkeeper	M. Fitzgerrald, do.
John Barns, miner	Donald Grant, do.
John Parker, do.	John Roberts, senr., do.
Joseph Parker, do.	Richard Roberts, do.
Henry James, do.	Charles Coleby, do.
Caleb James, do.	Alexander P. Smith, do.
Thomas Francis, do.	Thomas Whacket, do.
George Parker, do.	James Kennedy, farmer
W. Hathorn, do.	Daniel Burke, do.
Richard Hathorn, do.	Pat. Burke, do.
W. Pasterfield, do.	David Watson, miner
Charles Withers, do.	Henry Hunting, do.
Sydney Saunders, do.	Joseph Roberts, do.
Thomas Moran, do.	W. Faulkner, do.
Thomas Ryan, do.	John Roberts, senr., do.
W. Rooney, do.	James Taylor, do.
Cudlip Swilk, do.	Charles Anson
John Hall, do.	W. Drabsh
Patrick Burns, do.	Augustus Drabsh
James Meade, do.	Cudlip Drabsh
John Glack, do.	James Lillycrap
L. Glack, do.	John Anderson
W. Osborne, do.	Charles Virce.
Henry Ingle, do.	

ROONEY v. HALLORAN.—CAUTION.

ALL parties having signed the late malicious Address and Libellous Memorial to the Council of Education, are hereby warned that immediate proceedings will be taken for damages herein.

(Extract from the "Express.")

PUBLIC REQUEST.

WILL the Secretary to the Local Board of the School at Sydney Flat oblige by publishing, as a Correspondent, the depositions taken in Rooney v. Halloran, late Teacher—together with the Names of Witnesses examined—in order that the public may perceive whether the charges were malicious or false?

BERNARD ROONEY.

20th July, 1867.

THE SECRETARY TO THE COUNCIL OF EDUCATION to THE HON. SECRETARY, PUBLIC SCHOOL BOARD, ROCKY RIVER.

Council of Education Office,
Sydney, 22 August, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter of the 9th ultimo, respecting the dismissal of Mr. Halloran from the teachership of the Public School at Rocky River, also a petition from certain residents and others, requesting the re-instatement of Mr. Halloran.

2. In reply, I am instructed to acquaint you that the Council has again instituted minute inquiries into all matters connected with the subject, and I am now directed to inform you that the Council adheres to its former decision.

3. As the Council is desirous of appointing another Teacher in the place of Mr. Halloran, I am instructed to request the Public School Board will be good enough to report upon the condition of the Teacher's residence and school buildings generally.

I have, &c.,

W. WILKINS,
Secretary.

THE HON. SECRETARY, PUBLIC SCHOOL BOARD, ROCKY RIVER, to THE SECRETARY TO
THE COUNCIL OF EDUCATION.

Rocky River,
6 September, 1867.

SIR,

I have the honor to inform you that the Local Board has had under consideration your letter of the 22nd ultimo, informing them that the Council of Education had caused minute inquiries to be made into all matters connected with the dismissal of the late Teacher, and in consequence thereof adheres to its former decision; and that the Council, being desirous of appointing another Teacher, desire to be furnished with a report of the Teacher's residence and school buildings generally. In reply, I am instructed to inform you that the Local Board (without any reference to Mr. Halloran as an individual) are compelled to the belief that in the dismissal of the Teacher some mysterious influence has been used, in opposition to the spirit and practice of British justice; further, as a Local Board appointed for the supervision of the school and to promote education, they feel that they would be guilty of great neglect, had they, whilst knowing that a Teacher's conduct would warrant a dismissal, shielded him from the consequences thereof, or in any manner overlooked such conduct; yet, by the dismissal of the Teacher, an indirect charge to that effect is made out, and without any opportunity of knowing who by. Such conduct is unjust to the Local Board.

I am instructed to write to Mr. Pickering, M.L.A., to request him to ask for all the correspondence in the matter. This step, much as the Local Board regret having to take, still is necessary, in vindication of themselves.

The school building is in a dilapidated state: it is a slab and bark house, 30 x 15, with a small skillion room 9 x 8. It was built by public subscription 8 years ago; and—although I believe the first National School in this district—has not had one penny of public money expended on it.

Teacher's residence, there is none,—the late Teacher paid a rent to Rooney for about eleven months, and then purchased some stuff and built a hut for himself—*then, and not till then*, was any charge made by Rooney.

In the matter of education we have had many difficulties to encounter—our children are running wild, and late events have caused the most sanguine to despair ever reaping any benefit from the Public Schools Act. This we deplore, believing it to be one of the most beneficial Acts ever passed in New South Wales.

I have, &c.,

JAS. D. LEECE,
Hon. Sec.

THE SECRETARY TO THE COUNCIL OF EDUCATION to THE HON. SECRETARY, PUBLIC
SCHOOL BOARD, ROCKY RIVER.

Council of Education Office,
Sydney, 17 September, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter of the 6th instant, respecting the condition of the Public School Buildings at Rocky River.

2. In reply, I am instructed to inform you that the Council regrets that the school building is such a dilapidated structure, but finds on inquiry that the Local Board alone are responsible for this state of things, they having made no application to the late Board of National Education, or to the Council, for pecuniary assistance in the erection of suitable buildings.

3. The Council is prepared to assist in this matter on the usual terms.

I have, &c.,

W. C. WILLS,
(Pro Secretary.)

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

ORPHAN SCHOOLS.

P A P E R S

RELATING TO THE

MANAGEMENT AND EDUCATIONAL STATE OF THE GOVERNMENT
ORPHAN SCHOOLS AT PARRAMATTA.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
3 July, 1867.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1867.

[Price, 1s. 3d.]

* 26—A

SCHEDULE.

NO.	PAGE.
1. From the Principal Under Secretary to the Secretary of the Council of Education. 21st May, 1867	3
2. From the Secretary of the Council of Education to the Principal Under Secretary. 23rd May, 1867	3
3. From E. Johnson, Esquire, to the Colonial Secretary. 25th May, 1867.. .. .	3
4. From the Principal Under Secretary to E. Johnson, Esquire. 25th May, 1867	4
5. From the Principal Under Secretary to the Matron of the Protestant Orphan School. 27th May, 1867	4
6. From the Principal Under Secretary to the Committee of Management, Roman Catholic Orphan School. 27th May, 1867	4
7. From the Principal Under Secretary to the Matron of the Roman Catholic Orphan School. 27th May, 1867 (Copy of letter to Committee enclosed.)	4
8. From E. Johnson, Esquire, to the Colonial Secretary. 28th May, 1867	5
9. From the Principal Under Secretary to E. Johnson, Esquire. 29th May, 1867	5
10. From E. Johnson, Esquire, to the Principal Under Secretary. 1st June, 1867.. .. . (Enclosure—M. A. Adamson to E. Johnson, Esquire.)	5
11. Note from the Colonial Secretary to the Matron of the Roman Catholic Orphan School. 4th June, 1867	6
12. From the Principal Under Secretary to E. Johnson, Esquire. 4th June, 1867.. .. .	6
13. From E. Johnson, Esquire, to the Principal Under Secretary. 5th June, 1867	6
14. Telegram to E. Johnson, Esquire. 5th June, 1867.. .. .	7
15. From the Very Reverend S. J. A. Sheehy to the Principal Under Secretary. 4th June, 1867	7
16. Minute of the Colonial Secretary, for Cabinet. 24 June, 1867	7
17. Inspector's Report on Protestant Orphan School	9
18. Inspector's Report on Roman Catholic Orphan School	18

ORPHAN SCHOOLS.

CORRESPONDENCE.

No. 1.

THE PRINCIPAL UNDER SECRETARY *to* THE SECRETARY OF THE COUNCIL OF
EDUCATION.

Colonial Secretary's Office,
Sydney, 21 May, 1867.

SIR,

The Government is desirous that Examinations should be held at the Protestant and Roman Catholic Orphan Schools at Parramatta, of a character calculated to ascertain the competency of the teachers, the adequacy of the means of teaching, and the state of instruction among the children. With this view, I am desired by the Colonial Secretary to submit the matter to the Council of Education, with the hope that the Council will see no objection to instruct one or more of their Inspectors to conduct the required Examinations. Should the Council accede to the wish of the Government, I shall be glad to be informed when it will be convenient to hold such Examinations, as the Colonial Secretary, and possibly His Excellency the Governor, would desire to be present on the occasion.

I have, &c.,
HENRY HALLORAN.

No. 2.

THE SECRETARY OF THE COUNCIL OF EDUCATION *to* THE PRINCIPAL UNDER
SECRETARY.

Council of Education Office,
Sydney, 23 May, 1867.

SIR,

I have the honor, by direction of the Council of Education, to acknowledge the receipt of your letter, dated 21st May instant, in which you state that the Government is desirous that Examinations should be held at the Protestant and Roman Catholic Orphan Schools at Parramatta, of a character calculated to ascertain the competency of the teachers, the adequacy of the means of teaching, and the state of instruction among the children; and submit the matter to the Council, with the hope that the Council will see no objection to instruct one or more of their Inspectors to conduct the required Examinations.

2. In reply, I am instructed to acquaint you that the Council cordially assents to the proposal, and has instructed E. Johnson, Esq., one of the Inspectors of the Sydney District, on whose judgment the Council can rely with confidence, to place himself at the disposal of the Honorable the Colonial Secretary, for such period as his services may be required for this purpose.

I have, &c.,
W. WILKINS,
Secretary.

No. 3.

E. JOHNSON, Esq., *to* THE COLONIAL SECRETARY.

Inspector's Office, Fort-street,
25 May, 1867.

SIR,

In accordance with instructions received from the Council of Education, I have the honor to place myself at the disposal of the Government, for the purpose of conducting Examinations of the Protestant and Roman Catholic Orphan Schools at Parramatta.

I have, &c.,
E. JOHNSON,
Inspector of Schools.

No. 4.

ORPHAN SCHOOLS.

No. 4.

THE PRINCIPAL UNDER SECRETARY to E. JOHNSON, Esq.

Colonial Secretary's Office,
Sydney, 25 May, 1867.

SIR,

The Council of Education having, on the application of the Colonial Secretary, instructed you to conduct the examinations which the Government consider should be held at the Protestant and Roman Catholic Orphan Schools at Parramatta, for the purpose of ascertaining the competency of the teachers, the adequacy of the means of teaching, and the state of instruction among the children, I am directed to request that you will be good enough to proceed to Parramatta and conduct the required examinations during next week.

2. I am desired to add, that it will perhaps be convenient if you will see Mr. Parkes on the subject.

I have, &c.,

HENRY HALLORAN.

No. 5.

THE PRINCIPAL UNDER SECRETARY to THE MATRON OF THE PROTESTANT ORPHAN SCHOOL.

Colonial Secretary's Office,
Sydney, 27 May, 1867.

MADAM,

The Government being desirous that an Examination should be held at the Orphan School under your superintendence, of a character calculated to ascertain the competency of the teachers, the adequacy of the means of teaching, and the state of instruction among the children, and the Council of Education, having on application, placed the services of Edwin Johnson, Esq., Inspector of Schools, at the disposal of the Government for the purpose, I am directed by the Colonial Secretary to inform you, that Mr. Johnson will proceed to Parramatta in the morning of to-morrow, to make the requisite examination.

I have, &c.,

HENRY HALLORAN.

No. 6.

THE PRINCIPAL UNDER SECRETARY to THE COMMITTEE OF MANAGEMENT, ROMAN CATHOLIC ORPHAN SCHOOL.

Colonial Secretary's Office,
Sydney, 27 May, 1867.

GENTLEMEN,

The Government being desirous that an Examination should be held at the Roman Catholic Orphan School, Parramatta, of a character calculated to manifest the competency of the teachers, the adequacy of the means of teaching, and the state of instruction among the children, and the Council of Education having, on application, placed the services of Edwin Johnson, Esq., Inspector of Schools, at the disposal of the Government, I am directed by the Colonial Secretary to inform you, that Mr. Johnson will proceed to Parramatta in the morning of to-morrow, to make the requisite examination.

I have, &c.,

HENRY HALLORAN.

No. 7.

THE PRINCIPAL UNDER SECRETARY to THE MATRON OF THE ROMAN CATHOLIC ORPHAN SCHOOL.

Colonial Secretary's Office,
Sydney, 27 May, 1867.

MADAM,

I am directed by the Colonial Secretary to forward, for your information, the annexed copy of a letter addressed to the Committee of the Roman Catholic Orphan School, Parramatta.

I have, &c.,

HENRY HALLORAN.

No. 8.

ORPHAN SCHOOLS.

5

No. 8.

E. JOHNSON, Esq., to THE COLONIAL SECRETARY.

Parramatta, 28 May, 1867.

SIR,

I have the honor to inform you that I have this day visited, incidentally, the Protestant and Roman Catholic Orphan Schools at Parramatta. I intend to begin the regular examination of the pupils of the former institution to-morrow, and to take the several departments in connection therewith in the following order:—Wednesday, Infant and Girls' Schools; Thursday, Boys' School.

2. May I inquire, in connection with this examination, whether I am empowered to point out to the teachers remedies for any errors or defects I may observe in the management of their schools, and to require that the said remedies be put in practice?

3. Communications may be addressed to me at the Post Office, Parramatta.

I have, &c.,
E. JOHNSON.

No. 9.

THE PRINCIPAL UNDER SECRETARY to E. JOHNSON, Esq.

Colonial Secretary's Office,
Sydney, 29 May, 1867.

SIR,

In acknowledging the receipt of your letter of the 28th instant, inquiring whether, in your examination at the Protestant and Roman Catholic Orphan Schools at Parramatta, you are empowered to point out to the teachers remedies for any errors or defects you may observe in the management of the schools, and to require that such remedies be put in practice, I am directed by the Colonial Secretary to inform you that you are authorized to point out any defects in teaching or management which you may observe, and to request strict attention to remedies proposed by you.

I have, &c.,
HENRY HALLORAN.

No. 10.

E. JOHNSON, Esq., to THE PRINCIPAL UNDER SECRETARY.

Parramatta, 1 June, 1867.

SIR,

I have the honor to forward herewith, for the information of the Honorable the Colonial Secretary, a note received by me from the Matron of the Roman Catholic Orphan School at Parramatta. Acting, no doubt, upon her directions, the male teachers of the establishment did not attend to undergo examination to-day, although duly instructed by me to do so. It will be observed, too, that I am not to be permitted to examine the children in the institution without the sanction of the Committee. Under these circumstances, I have deemed it advisable to await instructions before proceeding further in the matter.

2. Communications may be addressed to me at the Public School, Fort-street, Sydney.

I have, &c.,
E. JOHNSON.

[Enclosure in No. 10.]

M. A. Adamson to E. Johnson, Esq.

Catholic Orphan School,
1 June, 1867.

Sir,

From a communication received last evening, I find I cannot allow either teachers or children to be examined without the sanction of the Committee. Such being the case, Mr. Forshaw and Mr. Cullon will not meet you as agreed upon.

I am, &c.,
M. A. ADAMSON.

No. 11.

No. 11.

NOTE from THE COLONIAL SECRETARY to THE MATRON OF THE ROMAN CATHOLIC ORPHAN SCHOOL.

Colonial Secretary's Office,
Sydney, 4 June, 1867.

MADAM,

It having been determined by the Government to institute an examination into the state of the Roman Catholic Orphan School at Parramatta, to ascertain the kind of instruction which is imparted to the children supported in that institution at the public expense, Mr. E. Johnson was appointed and duly accredited to you to conduct such examination.

I am surprised to find that you have declined to allow Mr. Johnson to carry out the instructions of the Government. I am extremely unwilling to adopt any step that would be unpleasant, but the examination must be proceeded with. Mr. Johnson will accordingly attend to-morrow morning, to perform the duty with which he is charged.

I may add, that the Government cannot consent to have this examination conducted by the permission of the Committee of gentlemen connected with the school, although, as a matter of courtesy, they were informed of the examination lawfully ordered.

I am, &c.,

HENRY PARKES.

No. 12.

THE PRINCIPAL UNDER SECRETARY to E. JOHNSON, Esq.

Colonial Secretary's Office,
Sydney, 4 June, 1867.

SIR,

In acknowledging the receipt of your letter of the 1st instant, forwarding a communication from the Matron of the Roman Catholic Orphan School, intimating that, from a letter received by her, she finds she cannot allow either the teachers or the children of that institution to be examined by you without the sanction of the Committee thereof, I am directed by the Colonial Secretary to request that you will be good enough to proceed to Parramatta by the 9 o'clock a.m. train to-morrow, and carry out the instructions given to you. I am to enclose a copy of a further communication addressed to the Matron.

No. 11. 2. Should any further opposition be offered to your carrying out the wishes of the Government, you will have the goodness to remain at Parramatta and telegraph to the Colonial Secretary.

I have, &c.,

HENRY HALLORAN.

No. 13.

E. JOHNSON, Esq., to THE PRINCIPAL UNDER SECRETARY.

Roman Catholic Orphan School,
Parramatta, 5 June, 1867.

SIR,

Referring to your letter of the 25th ultimo, numbered 3487, in which I am instructed to hold examinations at the Protestant and Roman Catholic Orphan Schools at Parramatta, for the purpose of ascertaining the competency of the teachers, the adequacy of the means of teaching, and the state of instruction among the children, I do myself the honor to report, for the information of the Honorable the Colonial Secretary, that that part of my instructions which has reference to the examination of the teachers at these institutions cannot, in the case of the Roman Catholic Orphan School, be fully carried out, inasmuch as the Matron of this establishment objects to the examination of the female teachers employed by the Government therein, on the ground that they are members of a religious Order, and that their submission to such examination would be contrary to the rules which govern that Order. I shall be glad to learn, therefore, whether the Honorable the Colonial Secretary is prepared to make any modification of my instructions in their favour.

I have, &c.,

E. JOHNSON,
Inspector of Schools.

No. 14.

No. 14.

TELEGRAM to EDWIN JOHNSON, Esq.

6 June, 1867.

ON the ground put forth by the Matron, that the ladies teaching in the Roman Catholic Orphan School belong to a religious Order which does not permit them to be examined by you, you will hold those ladies exempt from any such examination.

You are authorized to depart thus far from your instructions, to avoid any interference with the religious obligations or scruples of the ladies engaged; but you are to explain that their position appears incompatible with holding service under the Government. You can read this telegram to the Matron.

No. 15.

THE VERY REV. S. J. A. SHEEHY to THE PRINCIPAL UNDER SECRETARY.

Vicar General's Office,

4 June, 1867.

SIR,

In answer to your letter of the 27th ultimo, notifying to the Committee of Management of the Roman Catholic Orphan School, the desire of Government that an examination should be held at the school, of a character to manifest the competency of the teachers and the state of instruction among the children, and further, that Mr. Johnson had been directed to proceed to Parramatta, and to make the required examination, I have the honor, on the part of the Committee, to offer their very respectful remonstrance in the matter, so far as the examination of teachers is concerned. They hope that it will not be insisted upon.

2. Whilst they are most willing and desirous that the school should be open at any time to the inspection either of public authority or of private persons, they submit that some regard should be paid to their position as a Committee, and that to require from them peremptorily the submission of their teachers, once deliberately accepted by them, to an examination by others, is virtually to ignore the character of a Committee. They have been honored by Government with the responsibility of conducting the institution, and have employed time and their best judgment to discharge worthily the trust committed to them.

3. And further, they submit with deference, that it would be a strained interpretation of the Act of last Session in this matter to suppose that, not only the general inspection of an establishment as to its efficiency should be made by Government, but that teachers also, who have long been acting under the approval of a properly constituted Committee, should be called upon to acknowledge that such a Committee was not to them a final authority. It does seem that, under this interpretation, no one could be honored by a Government commission, since it would imply no trust whatever. The Professors of our Sydney University might, under this view, be called upon at any moment to submit their position, again and again, to the judgment of persons delegated by the Government of the day. The original selection by the Senate, on whom the public trust had devolved, would no longer be any protection to them.

I have, &c.,

S. J. A. SHEEHY, V.G.

No. 16.

MINUTE OF THE COLONIAL SECRETARY.

OBJECTION having been offered to an examination of the teachers and children of the Roman Catholic Orphan School at Parramatta, which was duly ordered by the Government, and the Very Reverend Mr. Sheehy having, in a letter of the 4th instant, claimed for a Committee of gentlemen connected with that institution an absolute and final authority in its management, I have caused search to be made in this Office, with the view of ascertaining the origin and powers of any such Committee.

By the first section of the Act 5th William IV., No. 3, passed in 1834, the Governor may "authorize and empower any two or more fit and proper persons to bind any of the male or female children" admitted into any Orphan Schools, or any "other poor children as shall from time to time be sent out from any part of the United Kingdom," as apprentices to masters and mistresses approved of by His Excellency.

By the third section of the Act 8 Vic., No. 2, it is provided that any two Magistrates may apprentice orphan children in the room and stead of parents or guardians; and the section runs on, as follows:—"In case of any such person receiving eleemosynary support in any public establishment in the said Colony, it shall and may be lawful for the person or persons or any one or more of them who may have the control or inspection of the same: to execute such indenture of apprenticeship in the room and stead of the parents of such persons *Provided that nothing herein contained shall alter the provisions of any Act now in force and specially providing for such cases.*"

There

There does not appear to be any authority in law for the appointment of any Committee of Management; and the positive provision in both the Acts referred to, is for apprenticing the children when they arrive at a fit age for apprenticeship. In providing that the power of apprenticeship given to Magistrates may be also exercised by any person or persons who may have the control or inspection of the schools, the Act 8 Vic., No. 2, it is quite clear, simply contemplated that the persons who might be placed in charge by the Government should be competent to exercise this clearly defined power of apprenticing. The Legislature could not intend, and there certainly is no power in the Act, to create Committees of General Management.

Soon after the passing of the Act last referred to, Sir George Gipps wrote the following Minute:—"Under the 3rd clause of the 8th Vic., No. 2, it is necessary to appoint some persons to have the *control* and *inspection* of the Institution for Destitute Roman Catholic Children, in order that they may have the power of placing them in apprenticeship. Let the following persons be appointed for the purpose:—The Attorney General, the Revd. Dr. Gregory, P. Hill, Esq., Colonial Surgeon." The Minute is dated 2nd February, 1845, and was apparently written without a knowledge of the Act 5 William IV, No. 3. It will be observed that the same intention of apprenticing, runs through the Governor's Minute. The persons are not to be appointed to appoint officers or teachers, to decide on methods of instruction, and to expend the sums voted by the Legislature, but in order that they may have the power to apprentice the children. Under the advice of the Crown Law Officers of the day, the persons named are appointed by an instrument under His Excellency's hand; and this instrument, which is settled by Sir William Manning, appoints them "to have control and inspection (in compliance with the Act) of the Orphan School known as the Institution for Destitute Roman Catholic Children"; and it proceeds—"and I hereby authorize and empower them or any two of them to bind and put to be apprentices any children admitted into the said institution when they shall have respectively arrived at fit and proper ages." The notification of these appointments appeared in the *Government Gazette*, 14th March, 1845, their duties being described in the same terms.

The persons appointed by Sir George Gipps were not appointed as Roman Catholics. One of them, Mr. Patrick Hill, was a Protestant, and all were appointed obviously more from the positions they held than from any other consideration; and they were not appointed a Board or a Committee, but simply to perform certain clearly specified duties. Their places at different times and from different causes became vacant, and others were appointed in the same way, until we come to the appointment of the gentlemen who at present call themselves a Committee of Management.

The instrument appointing the Very Reverend Mr. Sheehy, James Hart, Francis M'Nab, Richard O'Connor, and James Mullens, Esquires, is dated the 17th November, 1862; and in this instrument, the words "to have control and inspection of the Orphan School known as the Institution for Destitute Roman Catholic Children," are omitted expressly on the advice of the Attorney General of the time being. They are appointed solely and exclusively to bind the children as apprentices under the Act 5 William IV, No. 3—no other duty is assigned to them.

The designation of "Committee" has been assumed by these gentlemen and their predecessors without any authority whatever, and they appear to have taken upon themselves the absolute management of the establishment. In their correspondence with the Government, they first call themselves "the Committee," then "the Committee of Management." The Protestant element is soon removed from the "control and inspection" of the Orphan School. In 1859, a Protestant gentleman, Dr. Bassett, of Parramatta, was about to be appointed, on the recommendation of Archbishop Polding himself, on the ground that he would be of service in the sanitary regulation of the institution; but a public meeting of Catholics was held to protest against it, and the Government gave way, and a Catholic gentleman was appointed in his stead. The so-called Committee are now as much masters of the institution as if it were their own property. They appoint the teachers and servants, direct the course of instruction, decide upon all internal arrangements, expend the money voted by Parliament for improvements, employ their own architect and builder. In the course of this uninterrupted "management," they have filled the offices of matron, sub-matron, and female teachers, with ladies of a religious Order, built a chapel within the premises, and in fact, converted the Orphan School into a Convent supported from the Public Revenue.

The Very Reverend Mr. Sheehy, in his letter of the 4th instant, speaks of the Committee thus self-created, and which does not appear to possess a vestige of power legally conferred beyond the power to apprentice the children, as a "final authority" in the management of the institution, and he speaks throughout as if the Government had abdicated in its favour.

I do not think this state of things can be suffered to continue.

The gentlemen who, it appears, assume to themselves the absolute and final control over this Institution, have been appointed solely for the purpose of apprenticing the children maintained and educated there, and they could not legally have been appointed for any other purpose. The erroneous impression which they have formed of their powers and duties may have arisen from former Governments having tacitly acquiesced in whatever they or their predecessors may have recommended, and so having withdrawn from all practical control over the institution. The refusal of the Matron, at the instance of the gentlemen styling themselves the Committee of Management, to allow the Government to acquaint itself with the mode in which the school is conducted, has rendered it necessary to have existing misapprehensions removed, and the due subordination of the public servants in this institution recognized and enforced. A refusal by

any

any public servant to recognize the authority of the Responsible Minister in whose Department such servant may be placed, will in all cases lead to the removal of the person so refusing. And this rule must of necessity be applied to the institution in question, in the same way as to any other Public Department. The Government cannot in future permit the gentlemen who have asserted their right to control the institution, to interfere any further beyond their proper and legal functions of apprenticing. In all other matters, the Government will insist upon its right of inspection and control; but in exercising such right, every desire will be manifested to comply as far as possible in all things with the wishes of the head of the religious denomination, for the destitute children of which this institution is supported.

HENRY PARKES.

Colonial Secretary's Office,
24th June, 1867.

Considered and approved by the Cabinet.

JAMES MARTIN.

24 June, 1867.

EXAMINATION OF THE PROTESTANT ORPHAN SCHOOL.

No. 17.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Girls' Department). Examined, 28th, 29th, and 30th May, 1867.

THE schoolroom consists of two compartments, communicating with, and running at right angles to each other. The larger compartment is not only much too narrow, but has a public passage running through it. With these important defects, proper organization is an impossibility. Not only is the schoolroom made to serve the purpose of a wash-house, but it is the only room to which the children can resort for shelter in wet weather. A new and suitable schoolhouse is badly needed. A fair supply of furniture and apparatus is provided. The more important deficiencies are pointed out in another part of this Report. Annex A.

Speaking generally, the children may be said to be judiciously classified. The instruction is regulated by a time-table, which is constructed with a tolerable degree of judgment.

At present the attendance is slightly affected by sickness, and by some of the elder girls being engaged in various domestic occupations connected with the institution. With few exceptions, the children are clean in person and tidily dressed. Tolerable order is maintained. Listlessness and inattention prevail to some extent, and the movements are rather noisily conducted. Greater vigour and earnestness need to be infused into the government. Apart from these defects, however, the children are characterized by a becoming demeanour, and the moral tone of the school may be regarded as generally healthy.

All the usual branches of an English education are taught. The methods are modern, but require to be applied with greater zeal and earnestness.

I estimate the attainments in all the classes at very moderate. When it is considered that both the teachers engaged in the school have been regularly trained, it becomes a matter of serious inquiry why higher results have not been produced. As already indicated, the inefficacy of the instruction is attributable, to some extent, to the faulty manner in which the methods are applied. But the principal reason for the existing low attainments will probably be found to lie in the fact that for six weeks prior to the holding of the examination, the operations of the school were entirely suspended, the girls being, during the interval, exclusively engaged upon needlework. Such interruptions, I was assured, were not at all unfrequent, and, to use the language of one of the teachers, the business of the school was regarded as quite a secondary matter by the head of the establishment. It should be mentioned, too, that the school on ordinary occasions is only held during the mornings; that for some time past, the health of the First Teacher has not been good; whilst the Second Teacher has such onerous duties to perform, apart from teaching, that she is frequently fatigued before school work begins. Annex B.

I have formed a favourable opinion of both teachers. They are persons of fair literary attainments, and will, I think, make successful teachers. Both expressed themselves grateful to the Government for bringing their school under inspection, and seemed to acquire energy and hope from the circumstance. I consider that they afford sufficient teaching power for the present requirements of the school. A copy of my suggestions and directions to them is appended hereto.

E. JOHNSON,
Inspector of Schools.

INSPECTOR'S Suggestions and Directions to Miss I. Balmain, First Teacher in the Protestant Orphan School (Girls' Department) at Parramatta.

Fourth Class.—The attainments of this class are unsatisfactory, taking into account the average age of the pupils and the time the class has been enrolled.

Geography.—To be included in the subjects taught.

Reading.—The children have very little conception of what they read. The matter of the lessons, as well as the more difficult words occurring therein, should be thoroughly explained.

Third Class.—This class, in common with all the classes, is very weak in arithmetic. Increased attention should be given to the teaching of notation, and plenty of examples in addition and subtraction solved upon the black-board. *Grammar* and *geography* are to be included in the subjects taught to the class.

Second Class.—The attainments of the class are far from satisfactory. Greater prominence needs to be given to the teaching of grammar, and geography should not be omitted from the subjects of instruction.

First Class.—Attainments very low in arithmetic, grammar, and geography. The last subject is expected to be taught orally from lessons previously prepared by the teacher. It is not creditable to a trained teacher to require the pupils to learn the subject from books.

The teaching requires to be carried on with greater zeal and earnestness; it also needs to be more penetrative in character. The pupils should be searchingly examined upon the lessons given.

Programmes of instruction for the classes are to be drawn up at the beginning of each quarter, and a register of the lessons actually given is to be kept.

It is desirable, for several reasons, to substitute Constable's or the Irish National Board's Reading Books in place of the Series now in use in the school.

The children are much addicted to whispering in the classes; they are also unnecessarily noisy in their movements. They should be marched orderly into and out of school, and required to fall into lines in the playground before being dismissed. The government would be more effective by being a little more stringent.

Suspend maps, prints, &c., on the walls of the schoolroom, and endeavour to make the latter wear a comfortable and inviting appearance.

A supply of pencil-holders is to be procured as soon as possible.

Protestant Orphan School,
31st May, 1867.

E. JOHNSON,
Inspector of Schools.

ANNEX A.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Girls' School). Visited, 28th, 29th, and 30th May, 1867.

I.—ORGANIZATION.

1. *Situation.*—Healthy and pleasant.
2. *Schoolroom.*—A brick building, in the form of the letter L, 30 ft. x 13 ft. + 15 ft. x 15 ft.; wants colouring. It is not suitable. There is a public passage through it.
3. *Playground.*—The playground is sufficiently spacious. It is enclosed, and furnished with the necessary out-buildings, which are properly kept. There is no shed to protect the children from the weather.
4. *Furniture.*—The furniture consists of ten desks with seats to match, a book-press, and a very inferior sort of table. These articles are in fair condition, and are suitably arranged. A clock is perhaps the most noticeable defect.
5. *Apparatus.*—The articles composing the apparatus are the maps of the World, Europe, Palestine, St. Paul's Travels, and New South Wales, two black-boards, twenty-four Scripture prints, and twelve cards illustrating Natural History. The following articles of apparatus are wanted:—The maps of Asia, America, and Africa, and diagrams illustrating the Vegetable Kingdom.
6. *Books.*—The stock is sufficient, and in fair condition. The Series in use—that of Nelson—requires to be displaced by Constable's or the Irish National Board's.
7. *Classification.*—The school is divided in *four* classes. This I consider to be a judicious classification.
8. *Occupation.*—The time-table is drawn up with tolerable judgment, and seems to be faithfully acted upon.
9. *School Records.*—The only record used is a class register similar to that in use in the Infant School.

II.—DISCIPLINE.

10. *Cleanliness.*—Satisfactory in most respects. Some of the children are inclined to be untidy. This was especially the case on the first day of my visit.
11. *Order.*—I estimate the order at tolerable. The operations of the school are not conducted with sufficient quietness, and the pupils, although generally respectful in demeanour, are addicted to whispering, and do not yield a willing and prompt attention while under examination.
12. *Government.*—The government is based upon moral influence. It would be all the better for being a little more stringent in character. The moral tone is fair.

III.—INSTRUCTION.

13. *Subjects.*—The subjects taught are—reading, writing, arithmetic, grammar, geography, object lessons, scripture, and needlework.
14. *Methods.*—The methods are, on the whole, modern in character, but need to be applied with greater zeal and earnestness. The chief defect of the teaching is a lack of penetrativeness. Only moderate results are produced.

RETURN

ORPHAN SCHOOLS.

11

RETURN OF ATTENDANCE.

Number of Pupils.	7 years and under.	8	9	10	11	12 and over.	Total.
	Female.	Female.	Female.	Female.	Female.	Female.	Female.
On the Rolls	19	10	12	13	10	15	79
Present at Examination	13	9	12	11	10	9	64

ANNEX B.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Girls' School). Visited, 28th, 29th, and 30th May, 1867.

ATTAINMENTS OF THE PUPILS.

Fourth Class.

Number present: 21 girls.

Average age of each pupil in the class: $7\frac{3}{4}$ years.

Average time " " $8\frac{1}{4}$ months.

Reading.—Book No. II (Nelson's Series), p. 68. 9 read indifferently; the remainder are learning the alphabet; the answering of those who read, indifferent; spelling, moderate.

Writing.—On slates, single letters, moderate.

Arithmetic.—Notation to tens, failure; 5 can numerate to thirty; 4 can perform easy operations in addition, mentally.

Object lessons.—Answering upon the "Sponge," tolerable.

Singing.—Simple airs, fair.

Summary.—Attention of the class, fair; mental effort, tolerable; mental culture, small; general proficiency, very moderate.

Third Class.

Number present: 12 girls.

Average age of each pupil in the class: $8\frac{3}{4}$ years.

Average time " " $5\frac{1}{4}$ months.

Reading.—Book No. III (Nelson's Series), p. 16. "The Swan," fair. Answering upon the subject matter, meanings of words, &c., moderate; spelling, fair.

Writing.—From dictation: writing, fair; spelling, fair. In copy-books: text-hand, pains-taking, fair.

Arithmetic.—Notation to thousands, none correct; notation to hundreds, none correct. Simple Addition: 5 columns, 4 adds, 2 correct; the rest failed.

Grammar and Geography.—Not taught to this class.

Object Lessons.—Answering upon a "Sponge," tolerable.

Scripture.—Answering upon the "Creation," indifferent; answering upon Our Saviour's Birth and Life, indifferent.

Summary.—Attention of the class, fair; mental effort, fair; mental culture, small; general proficiency, very moderate.

Second Class.

Number present: 15 girls.

Average age of each pupil in the class: $9\frac{3}{4}$ years.

Average time " " 7 months.

Reading.—Book III. (Nelson's Series), p. 39, "Story of a Dog," moderate; answering upon the subject matter, meanings of words, &c., indifferent; spelling, tolerable.

Writing.—From dictation: spelling, fair; writing, fair; punctuation, bad. In copy-books: text-hand, fair.

Arithmetic.—Notation to hundreds of thousands, none correct.

68976	} 6 correct.
89508	
32869	
75968	

3061854—1890861, failure.

Grammar.—Can distinguish the noun in a sentence occasionally; know nothing further about the subject.

Geography.—Not taught.

Object Lessons.—Not taught.

Scripture.—Answering upon the Old Testament, moderate; answering upon the New Testament, moderate.

Singing.—Simple airs, fair.

Summary.—Attention of the class, fair; mental effort, tolerable; mental culture, small; general proficiency, very moderate.

First Class.

Number present: 16 girls.

Average age of each child in the class: $10\frac{3}{4}$ years.

Average time " " $8\frac{1}{2}$ months.

Reading.—Book IV. (Nelson's Series), "Stories of Tigers," p. 52, fair; answering upon the subject matter, meanings of words, &c., moderate; spelling, fair.

Writing.—From dictation: spelling, fair; writing, fair; punctuation, bad. In copy-book: text-hand, very fair.

Arithmetic.—

Arithmetic.—Notation to millions, none correct; notation to tens of thousands, 11 correct; 6130865413—60918608, 1 correct; 9697397×8, 1 correct, nearly all divided; 31641970×9, 4 correct; 31685960÷7, 4 correct.

Grammar.—Parsing, p. 54, "Some years ago, &c.," 5 can distinguish some of the parts of speech; 3 can parse the noun in full.

Composition.—Re-production of lesson in pupils' own language, bad.

Geography.—Definitions, with examples, positions of Oceans and Continents, bad; Australia, New South Wales, bad; Europe, moderate.

Object Lessons.—Not taught.

Singing.—Simple airs, very fair.

Scripture.—Old Testament, New Testament, tolerable.

Summary.—Attention of the class, fair; mental effort, tolerable; mental culture, very moderate; general proficiency, very moderate.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Boys' Department). Visited, 28th, 30th, and 31st May, 1867.

Teacher: Mr. Walter Nelson Gunn.

Number of pupils on the roll: 66.

Number of pupils present at examination: 65.

Annex A.

The school-house is fairly suitable, in very fair repair, and fairly found in the necessary educational appliances, reading books excepted. The desks and maps are badly arranged, and are in bad condition, the former being much cut and ink-stained, and the latter very much soiled and torn.

Little fault can be found with the existing classification of the children, but the same cannot be said of the provision which is made for their occupation. The time-table is a very meagre document, and has only been drawn up since my first visit to the school. Much time is lost by the children in commencing work, owing principally to the school materials not being given out at the proper time.

Whether as regards the school-room or the children, the cleanliness is not quite satisfactory. A slovenliness of dress, too, is observable in many instances, which indicates that the personal inspection of the children by the teacher is not sufficiently rigid. Of course, matters improved in these respects before the examination ended. It is, however, in regard to order where the discipline is most at fault. The teacher seems to have little control over the boys, and their general conduct is, as a consequence, unsatisfactory. In its normal condition, the school is noisy, and its moral tone low; I consider the government to be feeble and ineffective.

Annex B.

The general attainments may be regarded as moderate. In point of natural intelligence, the children are above the average, and, under skilful instruction, would, I believe, attain to a high state of proficiency; but the methods in use are so defective as to make it a matter of surprise that so much progress, small as it really is, has been made in a few of the subjects of instruction.

In age, temperament, previous training, and in the more essential qualifications of attainments and practical skill, the teacher is unfit for his office. I regard the position of Master to a school of this kind as one of very great responsibility, requiring for the efficient discharge of the duties pertaining thereto special qualifications. He should be a thoroughly trained teacher, young, energetic, of wide and active sympathies, whose personal character would be calculated to exercise a beneficial moral influence over the children. Such a Master, with two pupil teachers, selected from the more promising boys, would form ample and economical teaching power for the school, even if it had a very much larger attendance. At present, I regard the teaching power as inadequate to the requirements of the school.

A copy of my suggestions and directions to the teacher is appended hereto.

E. JOHNSON,
Inspector of Schools.

INSPECTOR'S Suggestions and Directions to Mr. W. N. Gunn, Schoolmaster to the Protestant Orphan School, Parramatta.

Third Class.—The attainments of this class are very moderate. The class needs the personal attention of the Master. At present it appears to be entrusted wholly to the care of monitors.

Reading.—The matter, as well as the more difficult words occurring in the lesson, should be carefully explained.

Grammar.— } These subjects should be taught *vivâ voce*, from lessons prepared by the
Geography.— } teacher. It is a mere waste of time to put the children to learn them
from books.

Object Lessons to be included in the subjects of instruction.

Second Class.— } The attainments of these classes are not more satisfactory than those of the
First Class.— } Third.

In order to make the instruction effective, the following points should be kept in view:—

1. The children should be searchingly examined upon the lessons given, the questioning being made as individual as possible.
2. They should be accustomed to reproduce their lessons, in writing, upon slates.
3. When necessary, there should be recapitulation of the lessons by the teacher.
4. No new ground should be broken in any subject till the last lesson therein has been thoroughly understood and remembered by the pupils. The teacher should insist upon his instruction being received.

A

A programme of the lessons intended to be given in each subject to each class should be drawn up at the beginning of each quarter, and a register of those given kept.

The children are noisy and talkative in the classes, and the order generally is bad. The government is feeble and ineffective.

The children should be regularly inspected in the ranks by the Master, for cleanliness, before being marched into school.

The desks are to be arranged in the manner shewn, and the hat-pegs confined to one part of the schoolroom.

All the children should be in school, and at work, punctually at 9 a.m., and 2 p.m. The bell should be rung at 8.45 a.m., and 1.45 p.m., all play stopped, and the children required to wash themselves and prepare for school.

All material, as books, slates, &c., should be given out prior to the children being marched into school, so that no time may be wasted.

The following requisites are urgently needed, and application should be made for them without delay :—

Second Books	} Irish National Board's Series.
Third Books	
Fourth Books	
Diagram of Animals	} for Object Lessons.
„ Vegetables, &c.	

E. JOHNSON.

ANNEX A.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Boys' Department). Visited, 28th, 30th, and 31st May, 1867.

I.—ORGANIZATION.

- Situation.*—Healthy and pleasant.
- Schoolroom.*—A brick building, shaped like an L, 33 ft. x 18 ft. + 12 ft. x 17 ft. It is in very fair repair, and is fairly suitable. Its condition, however, as regards neatness or cleanliness is not satisfactory.
- Playground.*—Spacious, and properly enclosed. The closets are in good condition, suitably placed and properly arranged. Gymnastics need to be provided.
- Furniture.*—The furniture consists of seven single desks, 9 feet long; one double desk, 9 feet long, with seats; a book press, master's desk, a clock, and some hat pegs. The furniture is fairly sufficient, but is not properly arranged. The desks are very much cut and ink-stained.
- Apparatus.*—Two black-boards, a chronological diagram, and the following maps, constitute the apparatus, namely :—World, Europe, Asia, Africa, America, Australia, New South Wales, Ireland, Scotland, and Palestine. The apparatus is in bad repair, and is not neatly or carefully arranged.
- Books.*—There is no complete set of reading books used in the school. Those published by the Irish National Board are used by one class, and the History of England published by the Society for Promoting Christian Knowledge is used by the others. The books are in tolerable condition.
- Classification.*—The school is divided into three classes, which on the whole appears to be a judicious classification.
- Occupation.*—The time-table is a very meagre document, injudiciously arranged, and not faithfully acted upon. It does not provide for the constant and profitable occupation of the pupils.
- School Records.*—The only record used is a class register similar to that in use in the Infant and Girls' Schools.

II.—DISCIPLINE.

- Cleanliness.*—Some of the pupils are not very clean in person or neatly attired. The schoolroom, furniture, and apparatus are not cleanly kept. The pupils are not regularly inspected by the teacher, for cleanliness.
- Order.*—The operations of the school are noisily conducted, and the demeanour of the pupils is not sufficiently subdued. Their behaviour is not satisfactory.
- Government.*—The government is feeble and ineffective. The moral tone of the school is not thoroughly healthy.

III.—INSTRUCTION.

- Subjects.*—The subjects taught are reading, writing, arithmetic, grammar, geography, and scripture. Object lessons, singing, and drawing are omitted from the course of instruction.
- Methods.*—Purely mechanical. The teacher is totally unacquainted with the practice and requirements of modern teaching. The results produced, therefore, under the head of teaching, are far from satisfactory.

RETURN OF ATTENDANCE.

Number of Pupils.	7 years and under.	8 years.	9 years.	10 years.	11 years.	12 years and above.	Total.
	Male.	Male.	Male.	Male.	Male.	Male.	Male.
On the Rolls	1	...	6	13	16	30	66
Present at Examination	1	...	6	13	16	29	65

ANNEX B.

ANNEX B.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Boys' Department). Visited, 28th, 30th, and 31st May, 1867.

ATTAINMENTS OF THE PUPILS.

Third Class.

Number present : 30 boys.
Average age of each pupil in the class : 10 years.
Average time " " 8 months.

Reading.—Sequel No. I. (National Board's Series), p. 46. History of a Penny, fair; answering upon the subject matter, indifferent; spelling, fair.

Writing.—From dictation: writing, fair; spelling, fair. In copy-books: text-hand, fair.

Arithmetic.—Notation to thousands, 4 correct. Simple Addition: 6 columns, 6 addends, 6 correct; 61350541—9610816, 1 correct; all tried; 73168969 × 79, 24 tried, 3 correct.

Grammar.—Can distinguish some of the easier parts of speech occasionally; have an indifferent acquaintance with the definitions.

Geography.—Definitions with examples: positions of Continents and Oceans, bad.

Scripture.—Old Testament, tolerable; New Testament, moderate.

Summary.—Attention of the class, fair; mental effort, fair; mental culture, moderate; general proficiency, very moderate.

Second Class.

Number of pupils present : 27 boys.
Average age of each pupil in the class : 10 years.
Average time " " 10 months.

Reading.—Sequel No. I., p. 46. History of a Penny, very fair; answering upon the subject matter, meanings of words, &c., moderate; spelling, very fair.

Writing.—From dictation: writing, very fair; spelling, fair. In copy-books: mixed hands, fair.

Arithmetic.—Notation to millions, all wrong; notation to tens of thousands, 11 correct; 79035689 × 70900, 5 correct; 3165041072—97, 6 correct; £600 : 1 : 0—£37 : 1 : 0½, 3 correct; divide £6 equally among 29 persons, 16 tried, 1 correct.

Grammar.—Eight can distinguish the parts of speech tolerably, and tell the accident of the noun; the rest knew nothing about the subject.

Geography.—Definitions, with examples, indifferent; positions of Oceans and Continents, indifferent.

Scripture.—Old Testament, tolerable; New Testament, moderate.

Summary.—Attention of the class, fair; mental effort, fair; mental culture, moderate; general proficiency, moderate.

First Class.

Number present : 8 boys.
Average age of each pupil in the class : 12 years.
Average time " " 2½ "

Reading.—p. 108 (Christian Society's History of England): very fair. Answering upon the subject matter, meaning of words, &c., fair. Spelling, very fair.

Writing.—From dictation: writing, very fair; spelling, good; punctuation, tolerable. In copy-books: mixed hands, very fair.

Arithmetic.—Notation to millions, failure; notation to tens of thousands, 3 correct; 613965896 × 60090, 4 correct; having £600 I spend £39 Os. 1½d., what is left? 2 correct; divide £6 equally among 17 persons, 2 correct; in 64 guineas, 27 pounds, 3 crowns, and 2 shillings, how many half-crowns? 6 correct; if 64 tons are carried 34 miles for £100, how far ought 72 tons be carried for the same money? 2 correct.

Grammar.—Analysis of a simple sentence, failure—the subject is not taught; parsing, bad; composition very moderate.

Geography.—Definitions with examples, indifferent: Europe, bad; Australia, bad.

Scripture.—Old Testament, fair; New Testament, tolerable.

Summary.—Attention of the class, fair: mental effort, fair; mental culture, tolerable; general proficiency, very moderate.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Infant Department). Visited, 28th and 29th May, 1867.

Teacher :—Miss Maria Morrow.
Number of Pupils on the Roll :—79.
Number of Pupils present at Examination :—70.

Annex A.

The school is held in the Boys' Dining-room, the interior of which presents a dingy, bare, and cheerless aspect. There is no gallery, and the supply of furniture and apparatus is very insufficient. A suitable Infant Schoolroom is a great desideratum.

The large number of classes into which the school is divided evidences a want of judgment in the teacher. She finds it impossible to attend satisfactorily to the whole, and hence she considers it necessary to call in the aid of monitors. These are selected partly from the Boys' School and partly from her own department. The arrangement is very objectionable. The monitors are changed every day; they have no real interest in their work, and they require as much looking after as the children over whom they are placed. A more desirable mode of providing teaching power for the school would be by the appointment of pupil teachers. These might be selected from the more advanced pupils, receive a small salary, together with other necessary privileges, and be trained with a view to their ultimately becoming teachers.

Only males are admitted in the school, and more than one-half of these are of the age of eight years or above. From twenty to thirty girls of the Infant School age receive no instruction at all. In general the children are clean in person and tidily dressed. The operations of the school are noisily conducted, but this results chiefly from bad classification. A healthy moral tone pervades the department.

Instruction is given in all the subjects usually taught in Infant Schools, singing excepted. The methods are distinguished by earnestness and zeal in their application, rather than by skill. The general attainments of the pupils may be described as moderate.

Annex B.

The

The teacher is painstaking, but has not the peculiar qualifications for an Infant School teacher.

With a view to the more successful working of this department, I would offer the following suggestions :—

1. That a proper schoolhouse be built and furnished with suitable furniture and apparatus.
2. That the sexes be mixed for the purposes of teaching.
3. That no children above the age of seven be permitted to attend the Infant School.

I append hereto a copy of my suggestions and directions to the teacher.

E. JOHNSON,
Inspector of Schools.

INSPECTOR'S Suggestions and Directions to Miss M. Morrow, Third Teacher in the Protestant Orphan School (Infant Department) at Parramatta.

1. You are not to have more than three classes.
2. Object lessons, scripture, and singing, may be taught to all the classes collectively.
3. Draw up a programme of lessons for each class at the beginning of each quarter, and keep a register of the lessons actually given.
4. In order to make the instruction more effective, you will do well to direct your attention to the following points :—
 - (a.) Examine the classes thoroughly upon the lessons given, and do not rest satisfied till your instruction has been received.
 - (b.) Let your questioning to the upper classes be as individual as possible, and see that all the pupils do their fair share of the work.
 - (c.) Endeavour to cultivate a prompt and sustained attention on the part of the pupils.
5. At present, the memory is cultivated to the neglect of other equally important faculties. Object lessons, rightly understood and taught, are intended, in the case of young children, to develop the faculties of observation and comparison as well as memory.
6. There is too much simultaneous repetition of lessons. This causes the operations of the school to be conducted in a very noisy manner.
7. The children should be arranged in lines before being marched into school, and they should be required to fall into lines outside the schoolroom before being dismissed. All the movements should be conducted in a quiet, orderly manner.
8. All school material should be given out ready for the children to begin work immediately upon taking their places in the classes.
9. It is very objectionable to allow the children to write with small fragments of pencil. Proper pencil-holders should be procured, and one side of the slates permanently ruled for writing.
10. Monitors to be used as seldom as possible.
11. Arrange the desks in the manner shewn.
12. Suspend maps and prints on the walls, and make the schoolroom look as comfortable as possible.

E. JOHNSON,
Inspector of Schools.

ANNEX A.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Infant Department). Visited, 28th and 29th May, 1867.

I.—ORGANIZATION.

1. *Situation*.—Healthy and pleasant.
2. *Schoolroom*.—A brick building, 40 ft. x 15 ft., badly in need of repair. It is used as the Boys' Dining-room. There is no gallery. The interior presents a bare, dirty, and uninviting appearance.
3. *Playground*.—Sufficiently spacious. The closets are in good condition, suitably placed, and properly arranged. A shed is badly required to protect the children from the weather.
4. *Furniture*.—Consists of one double desk and one single desk, each 10 ft. long, a teacher's desk without a lid, and a clock. It is neither sufficient, suitable, nor properly arranged. The following additional furniture is required :—Six single desks, 10 ft. 6 in. long, upon iron standards, with seats to match, a book-press, and one table and chair. A gallery also is an indispensable adjunct to a properly appointed infant school.
5. *Apparatus*.—One black-board, a ball-frame, and a few diagrams upon Natural History, constitute the whole of the apparatus. The following articles are wanted :—Illustrations of Scripture History ; Diagrams on Form and Colour.
6. *Books*.—The Step by Step (Nelson's) Series is in use. I think it desirable that this should be displaced by Constable's or the Irish National Board's Series. A set of Tablet Lessons is also required.
7. *School Records*.—The only school record used is a class register. This affords very insufficient data. I think the class roll and daily report book used in the Public Schools might be introduced with advantage.
8. *Classification*.—The classification is not judicious. There are too many classes.
9. *Occupation*.—The occupation of the pupils is provided for by a time-table, which is drawn up with tolerable judgment. I believe it is duly observed by the teacher.

II.—DISCIPLINE.

10. *Cleanliness*.—Satisfactory as regards teacher and pupils, but unsatisfactory as regards schoolroom, furniture, and apparatus.
11. *Order*.—The school operations are rather noisily conducted, but the pupils are modest and respectful in demeanour.
12. *Government*.—The teacher deports herself in a becoming manner in the presence of her pupils, upon whom she exercises a beneficial moral influence. The general character of the government is mild and fairly effective. A healthy moral tone pervades the school.

III.

III.—INSTRUCTION.

13. *Subjects.*—The subjects taught are reading, writing, arithmetic, grammar, geography, object lessons, scripture history. Grammar and geography might be very well omitted from the above "Course," and singing included instead. The present teacher expresses her inability to teach singing.

14. *Methods.*—The methods employed are in the main appropriate, but they require to be applied with greater skill. They are productive of moderate results.

RETURN OF ATTENDANCE.

Number of Pupils.	7 years and under.	8	9	10	11	12 and over.	Total.
	Male.	Male.	Male.	Male.	Male.	Male.	Male.
On the Rolls	36	14	18	8	3	.....	79
Present at Examination.....	28	13	18	8	3	.....	70

ANNEX B.

INSPECTOR'S REPORT upon the Protestant Orphan School at Parramatta (Infants' Department).
Visited, 28th and 29th May, 1867.

ATTAINMENTS.

First Class.

Number present : 18 boys.

Average age of each child in the class : $9\frac{1}{4}$ years.

Average time " " $4\frac{1}{2}$ months.

Reading.—Book II (Nelson's Series), p. 24, tolerable fluency ; answering upon the subject matter, meanings of words, &c., tolerable ; spelling, fair.

Grammar.—About one-third of the pupils in the class can distinguish the noun.

Second Class.

Number present : 17 boys.

Average age of each child in the class : $8\frac{1}{2}$ years.

Average time " " 4 months.

Reading.—Sequel Book (Nelson's Series), p. 24, moderate fluency ; answering upon the subject matter, meanings of words, &c., bad ; spelling, tolerable.

First and Second Classes combined.

Writing.—From dictation (p. 31, Nelson's Sequel), "Many dry leaves," &c. : spelling, fair ; writing, very fair. From copy : text hand, upon slates, very fair.

Arithmetic.—Notation to hundreds, 5 correct.

" tens, 6 correct.

Simple Addition, $\left. \begin{array}{l} 619 \\ 236 \\ 479 \end{array} \right\} 9 \text{ correct.}$

Geography.—Cardinal points, positions, &c., tolerable.

Object Lessons.—Answering upon a "Wax Candle," moderate.

Natural History.—Answering upon the "Pig," moderate.

Scripture History.—Answering upon the History of Joseph, Samuel, and David, bad.

Third Class.

Number present : 15 boys.

Average age of each child in the class : $7\frac{1}{2}$ years.

Average time " " 5 months.

Reading.—First Book, Part II (Nelson's Series), p. 50, moderate fluency ; answering upon the subject matter, meanings of words, &c., failure ; spelling, moderate.

Fourth Class.

Number present : 8 boys.

Average age of each pupil in the class : 8 years, nearly.

Average time " " 3 months.

Reading.—First Book, Part I (Nelson's Series), p. 50, tolerable fluency ; answering upon the subject matter, meanings of words, &c., failure ; spelling, moderate.

Fifth Class.

Number present : 12.

Average age of each child in the class : $6\frac{1}{2}$ years.

Average time " " 5 months.

Reading.—The Alphabet.

Third, Fourth, and Fifth Classes combined.

Writing.—Text, upon slates : 15 write such words as "mind," fairly ; 8 write single letters, fairly ; 12 write strokes, pot-hooks, and hangers.

Arithmetic.—Can perform easy operations in addition and subtraction on the ball-frame.

Object Lessons.—Answering upon "Lead," indifferent.

Natural History.—Answering upon the "Pheasant," failure.

Scripture History.—Answering upon the History of Joseph, Samuel, and David, bad.

General Summary in respect of Attainments.—Attention, fair ; mental effort, fair ; mental culture, tolerable ; general proficiency, moderate.

APPENDIX.

INSPECTOR'S General Observations upon certain features in the condition, arrangements, and working of the Protestant Orphan School at Parramatta.

FROM a somewhat cursory inspection of the premises in which the school is held, I am led to invite attention, first, to the absence of baths; secondly, to the want of a gymnasium for the boys. The importance, nay, the absolute necessity of the former, in a sanitary point of view, need not be dwelt upon, whilst the value of the latter, as a means of affording sound physical training, as well as healthful recreation, to the children, can hardly be over-estimated.

2. It seems a matter for consideration whether some provision for the industrial occupations of the elder children could not be made in connection with the institution—in other words, whether the general working might not be made to assimilate somewhat to that of an industrial school. Farming operations could, I am persuaded, be carried on with not less profit to the children than to the institution, whilst tailoring, shoemaking, and the like, could also be carried on within certain limits.

3. The interior of the main building wears a very dingy appearance, and is much in need of white-wash, colour, or paint.

4. Some improvements in the way of inexpensive alterations are capable in the dormitories. The partition of the building into small sleeping rooms is opposed to the practice carried out in similar institutions in the home country. A large amount of unnecessary space is taken up with useless walls, ventilation is checked, and the proper supervision of the children during night time becomes a matter of great difficulty. These defects especially pertain to the buildings most recently erected.

5. Appended hereto are letters from each of the female teachers employed in the institution, detailing the duties which each has to perform in addition to the work of teaching. A careful perusal of these documents cannot fail, I think, to leave the impression that not only are two of these young persons considerably overworked, but that they are required to perform labour of the most menial description. Their accommodation is certainly of an indifferent character. They are supplied with food from the same kitchen as the children and servants, they are not provided with suitable private bedrooms, and their sitting-room, an apartment 12 feet x 9 feet, is without a fire-place, and almost without furniture.

6. In conclusion, it appears to me not only feasible but desirable, to place the schools in connection with this and similar institutions under the supervision of the Council of Education. If deemed desirable, the appointment of the teachers might be regulated by the rules which apply to Certified Denominational Schools, the Council paying salaries on condition that the teachers nominated by the School Committees, if such exist, are competent for their respective offices.

Sydney, 13th June, 1867.

E. JOHNSON.

To Mr. Johnson, Inspector of Public Schools.

Sir,

The Teachers of the Protestant Orphan School, Parramatta, respectfully beg you to call the attention of the Colonial Secretary to the memorandum given below.

ISABELLA BALMAIN.
ANNIE HARE.
MARIA MORROW.

Memorandum of Teachers' Apartments at the Protestant Orphan School, Parramatta.

Bedrooms.—The First Teacher's bedroom is comfortable, and has a fireplace. The Second Teacher's is a small partitioned room, at an end of one of the girls' sleeping apartments.

The Third Teacher's is a small curtained enclosure at an end of another girls' sleeping apartment.

The dining-room is a small partitioned room, at an end of the girls' schoolroom, about 12 feet by 9, scantily furnished, and without a fireplace.

SUMMARY of the First Teacher's duties, Protestant Orphan School, Parramatta.

THE First Teacher is responsible for the attainments of all the girls in the institution, with the exception of those under the care of the infant nurses.

During the five days on which school is held, she is on duty from 9 a.m. till 4 p.m., having the care of the girls in the playground during the interval of morning and afternoon school. It is her duty to be with the girls whilst at dinner.

Besides morning prayer, with which school opens, she reads evening prayer—in winter at 6, in summer at half-past 7.

Two afternoons in the week she instructs the elder girls in needlework; the remaining three afternoons she gives lessons to the younger children, while the elder ones are mending, under the superintendence of the Second Teacher.

On Saturday, her only duties are to conduct morning and evening prayers, and to be present with the girls at dinner.

On Sunday she teaches the whole school from 9 till 10 a.m. At 10½ accompanies them to church—on her return takes them to dinner—has charge of them in the play-ground till 3—from 3 till 4 again holds school unassisted—is present with the girls while dressing for evening church—has charge of those remaining at home—reads prayers—sees them to bed, and keeps order in the bedrooms.

These are the duties performed by the First Teacher, P. O. S.

M. BETTS,
Matron.

LIST of duties performed by the Second Teacher, at the Protestant Orphan School.

THE Second Teacher has entire charge of eighty girls' clothing—to see to their mending, and to count them to and from the wash. The Sunday clothes and Sunday dressings are also under her care. She has to attend the girls' personal cleanliness, to comb their heads with a small tooth comb every morning, and to see them washed; also to cut their hair once a month.

The soap, towels, flannels, tubs, basins, hair brushes, combs, boot brushes and blacking, are all under her care. Twice a week she sees the every-day boots cleaned.

* 26—C

She

She is required to be present with the girls in the dining-room, at breakfast and tea; to see them to bed, and to keep order in the dormitories.

Besides girls' mending, she also superintends a *part* of the boys'.

She holds the office of Librarian, though at first this duty was optional.

The above duties are additional to those of morning school. Two afternoons in the week her time is employed teaching the younger girls to sew; the other three are devoted to mending under her supervision.

The above duties are required to be performed by Miss Hare, the Second Teacher of this establishment.

P. O. School.

M. BETTS,
Matron.

List of Third Teacher's duties at Protestant Orphan School, Parramatta.

HER first duty is to be up in the morning in time to unlock the doors, and to have the first bell rung, to see to the cleaning of the girls' bedrooms and bedsteads, to have the charge of all their bedclothes, with brooms, brushes, and dustpans, and to see the lobbies and stairs connected with the bedrooms cleaned.

To see the bell rung in the right hours, nine times a day, and to have the entire charge of the Infant School for five hours during the day.

She has to take care of the girls in their playground at 4, when school duties end, till evening prayer bell, except for about half an hour, when the Second Teacher takes them in to tea.

In summer her duties commence at 5½ a.m., and end at 7½ p.m.; in winter at 6½ a.m., and end at 6 p.m. She is not on duty from 12 till 2, nor when the girls are at breakfast and tea.

On Saturday afternoon she sees the mending of the girls' socks from 2½ to 4½.

On Sunday her teaching is limited to one hour.

The above duties are required to be performed by Miss Morrow, the Third Teacher of this establishment.

Pro. O. School.

M. BETTS,
Matron.

EXAMINATION OF THE ROMAN CATHOLIC ORPHAN SCHOOL.

No. 18.

INSPECTOR'S REPORT upon the Roman Catholic Orphan School (Boys' Department) at Parramatta.

Visited, 28th May, and 6th and 7th June, 1867.

Teacher: Mr. Joseph Forshaw.

Assistant Teacher: Mr. Simon Cullen.

Number of pupils on the roll: 101.

Number of pupils present at examination: 93.

Annex A.

In most respects the schoolhouse is suitable. The teacher complains of defective ventilation, but I do not see how this can be remedied. There is a fair supply of the necessary educational appliances, but, as in the Girls' School, they do not appear to be properly cared for. Cleanliness is not a characteristic of the schoolroom. No school record is kept.

For the teaching of most of the subjects, the school is divided into four classes; these are again subdivided. A distinct classification is made for arithmetic. The instruction is regulated by a kind of time-table, which is defective in several important matters. These have been duly pointed out to the teacher.

The want of cleanliness noticed in connection with the schoolroom applies also to many of the children. It is not an unfrequent occurrence to see a child with dirty hands and face, with soiled or torn clothes, or without boots. The inspection in these matters needs to be more close. Perhaps, however, the most striking defect in the discipline is the irregular, noisy, and disorderly manner in which the different movements are performed. The normal condition of the school is one of noise, and the mode in which the work is carried on by the teacher contributes largely to this result. The government is not sufficiently strict. The moral tone of the school is not quite satisfactory.

Annex B.

In point of attainments, the first, second, and third classes may be described as indifferent, and the fourth or highest as very moderate. The general intelligence is low—a result which is no doubt ascribable to the mechanical nature of the methods in use.

Annexes C & D.

The teacher has not been trained. He is possessed of tolerable literary attainments, and fair natural aptitude for teaching. He expresses an anxiety to obtain training. The assistant teacher has been trained, but his duties are only in part scholastic.

I beg to recommend that steps be taken to obtain for the teacher the necessary training in the Public Training School in connection with the Council of Education. I am of opinion that the teacher, if better qualified in the manner recommended, would, with the assistance of two pupil teachers, constitute ample teaching power for the present requirements of the school.

A copy of my suggestions and directions to him is appended hereto.

E. JOHNSON,
Inspector of Schools.

INSPECTOR'S

INSPECTOR'S Suggestions and Directions to Mr. J. Forshaw, Schoolmaster, Roman Catholic Orphan School, Parramatta.

Fourth Class.—The attainments of this class are very low. It would be well to give it your personal attention, and to dispense with the use of monitors.

Writing.—To be taught to all the children in the class. The slates should be permanently ruled on one side for this purpose.

Object Lessons.—To be included in the subjects taught to the class.

Third Class.—The attainments are very low. Geography and object lessons to be included in the subjects of instruction.

Second Class.—Attainments, very low.

First Class.—Attainments, very moderate.

The principles upon which your present classification is based are unsound. You will do well to have only three classes—the same subjects to be taught to the one class.

Aim at cultivating the intelligence of the pupils. The methods of teaching are too mechanical, and deal too exclusively with the mere memory. The children should be taught to exercise their thinking faculties.

Reading.—The matter, as well as the more difficult words occurring in the lesson, should be carefully explained.

In order to make the instruction effective, the following points should be kept in view:—

1. The children should be searchingly examined upon the lessons given, the questioning being made as individual as possible.
2. They should be frequently required to reproduce their lessons in writing upon slates.
3. When necessary, there should be recapitulation of the lessons by the teacher.
4. No new ground should be broken in any subject, till the previous lessons therein have been thoroughly understood and remembered by the pupils. The teacher should insist upon his instruction being received.

A programme of lessons should be drawn up at the beginning of each quarter, and a register of the lessons actually given kept.

All the children should be in school and at work at 9 a.m. and 2 p.m. The bell should be rung at 8:45 a.m. and 1:45 p.m., play stopped, and the children required to wash hands, &c., and prepare for school.

All materials, as slates, books, &c., should be given out prior to the children being marched into school, so that no time may be lost.

The operations of the school are unnecessarily noisy. The children should be marched into and out of school in a quiet, orderly manner.

The desks are very much scratched, cut, and ink-stained. The floor also is very much ink-stained in places. The children require to be taught to have a greater regard for the safety of public property. They should be kept from the schoolhouse during recess, and not allowed to play *in* or near it.

A vigilant supervision needs to be exercised by the teacher on duty in the playground. All games of a rough or dangerous nature should be instantly suppressed.

A class roll of attendance must be kept.

E. JOHNSON,
Inspector of Schools.

ANNEX A.

INSPECTOR'S REPORT upon the Roman Catholic Orphan School at Parramatta (Boys' Department).
Visited, 28th May, and 6th and 7th June, 1867.

I.—ORGANIZATION.

1. *Situation.*—Healthy and pleasant.
2. *Schoolroom.*—57 ft. x 18 ft.; oblong in form; slightly out of repair; suitable; only moderately clean; floor in particular very much ink-stained and dirty; the ventilation is defective.
3. *Playground.*—Spacious. The closets occupy an exposed position; they are slightly in need of repairs, but are kept tolerably clean.
4. *Furniture.*—Fair supply. The desks are tolerably suitable and judiciously arranged, but are very much cut, scratched, and ink-stained.
5. *Apparatus.*—Fair supply; in fair condition, and properly arranged.
6. *Books.*—The books used are those published by Burns and Lambert, and the Irish National Board. The stock is moderately sufficient, and in fair condition.
7. *Classification.*—The school is divided into four classes, and each class is more or less subdivided. There is a further and distinct classification for arithmetic. The classification is not judicious.
8. *Occupation.*—A kind of time-table regulates the instruction; it is defective, however, in certain very important particulars.
9. *School Records.*—No school record of any kind is kept.

II.—DISCIPLINE.

10. *Punctuality.*—The school hours are the same as those in the girls' school, namely, from 9 a.m. to 12 a.m., and from 2 p.m. to 4 p.m.
11. *Regularity.*—The attendance is represented as being very regular, but there is no school record which shews this.
12. *Cleanliness.*—Neither the cleanliness of the premises nor of the pupils is quite satisfactory. The clothes of many of the latter are torn, and several of them are without boots.
13. *Order.*—No drill is taught; the movements are noisy and disorderly; there is nothing, however, rude or disrespectful in the general conduct of the children.
14. *Government.*—Mild, but only moderately effective. The moral tone of the school is not high.

III.—INSTRUCTION.

15. *Subjects.*—The subjects of instruction are reading, writing, arithmetic, grammar, geography, and religious catechism.
16. *Methods.*—Chiefly mechanical, and only very partially effective.

RETURN

RETURN OF ATTENDANCE.

Number of Pupils.	Males.						Total.
	7 years and under.	8 years.	9 years.	10 years.	11 years.	12 years and above.	
Number on the Rolls	22	18	20	15	11	15	101
Present at Examination	20	18	19	14	10	12	93

ANNEX B.

INSPECTOR'S REPORT upon the Roman Catholic Orphan School (Boys' Department) at Parramatta. Visited, 28th May, and 6th and 7th June, 1867.

ATTAINMENTS OF THE PUPILS.

First Class.

Number present: 34 boys.

Average age of each pupil in the class: 8 years.

Average time " " 4 months nearly.

Reading.—14 read from Book No. I., p. 5, "The Call of Abram," tolerably; answering upon the subject matter, &c., failure; spelling, fair; 10 read easy monosyllabic words from tablets, moderately; answering upon the subject matter, failure; spelling, moderate; 10 are learning the alphabet.

Writing.—4 wrote upon slates the word "Tame," indifferently. The rest do not write.

Arithmetic.—Notation as far as *thirty*, 7 correct; simple addition, 6)
5)
4) 4 correct.
3)
—

These are the only children in the class who can perform easy operations in addition, mentally.

Summary.—Attention, tolerable; mental effort, tolerable; mental capacity, small; general proficiency, very small.

Second Class.

Number present: 14 boys.

Average age of each pupil in the class: 8½ years.

Average time " " 2 months.

Reading.—P. 39, Book No. II., "Animals," tolerable; answering upon the subject matter, meanings of words, &c., moderate; spelling, tolerable.

Writing.—From dictation: writing, failure; in copy books, *l. o.*

Arithmetic.—Notation to thousands, 3 correct; simple addition, 639)
497) 4 tried, 3 correct.
584)
—

Grammar.—2 can distinguish the noun, occasionally.

Summary.—Attention, fair; mental effort, tolerable; mental capacity, indifferent; general proficiency, indifferent.

Third Class.

Number present: 21 boys.

Average age of each pupil in the class: 9½ years.

Average time " " 2 months.

Reading.—P. 24, "Baptism of Clovis": 6 can read with moderate fluency, the rest cannot, without spelling the words; answering upon the subject matter, bad; spelling, indifferent.

Writing.—From dictation: 5 failed in the writing; the writing of the remainder was bad, and the spelling indifferent.

Arithmetic.—Notation to tens of thousands, 6 correct; simple subtraction, 61350413—21630804, 3 correct; 39768954 × 67, 10 tried, none correct.

Grammar.—2 can distinguish the noun occasionally.

Geography.—Definitions with examples, very moderate.

Summary.—Attention, fair; mental effort, tolerable; mental capacity, moderate; general proficiency, indifferent.

Fourth Class.

Number of pupils present: 20 boys.

Average age of each pupil: 10½ years.

Average time of each pupil in the class: 5 months.

Reading.—Fourth Book (Irish Board's), p. 191, "Reign of Solomon," moderate; answering upon the subject matter, meanings of words, &c., very moderate; spelling, moderate.

Writing.—From dictation: writing, moderate; spelling, moderate; punctuation, failure.

Arithmetic.—Notation to millions, 7 correct; 73596538 × 80900, 5 correct, the remainder failed in principle; £500 ls. Od.—£3 ls. 0¼d., 14 tried, 4 correct; divide £7 equally among 27 persons, 10 tried, 3 correct; if 27 tons of goods are conveyed a distance of 40 miles for £100, how far ought 32 tons to be carried for the same money? 9 tried, 1 correct; 3cwt. 1qr. 19lbs. at £6 10s. 8¼d. per ton, 7 tried, failure.

Grammar.—4 are able to parse a very easy sentence, the rest distinguish the parts of speech, occasionally.

Geography.—Europe, very moderate; Asia, indifferent; Australia, very moderate.

Summary.—Attention, fair; mental effort, tolerable; mental capacity, moderate; general proficiency, very moderate.

INSPECTOR'S

INSPECTOR'S REPORT upon the Roman Catholic Orphan School at Parramatta (Girls' Department).

Visited, 28th May, and 5th and 6th June, 1867.

Teacher: Miss Killier.

Number of Pupils on the Roll: 97.

Number of Pupils present at Examination: 90.

The schoolroom is altogether too small for the number of children in attendance. A new one is in course of erection. Advantage might be taken of that fact to furnish adequate supplies of the necessary educational appliances, as the present condition of the school is in this respect not at all satisfactory. It would be well, however, if more care were manifested in the safe keeping of all materials appertaining to the school; that the children were taught to evince a higher regard for the preservation of public property than they at present appear to entertain. Nothing like a proper or reliable school record is kept—even the attendance of the pupils is un-noted. Annex A.

The school is divided into five classes, but upon what principle it is impossible to discover. Very imperfect provision is made for the proper occupation of the children in school, the amount of time devoted to the teaching of any subject is not defined, and the order in which each subject is taught appears to be left to the exigencies of the hour.

On the whole, the cleanliness of the school-premises and children may be considered fairly satisfactory. In point of order, there is great room for improvement. *Corporal punishment appears to be the ruling principle of government*, but is represented by the teacher as being almost inoperative for good, the children regarding its infliction with pure indifference; their demeanour is neither sufficiently subdued nor respectful, and their behaviour under instruction is not satisfactory. They are much addicted to copying. The operations of the school are noisily conducted. A want of firmness is the great defect in the government. At present I cannot but regard the moral tone of the school as low.

With the exception of object lessons, all the subjects of an ordinary English education are said to be taught. The methods in use are obsolete. Learning by rote is their characteristic feature. Little or no appeal is made to the intelligence of the children, but the memory is worked to the almost total neglect of the other faculties. There is no real *vivâ voce* teaching—the children learn what they can from books. Annex B.

The attainments of the various classes are given in Annex B. As an evidence of the quality of the teaching, they may be briefly summarized thus:—

One-fourth of the children present at examination succeeded in reading easy narrative with moderate fluency. The whole of these failed in their knowledge of the matter of the lesson; or, in other words, they had no conception of the scope and meaning of what they read, and could not tell the meanings of the ordinary words used.

The quality of the writing did not exceed moderate.

Not one pupil in the school could work a question of even less than ordinary difficulty in simple subtraction.

Two pupils only could distinguish the noun and verb in a sentence, and they frequently failed to do this.

A few in the highest class only were able to answer indifferently upon the simple geographical definitions.

The children stared in blank ignorance at the most simple questions, and seemed utterly unable to think.

The teaching staff consists of one paid and two unpaid teachers, all members of a religious Order. From reasons already known to the Government, I am unable to offer a decided opinion upon the teacher's literary qualifications; but her practical skill I estimate to be very small. She has not been trained, and seems altogether unacquainted with the requirements of modern teaching. It is but just to add, however, that she appears earnest and painstaking in the discharge of her duties, and evinces an anxiety to learn to perform them with greater satisfaction to herself and to the public. This is perhaps the most pleasing feature in the case, but cannot, by any possibility, compensate for that lack of natural aptitude and special training which experience proves to be indispensably necessary to every sound and successful teacher of youth.

I am of opinion that one competent teacher, with two pupil teachers, would constitute sufficient teaching power for this school.

A copy of my suggestions and directions to the teacher is appended hereto.

E. JOHNSON,
Inspector of Schools.

INSPECTOR'S Suggestions and Directions to the Teacher of the Girls' Department, in connexion with the Roman Catholic Orphan School at Parramatta.

THE attainments in all the classes are exceedingly low. In future, you will do well to limit the number of classes to three.

Object Lessons should be included in the subjects of instruction.

Reading.—The subject matter, as well as the more difficult words occurring in the lessons, should be carefully explained.

Arithmetic.—Greater attention needs to be given to the teaching of notation. The principle of each arithmetical rule should be explained *vivâ voce*, and illustrated by working plenty of examples upon the black-board. The children should not be permitted to use books on arithmetic until they have been advanced into the higher rules.

Grammar should be taught orally. Grammars should not be used by the children at all, as the attempt to learn the subject from books involves a great waste of time.

Geography.—

Geography, like grammar, should be taught by oral lessons. The use of catechisms in this or in any other branch of secular knowledge should be studiously avoided. The different or successive stages in the teaching of the subject may be detailed thus:—

1. The Schoolroom: position of objects therein; cardinal points; boundary walls; dimensions.
2. Map of the playground on the black-board, with relative positions of the buildings therein, indicated.
3. The town and district of Parramatta, including definitions of river, hill, mountain, plain, &c., to be illustrated by such examples as are familiar to the children.
4. Geography of New South Wales.
5. Australia.
6. World.

The teaching is altogether too mechanical. You should aim at cultivating the intelligence of the children; they should be required to exercise their thinking faculties, with a view to make the instruction effective in other respects.

1. The children should be searchingly examined upon the lessons given, the questioning being made as individual as possible. Simultaneous answering should be permitted only upon rare occasions.
2. The children should be frequently required to reproduce their lessons in writing upon slates.
3. When necessary, the lessons should be recapitulated by the teacher.
4. Under no circumstances should new ground be broken in any subject till the previous lessons therein have been thoroughly understood and remembered by the pupils. The teacher should not rest satisfied till her instruction has been received.

A programme of lessons in each subject for each class should be drawn up at the beginning of each quarter, and a register of the lessons actually given, kept.

A suitable time-table should also be constructed.

The order is not satisfactory. The noise of the classes may be heard at times a good distance from the school premises. The demeanour of the children is not sufficiently subdued.

A class roll of attendance should be kept.

A sufficient stock of reading books, slates, and pencil-holders, should be maintained.

Diagrams of animals, plants, &c., are needed, and might advantageously be used in the giving of object and other lessons.

E. JOHNSON,
Inspector of Schools.

ANNEX A.

INSPECTOR'S REPORT upon the Roman Catholic School (Girls' Department) at Parramatta. Visited, 28th May, and 5th and 6th June, 1867.

I.—ORGANIZATION.

1. *Situation*.—Healthy and pleasant.
2. *Schoolroom*.—24 ft. x 18 ft.; oblong in shape; in very fair repair; tolerably clean; altogether too small for the number of children in attendance. A new school-house is in course of erection.
3. *Playground*.—Tolerably spacious. The closets are rather in an exposed position, and their condition is not altogether satisfactory in point of cleanliness. Provision is made to protect the children from the weather.
4. *Furniture*.—Insufficient. The desks are clumsy in kind, much cut, and otherwise damaged. Their arrangement is objectionable, but is probably made with a view to economize space.
5. *Apparatus*.—There is a total absence of diagrams of any kind, but in other respects the supply of apparatus is tolerable. The maps are in fair condition, and properly arranged.
6. *Books*.—Burns and Lambert's Reading Books are in use; but the teachers speak in disparaging terms of their quality and suitability. The stock is not properly kept up, and hence the examination was prolonged. The books are in passable condition.
7. *Classification*.—There are five classes, but I failed to discover any rational principle upon which the classification is based. The teachers could give me no intelligible information upon the subject.
8. *Occupation*.—A document is suspended on the wall, which is said to serve the purpose of a time-table. It is a mere skeleton form, and is too general and indefinite in character to be of much service in regulating the instruction; in point of fact, it is not acted upon. No proper provision is made, therefore, for the constant and profitable occupation of the pupils.
9. *School Records*.—There is no school record of any kind—not even an attendance register.

II.—DISCIPLINE.

10. *Punctuality*.—The school hours are—from 9 to 12 a.m., and from 2 to 4 p.m.
11. *Regularity*.—The teachers represent the attendance as being very regularly kept up. There has been a comparative freedom from sickness during the past year.
12. *Cleanliness*.—Some of the children are disposed to appear untidy in their dress; and on one day I counted as many as thirty-four without boots. The general condition of the premises, however, in point of cleanliness, may be regarded as fairly satisfactory.
13. *Order*.—The operations of the school are not conducted with order and decorum. The noise, at times, becomes so uproarious, as to be heard at some distance from the schoolroom. The behaviour of the children needs to be more subdued, modest, and respectful.
14. *Government*.—The teachers inform me that they employ corporal punishment, but that the children regard its infliction with pure indifference. Moral influence appears to be a very weak element in the government, the character of which may be described, generally, as feeble and ineffective. The moral tone of the school is not healthy.

III.—INSTRUCTION.

15. *Subjects*.—The subjects of instruction comprise reading, writing, arithmetic, grammar, and geography; catechism also is taught.
16. *Methods*.—The methods are mechanical, inappropriate, and ineffective.

RETURN

RETURN OF ATTENDANCE.

Number of Pupils.	7 years and under.	8 years.	9 years.	10 years.	11 years.	12 years and above.	Total.
	Female.	Female.	Female.	Female.	Female.	Female.	Female.
On the Rolls	18	15	20	12	10	22	97
Present at Examination	18	15	20	12	10	15	90

ANNEX B.

INSPECTOR'S REPORT upon the Roman Catholic School (Girls' Department) at Parramatta. Visited, 28th May, and 5th and 6th June, 1867.

ATTAINMENTS OF THE PUPILS.

First Class.

Number present: 13 girls.
Average time in the class: 10 months.

Reading.—Catholic Primer, p. 8: 3 read indifferently, and the remainder can do little more than distinguish the letters of the alphabet; answering upon the subject matter, &c., failure; spelling, bad.

Writing.—About 6 succeeded in writing the word "cane" upon slates, indifferently; the rest failed entirely: from dictation; "He is an ox," failure.

Arithmetic.—2 are able to notate as far as 9; not one could tell the sum of 4 and 5; most can count 20.

Grammar.—Failure; pupils have no conception of even a *noun*.

Geography.—Failure.

Summary.—Attention, moderate; mental effort, very low; mental capacity, very low; general proficiency, very low.

Second Class.

Number present: 24.
Average time in the class: 10 months.

Reading.—P. 42 (Seq. to Primer); "The Squirrel," bad; answering upon the subject matter, meanings of words, &c., failure; spelling, bad.

Writing.—20 wrote the word "flail" upon slates, indifferently; 4 failed: dictation; easy monosyllabic words; spelling, indifferent; writing, indifferent.

Arithmetic.—Notation as far as tens of units, failure; simple addition, $\left. \begin{array}{r} 26 \\ 35 \\ 93 \\ \hline \end{array} \right\} 4 \text{ correct; the rest failed.}$

Grammar.—Failure; only one in the class could even occasionally distinguish the *noun*.

Geography.—Failure.

Summary.—Attention, moderate; mental effort, very low; mental capacity, very low; general proficiency, very low.

Third Class.

Number present: 18.
Average time in the class: 10 months.

Reading.—P. 28 (Book No. 2), "The Use of Minerals," bad; several could not read without first *Summary of the First Teacher's duties, Protestant Orphan School, Parramatta.*

spelling the words aloud. The answering upon the subject matter, meanings of words, &c., failure; spelling, indifferent.

Writing.—From dictation: sentences from the Primer; spelling, bad; writing, moderate: in copy-books; text-hand, moderate.

Arithmetic.—Notation as far as hundreds; 4 correct. Simple Addition: $7354 \times 8506 \times 3249$, 6 correct. Pupils are much addicted to copying.

Grammar.—Failure.

Geography.—The mere elements; failure.

Summary.—Attention, tolerable; mental effort, very low; mental capacity, very low; general proficiency, very low.

Fourth Class.

Number present: 19.
Average time in the class: 10 months.

Reading.—Book No. III, p. 37, "Flowers and their Shapes": 14 read with moderate fluency; 5 are unable to read without first spelling the words audibly. Answering upon the subject matter, failure; spelling, bad.

Writing.—From dictation, from Book No. 2: writing, indifferent; spelling, bad.

Arithmetic.—Notation to units of thousands: failure.

Simple Addition: $\left. \begin{array}{r} 68598 \\ 97416 \\ 38958 \\ 9065 \\ 46320 \\ \hline \end{array} \right\} \text{All wrong.}$

Simple Subtraction: $\left. \begin{array}{r} 361054162 \\ 196081608 \\ \hline \end{array} \right\} \text{failure.}$

Grammar.—Failure.

Geography.—Failure.

Summary.—Attention, tolerable; mental effort, very low; mental capacity, very low; general proficiency, very low.

First

First Class.

Number present : 12 girls.

Average time in the class : 10 months.

Reading.—P. 95, "Outlines of Asia" (Book No. IV), 7 read moderately, 5 had to spell the words; answering upon the subject matter, meaning of words, &c., failure; spelling, very moderate.

Writing.—From dictation (Book No. III) : writing, very moderate; spelling, bad; punctuation, failure.

Arithmetic.—Notation to thousands, 2 correct.

35689	}	1 correct.
84075		
36108		
35265		
6195		

From 613546	}	failure.
Take 306187		

Grammar.—2 can distinguish the noun and verb occasionally, the rest know nothing about the subject.

Geography.—Simple definitions with examples, bad.

Summary.—Attention, tolerable; mental effort, very low; mental capacity, very low; general proficiency, very low.

INSPECTOR'S REPORT upon the Roman Catholic Orphan School, Infant Department, at Parramatta.

Visited, 28th May and 6th June, 1867.

Teacher : Miss Nihil.

Number of pupils on the roll : 76.

Number of pupils present at examination : 61.

The schoolroom is too small. It is very indifferently found in suitable apparatus, and the supply of both reading books and reading tablets is extremely deficient.

Annex A.

Little attempt is made at classification; indeed, the pupils' attainments are uniformly so low as hardly to require any. Hitherto the instruction has not been regulated by a time-table or any similar document, and the constant and profitable occupation of the children, therefore, neither has been nor is properly provided for.

Of late, the attendance has been slightly interrupted by sickness. With few exceptions, the children are clean in person. In school, they are inclined to be noisy, and are not sufficiently impressed with the teacher's authority. Much of the disorder that prevails is probably attributable to obvious defects in the management of the school. The lessons are not sufficiently varied, and the children are kept too long under continuous instruction. There should be more frequent intervals of recreation. Were the government marked by greater tact and judgment, less necessity would exist than at present for the use of corporal punishment. The moral tone of the school is not quite satisfactory.

In some instances the subjects of instruction are extremely inappropriate. The methods are not less faulty. For example, it is attempted to teach children whose powers of observation are extremely weak, and whose general intelligence is almost a blank, a knowledge of grammar and geography; whilst such a subject as object lessons, which is eminently calculated to develop the perceptive faculties, is kept quite in the background. The methods are entirely mechanical, and are such as an untrained teacher might be expected to adopt.

Annex B.

Three children make an indifferent attempt to read easy monosyllabic words; three others know the alphabet; the remainder, to the number of fifty-eight, are learning it. In other subjects the attainments are literally nothing. Not one child in the school could tell the sum of seven balls and seven balls, and the ideas entertained by all the children upon the most familiar objects were vague and imperfect in the highest degree.

The teacher has not been trained.

I am of opinion that a competent teacher, with the occasional assistance of a pupil teacher, would form sufficient teaching power for this school.

I beg to append a copy of my suggestions and directions to the teacher.

E. JOHNSON,
Inspector of Schools.

INSPECTOR'S Suggestions and Directions to the Teacher of the Infant Department in connection with the Roman Catholic Orphan School at Parramatta.

THE attainments of the children are extremely small, and their ideas upon the most common objects very limited. The methods of teaching are altogether too mechanical, and not calculated to develop the children's intelligence. Geography and grammar might judiciously be omitted from the subjects of instruction, as being quite beyond the children's comprehension. Great prominence should be given to the teaching of object lessons, as such lessons, properly understood and taught, are calculated to develop the perceptive faculties.

Reading.—The elements of reading are best taught from tablets, or from the black-board.

A programme of the lessons intended to be given should be drawn up at the beginning of each quarter, similar to the specimen copy forwarded herewith.

A time-table should also be constructed, similar to the one now sent.

No

No lesson should extend over thirty minutes, and the children should receive recreation in the playground at the end of every hour.

The following school material is badly needed :—

- Diagram of Animals
- ” Plants
- ” Colour
- ” Form

Box of Alphabet (letters upon wood).

A class-roll of attendance is to be kept.

E. JOHNSON,
Inspector of Schools.

ANNEX A.

INSPECTOR'S REPORT upon the Roman Catholic Orphan School (Infant Department) at Parramatta. Visited, 28th May and 5th June, 1867.

I.—ORGANIZATION.

1. *Situation*.—Healthy and pleasant.
2. *Schoolroom*.—18 ft. x 17 ft., oblong in form; in fair repair; too small; cleanly kept.
3. *Playground*.—Sufficiently spacious; furnished with the necessary out-houses. A shed is provided to protect the children from the weather.
4. *Furniture*.—Insufficient; desks are wanted. There is a good gallery.
5. *Apparatus*.—The apparatus consists of an easel and black-board, ball-frame, and small prints illustrating cart horse, shells, reptiles, silk and its applications. Plates on the animal and vegetable kingdoms, on form and on colour, are required.
6. *Books*.—The present stock comprises only three primers and about half a dozen cards. A complete set of tablet lessons and a supply of First Books are badly needed.
7. *Classification*.—There is no attempt at classification. With the exception of three children who are represented as forming a second class for reading, all the pupils receive the same instruction.
8. *Occupation*.—There was no time-table on my first visit to the school, although in consequence of my inquiry for that document one was drawn up subsequently. It does not evidence much knowledge of practical school management.
9. *School Records*.—There is no school record of any kind—not even an attendance register.

II.—DISCIPLINE.

10. *Punctuality*.—School is held from 10 to 12 a.m., and from 2 to 3½ p.m. I have no reason to doubt the punctuality with which the instruction is carried on.
11. *Regularity*.—The attendance has of late been slightly interrupted by sickness.
12. *Cleanliness*.—Fairly satisfactory.
13. *Order*.—The operations of the school are noisily conducted. The children are inclined to be very restless and troublesome, and at times break out into open disorder, notwithstanding the presence of visitors.
14. *Government*.—Corporal punishment appears too greatly relied upon as a means of preserving order. The moral tone of the school cannot be regarded as healthy.
15. *Subjects*.—The subjects taught are reading, singing, ball-frame, grammar, and geography. Object lessons are given occasionally. The attempt to teach grammar and geography is not merely absurd, but must prove positively injurious to the mental growth of the children. The nature and objects of infant school teaching are not understood by the teacher.
16. *Methods*.—Mechanical, unskilful, and ineffective.

RETURN OF ATTENDANCE.

Number of Pupils.	7 years and under.		8 years.		Total.	
	Male.	Female.	Male.	Female.	Male.	Female.
On the Rolls	43	32	0	1	43	33
Present at Examination	34	26	0	1	34	27

ANNEX B.

INSPECTOR'S REPORT upon the Roman Catholic Orphan School (Infant Department) at Parramatta. Visited, 28th May and 5th June, 1867.

ATTAINMENTS OF THE PUPILS.

First Class.

Number of pupils present: boys, 33; girls, 25; total, 58.

Average age of each of the pupils: 5 years.

Average time of each of the pupils in the class: 10 months.

Reading.—3 know the alphabet; the rest are learning it.

Second Class.

Number of pupils present: boys, 1; girls, 2; total, 3.

Average age of each of the pupils in the class; 6½ years.

Average time " " " 10 months.

Reading.—Tablet Lessons (Irish Board's) Section II, Lessons XI and XII. Read with difficulty, first spelling the words; answering upon the subject matter, failure; spelling, tolerable.

Writing.—Not taught.

First

First and Second Classes combined.

Geography.—Failure. Children have not the least conception of what part of the world they are living in, nor can they distinguish any of the cardinal points. The same children can repeat portions of Miss Johnson's Catechism of Geography with much readiness.

Grammar.—Failure.

Ball Frame.—Children have little conception of number, even in the concrete. Not one in the class could tell how many seven balls and seven balls make.

Object Lessons.—Answering upon the "Horse," very indifferent. Object lessons are only occasionally given.

Singing.—Simple tunes, fair.

Summary.—Attention, indifferent; mental effort, very low; mental capacity, low; general proficiency, very low.

APPENDIX.

INSPECTOR'S General Observations upon certain defects in the present working of the Roman Catholic Orphan School at Parramatta.

As in the Protestant Orphan School, no regular or systematic industrial pursuits are carried on in this establishment. This seems unaccountable when it is borne in mind that there is a good-sized farm belonging to the institution lying idle, and that one of the teachers attached to the school professes to have an intimate acquaintance with the science and practice of agriculture. Such a farm, properly worked, would not only keep the establishment supplied with vegetables, but would even yield a surplus upon which a profit might be calculated. Then again, as stated in a previous Report, it is not an unreasonable thing to expect that all the tailoring, shoemaking, &c., required in the institution should be executed within its walls. Such is ordinarily done in similar institutions in the home country, and there seems no good reason why the same should not be done here.

2. As in the Protestant Orphan School, too, the want of a gymnasium is an important defect in the physical training of the children.

3. But a special want in this establishment is the appointment of a drill master. Such an officer might, with advantage, be substituted in the place of an assistant teacher to the boys' school.

4. If it be deemed impracticable or undesirable to amalgamate the two institutions, it might not be altogether unworthy of consideration whether certain handicrafts could not be supervised in both on alternate days by the same master-mechanics.

E. JOHNSON,
Inspector of Schools.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

ROMAN CATHOLIC ORPHAN SCHOOL, PARRAMATTA.

(CORRESPONDENCE RESPECTING APPOINTMENT OF COMMITTEE OF MANAGEMENT AND TEACHERS OF.)

Ordered by the Legislative Assembly to be Printed, 12 October, 1867.

RETURN to an *Address* of the Honorable the Legislative Assembly of New South Wales, dated 17 July, 1867, praying that His Excellency the Governor would be pleased to cause to be laid upon the Table of this House,—

- “ 1. A copy of an Official Notice, published in the *Government Gazette*, on or about the 29th day of March, 1859, announcing that certain gentlemen had been appointed Members of the Committee of Management of the Roman Catholic Orphan School, Parramatta.
- “ 2. Copies of any letters addressed to the Members of the Board, notifying their appointment.
- “ 3. Any Minute of the Executive Council having reference to such appointments.
- “ 4. A copy of the Governor’s Warrant, dated 17th November, 1862, authorizing the persons therein named to apprentice children in pursuance of the Act of Council.
- “ 5. Copies of all Correspondence between the Committee and the Government, relative to the appointment of Teachers and other persons in the said Institution, since 1859.”

(Mr. Hart.)

SCHEDULE.

NO.	PAGE.
1. Minute of Executive Council. 28th March, 1859	2
2. Notice of 29th March, 1859	2
3. Under Secretary to Peter Faucett, Esq. 29th March, 1859	2
4. Governor’s Warrant of 17th November, 1862	2
5. Under Secretary to Very Rev. Mr. Sheehy. 26th November, 1862	3
6. Abbot Gregory to Colonial Secretary. 31st March, 1859, (with 1 enclosure)	3
7. Notice of 28th April, 1859	4
8. Abbot Gregory to Colonial Secretary. 4th April, 1859	4
9. Under Secretary to Dr. Gregory. 4th May, 1859	4
10. Abbot Gregory to Colonial Secretary. 10th May, 1859	5
11. Under Secretary to Abbot Gregory. 28th May, 1859	5
12. Under Secretary to Committee. 24th July, 1860	5
13. Abbot Gregory to Colonial Secretary. 28th July, 1860	5
14. Under Secretary to Committee. 20th August, 1860	6
15. Abbot Gregory to Colonial Secretary. 6th September, 1860	6
16. Under Secretary to Committee. 24th September, 1860	6
17. Very Rev. Mr. Sheehy to Colonial Secretary. 22nd December, 1862	6
18. Under Secretary to Very Rev. Mr. Sheehy. 20th January, 1863	6
19. Very Rev. Mr. Sheehy to Colonial Secretary. 7th June, 1864	7
20. Under Secretary to Very Rev. Mr. Sheehy. 2nd July, 1864	7

ROMAN CATHOLIC ORPHAN SCHOOL, PARRAMATTA.

No. 1.

MINUTE OF THE EXECUTIVE COUNCIL.

THE Executive Council advise that the following gentlemen be appointed Members of the Committee of Management of the Roman Catholic Orphan School, viz. :—

PETER FAUCETT, Esq., M.P.,
 JAMES HART, Esq., M.P.,
 FRANCIS M'NAB, Esq., and
 RICHARD O'CONNOR, Esq.

A. ORPEN MORIARTY,
 Clerk of the Council,
 28 March, 1859.

Approved—
 W.D. 7 April, /59.
 C.C. 9 April, /59.

No. 2.

EXTRACT FROM THE NEW SOUTH WALES "GOVERNMENT GAZETTE" OF 29TH MARCH, 1859.

Colonial Secretary's Office,
 Sydney, 29 March, 1859.

INSTITUTION FOR DESTITUTE ROMAN CATHOLIC CHILDREN.

HIS Excellency the Governor General, with the advice of the Executive Council, has been pleased to appoint

PETER FAUCETT, JAMES HART, FRANCIS M'NAB, and RICHARD O'CONNOR, Esquires,
 to be Members of the Committee of Management of the Institution for Destitute Roman Catholic Children at Parramatta.

CHARLES COWPER.

No. 3.

THE PRINCIPAL UNDER SECRETARY to PETER FAUCETT, Esq., M.P.

Colonial Secretary's Office,
 Sydney, 29 March, 1859.

SIR,

I am directed by the Colonial Secretary to invite your attention to a notice inserted in the *Government Gazette* of this date, by which you will observe that His Excellency the Governor General, with the advice of the Executive Council, has been pleased to appoint you to be a Member of the Committee of Management of the Institution for Destitute Roman Catholic Children, at Parramatta.

I have, &c.,
 W. ELYARD.

Similar letter to James Hart, Esq., M.P.

Do. Francis M'Nab, Esq.

Do. R. O'Connor, Esq.

No. 4.

GOVERNOR'S WARRANT OF 17TH NOVEMBER, 1862, APPOINTING COMMITTEE.

BY HIS Excellency the Right Honorable SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Captain General and Governor-in-Chief of the Colony of New South Wales, and Vice-Admiral of the same :

WHEREAS by an Act of the Governor of the said Colony of New South Wales, with the advice of the Legislative Council thereof, passed in the fifth year of the reign of His late Majesty King William the Fourth, intituled, "*An Act for the apprenticing the Children of the Male and Female Orphan Schools and other poor children in the Colony of New South Wales*," it is amongst other things enacted, that it shall and may be lawful for the Governor of the said Colony, from time to time, by any writing duly signed by him, to authorize and empower any two or more fit and proper persons to bind any of the male and female

female children admitted in the said Orphan Schools; and also all such other poor children as shall, from time to time, be sent out from any part of the United Kingdom to this Colony, at the expense of Her Majesty's Government, or of the Parishes, or Charitable Institutions to be established and provided for as in the said Act is mentioned, when they shall have respectively arrived at fit and proper ages to be apprentices to such masters or mistresses, and such trades, as shall be approved of by His Excellency the Governor: Now, therefore, I, Sir John Young, Baronet, the Governor as aforesaid, and Governor-in-Chief of the said Colony, under and by virtue of the power so vested in me by the said Act, do hereby authorize and empower the Very Reverend Samuel A. Sheehy, James Hart, Esquire, Francis M'Nab, Esquire, Richard O'Connor, Esquire, and James Mullens, Esquire, to bind any of the children admitted to the Roman Catholic Orphan School at Parramatta, and also all such other poor children as shall, from time to time, be sent out from any part of the United Kingdom to this Colony, at the expense of Her Majesty's Government, or of Parishes, or Charitable Institutions to be provided for as in the said Act is mentioned, when they shall have respectively arrived at fit and proper ages, to be apprentices to such masters or mistresses, and such trades as shall be approved of by me, or any other succeeding Governor of this Colony for such time, under and subject to such provisos and conditions as are expressed and declared in and by the said Act of the Governor and Legislative Council, and not otherwise.

In witness whereof, I have affixed my Hand and Seal, at Government House, Sydney, in the said Colony, this seventeenth day of November, in the year of our Lord one thousand eight hundred and sixty-two.

JOHN YOUNG. (L.S.)
By His Excellency's Command,
CHARLES COWPER.

No. 5.

THE PRINCIPAL UNDER SECRETARY to THE VERY REV. MR. SHEEHY.

Colonial Secretary's Office,
Sydney, 26 November, 1862.

VERY REVEREND SIR,

I am directed by the Colonial Secretary to acknowledge the receipt of your letter of the 17th ultimo, and in reply to transmit to you herewith an instrument under the hand and seal of His Excellency the Governor, authorizing the Very Reverend Samuel J. A. Sheehy, James Hart, Francis M'Nab, Richard O'Connor, and James Mullens, Esquires, to apprentice any of the children admitted into the Roman Catholic Orphan School, under the Act of Council 5th William IV, No. 3.

I have, &c.,
W. ELYARD.

No. 6.

ABBOT GREGORY to THE COLONIAL SECRETARY.

Sydney, 31 March, 1859.

SIR,

I do myself the honor to enclose Mrs. Macdermott's resignation from this day of her appointment as Matron of the Institution for Destitute Roman Catholic Children at Parramatta.

Pursuant to a Resolution passed yesterday by the Committee of Management, I have the honor to propose to His Excellency the Governor General and the Executive Council, that Mrs. Adamson be appointed to succeed her from the 1st proximo.

I have, &c.,
H. G., ABBOT GREGORY,
Chairman of the Committee of Management.

[Enclosure in No. 6.]

Mrs. Macdermott to The Colonial Secretary.

Catholic Orphan School,
Parramatta, 31 March, 1859.

Sir,

I do myself the honor hereby to resign my appointment as Matron of the Institution for Destitute Roman Catholic Children, Parramatta, from this date.

I have, &c.,
E. E. MACDERMOTT.

ROMAN CATHOLIC ORPHAN SCHOOL, PARRAMATTA.

No. 7.

EXTRACT FROM THE NEW SOUTH WALES "GOVERNMENT GAZETTE," OF 29TH
APRIL, 1859.

Colonial Secretary's Office,
Sydney, 28 April, 1859.

ROMAN CATHOLIC ORPHAN SCHOOL.

HIS Excellency the Governor General, with the advice of the Executive Council, has
been pleased to appoint

MRS. ADAMSON

to be Matron of the Roman Catholic Orphan School at Parramatta, in the room of Mrs.
Macdermott, resigned. To bear date from the 1st instant.

CHARLES COWPER.

No. 8.

ABBOT GREGORY to THE COLONIAL SECRETARY.

Vicar General's Office,
4 April, 1859.

SIR,

I do myself the honor to state, that the Estimates prepared for the Service
of 1859 at the Roman Catholic Orphan School, contained some items of increase which
were thought highly desirable; but that, in consequence, it is believed, of there having
been no one in the House prepared to explain, the vote was reduced by an amendment to
the exact amount of the vote for 1858. It is intended to solicit a vote for the increased
scale next year.

Meantime, however, there are two out of the items of increase which are very
needful, and which, I am to request, you would kindly allow to be paid, *as contingent
services* for this year, out of an unexpended balance of about £200 remaining from the
vote of 1858.

One of these items is a sum of £44 for a baker. Dr. Basset certifies that it is
necessary that the children should have a variety in the cooking of their food, which can
only be given by means of an oven, and that it would be a very considerable advantage
to give them also home baked bread.

The other of the two items is a sum of £20, as a gratuity to the man who serves
as gardener and laborer. He is so trustworthy a man, and labors so diligently, that it
is wished, on the score both of expediency and justice, to make this addition to his pay.

I have, &c.,

H. G., ABBOT GREGORY.

No. 9.

THE PRINCIPAL UNDER SECRETARY to ABBOT GREGORY.

Colonial Secretary's Office,
Sydney, 4 May, 1859.

RIGHT REVEREND SIR,

With reference to your letter of the 4th ultimo, in which you recommend
that out of an unexpended balance of about £200, of the vote for the Roman Catholic
Orphan School for 1858, the sum of £44 may be allowed for the present year, for the
employment of a baker for the establishment, and £20 as a gratuity to the man who
serves as gardener and laborer, I am directed by the Colonial Secretary to inquire
whether, in proposing the appointment of a baker, it is intended to reduce the number
of cooks, and to remark that there are two cooks now attached to the Institution, but
none apparently to that of the Protestant Orphan School, where a baker is employed.

2. I am further directed to remark, that it appears that the gardener already
receives a salary of £40 per annum, and that from a report from the Audit Office it
seems that full rations of vegetables are drawn, notwithstanding any supplies from the
garden.

I have, &c.,

W. ELYARD.

No. 10.

ABBOT GREGORY to THE COLONIAL SECRETARY.

Vicar General's Office,
10 May, 1859.

SIR,

In reply to your letter of the 4th instant inquiring whether it is intended to reduce the number of cooks at the Catholic Orphan School, and stating that there are apparently no cooks at the Protestant Orphan School where a baker is employed, I have the honor to inform you, that the titles of the servants are no exact index of the duties they have to perform. Indeed, this seems to have been so far recognized that in this year's vote all servants are included under the general term *attendants*.

There is one point of comparison, however, between the schools which is altogether favourable to the Catholic one, in view of economy. It is this—in the Protestant School there are 188 children, and the annual charge for salaries £1,093; in the Catholic School there are 197 children, and the year's salaries amount to only £786.

2. With reference to the gardener and laborer, it is true that he receives a salary of £40, but the man's merits and his value to this institution, it is again respectfully submitted, make it a matter at once of justice and expediency to obtain for him, if possible, the proposed gratuity of £20.

3. It is hoped then that, in renewing the petitions of my letter of the 4th ultimo, the Committee will not be considered to have asked anything either needless or extravagant.

I have, &c.,
H. G., ABBOT GREGORY.

No. 11.

THE PRINCIPAL UNDER SECRETARY to ABBOT GREGORY.

Colonial Secretary's Office,
Sydney, 28 May, 1859.

RIGHT REVEREND SIR,

In acknowledging the receipt of your letter of the 10th instant, in explanation of the request contained in your communication of the 4th ultimo, that an allowance of £44 for a baker, and a gratuity of £20 to a gardener and labourer, at the Roman Catholic Orphan School, may be sanctioned, from the fund for contingent services for the present year, I am directed to inform you, that the Colonial Secretary approves of the baker being paid as suggested, and that, if the gardener can produce vegetables in reduction of the full charge for the established allowance for vegetables for the year, the increase may be allowed.

I have, &c.,
W. ELYARD.

No. 12.

THE PRINCIPAL UNDER SECRETARY to THE COMMITTEE, R. C. ORPHAN SCHOOL.

Colonial Secretary's Office,
Sydney, 24 July, 1860.

GENTLEMEN,

With reference to my letter of the 21st instant, I am directed to request that you will submit the names of the persons appointed to the offices of Assistant Teacher and Infant Teacher at the Roman Catholic Orphan School for the approval of the Governor General and Executive Council.

I have, &c.,
W. ELYARD.

No. 13.

ABBOT GREGORY to THE COLONIAL SECRETARY.

Vicar General's Office,
28 July, 1860.

SIR,

I have the honor, on the part of the Committee of the Roman Catholic Orphan School, to request that His Excellency the Governor General may be pleased to sanction the following appointment, viz. :—

Mary Nihil, to be Infant Teacher, from the 1st ultimo.

I have, &c.,
H. G., ABBOT GREGORY.

No. 14.

No. 14.

THE PRINCIPAL UNDER SECRETARY *to* THE COMMITTEE, R. C. ORPHAN SCHOOL.
Colonial Secretary's Office,
Sydney, 20 August, 1860.

GENTLEMEN,

With reference to a letter, dated the 28th ultimo, from the Right Reverend Dr. Gregory, I am directed by the Colonial Secretary to inform you, that His Excellency the Governor General, with the advice of the Executive Council, has been pleased to appoint Mary Nihil, to be Infant Teacher at the Roman Catholic Orphan School, from the 1st June last.

I have, &c.,
W. ELYARD.

No. 15.

ABBOT GREGORY *to* THE COLONIAL SECRETARY.
Vicar General's Office,
6 September, 1860.

SIR,

I have the honor, on the part of the Committee of the Roman Catholic Orphan School, to request that His Excellency the Governor General may be pleased to sanction the appointment of Michael O'Grady to the office of Assistant Teacher in that establishment—the appointment to date from the 15th ultimo.

I have, &c.,
H. G., ABBOT GREGORY.

No. 16.

THE PRINCIPAL UNDER SECRETARY *to* THE COMMITTEE, R. C. ORPHAN SCHOOL.
Colonial Secretary's Office,
Sydney, 24 September, 1860.

GENTLEMEN,

In reply to your letter of the 6th instant, I am directed to inform you, that His Excellency the Governor General, with the advice of the Executive Council, has been pleased to approve of the appointment of Michael O'Grady to the office of Assistant Teacher at the Roman Catholic Orphan School, from the 15th ultimo.

I have, &c.,
W. ELYARD.

No. 17.

THE VERY REV. MR. SHEEHY *to* THE COLONIAL SECRETARY.
Vicar General's Office,
22 December, 1862.

SIR,

I have the honor, as Chairman of the Committee of Management of the Roman Catholic Orphan School, to request that sanction may be given to the appointment of Mr. Samuel Cullen, as Assistant Teacher to the boys of that institution, in place of Mr. O'Grady, from the 1st proximo.

I have, &c.,
S. J. A. SHEEHY, V.G.

No. 18.

THE PRINCIPAL UNDER SECRETARY *to* THE VERY REV. MR. SHEEHY.
Colonial Secretary's Office,
Sydney, 20 January, 1863.

VERY REVEREND SIR,

I am directed to inform you, that in compliance with the request contained in your letter of the 22nd ultimo, His Excellency the Governor, with the advice of the Executive Council, has been pleased to sanction the appointment of Mr. Samuel Cullen, as Assistant Teacher to the Boys at the Roman Catholic Orphan School, with pay at the rate of £80 per annum, from the 1st instant, in the room of Mr. O'Grady.

I have, &c.,
W. ELYARD.

No. 19.

ROMAN CATHOLIC ORPHAN SCHOOL, PARRAMATTA.

7

No. 19.

THE VERY REV. MR. SHEEHY to THE COLONIAL SECRETARY.

Vicar General's Office,
7 June, 1864.

SIR,

I have the honor to request that Miss Eliza Maloney's appointment by the Roman Catholic Orphan School Committee, to be Sub-Matron, in place of Miss Agnes Hart, may be sanctioned by Government—the appointment to date from the 1st ultimo.

I have, &c.,
S. J. A. SHEEHY, V.G.

No. 20.

THE PRINCIPAL UNDER SECRETARY to THE VERY REV. MR. SHEEHY.

Colonial Secretary's Office,
Sydney, 2 July, 1864.

VERY REVEREND SIR,

In compliance with the request contained in your letter of the 7th ultimo, I am directed to inform you that His Excellency the Governor, with the advice of the Executive Council, has been pleased to appoint Miss Eliza Maloney to be Sub-Matron of the Roman Catholic Orphan School, at Parramatta, from the 1st May last, in the room of Miss Agnes Hart.

I have, &c.,
W. ELYARD.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

NAUTICAL SCHOOL-SHIP "VERNON."

(RULES OF.)

Ordered by the Legislative Assembly to be Printed, 14 August, 1867.

[*Vide Question No. 5 of Votes and Proceedings No. 26, 14 August, 1867.*]

RULES TO BE OBSERVED BY THE SEAMEN, INSTRUCTORS, AND BOYS OF N. S. S. "VERNON."

1. Instructors are expected on all occasions to shew an example of cheerfulness and willing obedience in executing their several duties. They are not only to abstain from using violent or harsh language themselves, but they are uniformly to discourage all improper conduct in others.
2. The Instructors in their several stations are expected to report all skulking characters, and to point out all those who, by activity and good conduct, deserve encouragement.
3. Nothing whatever is to be taken in at, or thrown out of, the ports, nor are any clothes to be hung about the chains, head, rigging, or in the messes between decks.
4. When any duty is being carried on, the strictest silence is to be kept.
5. All complaints are to be made on the Quarter-deck to the Commanding Officer, in order that they may be communicated to me.
6. It is the duty of every boy to report all skulkers and lazy characters, in order that they may be made to do their share of their work.
7. It is the duty of every boy to detect a thief as a common enemy to all on board; and any boy screening or holding communication with a thief will be considered as equally bad in character, and will not be allowed to mess with the other boys. No article can ever be lost on board; therefore everything found is to be taken to the ship's Corporal for its proper owner.
8. All quarrelling and fighting will be severely punished; and on no account are cards, dice, or gambling of any sort to be allowed in any part of the ship.
9. If any boy should disobey the orders of his Instructor, or Captain of Mess, he will be punished.
10. Selling or exchanging clothes and all trafficking is strictly forbidden, and will be punished by the forfeiture on both sides of the article so sold or exchanged, and further as may be deemed necessary.
11. The boys are to be mustered at divisions, according to the instructions to which they belong. The Warrant Officers in charge of the boys, assisted by their Instructors, will be responsible for the progress they make in the instructions; they will take care never to allow them to appear otherwise than clean in their skin and orderly in their clothes.
12. All are expected to feel a proper pride in their ship, and to merit encouragement by shewing activity and a cheerful spirit in the performance of their several duties.

N. S. S. "VERNON,"
May 13th, 1867.

J. S. V. MEIN,
Commander.

1867.

NEW SOUTH WALES.

GILCHRIST EDUCATIONAL TRUST.

(DESPATCH RESPECTING.)

Presented to both Houses of Parliament, by Command.

THE SECRETARY OF STATE FOR THE COLONIES to GOVERNOR SIR JOHN YOUNG, BART.

Downing-street,
2 September, 1867.

SIR,

I have the honor to transmit to you the enclosed extracts of letters from the Secretary to the Trustees of an Institution called the Gilchrist Educational Trust, from which you will learn the circumstances under which a Scholarship to the University of London has been instituted by the Trustees, for the benefit of youths resident in Australia.

The regulations and conditions under which the Scholarship is granted will be found in the printed paper of which copies are annexed.

I have, &c.,

BUCKINGHAM & CHANDOS.

[Enclosures.]

EXTRACT of letter from the Secretary to the Trustees of the Gilchrist Educational Trust to Sir F. Rogers, dated 9th April, 1867.

"By direction of the Trustees of the Gilchrist Educational Trust, I have the honor to place before you the following statement, and to request that it may receive the consideration of the Secretary of State for the Colonies.

"The abovenamed Trust has been created under the will of the late Dr. Gilchrist, 'for the benefit, advancement, and propagation of education and learning in every part of the world, as far as circumstances would permit'; and the Trustees having first made provision, according to the accompanying scheme, for the establishment of Scholarships to promote the education of natives of India (with which country Dr. Gilchrist had been particularly associated) in this country, are now prepared to offer a like advantage to the Colonies of Australia and Canada.

"With this view the Trustees propose to establish a Scholarship of the value of £100 per annum, the appointment to which should be made yearly in connection with each of the colonies just named, the Scholarship to be tenable for three years. It is their intention that the scholar shall follow a curriculum of study in one of the Four Faculties of the University of London, viz.:—Arts, Science, Law, or Medicine; but they will probably leave him free to reside and study either in London or Edinburgh."

EXTRACT of letter from the Secretary to the Trustees of the Gilchrist Educational Trust to Mr. Elliot, dated 16th August, 1867.

"I AM directed further to suggest, whether a good effect might not be produced in stimulating competition for the Australian and Canadian Scholarships, if the Colonial Governments could be induced to grant free passages to the scholars annually elected, on their proceeding to this country."

GILCHRIST EDUCATIONAL TRUST.

GILCHRIST EDUCATIONAL TRUST.

TRUSTEES :—

SIR JOHN BOWRING, LL.D., F.R.S.,
ROBERT VERITY, Esq., M.D.,

WILLIAM BURNLEY HUME, Esq.,
GEORGE GROTE, Esq., D.C.L., F.R.S.,

RICHARD LEIGH HOLLAND, Esq.

SECRETARY :—

WILLIAM B. CARPENTER, Esq., M.D., F.R.S.

[All communications to be addressed to The Secretary of the Gilchrist Educational Trust, University of London, London, W.]

Conditions for Scholarships instituted by the Gilchrist Educational Trust for the benefit of Youths resident in Australia.

A SCHOLARSHIP of the value of £100 per annum, and tenable for three years, will be annually awarded to a candidate resident in Australia, who shall have graduated in Arts either in the University of Sydney, or in the University of Melbourne, and who shall be desirous of pursuing a further course of academical study, in Great Britain, under the following conditions :—

1. Every candidate shall either be a native of Australia, or shall have resided there for the *five* years immediately preceding his graduation.
2. Every candidate must furnish proof satisfactory to the authorities of the University in which he has graduated, that his age does not exceed *twenty-two* years.
3. Every candidate must furnish proof satisfactory to the authorities of the University in which he has graduated, that he is qualified, in regard to personal character, to receive the Scholarship.
4. The award of the Scholarship shall be made alternately by the authorities of the Universities of Sydney and Melbourne, at the conclusion of their respective Examinations for the B.A. Degree; the first turn being given to the University of Sydney. If several eligible candidates present themselves on the same occasion, the selection shall rest with the authorities of the University having the turn of nomination; but if in any year an eligible candidate should not present himself among the graduates of that one of the two Universities to the turn of which the nomination falls, whilst the other of the two Universities can furnish an eligible candidate, such candidate may be nominated to the Scholarship by the authorities of his own University, without prejudice to the exercise of right of nomination by the same University in the succeeding year.
5. Each scholar shall be allowed an option as to place of study between the University of Edinburgh, and University College, London; but he shall be expected to pursue his studies with a view to graduation in one of the Four Faculties of the University of London.
6. The successful candidate will be expected to arrive in London, and to present himself to the Secretary of the Gilchrist Trust, not later than the first week in the October following his appointment.
7. The Scholarship shall be considered as commencing from the 1st of July following the nomination; and shall be paid in quarterly instalments on the first days of October, January, April, and July.
8. Each scholar shall attend in every session at least three courses of lectures at the institution in which he studies (unless specially excused by the Trustees from doing so during the first year); and shall transmit to the Secretary of the Gilchrist Trust, at the conclusion of each session, a certificate from each of the Professors whose lectures he has attended, stating that his diligence and conduct have been satisfactory. Should he not be able to produce such a certificate, or should he be proved guilty of discreditable conduct elsewhere, he shall be considered to have forfeited all claim to the remaining instalments of his Scholarship.
9. Each scholar will be expected to present himself at the First Examination in one of the Four Faculties of the University of London—Arts, Science, Law, or Medicine—before the termination of the Second (academical) Year* from the commencement of his Scholarship, unless excused from doing so by the Trustees; and if he do not so present himself (unless by permission of the Trustees), or if he fail to pass, he shall be considered as forfeiting his claim to the remaining instalments of his Scholarship. After having passed the First Examination, he will be expected to pursue his studies with a view to presenting himself at the Second Examination within two (academical) years.
10. The foregoing scheme shall be subject to revision from time to time; the Trustees reserving to themselves the power of altering the conditions of the Scholarships, or of altogether withdrawing them, if they deem it expedient to do either. But no change will be made in such a manner as to affect the interests of candidates already appointed to Scholarships, or in any case without twelve months' notice.

* Thus a candidate whose Scholarship commences on the 1st of July, 1868, would be considered as having fulfilled this condition if he pass the First LL.B. Examination in January, 1870; or the First B.A., the First B.Sc., or the Preliminary Scientific M.B. Examination in July, 1870.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.

(PETITION—REV. ADAM THOMSON.)

Ordered by the Legislative Assembly to be Printed, 10 July, 1867.

Unto the Honourable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned, acting in name and by authority of the College Committee of the Presbyterian Church of New South Wales,—

HUMBLY SHEWETH:—

That a Bill intituled “An Act to incorporate a Presbyterian College within the University of Sydney” was passed by your Honourable House, and by it transmitted to the Honourable the Legislative Council for its concurrence, during last Session of Parliament.

That Parliament having been prorogued while the aforesaid Bill was under consideration of the Honourable the Legislative Council, the further progress of the Bill was stayed.

May it therefore please your Honourable House to take such steps as to your wisdom may seem meet, to revive the Bill of last Session, intituled, “An Act to incorporate a Presbyterian College within the University of Sydney,” that the same may receive the sanction of Parliament and be passed into law during the present Session.

And your Petitioner will ever pray.

Signed in name and by authority of the College Committee of the Presbyterian Church of New South Wales.

ADAM THOMSON.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.

(PETITION—REV. W. PURVES.)

Ordered by the Legislative Assembly to be Printed, 13 August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned acting in name and by the authority of the College Committee of the General Assembly of the Presbyterian Church of New South Wales,—

HUMBLY SHEWETH :—

That said Committee was appointed by said General Assembly at its annual meeting in October last, to watch over a draft Bill, which had been agreed to by said General Assembly, for the establishment of a Presbyterian College, in its progress through the Legislature.

(2.) That the Presbyterian College Bill which passed your Assembly last Session, has been amended by the Upper House in some very material points.

(3.) That said Bill as thus amended, is, in its most essential provisions, in harmony with the draft Bill of the General Assembly of the Church above referred to.

(4.) That Petitioners attach importance to the change of name from "Presbyterian" to "St. Andrew's,"—first, because giving the name Presbyterian to an Institution intended for the promotion of learning as its main object, is an unnecessary obtrusion of Denominationalism, highly undesirable in these times, and in this mixed community; secondly, as the proposed Institution will be open to members of other Denominations who may prefer the Scottish system of academical training, it might militate against its extended usefulness, if it bore a name likely to give rise to apprehensions of proselytism in the minds of many, who might therefore on that account decline to avail themselves of its advantages; thirdly, the name "St. Andrew's" is the one which was adopted after full and mature deliberation by the General Assembly of the Church; lastly, Petitioners believe that the Bailey Bequest can in no way be imperiled by the Institution bearing the designation of "St. Andrew's College," because it is plainly set forth in the preamble of the Bill that it is to be a Presbyterian College.

(5.) Petitioners therefore respectfully request, that your House will be pleased to take the premises into its favorable consideration, and pass said Bill as amended by the Honorable the Legislative Council.

And your Petitioners, as in duty bound, will ever pray, &c.

In name and by authority of the aforesaid Committee,—

WILLIAM PURVES,

Convener of College Committee, and Moderator of
the General Assembly of the Presbyterian
Church of New South Wales.

August 8th, 1867.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.

(PETITION—REV. W. PURVES.)

Ordered by the Legislative Assembly to be Printed, 19 September, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned, acting in name and by authority of the College Committee of the General Assembly of the Presbyterian Church of New South Wales,—

HUMBLY SHEWETH:—

That the General Assembly of the Presbyterian Church of New South Wales, represents the great body of Presbyterians in this Colony, in all matters connected with religion and education; there being only a small section of the Presbyterian Denomination not in union with that Church.

2. That the general body of Presbyterians in the Colony does not sanction any movement for the establishment of a College, other than that which has been originated by the said General Assembly; and they will undoubtedly refuse to contribute the necessary funds, if the constitution of the proposed College shall not be such as the said General Assembly approves.

3. That the grants and endowments towards the establishment of a College to which the Presbyterians of the Colony are entitled, can justly and legally be handed over only to the general body of Presbyterians.

4. That to pass a Bill containing provisions which the General Assembly, as representing the general body of Presbyterians, does not approve, will certainly result in arresting the movement which is in progress for the establishment of a College.

5. That unless there are strong reasons of a constitutional character preventing it, the Presbyterians of the Colony are entitled, in accordance with the rule which obtains with regard to private Bills, to have a Bill for the purposes of a College passed in the shape in which it has received the sanction of the body which represents them.

That the Honorable the Legislative Council having re-affirmed the Amendments in the Presbyterian College Bill disagreed to by your Honorable House, which were necessary to make the Bill such as the said General Assembly approves,—Petitioner humbly and respectfully prays that your Honorable House will take the premises into its favourable consideration, and be pleased to assent to said Amendments.

And Petitioner, as in duty bound, will ever pray, &c. &c.

WILLIAM PURVES,

Convener of College Committee, and Moderator of the General Assembly
of the Presbyterian Church of New South Wales.

September 17th, 1867.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.

(PETITION—PRESBYTERIANS, BATHURST AND VICINITY.)

Ordered by the Legislative Assembly to be Printed, 13 August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned, being Presbyterians resident in Bathurst and its vicinity,—

HUMBLY SHEWETH:—

That in the opinion of your Petitioners it is desirable that a College for Presbyterians be established within the University of Sydney.

(2.) That the attention of your Petitioners has been drawn to a Bill for the establishment of such an Institution, which was passed by your Honorable House last Session, and which has this Session been amended in some very material points by the Honorable the Legislative Council.

(3.) That the alterations made in said Bill by said Honorable Council by way of amendment, have, in the estimation of your Petitioners, greatly improved the measure, and rendered it (what it was not before) suitable to the purpose for which it is intended.

(4.) Your Petitioners therefore earnestly pray, that your Honorable House may be pleased to take the premises into favorable consideration, and pass the Bill as amended by the Honorable the Legislative Council.

And your Petitioners, as in duty bound, will ever pray.

[Here follow 7 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.

(PETITION—ELDERS AND COMMITTEE OF MANAGEMENT, SCOTS' CHURCH, SYDNEY.)

Ordered by the Legislative Assembly to be Printed, 14 August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.
The Petition of the undersigned Elders and Committee of Management of the
Scots' Church, Sydney,—

HUMBLY SHEWETH:—

(1.) That your Petitioners having learned that the Honorable the Legislative Council have struck out the word Presbyterian in all parts of the Presbyterian College Bill in which that word occurs as the designation of the College, cordially accept that amendment.

(2.) That your Petitioners have also learned, that the Honorable the Legislative Council propose to fill up the blank thus occasioned with the word St. Andrew's.

(3.) That your Petitioners, as also a large portion of the Presbyterians of the Colony, to whom the name St. Andrew's is exceedingly distasteful, are strongly opposed to this mode of filling up the blank; and consider that, as a great concession has thus been made to those who dislike the word Presbyterian as the title of the College, by the striking out of that word, a similar concession should be made to those who equally dislike the word St. Andrew's.

(4.) That the late Mr. John Hunter Baillie, a member of the Congregation of the Scots' Church till his death in the year 1854, who bequeathed a splendid endowment for the Presbyterian College, which it is believed, will amount to £800 (eight hundred pounds) a year, had a strong repugnance to the name St. Andrew's, in which his widow, who has promised to subscribe from her own funds a thousand pounds additional, strongly participates.

(5.) That your Petitioners consider that it would be a slight upon the memory of the greatest benefactor of the future College, as well as an uncourteous act towards his widow, who offers so very handsome a subscription towards its funds, to give the College a name to which both Mr. Baillie and his relict are known to have had so strong a repugnance.

(6.) That, at the Annual Meeting of the General Assembly of the Presbyterian Church in October last, a third name, that of Queen's College, which is the name of the Presbyterian College in Canada, was submitted to the vote and carried by a majority of one over Presbyterian, although subsequently lost by a very small majority in favour of St. Andrew's.

(7.) That your Petitioners have ascertained that this third name would be acceptable to both parties, and would obviate, if adopted, such dissensions and heartburnings as might otherwise ensue.

Your Petitioners therefore humbly pray that your Honorable House will be pleased to fill up the blank, occasioned by the striking out of the word Presbyterian, with the word Queen's.

And your Petitioners, as in duty bound, will ever pray.

[Here follow 12 Signatures.]

Sydney, 10th August, 1867.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.

(PETITION—ROBERT T. MOODIE AND OTHERS.)

Ordered by the Legislative Assembly to be Printed, 21. August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned original Petitioners for the Presbyterian College Bill,—

HUMBLY SHEWETH:—

That your Petitioners having learned that the Honorable the Legislative Council have struck out the word "Presbyterian" from the title of the Bill now before your Honorable House, humbly accept that Amendment.

That as a large concession has thus been made to that section of the Presbyterian body who disapprove of the word "Presbyterian" in the title of the Bill, your Petitioners are strongly of opinion that a similar concession should be made to the much more numerous section of Presbyterians who are equally opposed to the word "St. Andrew's."

Your Petitioners, therefore, humbly pray that your Honorable House will substitute for "St. Andrew's" the word "Queen's," which will be satisfactory to both sections.

And your Petitioners, as in duty bound, will humbly pray, &c., &c., &c.

Sydney, 14th August, 1867.

[Here follow 5 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.
(PETITION—PRESBYTERIANS, MAITLAND.)

Ordered by the Legislative Assembly to be Printed, 15 August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned, being Presbyterian, resident in Maitland,—

HUMBLY SHEWETH:—

That, in the opinion of Petitioners, it is highly desirable, as regards the interests of the Presbyterian Denomination, in the matter of education, that a College for Presbyterians be established within the University of Sydney.

2. That with a view to the establishment of such an institution, the General Assembly of the Presbyterian Church of New South Wales, at its meeting in October last, drew up a Bill embodying a Constitution for a College, which it was agreed should bear the name of "St. Andrew's College," to be in due course laid before Parliament.

3. That Petitioners respectfully submit, that the General Assembly of the Presbyterian Church is the only organ through which the sentiments of the general body of Presbyterians, as regards such matters, can be made known.

4. That Petitioners believe that no Act of the Legislature for the purpose in question will be satisfactory to their Denomination generally, but such as has received the approval and sanction of the said General Assembly.

5. That the Bill which passed the Legislative Assembly last Session, and which has been amended by the Legislative Council, is a measure in accordance with the views and wishes of the General Assembly.

6. That Petitioners, therefore, earnestly but respectfully pray that your Honorable House will be pleased to take the premises into its favourable consideration, and assent to the Bill as amended by the Legislative Council; the measure thus amended being, in the main, the same in its principles and details as that which was approved by the General Assembly, at the meeting aforesaid.

And your Petitioners, as in duty bound, will ever pray, &c., &c., &c.

[Here follow 28 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.

(PETITION—PRESBYTERIANS, NEWCASTLE.)

Ordered by the Legislative Assembly to be Printed, 15 August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned Presbyterians, resident in Newcastle City,—

HUMBLY SHEWETH :—

1. That, in the opinion of Petitioners, it is highly desirable, as regards the interests of the Presbyterian Church in the matter of education, that a College for members of their Denomination be established within the University of Sydney.

2. That with a view to the establishment of such an institution, the General Assembly of the Presbyterian Church of New South Wales, at its meeting in October last, drew up a Bill embodying a Constitution for a College, to be in due course laid before Parliament.

3. That Petitioners respectfully submit, that the General Assembly of the Presbyterian Church is the only legitimate organ through which the sentiments of the general body of Presbyterians, in regard to such matters, can be made known.

4. That Petitioners believe that no Act of the Legislature for the purpose in question will be satisfactory to the Denomination generally, but such as has received the approval and sanction of the General Assembly of the Presbyterian Church.

5. That the Bill which passed your Assembly last Session, and which has been amended in the Upper House in some of its most important provisions, is, in the main, in harmony with the views and wishes of the General Assembly of the Church.

6. That Petitioners, therefore, earnestly but respectfully pray that your Honorable House may be pleased to take the premises into favourable consideration, and assent to the Bill as amended by the Legislative Council, as the measure thus amended is substantially the same as that which was approved of by the General Assembly of the Presbyterian Church, at its aforesaid annual meeting in October last.

And your Petitioners, as in duty bound, will ever pray.

[*Here follow 42 Signatures.*]

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.

(PETITION—PRESBYTERIANS, WALLSEND.)

Ordered by the Legislative Assembly to be Printed, 15 August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned Presbyterians, resident in Wallsend,—

HUMBLY SHEWETH :—

1. That, in the opinion of Petitioners, it is highly desirable, as regards the interests of the Presbyterian Church in the matter of education, that a College for members of their Denomination be established within the University of Sydney.

2. That with a view to the establishment of such an institution, the General Assembly of the Presbyterian Church, at its annual meeting in October last, drew up a Bill embodying a Constitution for a College, to be in due course laid before Parliament.

3. That Petitioners respectfully submit that the General Assembly of the Presbyterian Church is the only legitimate organ through which the sentiments of the general body of Presbyterians, in regard to such matters, can be made known.

4. That Petitioners believe that no Act of the Legislature, for the purpose in question, will be satisfactory to the Denomination generally, but such as has received the approval and sanction of the General Assembly of the Presbyterian Church.

5. That the Bill which passed your Assembly last Session, and which has been amended in the Upper House in some of its most important provisions, is, in the main, in harmony with the views and wishes of the General Assembly of the Church.

6. That Petitioners, therefore, earnestly but respectfully pray that your Honorable House will be pleased to take the premises into its favourable consideration, and assent to the Bill as amended by the Legislative Council, as the measure thus amended is substantially the same as that which was approved of by the General Assembly of the Presbyterian Church, at its aforesaid annual meeting in October last.

And your Petitioners, as in duty bound, will ever pray.

[Here follow 41 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.
(PETITION—THOMAS BUCKLAND.)

Ordered by the Legislative Assembly to be Printed, 21 August, 1867.

To the Honorable the Legislative Assembly of New South Wales in Parliament assembled.

The humble Petition of Thomas Buckland, of the City of Sydney, Merchant, Executor and Acting Trustee of the Will of the late John Hunter Baillie, of Sydney, deceased,—

SHEWETH,—

That your petitioner is the acting trustee and executor of the will of the late John Hunter Baillie.

That subject to the life interest of his widow, Mrs. Helen M. Baillie, the whole of his estate was bequeathed for educational purposes, in connection with a Presbyterian College.

That your petitioner is aware that the testator entertained strong objections to the name of "Saint Andrew's," which objection is equally entertained by Mrs. Baillie.

That your petitioner believes that the testator would not have bequeathed his property to a College so named.

That your petitioner believes that a large number of Presbyterians would approve of the name of "Queen's College," and that, as the said name would, your petitioner believes, have met the approval of the testator, and also meets the wishes of his widow, who, in that case, would become a large contributor—

Your Petitioner humbly prays that your honorable house will insert the name "Queen's College," in place of "Saint Andrew's College," in the Presbyterian College Bill.

Dated this fourteenth day of August, A.D. 1867.

THOS. BUCKLAND.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

PRESBYTERIAN COLLEGE BILL.
(PETITION—PRESBYTERIANS, SINGLETON AND DISTRICT.)

Ordered by the Legislative Assembly to be Printed, 19 September, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned Presbyterians of Singleton and surrounding District,—

HUMBLY SHEWETH :—

That it is highly desirable that a College for Presbyterians be established within the University of Sydney.

That a Draft Bill was prepared by the General Assembly of the Presbyterian Church at its meeting in October last, to be in due course submitted to your Honorable House, embodying a Constitution for such College.

That the Bill now before your Honorable House, as amended by the Upper House, is in accordance with said Draft Bill of said General Assembly.

That the General Assembly, being the Supreme Court of the Presbyterian Church, ought, in the opinion of Petitioners, to be held to represent the general body of Presbyterians in the matter.

Your Petitioners therefore respectfully and earnestly pray, that the premises may be taken into favourable consideration, and that said Bill, with all the Amendments of the Legislative Council, may receive the sanction of your Honorable House.

And your Petitioners, as in duty bound, will ever pray, &c.

[Here follow 24 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

CHURCH AND SCHOOL LANDS.

(RETURN RESPECTING EXPIRED LEASES OF.)

Ordered by the Legislative Assembly to be Printed, 5 November, 1867.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 12 September, 1867, That there be laid upon the Table of the House,—

“A Return shewing the number of expired leases of Church
“and School Land, the dates on which said leases expired, and
“the annual rental of land held under such leases.”

(Mr. Nowlan.)

CHURCH AND SCHOOL LANDS.

RETURN shewing the Number and Area of expired Leases of Clergy and School Lands, the Dates on which the said Leases expired, and the Annual Rental of the same.

Lessee.	Parish.	Extent.			Annual Rent.		Date of expiry, &c., of Lease.	Remarks.	
		a.	r.	p.	£	s.			d.
COUNTY OF BATHURST.									
Lance T. E.	Calvert	1,816	0	0	24	0	0	11 May, 1866	Surrendered.
Sullivan Patk.	do	2,116	0	0	34	0	0	30 June, 1861	Cancelled.
Lance T. E.	do	2,300	0	0	30	0	0	11 May, 1866	Surrendered.
Do	do	2,196	0	0	24	0	0	" "	do
Doyle Wm.	Lyndesay	2,047	0	0	27	0	0	25 June, 1861	do
Betts Fredk.	do	1,815	0	0	27	0	0	" "	do
Stonestreet Levi	Errol	2,054	0	0	27	0	0	" "	Cancelled.
Do	do	379	0	0	15	0	0	" "	do
Do	do	640	0	0	12	0	0	" "	do
Kelly Daniel	do	416	0	0	16	0	0	27 June, 1862	Surrendered.
North Samuel	do	1,212	0	0	16	0	0	28 Dec., 1860	do
Hogan John	Beaufort	2,426	0	0	24	0	0	31 Mar., 1862	do
Lance T. E.	do	1,979	0	0	24	0	0	11 May, 1866	do
Do	do	2,076	0	0	24	0	0	" "	do
Do	do	1,920	0	0	24	0	0	" "	do
Do	do	1,920	0	0	24	0	0	" "	do
Do	do	1,920	0	0	24	0	0	" "	do
Do	do	1,656	0	0	24	0	0	" "	do
Do	Belubula	1,920	0	0	24	0	0	" "	do
Do	do	1,280	0	0	16	0	0	" "	do
Do	do	1,753	0	0	20	0	0	" "	do
Do	do	1,931	0	0	24	0	0	" "	do
Do	do	1,401	0	0	18	0	0	" "	do
Icely Thos.	do	2,105	0	0	21	0	0	25 June, 1861	Withdrawn.
Do	do	790	0	0	15	0	0	" "	do
Do	do	1,035	0	0	10	10	0	" "	do
Do	do	2,409	0	0	22	10	0	" "	do
Lance T. E.	do	2,193	0	0	24	0	0	11 May, 1866	Surrendered.
Do	do	1,080	0	0	12	0	0	" "	do
Flanagan Robert	Apsley	680	0	0	34	0	0	17 Jan., 1863	Expired.
Lane Richard	do	640	0	0	32	0	0	" "	do
White Patrick	do	3,221	0	0	132	1	0	13 June, 1863	do
Lawson Wm.	do	2,117	0	0	52	18	6	17 Jan., 1863	do
Hughes Jno., junior	do	1,576	0	0	52	10	8	" "	do
Smith Robert (Estate)	do	1,939	0	0	96	19	0	" "	do
Farrand Wm.	do	2,025	0	0	67	10	0	28 Aug., 1863	do
Hughes John	do	1,883	0	0	47	1	6	12 Sept., 1863	do
O'Hara James	Oakley	1,280	0	0	16	0	0	3 April, 1866	Cancelled.
Do	do	386	0	0	10	0	0	" "	do
Hughes John	do	1,162	0	0	16	0	0	" "	do
O'Hara James	do	1,399	0	0	12	0	0	" "	do
Do	do	1,920	0	0	18	0	0	" "	do
Burge John	Ponsonby	2,326	0	0	30	0	0	11 Oct., 1867	do
Do	do	1,920	0	0	18	0	0	" "	do
COUNTY OF CAMDEN.									
Dunn Jane	Picton	671	0	0	22	7	4	13 June, 1863	Expired.
COUNTY OF DURHAM.									
Drinan John	Stanhope	1,908	0	0	95	8	0	13 June, 1863	Expired.
Johnson R.	Uffington	2,100	0	0	60	0	0	12 Nov., 1866	Cancelled.
COUNTY OF HUNTER.									
Bowman George	Lemington	1,376	0	0	22	10	0	31 Aug., 1861	Surrendered.
COUNTY OF NORTHUMBERLAND.									
Drinan & Burgess	Gosforth	100	0	0	40	0	0	30 Sept., 1862	Cancelled.
Moore Joseph	do	95	0	0	6	0	0	11 Aug., 1866	do
COUNTY OF COOK.									
Gardner Henry	Portland Head	115	0	0	40	0	0	5 Aug., 1867	Cancelled.

CHURCH AND SCHOOL LANDS.

Lessee.	Parish.	Extent.			Annual Rent.			Date of expiry, &c., of Lease.	Remarks..
		a.	r.	p.	£	s.	d.		
COUNTY OF CUMBERLAND.									
Staunton James	Castle Hill	33	3	8	14	0	0	31 Dec., 1862	Surrendered.
Clarke Rev. W. B.	Gordon	60	0	0	4	10	0	2 Sept., 1862	Cancelled.
Curry Patk.	Rooty Hill	782	0	0	108	0	0	25 June, 1863	Surrendered.
Holt Thos.	St. Luke	1,284	0	0	40	0	0	13 April, 1867	Cancelled.
Melville James.....	Cabramatta	1,514	0	0	45	0	0	2 Sept., 1862	do
Do	do	40	0	0	12	0	0	"	do
Baker John	do	141	0	0	18	0	0	29 May, 1867	do
Hurley John.....	St. Peter's.....	100	0	0	13	6	8	13 June, 1863	Expired.
Varnal John.....	do	5	3	2	2	10	0	1 Nov., 1866	Cancelled.
COUNTY OF ST. VINCENT.									
Christmas Thos.	Bruce.....	588	0	0	7	10	0	8 Aug., 1861	Surrendered.
Grady Martin	do	568	0	0	10	0	0	2 Sept., 1862	Cancelled.
Do	do	354	0	0	8	17	0	11 Oct., 1862	Expired.
Do	do	640	0	0	12	0	0	5 Dec., 1866	Cancelled.
Jennings Wm.	do	640	0	0	22	0	0	31 Dec., 1863	do
Ryrie J. C.	do	640	0	0	22	0	0	2 Sept., 1862	do
Do	do	640	0	0	20	0	0	27 Sept., 1862	do
Bassingthwaite E.	do	406	0	0	10	3	0	11 Nov., 1863	Expired.
Bell Thomas (Estate)	do	640	0	0	17	0	0	21 Mar., 1862	Cancelled.
Do	do	640	0	0	10	0	0	"	do
Goulding Patk.	Percy	1,080	0	0	20	0	0	22 Aug., 1866	do
Do	Boyle	383	0	0	10	0	0	"	do
Do	do	1,164	0	0	18	0	0	"	do
Holder Wm.....	do	640	0	0	16	0	0	2 Sept., 1862	do
Roberts W. J.	do	350	0	0	14	11	8	11 Oct., 1862	Expired.
Do	do	320	0	0	11	18	8	"	do
Badgery Andrew.....	do	320	0	0	13	6	8	"	do
COUNTY OF GLOUCESTER.									
Campbell Richard	Wilmot.....	3,120	0	0	10	10	0	2 Sept., 1862	Cancelled.
Hacket Thos.	do	50.	0	0	12	0	0	"	do
Lowe Wm.	do	2,560	0	0	6	0	0	31 July, 1858	Surrendered.
Mosman George	do	320	0	0	37	10	0	5 Oct., 1863	Cancelled.
Crassingham R.	Horton	103	0	0	5	0	0	31 July, 1862	Surrendered.
Do	do	113	0	0	5	0	0	"	do
Brown Jno. C.	do	2,730	0	0	22	10	0	14 Jan., 1858	Cancelled.
M'Phee Donald	do	2,177	0	0	19	10	0	31 Mar., 1862	Surrendered.
Do	do	257	0	0	45	0	0	11 July, 1864	do
Cook Thos., junior	Trevor	2,320	0	0	12	0	0	7 Mar., 1860	Cancelled.

Total Annual Rent, £2,223 19s. 8d.

Office, Treasury,
24th October, 1867.

W. NEWCOMBE,
Agent for Clergy and School Estates.

Sydney: Thomas Richards, Government Printer.—1867.

[Price, 3d.]

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

LETTERS OF REGISTRATION OF INVENTIONS

UNDER

16 VICTORIA, No. 24.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
9 *January*, 1868.



SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

LETTERS OF REGISTRATION OF INVENTIONS.

(DESCRIPTIONS, SPECIFICATIONS, &c., ACCOMPANYING APPLICATIONS FOR.)

Ordered by the Legislative Assembly to be Printed, 9 January, 1868.

RETURN (in part) to an *Address* of the Honorable the Legislative Assembly of New South Wales, dated 10 May, 1861, A.M., praying that His Excellency the Administrator of the Government would be pleased to cause to be laid upon the Table of this House (in addition to the Return already upon the Table),—

- “ (1.) A copy of the Descriptions and Specifications accompanying any applications for Letters of Registration of Inventions under the Act of Council 16 Victoria, No. 24, together with the date of application for such Letters of Registration, and when granted; also, copies of the Plans or Sections annexed, and of the Report, in each case.
- “ (2.) That His Excellency will cause similar Returns to be laid before Parliament annually.”

(*Mr. Hart.*)

INDEX.

No.	NAME OF APPLICANT.	DATE OF APPLICATION.	NATURE OF INVENTION.	WHEN GRANTED.	PAGE.
100& 101	Frederick Arundel Downing.	Not dated; received, 8 November, 1864.	Improvements in apparatus for obtaining motive power by means of water.	10 December, 1864	1
102	Henry Francis	1 November, 1864 ...	Improvements in treating grain for human food.	14 December, 1864	7
103	Thomas Martin	Not dated; received, 5 December, 1864.	Improvements in the method of preparing explosive compounds.	5 January, 1865...	11
105	John McCall and Bevan George Sloper.	29 March, 1865	Improvements in preserving meat, &c., and in vessels employed therein.	4 May, 1865	15
106	Joseph Jules Lachaume	Not dated; received, 11 November, 1864.	Machinery for creating a current of air without manual exertion; termed a mephiticoseuon or self-acting revolving fan.	4 May, 1865	19
107	Francis Webb Shields...	Not dated; received, 3 March, 1865.	Improvements in telegraph posts	4 May, 1865	23
108	Zenas Wheeler	27 April, 1865	A new and improved gold and silver amalgamator and separ- ator.	31 May, 1865	27
109	Frederick Arundel Downing.	Not dated; received, 2 May, 1865.	Improvements in steam and hydraulic motive power engines, and apparatus for measuring fluids.	31 May, 1865	35
110	James Jennings McComb	Not dated; received, 18 May, 1865.	Improvements in fastenings for securing the bands of cotton and other bales, and in apparatus for applying the same, and in presses for forming compressed bales.	20 June, 1865	41
111	John Daughlish	Not dated; received, 25 May, 1865.	Improvements in the manufacture of aerated bread, and in appa- ratus to be used in the manu- facture.	29 June, 1865	47
112	Hayden Hezekiah Hall	8 May, 1865	Hall's mineral oil apparatus	12 July, 1865	55
113	Richard Jones	Not dated; received, 5 July, 1865.	Improved method of preserving animal and vegetable substances.	10 August, 1865 ...	67
114	James Hart	21 July, 1865	Improvements in machinery for crushing, amalgamating, and washing auriferous and other quartz, &c.	7 September, 1865	71
115	William Woodman Huse	Not dated; received, 21 August, 1865.	Improvements in machinery for pressing and cutting tobacco.	21 September, 1865	79
115A	Robert James Pierce, as Agent of Dr. John Morgan.	Not dated; received, 24 July, 1865.	Improvements in the preservation of meat for food.	21 September, 1865	83
117	Alfred Hallett, Joseph Darwent, and George Harwood Cossins.	3 October, 1865	Improvements in the art of metal- lurgy.	14 November, 1865	87
118	Richard Goulding	25 September, 1865...	Improvements in the extraction of gold, silver, and other metals from their ores or matrices.	14 November, 1865	89
122	Charles Watt and Saul Samuel.	18 January, 1866.....	Improvements for the utilization of the acid tar obtained by treating with sulphuric acid the products of distillation of various car- bonaceous minerals, and petro- leum.	1 March, 1866 ...	93



A.D. 1864, 10th December. Nos. 100 & 101.

**IMPROVEMENTS IN APPARATUS FOR OBTAINING MOTIVE
POWER BY MEANS OF WATER.**

LETTERS OF REGISTRATION to Frederick Arundel Downing, for
Improvements in Apparatus for obtaining Motive Power by
means of Water.

[Registered on the 10th day of December, 1864, in pursuance of the Act 16 Vic., No. 24.]

No. 1.

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS FREDERICK ARUNDEL DOWNING, of Hobart Town, in the Colony of
Tasmania, Esquire, hath by his Petition humbly represented to me that he is the author
or designer of a certain invention or improvement in manufactures, that is to say, of an
invention for "Improvements in Apparatus for obtaining motive power by means of
Water," which is more particularly described in the specification, marked A, and the sheet
of drawings, marked B, which are hereunto annexed; and that he, the said Petitioner,
hath deposited with the Honorable the Treasurer of the said Colony of New South Wales
the sum of Twenty Pounds sterling, for defraying the expense of granting these Letters
of Registration, as required by the Act of Council sixteenth Victoria, number twenty-
four; and hath humbly prayed that I would be pleased to grant Letters of Registration,
whereby the exclusive enjoyment and advantage of the said invention or improvement
might be secured to him for a period of fourteen years: And I, being willing to give
encouragement to all inventions and improvements in the arts or manufactures which
may be for the public good, and having received a report favourable to the prayer of the
said

Improvements in Apparatus for obtaining

said Petition, from competent persons appointed by me to examine and consider the matters stated therein, and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Frederick Arundel Downing, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Frederick Arundel Downing, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Frederick Arundel Downing shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this tenth day of December, in the year of our Lord one thousand eight hundred and sixty-four.

(L.S.)

JOHN YOUNG.

No. 2.

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Captain General and Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS FREDERICK ARUNDEL DOWNING, of Hobart Town, in the Colony of Tasmania, Esquire, hath by his Petition humbly represented to me that he is the author or designer of a certain invention or improvement in manufactures, that is to say, of an invention for "Improvements in Apparatus for obtaining motive power by means of Water," which is more particularly described in the specification, marked A, and the sheet of drawings, marked C, which are hereunto annexed; and that he, the said Petitioner, hath deposited with the Honorable the Treasurer of the said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying the expense of granting these Letters of Registration, as required by the Act of Council sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the said invention or improvement might be secured to him for a period of fourteen years: And I, being willing to give encouragement to all inventions and improvements in the arts or manufactures which may be for the public good, and having received a report favourable to the prayer of the said Petition, from competent persons appointed by me to examine and consider the matters stated therein, and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Frederick Arundel Downing, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Frederick Arundel Downing, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Frederick Arundel Downing shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court, at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this tenth day of December, in the year of our Lord one thousand eight hundred and sixty-four.

(L.S.)

JOHN YOUNG.

Motive Power by means of Water.

A.

SPECIFICATION of an invention for "Improvements in Apparatus for obtaining motive power by means of Water."

THE nature of the said invention, and the manner in which the same is to be performed, is particularly described and ascertained in and by the following statement, that is to say:— My improvements relate first to water-wheels, termed over-shot wheels, from the fact of the water driving them passing over the top, and descending in the buckets on the opposite side of the wheel to that at which it is led on. This passing over of the water is essential to my invention, as I prefer, and have shewn it in the drawings hereunto annexed, as working in the opposite direction. In ordinary wheels of this kind a great waste of water takes place, inasmuch as that the buckets while at or near the top are not in a position to hold much water, and by the time a bucket has descended half-way down the wheel it is not half-full; and moreover, as it approaches the bottom it gradually empties the water. The aggregate amount of the supply, therefore, that is taken, is not retained by the buckets throughout their descent, and does not produce the full effect due to the fall of the quantity of water used. According to my invention, I enclose all the periphery of that half of the wheel receiving the water, so as to close in buckets, and cause them to retain their fill of the water, or nearly so, from the time it is admitted at the top to the time of discharge, which takes place at the extreme lower part of the wheel only. I enclose the wheel with a covering of metal or other material across the periphery, and return it down the sides to the necessary extent to retain the water in the buckets, and this covering I sometimes furnish with packing at the sides to keep it water-tight, or nearly so; but if the wheel is well and truly made, and the cover well-fitted at the sides, it may work sufficiently close without packing, and as permitting only a slight escape of water, the great bulk being retained and caused to do its work in an efficient manner. With a wheel so constructed I can also raise the water again to the higher level, to be utilized over again on the wheel. I use any kind of pumps for the relifting the water, which pumps I drive from the axis of the wheel. A slight continuous supply of water, at a higher level, will make up for any waste of water that may occur in the wheel; thus a large amount of power may be obtained from a single supply or fall of water of suitable altitude. And also, specification for an invention of the same kind, relating to an engine to be actuated by a supply or fall of water, having the pressure from a greater height and in less quantity than is adapted for a water-wheel. If from a natural fall, I enclose and confine the fall of water in a tube of suitable dimensions, and conduct it from the higher to the lower level, where the engine is situated, and where it will have a pressure according to the height of the column. The engine is somewhat like a rotary steam-engine in its action; but being for water, and a slight escape of little or no consequence, it therefore does not require the perfection of fitting in the parts necessary in a steam-engine. This engine may be likened to the closed over-shot wheel before described, but of much smaller dimensions, it having a rotating centre-piece mounted on a suitable axis, one-half of whole circumference of which is inclosed by a chamber covering the periphery and both sides. Between the extreme diameter of the case and the circumference of wheel or centre-piece, there exists the segment of an annular space, whose area is available for the pressure of the water. The centre or wheel has three, four, or more pistons or pallets, at equal distances apart, that are projected in succession beyond and drawn within the periphery of the wheel or centre. They are projected just after passing the water pressure abutment that abuts on the periphery of the centre, traversing the segmental chamber before mentioned. These pallets are disposed radially in suitable slots in the periphery of the wheel, and are actuated by projections on each side taking into cam grooves on each side of stationary plates enclosing the sides of the wheel or centre, which will regulate so as to withdraw within the periphery when required to pass the abutment, and again be projected at the proper time; or they may be actuated by springs, which will allow the pallets to recede on passing over an incline leading to the abutment, and will project them so soon as that point

Improvements in Apparatus for obtaining

point is passed. The springs must be sufficiently strong to overcome the pressure of the water on the edge of the pallets. When a pallet or piston passes the stationary abutment, and is projected into the segmental chamber, the pressure of the water takes effect upon it, and so forces the centre or wheel round. Before this pallet escapes from the chamber—having completed (say) a quarter revolution, supposing there are four pallets—the succeeding pallet will have entered as before, and received the pressure of the water. So soon as this is the case, the first pallet emerges from the chamber, and allows the water to escape which has acted upon it, and so on. The entire of the sides of the wheel or centre may be enclosed together with that part of the periphery before mentioned, or only part of the periphery and the sides in the manner described. With reference to the water-wheel, suitable metallic packings should be applied to keep the parts of the engine watertight, unless they are fitted with sufficient accuracy to retain the water without packings. A slight escape of water at the rubbing contact points will serve to lubricate them.

DESCRIPTION OF DRAWINGS.

Fig. 1 represents a side elevation of a water-wheel fitted and furnished according to my invention, while fig. 2 represents a breast view of the same. I construct this wheel of iron, much in the ordinary way of making water-wheels: A being the shaft or axis, and B B cast-iron bosses fixed thereon, from which the wrought-iron arms C radiate, being fixed thereto by bolts as usual. D D is the periphery carrying the buckets E, which are close at the bottom (in the breadth of wheel), as usual. The cheeks D D of the wheel I make of plate-iron, with butt-joints, so as to present on the extreme a smooth surface, which, after being truly formed, is turned true as in a lathe on the axis A, so that the sides or cheeks shall be quite smooth and true, as also the periphery thereof. Between these cheeks D D the buckets E are fitted and fixed as usual, as seen in the partial section fig. 1, and in front view fig. 2. On one-half diameter of the wheel I fix the cover F, secured to cast-iron brackets, G G. This cover embraces the breadth of the wheel, and laps on the sides or cheeks, D D, to which it is accurately fitted by dressing in the manner of turning, so that it may be in efficient proximity to the cheeks, to prevent other than a very slight escape of water. To ensure this, the cover G may be furnished with a metallic packing, as will be readily understood. It will be observed that the cover G does not fit close on the periphery, except at the lower part to form a tube; that therefore, in first letting on the water at the top, it will descend round the cover, and at once fill the lower buckets, as well as all intermediate, and will therefore exert the full power of the wheel immediately, those buckets at the bottom having the pressure of water upon them due to the height of the column, and in fact, the whole in proportion to them in position, therefore the full power of the water will be exerted at all times. This channel thus provides the direct run and supply of water to the buckets, to make up for any waste or inadequate quantity entering the buckets at top, and although not acting by its pressure on the buckets, does so generally on the column maintained in the cover, which is transmitted to and keeps up the pressure and weight of water in the buckets. The cover G, from *a* to *b*, it must be understood, fits close to the cheeks and cross periphery of the wheel, so that the water does not escape from the buckets until they emerge and pass beyond the cover. From this point, water, if limited, is received in a reservoir, from which it is again raised to be used over again. If the supply is ample for requirements, it is, of course, allowed to flow away, as usual in water-wheels. On the masonry I I, supporting the bearings K K of the wheel, I have shewn erected two pillars, L L, which support a tank or basin, M, from which the water is supplied to the wheel, the supply water being led into it in any suitable manner, and according to circumstances. The upper brackets supporting the cover G are fixed to this tank and pillars, as seen, holding it securely in position. In the bottom of tank M is the sluice, fitted with a shoe-piece, N, forming a combination of the cover, and having a lapping or covering piece from *c* to *d*, to cover rather more than the extent of one bucket, so as to enclose and prevent the bucket nearest the end of the tank passing the water out in the wrong direction. A supply of water being maintained in the tank M will thus fill the several buckets at the top, as they arrive in succession, and keep them constantly filled by the supply admitted to

Motive Power by means of Water.

to the cover, and so constantly maintain the full effect of the weight of water throughout the entire semi-circumference of the wheel, and therefore the duty of the wheel. I have before mentioned that I sometimes raise the same water to act again on the wheel; but I have not shewn any drawing of such apparatus, as any suitable pumps will answer the purpose, which I place in connection with and work from the axis *A* of the wheel. *P* is a pipe communicating between the reservoir and the tank *M*, in which the pump or pumps may be disposed, and through which to lift the water again to the higher level, to fall again through the wheel as before. The power to be utilized for any purpose will, of course, be derived from the axis *A* of the wheel. Fig. 3 represents a side elevation, partly in section; and fig. 4, a transverse vertical section of a water-power engine, for high pressure, arranged according to my invention; fig. 5, an interior view of one side, *ee*, of the case, which is a semi-disc surface, with periphery and flange. Fig. 6 is a side view of the semi-annular covering side, *ff*, which is secured to the flange of *ee*, and encloses the pallet-wheel; and fig. 8, plan of same. These parts of the casing are furnished with broad flanges at bottom, and rest in and are bolted to a bed of masonry, *gg*, or to a suitable bed of cast-iron. The bed *gg* carries the bearings *hh* supporting the axis *i* of the engine, on which the pallet-wheel *k* is fixed. The form of this wheel will be distinctly seen in the figs. 3 and 4; it consists of a disc, *ll*, with an extended periphery, *mm*, this being accurately turned, and the interior of the casing, bored or otherwise, fits closely, but works freely between the sides *ef*. In the periphery *m* are slots, *pp*, uniting with radial slots in the disc *l*, in which are disposed the pallets *tt*; these fit accurately in the slots in the periphery *m*, that is to say, they work watertight, either by simple fitting or with the assistance of metallic packings, which I have not shewn in the drawings, being unnecessary, as well understood by machinists. The pallets are of the same breadth as the periphery *m*, and fit, like it, between the sides *e* and *f* of the case. They are in this example mounted on triangular stems fitted in *V* bearings, *s*, fixed to the disc *l*, in which bearings they are free to slide radially. In these bearings and fittings the pallets slide with a certain degree of stiffness, and are controlled in their position by cams, *q*, in the one direction, acting on projections, *w*, from the stems *t*; and in the others, by the inclined or cam surface, *x*, rising up to the abutment *y*, and taking effect on the extreme end of the pallets *t*. 2 is the water supply, which is brought enclosed from the high level. It may be a vertical column, or a long incline brought from the hills or other elevation. It is admitted by a suitable stop-cock, *j*, or sluice within the abutment *y*, which is hollow. The water emerges at holes in the rear and radial end thereof. In the revolution of the wheel *lm*, the ends of the pallets come in contact with the incline *x*, and are forced towards their common centre. Immediately on a pallet passing the abutment *xy*, a fixed cam, *q*, begins to operate on its stem through a projection, *w*, thereon, which gradually raises it up until the end of pallet effects contact with the interior periphery of the case, when the water under pressure, admitted as described, acts between it and the abutment *y*, and forces the pallet and wheel round. This it continues to do, until the succeeding pallet arrives at the like position, when it receives the pressure of the water, and the preceding one emerges from the case *ef*, and allows the water to escape, and so on. The cam is of a form to give the proper rise at the commencement; and having attained which, it is continued in the form of a circle, in order to keep the pallet up to the periphery of the casing throughout the whole course of the action of the water upon it. I make these cams with such rises as will ensure the free, easy, and efficient working of the machine. In order to allow for the wear of the bearing surfaces of the pallets, I make the projections *w* from stems, *t*, acting on the cam *q*, of a compound form, that is, of two wedge pieces placed and dovetailed together, with a provision for allowing of the incline of one wedge sliding in the dovetail of the other, with a screw to effect the sliding, and to hold and retain the position assumed. Thus, when any wear of the pallets takes place, the screw 2 is turned, the effect of which is practically to lengthen the stem *t*, of which these wedge pieces form a part, and so compensate for any wear. This is, of course, effected, from time to time, by hand, as may be required. Figs. 7, 8, 9, and 10, represent enlarged views of the pallets *t* and their stems *t*; the one, fig. 8, being an edge view, as it is seen in fig. 3; fig. 9, a face view, as it appears in fig. 4; and fig. 10, end view of bearing *s* detached.

Having

Improvements in Apparatus, &c.

Having described the nature of my inventions, and the manner of performing the same, I declare that what I claim is—

First,—the application and arrangement of a cover to water-wheels, as and for the purposes hereinbefore described, and represented in the figs. 1 and 2 of the drawings hereunto annexed.

Secondly,—I claim the general arrangement and construction of engines as hereinbefore described and represented in the figs. 3, 4, 5, 6, 7, and 8 of the drawings annexed, to be actuated by water or other fluid under pressure, as hereinbefore described.

This is the specification marked A, referred to in the annexed two grants of Letters of Registration granted to Frederick Arundel Downing, this tenth day of December, one thousand eight hundred and sixty-four, and which are marked with the figures 1 and 2 respectively.

JOHN YOUNG.

REPORT.

*Royal Mint, Sydney,
17 November, 1864.*

SIR,

Documents
returned:—
Memorial to
Governor.
Form of
Declaration.
Treasury receipt
for £20.
Specifications (2).
Plans (2).
Do. do.
Tracings.

Having examined and considered the application of Frederick Arundel Downing for Letters of Registration, under Act of Council 16 Vic., No. 24, for an "Invention of Improvements in Apparatus for obtaining Motive Power by means of Water," we have the honor to report that Mr. Arundel Downing has, in his one application for Letters of Registration, included two machines which are inventions or improvements that are essentially distinct, and have no connection with each other; their registration should therefore have been separately applied for.

Except on this ground, we see no objection to the issue of the Letters prayed for. The documents as per margin are herewith returned.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

E. W. WARD.
CHAUNCEY LEICESTER.

Sydney, 21 November, 1864.

SIR,

In reference to my application for a Patent for an invention of "Improvement in Apparatus for obtaining Motive Power by means of Water," I have to beg that my application may be considered to embody the two in one; but I have paid a further sum of Twenty Pounds for the same into the Treasury. I now beg that separate Letters of Registration may be issued.

I have, &c.,

TO THE COLONIAL SECRETARY.

FREDK. A. DOWNING.

[Drawings—two sheets.]

C

Fig 3

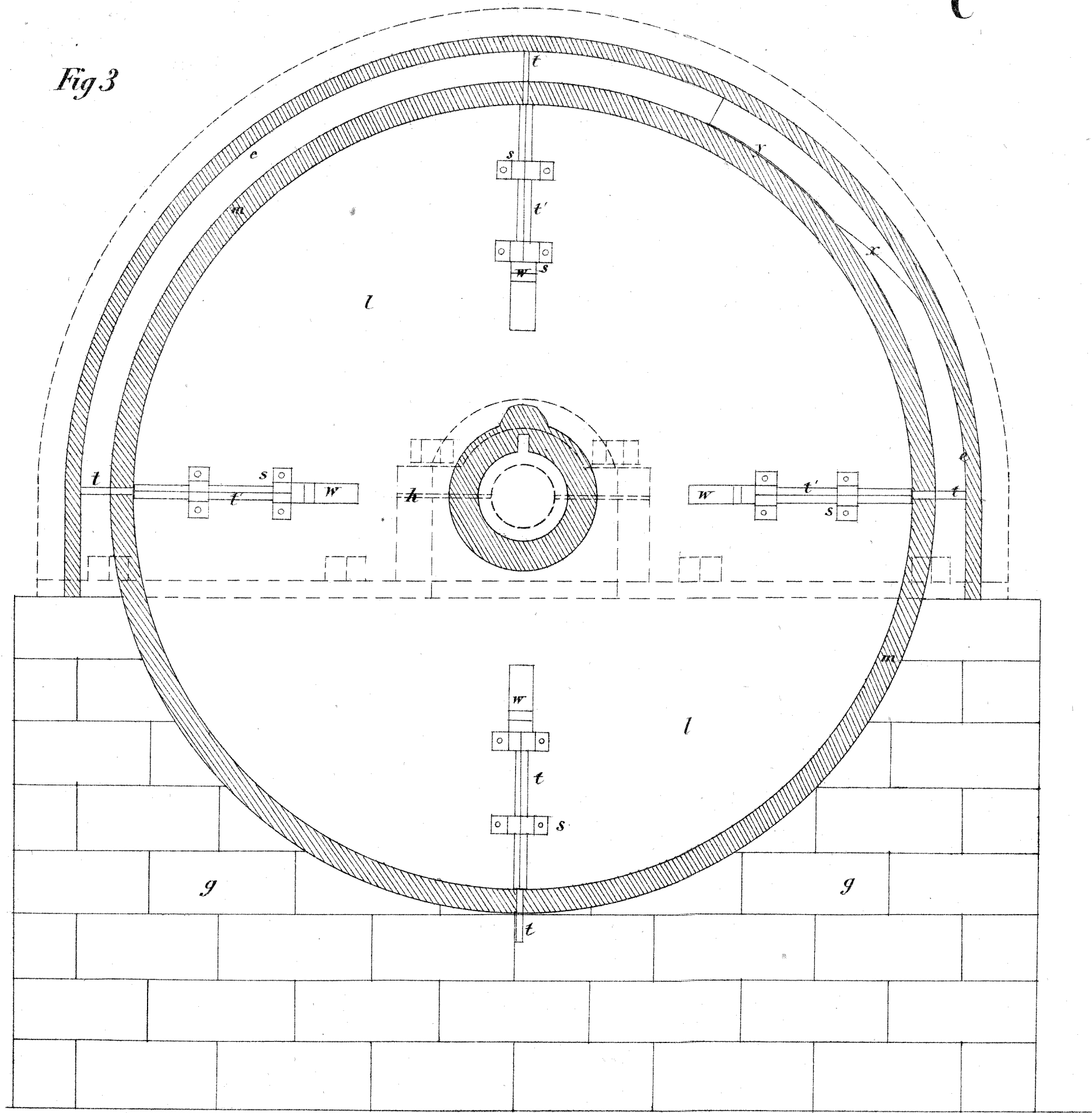


Fig 4

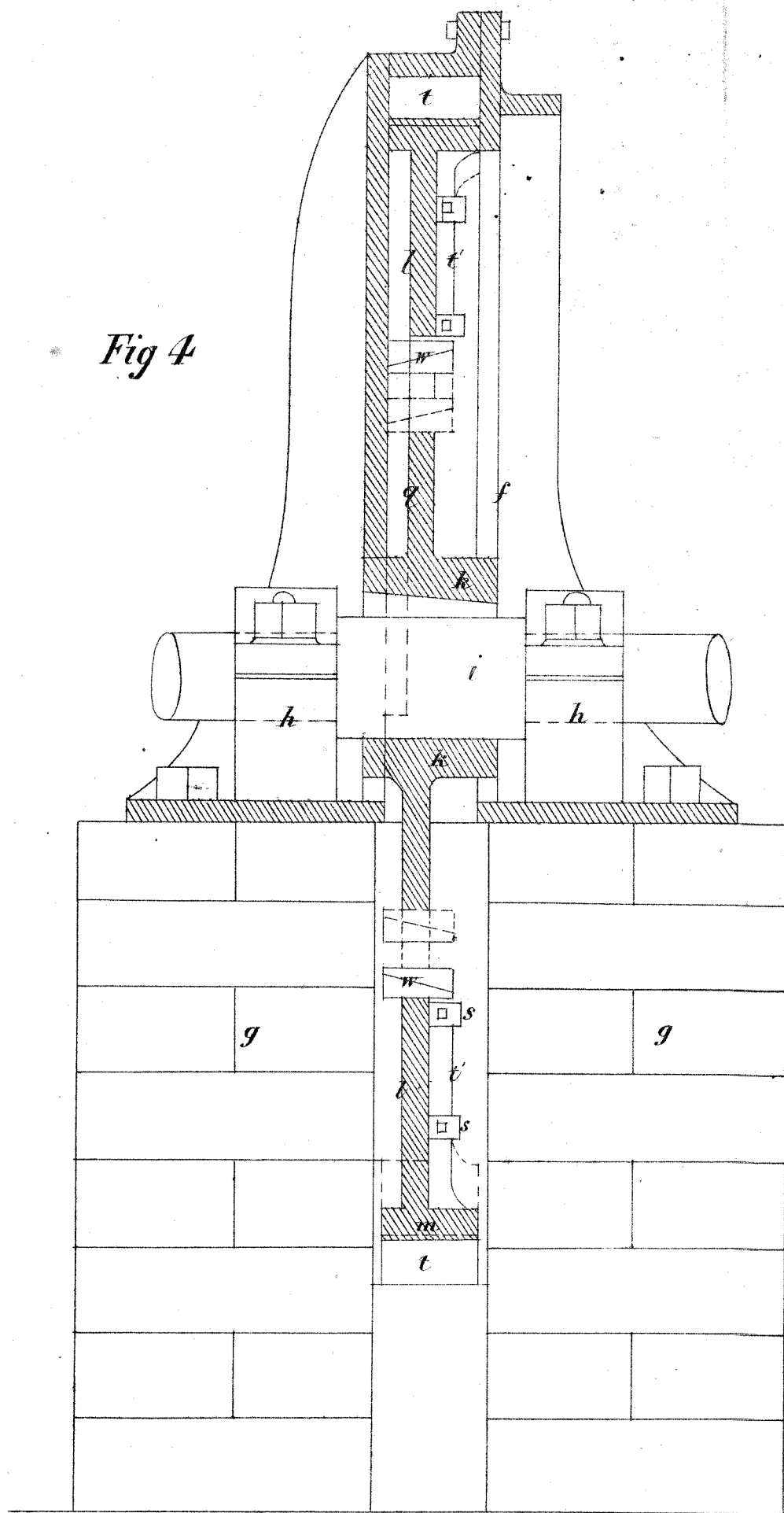


Fig 6

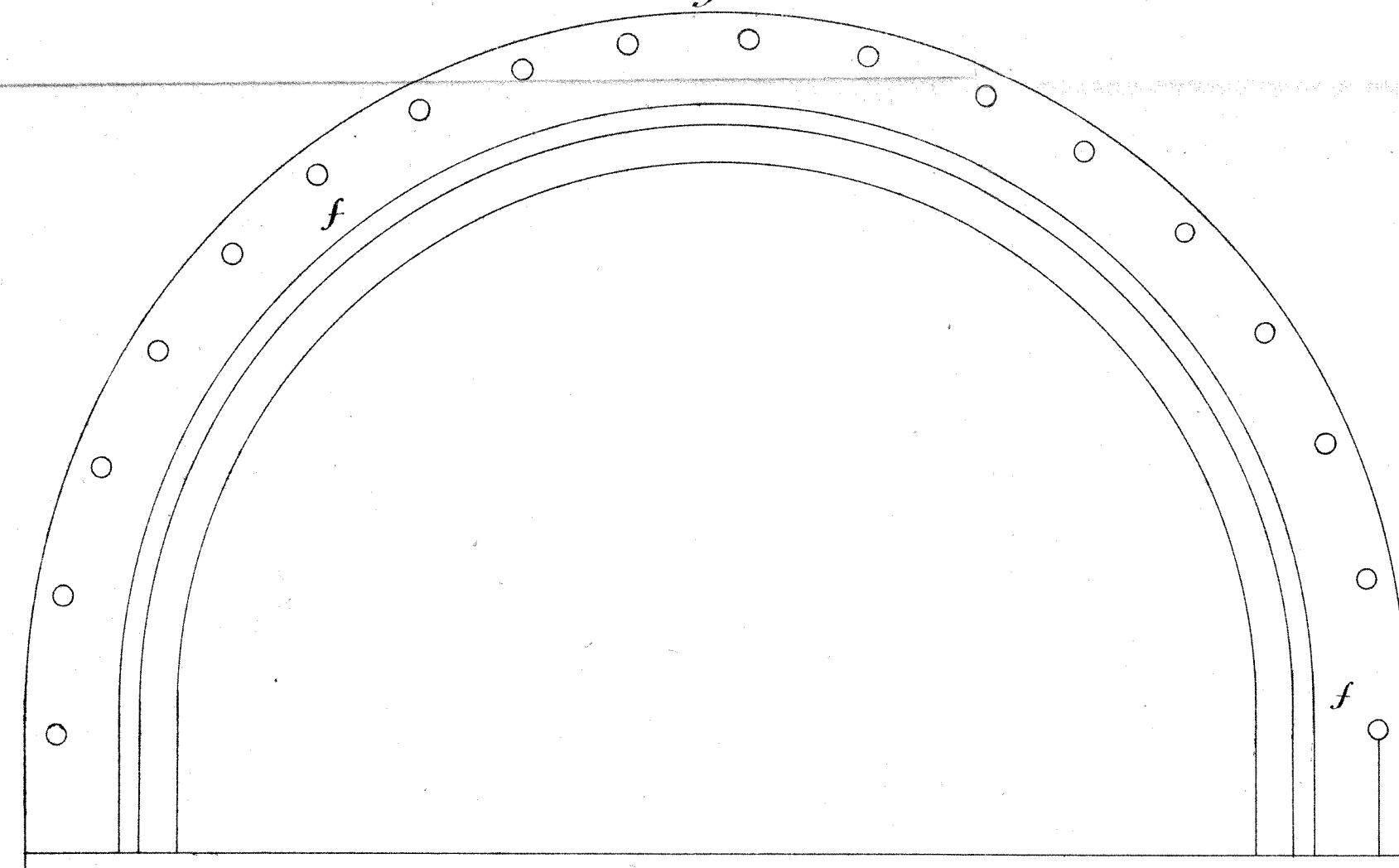


Fig 5

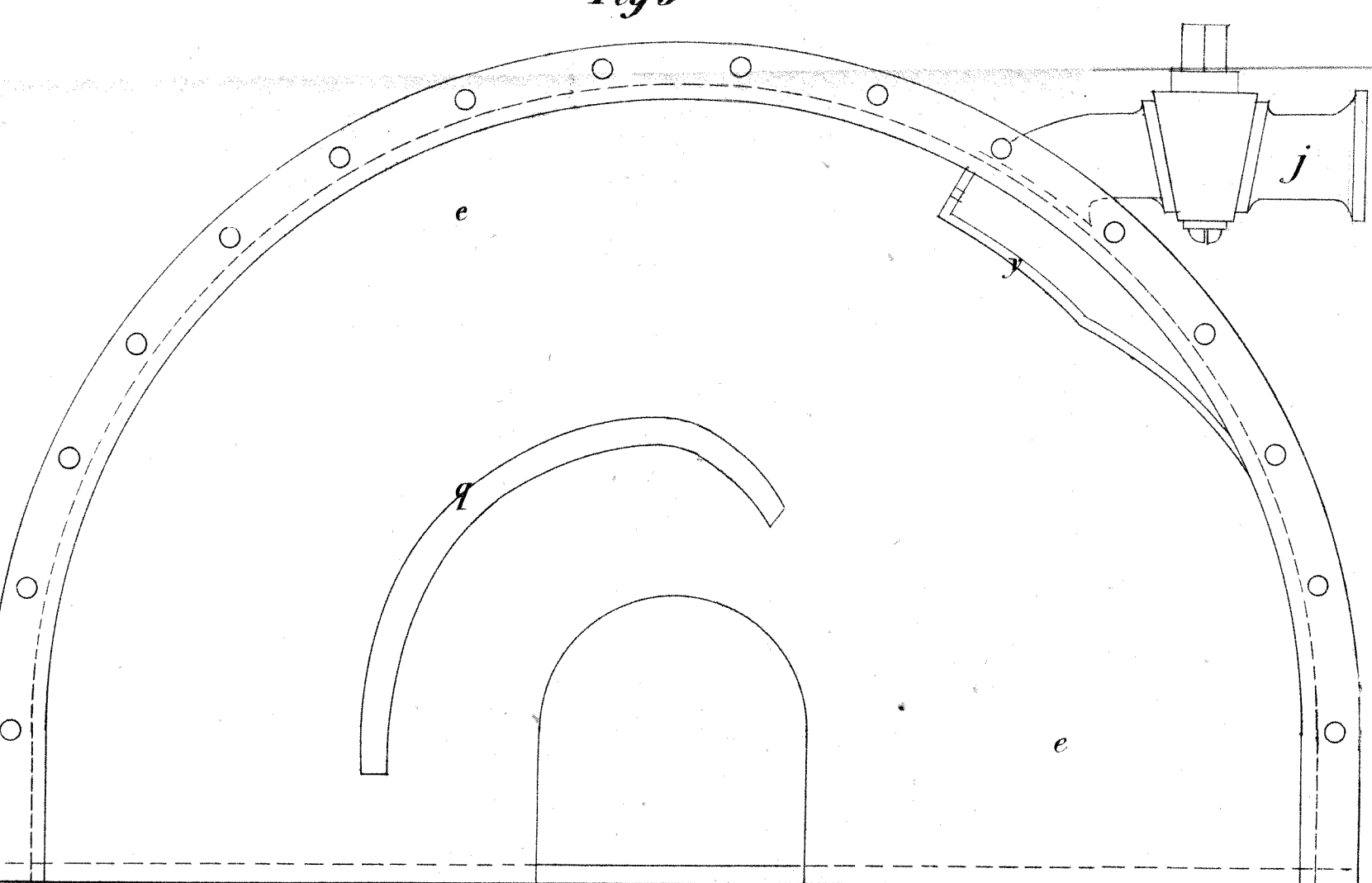


Fig 7

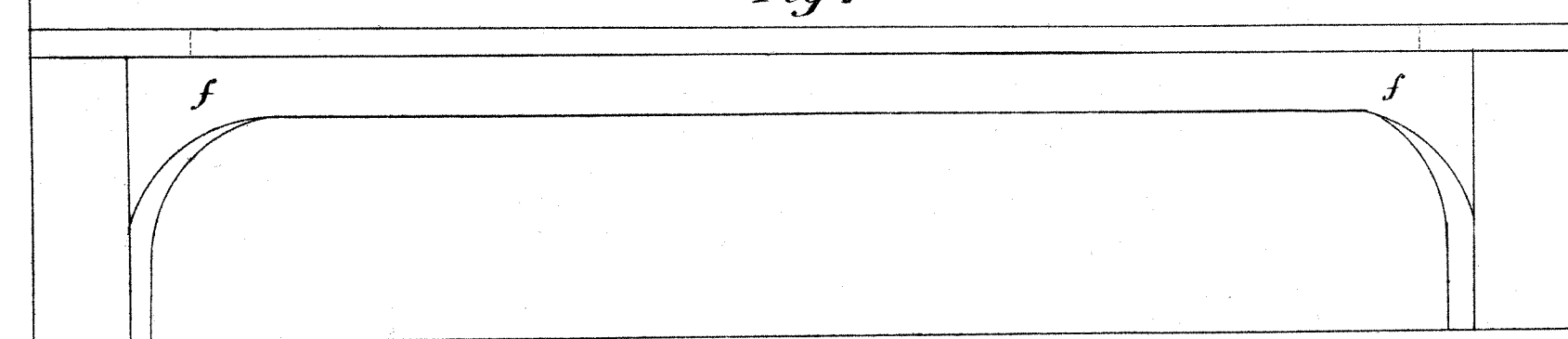


Fig 10

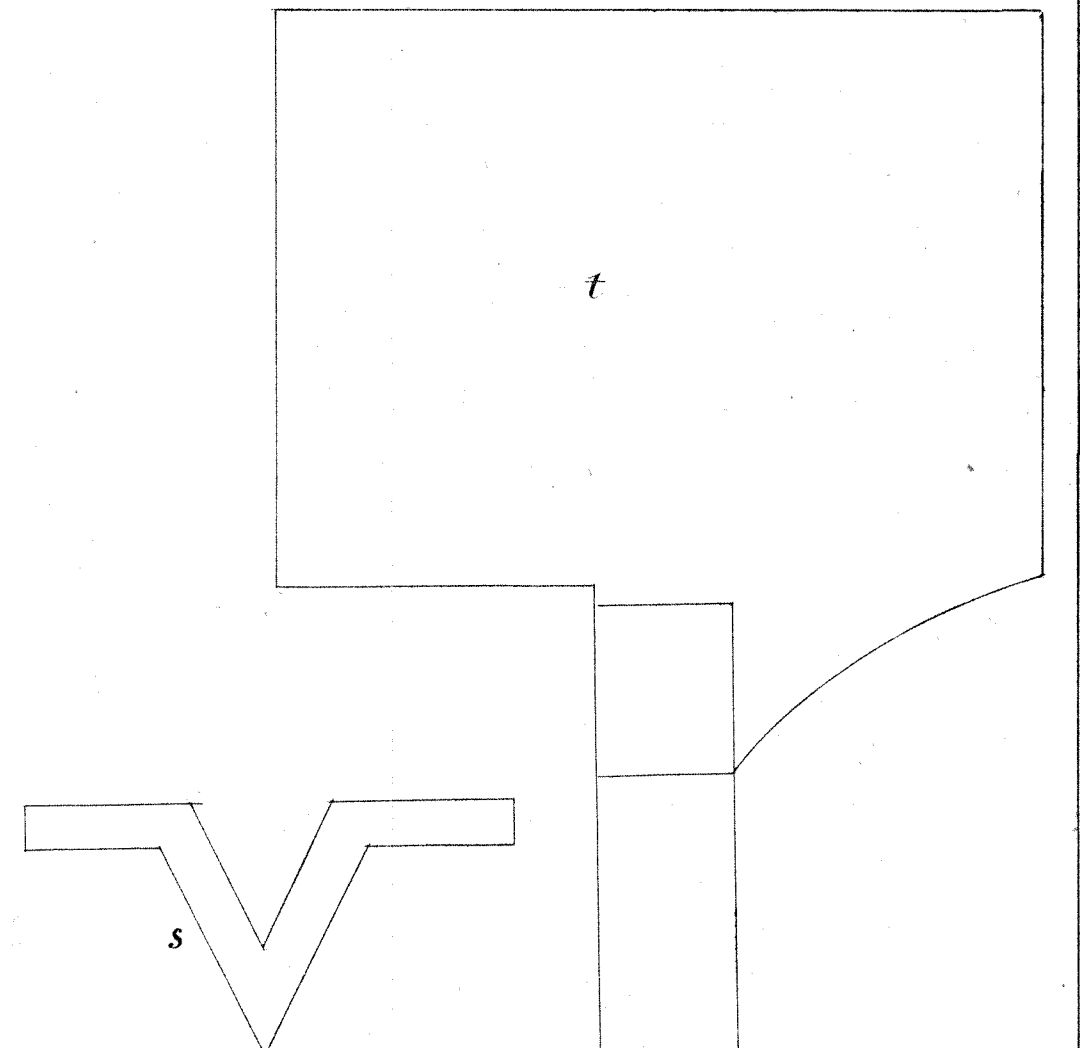


Fig 8

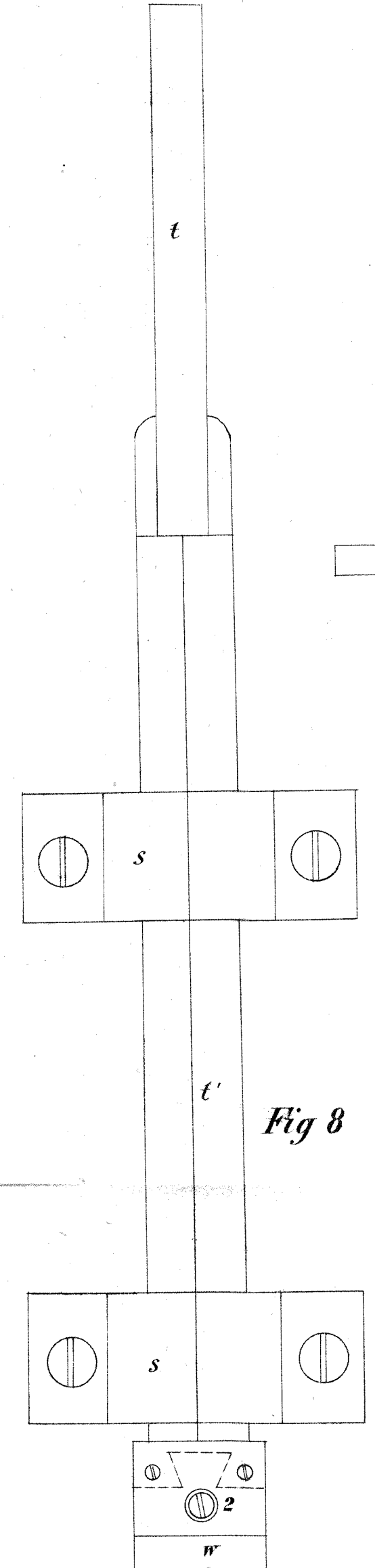
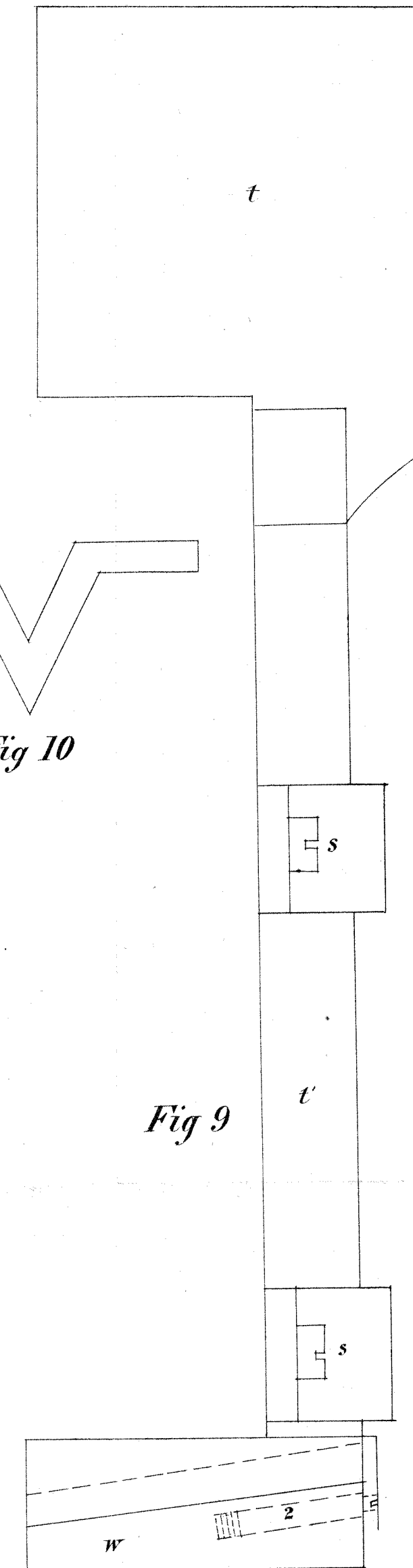


Fig 9



This is the sheet of Drawings marked C referred to in the annexed
 Letters of Registration marked with the Figure 2 granted to
 Frederick Arundel Downing this 10th Day of Dec^r 1864
 (Signed) John Young.

Figure 1

B

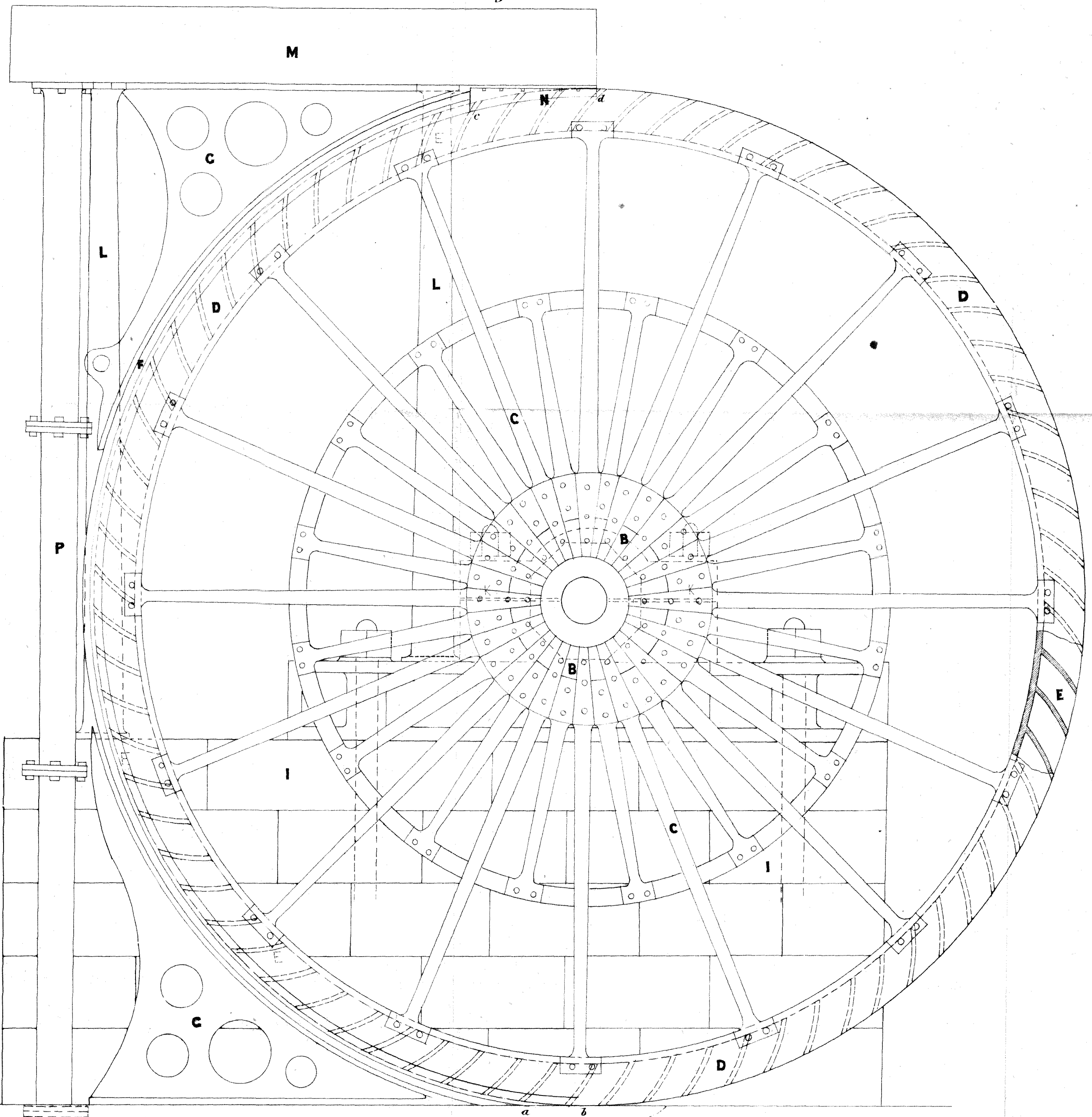
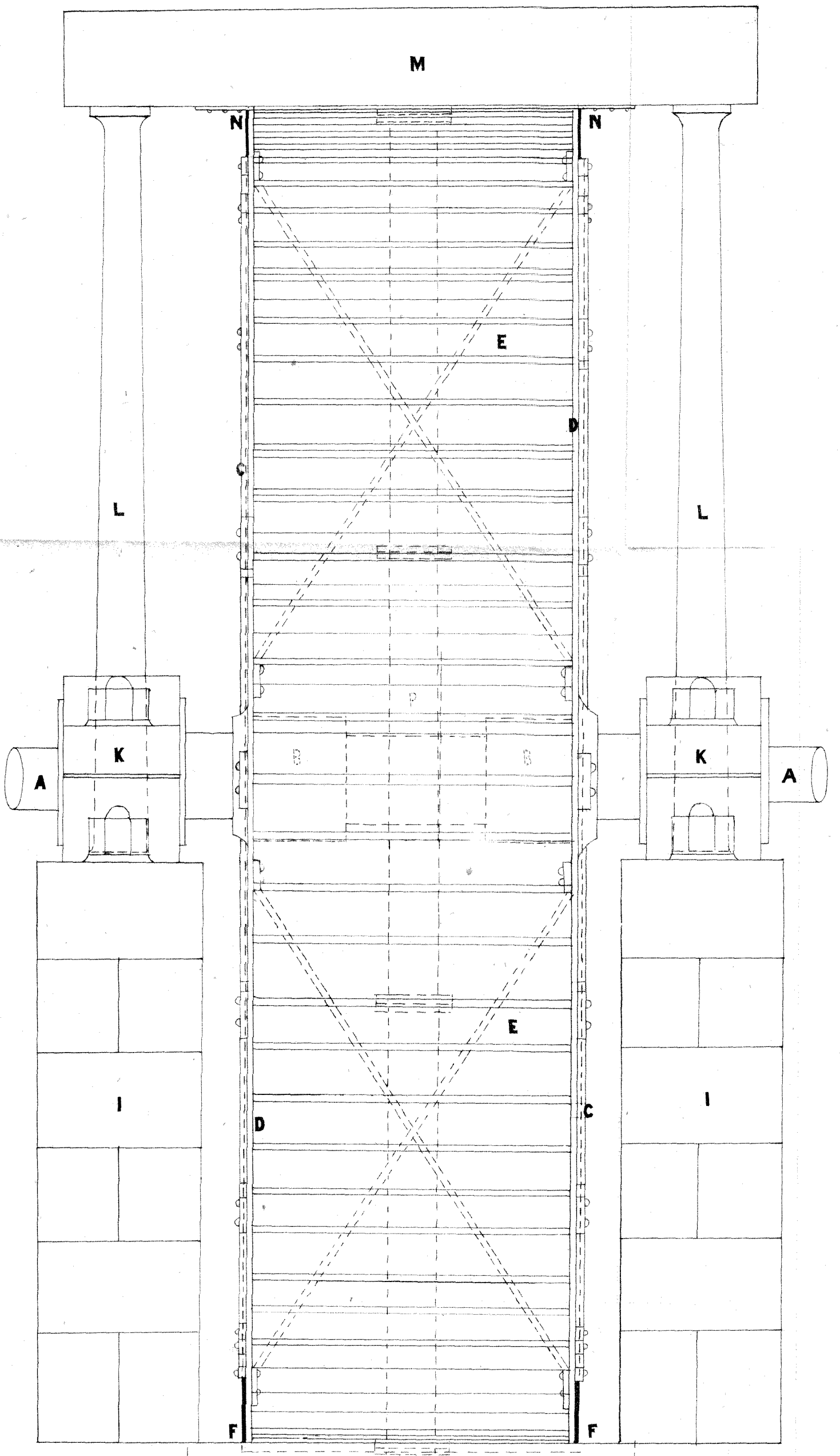


Figure 2



This is the sheet of Drawings marked B referred to in the annexed Letters of Registration marked with the figure 1 granted to Frederick Arundel Downing this 10th Day of Dec^r 1864. (Sgd) John Young



A.D. 1864, 14th December. No. 102.

IMPROVEMENTS IN TREATING GRAIN FOR HUMAN FOOD.

LETTERS OF REGISTRATION to Henry Francis, for Improvements in treating Grain for Human Food.

[Registered on the 17th day of December, 1864, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Captain General and Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS HENRY FRANCIS, of the city of Sydney, in the Colony of New South Wales, engineer, hath by his humble petition represented to me that he is the author or designer of a certain invention or improvement in manufactures, that is to say, of an invention for Improvements in treating Grain for Human Food, which is more particularly described in the specification hereunto annexed; and that he, the said Petitioner, hath deposited with the Honorable the Treasurer of the said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying the expense of granting these Letters of Registration, as required by the Act of Council sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the said invention or improvement might be secured to him for a period of fourteen years: And I, being willing to give encouragement to all inventions and improvements in the arts or manufactures which may be for the public good, and having received a report favourable to the prayer of the said Petition, from competent persons appointed by me to examine and consider the matters stated therein and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Henry Francis, his executors, administrators, and assigns, the exclu-

Improvements in treating Grain for Human Food.

sive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Henry Francis, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Henry Francis shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this fourteenth day of December, in the year of our Lord one thousand eight hundred and sixty-four.

(L.S.)

JOHN YOUNG.

SPECIFICATION of an Invention for Improvements in treating Grain for Human Food.

THE nature of this Invention is as follows:—

First.—The invention for improvements in manufacturing food for man, from the maize or other grain, consists in separating the different constituent particles of the grain by means of water. The maize or other grain is to be crushed between rollers, or ground in the usual manner. The meal or flour is to be mixed with water, and the milky liquid is passed through fine sieves which have a vibratory or rotatory motion given to them, in combination with revolving brushes or beaters acting in them. Cylindrical sieves, placed at an angle of about thirty degrees, having revolving beaters or brushes acting in them, with streams of water flowing in them from the upper side of the sieve, is an effective means of passing the fine particles through the sieve, the coarser particles passing out from the lower end. The fine particles are washed from any impurities by being repeatedly stirred, allowed to settle, and the water drawn off till it is quite pure. The sediment is then removed, and put into boxes or on frames covered with fabrics to drain, and afterwards dried in warm chambers. The coarser particles are strained and put into bags and pressed into cakes in a similar manner to oil cakes, or it can be prepared in the form of bran for feeding animals. When the starch or fecula material is used as starch for stiffening fabrics, I combine it with small quantities of borax, phosphate of soda, or sulphate of ammonia, for the purpose of rendering mosquito curtains and articles of dress unflammable.

Second.—Maize, wheat, or other grain, is to be made damp by passing it between rollers covered with woollen or other absorbent cloths, or endless bands; or cloths may be used which are to be kept sufficiently wet to damp the grain in passing between them as they revolve, for the purpose of facilitating the grinding of the grain and improving the quality of the flour.

Third.—The improvements in silk-dressing machines for sifting flour consist in extending the silk tight on the frame, by means of strips of india-rubber sewn to the edge of the silk, and then secured to the edge of the frame by nails or other means. Springs of steel or other material can be employed to produce the same effect, by which means the silk is not acted on by the weather, but is always tight, and the improved vibration of the frame, from being tight, will cause the flour to pass more freely through the silk.

Fourth.—Grain is to be preserved from the destructive effects of the weevil or other insects by destroying them, which is done by causing the grain to pass through currents of hot air forced up vertical or inclined tubes, so as to meet the grain in falling down the tube. The air is to be hot enough to kill insect life or the germs of life, without injury to the grain; or grain may be caused to pass over inclined wire or perforated sheet metal screens, with chambers under them so arranged that heated air is compelled to pass through the screen. The grain, in falling down through the hot air, will be thus acted on, and the full organization of insect or fungus life destroyed.

This is the specification referred to in the annexed Letters of Registration granted to Henry Francis, this fourteenth day of December, 1864.

JOHN YOUNG.

REPORT.

A.D. 1864. No. 102.

9

Improvements in treating Grain for Human Food.

REPORT.

*Royal Mint Sydney,
15 November, 1864.*

SIR,

Having examined and considered the application of Henry Francis for Letters of Registration, under Act of Council 16 Vic., No. 24, for an "Invention for Improvements in treating Grain for Human Food," we beg to recommend that the protection sought for be granted.

The documents as per margin are herewith returned.

Documents
returned:—
Memorial to
Governor, and
Treasury Receipt
for £20.

THE HONORABLE
THE COLONIAL SECRETARY.

We have, &c.,
E. W. WARD.
J. SMITH.



A.D. 1865, 5th January. No. 103.

IMPROVEMENTS IN THE METHOD OF PREPARING EXPLOSIVE COMPOUNDS.

LETTERS OF REGISTRATION to Thomas Martin, for Improvements in the method of preparing Explosive Compounds.

[Registered on the 7th day of January, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Captain General and Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting :

WHEREAS THOMAS MARTIN, of Willunga, in the Province of South Australia, slate quarrier, hath by his Petition humbly represented to me that he is the author or designer of a certain invention or improvement in manufactures, that is to say, of an invention of "Improvements in the method of preparing Explosive Compounds," which is more particularly described in the specification hereunto annexed; and that he, the said Petitioner, hath deposited with the Honorable the Treasurer of the said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying the expense of granting these Letters of Registration, as required by the Act of Council sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the said invention or improvement might be secured to him for a period of fourteen years: And I, being willing to give encouragement to all inventions and improvements in the arts or manufactures which may be for the public good, and having received a report favourable to the prayer of the said Petition, from competent persons appointed by me to examine and consider the matters stated therein and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant

Improvements in the method of preparing Explosive Compounds.

unto the said Thomas Martin, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Thomas Martin, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Thomas Martin shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this fifth day of January, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

SPECIFICATION of THOMAS MARTIN, of Willunga, in the Province of South Australia, slate quarrier, for an Invention for "Improvements in the method of preparing Explosive Compounds."

My invention consists of certain novel combinations for the purpose of producing an explosive compound or powder, suitable as a substitute for ordinary gunpowder, either for blasting operations, or in other cases where known fulminating or explosive compounds or powders are used. My invention possesses numerous advantages over gunpowder and the other known fulminating and explosive compounds or powders, the principal of which are, that it is cheaper, more powerful, more manageable, and that the modes of preparation and of use are attended with greater convenience and safety, and that the compound or powder can, if wetted, be wholly restored by drying.

According to the specific purpose for which such powder or compound may be required, one or other of the following methods is adopted, and the time occupied in and about the preparation thereof may be varied as circumstances may require.

The ingredients I propose to use are, nitrate of potash, chlorate of potash, and nitrate of soda (preferring crude nitrate of soda). I take the two nitrates in a state of solution, and the chlorate either dry or in a state of solution, and with them I combine sawdust, tan, bark, peat, charcoal, or any other suitable substance that can be employed as a vehicle for the above-named chemicals, together with sulphur. Sometimes the nitrate of potash or the chlorate of potash, or both the nitrate of potash and the chlorate of potash, are dispensed with.

My first method consists in taking twenty-six pounds of chlorate of potash, thirty-four pounds of nitrate of soda, ten pounds of flour of sulphur, thirty pounds of tan, sawdust, or any other substance suitable for a chemical vehicle as above described, and thirty quarts of water. I use the nitrate and the chlorate in a state of solution, and mix in the solution tan or sawdust, &c., until it absorbs the whole, then sprinkle the compound with the flour of sulphur and dry, and the result is one hundred pounds of a powder that will explode suddenly, and is suitable for blasting cliffs, or in quarries where heavy burdens are to be moved at once, and for other purposes where tamping or ramming is not required, but sand or clay may be lightly placed upon it to exclude the air.

My second method consists in taking ten pounds of chlorate of potash, ten pounds of nitrate of potash, thirty pounds of nitrate of soda, ten pounds of flour of sulphur, forty pounds of tan, or tan and sawdust, or other suitable substances, as referred to in the first method, and thirty quarts of water. The two nitrates and the chlorate are made into a solution, and then mixed or combined with the tan or sawdust, &c., until the solution is wholly absorbed; then sprinkle the compound with the flour of sulphur, mix well and dry, and the result is one hundred pounds of a strong powder which is not liable to explode under tamping or ramming, and is adapted for mining and other purposes where strength and a quick motion are required.

My third method consists in taking eight pounds of chlorate of potash, fourteen pounds of nitrate of potash, twenty-eight pounds of nitrate of soda, twelve pounds of flour of sulphur, thirty-eight pounds of tan, or tan and sawdust, or other suitable substances as before referred to, and thirty quarts of water. The two nitrates are made into a solution by being boiled together about five minutes, and then mixed or combined with tan, or tan and sawdust, &c. The chlorate of potash is sprinkled dry over the mixture, and the sulphur added as before. Then mix well and dry, and the result is one hundred pounds of a powder of slower action. This powder is also adapted for mining, quarrying, and other purposes.

My

Improvements in the method of preparing Explosive Compounds.

My fourth method consists in dissolving thirty pounds of nitrate of potash, and ten pounds of chlorate of potash, in thirty quarts of warm water, to which I add fifty pounds of tan, or tan and sawdust, &c. Then mix well over the fire, transfer the compound to a tray or like receiver, then sprinkle ten pounds of flour of sulphur, mix well and dry, and the result will be one hundred pounds of good powder.

My fifth method consists in taking ten pounds of chlorate of potash, forty pounds of nitrate of soda, dissolved in warm water, to which I then add forty pounds of tan, or tan and sawdust, &c. Then mix well until the solution is thoroughly absorbed, sprinkle ten pounds of flour of sulphur, and again mix well and dry, the result being one hundred pounds of a good powder for ordinary use.

Having thus described the nature of my invention, and the manner of performing same, I would have it understood that I do not confine myself to the exact proportions of the materials mentioned above, as they might be altered or varied without departing from the nature of the invention, although I believe the proportions stated by me to be the most beneficial; but what I claim is, the use of the materials hereinbefore described, in combination, for the purpose of producing explosive compounds substantially as herein described and explained.

In witness whereof, I, the said Thomas Martin, have set my hand and seal, this thirty-first day of August, one thousand eight hundred and sixty-four.

Signed and sealed by the said Thomas Martin, }
in the presence of—

THOS. MARTIN.

EDWD. WATERS,
Melbourne,
Patent Agent.

This is the specification referred to in the annexed Letters of Registration granted to Thomas Martin, this fifth day of January, 1865.

JOHN YOUNG.

No. 104.

ASSIGNMENT.

THIS Indenture, made the third day of May, one thousand eight hundred and sixty-five, between Thomas Martin, of Willunga, in the Province of South Australia, slate quarrier, of the one part, and the Trustees of the Australasian Patent Blasting Compound Company of the other part: Whereas Letters of Registration, under the hand of the Governor and Seal of the Colony of New South Wales, were granted to the said Thomas Martin, dated the fifth day of January, one thousand eight hundred and sixty-five, whereby the exclusive enjoyment and advantage, in the said Colony of New South Wales, of an invention entitled, "Improvements in the method of preparing Explosive Compounds," was granted unto the said Thomas Martin, his executors, administrators, and assigns, during the term of fourteen years from the date of the said Letters of Registration: And whereas, by Articles of Agreement, dated the eighth day of December, one thousand eight hundred and sixty-four, and made between Thomas Martin, James Jacobs, and Simon Libby Sibby, all of Willunga aforesaid, slate quarriers, John Martin, Moses MacLachlan, and William Hewett, all of Adelaide, in the said province, gentlemen, and James Wright Sawle, of Roseworthy, in the said province, farmer, it was agreed to form themselves into a Company for the purpose of working the said invention, certain shares being allotted to the said Thomas Martin, James Jacobs, and Simon Libby Sibby, for their respective rights and interests in and to the said invention: And whereas, by the said recited Articles of Agreement, it was also agreed that Trustees should be, and they were thereby appointed, in whom the then present and thereafter acquired estate property, and effects of the said Company should be vested upon the trusts therein mentioned: Now this Indenture witnesseth that, in consideration and in pursuance of the said Agreement, and also in consideration of the sum of Five Shillings sterling, well and truly received by the said Thomas Martin, from the said Trustees of the Australasian Patent Blasting Compound Company, at or before the signing and sealing of these presents, the receipt whereof the said Thomas Martin doth hereby acknowledge, he, the said Thomas Martin, hath bargained, sold, transferred, and set over unto the said Trustees of the said Company, their successors and assigns, all those the said Letters of Registration hereinafter mentioned, and all benefit, profit, and advantage whatsoever thereof and therefrom, and all right, title, property, claim, and demand whatsoever, both at law and in equity, of him, the said Thomas Martin, his executors, administrators, and assigns, in or to the said Letters of Registration, including the right of obtaining whatever prolongation or extension can or may be obtained of the same: To have and to hold the said Letters of Registration, and all and singular other the premises hereby assigned or intended so to be unto the said Trustees, their successors and assigns as aforesaid, in as ample and beneficial a manner, to all intents and purposes, as the said Thomas Martin might or could have held and enjoyed the same if these presents had not been made, upon such trusts as are declared in and by the said recited Articles of Agreement,

Improvements in the method of preparing Explosive Compounds.

Agreement, dated the eighth day of December, one thousand eight hundred and sixty-four: And the said Thomas Martin doth hereby, for himself, his heirs, executors, and administrators, covenant, agree, and declare to and with the said Trustees of the said Company, their successors and assigns, in manner following (that is to say), that he, the said Thomas Martin, now hath in himself good right and full power and authority to assign the said Letters of Registration and premises hereby assigned, or intended so to be, unto the said Trustees, their successors and assigns, in manner aforesaid, and according to the true intent and meaning of these presents; and that the said Letters of Registration and premises shall and may be lawfully held and enjoyed accordingly; and that free and clear, and freely and clearly acquitted, exonerated, and discharged, or otherwise, by the said Thomas Martin, his heirs, executors, or administrators, being at all times well and sufficiently saved, defended, and kept harmless and indemnified from and against all charges and incumbrances whatsoever made, done, or willingly suffered by him, the said Thomas Martin, his heirs, executors, and administrators: And moreover, the said Thomas Martin, his heirs, executors, and administrators, lawfully claiming or to claim through or under him, them, or any of them, shall and will, from time to time, and at all times hereafter, upon the request and at the cost and charges of the said Trustees, their successors and assigns, make, do, and execute all such lawful acts, deeds, and things in law whatsoever, for more effectually assigning and assuring the said premises in manner aforesaid, and according to the true intent and meaning of these presents, as by the said Trustees, their successors or assigns, or his or their counsel in the law, shall or may be advised and required.

In witness whereof, the said parties to these presents have hereto set their hands and seals, the day and year first before written.

THOMAS MARTIN. (L.S.)
By his Attorney,
JOHN BEYNON JACKSON.

Signed in the name, sealed with the seal, and delivered as the act and deed of the said Thomas Martin, by his attorney, John Beynon Jackson, duly authorized by power of attorney, dated the thirtieth day of March, 1865, in the presence of

MAURICE REYNOLDS,
Solicitor,
Sydney.

Entered of record in the Office of the Supreme Court of New South Wales, this third day of May, A.D. 1865, in pursuance of the Act 16 Vict., No. 24, sec. 3.

(For the Prothonotary),
G. J. CROUCH,
Fourth Clerk of the Supreme Court.

R E P O R T .

Royal Mint, Sydney,
9 December, 1864.

SIR,

Having examined and considered the application of Thomas Martin for Letters of Registration, under Act of Council 16 Victoria, No. 24, for an invention for Improvements in the method of preparing Explosive Compounds, we have the honor to report that we see no objection to the issue of the Letters prayed for.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

E. W. WARD.
J. SMITH.



A.D. 1865, 4th May. No. 105.

**IMPROVEMENTS IN PRESERVING FRESH MEAT, POULTRY,
GAME, AND FISH, AND IN VESSELS EMPLOYED THEREIN.**

LETTERS OF REGISTRATION to Messrs. John McCall and
Bevan George Sloper, for Improvements in preserving Fresh Meat,
Poultry, Game, and Fish, and in Vessels employed therein.

[Registered on the 6th day of May, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight Com-
mander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS JOHN MCCALL and BEVAN GEORGE SLOPER, both of the city of
London, in that part of Great Britain called England, gentlemen, have by their Petition
humbly represented to me that they are the authors or designers of a certain inven-
tion or improvement in manufactures, that is to say, of an invention of "Improvements
in preserving Fresh Meat, Poultry, Game, and Fish, and in Vessels employed therein,"
which is more particularly described in the specification hereto annexed, and that the
said Petitioners have deposited with the Honorable the Treasurer of the said Colony of
New South Wales the sum of Twenty Pounds sterling, for defraying the expense of
granting these Letters of Registration, as required by the Act of Council sixteenth
Victoria, number twenty-four; and have humbly prayed that I would be pleased to grant
Letters of Registration, whereby the exclusive enjoyment and advantage of the said
invention or improvement might be secured to them for a period of fourteen years:

Improvements in preserving Fresh Meat, &c.

And I, being willing to give encouragement to all inventions or improvements in the arts or manufactures which may be for the public good, and having received a report favourable to the prayer of the said Petition, from competent persons appointed by me to examine and consider the matters stated therein, and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said John McCall and Bevan George Sloper, their executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said John McCall and Bevan George Sloper, their executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for and during the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said John McCall and Bevan George Sloper shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this fourth day of May, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

SPECIFICATION of John McCall and Bevan George Sloper, both of London, in that part of Great Britain called England, gentlemen, of an invention of Improvements in preserving Fresh Meat, Poultry, Game, and Fish, and in Vessels employed therein.

Now know ye, that we, the said John M'Call and Bevan George Sloper, do hereby declare the nature of the said invention, and in what manner the same is to be performed, to be particularly described and ascertained in and by the following statement thereof, that is to say:—

Our improvements relate to preserving Fresh Meat, Poultry, Game, and Fish.

We treat such food in one or other of the following methods:—

We immerse in or surround the meat for a short time by a solution of bi-sulphate of soda or potash in the metal case or vessel in which it is to be preserved, which must be capable of being made air-tight.

By this immersion we remove the air which fills the vacant spaces in the case, and we then replace the solution by carbonic acid gas, and continue the supply of such gas for such time as may be found necessary.

We then introduce into the case a regulated quantity of dilute sulphurous acid, and an equivalent quantity of carbonate or bi-carbonate of soda or potash separately.

The acid and soda or potash do not come into contact till the case is hermetically closed, when they are brought into contact by agitation, and the liquid resulting, charged with carbonic acid gas, bathes the surface of and impregnates the meat; or the acid, or soda, or potash, may be brought into contact before the case is hermetically closed.

Or, we place the meat in a case provided with two small tubes, one at the bottom and the other in the lid. By the lower tube we introduce a weak solution of bi-sulphate of soda or potash, completely filling the vacant spaces in the case; we then close the tap on the tube in the lid, and exhaust the case of its liquid contents by powerful hydraulic suction, or by the suction of an air-pump. We leave the meat under the exhausting suction, to draw out as much air as it will yield up, which we drive off from the case and replace by carbonic acid gas. We then proceed as in the method above described with liquid sulphurous acid and carbonated alkali, close hermetically, and favour combination and surface contact as before.

When several pieces of meat are to be preserved in one case, we use a solution of bi-sulphate of soda or potash, and then replace it by a solution of alkaline carbonate of equivalent strength, leaving both in the case an equal time. We then withdraw the last liquid and fill up with carbonic acid gas, and introduce sulphurous acid and carbonated alkali, and favour combination as before described.

Or,

Improvements in preserving Fresh Meat, &c.

Or, we introduce into the air-tight case or vessel in which the meat is to be preserved a solution of sulphurous acid. We then withdraw that solution, and introduce a solution of carbonate or bi-carbonate of soda or potash, withdraw that solution, and introduce carbonic acid gas. Our invention, lastly, consists in the employment, in combination with one or other of the methods for preserving the provisions before named, of a lining of matting, or other like suitable material, to preserve the food from contact with the inner surface of the case or vessel.

In witness whereof, we have hereunto set our hands.

JOHN McCALL.
B. G. SLOPER.

This is the specification referred to in the annexed Letters of Registration granted to John McCall and Bevan George Sloper, this fourth day of May, 1865.

JOHN YOUNG.

R E P O R T .

Sydney, 12 April, 1865.

SIR,

In accordance with your letter of 7th instant, we have examined the papers connected with the application of Messrs. McCall & Sloper for Letters of Registration for Improvements in preserving Meat, &c.; and we have now the honor to report that we see no objection to the issue of Letters of Registration as desired.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
EDWARD BELL.



A.D. 1865, 4th May. No. 106.

**MACHINERY TO CREATE A CURRENT OF AIR WITHOUT
MANUAL EXERTION.**

LETTERS OF REGISTRATION to Joseph Jules Lachaume, for
a Machine to create a current of air without manual exertion.

[Registered on the 6th day of May, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting :

WHEREAS JOSEPH JULES LACHAUME, of West Maitland, in the Colony of
New South Wales, hath by his Petition humbly represented to me that he is the author
or designer of a certain invention or improvement in manufactures, that is to say, of an
invention of "Machinery to create a current of air without manual exertion," which is
more particularly described in the specification and paper of drawings hereto annexed,
and that he, the said Petitioner, hath deposited with the Honorable the Treasurer of the
said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying the
expense of granting these Letters of Registration, as required by the Act of Council
sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be
pleased to grant Letters of Registration, whereby the exclusive enjoyment and advantage
of the said invention or improvement might be secured to him for a period of fourteen
years: And I, being willing to give encouragement to all inventions and improvements
in the arts or manufactures which may be for the public good, and having received a
report favourable to the prayer of the said Petition, from competent persons appointed
by me to examine and consider the matters stated therein, and to report thereon for my
information, am pleased, with the advice of the Executive Council, and in exercise of

Machinery to create a current of air without manual exertion.

the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Joseph Jules Lachaume, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Joseph Jules Lachaume, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Joseph Jules Lachaume shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court, at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this fourth day of May, one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

SPECIFICATION.

THE object of this invention is to present to the public an instrument, at a comparatively small cost, which, in the heat of summer in a semi-tropical country, will cause a prolonged current of fresh air without manual exertion, and present to the eye a perfect fan, combined with an elegant and graceful appearance.

In the sick chamber its value will be readily recognized, dispersing, at once, all mephitic vapours arising from disease or the breath of the patient, at the same time dispersing flies and mosquitoes by its motion and glitter.

The same advantage is offered to the infant in its noonday repose, most effectually preventing the necessity for attendance, or even curtains, when pure air is of vital importance.

To the artist, amanuensis, literary gentleman, draftsman, and others of sedentary pursuits, the value of the Mephiticosenon will be apparent at a glance, whilst to the luxurious it suggests immediate coolness, fresh air, and the dispersion of that which has lost its elasticity by inhalation.

To the smoker it will also prove invaluable, moving as it does in any direction, and depressed or elevated to every requisite height at pleasure; and, from its internal simplicity of arrangement, not easily injured, the inventor flatters himself that the Mephiticosenon will prove worthy of a permanent place as a valuable addition to every gentleman's dwelling.

THE following description will be easily understood by referring to my plant and figures.

Fig. No. 1 represents an external elevation of the Mephiticosenon.

Fig. No. 2 represents a sectional elevation of the Mephiticosenon.

A represents a telescopic stand, made either of wood, papier mâché, metallic, or anything suitable to stand.

B, elbow-pipe, screwed to the stand A.

C represents the fan, composed of four, more or less, wings, made of paper, metallic, papier mâché, gelatine, or any other substance.

No. 1. Single or double (1 or 2) barrel or spring caisse.

No. 2. First wheel working with the single or two barrels.

No. 3. Pignon and wheel corresponding No. 2 to 4.

No. 4. Do. do. No. 3 to 5.

No. 5. Small wheel or pignon passing over the plate receiving the branch No. 6.

No. 6. Branch corresponding with a hook spring from the pignon No. 5, to the tube No. 7.

No. 7.

Machinery to create a current of air without manual exertion.

No. 7. Tube corresponding from the chant wheel No. 8, receiving into it the branch No. 6, which sinks up and down like a telescope, and a screw passing by an opening made all along the tube and screwed to the branch, makes that the branch can go up and down, and in the meantime, command the tube and consequently the chant wheel No. 8.

No. 8. Chant wheel fixed into a square frame, and screwed to two small plates fixed in the interior of the telescope stand A.

No. 9. Pignon working with the chant wheel, and commanding the branch No. 10.

No. 10. Branch having at one extremity the pignon No. 9, and passing through the elbow-pipe B, passing off the pipe carrying two small tubes, on which there is a screw to fix them on the branch at any distance of each other, and each tube has four double springs in which the fans C are supported.

No. 11. Rocket wheel and click to wind up the spring.

No. 12. Large wheel to obtain power, fixed on the square of the spring caisse.

No. 13. Pignon to work with the wheel No. 12, to receive the key on its square.

No. 14. Key to winding up.

No. 15. Stopper, a plate which, by means of a screw, is fixed to another plate internally, to one extremity; and to the other—the lower end—is a wire fixed to the external plate, passing loose through the internal and forming a crochet. The two plates are slinging up and down; when up, the chant wheel is free; when down, the crochet hooks to the chant wheel and keeps it from turning.

No. 16. Little screw forcing a little spring placed into the elbow-pipe B, and by which, more or less pressure regulates the velocity of the fan, by pressing more or less on the branch No. 10.

This is the specification referred to in the annexed Letters of Registration granted to Joseph Jules Lachaume, this fourth-day of May, 1865.

JOHN YOUNG.

REPORT.

Royal Mint, Sydney,
15 November, 1864.

SIR,

Having examined and considered the application of J. J. Lachaume, for Letters of Registration, under Act of Council 16 Victoria, No. 24, for an "Invention for Machinery to create a current of air without manual exertion," we beg to state that we see no objection to the issue of the Letters prayed for.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

E. W. WARD.
J. SMITH.

[Drawings—one sheet.]

Fig 1

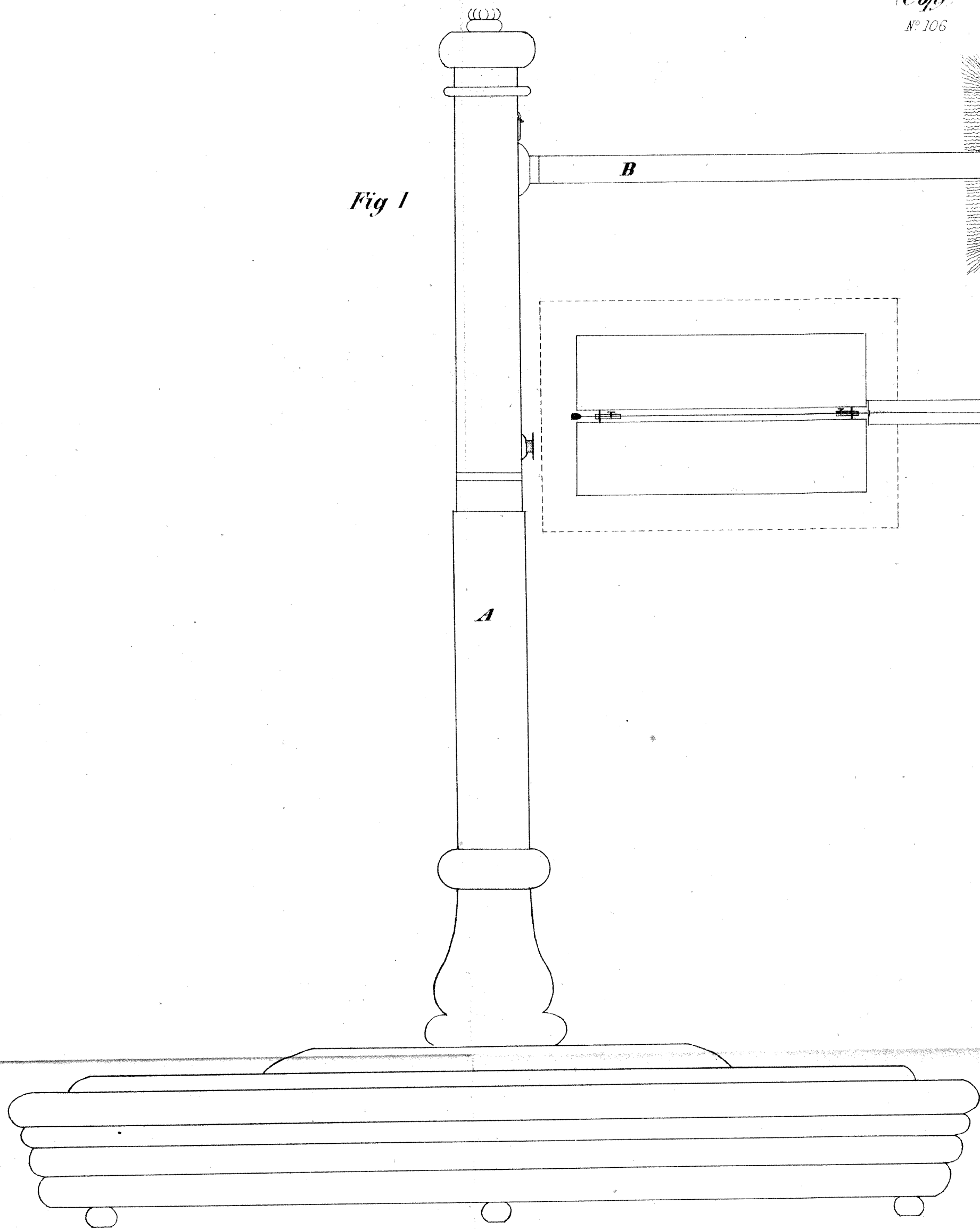
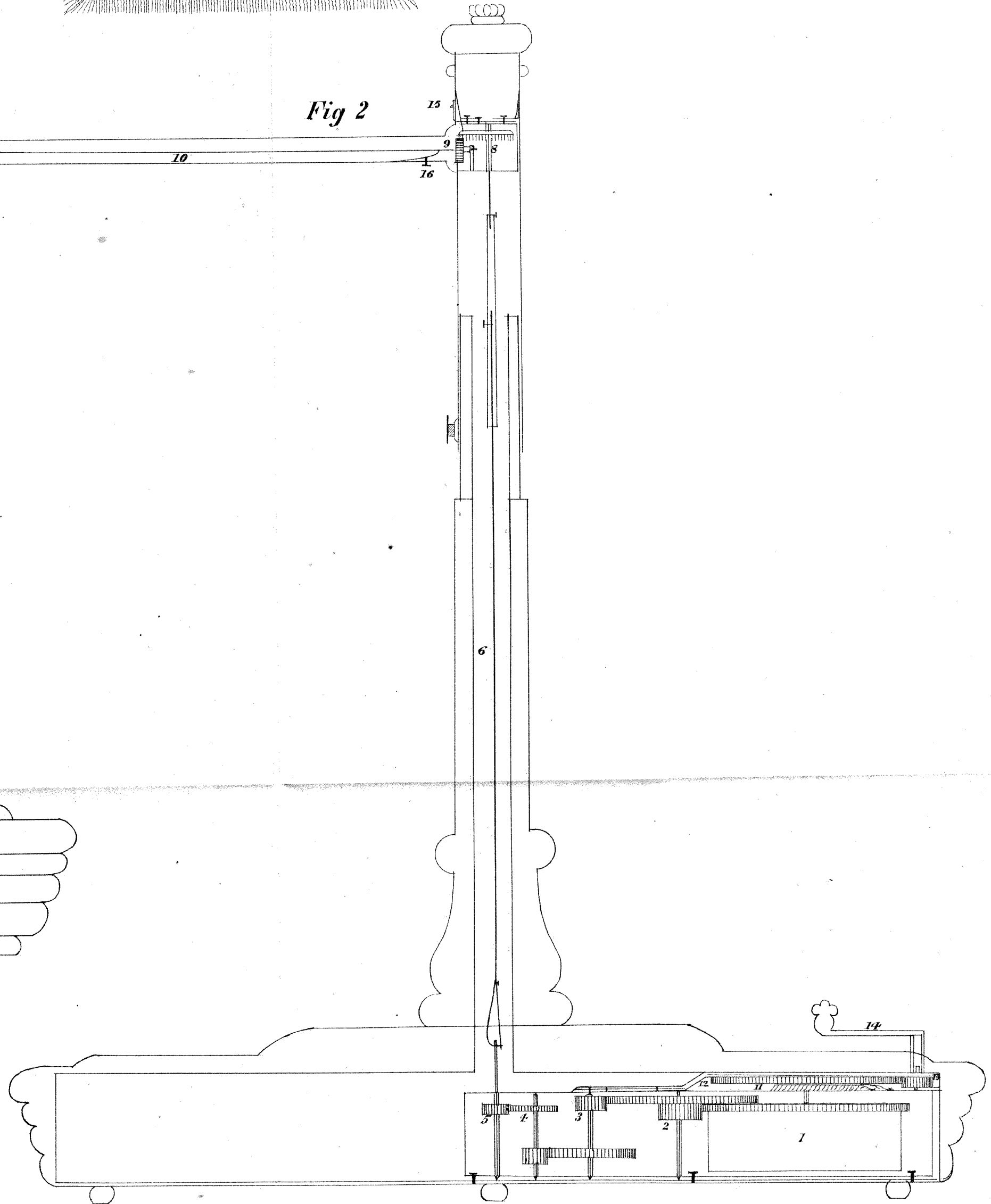


Fig 2



This is the paper of drawings referred to in the annexed
Letters of Registration granted to Joseph Jules Lachaume
this 4th day of May 1865 (Sg^a) John Young



A.D. 1865, 4th May. No. 107.

IMPROVEMENTS IN TELEGRAPHIC POSTS.

LETTERS OF REGISTRATION to Francis Webb Sheilds, for
Improvements in Telegraphic Posts.

[Registered on the 6th day of May, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS FRANCIS WEBB SHEILDS, of the city of Westminster, in England,
hath by his Petition humbly represented to me that he is the author or designer of a
certain invention or improvement in manufactures, that is to say, of an Invention of
"Improvements in Telegraphic Posts," which is more particularly described in the
specification and paper of drawings hereunto annexed, and that he, the said Petitioner,
hath deposited with the Honorable the Treasurer of the said Colony of New South
Wales the sum of Twenty Pounds sterling, for defraying the expense of granting
these Letters of Registration, as required by the Act of Council sixteenth Victoria,
number twenty-four; and hath humbly prayed that I would be pleased to grant Letters
of Registration, whereby the exclusive enjoyment and advantage of the said invention
or improvement might be secured to him for a period of fourteen years: And I, being
willing to give encouragement to all inventions and improvements in the arts or manu-
factures which may be for the public good, and having received a report favourable to
the prayer of the said Petition, from competent persons appointed by me to examine
and consider the matters stated therein, and to report thereon for my information, am
pleased, with the advice of the Executive Council, and in exercise of the power and
authority

Improvements in Telegraphic Posts.

authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Francis Webb Sheilds, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Francis Webb Sheilds, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Francis Webb Sheilds shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this fourth day of May, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

TO ALL TO WHOM THESE PRESENTS SHALL COME:

Be it known, That I, Francis Webb Sheilds, Civil Engineer, of No. 3, Delahay-street, Westminster, in the county of Middlesex, England, have invented or discovered new and useful improvements in telegraphic posts; and I, the said Francis Webb Sheilds do hereby declare the nature of the said invention, and in what manner the same is to be performed, to be particularly described and ascertained in and by the following statement thereof, that is to say:—This invention has for its object improvements in telegraphic posts, and consists in constructing each post in two parts, one to be driven into the earth, and the other or upper part to be fixed by rivets or screw bolts, or by welding, to the lower part. The section of iron or steel used may be varied, but it is preferred to employ two pieces of angle iron in constructing each post, the lower piece being of a larger and consequently of a stronger section than that used for the upper part of a post. The lower piece is pointed or sharpened at its lower end, to facilitate its passage into the earth when being driven. The lower end of the other or upper part of the post is secured to the upper end of the lower part of the post by rivets or by screw bolts or by welding. The insulators are applied at the upper part of each post. Telegraphic posts according to my invention may be constructed at less cost and be fixed more cheaply than other metallic telegraphic posts.

Having thus stated the nature of my said invention, I will proceed more fully to describe the manner of performing the same.

DESCRIPTION OF THE DRAWINGS.

Figure 1 shows a telegraphic post constructed according to my invention, *a* being the lower portion, and *b* the upper portion of the post, which are by preference bolted together, but, as before stated, they may be combined by rivetting or welding. By preference the lower end of the upper portion of a post is placed on the interior of the lower portion, but it may be fixed externally. When using screw bolts, it is most convenient to drive the lower part of a post and then to fix the upper part thereto by the screw bolts. When using rivets to combine the two parts of a telegraphic post constructed according to my invention, it is preferred that the rivetting should be performed after the lower portion of a post has been driven into the earth, as otherwise the act of driving the lower part into the earth is liable to shake the rivets, and to render necessary a further setting up of the rivets after driving the lower portion of the post into the ground. At the upper end of the part *b*, means of supporting the insulators and the telegraph wires are shewn, but these means may be varied. Figure 2 shows another post and a cross section thereof, similar in construction to that in the previous figure, the parts of which, however, are fastened together by the use of rivets instead

Improvements in Telegraphic Posts.

instead of screw bolts. Figure 3 shows a similar telegraphic post to that shown at figure 1, there being at the upper part a continuation *c* of lighter angle iron, to receive and carry the insulators and telegraph wires; and although this mode of lengthening a post is only shown applied to one form of post according to my invention, it may be applied to all forms of posts of my invention. Figure 4 shows another telegraphic post composed of two pieces of angle iron, but they are fixed together by rivets in a different manner to the preceding ones, but in place of rivets the parts may be fixed in a like position by screw bolts and nuts. Figure 5 shows another form of telegraphic post, where the upper portion is bent or cranked, just above where it is fixed on the lower portion. This cranking is to admit more conveniently of the blows of the hammer or instrument used to drive the lower part into the earth. The drawing shows the parts of this post put together by rivets, but screw bolts and nuts may be used in place thereof; or the upper part of any of the posts may be welded to the lower part just above a bend or crank forged at the upper end of the lower part of the post, such cranking being suitable to receive the blows of the hammer. Figure 6 shows another construction of telegraphic post, composed of two pieces of T angle iron, fixed together by screw bolts and nuts, but rivets may be employed in place thereof. Figure 7 shows another form of telegraphic post, composed of two pieces, one of H angle iron, and the upper piece of channel or trough iron, fixed together by screws and nuts, though rivets or welding may be used in place thereof. It is preferred to use angle iron such as described, but other forms or sections of iron may be similarly used in carrying out my invention. It is preferred in all cases to use wrought iron or steel in carrying out my invention, though cast iron may in some cases be used, more particularly for the lower parts of telegraphic posts.

The peculiarity in the construction of telegraphic posts made according to my invention consists in the use of two pieces or parts of angle iron or steel, or other sections of iron or steel, one suitable to be driven into the earth, and the other or upper part to support the telegraph wires, the two parts being united by rivets or by screw bolts and nuts, or by welding or by forging.

In witness whereof, I, the said Francis Webb Sheilds, have hereunto set my hand and seal, this twenty-fourth day of November, in the year of our Lord one thousand eight hundred and sixty-four.

FRANCIS W. SHEILDS. (L.S.)

This is the specification referred to in the annexed Letters of Registration granted to Francis Webb Sheilds, this fourth day of May, 1865.

JOHN YOUNG.

REPORT.

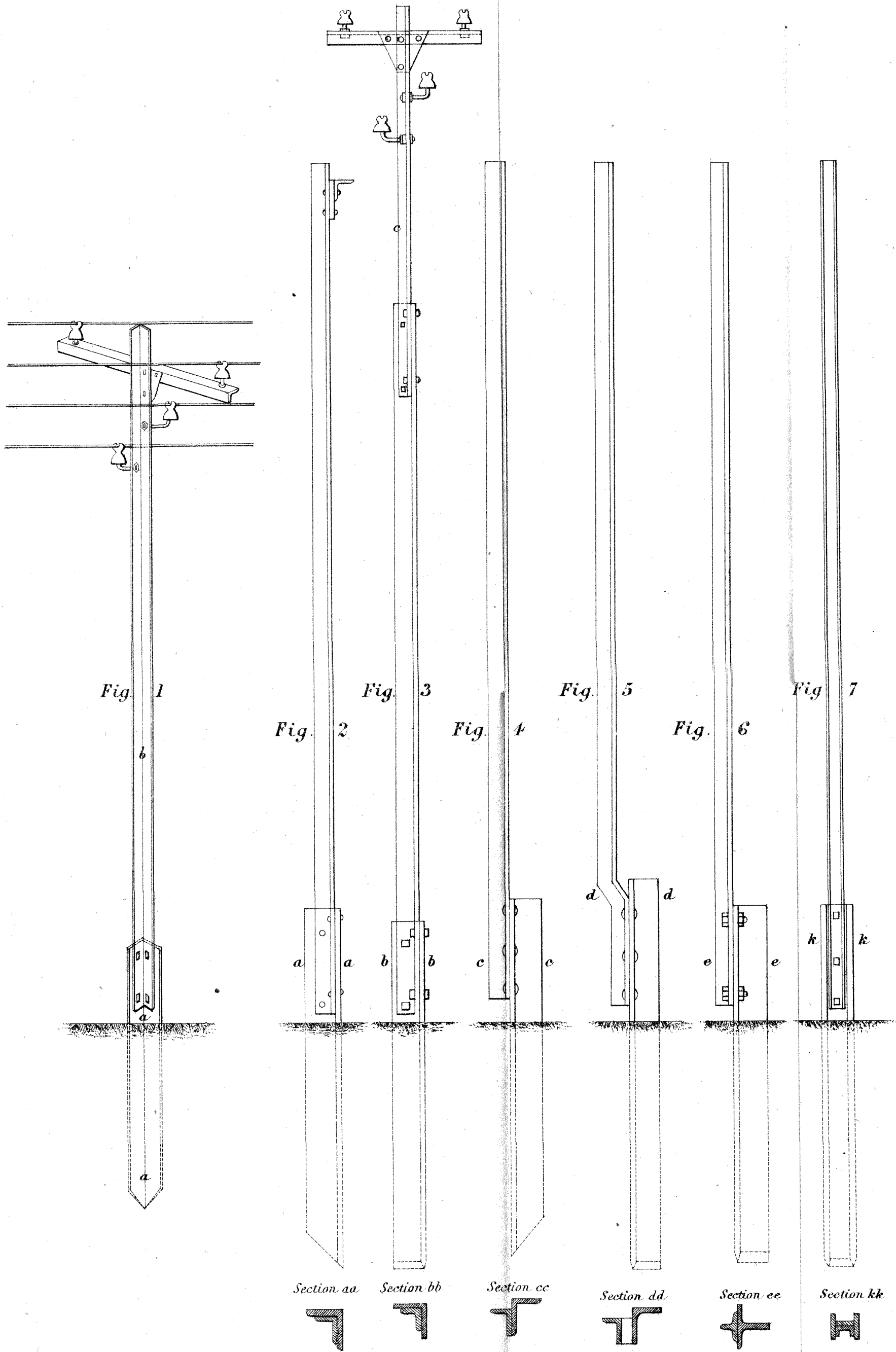
Royal Mint Sydney,
6 March, 1865.

SIR,

Having examined and considered the application of Francis Webb Sheilds for Letters of Registration, under Act of Council 16 Victoria, No. 24, for an invention for "Improvements in Telegraphic Posts," we have the honor to report that we see no objection to the issue of the Letters prayed for.

THE HONORABLE
THE COLONIAL SECRETARY.

We have, &c.,
E. W. WARD.
J. SMITH.



This is the Paper of Drawings referred to
 in the annexed Letters of Registration granted to
 Francis Webb Shouls this Fourth day of May 1865
 (Signed) John Young



A.D. 1865, 31st May. No. 108.

**NEW AND IMPROVED GOLD AND SILVER AMALGAMATOR
AND SEPARATOR.**

**LETTERS OF REGISTRATION to Zenas Wheeler, for a New and
Improved Gold and Silver Amalgamator and Separator.**

[Registered on the 1st day of June, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS ZENAS WHEELER, of San Francisco, a British subject, hath by his
Petition humbly represented to me that he is the author or designer of a certain invention
or improvement in manufactures, that is to say, of an invention of "A New and Improved
Gold and Silver Amalgamator and Separator," which is more particularly described in
the specification and drawings hereunto annexed, and that he, the said Petitioner, hath
deposited with the Honorable the Treasurer of the said Colony of New South Wales
the sum of Twenty Pounds sterling, for defraying the expense of granting these Letters
of Registration, as required by the Act of Council sixteenth Victoria, number twenty-
four; and hath humbly prayed that I would be pleased to grant Letters of Registration,
whereby the exclusive enjoyment and advantage of the said invention or improvement
might be secured to him for a period of fourteen years: And I, being willing to give
encouragement to all inventions and improvements in the arts and manufactures which
may be for the public good, and having received a report favourable to the prayer of
the said Petition, from competent persons appointed by me to examine and consider the
matters stated therein and to report thereon for my information, am pleased, with the
advice of the Executive Council, and in exercise of the power and authority given to

New and Improved Gold and Silver Amalgamator and Separator.

me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Zenas Wheeler, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Zenas Wheeler, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Zenas Wheeler shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court, at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this thirty-first day of May, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

SPECIFICATION

Of a New and Improved Gold and Silver Amalgamator and Separator, the object of which is to work every description of quartz containing gold, silver, or precious metals, whether combined with mundic pyrites or other impurities, by finely dividing the substances, and ultimately separating the precious metals from the pulp in the form of amalgam; and the same is fully delineated in the drawing marked as plates 1 and 2 hereunto annexed, and which are further explained as follows—similar letters of reference indicating corresponding parts in the several figures:—

Fig. 1, in plate 1, is a vertical central section of the invention, taken in the line $x-x$ fig. 2.

Fig. 2, a plan or top view of the same, with the cover of the pan removed.

Fig. 3, a vertical central section of the lower part of the pan.

Fig. 4, a plan or top view of the bottom of the pan.

By means of the rotary muller and the bottom, the pulp is made to pass in a continuous current or flow over the top and underneath the muller, so as to ensure a perfect or thorough amalgamation of the metal contained in the ore with the quicksilver; while the plates are designed to prevent the pulp or ore being thrown out from the pan by the centrifugal force generated by the muller.

A represents a pan, which may be about 4 feet in diameter and about 22 inches in depth.

This pan stands upon a frame, B, which may be of iron, and provided with a horizontal top plate, C, having a circular depression or recess, *a*, over which the pan is placed; said depression or recess forming a steam chamber by which the pan is heated in order to favour amalgamation. The pan may be constructed of wood, provided with an iron bottom, or it may be entirely of iron.

The bottom of the pan, which is designated by *b*, has a series of curved plates, *c*, attached to its upper surface. These plates *c* are of such a shape that they form curved grooves, *d*, as shewn in fig. 4, the plates being placed at such distances apart as to admit of said grooves being of a requisite width, and the sides of the plates *c* bevelled as shewn in fig. 1 so as to be parallel with each other, but inclined. The plates may be attached to the bottom, *b*, of the pan, in any proper way to secure them firmly in position, and still admit of their ready removal, when worn by use, to be replaced by new ones.

To the inner side of the pan, A, just above the bottom, *b*, there are attached a series of spiral strips, *e*. These strips are placed at equal and suitable distances apart, and extend entirely around the pan.

New and Improved Gold and Silver Amalgamator and Separator.

D represents a muller, which is formed of a circular plate or disk, having a series of curved plates, *f*, attached to its under surface, to form curved grooves precisely like the grooves *d* of the bottom, *b*, of the pan, but having a reverse position.

The plates *f* are secured to the muller in any proper way that will admit of a firm connection and their ready removal or detachment from the muller when worn out by use, so that they can be replaced by new ones.

To the edge or periphery of the muller there are attached a series of spiral strips, which are similar to the strips *e*, but have a reverse position to them.

The muller D is attached by a universal joint, E, to a yoke F, which is secured at its upper end to a shaft, G, said shaft passing down through an upright tube, H, which is attached to the centre of the bottom, *b*, of the pan. The universal joint E is composed of a ring, *i*, which fits loosely on the tube H, and is provided at two opposite points with journals, *j*, which work in the lower end of the yoke F, and also provided at two opposite points with journals, *k k*, which work in bearings attached to the upper service of the muller D. The lower end of the shaft G rests on a step, I, and directly over a lever, I, and said shaft is rotated by bevel gears, J, the driving shaft, K, of which has its bearings in the frame B of the machine. The universal joint ensures the parallelism of the muller D, and bottom, *b*, of the pan A. L represents a series of curved plates—four, more or less. These plates are secured at their inner ends by screws or pins, and they each have a pin, *m*, projecting horizontally from them, and these pins are fitted in slides, *n*, which work in grooves, *o*, attached to the inner side of the pan A. The inner ends of the plates L are secured by the screws or pins *l*, between two annular plates, *p p*, the upper one of which has a frame, M, attached to it, through the top of which a screw passes vertically, and rests on the upper end of the shaft G, as shewn in fig. 1. The pan A is provided with a cover, *n*, as shewn in fig. 1.

The pulp is placed in the pan A, with a necessary amount of quicksilver, and the muller D rotates through the medium of the gearing previously described. The grooves *g d*, in the muller and bottom, *b*, of the pan, cause the pulp to pass out to the edge of the muller, and the spiral strips *e k* force the pulp upwards over the edge of the muller, while the curved plates L, which may be adjusted higher or lower by means of a screw, have a tendency to counteract the centrifugal force generated by the rotation of the muller, and cause the pulp to pass towards the centre of the upper part of the muller, and down through the eye or opening at the centre of the same, to be again forced outwards between the muller and the bottom, *b*, of the pan.

The grooves *g d* form what may be termed a draught, which gives a proper circulation or speed to the pulp, and admits of the same being operated upon by the muller repeatedly until all the metal contained in the pulp is amalgamated.

The pan A is provided with a series of plugs or cocks, to draw off, when necessary, the contents of the pan, and the steam chamber underneath the pan A may have steam introduced into it in any proper way.

The lever I admits of the muller D being raised when necessary, to admit of the ready starting of the muller.

The drawings marked as plate 2 are described as follows:—Fig. 1, plate 2, is a vertical central section taken in the line *x—x* fig. 2. Fig. 2 is a plan or top view of the same.

A represents a wooden tub, of any convenient size, and provided with a bottom, *a*, of concave form—said bottom being covered with a metallic plate, or constructed entirely of metal, as may be desired. At the centre of the bottom *a* there is a chamber, *b*, of semi-spheroidal form, and having an inclined tube, B, extending from its lower end. C is a cross bar, which is secured to the upper edge of the tub A, and has two vertical bars, *aa*, attached to it, in which a driving shaft, D, is fitted, said shaft having a bevel-pinion, E, on its inner end, which pinion gears into a bevel-wheel, F, on the upper part of the sleeve or collar G, the latter being fitted and allowed to rotate freely in the cross-bar C. (See figure 1.) H is a tubular shaft which passes through the sleeve or collar

New and Improved Gold and Silver Amalgamator and Separator.

collar G of the wheel, and is allowed to slide freely up and down therein, but the wheel F is made to rotate the shaft H, by means of the well-known device of a feather and groove. To the upper end of the shaft H there is affixed a funnel, I; and a lever, J, is connected with the upper end of the shaft H, for the purpose of raising it when required. K represents four tubular arms, which are attached radially to the lower end of the tubular shaft H, and communicate therewith. These tubular arms extend nearly to the side of the tub A, and they are perforated at their lower parts, as shewn at C in figure 1.

To the arms K there are attached a series of pads, L, which are composed of flat plates attached to the lower ends of vertical bars, *e*, which are secured by set screws F, to plates, *g*, the latter being attached to the arms K, by clasps or bands, *h*, which encompass said arms, and are secured thereto by set screws, *i*. The set screws *f* pass through oblong slots, *j*, in the bars *e*, and into the plates *g*. This arrangement, it will be seen, admits of the pads L being adjusted higher or lower, and also in a more or less inclined position.

The pads L may be of wood, metal, india-rubber, or other material best calculated for collecting mercury. The tube B extends beyond the periphery of the bottom A, in the end of which is a plug or cock, *a*^x, for drawing off the entire contents of the chamber *b*. To the tube B, near its outer end, is attached an upright tube, *b*^x, having an outlet or branch, *c*^x, on a level with the surface of the mercury in the chamber *b*. This outlet or branch is always open for the egress of the mercury as fast as it accumulates in the Separator.

The pulp, after being acted upon by the gold and silver amalgamating machine, is placed in the tub A, and rotary motion is communicated to the tubular shaft H and arms K, through the medium of the gearing previously described—the chamber *b* and tube B having been filled with mercury previous to any pulp being introduced into the machine.

The pads L, as they rotate through the pulp, collect the particles of fine or pulverized mercury and amalgam, which, as they attain a certain size and increase in weight, roll down into the chamber B. The pulp is diluted with water through the tubular shaft H and arms K, or outside of them. As the mercury and amalgam accumulate in the chamber *b*, the mercury flows out through the outlet or branch *c*^x of the upright tube *b*^x, the tube B thus regulating the amount of mercury in the machine, so as to insure its proper working.

ZENAS WHEELER.

By his Attorney,
THOS. SEELYE FARMER.

This is the specification referred to in the annexed Letters of Registration granted to Zenas Wheeler, this thirty-first day of May, 1865.

JOHN YOUNG.

ASSIGNMENT.

TO ALL TO WHOM THESE PRESENTS SHALL COME, I, ZENAS WHEELER, of San Francisco, California, send greeting:

KNOW YE, and these presents witness, that for divers good causes and considerations me hereunto moving, and in consideration of the sum of Ten Shillings of lawful money, by Samuel Hebblewhite, of Sydney, in the Colony of New South Wales, Esquire, to me paid, the receipt whereof I do hereby acknowledge, I, the said Zenas Wheeler, have bargained and sold, and do hereby grant, assign, transfer, and set over unto the said Samuel Hebblewhite, his executors, administrators, and assigns, all that my invention called or known as "Wheeler's Gold and Silver Amalgamator and Separator," as far as relates to the Colony of New South Wales, comprised in and particularly specified by Letters of Registration dated the thirty-first day of May, one thousand eight hundred and sixty-five, under the hand of His Excellency the Governor and the seal of the territory of New South Wales, together with the said Letters of Registration, and the full benefits and effect thereof; and all my estate, right, title, profit, privileges, emolument, and interest, therein or thereto: To have, hold, take, receive, and enjoy the said invention, and other the premises hereby assigned unto the said

said

New and Improved Gold and Silver Amalgamator and Separator.

said Samuel Hebblewhite, his executors, administrators, and assigns, for all my estate and interest in the said Colony therein: And I do hereby give and grant unto the said Samuel Hebblewhite, his executors, administrators, and assigns, and such others as he or they shall, from time to time, agree with, full and free liberty and license to make, use, exercise, and vend in the said Colony the said invention, to and for his and their sole use and benefit: And I do hereby irrevocably appoint the said Samuel Hebblewhite, his executors, administrators, and assigns, my attorney and attorneys, with power in the name of myself, my executors or administrators, or in the name of my said attorney or attorneys, as occasion may require, to commence and prosecute such actions, suits, or other proceedings at law or in equity as my said attorney or attorneys shall think fit, to restrain or recover damages for any infringement of the said invention or Letters of Registration, or other act, matter, or thing by any person or persons done contrary to the Act of the Governor and Legislative Council of New South Wales, 6 Vict., No. 24, or to the said Letters of Registration.

In witness whereof, I, the said Zenas Wheeler, have hereunto set my hand and seal, this twenty-fourth day of June, in the year of our Lord one thousand eight hundred and sixty-five.

ZENAS WHEELER. (L.S.)

By his Attorney,

THOS. SEELYE FARMER.

Signed with the name, sealed with the seal, and delivered as the act and deed of the within-named Zenas Wheeler, by his attorney, Thomas Seelye Farmer, duly authorized by deed-poll or power of attorney, dated the third day of January, A.D. 1865, under the hand and seal of the said Zenas Wheeler, }
in the presence of—

GEO. LEA WILSON,

Conveyancer of Sup. C., Sydney.

In the Colony of New South Wales.

On the twenty-fourth day of June, in the year one thousand eight hundred and sixty-five, George Lea Wilson, of Sydney, in the Colony of New South Wales, conveyancer, being duly sworn, maketh oath and saith:—The foregoing pages contain a true copy of the original deed of assignment. The said original deed was executed on the twenty-fourth day of June, one thousand eight hundred and sixty-five.

GEORGE LEA WILSON.

Sworn by deponent, on the day first before }
mentioned, at Sydney, aforesaid, before }
me—

F. H. STEPHEN,

A Commissioner for Affidavits.

Filed of record in the Office of the Supreme Court of New South Wales, this 24th day of June, A.D. 1865.

(For the Prothonotary,)

G. J. CROUCH,

Fourth Clerk of the Supreme Court.

No. 120.

RE-ASSIGNMENT.

THIS Indenture, made the seventeenth day of February, one thousand eight hundred and sixty-six, between Samuel Hebblewhite, of Sydney, in the Colony of New South Wales, Esquire, of the one part, and Zenas Wheeler, of San Francisco, California, of the other part: Whereas by Letters Patent, dated the thirty-first day of May, one thousand eight hundred and sixty-five, His Excellency SIR JOHN YOUNG, Governor-in-Chief of the Colony of New South Wales, did grant unto the said Zenas Wheeler, his executors, administrators, and assigns, the exclusive enjoyment and advantage of an invention therein called "A New and Improved Gold and Silver Amalgamator and Separator," for the term of fourteen years: And whereas, by a deed-poll under the hand and seal of the said Zenas Wheeler, by his Attorney, Thomas Seelye Farmer, dated the twenty-fourth day of June, one thousand eight hundred and sixty-five, it was expressed that the said Zenas Wheeler did grant, assign, transfer, and set over unto the said Samuel Hebblewhite, his executors, administrators, and assigns, all that his said invention therein described

as

New and Improved Gold and Silver Amalgamator and Separator.

as "Wheeler's Gold and Silver Amalgamator and Separator," as far as related to the Colony of New South Wales, together with the said Letters of Registration, and the full benefits and effect thereof: And whereas the said deed-poll of the twenty-fourth day of June, one thousand eight hundred and sixty-five, was executed by the Attorney of the said Zenas Wheeler, by virtue of a power which it is believed was insufficient for that purpose; and it has, for that and other reasons, been agreed that the rights and privileges (if any) assigned by said deed-poll, shall be re-assigned or surrendered to the said Zenas Wheeler: Now this Indenture witnesseth that, in consideration of the premises, the said Samuel Hebblewhite doth transfer, assign, surrender, and yield up unto the said Zenas Wheeler, his executors, administrators, and assigns, all that the said Zenas Wheeler's invention in the said deed-poll described as "Wheeler's Gold and Silver Amalgamator and Separator," as far as related to the Colony of New South Wales, together with the said Letters of Registration, and the full benefits and effects thereof, and all and singular other the premises, rights, and privileges expressed to be granted, assigned, or given to him by the hereinbefore in part recited deed-poll of the twenty-fourth day of June, one thousand eight hundred and sixty-five: As witness the hands and seals of the said parties.

(L.S.) SAML. HEBBLEWHITE.

Signed, sealed, and delivered by the
said Samuel Hebblewhite, in
the presence of

JAMES NORTON,
Solicitor, Sydney.

ROBT. COLQUHOUN,
Clerk to Jno. Dawson, Solicitor, Sydney.

In the Supreme Court of New South Wales.

On the twentieth day of February, in the year one thousand eight hundred and sixty-six, James Norton, of the city of Sydney, in the Colony of New South Wales, solicitor, being duly sworn, maketh oath and saith as follows:—That the writing contained in the two preceding pages is a true copy of the original re-assignment of Letters Patent, having been examined therewith by this deponent, which said original re-assignment was duly signed, sealed, and executed, on the seventeenth day of February instant, by Samuel Hebblewhite, of the city of Sydney, aforesaid, merchant, in favour of Zenas Wheeler, in my presence, and in the presence of Robert Colquhoun, Clerk to Mr. Dawson, solicitor, of Sydney, aforesaid.

JAMES NORTON.

Sworn by the deponent, on the day first above }
mentioned, at Sydney, before me— }

COLIN MACKENZIE,
A Commissioner for Affidavits.

Registered and entered of record in the Office of the Supreme Court of New South Wales, this twentieth day of February, A.D. 1866, in pursuance of the Act 16 Vict., No. 24, sec. 2. Number 120 of book A, folio 24.

(For the Prothonotary),

G. J. CROUCH,
Fourth Clerk of the Supreme Court.

No. 121.

ASSIGNMENT.

THIS Indenture, made the seventeenth day of February, one thousand eight hundred and sixty-six, between Zenas Wheeler, of the city and county of San Francisco and State of California, of the one part, and Samuel Hebblewhite, of Sydney, in the Colony of New South Wales, merchant, of the other part, witnesseth that, for divers valuable considerations moving to the said Zenas Wheeler, from the said Samuel Hebblewhite, and also in consideration of Ten Shillings to the said Zenas Wheeler, in hand, paid by the said Samuel Hebblewhite, he, the said Zenas Wheeler, doth by these presents grant, bargain, sell, assign, transfer, and set over unto the said Samuel Hebblewhite full license, right, power, privilege, and authority to make, vend, and use in the Colony of New South Wales, all that his invention called or known as "Wheeler's Gold and Silver Separator and Amalgamator," the exclusive right to the use of which, in the said Colony of New South Wales, was granted to the said Zenas Wheeler, by certain Letters of Registration or Letters Patent granted to the said Zenas Wheeler, on the thirty-first day of May, one thousand eight hundred and sixty-five, under the hand of His Excellency the Governor and the Seal of the said territory of New South Wales: To have, hold, use, exercise, and enjoy, so far as relates to the Colony of New South Wales, the said license, right, power, privilege, and authority hereby granted unto the said Samuel Hebblewhite

New and Improved Gold and Silver Amalgamator and Separator.

Hebblewhite, his executors, administrators, and assigns, absolutely, for the term of years now unexpired under such Letters of Registration: And the said Zenas Wheeler, for himself, his heirs, executors, and administrators, doth hereby acquit, release, and for ever discharge the said Samuel Hebblewhite, his executors, administrators, or assigns, of and from all claims or demands, actions, suits, or proceedings, for or by reason of any dealings, sales, or transactions by him, in respect of or in relation to any machines, privileges, or rights, the subject matter of the aforesaid Assignment, and in respect of all transactions between them to the date of these presents: And the said Samuel Hebblewhite, for himself, his heirs, executors, administrators, and assigns, doth hereby covenant with the said Zenas Wheeler, his executors and administrators, that he and they all mark all and every the pans hereafter to be sold or made by him as parts of the Amalgamators, Separators, or machines at any time to be manufactured by him or them under the license hereby granted, with the words, "For use in New South Wales only," which words are to be placed in a conspicuous part of the said pans, in easily legible characters, and in block letters one inch in length, to be formed in casting the pans: And moreover, that the said Samuel Hebblewhite will not, at any time, sell any of the said machines to any person whomsoever, without taking from such person, before delivery, a covenant to be entered into by such person with the said Zenas Wheeler, his executors, administrators, and assigns, that such person will not use, or permit the same to be used, out of the Colony of New South Wales; such covenant to be in a general form approved by the said Zenas Wheeler, his executors, administrators, or assigns, or by his attorney or attorneys: And further, that the said Samuel Hebblewhite will at any time, on the request of the said Zenas Wheeler, his executors, administrators, or assigns, or attorney or attorneys, deliver any or every such covenant to the said Zenas Wheeler, his executors, administrators, or assigns: And also, that the said Samuel Hebblewhite will not at any time export any of the said machines from the Colony of New South Wales, or knowingly sell any such machines to any person for the purpose of exportation: And lastly, that the said Samuel Hebblewhite will, whenever the said Zenas Wheeler, his executors, administrators, or assigns, or his attorney or attorneys, shall require so to do, permit him or them to use, in the said Colony of New South Wales, without charge, one or more of the said machines, for the purpose of testing ores or minerals produced or obtained in any other place than the Colony of New South Wales.

In witness whereof, the said parties to these presents have hereunto set their hands and seals, the day and year first above written.

ZENAS WHEELER. (L.S.)

By his Attorney,
THOS. SEELYE FARMER.

Signed, sealed, and delivered by the said
Thomas Seelye Farmer, as the attorney
of the said Zenas Wheeler, and by the
said Samuel Hebblewhite, in the
presence of—

SAML. HEBBLEWHITE. (L.S.)

JAMES NORTON,
Solicitor, Sydney.

ROBT. COLQUHOUN,
Clerk to John Dawson, Solicitor, Sydney.

In the Supreme Court of New South Wales.

On the twentieth day of February, in the year one thousand eight hundred and sixty-six, Robert Colquhoun, Clerk to John Dawson, of the city of Sydney, solicitor, being duly sworn, maketh oath and saith as follows:—That the writing contained on the two preceding pages is a true copy of the original Assignment of License under Letters Patent, having been examined therewith by this deponent, which said original Assignment was duly signed, sealed, and executed, on the seventeenth day of February instant, by Zenas Wheeler, by his attorney, Thomas Seelye Farmer, in favour of Samuel Hebblewhite, in my presence, and in the presence of James Norton, solicitor, Sydney, aforesaid.

Sworn by the deponent, on the day first above }
mentioned, at Sydney, aforesaid, before }
me—

ROBT. COLQUHOUN.

A. P. MACKECHNIE,
A Commissioner for Affidavits.

Filed of record, in the Office of the Supreme Court, at Sydney, this twentieth day of February, A.D. one thousand eight hundred and sixty-six.

(For the Prothonotary.)

G. J. CROUCH,
Fourth Clerk of the Supreme Court.

REPORT.

New and Improved Gold and Silver Amalgamator and Separator.

REPORT.

London, 4 May, 1865.

SIR,

In accordance with your letters to us, of date 29th April, we have examined the specification and drawings of Mr. Wheeler's "Improved Gold and Silver Amalgamator and Separator," and have now the honor to report that we see no objection to the granting of Letters of Registration for this invention as desired.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
E. O. MORIARTY.

[Drawings—one sheet.]

PLATE N^o1

WHEELERS MERCURY & AMALGAM SEPARATOR

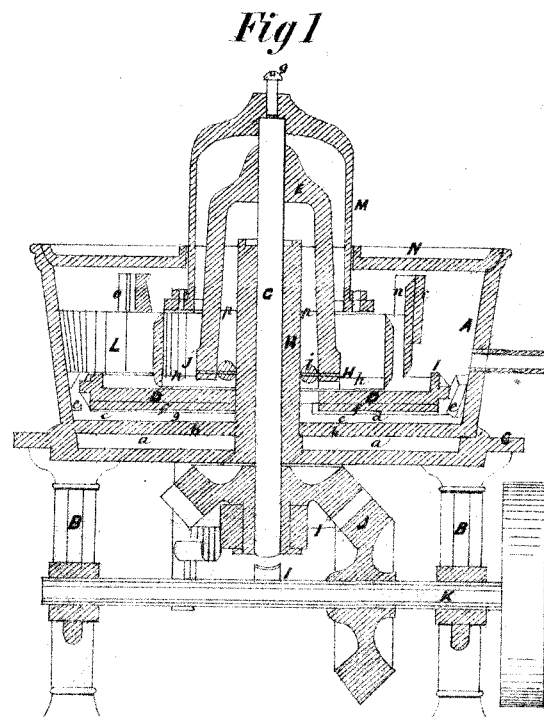


Fig 2

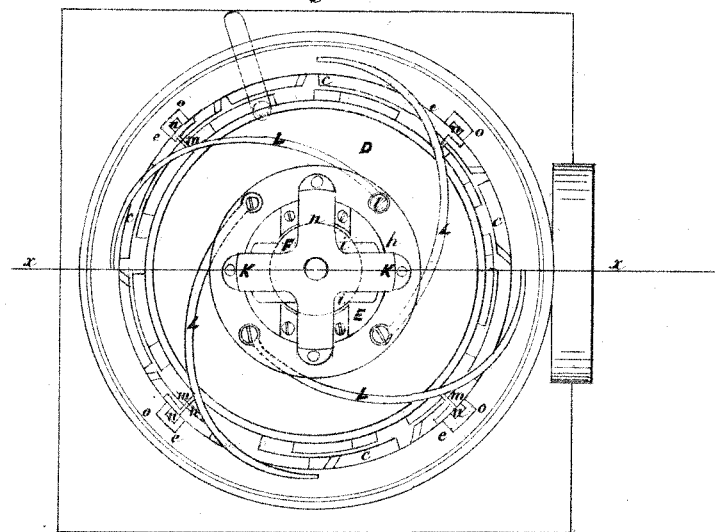


Fig 3

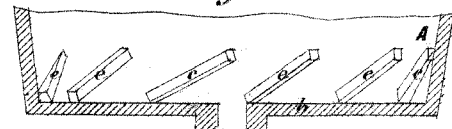


Fig 4

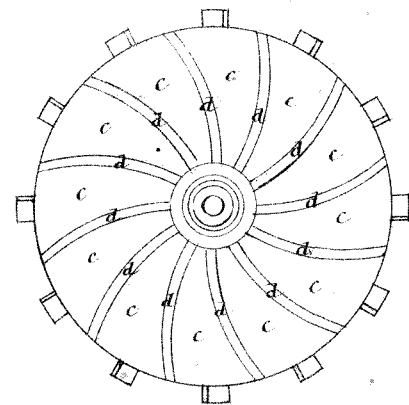


Fig 1 Vertical central Section
on line x x Fig 2
2 Plan or top view of same
with cover of pan removed
3 Vertical central Section
of lower part of the pan
4 Plan or top view of bottom of pan.

Note. Similar letters of reference indicate corresponding parts in the two figures.

- Reference
- A represents a Fan
 - B " " Frame of pan
 - C " " horizontal top plate
 - a " " circular depression or recess
 - b " " bottom of pan
 - c " " curved plates
 - d " " curved grooves as Fig 4
 - e,h " " spiral strips
 - D " " muller
 - f " " curved plates
 - g " " curved grooves
 - E " " universal joint
 - F " " yoke
 - G " " shaft
 - H " " upright tube
 - i " " ring
 - j,k " " journals
 - l " " step
 - l " " lever
 - J " " bevil gear
 - K " " dividing shaft
 - L " " curved plates
 - l " " screws or pins
 - m " " pin
 - n " " slides
 - o " " guides
 - pp " " annular plates
 - M " " frame
 - N " " cover of pan

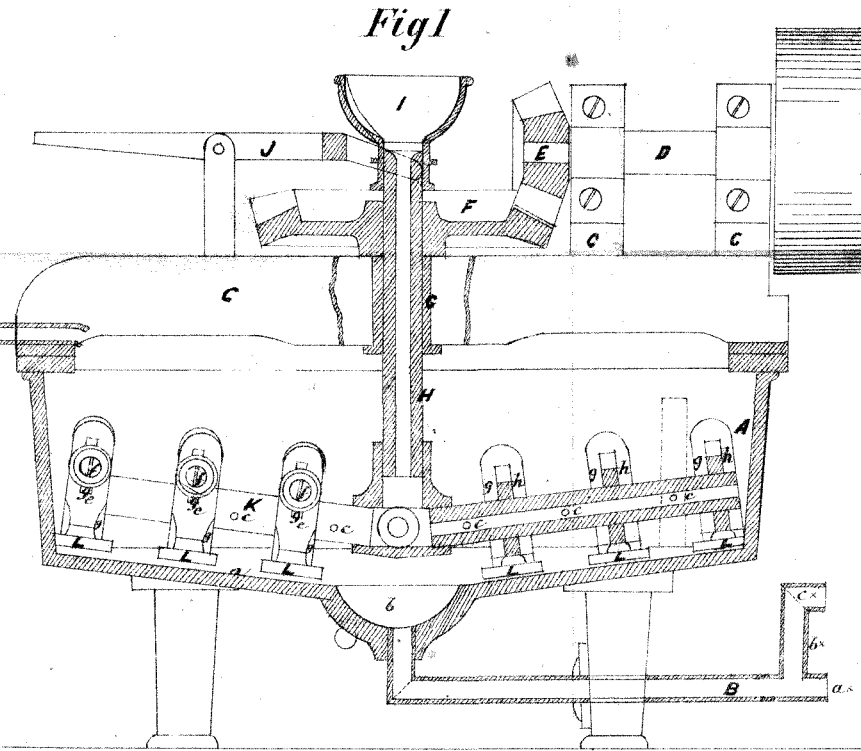


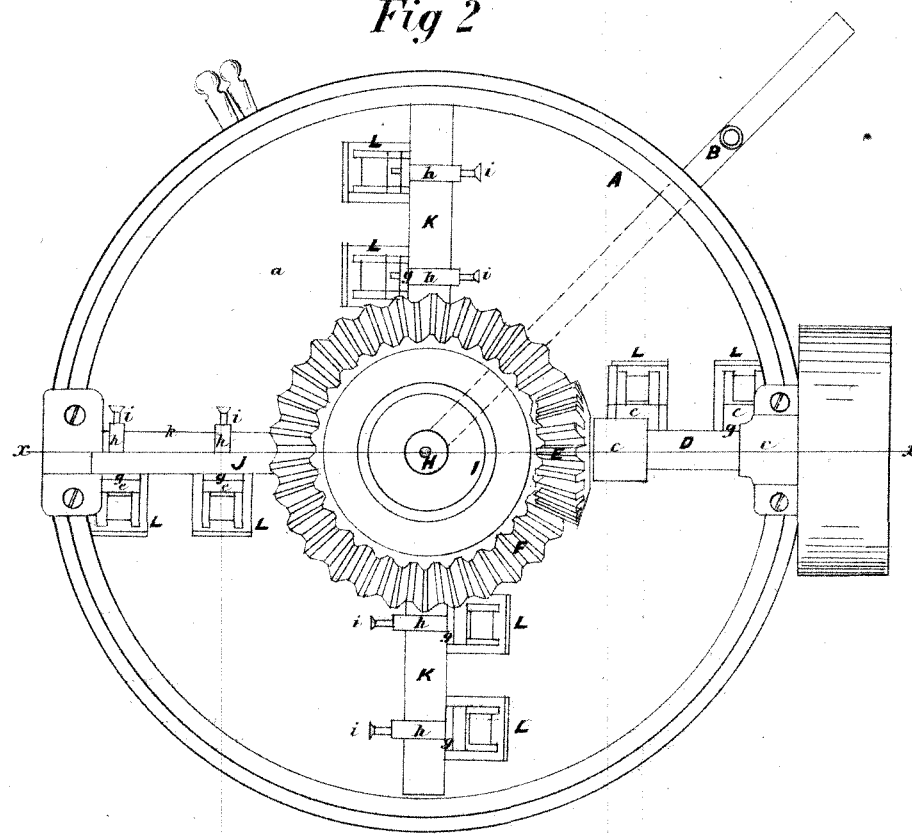
Fig 1 Vertical central Section
in the line x x Fig 2
2 Plan or top view of same

Note. Similar letters of reference indicate corresponding parts in the two figures.

- Reference
- A represents a wooden or metal tube
 - a " " bottom of same
 - b " " semi-spheroidal chamber
 - B " " tube from same
 - C " " cross bar secured to upper edge of tube a
 - cc " " two vertical bars attached thereto
 - D " " driving shaft
 - E " " bevil pinion
 - F " " bevil wheel
 - G " " collar
 - H " " tubular shaft
 - I " " funnel
 - J " " lever
 - K " " tubular arms
 - L " " pads
 - a " " vertical bars
 - f,i " " set screws
 - g " " plates
 - h " " clasps or bands
 - j " " oblong slots

PLATE N^o2

Fig 2



Scale of Feet



These are the Drawings referred to in the annexed Letters of Registration granted to Zenas Wheeler this 31st day of May 1865.

(Sg^d) John Young.



A.D. 1865, 31st May. No. 109.

**IMPROVEMENTS IN STEAM AND HYDRAULIC MOTIVE POWER
ENGINES, AND APPARATUS FOR MEASURING FLUIDS.**

LETTERS OF REGISTRATION to Frederick Arundel Downing,
for Improvements in Steam and Hydraulic Motive Engines, and
Apparatus for measuring Fluids.

[Registered on the 1st day of June, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS FREDERICK ARUNDEL DOWNING, of Hobart Town, in the Colony of
Tasmania, Esquire, hath by his Petition humbly represented to me that he is the author
or designer of a certain invention or improvement in manufactures, that is to say, of an
invention for "Improvements in Steam and Hydraulic Motive Power Engines, and Appa-
ratus for measuring Fluids," which is more particularly described in the specification
marked A, and the papers of drawings marked B and C respectively, which are hereunto
annexed, and that he, the said Petitioner, hath deposited with the Honorable the Treasurer
of the said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying
the expense of granting these Letters of Registration, as required by the Act of Council
sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased
to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the
said invention or improvement might be secured to him for a period of fourteen years:
And I, being willing to give encouragement to all inventions and improvements in the
arts or manufactures which may be for the public good, and having received a report
favourable to the prayer of the said Petition, from competent persons appointed by me to
examine

Improvements in Steam and Hydraulic Motive Power Engines, &c.

examine and consider the matters stated therein, and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do; by these Letters of Registration, grant unto the said Frederick Arundel Downing, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Frederick Arundel Downing, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Frederick Arundel Downing shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court, at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this thirty-first day of May, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

A.

SPECIFICATION.

TO ALL TO WHOM THESE PRESENTS SHALL COME, I, FREDERICK ARUNDEL DOWNING, of Hobart Town, in the Colony of Tasmania, Esquire, send greeting:

WHEREAS I am desirous of obtaining Letters of Registration under the sign manual of His Excellency and the seal of the Colony, securing unto me the exclusive enjoyment and advantage that I, my executors, administrators, and assigns, and such others as I or they should at any time agree with, and no others, should and lawfully might, from time to time, and at all times during the term of fourteen years (to be computed from the day on which this instrument should be left at the office of the Colonial Secretary), make, use, exercise, and vend, within the Colony of New South Wales and its dependencies, an invention for "Improvements in Steam and Hydraulic Motive Power Engines, and Apparatus for measuring Fluids"; and in order to obtain the said Letters of Registration, I must, by an instrument in writing under my hand and seal, particularly describe and ascertain the nature of the said invention, and in what manner the same is to be performed: Now know ye, that I, the said Frederick Arundel Downing, do hereby declare the nature of the said invention, and in what manner the same is to be performed, to be particularly described and ascertained in and by the following statement (that is to say)—

This invention relates to apparatus applicable as a steam or hydraulic motive power engine, and which, with the addition of a counting and recording train and indexes or apparatus, is also available for the measuring of fluids.

This improved apparatus consists of a wheel or disc rotating concentrically within a fixed case of larger diameter, thereby providing an annular space (in the motive power engine, the pressure and piston chamber) in which the pressure of the elastic or other fluid is exerted to produce the motive power, and in the meter as the measuring capacity. The pistons or pallets are projected from and withdraw within the rotating wheel at certain points of the circumference, in order to receive the pressure of the fluid, and so pass an abutment offering the resistance to the fluid necessary to oppose and cause its force to be exerted upon them. The pistons are supported and carried by stems supported in a radial position in the rotating wheel, such stems being fitted in suitable guides to permit of the motion towards and from the axis of the wheel, and are actuated by suitable fixed cams or inclines, the one near the centre acting on the stems to project the pistons,

Improvements in Steam and Hydraulic Motive Power Engines, &c.

pistons, the others at the periphery to thrust them towards the centre, each at their proper periods in the revolution. The periphery of the wheel is made of greater or less breadth, according to the power of the engine required or the quantity of fluid to be measured. The pistons or pallets, being of equal breadth, and with it, fitting steam or water tight, or nearly so, between the sides of the case. The pallets also fit tight, and are furnished with packings in the periphery through which they are projected, and are of course of sufficient area to intercept the annular space before mentioned, and also without having the packing in the breadth of the periphery of the wheel. The same letters of reference indicate the same parts in the several figures where they occur in the description of drawings.

Fig. 1 represents a lateral vertical section of a steam or water power engine, constructed according to this invention, the section being taken on the line CD of fig. 2, which is a transverse vertical section of the same, while figs. 3, 4, 5, 6, 7, 8, and 9, represent several of the parts detached. II represents a stationary case mounted on standards, K, supported from a suitable bed-plate, L. The case II is furnished with bearings, M M, to receive and support the main shaft N, carrying the disc wheel O. This wheel O is separately represented in side view at fig. 3, and in section at fig. 4, on the line *jj*, fig. 3. This disc wheel has the edges or sides of its periphery faced and turned true on its axis N; and the interior of the case II is also truly surfaced, so as to receive wheel O, and permit of its working properly, and steam and water tight therein. The bearings M of N are furnished with stuffing boxes, in order to prevent any escape from the centre of the case, in the event of any taking place from the annular pressure chamber P. To obviate this as much as possible, it may be advisable to furnish the rubbing surfaces of the wheel (the sides touching the case) with metallic packings, in which case the stuffing boxes M may be dispensed with, and ample bearings adopted. The disc O is furnished with two similar pallets or pistons, X X, (separately represented at fig. 8, in side and edge view). These pallets are mounted on stems, R, fitting and sliding in bearings, Y (seen separately in fig. 9), fixed to the disc O, and are free to slide towards and from the axis N. The thickness of the pallet or piston X are fitted in recesses in the periphery of the wheel, in which it slides steam-tight by reason of the packings, 1, 2, which bear against the faces of the pallet, while the breadth is adapted to occupy the annular space P, as seen in the section fig. 2, in order to receive the pressure of the steam or fluid therein from which the power is to be derived.

The pallets or pistons X are controlled in their positions by two cams,—the one, S, fixed in the centre, and the other, T, at the circumference of the engine. The cam S, seen dotted in fig. 1, and separately in side and edge view at fig. 7, while cam T is also separately represented at fig. 6, as seen in fig. 1 and in plan at fig. 5. Cam S is a fixture to the side of the case I, and cam T, which occupies a space within the outer circle of case I, is also a fixture thereto. The solid part, T', of cam T, serves as the abutment for the pressure of the fluid, while the openings U U, in the inclined parts, serve as the inlet and outlet passages for the fluid. The extreme ends of the pallets X bear on the inclines of cam T, and are controlled in position thereby. The inner end of the stems R, carrying pistons X, are furnished with arms, 3, which bear on the cam S. This cam keeps the pallets projected to the greatest extent, and when they are not operated on by cam T, but allows them to recede under the influence of that cam. The two cams S and T thus control the position of the pallets or pistons during their traverse throughout the entire circumference. The arms 3 of R carry wedge pieces, 4, dovetailed therein, and furnished with a screw and nut, 5, by which the wedge is drawn up its incline, and so projecting its bearing surface towards cam S, whereby any wear may be compensated, and the distance between the extreme end of the piston and the arms 3 regulated as required.

The parts of the engine are fitted and bolted together as seen in the drawings, but which will require no particular description. W is the inlet of the water or steam, and Y the outlet. Water entering under pressure, and as indicated by the arrow, finds a solid resistance in the abutment formed by the part T', and therefore bears with all its force

Improvements in Steam and Hydraulic Motive Power Engines, &c.

force on the extended pallet X, and impels it, and with it the wheel O, round in the direction of the arrow. Motion to the wheel O is transmitted to the shaft N, from which the power required may be derived. When the pallets XX arrive at the horizontal position, that is, at right angles to the position shewn, the pressure of the water on the first one, X', will be cut off by the other, X, which will now receive the motive force; while the first one, X', will begin to recede within the periphery of the wheel by the action of the incline of cam T upon it, and will so pass the abutment T'. As soon as the pallet passes past T, it is again projected by the cam S, and receives the pressure of the water as before, and so on, thus producing continuous rotary motion of the wheel O and shaft N.

Instead of water being admitted to produce the rotation of wheel O, it may be steam or other elastic fluid. The action will be precisely the same, and need not be again described. For steam, as before mentioned, it may be advisable to fit all the edges of the pallets, and the rubbing surfaces of the wheel O, with metallic packings.

In the lower part of fig. 1, I have represented an arrangement of the induction and eduction passages adapted for reversing the motion of the engine, which is also the case with the cams T and S. 7, 8, 9, are three taps, 8 being simply a stop tap on the channel from which the supply of water or other fluid is derived, while taps 7 and 9 are adapted for changing the induction passage to that of the eduction (both these taps being in connection with the supply and exhaust passages), as necessary for reversing the motion of the engine. The levers, 10 10, of the taps 7 and 8, are connected by a lever, 11, so that they move simultaneously, the effect of the change being that water or fluid under pressure will enter and pass in a direction in opposition to that of the arrows. The engine will consequently rotate in the opposite direction.

Fig. 10 represents a lateral vertical section of the apparatus adapted for a water meter, in which it is alone necessary to rotate in one direction, while fig. 11 is a transverse vertical section of the same. The parts represented in figs. 3, 4, 7, 8, and 9, illustrate the same parts in the apparatus, while the cam T is represented separately at fig. 12. Its action as a cam is the same as before, the only difference being in the water passages of the inlet and escape, which are indicated by the arrows in fig. 10. Fig. 13 represents a partial transverse section of the meter and the cam T at the outlet on the line EF, while fig. 14 represents a like section at the inlet on line GH. It will be evident that the capacity of the annular space in which the water or other fluid exerts its influence on the pallets being known, that quantity of water passed may be ascertained by counting and recording the number of revolutions of the shaft N.

For this purpose I apply a pinion, 12, to the axis N, which pinion gears into a train of wheels—the first (No. 13) only of which is shewn—in connection with a registering and indicating apparatus. Such apparatus, being well understood, will not require any particular description.

Fig. 15 represents, in lateral vertical section, a motive power engine, similar to those represented at fig. 1, but which, in addition, has the capability of working in both directions, and will exert double power, having duplicate sets of induction and eduction passages, which will be readily seen and understood from the foregoing description, and which admit the inlet and escape of the motive fluid simultaneously. For this purpose I provide three pallets or pistons as seen, each fitted as before described. Two of these pallets are always in action. The cams and abutments ST and T' are in duplicate, and somewhat modified in form, as represented in the drawing, but which will not require particular description, as their action will be readily understood from the foregoing description of figs. 1 and 2.

Having described the nature of my invention, and the manner of performing the same, I declare that what I claim as the invention to be protected by the hereinbefore-mentioned Letters of Registration is—

- 1st. The particular arrangement of parts, constituting the apparatus represented in figs. 1, 2, 3, 4, 5, 6, 7, 8, 9, and 15 of the drawings annexed and hereinbefore described, as and for the purposes of a Motive Power Engine, actuated by water or steam, or other elastic fluid, as hereinbefore described.

2ndly.

Improvements in Steam and Hydraulic Motive Power Engines, &c.

2ndly. The particular arrangement of parts constituting the apparatus represented in figs. 10, 11, 12, 13, and 14 of the drawings annexed and hereinbefore described, as and for the purposes of a fluid meter hereinbefore described.

In witness whereof, I, the said Frederick Arundel Downing, have hereunto set my hand and seal, this sixteenth day of January, in the year of our Lord one thousand eight hundred and sixty-five.

FREDK. A. DOWNING. (L.S.)

Signed, sealed, and delivered }
in the presence of— }

ROB. BENNISON, of Hobart Town, Solicitor.

This is the specification marked A, referred to in the annexed Letters of Registration granted to Frederick Arundel Downing, this thirty-first day of May, 1865.

JOHN YOUNG.

REPORT.

Sydney, 8 May, 1865.

SIR,

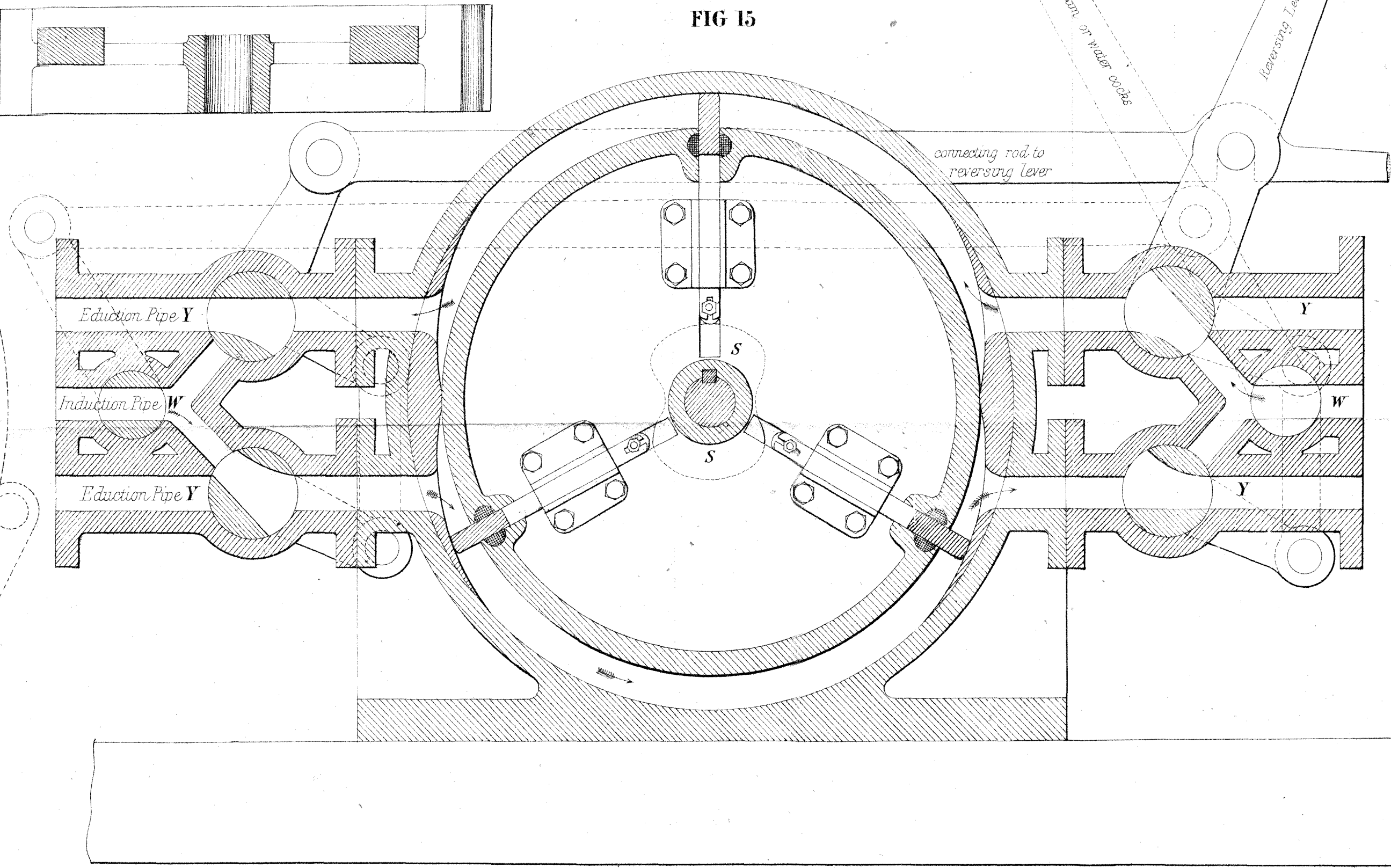
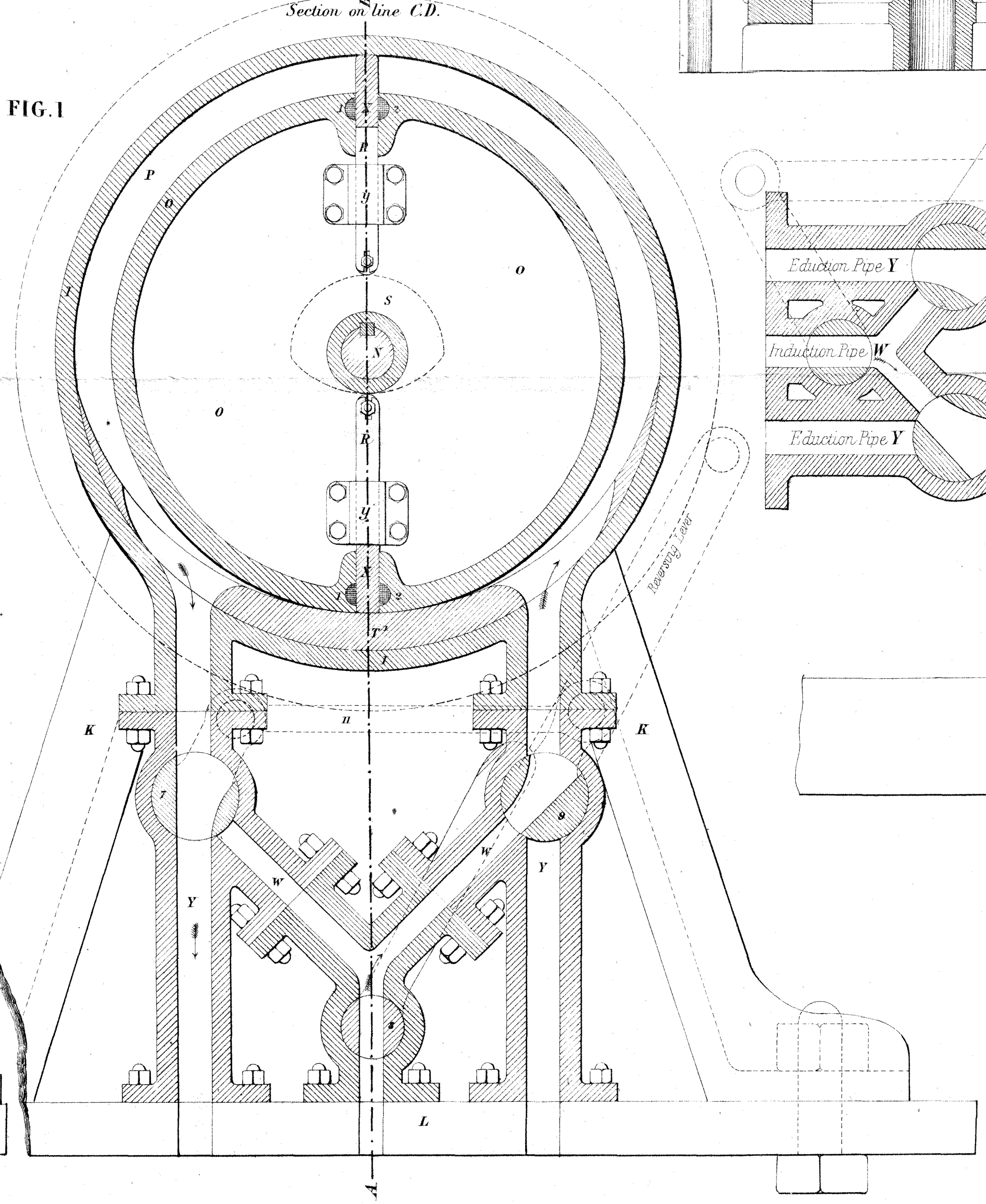
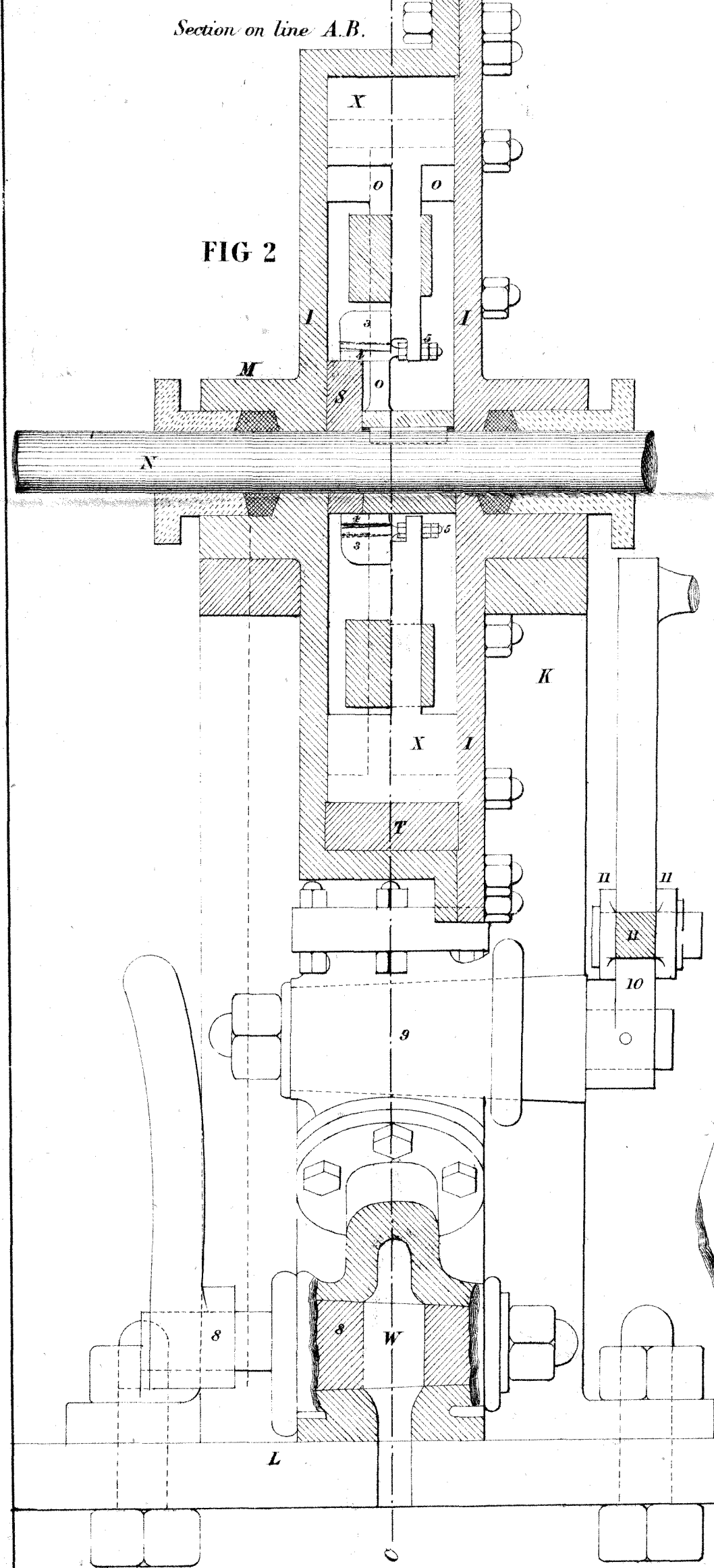
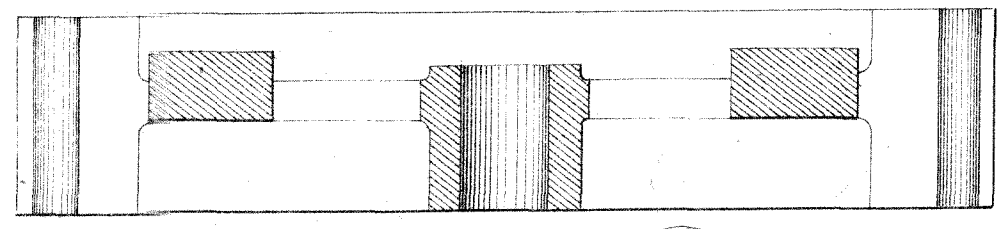
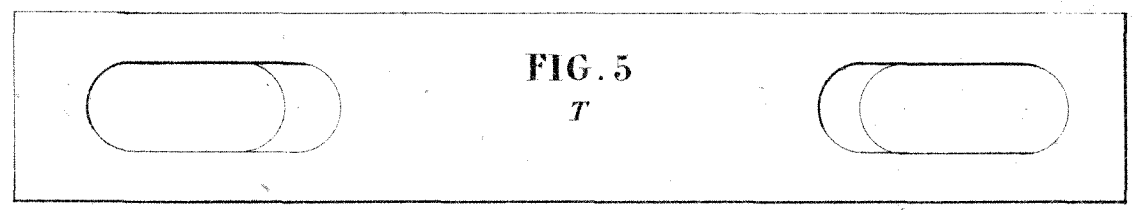
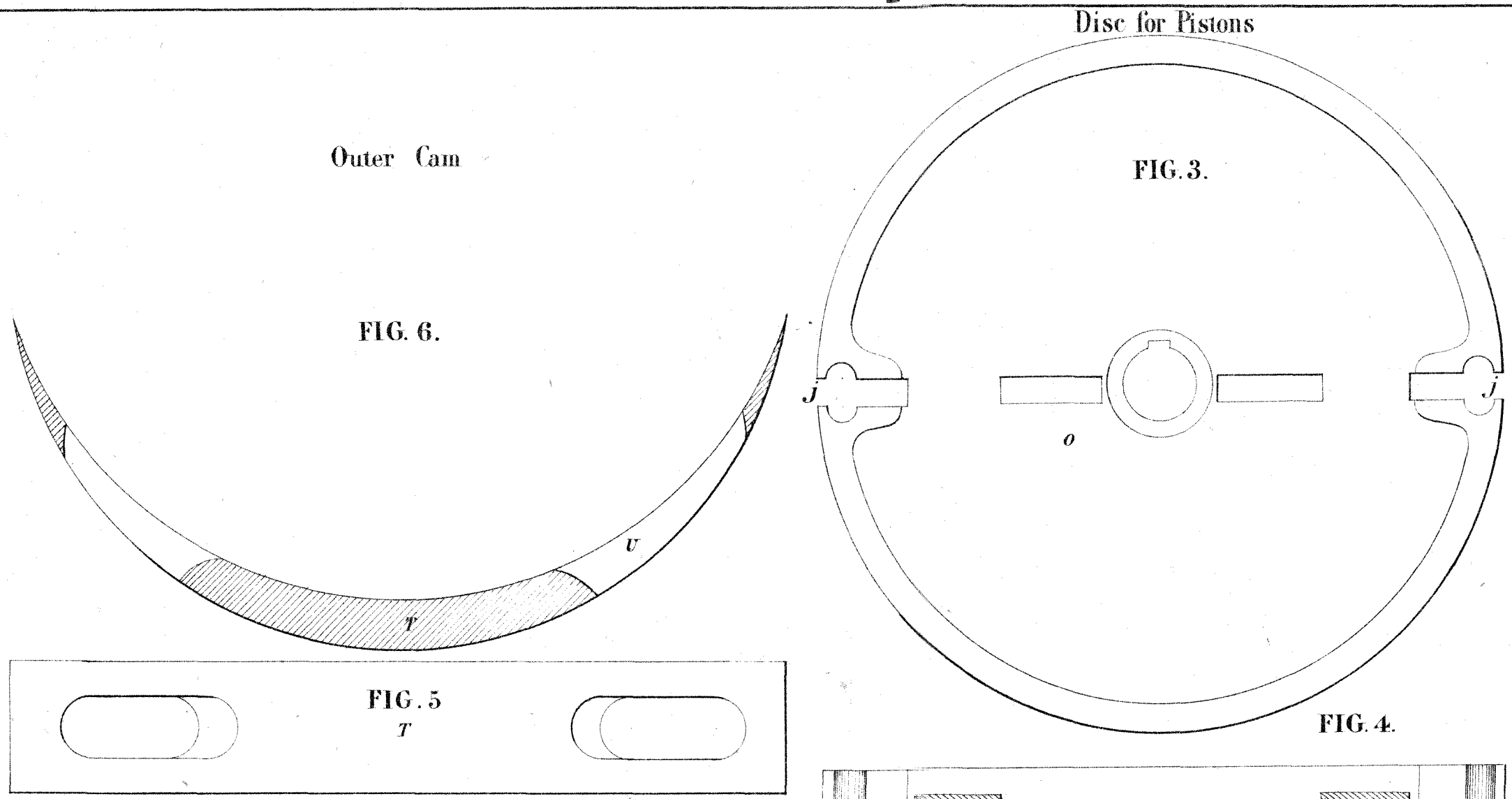
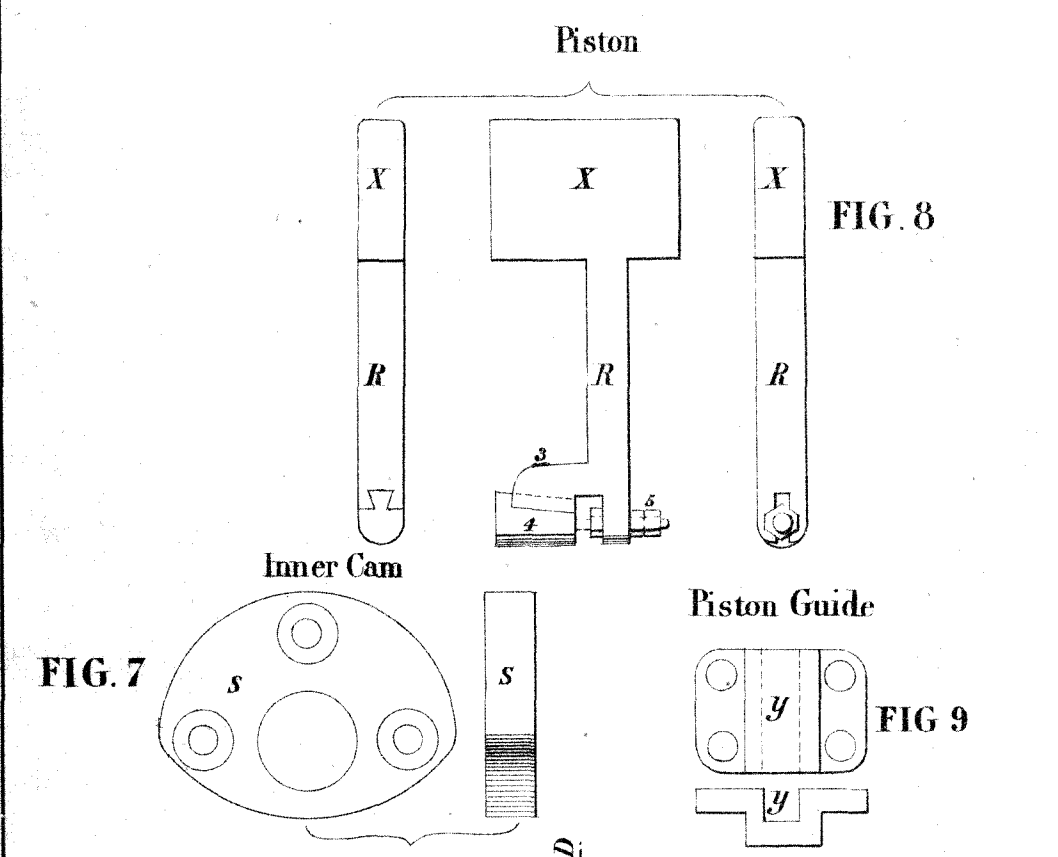
In compliance with your request, we have examined the drawings and specifications of Mr. F. A. Downing's invention for "Improvements in Steam and Hydraulic Motive Power Engines, and Apparatus for measuring Fluids"; and we have now the honor to report that we see no objection to the granting of Letters of Registration, as prayed for.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
E. O. MORIARTY.

[Drawings—one sheet.]



(Signed) Fred^d A. Downing

This is the paper of Drawings marked B referred to in the annexed Letters of Registration granted to Frederick Arundel Downing this thirty first day of May 1865.

Signed
John Young

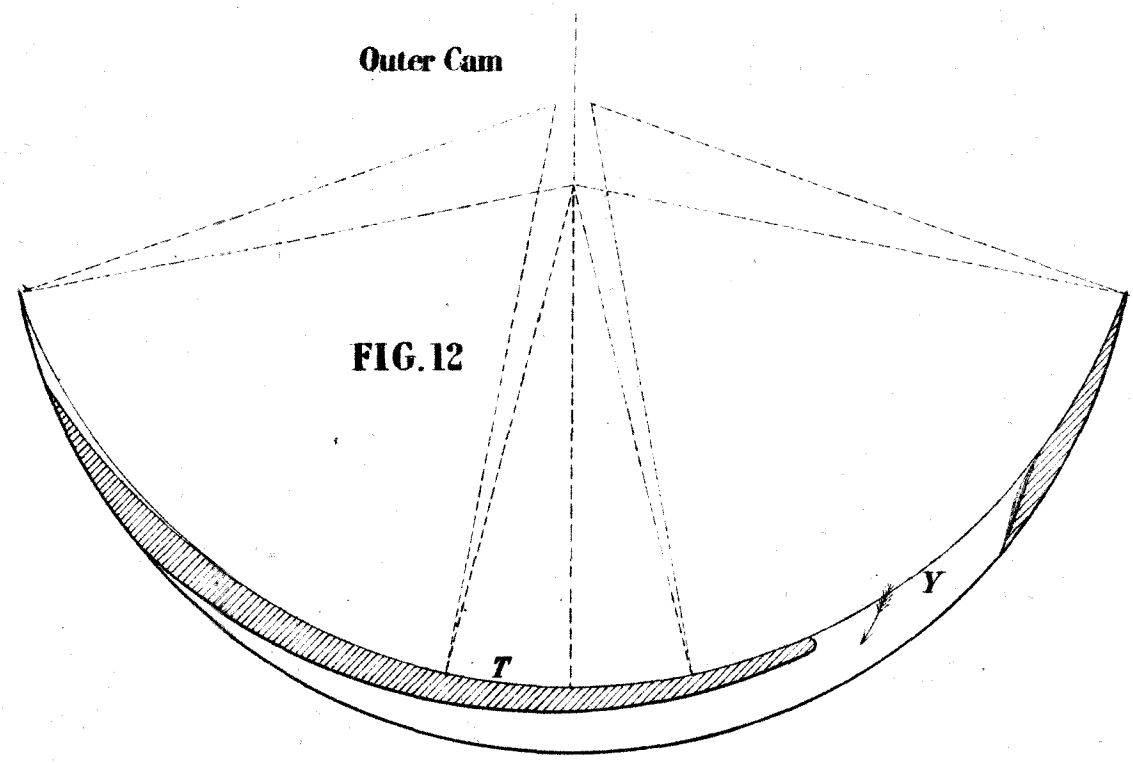


FIG. 12

Outer Cam

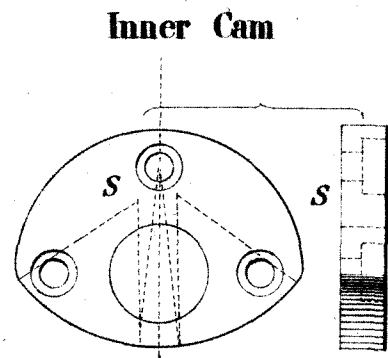


FIG. 7

Inner Cam

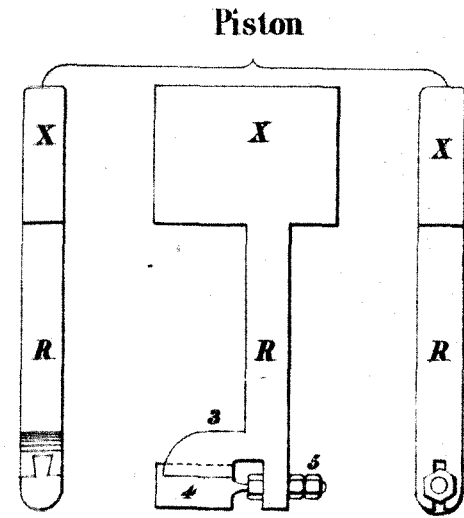


FIG. 8

Piston

Piston Guide

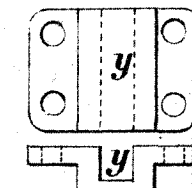


FIG. 9

Section on line E.F.

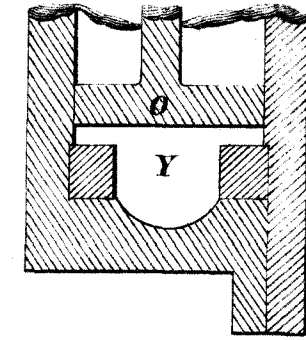


FIG. 13

Section on line G.H.

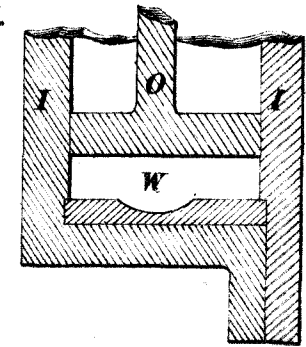


FIG. 14

Section on line A.B.

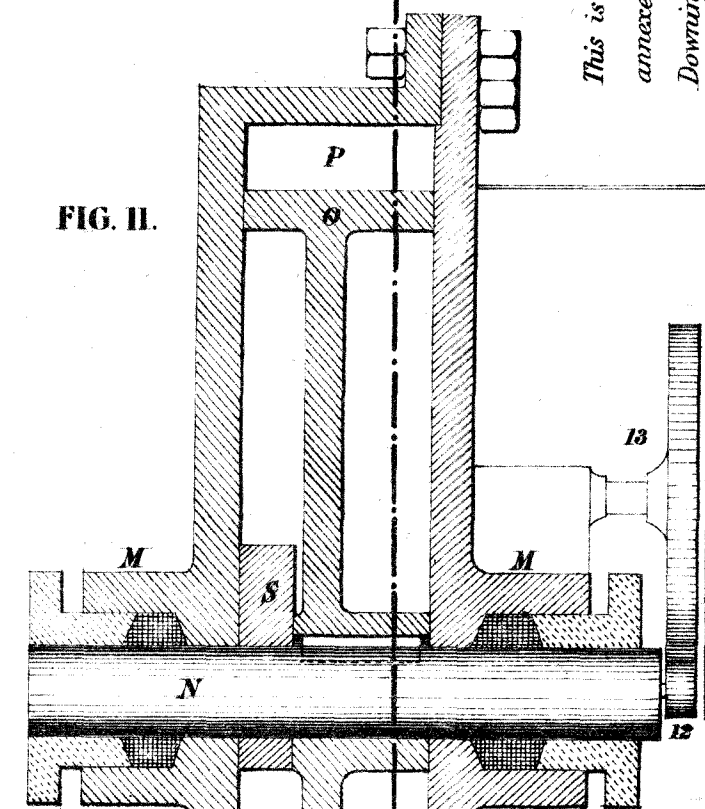


FIG. 11

This is the paper of Drawings marked C, referred to in the annexed Letters of Registration granted to Frederick Arundel Downing this thirty first day of May 1865.

John Young

Geo. W. Downing

Disc for Pistons

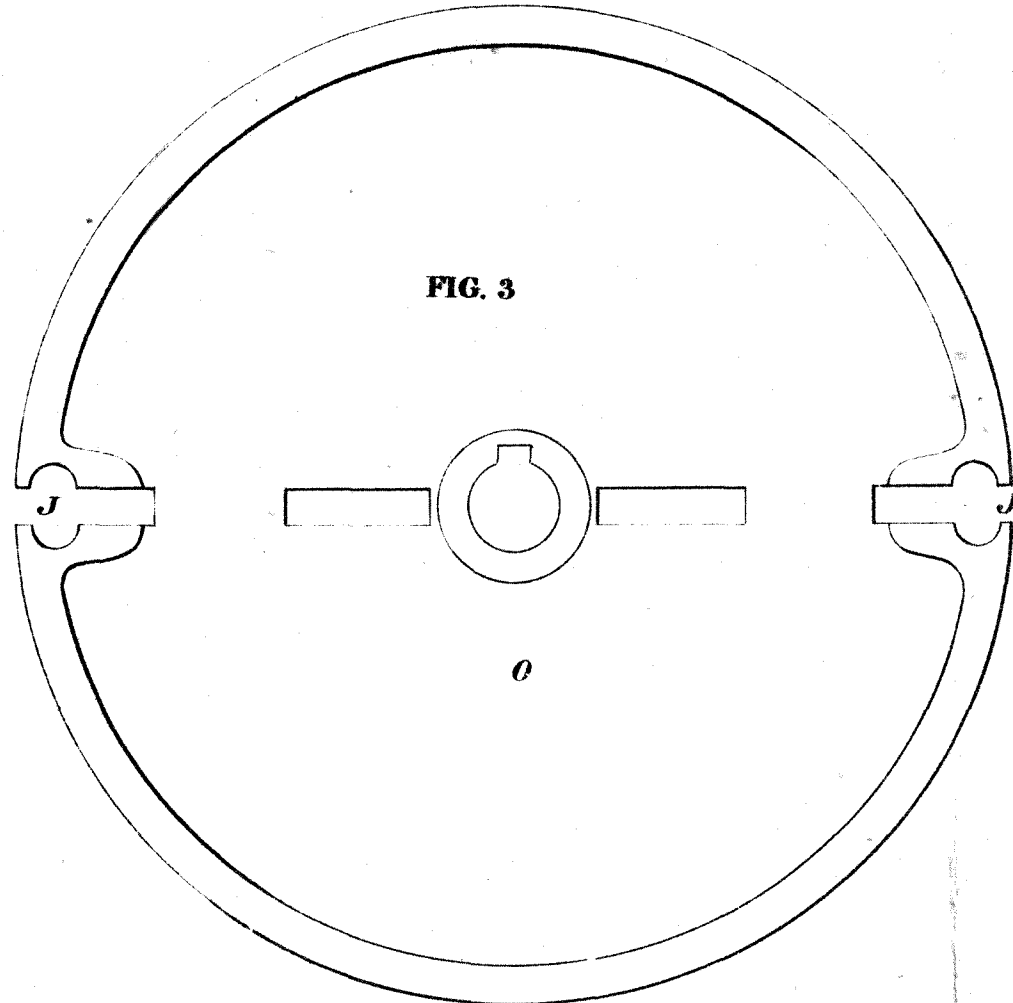


FIG. 3

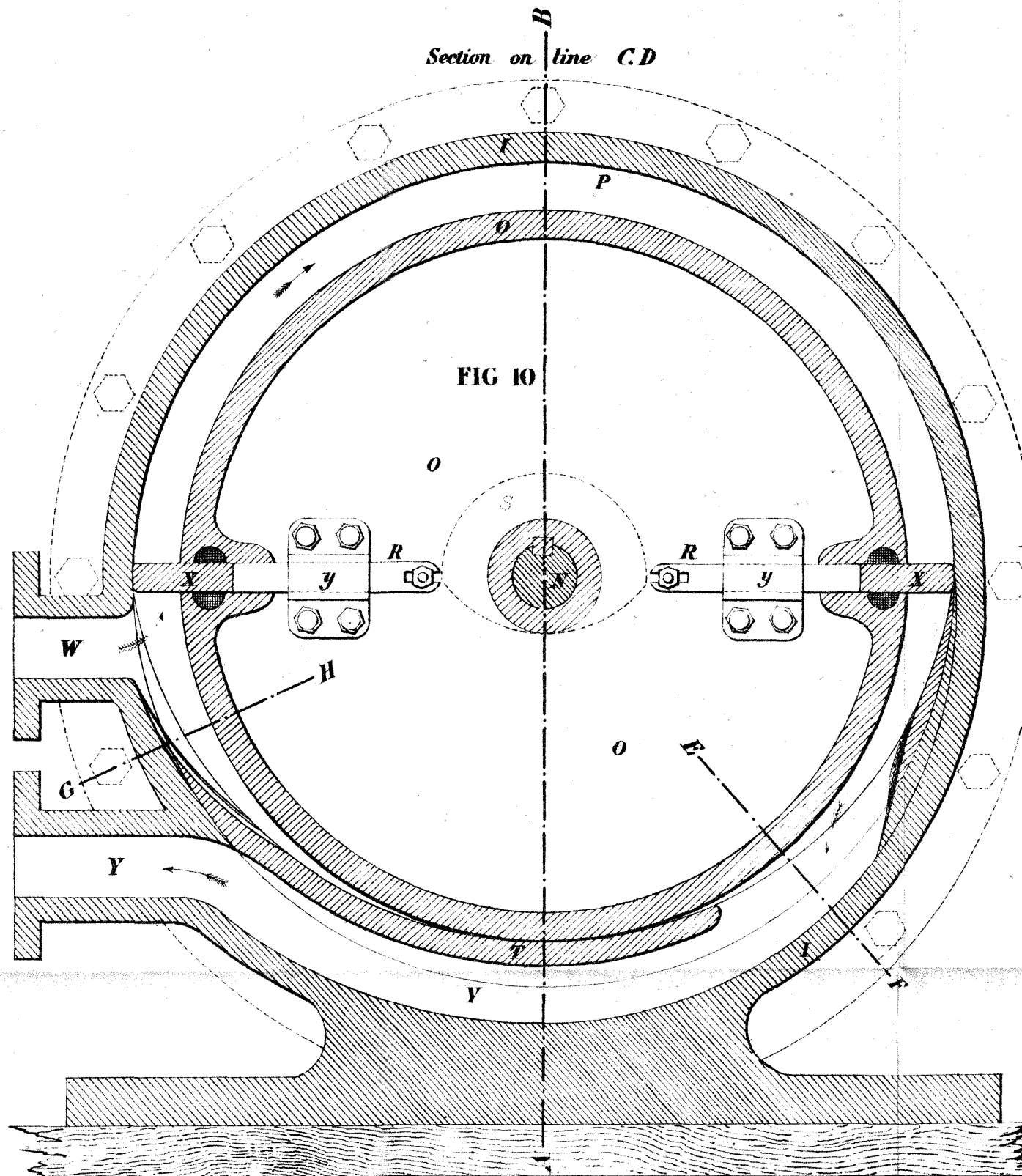


FIG. 10

Section on line C.D

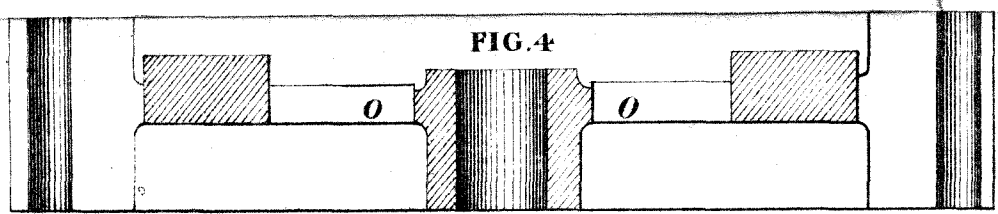


FIG. 4



A.D. 1865, 20th June. No. 110.

**IMPROVEMENTS IN FASTENINGS FOR SECURING THE BANDS
OF COTTON AND OTHER BALES, &c.**

LETTERS OF REGISTRATION to James Jennings McComb, for
Improvements in Fastenings for securing the bands of cotton and
other bales, and in Apparatus for applying the same, and in
Presses for forming compressed bales.

[Registered on the 21st day of June, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS JAMES JENNINGS McCOMB, of Liverpool, in the county of Lancaster,
in England, gentleman, hath by his Petition humbly represented to me that he is the
author or designer of a certain invention or improvement in manufactures, that is to say,
of an invention of "Improvements in Fastenings for securing the bands of cotton and
other bales, and in Apparatus for applying the same, and in Presses for forming compressed
bales," which is more particularly described in the specification marked A, and the papers
of drawings marked B and C respectively, all of which are hereunto annexed; and that
he, the said Petitioner, hath deposited with the Honorable the Treasurer of the said
Colony of New South Wales the sum of Twenty Pounds sterling, for defraying the
expense of granting these Letters of Registration, as required by the Act of Council
sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased
to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the
said invention or improvement might be secured to him for a period of fourteen years:
And I, being willing to give encouragement to all inventions and improvements in the
arts or manufactures which may be for the public good, and having received a report
favourable to the prayer of the said Petition, from competent persons appointed by me

Improvements in Fastenings for securing the

to examine and consider the matters stated therein, and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said James Jennings McComb, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said James Jennings McComb, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said James Jennings McComb shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this twentieth day of June, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

A.

SPECIFICATION.

TO ALL TO WHOM THESE PRESENTS SHALL COME, I, JAMES JENNINGS McCOMB, of Liverpool, in the county of Lancaster, gentleman, send greeting:

WHEREAS I am in possession of an invention for "Improvements in Fastenings for securing the bands of cotton and other bales, and in Apparatus for applying the same, and in Presses for forming compressed bales," and have petitioned His Excellency the Governor General of New South Wales to grant to me, my executors, administrators, and assigns, Letters of Registration for the same: Now know ye, that I, the said James Jennings McComb, do hereby declare that the following specification fully describes and ascertains the nature of the said invention, and the manner in which the same is to be performed, reference being had to the drawings hereunto annexed, and to the letters and figures marked thereon, that is to say:—

This invention relates, firstly, to certain novel means of securing the ends of metallic bands when lapped around bales of compressed cotton or other compressed material, the object being to facilitate the application of such bands to bales, and to provide a secure and economical system of fastening.

The mode of securing metallic bands to compressed bales is to lap one end of the band over the other, and rivet them together while the bale is still in the press. This, however, is a tedious and expensive operation, requiring, moreover, the employment of skilled labour. In place of employing rivets, I propose to use a metal buckle for coupling the ends of the metal bands together, which buckle will admit of being readily applied.

In sheet I of the accompanying drawings, fig. 1 shews in plan view, and fig. 2 in edge view, the metal buckle applied to the ends of a metal band, and fig. 3 are detached views of the buckle. The bands which are passed round the bales are prepared to receive the buckle by bending back their ends and lapping them under the bands; and the open loops thus formed are inserted in the buckle, while the bale is under compression in the improved press, to be hereafter described. This buckle I prefer to form out of band or sheet iron, by means of any suitable stamping press. By referring to fig. 3, the buckle will be seen to consist of an oblong piece of metal pierced with a rectangular hole, one end of which has a wedge-shaped termination formed by two inclines, for the purpose to be presently explained. The parallel sides of the hole are in length about equal to the width of the band intended to be used with the buckle, to allow of the hooped iron bearing upon them. A lateral cut is made through one side of the buckle, to provide for the insertion laterally into the buckle of one loop of the band, the other loop having previously been inserted by the lapped end being simply hooked into the

Bands of Cotton and other Bales, &c.

the central opening of the buckle. By inclining the edges of one end of the opening in the buckle as shewn at fig. 3, instead of forming that end like the other at right angles to the sides of the hole, the opening of the buckle will be sufficiently elongated to allow of the insertion laterally of the band loop. And besides this, the band, after the application of the buckle, and while subjected to the strain of the expanding bale, will receive at one end a lateral motion (that is to say), it will move under the act of tension from the dotted position of fig. 1 to the drawn position, and thus that end of the band will be caused to embrace and bear against the lips of the slit in the buckle. The strain of the band will therefore be fairly distributed over the buckle. Instead of cutting one end of the opening of the buckle wedge-shaped (to ensure the self-adjustment of the looped ends of the bands within the buckle), I sometimes use a buckle with a rectangular central opening, having parallel sides and ends as shewn at fig. 4, relying upon an extra breadth of opening for affording, when the buckle is canted on one side, an inclined plane for the looped ends to slide laterally over, to ensure the parallelism of the coupled ends of the band. I would also remark that, instead of slitting one side of the buckle and bending the edges of the slit apart as shewn at fig. 3, to facilitate the entrance of the looped end of the band, a portion of the metal may be cut away from the side of the buckle as at fig. 4 to admit the looped end. In that case, no bending of the edges of the slit will be required.

Another construction of metal fastening which I propose to employ is shewn in plan and cross section at fig. 5. It consists of a rectangular piece of plate-iron, furnished with two parallel slots, somewhat longer than the width of the metal bands to which it is to be applied. Into one of the slots (see fig. 6, which represent in plan and section the application of the fastening to a metal band) is hooked the bent end of the band, and into the other slot is drawn the other end of the band, which is straight. When the band is drawn to its proper tension and let go, it will fly back slightly, and, in doing so, will tip the plate and cause it to nip the straight end of the band securely, as shewn in the sectional view.

The second part of the invention relates to certain novel arrangements of presses for effecting, in an efficient and expeditious manner, the compression of bales of cotton, hay, and other substance

In sheet I, fig. 7 shews in side elevation a compound press adapted for pressing cotton bales. Fig. 8 is an end elevation of the same. Fig. 9 is a vertical section taken at the line 1 2 of fig. 7, and fig. 10 is a partial plan view of the machine. I will first describe the parts constituting what I term the simple press; the other or additional parts, which are shewn in colour in fig. 7, forming a second or supplementary press.

AA is the bed of the press, set on brickwork. In this example the brickwork forms the walls of a well or sunk chamber, in which works the follower of a supplementary press, hereafter to be more particularly referred to, the fixed cross-head of which is formed by the bed-plate A. Rising up from the bed-plate are four iron columns, B B, which are connected at their upper ends by a hollow cross-head or rectangular frame, C. The opening in this frame is capable of being closed so as to form as it were, for the time being, a solid cross-head, by means of a grooved plate, D, which is to be drawn on one side, as shewn at fig. 9, to allow of the press being charged with cotton from above. Immediately below the frame or cross-head C is fixed the pressing box E, which is carried by brackets from the standard B. It is made of stout sheet iron, the upper part being hinged as at E¹, to allow of the compressed bale being exposed, so that the bands may be applied to the bale. The pressing box is fitted with a plunger or follower F, which forms a movable bottom for the box. The upper face of this plunger is grooved to correspond with the grooves in the plate D, such grooves being made to permit of the iron bands being passed round the bale while under compression. The plunger is carried by two inclined rods, G, which are jointed thereto, and have for their fulcra coupling pins, H, which connect them to radius rods, I I. These rods work on fulcrums supported by lugs on the bed A of the press. The coupling pins H each carry a pair of grooved pulleys, K K¹, which are intended to receive a chain or rope, L, from a capstan or windlass,

Improvements in Fastenings for securing the

lass, as indicated by the blue lines. This chain or rope having been passed round the pulleys as shewn, is led down to a staple of the bed-plate and fixed thereto. When, therefore, tension is put on the chain or rope, the pulleys $K K^1$ will be drawn gradually nearer together, and the rods G and I being thereby caused to approach a vertical position, the press follower will be raised in the compressing box to the extent desired for imparting the requisite amount of compression to the material supplied to the box.

In order to prepare a bale of cotton, a piece of bagging of suitable size is placed on the plunger F , while in an elevated position; the hinged parts of the box E are then thrown up, and secured by latches as shewn at fig. 8, and the grooved plate D being drawn aside as shewn at fig. 9, cotton is thrown into the box, through the opening in the frame or cross-head C , and trampled in the usual manner. As the cotton accumulates, the plunger is gradually lowered until it reaches its lowest position. The workman in the meanwhile continues the trampling, having his head always above the box and in free air. When the box has been charged with the proper amount of cotton, the plate D is returned to its normal position, the chain L is drawn taut by the capstan, and the drag is continued until the rising of the plunger F has reduced the cotton to the desired bulk. The hinged parts of the box are then let down, the bands are threaded under and over the bale and bagging, being applied to the sides and ends of the bale. The bands are lapped round the bale and secured by the means to be presently described. In cases where a second compression or the compression of the banded bale is required to render it fit for shipment, I employ the supplementary press, which I will now describe. The cross-head of this press is formed, as before stated, by the solid bed-plate A , the under side of which is grooved (see fig. 7) like the plate D , and for the like purpose. N is the follower or plunger of the press, working on guides in the wall formed by the brickwork that carries the bed-plate A , and grooved on its face, to provide means for shifting the bands of the pressed bale. The plunger M is supported by rods, NN , pendent from the angle of bell-crank levers, OO , which levers are mounted on the bed-plate. To the inner ends of these levers are jointed rods, PP , which couple the crank levers with the plunger F . Supposing now the banded bale to be placed on the follower or plunger M , the bands corresponding in position to the grooves in the follower, and the cross-head and the capstan to be set in action to wind up the chain L , the pulleys $K K^1$ being thus drawn together, will cause the plunger F to rise gradually to its highest position, as shewn at fig. 7. In attaining this elevation, the plunger F will, by means of the pendent rods PP , rock the crank levers OO , and cause them, through the rods N , to impart a slow motion to the follower M , whereby the bale will be forced against the underside of the bed-plate A , and powerfully compressed.

By reason of this second or supplementary compression, the bands will become slack, and while in this state they may be drawn to tension by any well-known means, or by the grapple forming the third head of my invention, and again secured by the metal fastenings first used for securing the bale.

In sheet II, I have shewn, in several views, a modified arrangement of my improved press, in which the press is made self-sustaining. The framing consists of four vertical rods, which are secured together at top and bottom by cast-iron cross-ties, as shewn at figs. 1 and 2, the former of which shews the press in front elevation, and the latter in side elevation. The lower casting A carries straining beams, aa , on which the bottom of the press-box B rests, and which therefore receive the strain of the press. The press-box B stands up between the vertical rods $C C$, and is firmly secured thereto by means of lugs, b , rivetted to the sides of the box. The area of the box is, at its lower end, enlarged for a height somewhat greater than the thickness intended for the compressed bale, as shewn at B^* and on all sides of the box. At this part, doors are provided for releasing the compressed bale. The object of the enlargement of the box is, to remove the friction hitherto produced by the pressure of the bale against the sides of the box at the time the greatest strain is being put upon the bale. The follower block of the press is shewn at D . It is carried by two coupled inclined rods, EE , which are jointed to radius rods, $E^1 E^1$, which rock on fulcrum pins, whose bearings are on the casting A^1 , forming the

the

Bands of Cotton and other Bales, &c.

the upper cross-tie of the press. This follower block when in the box is guided by the sides of the box, but it is fitted with guide rods which work in fixed guides, for the purpose of steadying its motion and keeping it in position when it has risen above the box. Immediately above the follower block is mounted a capstan, F, which stands upon a platform above the range of the follower block, and is carried by the press frame or other convenient supports. This capstan F is used by the attendants for working the press after the manner above described.

A portion of the upper part of the box is hinged as at *a**, to permit of its being thrown back, and thereby providing an opening for filling the press-box with cotton. To facilitate this operation, a filling platform should be provided at the proper level as at G, the same being sustained by supports independent of the press.

Besides grooving the face of the follower block and the bottom of the box, to receive the bands for banding the bale as usual, I make these surfaces conform somewhat to the permanent rounded shape that the top and bottom of the bale would naturally take when released from the press, but firmly secured by bands, as by the use of this form of pressing surfaces an economy of power will result. To this end I adopt by preference the configuration shewn at fig. 3, which represent, on an enlarged scale, the bottom of the box and the follower block in end view. This form may be slightly modified as shewn at fig. 5, without the advantage which I contemplate attaining being lost.

The doors of the enlarged part B* of the press I secure before commencing to fill the box, by a latch arrangement, which will allow of being instantly disengaged when the pressure is completed, by means of a slight automatic motion, in place of applying the blows of a hammer to effect the disengagement of the latches as heretofore. The front and back doors (see the sectional plan, fig. 4) are hinged to two of the four vertical rods C C, and the end doors, which require but a slight motion, are hinged to the press bottom. Pivotted to the ends of the front and back doors (see fig. 2) are catches, *cc*, which take on to the catches *dd*, pivotted to the end door. These catches *d* are caused to retain a vertical position by means of latches, *e*, into notches, in which the lower ends of the catches *d* take. These latches are jointed to a vertical slide bar, *f*, which works in guides formed for it on the hinged end door. At its lower end this bar has a slot into which the end of a rock lever, *g*, takes. The rock lever is mounted on an axle carried by a bracket bearing on the casting A, and to the outer end of the rock lever is connected a metal rod, *h*, which is connected at its upper end to a crank lever, *i*, carried by a stud projecting from one of the vertical rods C. The upper arm of this crank lever carries a bowl which is so disposed as to come in contact with the joint pin of one of the radius rods at the time it has arrived at its lowest position. By the joint striking this bowl the crank lever *i* will be rocked, which motion, through the rod *h*, will be communicated to the rock lever *g*, and cause that lever to depress the slide bar *f* and release the latches. The internal pressure will then cause the catches *c* to trip the catches *d*, and release the side doors. The end doors are secured by a swivel bolt or button which they carry, operating in the slotted socket of a transverse bar *k*, secured to the rods CC

In order to return the follower block to its raised position when it is released from the strain of the capstan, I employ a counter weight, the descent of which will raise the block out of the press box.

I will now describe the improved grapple, which forms the third head of my invention.

This grapple is used for drawing together and securing the ends of the bands that surround the pressed bale. It is shewn in plan view at fig. 6, sheet II, and in side view (in action) at fig. 7. Jointed to the forked lever *e*, by which the straining power is applied, is a grapple iron, *m*, which has a hooked fork at its upper end for catching on to the top edge of the fastening that is intended to couple the ends of the band together. This fastening being attached to the pendent end of the band, is drawn down by the grapple, and the free end of the band is then inserted in the fastening, which, so soon as the strain of the grapple is removed, will hold the band securely, as shewn in fig. 8, which represents a compressed bale partially banded.

Improvements in Fastenings, &c.

Having now explained the nature of my invention, I wish it to be understood that I claim,—

First,—the construction of metal buckles or fastenings for securing metal bands to bales of cotton and other substances as above described.

Secondly,—the arrangements of presses above described for compressing bales of cotton and other fibres; and—

Lastly,—the construction of grapple above described for drawing metallic bands to tension.

In witness whereof, I, the said James Jennings McComb, have hereunto set my hand and seal, the third day of February, in the year of our Lord one thousand eight hundred and sixty-five.

J. J. McCOMB.

This is the specification marked A, referred to in the annexed Letters of Registration granted to James Jennings McComb, this twentieth day of June, 1865.

JOHN YOUNG.

REPORT.

Sydney, 25 May, 1865.

SIR,

In compliance with your request, we have examined the specification and drawings accompanying Mr. J. J. McComb's application for Letters of Registration for "Improvements in Fastenings for securing the Bands of Cotton and other Bales, and in Apparatus for applying the same, and in Presses for forming compressed Bales," and we have now the honor to report that we see no objection to Letters of Registration being granted as desired.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
JOHN WHITTON.

[Drawings—two sheets.]

B

FIG. 1

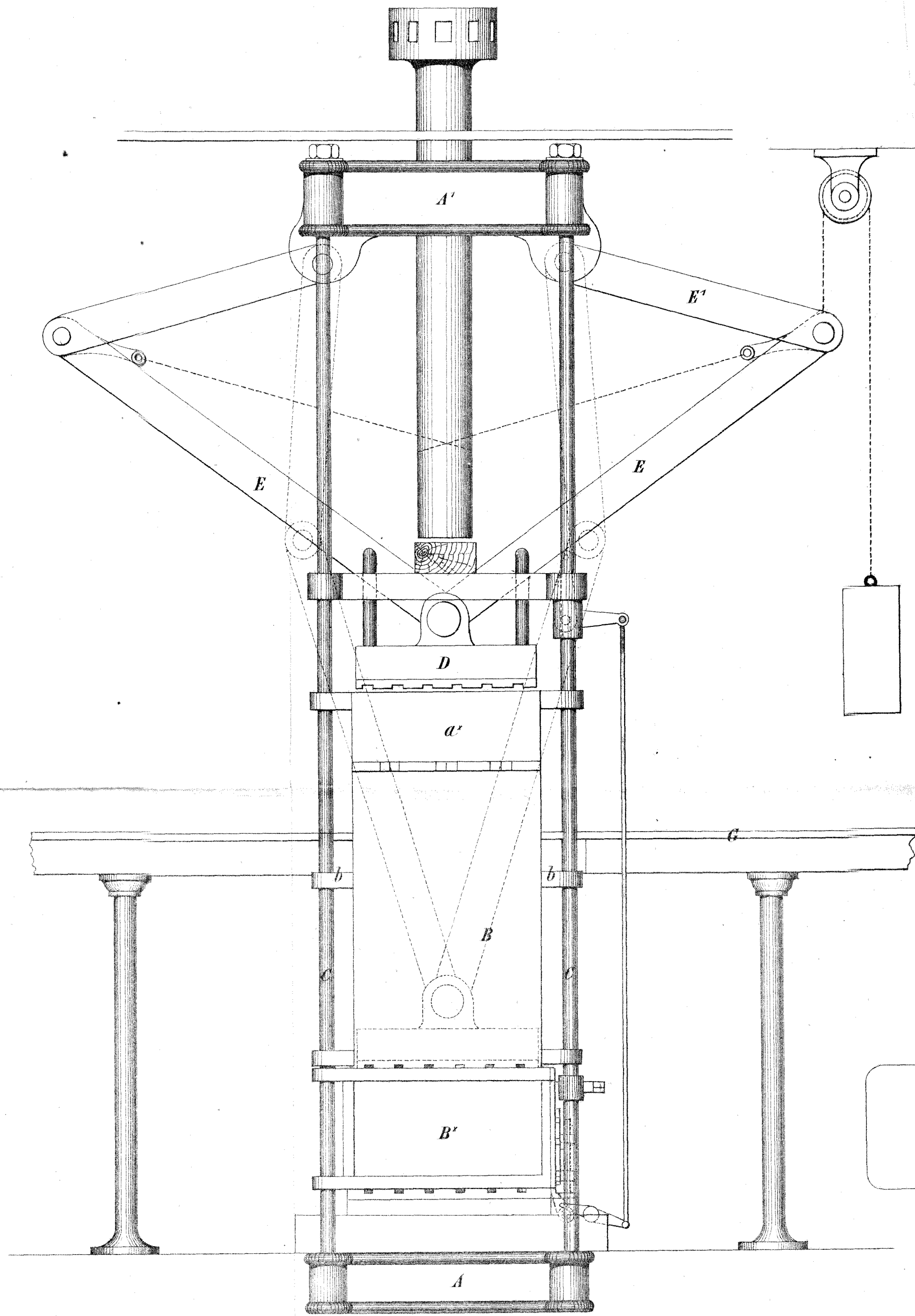
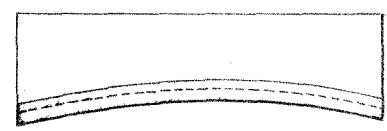
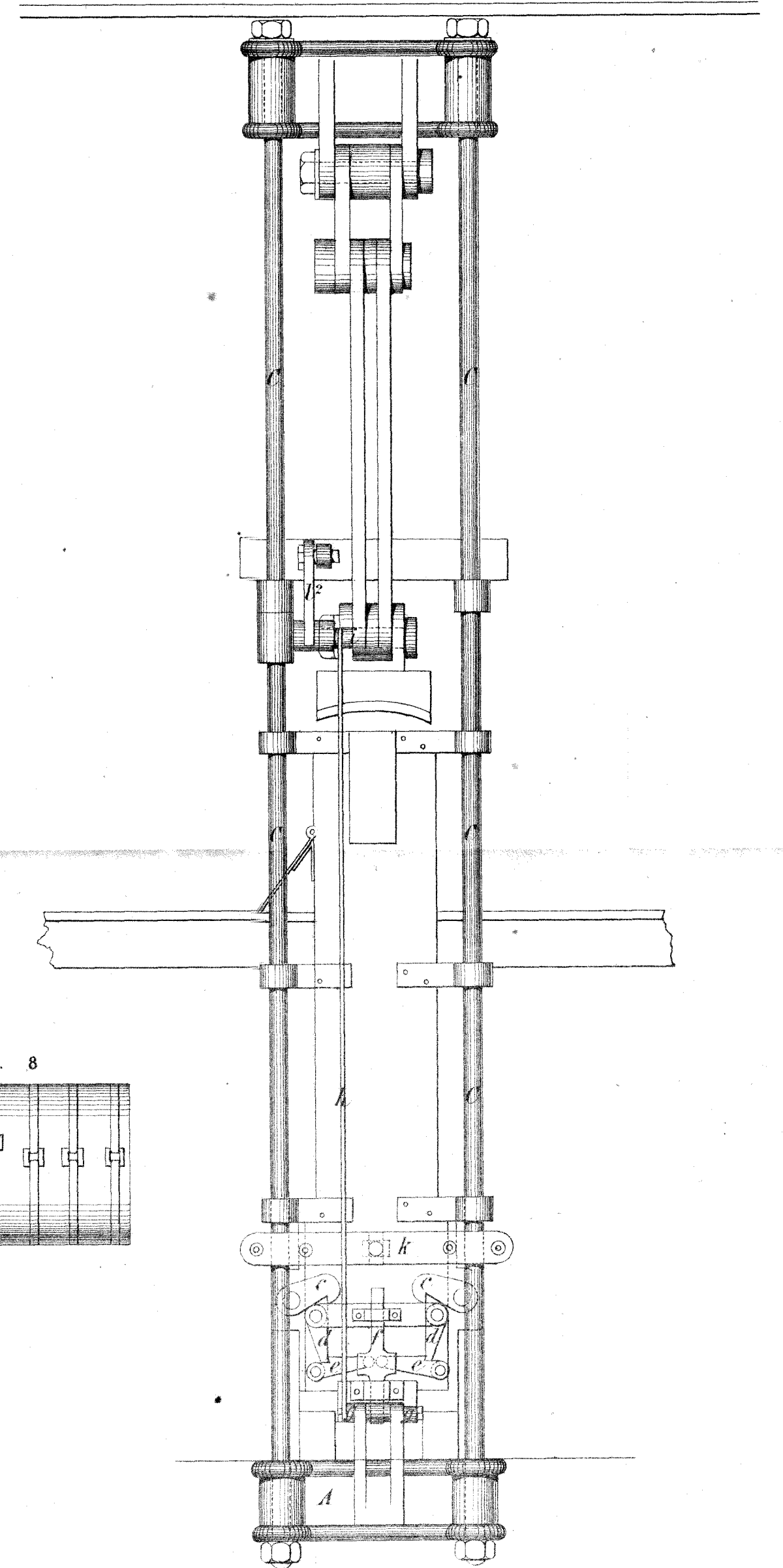
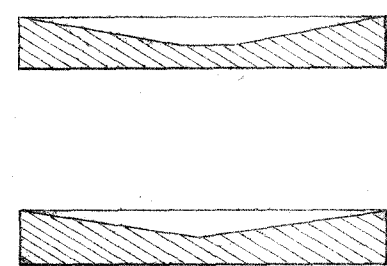
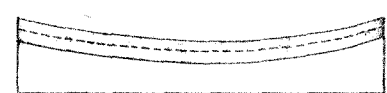


FIG. 2



FIGS. 3



FIGS. 5

FIG. 7

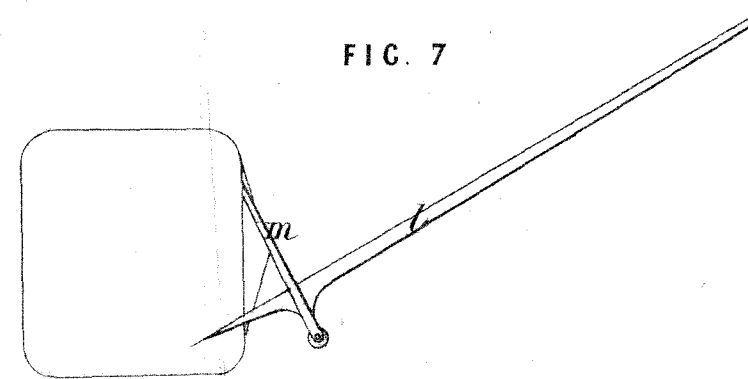


FIG. 8

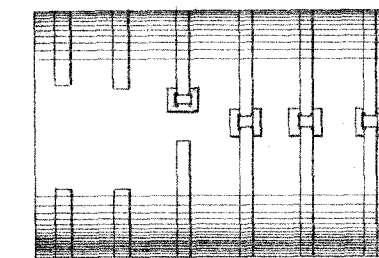


FIG. 6

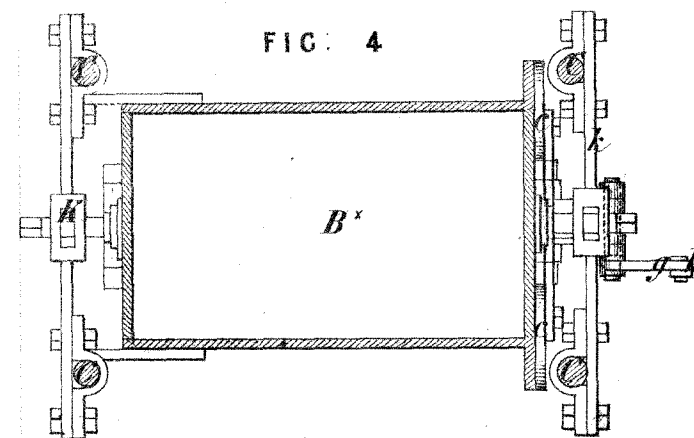
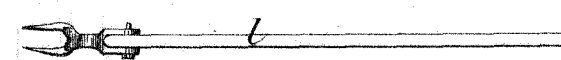
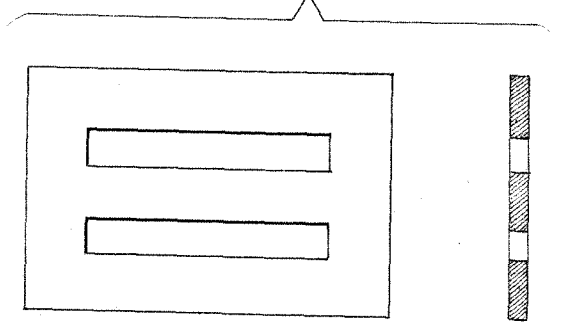
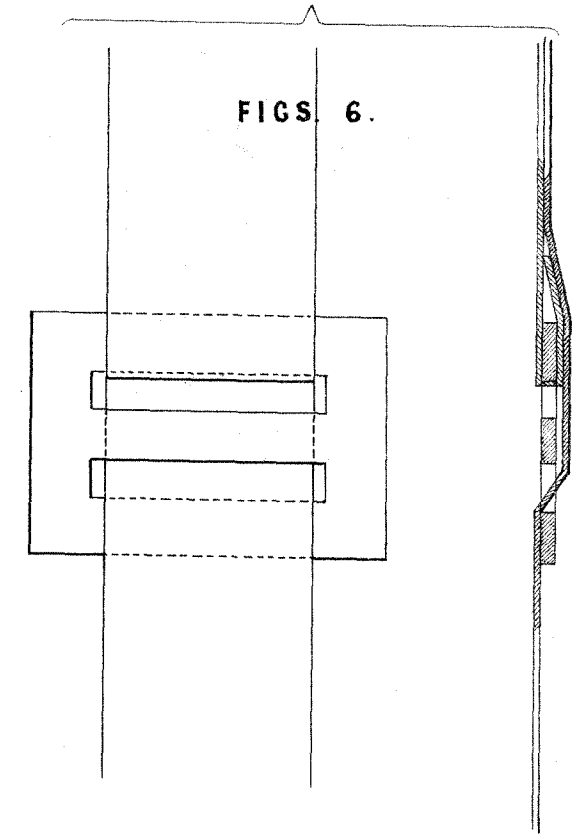


FIG. 4

This is the sheet of Drawings marked B referred to in the annexed Letters of Registration granted to James Jennings M^c Comb this Twentieth day of June 1865.

Sg^d. John Young



FIGS. 5.

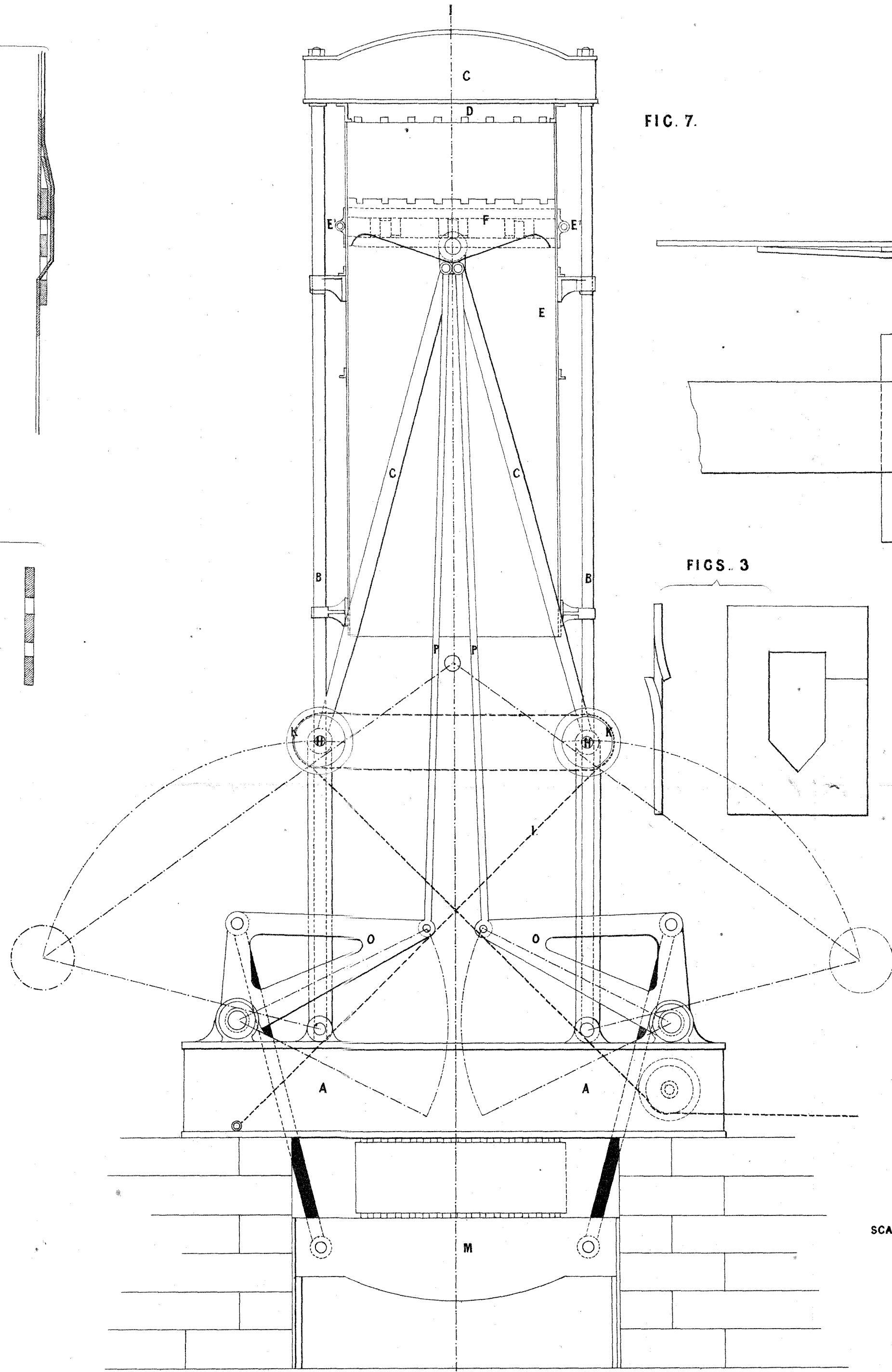


FIG. 7.

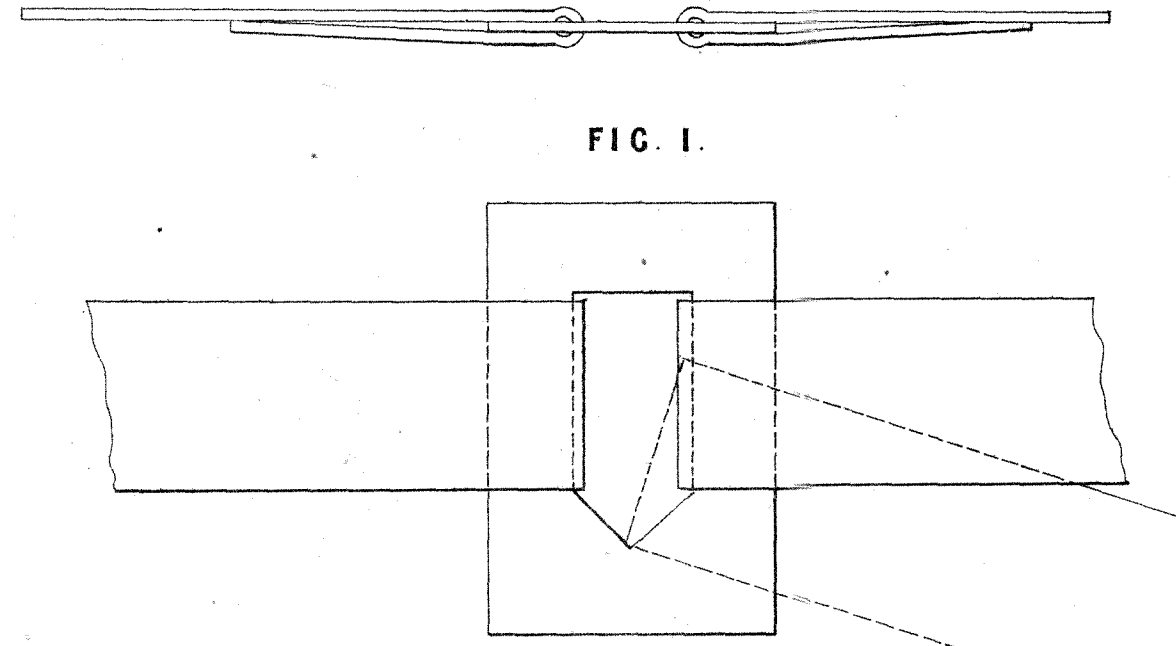


FIG. 2.

FIG. 1.

FIGS. 3.

FIG. 4.

SCALE 1/2 INCH = 1 FOOT

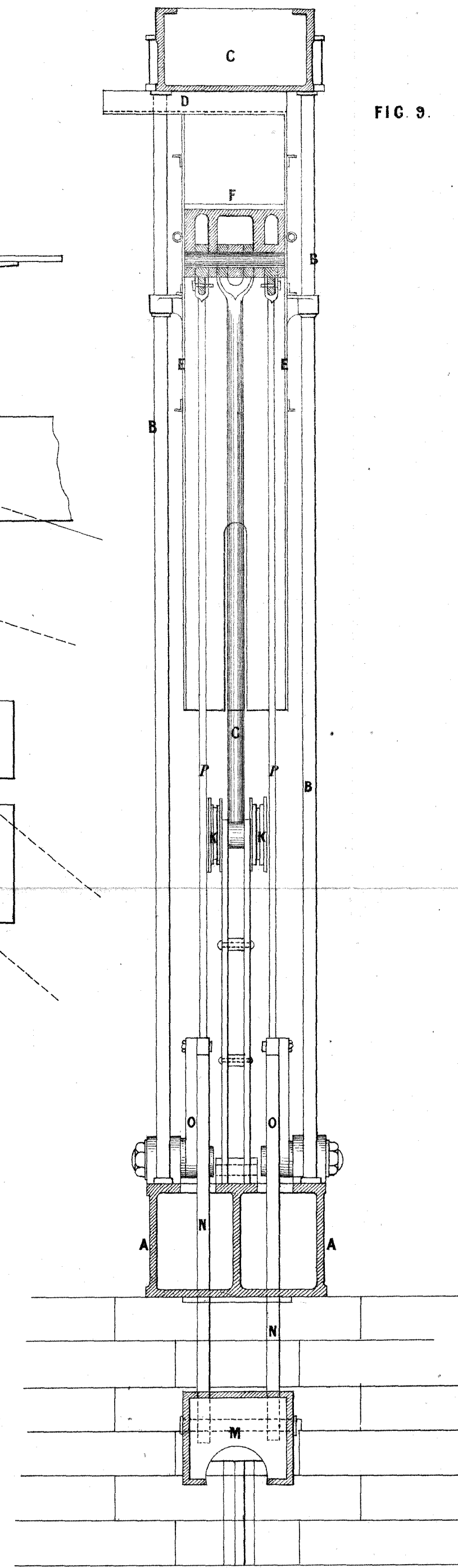


FIG. 9.

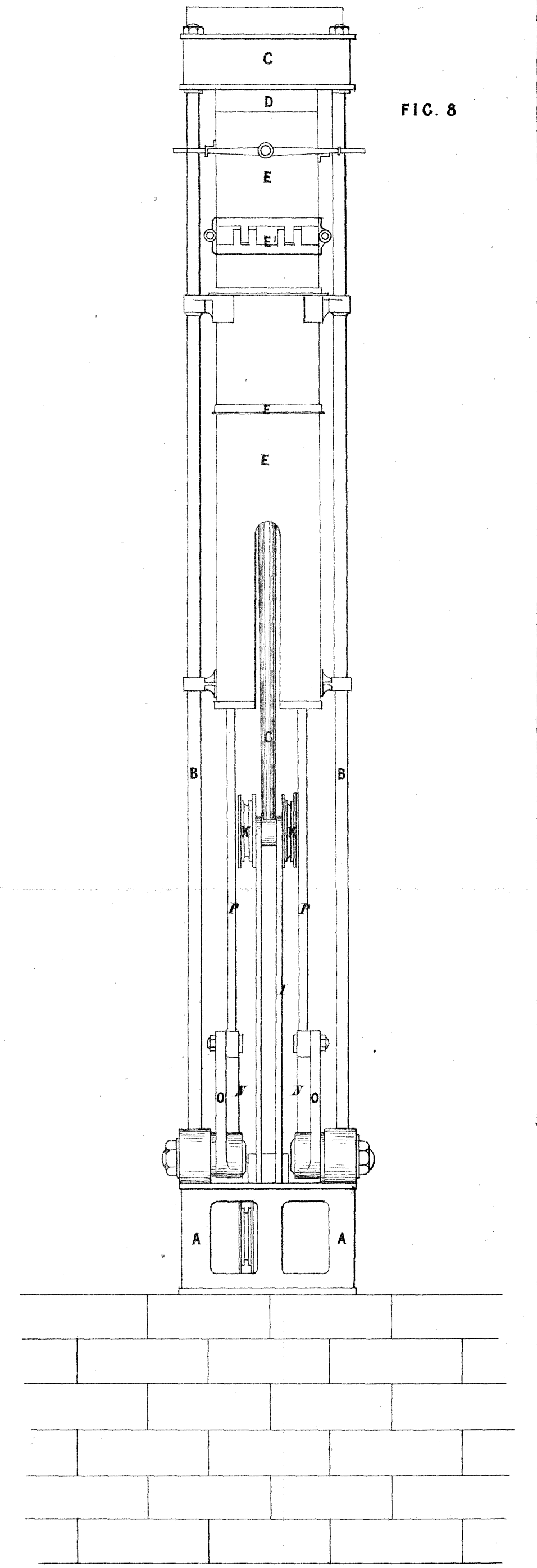


FIG. 8.

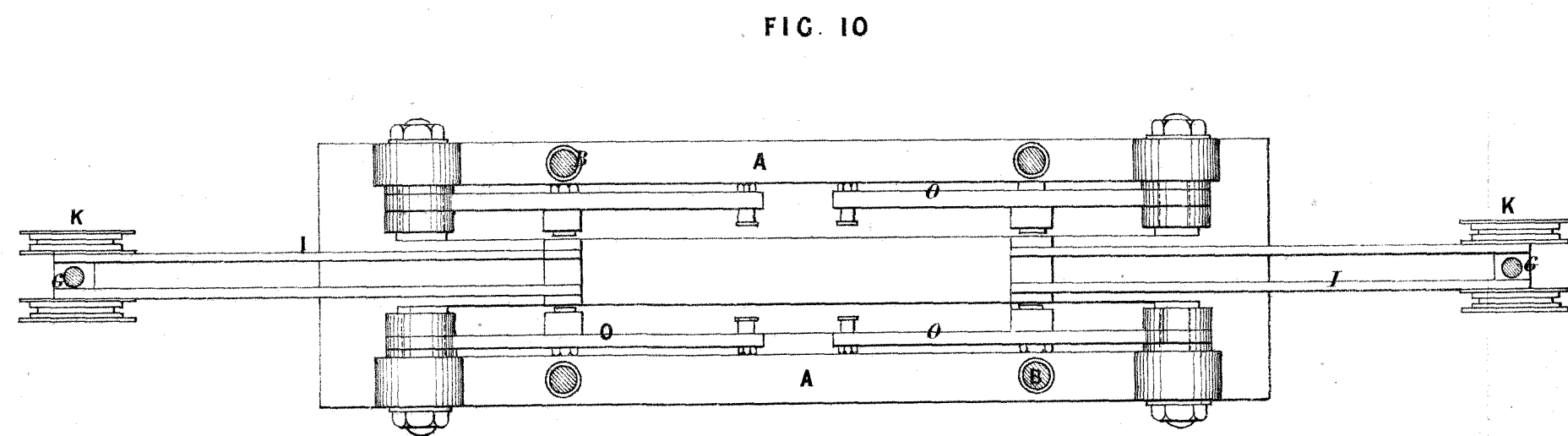


FIG. 10.

This is the sheet of Drawings marked C referred to in the annexed Letters of Registration granted to James Jennings McComb this Twentieth day of June 1865.

50⁴ John Young



A.D. 1865, 29th June. No. 111.

**IMPROVEMENTS IN THE MANUFACTURE OF AERATED BREAD,
AND IN APPARATUS TO BE USED IN THIS MANUFACTURE.**

LETTERS OF REGISTRATION to John Daughlish, for Improvements in the manufacture of Aerated Bread, and in Apparatus to be used in this manufacture.

[Registered on the 30th day of June, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Captain General and Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting :

WHEREAS JOHN DAUGHLISH, of Reading, in the county of Berks, in England, Doctor of Medicine, hath by his Petition humbly represented to me that he is the author or designer of a certain invention or improvement in manufactures, that is to say, of an invention of "Improvements in the manufacture of Aerated Bread, and in Apparatus to be used in this manufacture," which is more particularly described in the specification, marked A, and the three papers of drawings, marked B, C, and D, respectively, all of which are hereunto annexed; and that he, the said Petitioner, hath deposited with the Honorable the Treasurer of the said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying the expense of granting these Letters of Registration, as required by the Act of Council sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the said invention or improvement might be secured to him for a period of

Improvements in the manufacture of Aerated Bread, &c.

fourteen years: And I, being willing to give encouragement to all inventions and improvements in the arts or manufactures which may be for the public good, and having received a report favourable to the prayer of the said Petition, from competent persons appointed by me to examine and consider the matters stated therein, and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said John Daughlish, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said John Daughlish, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said John Daughlish shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court, at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this twenty-ninth day of June, in the year of our Lord one thousand eight hundred and sixty-five.

(L.s.)

JOHN YOUNG.

A.

SPECIFICATION of JOHN DAUGHLISH, of Reading, in the county of Berks, England, M.D., for an invention entitled "Improvements in the manufacture of Aerated Bread, and in Apparatus to be used in this manufacture."

THESE improvements relate to the method of manufacturing bread when aerating the dough by the use of carbonic acid gas, as is now extensively practised in England.

In manufacturing bread by this method, dough is mixed in a close mixing vessel, in which is a condensed atmosphere, amounting in some instances to a pressure of 90 or 100 lbs. on the square inch; and it has been customary, after the mixing has been completed, to discharge the dough from the mixer through certain regulated apertures into open troughs, boxes, or baking pans, by means of the pressure exerted by the condensed atmosphere within.

During this operation a great expansion of the dough takes place, almost suddenly; and in consequence of this suddenness of expansion, the desired vesicular structure of the dough is liable to be injured, and its quality for bread-making materially impaired.

Now, by my present invention, by preventing as much as possible the sudden expansion of the dough, the above evils may be to a great extent avoided, and a great improvement in the quality of the bread produced; likewise, in the convenience of working the process, and in the uniformity of results. The sudden expansion of the dough may be prevented, by effecting the discharge of the dough from the mixer into the troughs, moulding boxes, or baking pans, whilst the dough is still retained under the pressure of an atmosphere sufficiently condensed to control the expansion, and releasing the dough from this pressure at such a time and in such a manner as may be most desirable.

Having thus stated the nature of my invention, I will proceed to describe more fully the manner of performing the same:—

DESCRIPTION of the drawings of the apparatus preferred to be used, and of the mode of working.

Sheet No. 1 represents the apparatus which is preferred to be used when it is desirable to prepare several loaves for the oven at one time, by expanding at the same moment, and may be described as the intermitting system.

Sheet

Improvements in the manufacture of Aerated Bread, &c.

Sheet No. 2 represents the apparatus which is preferred to be used when it is desirable to effect the discharge of the dough from the mixer by a more regular and automatic method, and may be called the continuous system.

Sheet No. 3 represents the mode of constructing the apparatus which is preferred to be used for regulating the discharge of dough from the mixer in definite and measured quantities into the baking pans or other receptacles provided to receive it.

IN DRAWING SHEET NO. 1.

Figure 1 shews a plan, partly in section, of a long iron chamber, ABCD, consisting of two semicircular ends or boxes connected by two narrow, straight galleries, so constructed that it is capable of being closed air-tight, and of sufficient strength to bear an internal or bursting pressure of several atmospheres. Within this chamber, and at the two centres *a a* from which the two semicircles are struck, are fitted two vertical spindles, on which are fixed two drums or pulleys, one of which is shewn at *b*. Round these two pulleys is stretched a continuous band, *b'*, which will not be liable to stretch, so that it shall run close to the inner sides of the two connecting galleries, which inner sides are lined with hard, smoothed wood, or other suitable material, having small projecting ledges, *a' a'*, at right angles, at the top and bottom, and shewn (on a larger scale than figure 1) in vertical section at figure 2.

To this band are affixed numerous small shelves, *c c*, near to each other, but not touching. Each shelf *c* has two sides or cheeks and a back, and its dimensions are such as to allow of a baking pan or other receptacle for receiving the dough being placed upon it in the position represented at *d d* in figure 2, and also in figure 3. Each shelf is furnished with two small friction wheels or rollers, one at the lower part and the other at the upper part of the back.

The lower roller takes its bearing on the ledge of the wooden lining, whilst the upper roller its bearing on a small metal ledge or face on the edge of the upper wooden ledge. These shelves are attached to the band by screws placed above each other in a vertical line, so as to allow of the strap in passing round the pulleys at each end of the chamber accommodating itself to the pulley without tearing from the flat back of the shelf. By this arrangement it will be seen that the several shelves each carry a baking pan or dough receptacle, and that all can be made to travel in continuous rotation from end to end of the galleries and round the semicircular connecting ends. Each pan or receptacle in its turn takes the place of the other, by simply giving motion to one of the axes round which the strap or band is stretched. For the purpose of communicating such motion to one of the pulleys, the spindle or axis on which it is fixed is made to pass through a stuffing-box to the outside of the chamber, as shewn in the longitudinal section figure 3; and to this spindle or axis is attached a handle or other convenient application for moving it, and also any convenient stop, or catch, or index, to indicate the position of the pans.

There are two openings at *e* and *f*. The opening at *e* is so placed as to be immediately over the line of movement of the shelves, and is for the purpose of being fixed (by an air-tight joint) to the measuring and discharging apparatus attached to the mixer, so that each of the succeeding measured quantities of dough can be made to drop into a receptacle brought in succession under the opening. The opening at *f* is at the other end of the chamber, and is for the purpose of placing the boxes, pans, or other dough receptacles, upon the shelves, and withdrawing them when filled. This opening is furnished with a door, *h*, moving on a hinge, as shewn by figure 4. The edges of this door *h* are recessed, and the recess is fitted with a leather or other flexible elastic washer. The door is closed tight by means of a strong cross bar and a screw. Two stop cocks, *i* and *j*, are applied, and a safety-valve, *k*. The stop-cock at *i* is for the purpose of conveying atmospheric air, or other suitable gas, to the chamber, either from a receiver or from a condensing pump, for condensing the atmosphere within the chamber. The stop-cock at *j* is for the purpose of discharging such air or gas, and the safety-valve is for the purpose of regulating the pressure within the chamber, and of allowing the air or gas to escape as the density is increased by the addition of each piece of dough as it is dropped into a receptacle from the mixer.

Figures

Improvements in the manufacture of Aerated Bread, &c.

Figures 5 and 6 shew a plan partly in section and a vertical section of a circular chamber, the inner chamber, into which the dough receptacles are placed and the atmosphere condensed, being in the form of an annular ring. This chamber, like the one above described, is constructed of iron or other suitable material, and strong enough to bear a pressure of several atmospheres. The dough receptacles are carried by a ring-formed table, which is made to revolve by means of a pinion working into teeth at the edge of the table. This chamber, like the previous ones, has two openings, and is fitted with air-cocks and safety-valves as before described.

The circular or annular table within this chamber has the necessary rotary motion imparted to it by means of the pinion working into teeth at the edge of the table before referred to. The spindle or axis upon which this pinion is fixed is made to pass through a stuffing-box to the outside of the chamber. To the end of this spindle or axis a handle may be attached (or any suitable apparatus).

It is desirable that each revolution of the pinion should be exactly sufficient to move the table onward so as to remove one dough receptacle from under the discharging apparatus and bring the next into its place; and in order to secure this being done with accuracy, the handle by which the pinion is moved is made to work against a stop or catch as represented. This stop or catch is made elastic, or otherwise capable of giving way and allow the handle to pass it by a moderate pressure exercised by the operator upon the handle. It may be stated that, by attaching a pinion properly proportioned to the end of the spindle or axis of figure 3, and applying teeth to the band, the movements of the shelves within the chamber figure 3 may be regulated in a similar manner.

I will now describe the mode of working the apparatus shewn in figures 1, 2, and 3; and as the apparatus in figures 5 and 6 is worked on the same principle, the same method will apply to this.

The chamber ABCD having been placed and fixed in position under the measuring and discharging apparatus hereinafter to be described, fixed on the underside of the mixer, the door of the chamber is to be opened, and through the opening baking pans or dough receptacles are to be placed in succession upon the several shelves as they are brought in position opposite to the opening. When this has been completed, the door is to be closed air-tight, and the stop-cock which communicates either with a condensing pump, or pumps, or with a receiver of condensed air or gas, and air or gas is to be forced into the chamber until it has increased in pressure sufficient to just lift and escape at the safety-valve.

This pressure will have to be regulated to the pressure used within the mixing vessel, and the apparatus used in charging the water with which the dough is made, with the necessary carbonic acid gas. Special care and attention have to be made to the co-ordination of the pressures or densities, and to their proper relation to each other, for it is upon these that the due and efficient working of the process now being described will be found to depend.

It is desirable completely to prevent the expansion or vesiculation of the dough or paste in the mixer, also in the measuring apparatus, and also in the discharging chamber, until after the measured quantities of dough have been received into the baking pans or other receptacles. With this object, additional pressure is employed in the mixer at the time of the discharge.

The dough in each case is prepared and mixed under a pressure sufficient to secure, not only an absorption by the water used of a sufficient quantity of carbonic acid gas to obtain the desired vesiculation of the dough whenever it is allowed to escape from the water, but also to prevent such escape, and the consequent vesiculation taking place during the operation of mixing, or whilst the dough is retained within the mixer, and the attention of this the mixing pressure is ensured during the delivery of the dough through the delivery and measuring apparatus by the additional pressure in the mixer.

The

Improvements in the manufacture of Aerated Bread, &c.

The operator will regulate this additional pressure in the mixer at the time of delivering the dough therefrom, according to the tightness or slackness of the dough, and the ease and smoothness with which the measuring apparatus is made to work; and a little practise will enable him to judge, in each case, as to the difference of pressure it is desirable to maintain between the interior of the mixed and the receiving chamber; and he will load the safety-valve at *k*, so as to regulate the pressure within the chamber ABCD to about the density used in the mixing vessel whilst mixing the dough, and he will employ such an excess of pressure in the mixing vessel as to cause the dough to be discharged therefrom through the measuring apparatus into the chamber ABCD, without permitting the dough to expand.

The operator will then commence to discharge the dough, as hereafter explained, from the mixer into the baking pans or dough receptacles in succession, as they are brought into position to receive a measured quantity of dough.

When all the receptacles have thus received their proper quantity of dough, the stop-cock *j* may be opened, and the pressure within the chamber ABCD reduced to that of the atmosphere, during with operation the dough within the receptacles will expand and become fit for the oven. The door *k* of the chamber is then to be opened, and the full receptacles removed, their place being supplied by empty ones.

It will now be understood that, in working the above process, each measured portion of dough is discharged from the mixer into the receiving chamber ABCD, by the excess of pressure in the mixer over that in the receiving chamber. It consequently follows that the pressure within the mixer will decrease unless compensated; for whilst the pressure in the receiving chamber is retained by the action of the safety-valve *k*, the requisite excess of pressure in the mixer is kept up by a continuous supply by pumping or any other convenient method.

DESCRIPTION OF DRAWING SHEET No. 2.

Figure 1 represents a front elevation, partly in section, of the apparatus attached to the bottom of the mixer. Figure 2 is a side elevation, and figure 3 a plan of the same. This apparatus is for measuring definite quantities of dough, as dough is delivered from the mixer. In the arrangement shewn there are two measuring apparatuses, and two cylinders. Attached to the lower flanges of the mixer G' H', are two rams or plungers, made with smooth sides, and so correctly as to pass within the cylinders G H upwards, through cup leathers fixed at *a a*. When these plungers are raised, they compress the air within the cylinders. The plunger G' is represented in its most elevated position within its cylinder, whilst the plunger H' is shewn in its most depressed position beyond its cylinder.

These plungers have a continuous reciprocating vertical motion imparted to them, by being connected, by the rods I I, to the levers K K, which are worked by cams fixed on a shaft, L, revolving slowly beneath them, and such shaft receiving motion in the manner shewn in the drawings; or the plungers may be similarly actuated by any suitable mechanism. Below the cylinder G H is a table having two circular openings immediately beneath the cylinders.

These openings are for the purpose of receiving the rams G' and H' as they descend from the cylinders. On the tops of the plungers are fitted small wooden frames, on which the baking pans or dough receptacles are placed. The rods Q Q are for the purpose of acting on the lever of the measuring apparatus, and they receive motion by the double cams R R, as is shewn in the drawings. The levers acted upon by the upper end of the rods Q Q act by drivers or ratchet wheels fixed on the spindles of the measuring apparatus, and, as shewn. The spindles are moved one quarter of a circle for each upward and downward movement of the side levers, but this arrangement may be varied.

Figure 4 (sheet No. 2) shews, on a somewhat larger scale, the mode of constructing the cup leather joint round the mouth of the cylinders G H, through which the rams G' H' have to enter and withdraw; and figure 5 shews an end view of the lever part of one of the cylinders. In figure 6, the form of this leather is shewn on a larger scale,

Improvements in the manufacture of Aerated Bread, &c.

scale, divested of all its fittings. These fittings consist of two rings, Y Z; the larger one, Y, being placed round the upper part of the leather outside, and the smaller one, Z, on the inside. The inside of the ring Y is bevelled to a wedge shape section, as in figure 7. The ring Z is bevelled on the outside. They are thus capable of holding the leather tightly between them when driven together. The lower flange of the cup leather is made like an ordinary cup leather, and secured in the usual manner by an outside ring to the mouth of the cylinder. The application of the rings Y and Z to the upper or free edge of the simple cup leather is with the view of preserving the cup leather in its proper form against the liability of derangement produced by the withdrawal and entrance of the rams at every upward and downward stroke. Water is ejected through the pipes W by means of small pumps, U U, at the outside of the cupped leather, at the time that the end of the plunger has fully entered the cup leathers.

The water is discharged out of the cylinders from the outer surface of the cupped leather through the pipes V V, which pass downwards, and have their terminations in two valves shewn in figure 3.

These valves are kept closed by two cams which release them immediately the plungers G' H' commence their downward stroke.

I would remark that, although I prefer the use of cup leathers with the rings as above described, with water if desired, cup leathers as ordinarily constructed may be used, and the cylinders G H formed without the channels.

By this apparatus, tins or other receptacles for the measured quantities of dough, on being placed on the plungers, are raised into position under the measuring apparatus; and when so in position receive quantities of dough, one plunger ascending when the other is descending. The ascending of a plunger condenses the air within the cylinder to a proper extent to receive the dough from the mixer, the compressed air in the cylinder preventing the dough expanding till, by the descent of the plunger, the pressure of the air within the cylinder is removed. The density of the air compressed in the cylinders will be determined by the proportions which the diameter and stroke of the ram bear to the space left at the upper part of the cylinder to be occupied by the compressed air; and where a fixed standard for the working pressure is assumed, these proportions may be so regulated at the outset as always to secure, without the aid of a regulating safety-valve, such as was described in the other apparatus, the required relations in the dimensions of the parts; but where it is desirable to construct the apparatus for working at various densities, this may be accomplished either by making the proportions of the parts such as will secure the maximum of density required, and by having a regulating safety-valve in connection with the upper part of each cylinder which will allow of the escape of air so as to bring the pressure to any required density, or the length of stroke of the plunger may be varied. I prefer, in the working of this automatic apparatus, so to arrange the several pressures (*videlicet*, the saturating and mixing pressure, the extra discharging pressure within the cylinder containing the dough receptacle) as that the two latter should be equal to cause the mouth of the measuring apparatus containing the measured quantity of dough to be turned downwards towards the receptacle ready to be discharged immediately the pressure within the cylinder shall be somewhat decreased by the return or descent of the ram. In this way the working of the measuring apparatus will be effected with great facility, and the discharging of the dough into the receptacle effected with symmetry and exactness.

Then, as the plunger descends to the point where it leaves the mouth of the cylinder, the dough in the receptacle will rise and expand by the decreasing pressure.

DRAWING SHEET 3.

The measuring and discharging apparatus consists of an external cylinder, shewn in longitudinal section at figure 1, in plan at figure 2, in cross section at figure 3, and end elevation at figure 4, and of an internal plug or cylinder, shewn in longitudinal section

Improvements in the manufacture of Aerated Bread, &c.

section in figure 1, and in cross section figure 3. The plug is fitted into the shell in a somewhat similar manner to the plug of an ordinary cock. The two parts, indeed, may be said to form a large cock, which in place of being constructed tapering, for the purpose of being kept tight are made cylindrical, having parallel sides, the outer cylinder or shell being made in two separate halves, with flanges for the purpose of tightening upon the interior plug. The entrance into the cock is shewn at W, and the exit at X.

The passage through the cock is formed with care, so as to secure its side being perfectly parallel. This passage may be either cylindrical or square, or of any convenient section across its axis. Into this passage is fitted a piston or movable diaphragm, V, capable of being slid from end to end of the passage of the plug, but it is prevented from leaving the plug by the projection of the outer cylinder, which laps slightly over the opening of the passage. This passage is made of such dimensions that the cubic space left unoccupied by the piston or diaphragm will form the exact measure of any definite quantity or weight of dough desired to be discharged or measured off at a time. In order to vary this space, so as to accommodate it to the varying densities of different qualities of dough, the piston may be so constructed as to make it occupy more or less of the space. This is shewn in figure 3, and in detail in figures 5, 6, and 7. In these figures the piston is represented as consisting of two parts longitudinally, and the two parts are connected and held together by four double screws disposed at the corners. Each double screw consists of a head, which is round, and has teeth cut in it, so as to constitute it a small toothed wheel, to be worked by a worm thread; and from this head a screw projects on each side, the one having its thread cut right-handed, and the other left-handed. These screws being placed at the four corners of the two halves of the pistons, and working into corresponding female screws in the substance of the piston, will, when motion is given to them by the worm threads fitted at the two ends of the pinion or spindle, cause the two halves of the piston to recede from or approach each other. The spindle has motion communicated to it by means of a small counter pinion and worm thread worked into a tooth wheel fixed on the spindle. One end of the counter pinion is brought near to the surface of the piston, but slightly countersunk, and it has its head so constructed as to admit of being turned by a suitable key, when it is necessary to expand or contract the piston round with its face to the side, having the head of the pinion immediately opposite to an opening in the side of the shell or outer cylinder, through which the end of the key is passed. The opening for the key may be closed either by a screw pin, or it may have fitted to it a permanent key working through a stuffing-box, which would only require to be drawn back clear of the working of the plug when not in use. Between the two halves of the piston, all round their edges is fitted a shield of india-rubber or other suitable material, capable of expanding and contracting as the two halves of the piston are made to recede from or approach each other. This shield is, for the purpose of projecting the space between the two halves of the pistons from the entrance of pieces of flour or dough, or of water.

The mode of working this measuring and discharging apparatus will now be easily understood. The shell or outer cylinder being fixed to the bottom of the mixer, from which the dough is to be discharged, the chamber formed by the passage in the plug and the piston will be filled with dough, which will be retained there by the piston being prevented from passing out of the passage as before described. On causing the plug to revolve on its axis one quarter of a circle, it will be seen that the chamber will be shut off from the dough in the mixer, and thus a definite quantity of dough will be in the chamber of the measurer. Then, by causing the plug to revolve another quarter of a circle in the same direction, the open end of the chamber of the measurer will be presented downwards, and the upper side of the piston will be brought uppermost in contact with the dough in the mixer, when the extra pressure in the mixer will cause the piston to be driven downwards, which will force out a quantity of dough in the chamber of the measurer into the receptacle placed to receive it, whilst the chamber will again be filled with dough above the piston.

Having

Improvements in the manufacture of Aerated Bread, &c.

Having thus described the nature of my invention, and the manner of performing same, I would have it understood that I make no claim to any of the mechanical parts separately, nor do I confine myself to the precise forms and arrangements of such parts, so long as any of the peculiarities of my invention as herein described be retained, and dough is drawn off from a mixer into chambers or compartments, subjected to a pressure, and suitable for retaining the quantities of dough from expanding or becoming vesiculated (by the escape of the carbonic acid from the water with which it has been prepared) when being measured, and when being drawn off from the mixer, and controlling the expansion and vesiculation of the dough after its division into such measured quantities, by regulating the pressure exerted upon it within such chambers or compartments, in contradistinction to drawing off dough from such a mixture into the atmosphere as heretofore practised.

This is the specification marked A, referred to in the annexed Letters of Registration, granted to John Daughlish, this twenty-ninth day of June, 1865.

JOHN YOUNG.

REPORT.

Sydney, 30 May, 1865.

SIR,

In compliance with your request, we have examined the drawings and specifications of Dr. Daughlish's "Improvements in the manufacture of Aerated Bread, and in Apparatus to be used in this manufacture"; and we have now the honor to report that we see no objection to Letters of Registration being granted as prayed for.

THE HONORABLE
THE COLONIAL SECRETARY.

We have, &c.,
J. SMITH.
E. C. CRACKNELL.

[Drawings—three sheets.]

FIG: 2

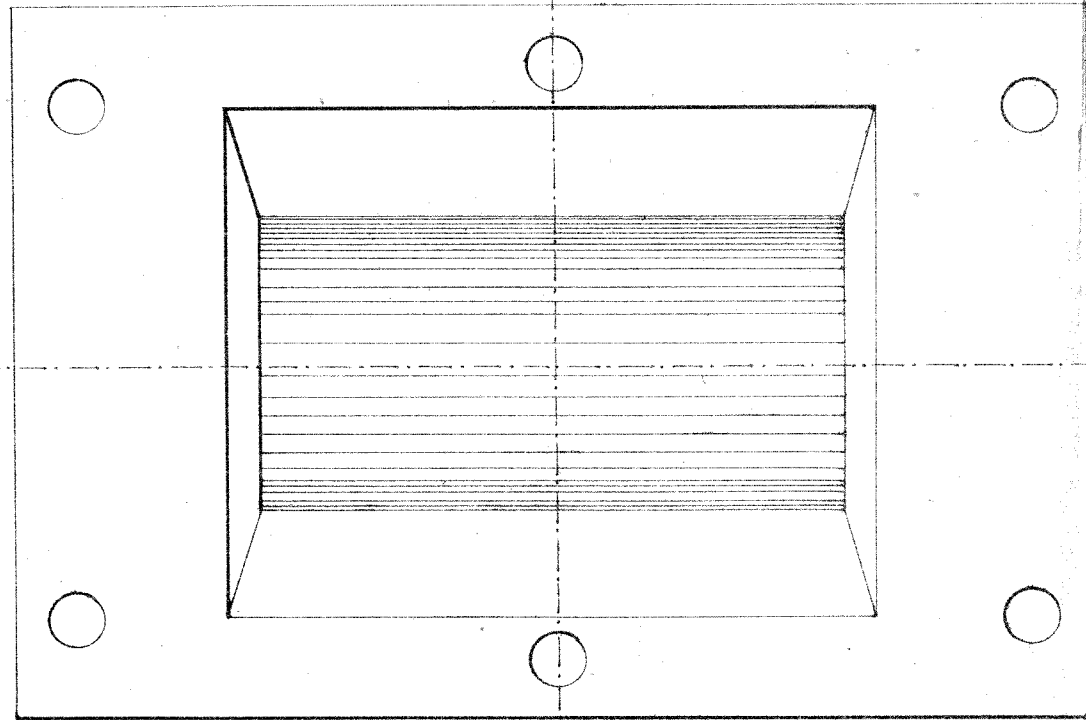


FIG: 3

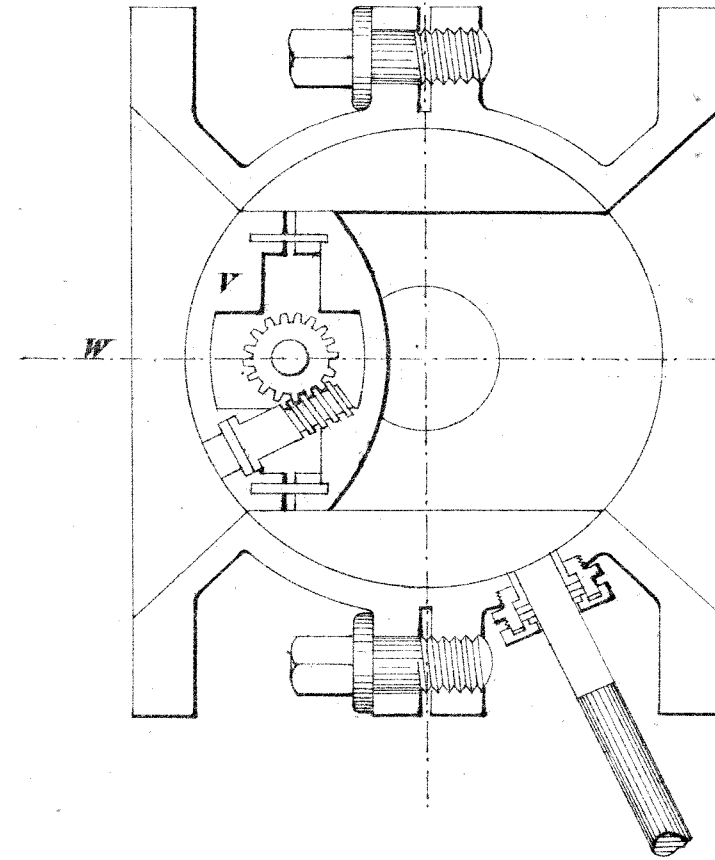


FIG: 7

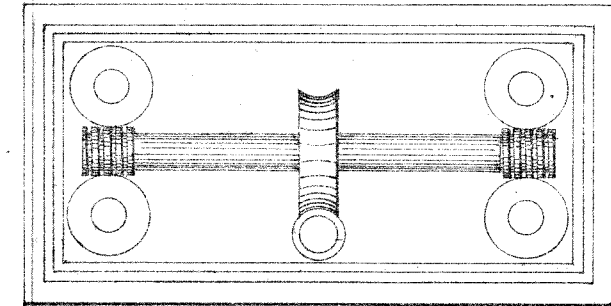


FIG: 5

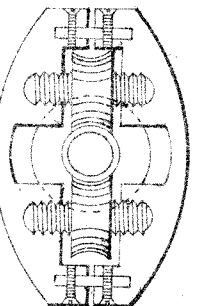


FIG: 6

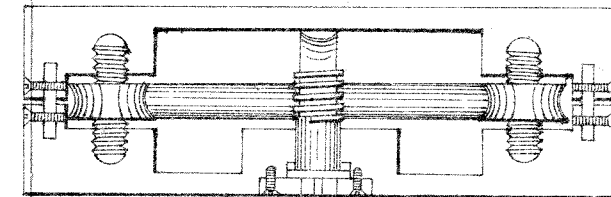


FIG: 1

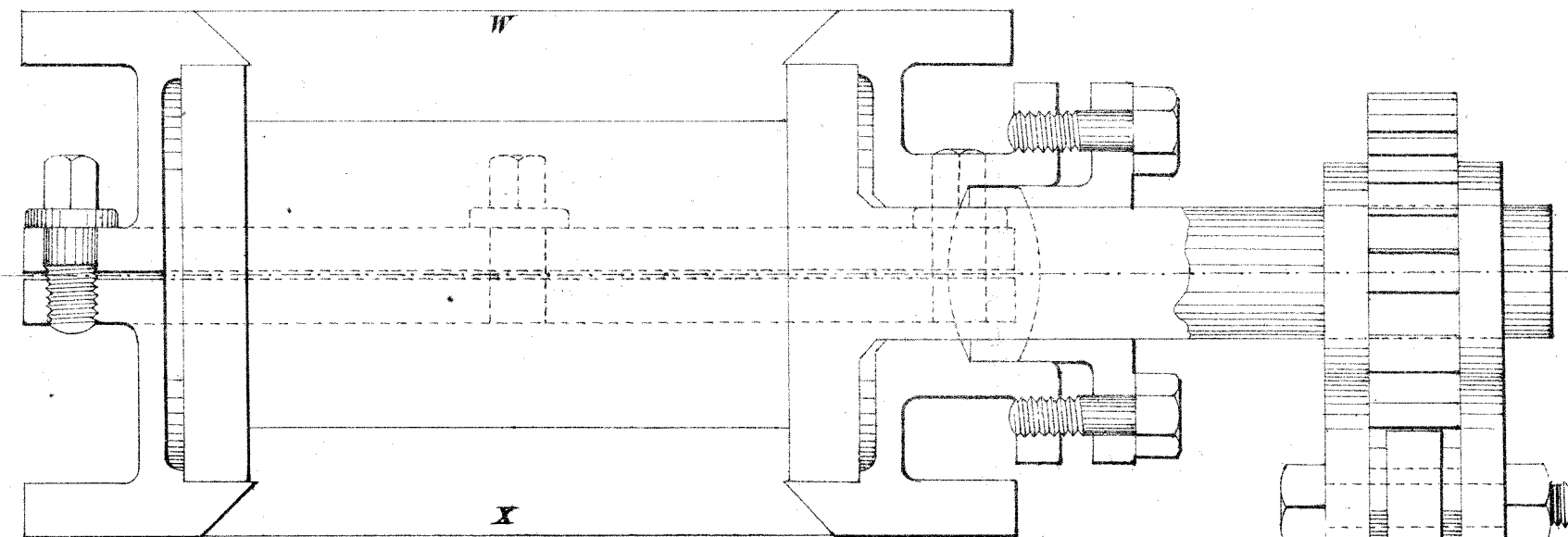
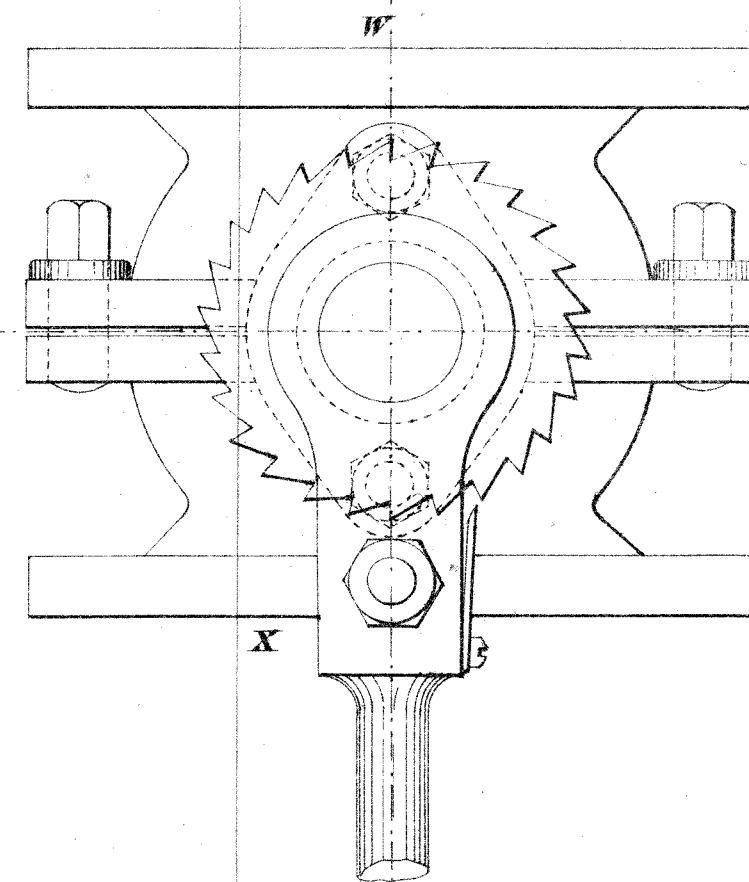


FIG: 4



*This is the Paper of Drawings marked D referred to in the annexed Letters
of Registration granted to John Daughlish this twenty-ninth day of June 1865*

Signed: John Young

FIG. 1

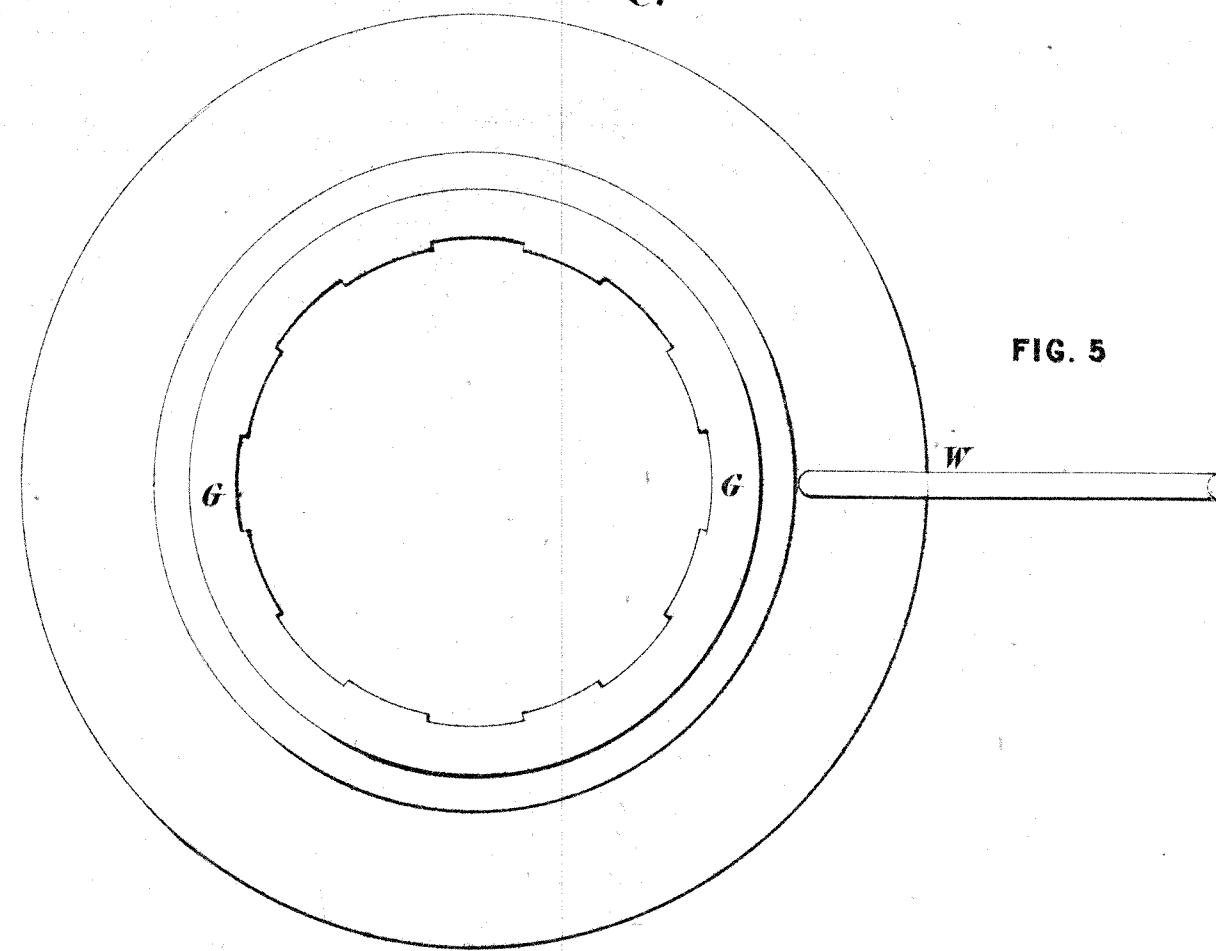
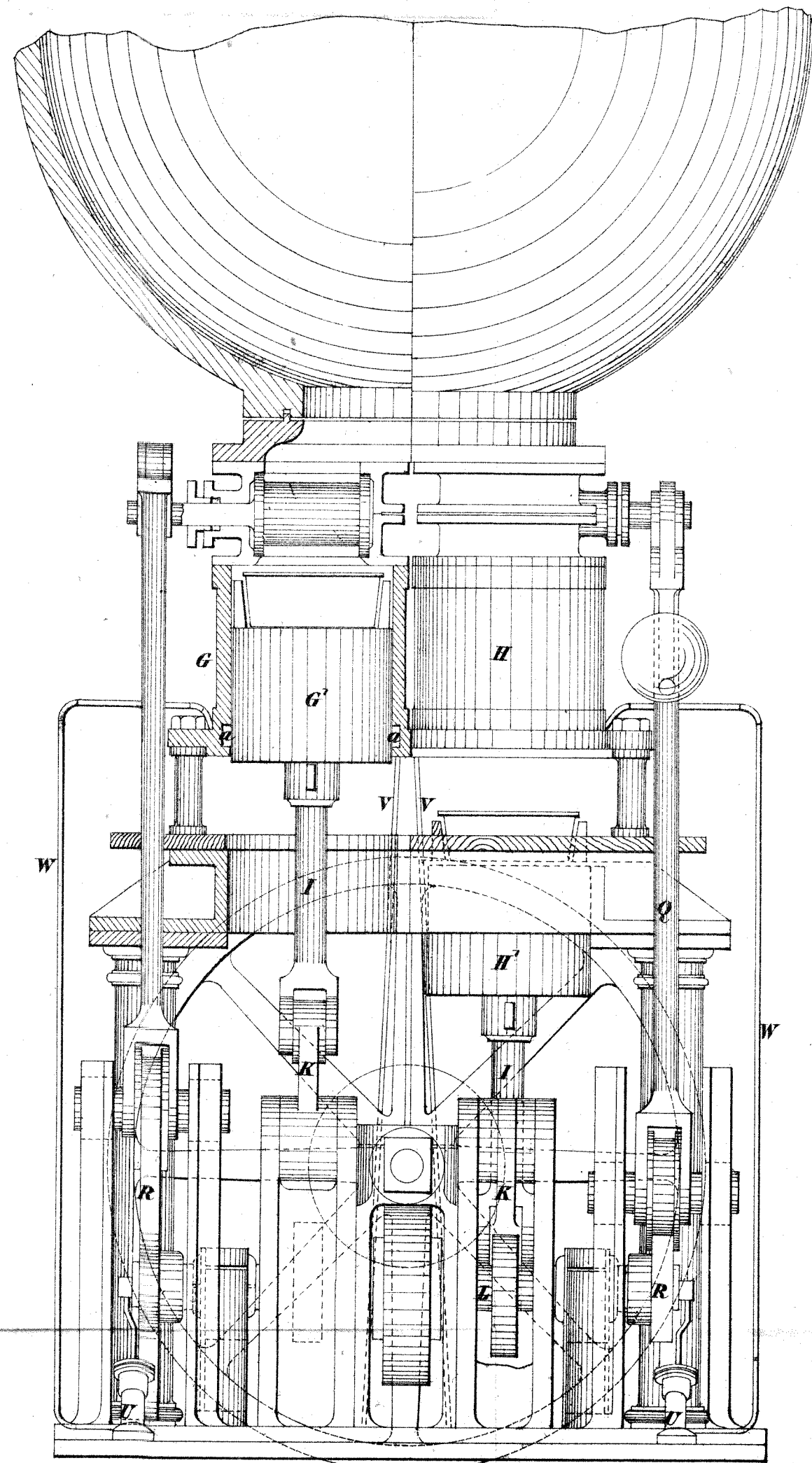


FIG. 5

FIG. 2

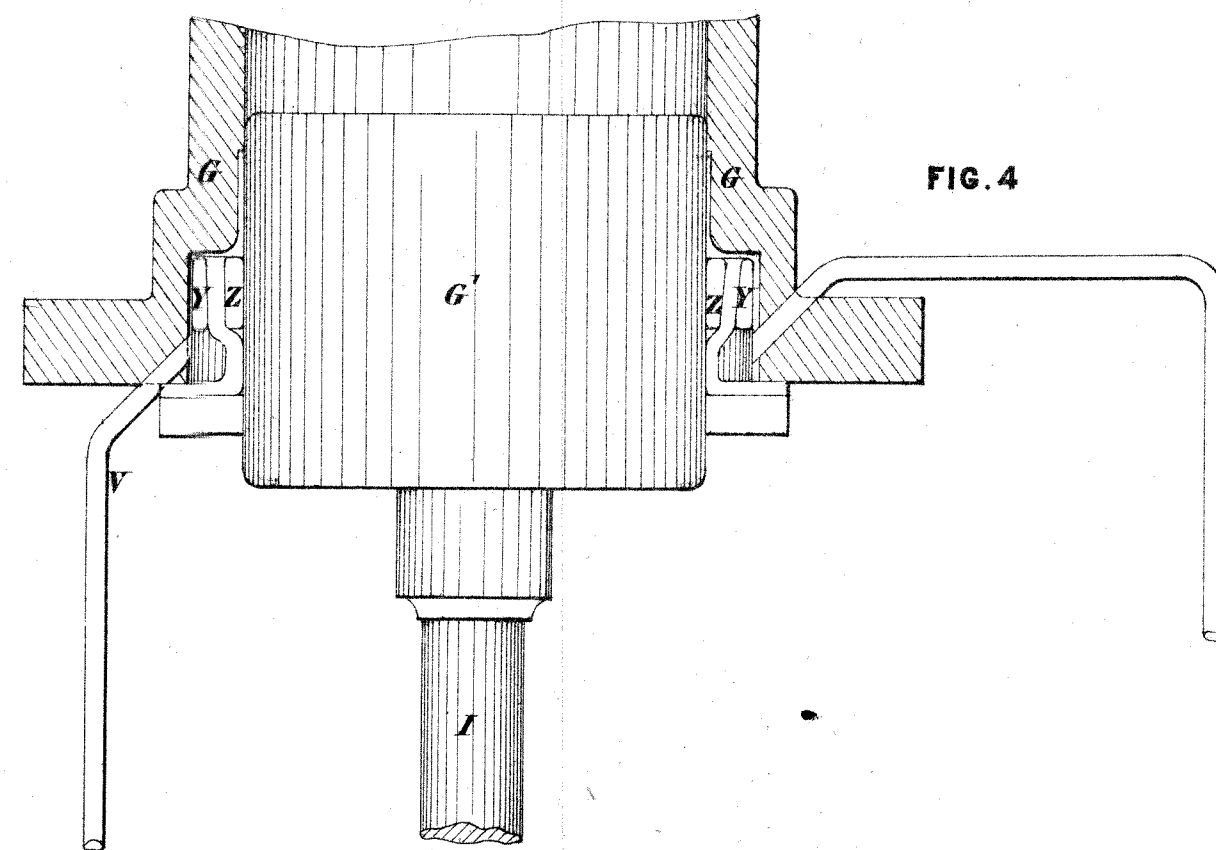
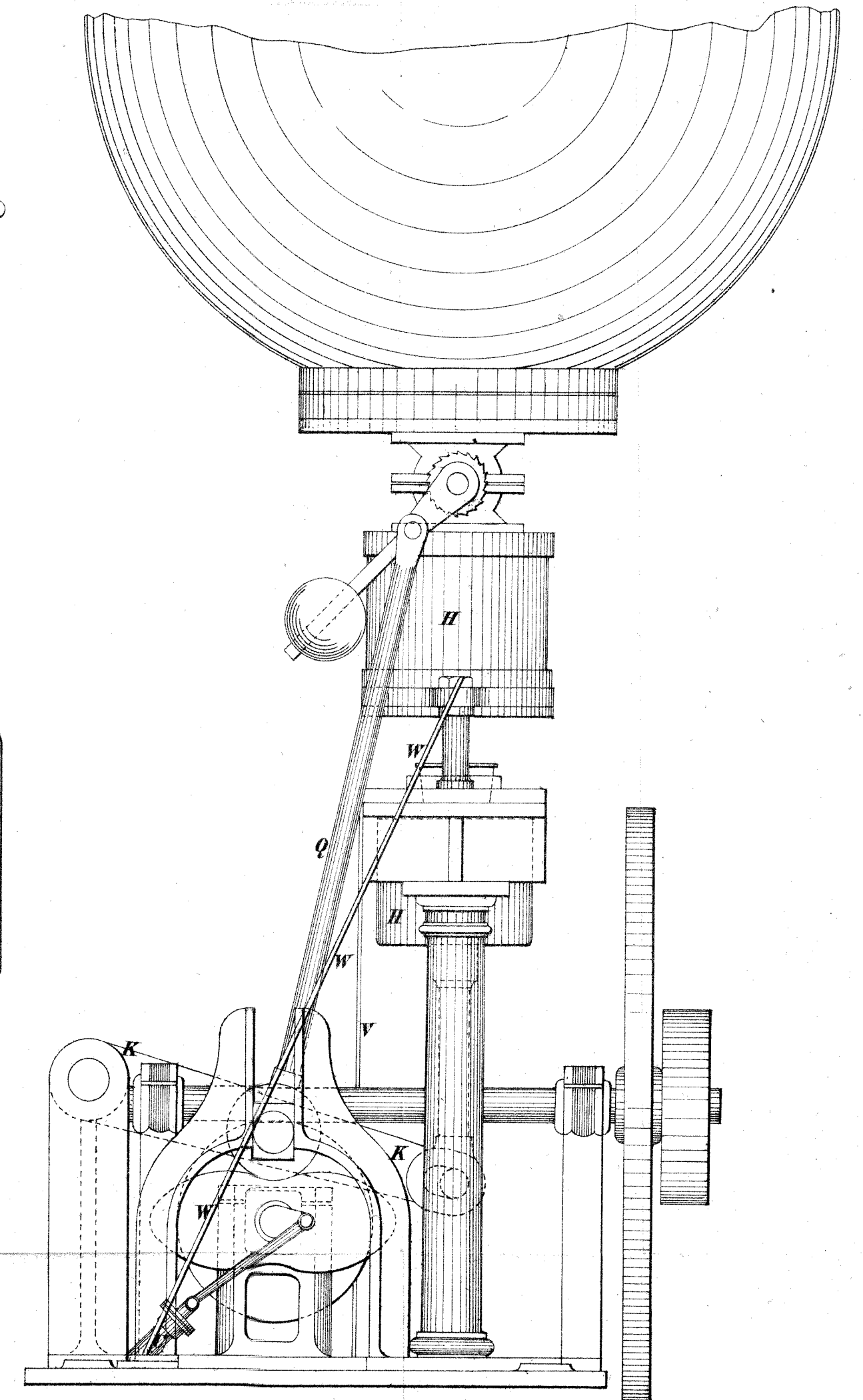


FIG. 4

FIG. 6

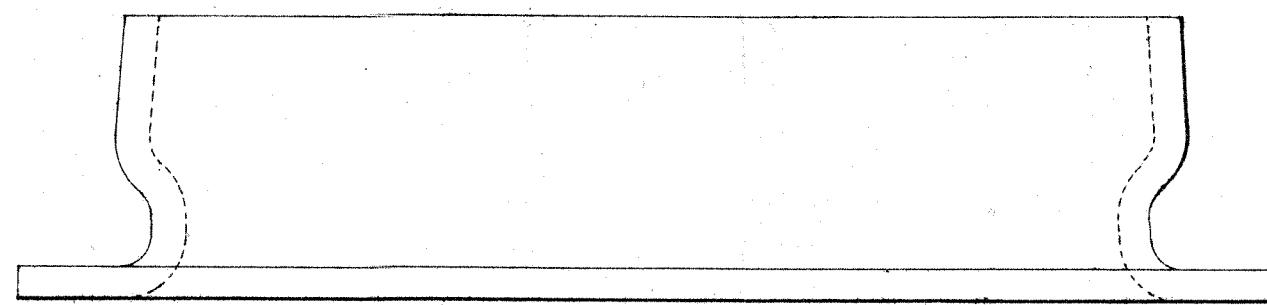


FIG. 7

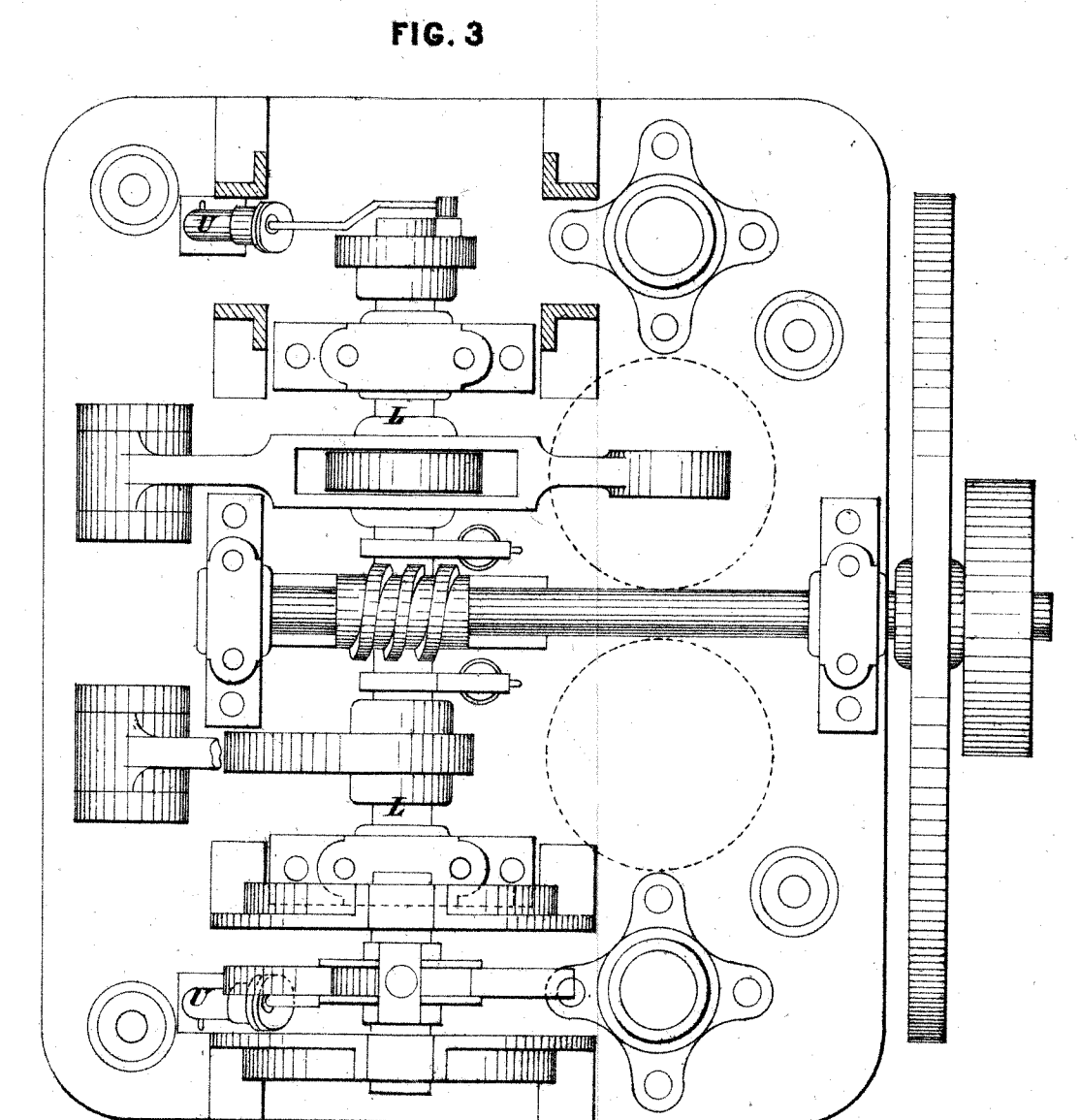
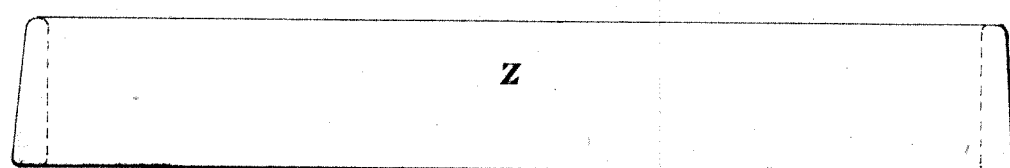
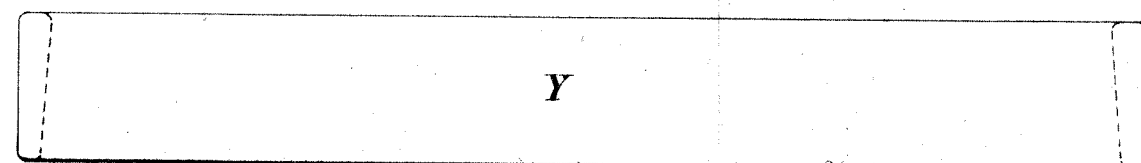
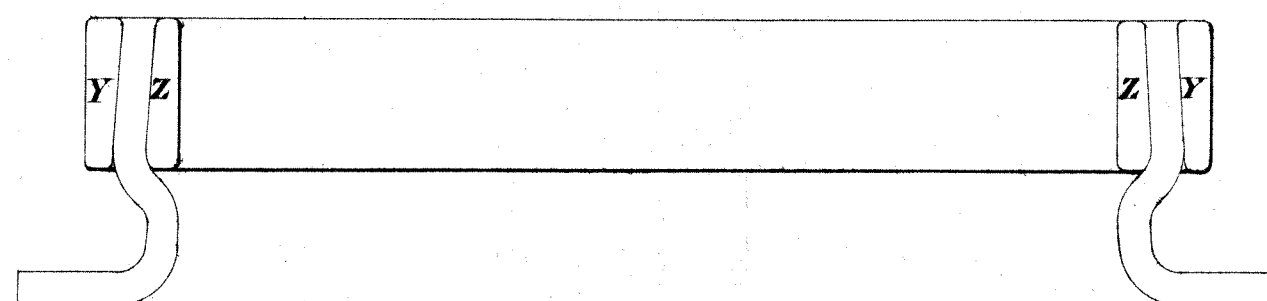


FIG. 3

This is the Paper of Drawings referred to in the annexed Letters of Registration as being marked C. granted to John Daughlish this twenty-ninth day of June 1865

Signed: John Young

B

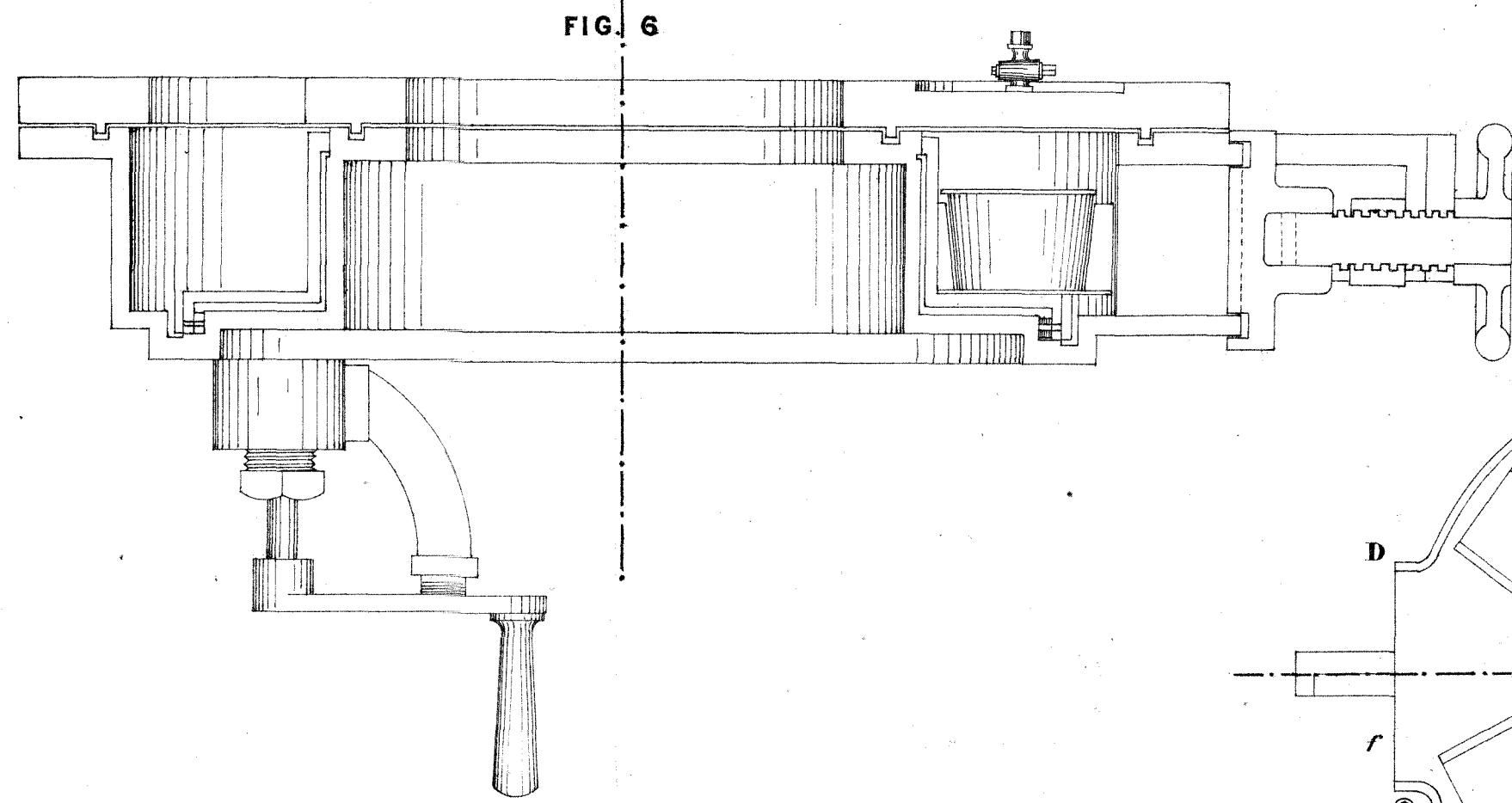


FIG. 6

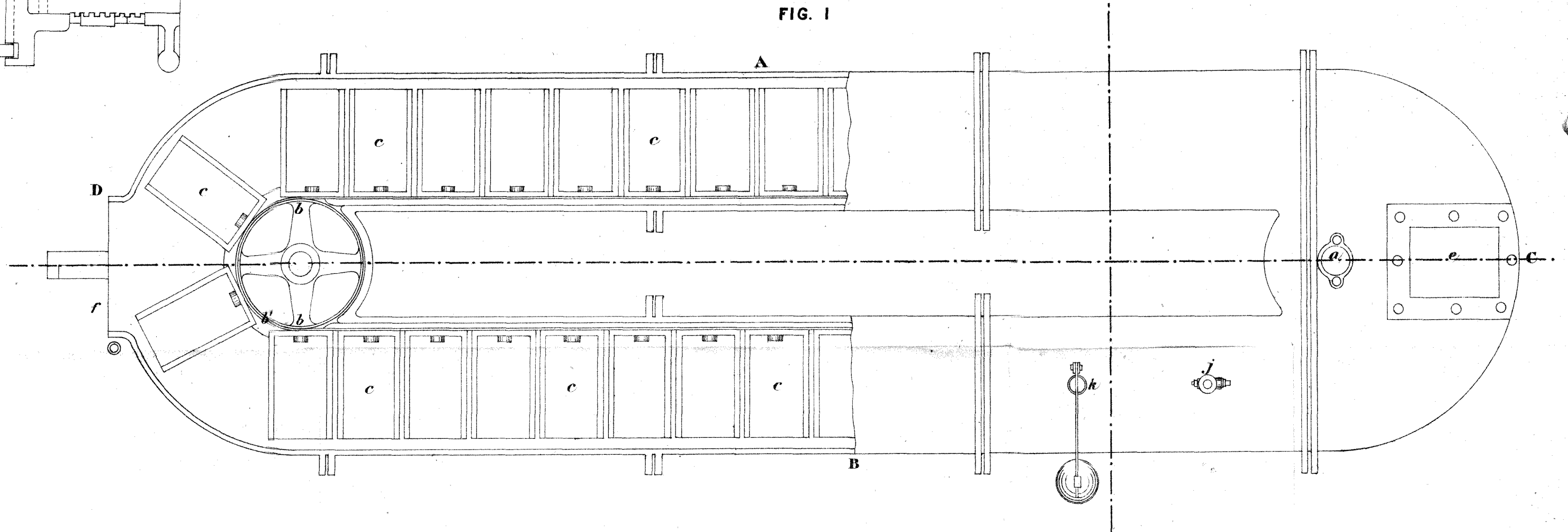


FIG. 1

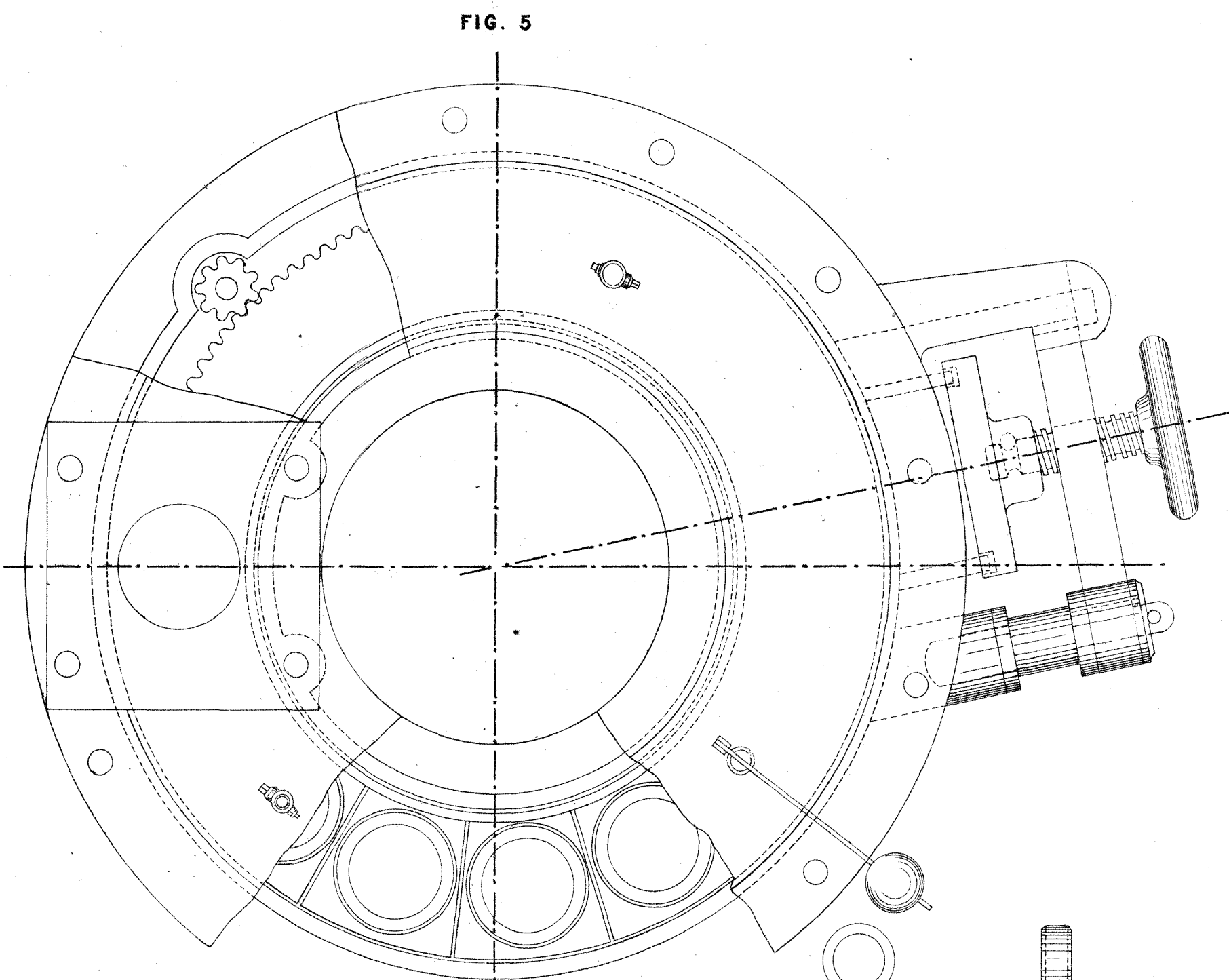


FIG. 5

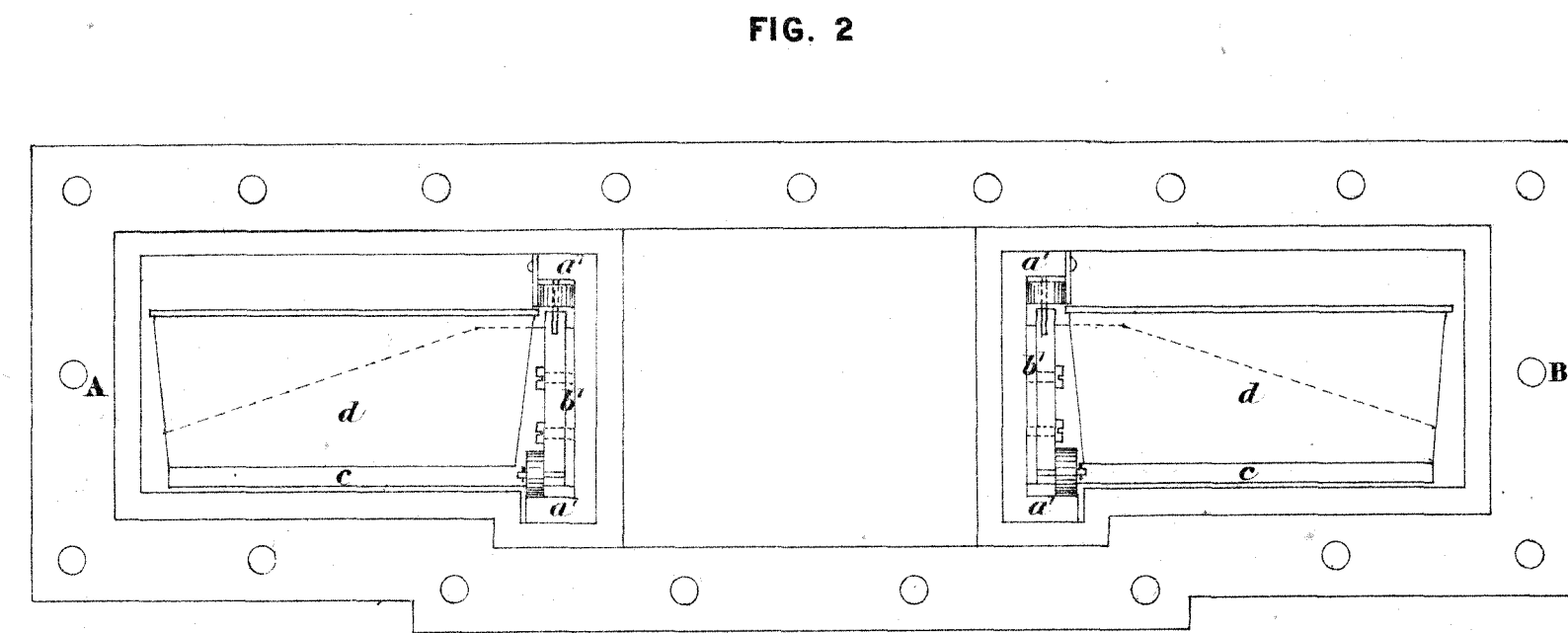


FIG. 2

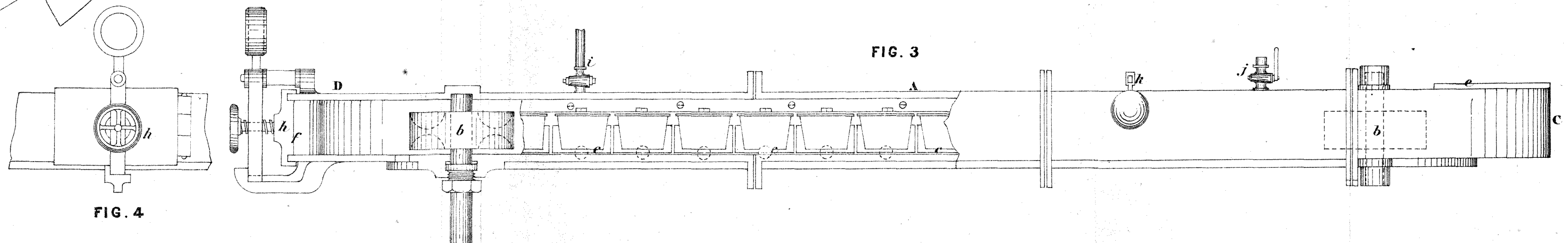


FIG. 3

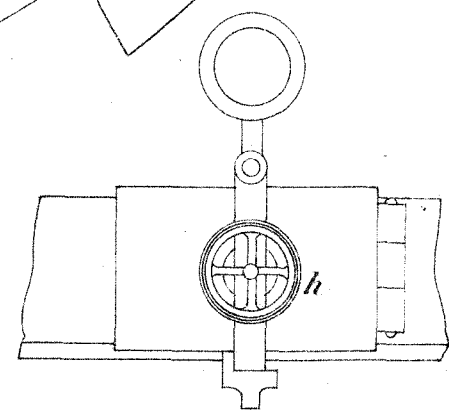


FIG. 4



A.D. 1865, 12th July. No. 112.

HALL'S MINERAL OIL APPARATUS.

**LETTERS OF REGISTRATION to Heyden Hezekiah Hall, for an
Invention called Hall's Mineral Oil Apparatus.**

[Registered on the 13th day of July, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of
the Most Distinguished Order of St. Michael and St. George, Captain General
and Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS HEYDEN HEZEKIAH HALL, of the city of Sydney, in the Colony of
New South Wales, Esquire, hath by his Petition humbly represented to me that he is
the author or designer of a certain invention or improvement in manufactures, that is
to say, of an invention called or known as "Hall's Mineral Oil Apparatus," which is more
particularly described in the specification and paper of drawings which are hereunto
annexed, and that he, the said Petitioner, hath deposited with the Honorable the Treasurer
of the said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying
the expense of granting these Letters of Registration, as required by the Act of Council
sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased
to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the
said invention or improvement might be secured to him for a period of fourteen years:
And I, being willing to give encouragement to all inventions and improvements in the
arts or manufactures which may be for the public good, and having received a report
favourable to the prayer of the said Petition, from competent persons appointed by me
to examine and consider the matters stated therein, and to report thereon for my
information, am pleased, with the advice of the Executive Council, and in exercise of
the

Hall's Mineral Oil Apparatus.

the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Heyden Hezekiah Hall, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Heyden Hezekiah Hall, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, and these presents are upon this express condition, that if, at any time or times hereafter, the said invention or improvement, or any part thereof, shall be proved in any action, suit, or other proceeding, in any Court or Courts of law or equity, in the said Colony, to have been in use by any person or persons other than the said Heyden Hezekiah Hall, previous to the date of these presents, the grant of Letters of Registration hereby made, and all rights and privileges conferred or intended to be conferred upon the said Heyden Hezekiah Hall by these presents shall, to the extent of such portion of the said invention or improvement as shall be so proved to have been in use as aforesaid, cease and determine: And provided further, that if the said Heyden Hezekiah Hall shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court, at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this twelfth day of July, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

SPECIFICATION.

Figure 1 represents a sectional view of a vaporizer for producing liquids from mineral substances, and consists of an open kiln of from 5 to 100 tons capacity, constructed with a grating near the bottom, the chamber underneath which is air-tight, and is connected by suitable passages to a chimney or draught pipe, where one or more blasts of steam or air are applied to produce a downward draught through the contents of the kiln, also the necessary arrangements for the purpose of condensing the vapours formed from the mineral under treatment. A is the interior of a kiln constructed of brick, stone, iron, or other suitable material, of a capacity from 5 to 100 tons, and may be either square or cylindrical. B are the grate bars, of wrought or cast iron, placed so close together as to allow nothing but liquids and gases to pass. CC, the section of kiln walls. DD, iron bands surrounding the kiln, for strengthening and supporting the kiln. E is a vacuum chamber underneath the grate bars, which is lined with iron or other substances, to render it air-tight, and prevent the liquids contained therein from escaping. The bottom is lowest at the centre, in order to retain any sediment which may be formed. F, the discharge channel, is of sufficient area to give access to vacuum chamber, for cleaning and forming a passage for liquids and vapours. G, a receiving and sediment tank, being so connected with bottom of kiln and draught pipe as to be air-tight. H an overflow pipe conveying the liquids from the receiving tank to reservoir. I an hydraulic valve which receives the end of overflow to prevent the admission of air. J a reservoir for receiving the liquid. K man-hole on the side of sediment tank, for removing sediment from tank and from vacuum chamber. L the condenser, which is kept filled with cold water. M passage to draught pipe immersed in the water in condenser. N draught pipe, the lower end of which is immersed in the water in condenser. OO, blast orifices opening upwards, to produce, by the emission of air or steam, a partial vacuum in the vacuum chamber. P steam or air pipe for supplying blast. Q conical top to draught pipe. R water jets supplied with cold water, which plays on draught pipe to condense the vapours passing up the same. Figure 2 represents the refiner, which is a bench of three cylindrical boilers, one of the three being shewn in section. Each is surmounted by a vapour

Hall's Mineral Oil Apparatus.

vapour dome with pipe leading to condenser, and has all necessary attachments for filling, emptying, cleaning, &c., and together with the furnace (which is of a peculiar form) are constructed as follows:—AAA three cylindrical boilers. They are constructed of plate iron, the upper half being a quarter of an inch thick, and the part exposed to the fire, from three-eighths to half an inch thick, and are of from 400 to 800 gallons capacity. BBB vapour domes of cast iron or other metal, to collect and carry off the vapour formed from the material under treatment in boilers. CCC manholes. DDD feed pipes and connections for charging the boilers with the liquid to be treated, connected to store tanks elevated above the level of the boilers. EEE discharge pipes for running off the residuum left after the liquids have been treated. F furnace opening, which is of peculiar construction, the fire-bars being at a considerable distance—from 3 to 4 feet—below the bottom of the boiler, in order that the full force of the fire may not strike the front part of the boiler bottom. G grate bars. H false furnace below grate bars in furnace mouth, of sufficient width to coke a charge of fuel before it is thrown on the bars. III furnace fronts. JJJ ashpits, which have water recesses in bottom. KK flame bridges, two in number, to check the passage of the flame and heated gases. LL are air chambers, which are supplied with cold air through openings on the bottom of the flame bridges, which can be regulated at pleasure, being of sufficient size of openings, and so connected with the main flue as to carry away all heat from the bottom of the refiners into the flue at the back. M flue leading to the chimney, provided with damper. N dividing wall, extending to roof of building, separating boilers from condensers. OOO condensers, being round or square tanks. P the chimney to the bench, of sufficient height and area to produce the necessary draught in furnaces, which have each a separate communication with it. Q gas-escape connected to hydraulic valve, to convey all the gases not condensed into a receiver. R hydraulic valve (there being one to each condenser) to prevent the escape of gases into condensing room. Figure 3 represents an agitator in section (a quarter being removed), for treating liquids after they have been past the refiner; and it is a double chamber constructed of wood and lined with lead, having an inclined bottom with cock to draw off the contents. In the centre there is an upright shaft, with a fan of four helical blades attached near the bottom, to operate upon the contained liquids. A a square chamber lined with lead, of from 2,000 to 6,000 gallons capacity. BB double planking of same. CC inclined bottom for running sediment to centre. D discharge cock for discharging same. E agitator shaft. FFF inclined blades of agitator, which have sufficient pitch to force the liquid up the sides of the chamber, allowing it to return down the centre. G lower bearing to shaft. H upper bearing to shaft. II mitre gear for driving agitator. J counter shaft. KK plummer blocks. LL fast and loose pulleys for applying power to agitator.

CLAIM.

Vaporizer, figure 1, I claim as a new and cheap mode of producing liquids from mineral substances by their own combustion.

Refiner, figure 2, I claim as new, for the purpose of refining petroleum:—

- 1st. The construction of the furnace, the grate bars being three feet or more from the bottom of the refiner boilers, and having a broad plate in front of the grate bars, with arch over, to prevent the flame coming in contact with the bottom of the boilers (as shewn) while the coal is being coked.
- 2nd. Two or more fire bridges, divided by air-chambers, and an extra flue leading from the front air-chamber to the back of the furnace, and connected with the chimney flue, so as, when required, to carry away all heat from the bottom of the refiner boilers into the flue at the back.
- 3rd. The gas escape connected with condenser (as shewn in drawing).
- 4th. The arrangement of the bench (as shewn in drawing), being an improvement on the present mode of refining petroleum in the manufacturing of mineral oils.

Agitator,

Hall's Mineral Oil Apparatus.

Agitator, figure 3.—I claim the arrangement as new for the purpose of agitating mineral oils under treatment with acids or alkalis, having sufficient pitch to agitator blades to force the liquids to the top of the chamber.

This is the specification referred to in the annexed Letters of Registration granted to Heyden Hezekiah Hall, this twelfth day of July, 1865.

JOHN YOUNG.

No. 116.

ASSIGNMENT.

THIS Indenture, made the twenty-fifth day of October, in the year of our Lord one thousand eight hundred and sixty-five, between Haydon Hezekiah Hall, of Sydney, in the Colony of New South Wales, engineer, of the first part, the said Haydon Hezekiah Hall and Marcellus Augustus Vennard, of Sydney aforesaid, merchant, and Samuel Hebblewhite, of Sydney aforesaid, merchant, of the second part, James Hartwell Williams, of Sydney aforesaid, merchant, William Henry Wilkinson, of the same place, merchant, George King, of the same place, merchant, and Thomas Jones, of Sydney aforesaid, gentleman, of the third part, and the said George King and Samuel Hebblewhite, of the fourth part: Whereas the said parties hereto have agreed to form a Joint Stock Company, called "The Australasian Mineral Oil Company," for the purpose of manufacturing and refining mineral oils and articles, and for other purposes mentioned in the Deed of Settlement of the said Company, bearing, or intended to bear, even date herewith: And whereas the said Haydon Hezekiah Hall, at his own expense, and at the expense of the said Marcellus Augustus Vennard and Samuel Hebblewhite, has invented a certain process and apparatus for refining oils, called "Hall's Mineral Oil Apparatus": And whereas, by Letters of Registration, under the hand of His Excellency Sir John Young, Baronet, the Governor, and the seal of the Colony of New South Wales, bearing date the twelfth day of July, one thousand eight hundred and sixty-five, the exclusive enjoyment and advantage of the said invention was granted unto the said Haydon Hezekiah Hall, his executors, administrators, and assigns, for the term of fourteen years from the date hereof: And whereas the said Haydon Hezekiah Hall has made application in the Colonies of Queensland, Victoria, Tasmania, and South Australia, for similar grants of Letters Patent, or of Registration thereof, in those Colonies: And whereas it has been agreed that the capital of the said Company shall be seventy thousand pounds, in seven thousand shares of ten pounds each: And whereas the said Haydon Hezekiah Hall hath agreed with the said several other parties hereto, absolutely to sell and assign the said invention and Letters of Registration, and all benefit and advantage thereof respectively, and of any other Letters of Registration or Patent obtained or which may be obtained of the said invention in any of the Australian Colonies or places, and in Tasmania or elsewhere, to the said Company, free from incumbrances, and from time to time, and at all times when required, particularly and sufficiently to describe to the Directors of the said Company, and such persons as the Directors shall require, the said invention, and the proper use thereof, either in writing or by personal explanation and instruction, in consideration of having allotted to each of them, the said Haydon Hezekiah Hall, Marcellus Augustus Vennard, and Samuel Hebblewhite, one thousand of such shares, on each of which shares two pounds shall be considered as paid up: And whereas one thousand of such shares have, in pursuance of such agreement, been allotted to each of them, the said Haydon Hezekiah Hall, Marcellus Augustus Vennard, and Samuel Hebblewhite, upon which two pounds per share is considered as paid up: And whereas it hath been agreed by and between the said parties hereto that the said invention, Letters of Registration, and premises, shall be assigned and transferred to the said George King and Samuel Hebblewhite, as Trustees of the said Company, in manner hereinafter expressed and contained: Now this Indenture witnesseth that, in pursuance of the said agreement, and in consideration of the premises, and of ten shillings by the said George King and Samuel Hebblewhite to the said Haydon Hezekiah Hall, at or immediately before the sealing and delivery of these presents well and truly paid, the receipt whereof is hereby acknowledged: He, the said Haydon Hezekiah Hall (at the request and by the direction of the said several other parties hereto, testified by their being parties to and executing these presents), doth by these presents grant, bargain, sell, assign, transfer, and set over unto the said George King and Samuel Hebblewhite, their executors, administrators, and assigns, all those the invention and Letters of Registration hereinbefore mentioned, and the privileges by the said Letters of Registration granted, and all future and other Letters of Registration, or Patent, or privileges, in any of the Australian Colonies or places, and in Tasmania or elsewhere, or extension of the said Letters of Registration or Patent, or of the privileges thereby granted, for or in respect of the said invention, and the exclusive use and benefit, exercise, and enjoyment of the said invention and privilege; and all rights, powers, authorities, privileges, advantages, profits, emoluments, and benefits to the said Letters of Registration, invention, and premises,

or

Hall's Mineral Oil Apparatus.

or any of them in anywise appertaining or belonging; and all the estate, right, title, interest, term and terms of years, benefit, property, advantage, claim and demand whatsoever, both at law and in equity, of him the said Haydon Hezekiah Hall, in, to, of, or upon the said Letters of Registration and premises, or any of them; to have, hold, use, exercise, and enjoy the said Letters of Registration, invention and premises, unto and by the said George King and Samuel Hebblewhite, their executors, administrators, and assigns, absolutely henceforth, for all the residue of the said term of fourteen years now unexpired, and for all other the term or terms which the said Haydon Hezekiah Hall may now have, or which may hereafter be granted or obtained therein, in as full, ample, and beneficial a manner as the said Haydon Hezekiah Hall might have done if these presents had not been made. And the said Haydon Hezekiah Hall, for himself, his heirs, executors, and administrators, doth hereby covenant with the said George King and Samuel Hebblewhite (hereinafter called "Trustees") and the survivor of them, his executors and administrators, and their and his assigns, that he, the said Haydon Hezekiah Hall, at the time of the sealing of the said Letters of Registration, was the true and first inventor of the said invention, and that the same then was new as to the public use or knowledge thereof within the said Colony of New South Wales; and also, that in pursuance of the proviso for that purpose contained in the said Letters of Registration, he, the said Haydon Hezekiah Hall, did particularly describe and ascertain the nature of his said invention, and in what manner the same is to be performed, by an instrument in writing under his hand, duly registered in the proper office of the Supreme Court of New South Wales; and that the said Letters of Registration expressed to be hereby assigned are good, valid, and effectual for the said invention, and are in nowise invalidated, avoided, or voidable; and that the said Haydon Hezekiah Hall, now hath in himself good right, and full power and authority, by these presents to assign the said Letters of Registration, invention and premises, unto the said Trustees, their executors, administrators, and assigns, in manner aforesaid, according to the true intent and meaning of these presents; and that the said Letters of Registration, privileges, invention, and premises, respectively, shall henceforth be held, used, exercised, and enjoyed, during the term or terms aforesaid, by the said Trustees and the survivor of them, his executors and administrators, and their and his assigns, without any lawful denial, interruption, hindrance, prevention, or disturbance, by any person or persons whomsoever. And the said Haydon Hezekiah Hall doth hereby further, for himself, his heirs, executors, and administrators, covenant and agree with the said Trustees and the survivor of them, his executors and administrators, and their and his assigns, in manner following (that is to say)—That he, the said Haydon Hezekiah Hall will, at any time or times hereafter, within the term of fourteen years, to be computed from the day of the date of these presents, upon the reasonable request, and at the proper costs and charges of the said Trustees, their executors, administrators, or assigns, or any of them, take and use all such steps, measures, means, and proceedings, as shall be requisite or proper for obtaining, and use his the said Haydon Hezekiah Hall's utmost endeavours to obtain, in the name of him the said Haydon Hezekiah Hall, Letters Patent or Letters of Registration for the sole and exclusive making, using, exercising, and vending of the said invention within any of the Australian Colonies or places, and in Tasmania and elsewhere, as the said Trustees, or the survivor of them, or his executors or administrators, or their or his assigns, may desire, during the term or terms for which Letters Patent for or Letters of Registration of inventions are usually granted. And after obtaining any and every such Letters Patent or Letters of Registration, will, at the like request, costs, and charges, duly execute and acknowledge, and cause to be registered, a sufficient specification of the said invention, according to the terms of such Letters Patent or Letters of Registration. And further, that he, the said Haydon Hezekiah Hall, his executors or administrators, will or shall, at any time or times after obtaining any and every such Letters Patent or Letters of Registration, upon the reasonable request, and at the proper costs and charges of the said Trustees, or the survivor of them, or his executors or administrators, or their or his assigns, make, do, and execute all such assignments, deeds, matters, and things, as the said Trustees, or the survivor of them, or his executors or administrators, or their or his assigns, or their, or any, or either of their counsel in the law shall reasonably require, for assigning and transferring unto the said Trustees, and the survivor of them, and his executors and administrators, and their or his assigns, for their or his absolute use and benefit, the said Letters Patent or Letters of Registration, and the full benefit and advantage thereof. And the said Haydon Hezekiah Hall doth hereby further, for himself, his heirs, executors, and administrators, covenant and agree with the said Trustees, and the survivor of them, his executors and administrators, and their and his assigns, in manner following: (that is to say)—That he, the said Haydon Hezekiah Hall, will, at any time or times hereafter, upon every request of the said Trustees, or the survivor of them, his executors or administrators, or their or his assigns, more particularly and sufficiently describe to them, or either or any of them, and to the Directors for the time being of the said Company, and their or any of their agents or work people, either in writing or by personal explanation and instruction or otherwise, the nature of the said invention, and in what manner the same and every part thereof, and every process relating thereto, are to be properly performed or carried into effect and used: And further, that he, the said Haydon Hezekiah Hall, his executors or administrators, will not, nor shall any person or persons claiming by, from, through, or under him or them, at any time or times hereafter during the term of fourteen years, to be computed from the day of the date

Hall's Mineral Oil Apparatus.

date of these presents, without the consent or license of the said Trustees, or the survivor of them, his executors or administrators, or their or his assigns, or the Directors aforesaid, either alone or in co-partnership, or in any other manner howsoever, directly or indirectly, make or assist in the making of any apparatus for refining oils of the new and improved kind hereinbefore mentioned, or in the construction of which the aforesaid invention shall be used, or (except by any specification or specifications which may have to be executed and registered under the terms of the said Letters Patent or Letters of Registration) describe, either in writing or otherwise, to any person or persons other than the said Trustees, or the survivor of them, his executors or administrators, or their or his assigns, or the Directors aforesaid, the nature of the said invention, or in what manner the same is to be performed or carried into effect, or give any information, or do, or permit, or be party or privy to any act, matter, or thing, whereby or by means whereof the same respectively may be known by any person or persons other than as aforesaid, or whereby or by means whereof the said Haydon Hezekiah Hall may be prevented or hindered from obtaining the said Letters of Registration for the purposes hereinbefore mentioned: And further, that he, the said Haydon Hezekiah Hall, hath not, at any time or times heretofore described, either in writing or otherwise, to any person or persons other than the said Trustees and the several other parties hereto, the nature of the said invention, or in what manner the same is to be performed or carried into effect, or given any information, or done or permitted or been party or privy to any act, matter, or thing whereby or by means whereof the same respectively may have been or may be known by any person or persons other than aforesaid, or whereby or by means whereof he may be prevented or hindered from obtaining the said Letters Patent or Letters of Registration for the purposes hereinbefore mentioned: And lastly, that he, the said Heyden Hezekiah Hall, his executors and administrators, and all other persons having or lawfully claiming any right, title, interest, or authority whatsoever in or in respect of the said invention, Letters Patent, or Letters of Registration and premises, or any of them, will and shall, from time to time, and at all times hereafter, upon every reasonable request, and at the costs of the said Trustees or the survivor of them, his executors or administrators, or their or his assigns, make, do, and execute all such further acts, deeds, applications, petitions, amendments, disclaimers, assurances, matters, and things whatsoever, for the more effectually sustaining or maintaining such Letters Patent, Letters of Registration and premises, and assigning, assuring, conforming, or extending the said Letters Patent or Letters of Registration, invention, privileges, term and terms of years and premises, or any of them, or the enjoyment thereof respectively, unto or for the benefit of the said Trustees, their executors, administrators, or assigns, or for enabling them, or either or any of them, to prevent, or to commence, bring, or prosecute any actions, suits, or other proceedings, in respect of any infringement or infringements of the said privileges and premises intended to be hereby assured, or otherwise to secure to them and each of them the sole and exclusive use and enjoyment of the said invention and premises, as by the said Trustees, their executors, administrators, or assigns, shall be devised and required. And this Indenture further witnesseth, that it is hereby declared that the said Trustees, and the survivor of them, his executors and administrators, and their and his assigns, shall stand and be possessed of the said invention and the said Letters of Registration and premises hereby expressed to be assigned; and any other Letters of Registration or Patent of the same which may hereafter be obtained and assigned to them respectively as aforesaid, upon trust to assign and dispose of the same respectively as the Directors or a Board of Directors of the said Australasian Mineral Oil Company shall from time to time direct, and subject thereto, in trust for the said Company and for the benefit thereof. In witness whereof, the said parties to these presents have hereunto set their hands and seals, the day and year first above written.

H. H. HALL.	(L.S.)
M. A. VENNARD.	(L.S.)
SAML. HEBBLEWHITE.	(L.S.)
J. H. WILLIAMS.	(L.S.)
W. H. WILKINSON.	(L.S.)
G. KING.	(L.S.)
THOMAS JONES.	(L.S.)

Signed, sealed, and delivered, by the said Haydon Hezekiah Hall, Marcellus Augustus Vennard, Samuel Hebblewhite, James Hartwell Williams, William Henry Wilkinson, George King, and Thomas Jones, in the presence of—

JNO. P. ROXBURGH.

Hall's Mineral Oil Apparatus.

In the Supreme Court of New South Wales.

On this twenty-sixth day of October, in the year one thousand eight hundred and sixty-five, Philip Kelly, of the Exchange, Sydney, in the Colony of New South Wales, clerk to Messieurs Spain and Roxburgh, being duly sworn, maketh oath and saith as follows:—

The foregoing writing, contained in this and the four preceding pages, is a true copy of the original Assignment of Letters of Registration, having been carefully examined and compared therewith by me.

PHILIP KELLY.

Sworn by the deponent, on the day first
above mentioned, at Sydney aforesaid,
before me,—

F. H. STEPHEN,
A Commissioner for Affidavits.

Registered and entered of record in the Office of the Supreme Court of New South Wales, this twenty-sixth day of October, A.D. 1865, in pursuance of the Act 16th Victoria, number 24, section 2. Number 116, Book A, folio 24.

(For the Prothonotary),

F. H. STEPHEN,
Chief Clerk of the Supreme Court.

No. 128.

DEED OF ARRANGEMENT, &c.

THIS Indenture, made the thirteenth day of July, in the year of our Lord one thousand eight hundred and sixty-six, between James Hartwell Williams, of Sydney, in the Colony of New South Wales, merchant, William Henry Wilkinson, of Sydney aforesaid, merchant, George King, of the same place, merchant, and Thomas Jones, of the same place, gentleman, of the first part, Haydon Hezekiah Hall, of Sydney aforesaid, engineer, Samuel Hebblewhite, of the same place, merchant, and Marcellus Augustus Vennard, of the same place, merchant, of the second part, the Australasian Mineral Oil Company of the third part, the said George King and Samuel Hebblewhite, of the fourth part, and the said Haydon Hezekiah Hall, of the fifth part. Whereas, by Indenture bearing date the twenty-fifth day of October, one thousand eight hundred and sixty-five, and made between the said Haydon Hezekiah Hall, of the first part, the said Haydon Hezekiah Hall, Marcellus Augustus Vennard, and Samuel Hebblewhite, of the second part, the said James Hartwell Williams, William Henry Wilkinson, George King, and Thomas Jones, of the third part, and the said George King and Samuel Hebblewhite, of the fourth part, reciting that the said parties thereto had agreed to form a Joint Stock Company, called "The Australasian Oil Company," for the purpose of manufacturing and refining mineral oils and articles, and for other purposes mentioned in the Deed of Settlement of the said Company, bearing or intended to bear even date therewith, and reciting that the said Haydon Hezekiah Hall, at his own expense, and at the expense of the said Marcellus Augustus Vennard and Samuel Hebblewhite, had invented a certain process and apparatus for refining oils, called "Hall's Mineral Oil Apparatus," and reciting that, by Letters of Registration under the hand of His Excellency SIR JOHN YOUNG, Baronet, the Governor, and seal of the Colony of New South Wales, bearing date the twelfth day of July, one thousand eight hundred and sixty-five, the exclusive enjoyment and advantage of the said invention was granted unto the said Haydon Hezekiah Hall, his executors, administrators, and assigns, for the term of fourteen years from the date thereof, and reciting that the said Haydon Hezekiah Hall had made application in the Colonies of Queensland, Victoria, Tasmania, and South Australia, for similar grants of Letters Patent or of Registration thereof in these Colonies, and reciting that it had been agreed that the capital of the said Company should be seventy thousand pounds, in seven thousand shares of ten pounds each, and reciting that the said Haydon Hezekiah Hall had agreed with the said several other parties thereto, absolutely to sell and assign the said invention and Letters of Registration, and all benefits and advantage thereof respectively, and of any other Letters of Registration or Patent obtained or which might be obtained of the said invention, in any of the Australian Colonies or places, and in Tasmania or elsewhere, to the said Company, free from incumbrances, and from time to time, and at all times when required, particularly and sufficiently to describe to the Directors of the said Company, and such persons as the Directors should require, the said invention and the proper use thereof, either in writing or by personal explanation and instruction, in consideration of having allotted to each of them, the said Haydon Hezekiah Hall, Marcellus Augustus Vennard, and Samuel Hebblewhite, one thousand of

Hall's Mineral Oil Apparatus.

of such shares, on each of which shares two pounds should be considered as paid up, and reciting that one thousand of such shares had, in pursuance of such agreement, been allotted to each of them, the said Haydon Hezekiah Hall, Marcellus Augustus Vennard, and Samuel Hebblewhite, upon which two pounds per share was considered as paid up, and reciting that it had been agreed by and between the said parties thereto, that the said invention, Letters of Registration, and premises, should be assigned and transferred to the said George King and Samuel Hebblewhite, as Trustees of the said Company, in manner hereinafter expressed and contained,—it was by the said Indenture now in recital witnessed, that for the considerations therein mentioned, the said Haydon Hezekiah Hall did, at the request of the other parties therein, grant, bargain, sell, assign, transfer, and set over unto the said George King and Samuel Hebblewhite all those the invention and Letters of Registration thereinbefore mentioned, and the privileges by the said Letters of Registration granted, and all future and other Letters of Registration, or Patent or privileges, in any of the Australian Colonies or places, and in Tasmania or elsewhere, or extension of the said Letters of Registration or Patent, or of the privileges thereby granted for or in respect of the said invention, and the exclusive use and benefit, exercise and enjoyment of the said invention and privilege, to hold and use the same unto and by the said George King and Samuel Hebblewhite, their executors, administrators, and assigns, absolutely for all the residue of the said term of fourteen years then unexpired, and for all other the term or terms which the said Haydon Hezekiah Hall might then have, or which might thereafter be granted or obtained therein: And whereas Letters of Registration or Patent of the said invention have since been obtained in the Colonies of Queensland, Victoria, Tasmania, and South Australia, and New Zealand, but no assignment thereof has yet been executed by the said Haydon Hezekiah Hall, to the said George King and Samuel Hebblewhite: and whereas, by an Act of the Parliament of New South Wales, made and passed in the year of the reign of Her Majesty Queen Victoria, intituled, “*An Act to incorporate the Australasian Mineral Oil Company*” it was amongst other things enacted that such and so many persons as had then become, or at any time or times thereafter should or might, in the manner provided by, and subject to the rules, regulations, and provisions contained in the said Deed of Settlement, become shareholders or proprietors of shares of or in the capital for the time being of the said Company, or should, subject nevertheless to the conditions, regulations, and provisions in the now reciting Act contained, be one body politic and corporate, by name and in deed, by the name of the “*Australasian Mineral Oil Company*,” and that all the land, mines, securities, covenants, debts, moneys, choses in action, and things then vested in the Trustees of the said Company, or any other person on behalf of the said Company, should immediately after the passing of the now reciting Act, become vested in the said Company for the same estate and interest, and with the like powers and authorities as the same were then vested in the said Trustees or other person, without any assignment or conveyance whatsoever; and that the Directors for the time being should have the custody of the Common Seal of the said Company, and that the form thereof, and all other matters relating thereto, should from time to time be determined by the Directors, in the same manner as is provided in and by the said Deed of Settlement for the determination of other matters by the Directors; and that the Directors present at a Board of Directors of the said Company should have power to use such Common Seal; And whereas the said parties hereto are the sole proprietors of all the said shares of the said Company, in the proportions following, that is to say,—the said James Hartwell Williams, one thousand, the said William Henry Wilkinson, one thousand, the said George King, one thousand five hundred, the said Thomas Jones, five hundred, the said Haydon Hezekiah Hall, one thousand, the said Samuel Hebblewhite, one thousand, and the said Marcellus Augustus Vennard one thousand: And whereas each of them, the said James Hartwell Williams, William Henry Wilkinson, George King, and Thomas Jones, has paid up upon each share held by them two pounds seventeen shillings, and each of them, the said Samuel Hebblewhite and Marcellus Augustus Vennard, has also paid up seventeen shillings on each share held by him, making with the two pounds per share so considered as paid up thereon as aforesaid, two pounds seventeen shillings per share; and the said Haydon Hezekiah Hall has paid a portion of such seventeen shillings on each share held by him, but a sum of two hundred pounds is still due and owing by him in respect of such shares: And whereas the said Company hath incurred considerable liabilities, and expended large sums of money in respect of the said invention, and whereas differences have arisen between the said parties hereto of the first and second parts, respecting the said invention, and respecting the agreement by the said Haydon Hezekiah Hall to describe and explain the same and the proper working thereof: And whereas the said Haydon Hezekiah Hall hath made a large claim upon the said Company for services alleged to have been rendered by him to or for the said Company: And whereas the said parties hereto of the second part are desirous of being relieved from a part of the liability attached to the large number of shares held by them as aforesaid: And whereas, in order to put an end to all differences, and to settle and adjust all claims between the said parties, it hath been mutually agreed between and by the said parties hereto, that the said Haydon Hezekiah Hall shall be considered to have paid up seventeen shillings on each of the one thousand shares held by him, so that two pounds seventeen shillings per share shall be considered to have been paid up on every share in the said Company, that the said Haydon Hezekiah Hall shall transfer to the said parties of the first part, eight hundred of the said shares,

the

Hall's Mineral Oil Apparatus.

the said Samuel Hebblewhite shall transfer to the said parties of the first part seven hundred and two of his said shares, and the said Marcellus Augustus Vennard, seven hundred and two of his shares; that the said Letters of Registration or Patent and invention, shall be re-assigned to the said Haydon Hezekiah Hall, reserving nevertheless to the said Company, its successors and assigns, the full, free, and uninterrupted right to use the same or any part thereof, at all or any of the places of business of the said Company in New South Wales, free of charge; that the said Haydon Hezekiah Hall shall forego all claims whatsoever on the said Company for services or otherwise, and that the said several parties shall execute the releases hereinafter contained: And whereas, at a meeting of the Board of Directors of the said Company, held on the thirteenth day of July, one thousand eight hundred and sixty-six, a minute whereof is indorsed hereon, signed by the Directors of the said Company, it was resolved that the said Letters of Registration or Patent and invention should be re-assigned to the said Haydon Hezekiah Hall, in manner hereinafter contained, and the said Company should execute these presents, by affixing thereto the corporate seal of the said Company: And whereas the said Haydon Hezekiah Hall, Samuel Hebblewhite, and Marcellus Augustus Vennard, have transferred to the said parties hereto of the first part, two thousand two hundred and four of their said shares, namely, the said Haydon Hezekiah Hall, eight hundred, the said Samuel Hebblewhite, seven hundred and two, and the said Marcellus Augustus Vennard, seven hundred and two, in the proportions following, namely, to the said James Hartwell Williams, five hundred and fifty-one, to the said William Henry Wilkinson, five hundred and fifty-one, to the said George King, eight hundred and twenty-six, and to the said Thomas Jones, two hundred and seventy-six: Now this Indenture witnesseth that, in pursuance of the said agreement, and in consideration of the premises, they the said George King and Samuel Hebblewhite and the said Company, at the request and by the direction of the several other parties to these presents, testified by their being parties to and sealing and delivering these presents, and in pursuance of the resolution aforesaid, do, and each of them doth by these presents, assign, transfer, and set over unto the said Haydon Hezekiah Hall, his executors, administrators, and assigns, all those the Letters of Registration or Patent, invention, and premises assigned by the said hereinbefore recited Indenture of the twenty-fifth day of October, one thousand eight hundred and sixty-five, excepting and reserving nevertheless out of the operation of the Assignment intended to be hereby made unto the said Company, its successors and assigns, full and free right and liberty at all times to use the said invention, or any part or parts thereof, at or in all or any of the places of business of the said Company in New South Wales, for any purpose whatsoever, free of all charge, and without any let, suit, trouble, hindrance, or disturbance whatsoever, of or by the said Haydon Hezekiah Hall, his executors, administrators or assigns, or any person or persons claiming or to claim, through, under, or in trust for him or them, to hold the said Letters of Registration or Patent, invention and premises, subject and reserving as aforesaid unto and by the said Haydon Hezekiah Hall, his executors, administrators, and assigns, absolutely. And the said Haydon Hezekiah Hall doth hereby give and grant unto the said Company, its successors and assigns, and doth for himself, his heirs, executors, administrators, and assigns, covenant and agree with the said Company, its successors and assigns, that the said Company, its successors and assigns, shall at all times hereafter have the full and free use of and right to use the said invention, and every or any part thereof, free of all charge, and without any let, suit, trouble, hindrance, or disturbance whatsoever, of or by the said Haydon Hezekiah Hall, his executors, administrators, or assigns, or any person or persons claiming through, under, or in trust for him or them. And the said Haydon Hezekiah Hall doth hereby, for himself, his executors and administrators, remise, release, and for ever quit claim unto the said Company, its successors and assigns, all actions, suits, sums and sum of money, claims and demands whatsoever, for or by reason, or on account of any services rendered by him to the said Company or the Directors thereof, or for or by reason of any other cause, matter, or thing whatsoever. And the said several parties hereto of the first part do, and each and every of them doth, for themselves, and each of them, and each of their executors and administrators, remise, release, and for ever quit claim unto the said parties hereto of the second part, and each of them, their and each of their heirs, executors, and administrators, all actions, suits, claims, and demands whatsoever, for or by reason or on account of any cause, matter, or thing in any manner relating to the premises. And the said parties hereto of the second part do, and each of them doth, for themselves and each of them, their and each of their executors and administrators, remise, release, and for ever quit claim unto the said parties hereto of the first part, and each of them, and their and each of their heirs, executors, and administrators, all actions, suits, claims, and demands whatsoever, for or by reason or on account of any cause, matter, or thing in any manner relating to the premises. Provided always, and it is hereby expressed, declared, and agreed, that nothing herein contained shall discharge or release, or be construed to discharge or release the liability of the said Samuel Hebblewhite, his executors, administrators, or assigns, in respect of any promissory note given by him in payment of any part of the said seventeen shillings per share so herein stated to have been paid by him as aforesaid, nor the security or lien of the said Company, in respect of the shares in the said Company retained by the said Samuel Hebblewhite, in respect of any such promissory note; but such promissory note, until paid, shall be and be considered to be a debt due by the said Samuel Hebblewhite, his executors, administrators, or assigns, to the said Company. And the

Hall's Mineral Oil Apparatus.

the shares so retained by him shall be subject to the provisions of the Deed of Settlement of the said Company, in respect of the said shares, and in all other respects. Provided, and it is hereby further declared, that upon each and every of the said seven thousand shares of and in the said Company the sum of two pounds seventeen shillings shall be considered as fully paid up.

In witness whereof, the said parties to these presents have hereunto set their hands and seals, and the said Company hath affixed its corporate seal, the day and year first before written.

Signed, sealed, and delivered by the said James Hartwell Williams, William Henry Wilkinson, George King, Thomas Jones, Haydon Hezekiah Hall, Samuel Hebblewhite, and Mar- cellus Augustus Vennard, in the presence of—	J. H. WILLIAMS.	(L.S.)
	W. H. WILKINSON.	(L.S.)
	G. KING.	(L.S.)
	THOMAS JONES.	(L.S.)
	H. H. HALL.	(L.S.)
	SAML. HEBBLEWHITE.	(L.S.)

Sealed with the Corporate Seal of the Australasian Mineral Oil Company, by us, the Directors of the said Company, the thirteenth day of July, one thousand eight hundred and sixty-six, in the presence of)	M. A. VENNARD.	(L.S.)
	J. H. WILLIAMS, Chairman.	
	W. H. WILKINSON.	
	G. KING.	(L.S.)
	THOMAS JONES.	

A. H. J. BAASS,
Secretary.

JNO. P. ROXBURGH,
Solicitor to the Company.

At a meeting of the Board of Directors of the Australasian Mineral Oil Company, at their office, No. 227, George-street, Sydney, on the thirteenth day of July, one thousand eight hundred and sixty-six, it was resolved that the Letters of Registration or Patent, Invention, and premises comprised in and assigned by the Indenture of the twenty-fifth day of October, one thousand eight hundred and sixty-five, be assigned to Haydon Hezekiah Hall, reserving full right to the Company to use the same in New South Wales, free of charge, and that the corporate seal of the Company be affixed to the within written indenture.

J. H. WILLIAMS, Chairman.
W. H. WILKINSON.
G. KING.
THOMAS JONES.
M. A. VENNARD.
A. H. J. BAASS, Secretary.

In the Colony of New South Wales.

EDWARD BROWN, of No. 136, Pitt-street, in the city of Sydney, in the Colony of New South Wales, clerk to John Dawson, of the same place, solicitor, being duly sworn, maketh oath and saith:—The above and three preceding pages contain a true copy of the original deed.

EDWARD BROWN.

Sworn by the deponent, at Sydney, the fourteenth)
day of July, A.D. 1866, before me—)
F. H. STEPHEN,
A Commissioner for Affidavits.

Registered and entered of record in the Office of the Supreme Court, New South Wales, this fourteenth day of July, A.D. 1866, in pursuance of Act 16 Victoria, No. 24, sec. 2. Number 128, book A, fol. 26.

(For the Prothonotary),
F. H. STEPHEN,
Chief Clerk of the Supreme Court.

No. 129.

ASSIGNMENT.

Sydney, July 14th, 1866.

I HAVE this day assigned to Mr. E. Vickery and Saml. Hebblewhite, all my right, title, and interest in and to the Patents known as "Hall's Mineral Oil Apparatus" for the Colonies of New South Wales, Victoria, South Australia, Tasmania, Queensland, and New Zealand, for value received.

H. H. HALL.

Signed, sealed, and delivered, in the)
presence of—)
B. B. HEBBLEWHITE.

Entered

Hall's Mineral Oil Apparatus.

Entered of record in the Office of the Supreme Court of New South Wales, this seventeenth day of July, A.D. 1866.

(For the Prothonotary),

G. J. CROUCH,
Fourth Clerk of the Supreme Court.

REPORT.

Sydney, 16 May, 1865.

SIR,

In compliance with your request, we have examined the drawings and specifications of Mr. H. H. Hall's "Mineral Oil Apparatus," and have now the honor to report as follows:—

There are three pieces of apparatus described, the "Vaporizer," the "Refiner," and the "Agitator," forming collectively, the Mineral Oil Apparatus. If this arrangement be viewed as a whole, it is our opinion that it does not possess sufficient novelty of invention to warrant being protected by Letters of Registration; but we are not prepared to make the same objection to the "Vaporizer" considered by itself; and if Mr. Hall should desire to patent this piece of apparatus apart from the others, we see no objection to Letters of Registration being granted.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
EDWARD BELL.

Sydney, 6 June, 1865.

SIR,

In reply to your letter, referring back to us Mr. Hall's application for Letters of Registration for a "Mineral Oil Apparatus," we have the honor to submit this further Report.

In our former Report on this subject, we expressed an opinion that Mr. Hall's arrangement (with the exception of that part termed a "Vaporizer") did not possess sufficient novelty to warrant being protected by Letters of Registration. Though admitting that certain parts might present novel features, we felt it our duty to offer the above opinion, on the grounds that other persons seeking to develop this new industry ought not to be vexatiously obstructed, and that future litigation respecting it ought, if possible, to be prevented. Since the matter was referred back to us, we have gone over the specification with Mr. Hall, and heard his explanations, and he has, in consequence, furnished us with an amended specification. It now appears to us, that the protection of Mr. Hall's apparatus by a Patent would not unduly interfere with the labours of others—assuming that if any part claimed by Mr. Hall as new shall hereafter be proved to have been previously in use by others, the Patent shall, to that extent, be null and void. We have therefore come to the conclusion (not without some difficulty) to withdraw further opposition to the granting of Letters of Registration, in accordance with the new specification and "claim."

We enclose two copies of the amended specification, together with a copy of the former one, and other documents connected therewith.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
EDWARD BELL.

HALL'S MINERAL OIL APPARATUS

FIG. 1

SECTION OF VAPORIZER

- A Interior of Flue.
- B Grate Bars
- C C. Section of Kila Walls
- D D Iron Bands
- E Vacuum Chamber
- F Discharge Channel
- G Receiving and Settling Tank
- H Overflow
- I Hydraulic Valve
- J Reservoir
- K Manhole
- L Condenser
- M Passage to Draught Pipe
- N Draught Pipe
- O Blast Orifices
- P Steam or Air Pipe for Blast
- Q Conical Top
- R Water Jets

FIG. 2

BENCH OF THREE, ONE IN SECTION

- AAA Cylindrical Boilers
- BBB Vapour Homes
- CCC Manholes
- DDD Feed pipes and connections
- EEE Discharge Pipes
- F Furnace Opening
- G Grate Bars
- H Dead plate
- I Furnace Fronts
- J Ash Pits
- KK Flue Bridges
- LL Air Chambers
- M Flue to Chimney
- N Dividing Wall
- OOO Condensers
- P Chimney to Bench
- Q Gas Escape
- R Hydraulic Valve

FIG. 3

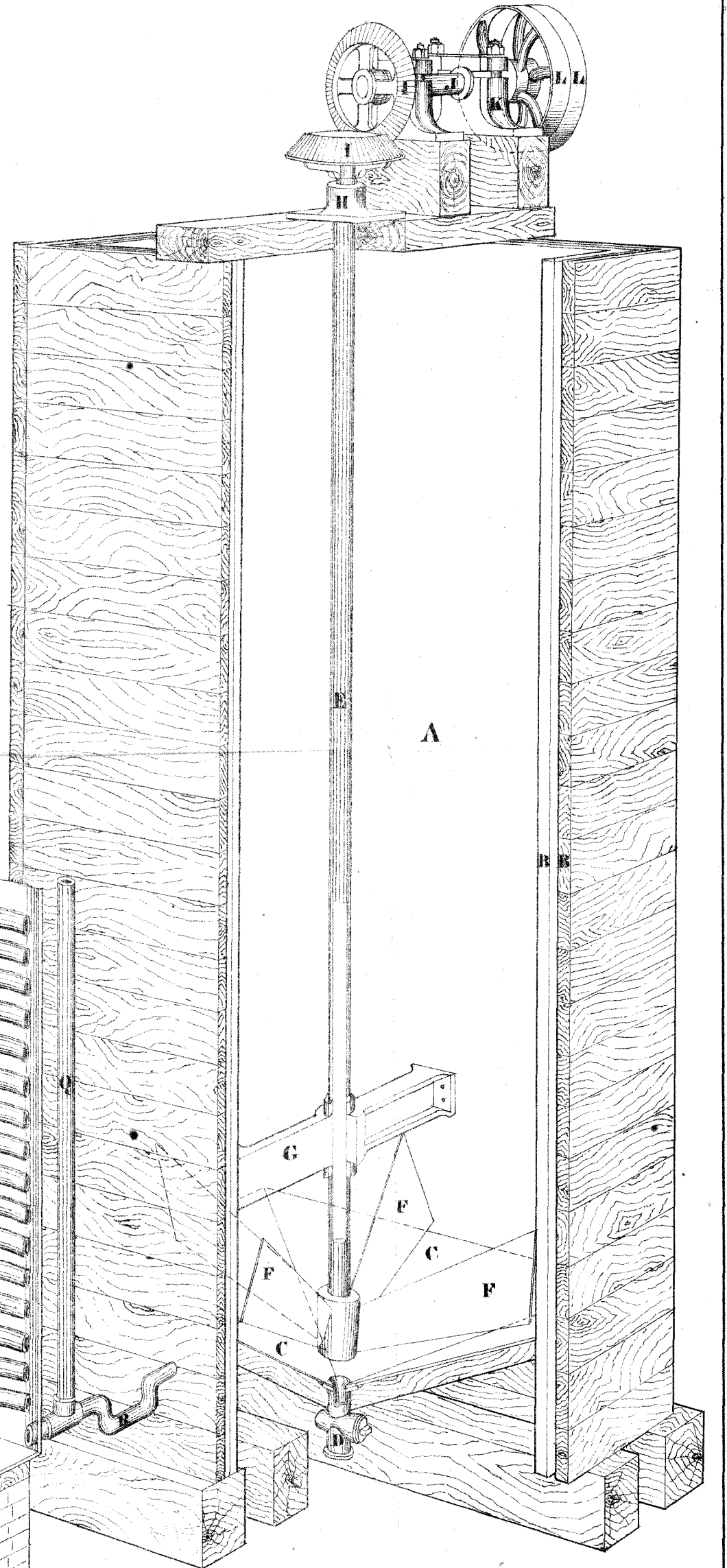
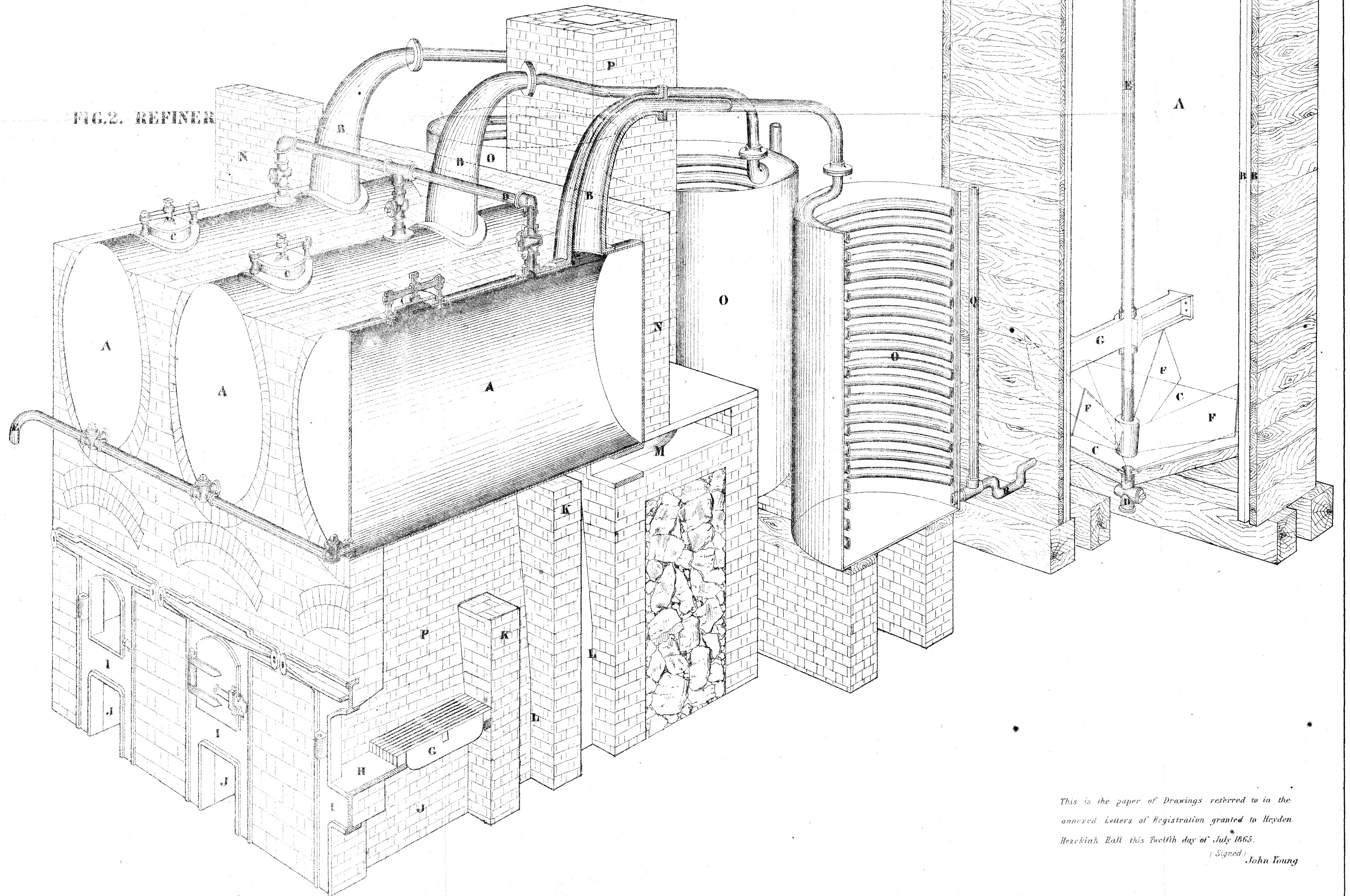
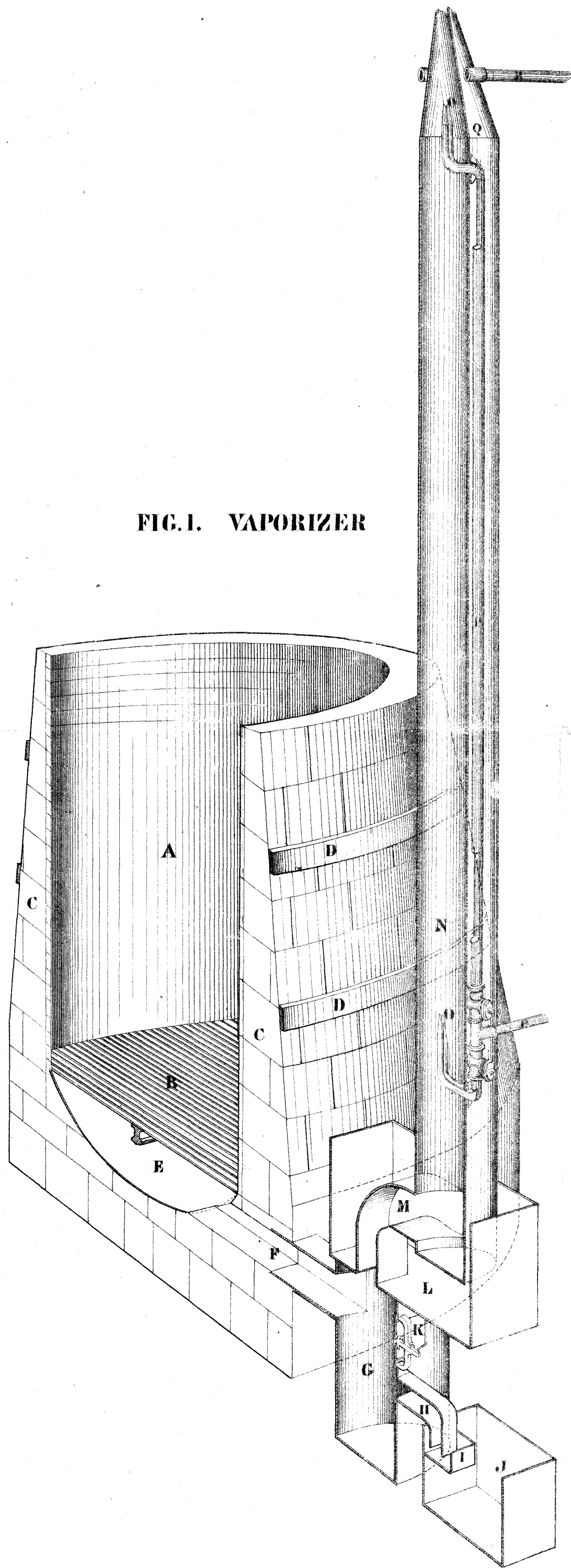
SECTION OF AGITATOR

- A Chamber lined with Lead
- BB Double planking of Do.
- CC Inclined bottom Do.
- D Discharge Cock
- E Agitator Shaft
- FFF Blades of Agitator
- G Lower bearing to Shaft
- H Upper Do. Do.
- I Mitre Gear
- J Counter Shaft
- KK Plummer Blocks
- LL Post and loose Pulleys

FIG. 3. AGITATOR

FIG. 1. VAPORIZER

FIG. 2. REFINER



This is the paper of Drawings referred to in the annexed Letters of Registration granted to Heyden Heschiah Hall this Twelfth day of July 1865.
 (Signed) John Young



A.D. 1865, 10th August. No. 113.

**AN IMPROVED METHOD OF PRESERVING ANIMAL AND
VEGETABLE SUBSTANCES.**

LETTERS OF REGISTRATION to Richard Jones, for an Improved
Method of preserving Animal and Vegetable Substances.

[Registered on the 10th day of August, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS RICHARD JONES, of number twenty-nine, Botolph-lane, Eastcheap, in the city of London, in England, provision merchant, hath by his Petition humbly represented to me that he is the author or designer of a certain invention or improvement in manufactures, that is to say, of an invention for "an Improved Method of preserving Animal and Vegetable Substances," which is more particularly described in the specification hereunto annexed, and that he, the said Petitioner, hath deposited with the Honorable the Treasurer of the said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying the expense of granting these Letters of Registration, as required by the Act of Council sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the said invention or improvement might be secured to him for a period of fourteen years: And I, being willing to give encouragement to all inventions and improvements in the arts or manufactures which may be for the public good, and having received a report favourable to the prayer of the said Petition, from competent persons appointed by me to examine and consider the matters stated therein and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of

An Improved Method of preserving Animal and Vegetable Substances.

Council, to grant, and do, by these Letters of Registration, grant unto the said Richard Jones, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Richard Jones, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Richard Jones shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this tenth day of August, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

SPECIFICATION of RICHARD JONES, of No. 29, Botolph-lane, Eastcheap, in the city of London, England, provision merchant, for an invention entitled "An Improved Method of preserving Animal and Vegetable Substances."

THE object of my invention is to displace air from the vessel containing the animal or vegetable substance to be preserved, by the introduction into such vessel of an inert fluid, such as water or oil, and then to displace such fluid by the introduction of nitrogen gas or gases, having an affinity for oxygen.

For this purpose I prefer that the vessels containing the animal or vegetable substance to be preserved be provided with two necks or passages, sufficiently large to admit of the flow of the inert fluid into and from the vessels, and for the flow therein of the nitrogen gas or gases having an affinity for oxygen; and I generally find it convenient for these vessels, excepting their necks or passages, to be formed of tin or tin-plate. The necks or passages I form of soft metal, and when the covers of these vessels have been made secure, by soldering or otherwise, to retain the substances to be preserved, leaving only the necks or apertures above referred to open, I apply over each of these necks, and so as to fit tightly on to them, the ends of a pipe provided with stop-cocks or valves. India-rubber tubing I find to answer well for this purpose. One of these pipes is in communication, through suitable stop-cocks or valves, with a reservoir of the inert fluid, which I allow to flow into the vessel under pressure, so as to fully drive out the air contained in the vessel.

The other tube is also provided with suitable stop-cocks or valves, and is in communication with the reservoir of the nitrogen gas or gases to be employed as having an affinity for oxygen; and when I find all air has been driven off, and that only the inert fluid passes out from the vessel containing the substances to be preserved, I prevent the ingress or egress of liquid or air by means of stop-cocks or valves. I then allow the nitrogen gas or gases having an affinity for oxygen, such as carbonic acid gas or nitrogen gas, with binoxide of nitrogen, to flow therein under pressure from the reservoir, until the whole of the inert fluid has been displaced, and I then introduce a given quantity of sulphurous acid gas or binoxide of nitrogen, say of from five to thirty-five cubic inches to the lb. of substance to be preserved. And in some cases I repeat the operation, by employing the inert fluid to drive off the nitrogen gas or gases having affinity for oxygen, and then the inert fluid is again driven off by the nitrogen gas or gases having affinity for oxygen. The nitrogen gas, or the gases so employed, may be collected as driven off, in suitable reservoirs for re-use.

When the operations are thus completed, I, by means of pincers or otherwise, close up the necks or passages of the vessels, and make them secure by soldering or other sealing, as is well understood by persons accustomed to preserving animal and vegetable substances.

Having thus described my invention, and means which I adopt in carrying the same into effect, I would have it understood that what I claim is, the improved method of preserving animal and vegetable substances, by displacing air from the vessel containing the substance to be preserved, by the introduction therein of an inert fluid, such as water or oil, and then the displacement of such fluid, by the introduction of nitrogen gas or gases having an affinity for oxygen, substantially as explained.

In witness whereof, I, the said Richard Jones, have hereunto set my hand and seal, this first day of March, in the year of our Lord one thousand eight hundred and sixty-five.

RICHD. JONES. (L.S.)

This is the specification referred to in the annexed Letters of Registration granted to Richard Jones, this tenth day of August, 1865.

JOHN YOUNG.

I,

An Improved Method of preserving Animal and Vegetable Substances.

I, JOHN VENN, of the city of London, notary public, duly admitted and sworn, practising in the said city, do hereby certify and attest that I was this day present, and did see Richard Jones, the party named and described in the specification hereunto annexed, duly sign and seal the same, and that the name or signature, "Richd. Jones," set opposite and against the seal affixed at the foot thereof, is of the proper handwriting of the said Richard Jones.

Whereof an Act being required, I, the said notary, have granted these presents under my notarial firm and seal, to serve and avail when and where need may require.

Done and passed in London, the first day of March, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN VENN,
Not. Pub.

R E P O R T .

Sydney, 11 July, 1865.

SIR,

In compliance with your request, we have examined the specification of Mr. Richard Jones for an Improved Method of preserving Animal and Vegetable Substances, and we have now the honor to report that we see no objection to Letters of Registration being granted as desired.

We have, &c.,
J. SMITH.
E. O. MORIARTY.

THE HONORABLE
THE COLONIAL SECRETARY.



A.D. 1865, 7th September. No. 114.

IMPROVEMENTS IN MACHINERY FOR CRUSHING, AMALGAMATING, AND WASHING AURIFEROUS AND OTHER QUARTZ, &c.

LETTERS OF REGISTRATION to James Hart, for Improvements in Machinery for crushing, amalgamating, and washing auriferous and other Quartz, &c.

[Registered on the 8th day of September, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Captain General and Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting :

WHEREAS JAMES HART, of the city of Melbourne, in the Colony of Victoria, engineer, hath by his Petition humbly represented to me that he is the author or designer of a certain invention or improvement in manufactures, that is to say, of an invention for Improvements in Machinery for crushing, amalgamating, and washing auriferous and other Quartz, or earthy matters of every description, and also, if desired, for collecting therefrom such gold and other mineral and metallic substances as they may contain, which is more particularly described in the specification and paper of drawings hereunto annexed; and that he, the said Petitioner, hath deposited with the Honorable the Treasurer of the said Colony of New South Wales the sum of Twenty Pounds sterling, for defraying the expense of granting these Letters of Registration, as required by the Act of Council sixteenth Victoria, number twenty-four; and hath humbly prayed that I would be pleased to grant Letters of Registration, whereby the exclusive enjoyment and advantage of the said invention or improvement might be secured to him for a period

Improvements in Quartz-crushing Machinery.

of fourteen years: And I, being willing to give encouragement to all inventions and improvements in the arts or manufactures which may be for the public good, and having received a report favourable to the prayer of the said Petition, from competent persons appointed by me to examine and consider the matters stated therein, and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said James Hart, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said James Hart, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said James Hart shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this seventh day of September, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

SPECIFICATION.

An Invention for improvements in Machinery for crushing, amalgamating, and washing auriferous or other Quartz, or earthy matters of every description, and also, if desired, for collecting therefrom such gold and other mineral and metallic substances as they may contain.

THE nature of the said invention, and in what manner the same is to be performed, is particularly described and ascertained in and by the following statement, that is to say:—

My invention consists in the construction of a machine composed of a cylinder or conducting case, running or revolving on one or more wheel or wheels, or friction roller or rollers, or on a shaft or shafts (the former method being considered by me the preferable one, by reason of the extra leverage obtained, and consequent economy in the motive power required for the working of the machine), with one or more cylinder or cylinders rolling or revolving inside such cylinder or conducting case and each other—such inside cylinders being (if desired) perforated with a series of holes or apertures of sufficient size to allow the quartz or other materials to be operated upon to pass through; and in the introduction of mercury within the said cylinder or conducting case, by which means the quartz or other materials to be operated upon, when introduced into the machine whilst in motion, become finely crushed, and the gold or other metallic substances which may be therein amalgamated or collected; and which said machine is shewn and delineated in and by the following details, reference being had to the plans or drawings thereof deposited herewith, and to the figures or letters of reference marked thereon respectively, that is to say: The said plans or drawings numbered, respectively, 1, 2, 3, 4, 5, and 6, represent side, front, and back views, ground plan, and longitudinal and transverse sections, of the machine referred to. The letters A and B denote the ground-flooring or standards and cross logs, to which the frame-work of the machine is fixed. The former may be composed of wood, iron, stone, or brick, and the latter of wood or other suitable material. The letters C shew the four wooden corner posts, and D the end timbers tenoned into the corner posts C. TT are two iron shafts, supported in pillow blocks, S, fitted to the corner posts C. The letters U indicate four friction rollers, fitted on the shafts TT, and which confine in its working position the outside cylinder or conducting case K, which is composed of iron or steel. The letters G are four pillow blocks, resting on the cross logs B, and fitted to them by the bolts H, in which the main shaft I works. J J are two wheels or friction rollers, attached to and working on the main shaft I in the pillow

Improvements in Quartz-crushing Machinery.

pillow blocks G, on which the outside cylinder or conducting case K rests and works. L is an inside cylinder, perforated with holes or apertures as aforesaid, or otherwise, if desired, composed of iron or steel, resting in the outside cylinder or conducting case K. R is a shoot or hopper, supported by two uprights, E E. M is an end fitted by rivets or otherwise to the outside cylinder or conducting case K; and N, a cone fitted to the end M, into which the shoot or hopper R is introduced, and by which the quartz or other materials to be operated upon are conducted into the cylinder K. W is a tap-hole or opening in such cylinder, through which it is cleaned out. X X are two belts round the outside cylinder or conducting case K, worked off pulleys, Y Y, attached to a shaft, Z, connected with a steam-engine or other motive power, for the purpose of driving or revolving such cylinder or conducting case. P is a counter cylinder, composed of boiler-plate or other suitable material, fitted to the other end of the outside cylinder or conducting case K, and Q a discharging lip fitted to the counter cylinder P. A suitable quantity of mercury having been placed inside the conducting case or cylinder K, between it and the inside cylinder L, the quartz or other materials to be operated upon are conducted through the shoot or hopper R, accompanied by a sufficient stream of water, into the cylinder K, and motion having been imparted to the machine by means of the driving-belts X X, or other suitable gear, the outside cylinder or conducting case is made to revolve on the wheels or friction-rollers J J, and the quartz or other materials to be operated upon, so introduced into it as above stated, coming between its interior surface and the exterior surface of the inside cylinder L, which is caused to roll or revolve inside the cylinder or conducting case K, by the motion imparted to the machine, becomes finely crushed; and the particles, when sufficiently reduced, with the exception of the gold or other metallic substances therein, which become amalgamated with the mercury, and remain inside the cylinder or conducting case K, at its point of contact with the inside cylinder L, are carried out of the machine with its revolving motion, by the current of water, through the counter cylinder P and discharging lip Q, into a suitable receptacle, for further treatment, if desired. When required, the materials to be operated upon can be crushed without the use of mercury or water. Having thus described the nature of my invention, and the manner of performing the same, I would have it understood that I do not confine myself to the precise details, so long as its character be maintained; but what I claim as the invention for which I desire to secure Letters Patent or Letters of Registration is—

First—The use or combination with the other portions of a machine as hereinbefore substantially described, for the purposes aforesaid, of a cylinder, or two or more cylinders (one within the other), rolling or revolving in an outside cylinder or conducting case; the latter being supported by and running or revolving on one or more wheel or wheels, or friction roller or rollers, or in the manner hereinbefore described.

Second—The construction of the inside surface of such outside cylinder or conducting case, either in a plane or corrugated or other irregular form deviating therefrom.

Third—The construction of the inside cylinder with a series of holes or perforations therein, and having its outside surface also in a plain or corrugated or other irregular form deviating therefrom.

JAMES HART.

BENCRAFT & SMITH,
Solicitors and Patent Agents,
Melbourne.

This is the specification referred to in the annexed Letters of Registration granted to James Hart, this seventh day of September, 1865.

JOHN YOUNG.

Improvements in Quartz-crushing Machinery.

No. 119.

ASSIGNMENT.

THIS Indenture, made the nineteenth day of December, in the year of our Lord one thousand eight hundred and sixty-five, between James Hart, of the city of Melbourne, in the Colony of Victoria, engineer, of the one part, and Charles Muirhead Ingles and William Hutchinson Gresham, of the said city, gentlemen, of the other part: Whereas, by Letters of Registration under the hand of His Excellency the Right Honorable SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the Most Distinguished Order of St. Michael and St. George, Captain General and Governor-in-Chief of the Colony of New South Wales, and the Seal of the said Colony, bearing date the seventh day of September, one thousand eight hundred and sixty-five, and duly registered and entered of record in the office of the Supreme Court of the said Colony, in pursuance of the Act sixteenth Victoria, number twenty-four, section second, after reciting as therein is recited, the said Governor, under and by virtue of the powers conferred upon him by the said Act of the Parliament of the said Colony, and of all other powers and authorities him enabling, did thereby grant unto the said James Hart, his executors, administrators, and assigns, Letters of Registration, for vesting in him and them, for a term of fourteen years, commencing from the date of the granting thereof, the exclusive enjoyment and advantage of a certain invention claimed to have been made by the said James Hart, for Improvements in Machinery for crushing, amalgamating, and washing auriferous and other Quartz or earthy matters of every description, and also, if desired, for collecting therefrom such gold and other mineral and metallic substances as they may contain, subject to the condition and proviso in the said Letters of Registration thereafter contained: And whereas the said James Hart has agreed with the said Charles Muirhead Ingles and William Hutchinson Gresham for the absolute sale to them, for certain good and valuable considerations, of one equal undivided half part or share of and in the said invention and the said Letters of Registration, and of and in the privileges and rights thereby granted, and of and in all benefit thereof that may be thereby obtained, subject, nevertheless, to the sole right of manufacture as hereinafter mentioned: Now this Indenture witnesseth that, in pursuance of the said agreement, and for the considerations aforesaid, he, the said James Hart, doth hereby grant, assign, and confirm unto the said Charles Muirhead Ingles and William Hutchinson Gresham, their executors, administrators, and assigns, all that the one equal undivided half part or share of him the said James Hart of and in the said invention and Letters of Registration hereinafter mentioned, and of and in all privileges and authorities by the said Letters of Registration granted, and of and in the exclusive use and benefit of the said invention within the said Colony of New South Wales, and of and in all rights, powers and authorities, privileges, advantages, profits, emoluments, and benefits to the said invention and Letters of Registration and premises in anywise appertaining or belonging under or by virtue of the said Letters of Registration, and of and in all the right, title, and interest whatsoever of him the said James Hart, to and in respect of the said invention, Letters of Registration, and premises respectively; excepting and reserving, nevertheless, unto the said James Hart, his executors, administrators, and assigns (until the absolute sale of the said invention for the said Colony of New South Wales), the exclusive right and liberty of manufacturing such machines, to be used in the said Colony of New South Wales, upon the terms mentioned in a scale of charges published by the said James Hart, and hereunto annexed, upon payment to the said Charles Muirhead Ingles and William Hutchinson Gresham, their executors, administrators, and assigns, of the sum of one hundred pounds, for, and in respect of every such machine to be manufactured as aforesaid: Provided, nevertheless, that in case any such machine, to be manufactured as aforesaid, shall be of a less crushing power than three hundred tons per week, the said James Hart, his executors, administrators, or assigns, shall pay to the said Charles Muirhead Ingles and William Hutchinson Gresham, their executors, administrators, or assigns, in lieu of the said sum of one hundred pounds, a percentage of seven pounds ten shillings on the gross amount of the purchase money of any such machine; to have, hold, use, exercise, and enjoy the said undivided half part or share of and in the said invention, Letters of Registration, and premises, unto and by the said Charles Muirhead Ingles and William Hutchinson Gresham, their executors, administrators, licensees, and assigns, henceforth, for all the residue of fourteen years now unexpired, and also for and during any term of years for which any extension or extensions, renewal or renewals, of the said Letters of Registration may be obtained, in as full, ample, and beneficial a manner as the said James Hart might have done if these presents had not been made, subject nevertheless as aforesaid: And the said James Hart, for himself, his heirs, executors, and administrators, doth hereby covenant with the said Charles Muirhead Ingles and William Hutchinson Gresham that he, the said James Hart, now hath in himself good right and full power and authority by these presents to assign the said undivided half part or share of and in the said Letters of Registration and premises unto the said Charles Muirhead Ingles and William Hutchinson Gresham, their executors, administrators, and assigns, in manner aforesaid, according to the true intent and meaning of these presents; and that the same, together with the said rights, privileges, and premises, shall, subject as aforesaid, from henceforth be held, used, exercised, and enjoyed, during the term or terms aforesaid, by the said Charles Muirhead Ingles and William Hutchinson

Improvements in Quartz-crushing Machinery.

Hutchinson Gresham, their executors, administrators, or assigns, without any lawful denial, interruption, hindrance, prevention, or disturbance by any person or persons whomsoever: And lastly, that the said James Hart, and every other person having, or lawfully claiming, or to claim, any right, title, interest, or authority whatsoever, either at law or in equity, to or in respect of the said Letters of Registration and premises, will and shall, from time to time, and at all times hereafter, upon any reasonable request, and at the costs of the said Charles Muirhead Ingles and William Hutchinson Gresham, their executors, administrators, or assigns, make, do, and execute all such further acts, deeds, applications, petitions, amendments, disclaimers, assurances, matters, and things whatsoever, for the better and more effectually assigning, assuring, confirming, renewing, or extending the said invention, Letters of Registration, privileges, term or terms of years and premises, or any of them, or the enjoyment thereof, unto and for the benefit of the said James Hart, Charles Muirhead Ingles and William Hutchinson Gresham, their executors, administrators, or assigns, or for enabling them, or any or either of them, to prevent or commence, bring or prosecute, any actions, suits, or other proceedings, in respect of any infringement or infringements of the said privileges and premises intended to be hereby assured, or otherwise to secure to them the exclusive use and enjoyment of the said invention and premises, as by the said Charles Muirhead Ingles and William Hutchinson Gresham, their executors, administrators, and assigns, shall be devised and required.

In witness whereof, the said parties to these presents have hereunto set their hands and seals, the day and year first above written.

Signed, sealed, and delivered by the said James Hart,)
 by his Attorney, Stephen Campbell Brown, duly) JAMES HART. (L.S.)
 constituted under power of attorney, dated the 13th) (By his Attorney).
 day of December, 1865, in the presence of—) S. C. BROWN.

H. AYLWARD,
 Clerk to S. C. Brown,
 Solicitor, Sydney,
 358, Bourke-street, Surry Hills.

In the Supreme Court of)
 New South Wales. }

On this nineteenth day of December, in the year one thousand eight hundred and sixty-five, Horatio Aylward, of Sydney, in the Colony of New South Wales, clerk to Stephen Campbell Brown, of same place, solicitor, being duly sworn, maketh oath and saith as follows:—

The writing contained on the above and two preceding sides of paper is a true copy of the original assignment made or given by James Hart, of the city of Melbourne, in the Colony of Victoria, to Charles Muirhead Ingles and William Hutchinson Gresham, of said city, gentlemen, and of every schedule or inventory thereto annexed or therein referred to, and of every attestation of the execution thereof; and that the said assignment was made and given on the day it bears date, being the nineteenth day of December, in the year of our Lord one thousand eight hundred and sixty-five.

I was present, and did see Stephen Campbell Brown, of Sydney aforesaid, solicitor, the attorney (duly constituted under power of attorney, under the hand and seal of the said James Hart, in the said assignment mentioned, bearing date the thirteenth day of December, one thousand eight hundred and sixty-five, and which is filed herewith) of the said James Hart, and whose named is signed thereto, in the name and as the act and deed of the said James Hart, sign and execute the said assignment, on the said nineteenth day of December, in the year aforesaid: And I have been informed and believe the said James Hart resides at Melbourne, in the Colony of Victoria, and is an engineer.

The name H. Aylward, set and subscribed as the witness attesting the execution of the said assignment, is of my own proper handwriting, and that I am the only attesting witness to the said assignment, and reside at 358, Bourke-street, Surry Hills, in said city of Sydney, and am clerk to Stephen Campbell Brown, of Sydney aforesaid, solicitor.

Sworn by the deponent, on the day first above-)
 mentioned, at Sydney aforesaid, before me—) H. AYLWARD.

JOHN PHELAN,
 A Commissioner for Affidavits.

Entered of record in the Office of the Supreme Court of New South Wales, this nineteenth day of December, A.D. 1865, at a quarter past twelve o'clock p.m., in pursuance of the Act 16 Vic., No. 24, section 3.

(For the Prothonotary),
 G. J. CROUCH,
 Fourth Clerk of the Supreme Court.

Improvements in Quartz-crushing Machinery.

No. 143.

ASSIGNMENT.

THIS Indenture, made the twenty-third day of October, in the year of our Lord one thousand eight hundred and sixty-six, between James Hart, of Melbourne, in the Colony of Victoria, engineer, hereinafter called the assignor, of the one part, and Andrew Gibson Corbett, of Brighton, near Melbourne aforesaid, Esquire, hereinafter called the assignee, of the other part: Whereas the said assignor is the owner of certain Letters Patent for the Colony of New South Wales, dated the seventh day of September, 1865, for Improvement in Machinery for crushing, amalgamating, and washing auriferous and other Quartz or earthy matters of every description, and also, if desired, for collecting therefrom such gold and other mineral and metallic substances as they may contain: And whereas the said assignor, in order to secure the repayment of the sum of two thousand pounds lent and advanced to him by the said assignee, hath agreed, at the request of the said assignee, to execute these presents: Now, this Indenture witnesseth that, in pursuance of the said agreement, and in consideration of the sum of two thousand pounds heretofore well and truly paid by the said assignee to the said assignor, the receipt whereof the said assignor doth hereby admit and acknowledge, he, the said assignor, doth by these presents assign and transfer and set over unto the said assignee, his executors, administrators, and assigns, all that the right, title, and interest of him the said assignor of and in the said Patent, and all benefits and advantages to be derived therefrom; to have and to hold the said Patent, and the said right, title, and interest, and all and singular the premises hereinbefore expressed, to be hereby assigned unto the said assignee, his executors, administrators, and assigns, for his and their own absolute use and benefit, subject to redemption as hereinafter mentioned: And for the purposes aforesaid, the said assignor doth hereby appoint the said assignee, his executors, administrators, and assigns, to be the true and lawful attorney or attorneys of him the said assignor, for him and in his name or otherwise, but at the expense, in all things, of the said assignee to grant licenses to work the said Patent to any person or persons willing to take such licenses, and to act in, execute, and do all other lawful matters and things in and about and connected with the said Patent, as may be necessary or expedient: And the said assignor doth hereby, for himself, his heirs, executors, and administrators, covenant with the said assignee, his heirs and assigns, that he, the said assignor, will and shall, when required to do so by the said assignee, his heirs or assigns, at his or their expense, execute and do all needful assurances, acts, and things, to obtain for and vest in the said assignee, his executors, administrators, and assigns, the said Patent, and all the right, title, estate, and interest of him the said assignor therein and thereto, and all benefits and advantages to be derived therefrom: And, in consideration of the premises, he, the said assignee, for himself, his executors, administrators, and assigns, doth hereby covenant with the said assignor, his executors and administrators, that he, the said assignee, his executors, administrators, and assigns, when the said sum of two thousand pounds, and interest thereon after the rate of ten pounds per centum per annum, shall be paid to him, re-assign or transfer the said Letters Patent and all interest therein to the said assignor, his executors, administrators, and assigns: And the said assignor, for himself, his executors, administrators, and assigns, doth further covenant with the said assignee, his executors, administrators, and assigns, that he, the said assignor, shall and will, when required so to do, make and execute all such further deeds, acts, and other assurances, for assigning and transferring all the right, title, and interest of him the said assignor of and in all improvements and alterations which, from time to time, may be made by the said assignor in and about such patent and invention to secure the repayment of the aforesaid sum of money.

In witness whereof, the said parties to these presents have hereunto set their hands and seals, the day and year first above written.

Signed, sealed, and delivered by Charles Manton, } JAMES HART.
as the duly appointed Attorney for the above- } (By his Attorney),
named James Hart, in the presence of— } CHS. H. MANTON. (L.S.)
W. A. MANTON.

Received, before the day and year first above written, of and from the above-named Andrew Gibson Corbett, the sum of two thousand pounds, being the consideration money above expressed to have been paid by him to me.

JAMES HART.
(By his Attorney),
Witness—W. A. MANTON. CHS. H. MANTON. (L.S.)

Improvements in Quartz-crushing Machinery.

In the Supreme Court of }
New South Wales. }

ON this twenty-fourth day of October, in the year of our Lord one thousand eight hundred and sixty-six, William Arthur Manton, of Hunter's Hill, near Sydney, in the Colony of New South Wales, gentleman, being duly sworn, maketh oath and saith as follows:—

1. The assignment of Letters Patent bearing date the twenty-third day of October, in the year of our Lord one thousand eight hundred and sixty-six, and made by Charles Manton, of Sydney aforesaid, gentleman, the attorney of the said James Hart, of Melbourne, in the Colony of Victoria, engineer, in favour of Andrew Gibson Corbett, of Brighton, near Melbourne, Esquire, a true copy of which assignment of Letters Patent is contained in the preceding sheet, and was duly executed and given by the said Charles Henry Manton, as the attorney of the said James Hart, on the twenty-third day of October instant—the date of the deed of assignment aforesaid.

2. The said Charles Henry Manton resides at Sydney aforesaid.

3. I, the said William Arthur Manton, am the attesting witness to the execution of the said deed of assignment of Letters Patent, and my place of residence is herein-before set forth.

Sworn by the deponent, on the day first above }
mentioned, at Sydney aforesaid, before me— }

W. A. MANTON.

COLIN MACKENZIE,
A Commissioner for Affidavits.

Registered and entered of record in the Office of the Supreme Court of New South Wales, this twenty-fourth day of October, A.D. 1866, in pursuance of the Act 16 Vic., No. 24, sec. 2. Number 143 of Book A, folio 29.

(For the Prothonotary),

G. J. CROUCH,
Fourth Clerk of the Supreme Court.

R E P O R T.

Sydney, 1 August, 1865.

SIR,

In compliance with your request, we have examined the drawings and specifications accompanying Mr. James Hart's application for Letters of Registration for Improvements in Machinery for crushing Quartz, &c.; and we have now the honor to report that we see no objection to such Letters being granted as desired.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
E. O. MORIARTY.

[Drawings—one sheet.]

HART'S PATENT CYLINDRICAL QUARTZ CRUSHING, AMALGAMATING & GOLD WASHING MACHINE

Scale $\frac{1}{4}$ an Inch to a Foot

Fig 1
ELEVATION

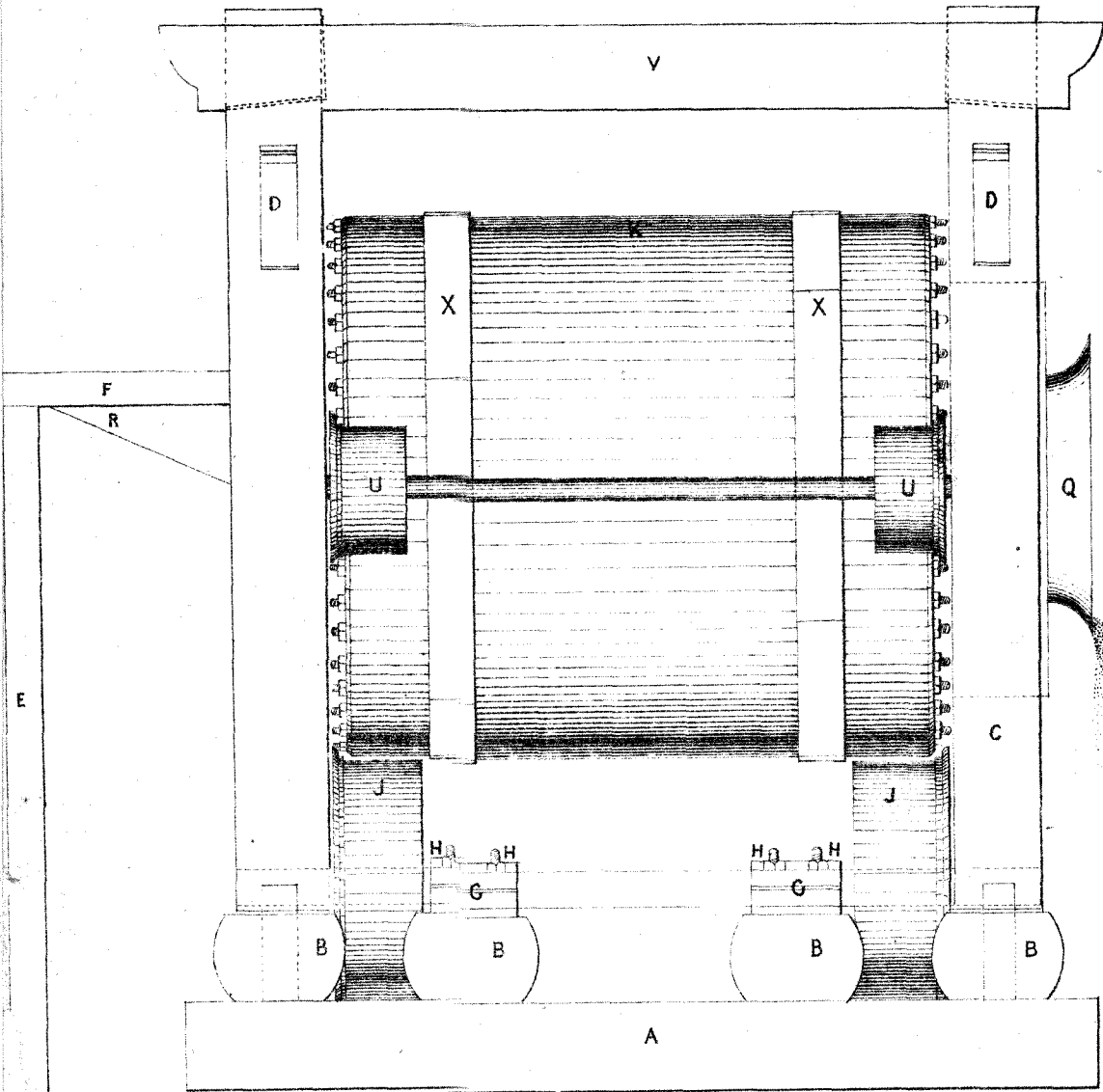


Fig 2
GROUND PLAN

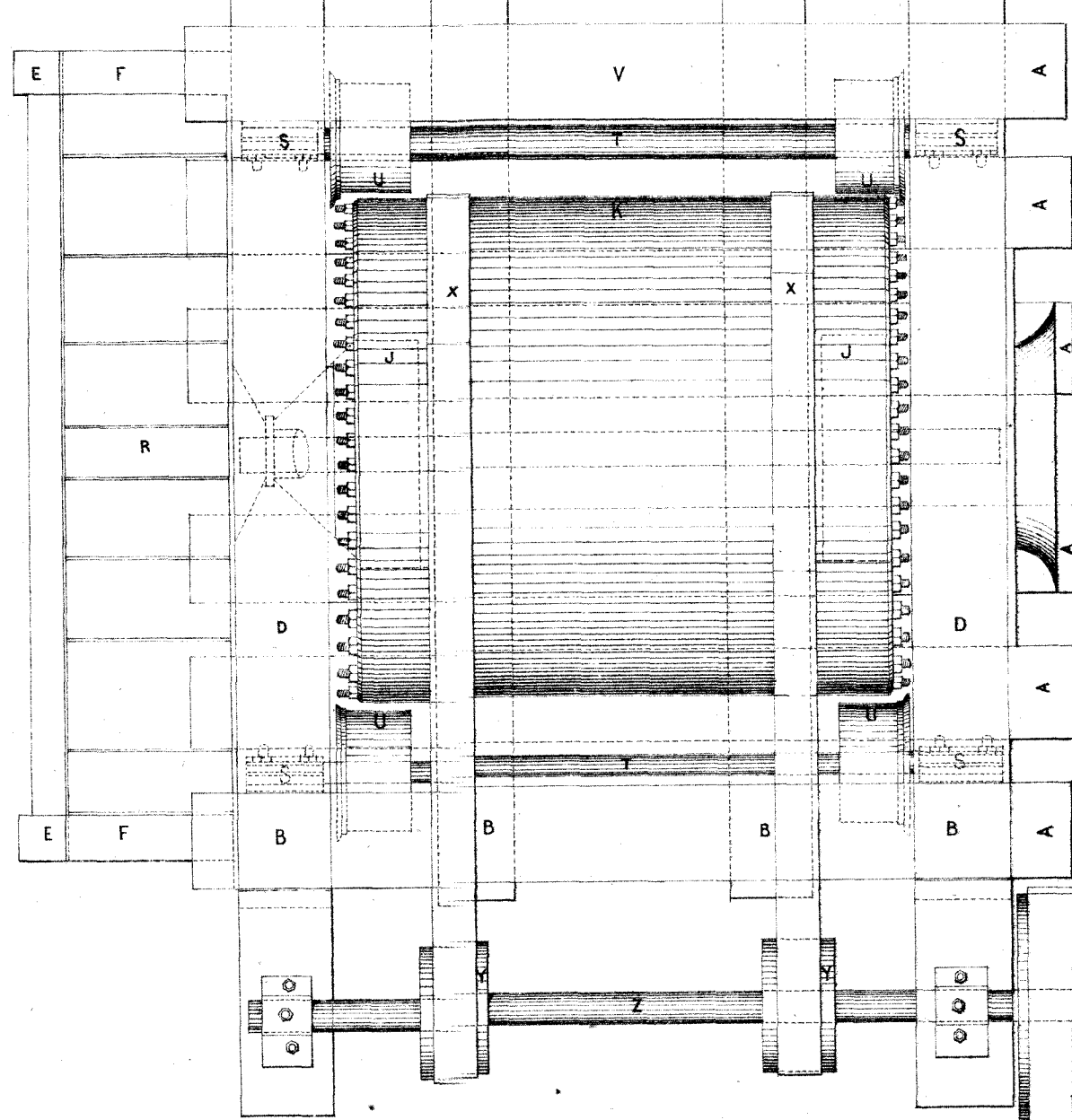


Fig 3.
FRONT END

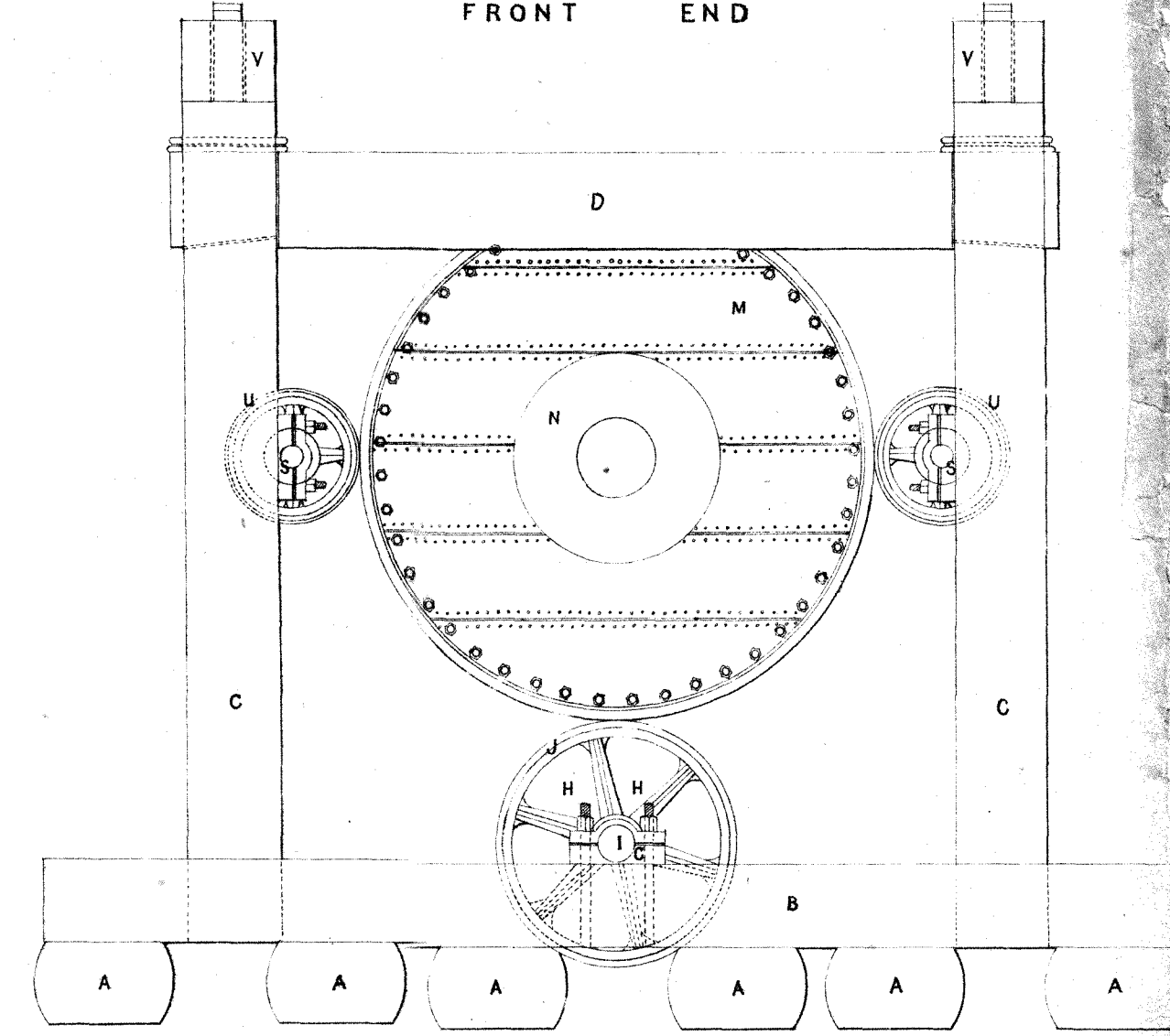


Fig 4
LONGITUDINAL SECTION

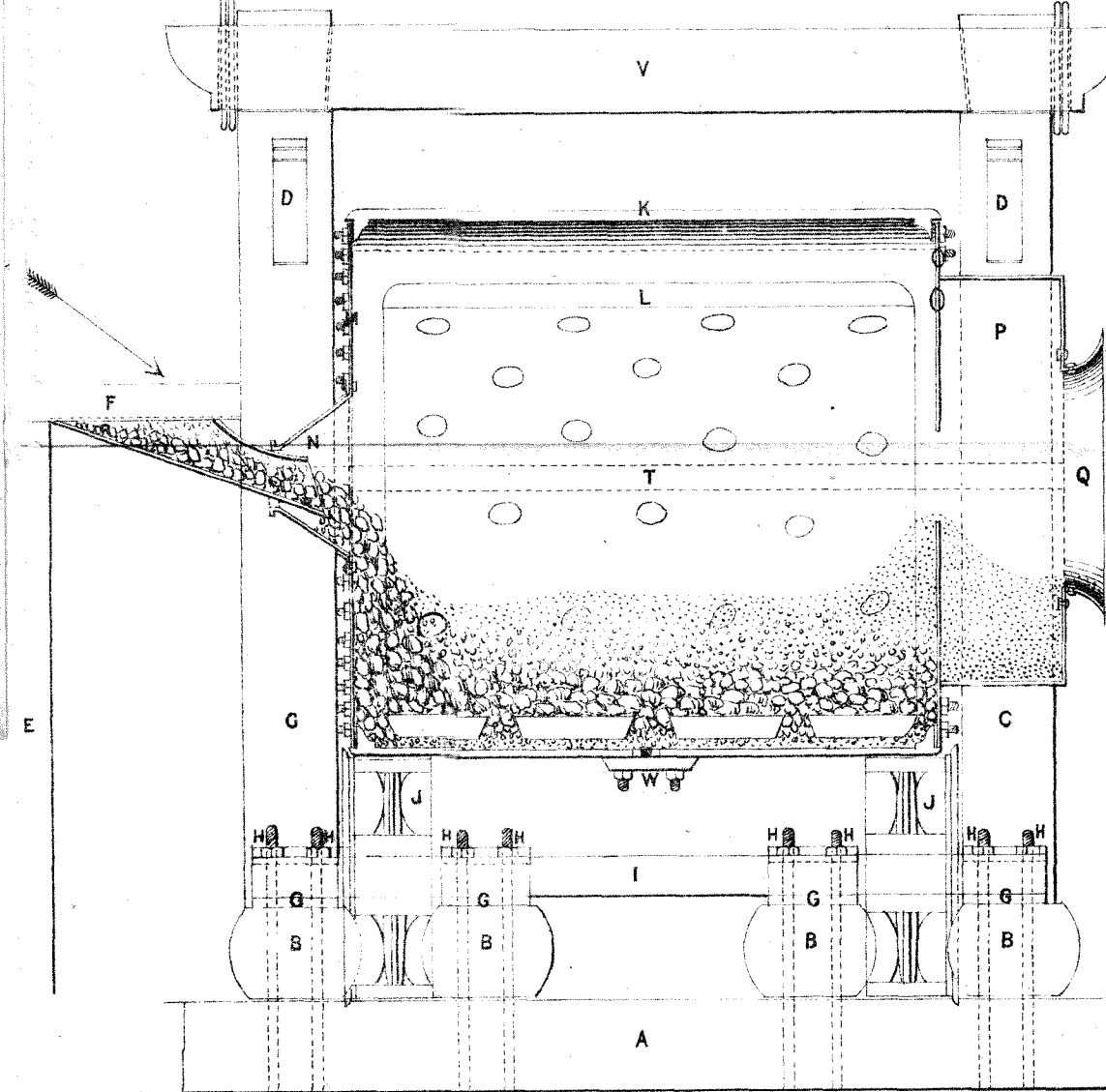


Fig 5.
TRANSVERSE SECTION

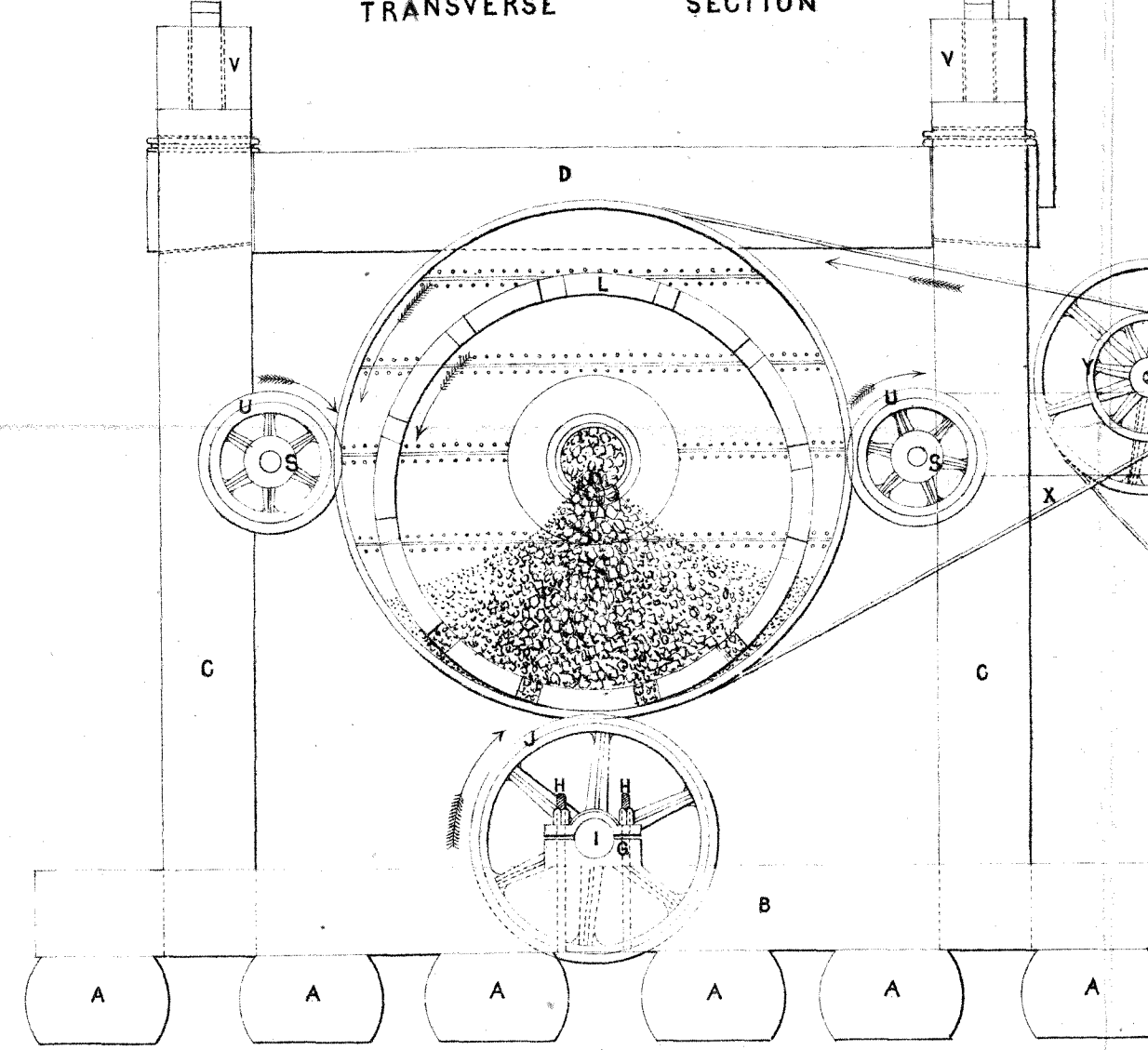
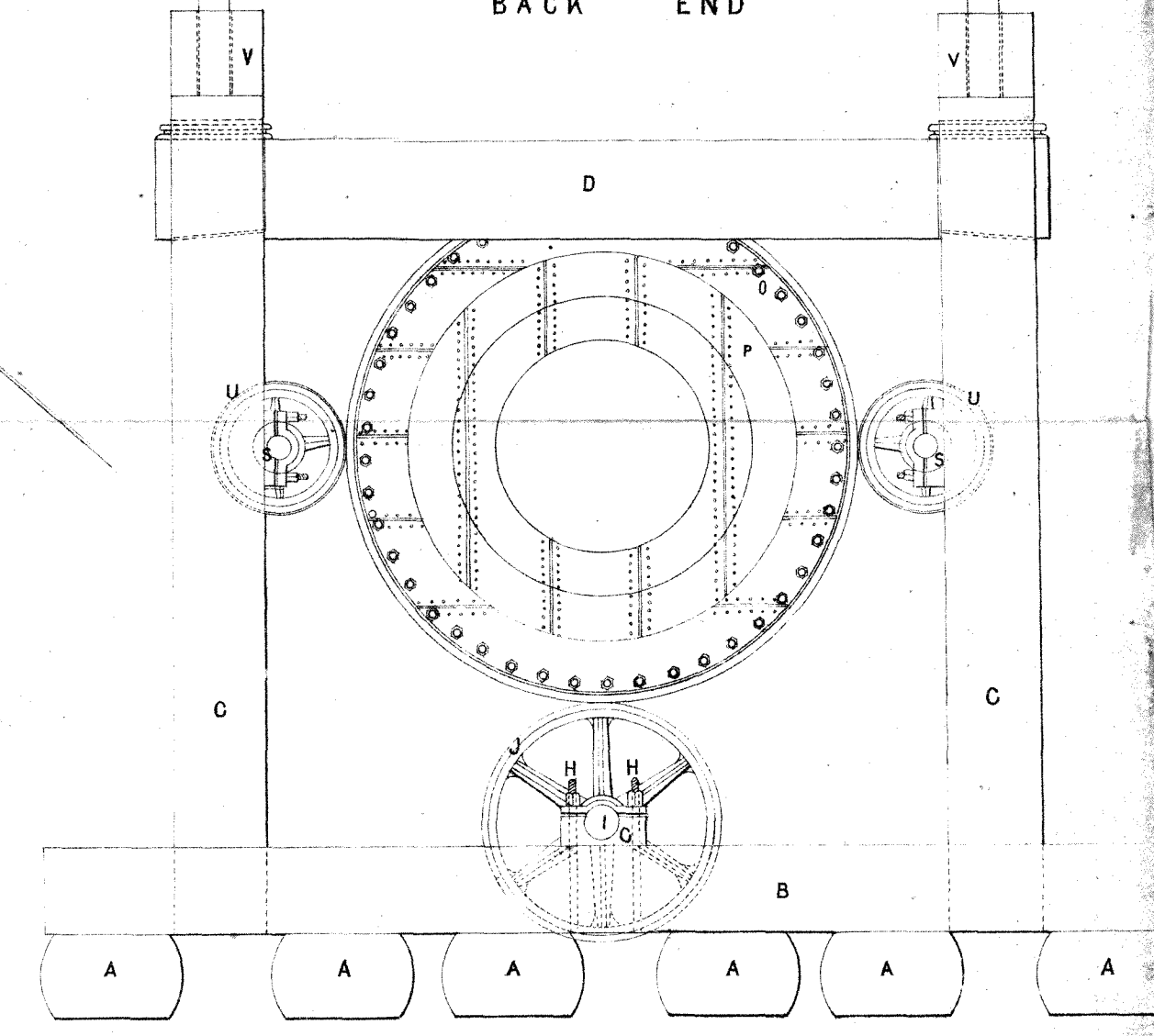


Fig 6
BACK END



DETAILED SPECIFICATION

AAAAAA Ground floor logs - BBBB Four cross - CCCC Four Corner Posts - DD Two ends tenon'd into CCCC - EE Two uprights to support shoot - FF Two side timbers resting on EE and tenon'd into CCCC - GGGG Four Pillow blocks resting on BBBB and supporting main shaft I - HHHHHH Sixteen bolts holding pillow blocks to BBBB and supporting main shaft I - I Main shaft I - JJ Two wheels fitted on to Main shaft I and supporting K L M N O P Q - K One outside Cylinder resting on JJ - L One inside Cylinder resting in K - M One end fitted to K with bolts - N One One fitted with rivets to M and receiving stone to be crushed - O One end fitted to K with bolts - P One Counter Cylinder fitted to O with rivets - Q One discharging lip fitted to P with rivets - R One Shoot conducting Stone into Cylinder and fitted to FF and supported by EE - SSSS Four Pillow blocks fitted to CCCC and supporting II and UUUU - T T Two Shafts supported in pillow blocks - UUUU Four friction Rollers fitted on T T assisting support K L M N O P Q - V V Two top timbers fitted to CCCC - W A plug or tap hole screwed into K for the purpose of cleaning out cylinder K - XX Two driving bands - Y Y Two pulleys fitted on driving shaft Z - Z Counter or Engine shaft

Signed James Hart



A.D. 1865, 21st September. No. 115.

**IMPROVEMENTS IN MACHINERY FOR PRESSING AND CUTTING
TOBACCO.**

**LETTERS OF REGISTRATION to William Woodman Huse, for
Improvements in Machinery for pressing and cutting Tobacco.**

[Registered on the 22nd day of September, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Commander-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS WILLIAM WOODMAN HUSE, of the city of Brooklyn, in the State of
New York and United States of America, hath by his Petition humbly represented to me
that he is the author or designer of a certain invention for Improvements in Machinery for
pressing and cutting Tobacco, which is more particularly described in the specification
and paper of drawings which are hereunto annexed, and that he, the said Petitioner, hath
deposited with the Honorable the Treasurer of the said Colony of New South Wales the
sum of Twenty Pounds sterling, for defraying the expenses of granting these Letters of
Registration, as required by the Act of Council sixteenth Victoria, number twenty-four;
and hath humbly prayed that I would be pleased to grant Letters of Registration, whereby
the exclusive enjoyment and advantage of the said invention or improvement might be
secured to him for a period of fourteen years: And I, being willing to give encouragement
to all inventions and improvements in the arts or manufactures which may be for the public
good, and having received a report favourable to the prayer of the said Petition, from
competent persons appointed by me to examine and consider the matters stated therein and
to report thereon for my information, am pleased, with the advice of the Executive Council,
and in exercise of the power and authority given to me by the said Act of Council, to grant,
and do, by these Letters of Registration, grant unto the said William Woodman Huse, his
executors, administrators, and assigns, the exclusive enjoyment and advantage of the said
invention

Improvements in Machinery for pressing and cutting Tobacco.

invention and improvement, for and during the term of fourteen years from the date hereof: To have, hold, and exercise unto the said William Woodman Huse, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said William Woodman Huse shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this twenty-first day of September, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

Sydney, in the Colony of New }
South Wales, to wit. }

JOSIAH VINCENT LAVERS, of Sydney, in the Colony of New South Wales, wine merchant, being duly sworn, maketh oath and saith as follows:—The paper writing, together with the paper thereunto annexed, purporting to be a copy of Letters of Registration, with the specification and plans belonging thereto, granted to William Woodman Huse, are a true copy of the said original Letters of Registration and the said plans and specification.

Sworn by the deponent, on the }
22nd day of September, }
A.D. 1865, before me,— }

J. V. LAVERS.

F. H. STEPHEN,

A Commissioner for Affidavits.

TO ALL TO WHOM THESE PRESENTS SHALL COME, I, WILLIAM WOODMAN HUSE, of the city of Brooklyn, in the State of New York and United States of America, send greeting:

WHEREAS I am in possession of an invention for "Improvements in Machinery for pressing and cutting Tobacco," and have petitioned His Excellency the Governor General of New South Wales to grant unto me, my executors, administrators, and assigns, Letters of Registration for the same: Now know ye, that I, the said William Woodman Huse, do hereby declare that the following specification fully describes and ascertains the nature of the said invention, and the manner in which the same is to be performed (that is to say):—The object of my invention is so to construct a machine that it can be used for pressing the tobacco preparatory to, and then to cut it, as it is necessary that tobacco should be pressed into a compact state before it is cut. It has been the practice heretofore to use two independent machines,—one to press, and the other to cut; but with my invention, by simply changing the position of some of the parts, both operations can be efficiently performed with one machine. My said invention also relates to an Improvement of Cutters for cutting Tobacco. The cutting of tobacco, while in a state of compression, as it must be, has heretofore presented a very serious difficulty. The juice which is forced out of the Tobacco by the pressure to which it is subjected, and by the cutting action, accumulates on the face of the cutter to such an extent as to stop the cutting action until cleaned. I have discovered that this is due to the practice of forming that face of the knife or cutter which is towards the mass of tobacco flat, and in the plane of the cutting edge, giving all the bevel to obtain a cutting edge to the outer face, and that the whole difficulty is obviated by making the inner face of the cutter which is towards the mass of tobacco inclining outward from the plane of motion of the cutting edge. And my said invention also relates to a simple and efficient combination of machinery for readily adjusting the feeding motion, which
advances

Improvements in Machinery for pressing and cutting Tobacco.

advances the tobacco to the knives by which it is cut, to cut it fine or coarse as may be desired. In the accompanying drawings, fig. 1 is a plan view of the machine, as adapted for cutting tobacco; fig. 2 is a side elevation; fig. 3 a longitudinal vertical section; and fig. 4, an elevation of the rear end of the machine. Fig. 5 is a vertical section of the machine arranged for pressing. The same letters indicate like parts in all the figures. *a* represents a suitable frame, in the upper part of which is formed a horizontal bed, *b*, with parallel sides, *cc*, to form a trough or way to receive the tobacco to be cut, after it has been pressed, and in which it is moved towards the cutters. To this trough is fitted a cap plate, *d*, which, after the tobacco has been placed, is held down by a wedge key, *e*. At the side of the trough is mounted a horizontal shaft, *f*, to the front end of which is secured a wheel, *g*, with arms and a crank handle; and to the inner face of the tub and rim of this wheel are several cutters, *hh*, which stand off from the inner face of the arms sufficiently for the passage of the cut tobacco. I make the cutting edge of the cutters convex, in the form of a segment of a circle, to obtain a gradual draw cut; and I make them either smooth or serrated, according to the purpose for which the tobacco may be intended. The inner face of these cutters, that is, the face towards the front edge of the trough, is bevelled outwards from the cutting edge to the back, so that this entire face from the cutting edge is inclined outward from the plane of motion of the cutting edge. This effectually prevents the cutter from being gummed by the juice which is forced out from the tobacco. The front edge of the trough should be of steel, with a sharp square edge, to facilitate the cutting operation. The tobacco is fed or pushed forward by a follower, *i*, on the end of a screw, *j*, which passes through a rotating nut, *k*, mounted in the rear end of a ball, *l*, which swings on trunnions, *mm*, from the sides of the frame, for a purpose to be presently described. When the machine is used for cutting, the ball *l* is held in a horizontal position by the set screws *nn*, or other equivalent means. The nut *k* carries a ratchet wheel, *o*, which is actuated by a pawl, *p*, on an arm, *q*, which turns on the rear part of the nut *k*; and this arm *q* receives a vibratory motion by a connecting rod, *r*, from a crank on the rear end of the shaft *f*. To regulate the extent of feed, there is a clam plate, *t*, against the outer part of the ratchet wheel, and mounted so that it can turn on the nut *k*. A portion of the periphery of this plate is of less diameter than the ratchet wheel, and the rest of greater diameter, so that as the arm *q* vibrates the pawl *p*, the cam form of the edge of the cam plate will determine when the pawl shall act on the ratchet teeth. The cam plate is held by a screw passing through a segment slot, *u*, to admit of setting it, so that by turning and setting the plate, the extent of feeding motion can be readily adjusted. The horizontal bed, *b*, of the trough is movable, and rests on an open part of the frame *a*. Preparatory to cutting tobacco it is to be pressed, and for this purpose the connecting rod *r* is disconnected from the ratchet arm *q*. The set screws *n* are slackened, and the ball *l* turned up in a vertical position, as represented at figures 2 and 5, and the nut screwed in the ball *l*, by means of a set screw, *v*, to prevent it from turning in the ball *l*. The bed *b* is then removed. A portable trough, *w*, is then placed on the bed plate, *x*, of the frame *a*, the tobacco piled into it, a movable top, *y*, put on the top, and then, by turning the screw *j*, by a handwheel, *z*, on its outer end, pressure is made on the movable top *y*, until it is pressed down to the required extent, and then it is fastened down by wedges or other suitable means, the screw turned up, and the movable trough taken out. After being so pressed and held, the tobacco can be taken out of this trough and put into the trough to be cut, as first described. By the same means, tobacco can be pressed into other forms. I am thus enabled to use the same machine for pressing the tobacco and then for cutting it. What I claim as my invention, and desire to secure by Letters Patent, is,—mounting the nut of the feeding and pressing screw in a ball, which can be changed from a vertical to a horizontal position, substantially as described, in combination with the cutters, and with the frame so constructed as, by the change of position of the ball which carries the nut of the screw, and moving the bed of the cutting trough as set forth, the said machine can be used for pressing and cutting tobacco as set forth. I also claim forming the cutters in machinery for cutting tobacco with the inner face, that is, the face towards the mass of tobacco, bevelled or inclined outward from the cutting edge, substantially

Improvements in Machinery for pressing and cutting Tobacco.

substantially as and for the purpose specified. I also claim the combination, substantially as herein described, of the non-rotating feeding screw, the rotating nut, mounted thereon, and provided with a ratchet wheel, the vibrating pall or ratchet hand, and the adjustable cam plate, for determining the extent of feed motion which shall be imparted to the ratchet wheel for the purpose specified.

In witness whereof, I, the said William Woodman Huse, have hereunto set my hand and seal, the twenty-third day of May, in the year of our Lord one thousand eight hundred and sixty-five.

Witness—

ANDREW DE LACY,
37, Park Row,
New York City.

WM. WOODMAN HUSE. (L.S.)

REPORT.

Sydney, 25 August, 1865.

SIR,

In compliance with your request, we have examined the specification and drawings accompanying Mr. W. W. Huse's application for Letters of Registration for "Improvements in Machinery for pressing and cutting Tobacco"; and we have now the honor to report that we see no objection to the granting of Letters of Registration as desired.

THE HONORABLE
THE COLONIAL SECRETARY.

We have, &c.,
J. SMITH.
EDWARD BELL.

[Drawings—one sheet.]

FIG. 1

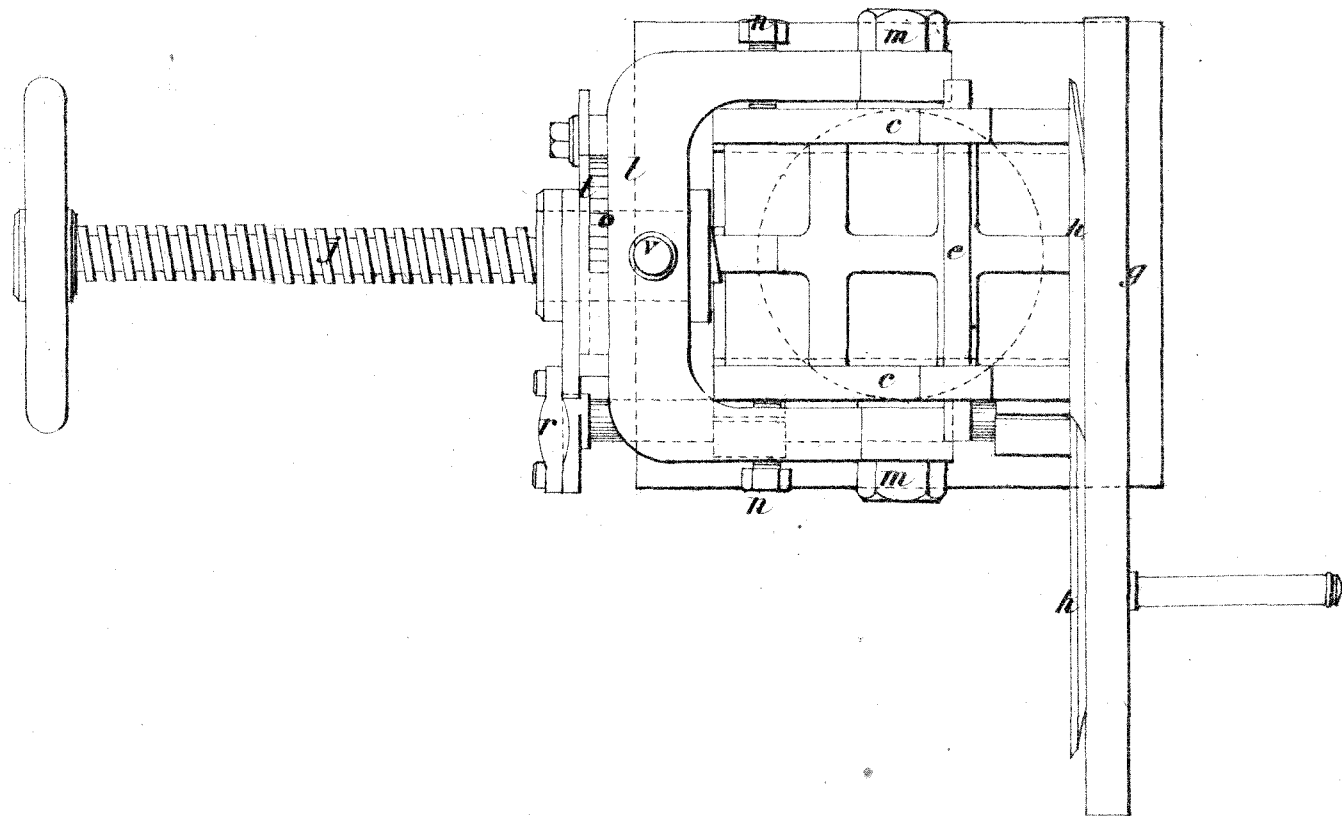


FIG. 2

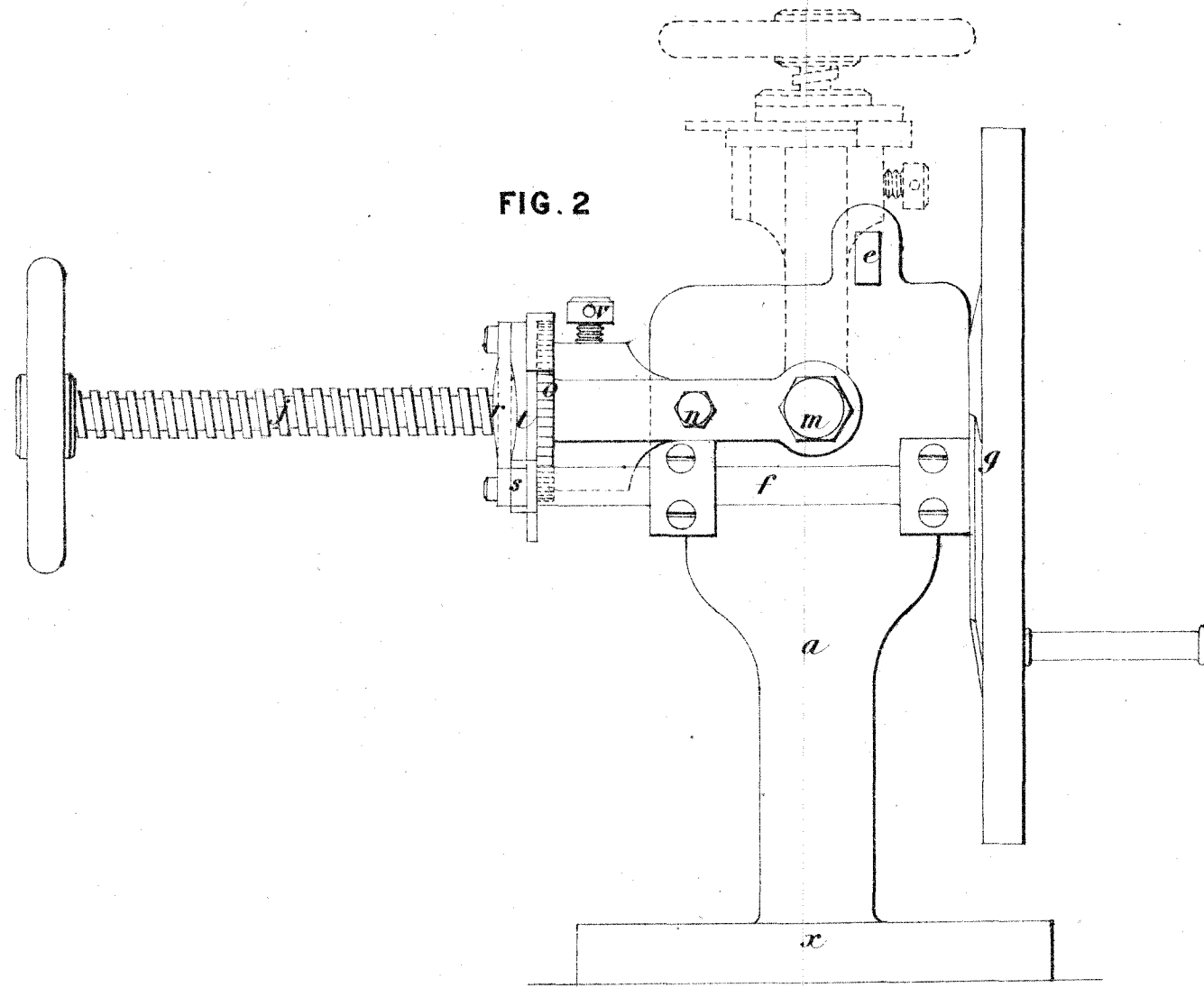


FIG. 3

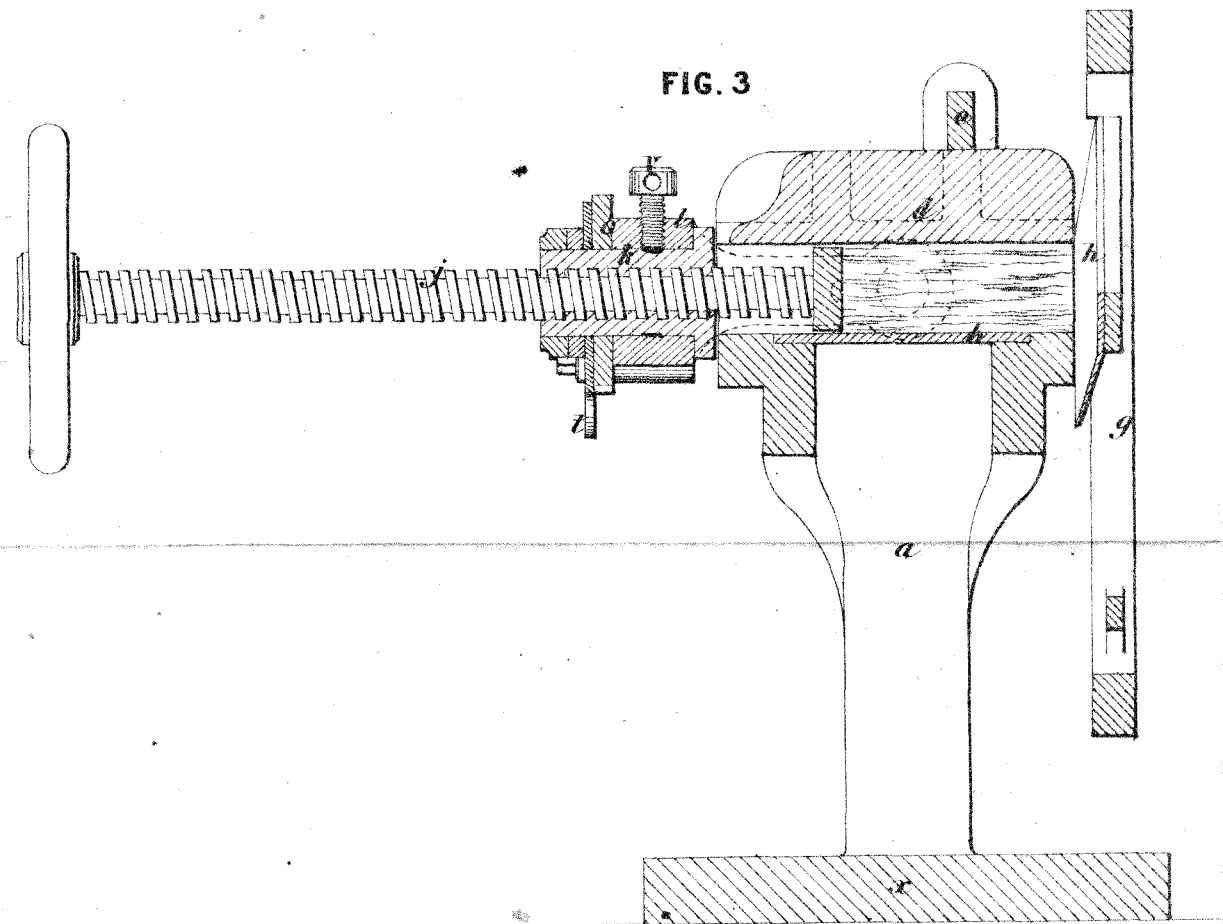


FIG. 4

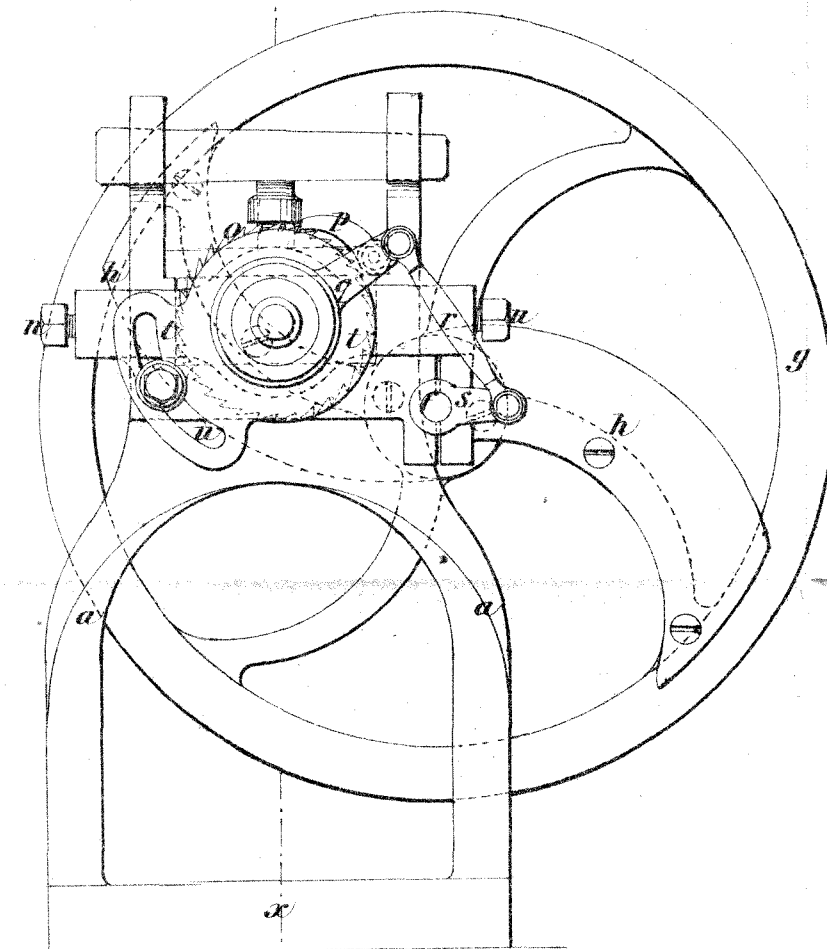
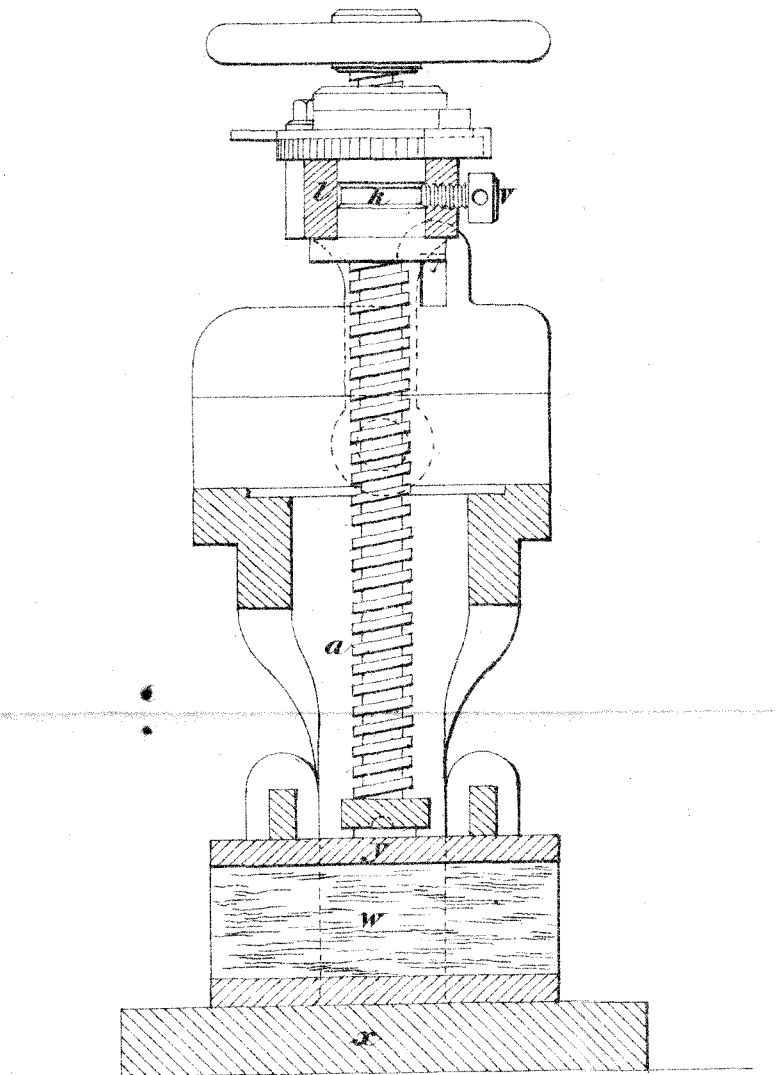


FIG. 5



Newton & Son, delt; 66, Chancery Lane, London



A.D. 1865, 21 *September*. No. 115 A.

IMPROVEMENT IN THE PRESERVATION OF MEAT.

LETTERS OF REGISTRATION to Robert James Pierce, for an
Improvement in the preservation of Meat.

[Registered on the 22nd day of September, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting :

WHEREAS ROBERT JAMES PIERCE, of Warratah, in the Colony of New South
Wales, surgeon, hath by his Petition humbly represented to me that he is the agent of John
Morgan, of Dublin, in Ireland, medical doctor, who is the author or designer of a certain
invention or improvement in manufactures, that is to say, of an invention for the speedy
and perfect cure and preservation of Meat for food, which is more particularly described
in the specification hereunto annexed, and that he, the said Petitioner, hath deposited
with the Honorable the Treasurer of the said Colony of New South Wales the sum of
Twenty Pounds sterling, for defraying the expense of granting these Letters of Registra-
tion, as required by the Act of Council sixteenth Victoria, number twenty-four ; and hath
humbly prayed that I would be pleased to grant Letters of Registration, whereby the
exclusive enjoyment and advantage of the said invention or improvement might be
secured to him as such agent as aforesaid, for a period of fourteen years : And I, being
willing to give encouragement to all inventions and improvements in the arts or manu-
factures which may be for the public good, and having received a report favourable to
the prayer of the said Petition, from competent persons appointed by me to examine
and consider the matters stated therein, and to report thereon for my information, am

Improvement in the preservation of Meat.

pleased, with the advice of the Executive Council, and in exercise of the power, and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Robert James Pierce, as such agent as aforesaid, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Robert James Pierce, as such agent as aforesaid, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Robert James Pierce, as such agent as aforesaid, shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court, at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this twenty-first day of September, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

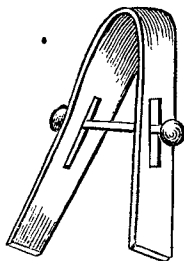
JOHN YOUNG.

SPECIFICATION referred to in the Petition of Robert James Pierce, for Letters of Registration of a new process of curing and preserving Meat.

SELECT oxen or sheep of a fair description, not tough or old, nor immoderately fat. The animal is to be killed by pithing, or by a blow or blows on the head. When dead, it is to be turned on its back, and the sternum freely opened, the sides forced back with a long levered spreader or otherwise, the pericardium when exposed, freely divided, and an incision made into the right ventricle or right auricular appendix of the heart. As soon as the blood from the right ventricle or auricle begins to rush out, make an incision freely into the part of the left ventricle down to the tip, in all about four inches. The venous blood from the right side, and the arterial blood from the left side, will then flow out. Care must be taken to avoid wounding any large vessel while opening the chest, and that no previous bleeding takes place.

Turn the animal on the side, to allow the blood to flow freely. In a few minutes, relay it on its back, and introduce a pipe, furnished with a turn-cock, into the left ventricle, through the incision previously made, and thence by gentle management into the aorta, and secure it there. One means of doing this is by passing round a double stout cord, going in at the left side and passing up between the aorta and vena cava superior, and putting a stick through the loop and twisting it tightly. Connect the pipe with a coupling, also furnished with a stop-cock, attached to a tube leading from a tank holding strong brine and some saltpetre, about two or three ounces to the gallon (to dissolve the blood), and turn on. The fluid should rush freely through the cut on the right side of the heart in a few seconds. In two or three minutes it will all run through, the time depending on the quantity of liquor, which should be about one gallon to the hundredweight.

As soon as the blood is perfectly exhausted, disconnect the pipe from the coupling, and secure effectually the cut in the right ventricle or auricular appendix (as the case may be). This may be done with the clip, shewn in the diagram in the margin. The clip should be about ten or twelve inches long, and three and a half at the base, and well roughened at the ends. B is a sliding bar for tightening. The clip must be of stout heavy iron, hardened.



Now connect the pipe with the coupling (furnished with a stop-cock) of a tube leading from another tank, in which has been placed (well strained), for each hundredweight, one and a quarter, or if the air be of a drying nature, two gallons of the strongest brine (ordinary temperature), two or three ounces of saltpetre, or three or four ounces of common nitrate of soda, four to six pounds of sugar, and one pint of strong decoction of allspice, pepper, &c., and turn on. As the cut in the right side is closed by the clip or other means, the fluid cannot escape, and all the tissues become thoroughly soaked with it in about five minutes. Let the animal lie for about an hour on its back, before being skinned and cut up.

The necessary pressure for forcing the fluids through the animal may be obtained by placing the tanks at an elevation of from twenty to twenty-five feet, or by steam or other means.

The

Improvement in the preservation of Meat.

The pickle should not be used sparingly, and care must be taken that it does not run back on the tube, in consequence of the cord not being tight enough round the aorta.

For drying, select the prime pieces, such as the loin, ribs, rump, and thigh, and cut them into pieces of about ten pounds each, and soak them for about five minutes in a bath of the strongest brine, with extra salt (about a pound of alum to thirty gallons of brine may be added by way of change), hang them up at once to dry in a draught where the air is driest and will carry off the moisture most rapidly. Smoke or a charcoal fire, if necessary, can be used to drive away the flies and to assist in preserving the meat, which is to be dried to the consistence of bacon or hung beef. The large bones may be taken out for convenience. The pieces should not be too thick, but may be as long and wide as required. The meat is to be packed in sound casks, or tinned or tight cases covered over with tarpaulin or pitched canvas, or otherwise rendered as impervious to damp as possible. It is to be packed in chaff, sawdust, or chopped dry straw. The pieces should not lie in contact, unless the air can be excluded. Before packing, to vary the process, some of the pieces may be dipped in melted fat, or rubbed over with gelatine made of hoofs, skins, horns, &c., which is to be allowed to dry on them.

For casking, the pieces should not be removed from the bath for an hour, and should then at one be placed in the casks, with about six pounds of large coarse salt for each hundredweight. Two or three pounds of salt should be placed at each end of the cask, which is to be carefully headed up. The cask is then to be filled up with strong brine from the bung-hole, and the loss by absorption or otherwise made good every day for a few days. The cask must be securely fastened up.

The tongue need only be hung by the tip, with a moderate root left, and so dried and smoked.

The hide, in consequence of not being removed during the curing process, is itself nearly cured, and can be pegged out to dry, sprinkled with a little salt, and packed, or it may be treated in the usual manner.

The chest having been cut, will require salting or casking.

Instead of the second process or stage, the pipe may be connected with a steam pipe eight to ten pounds pressure, and steam admitted for five to ten minutes. The pieces of meat are then to be laid in salt for from forty-eight to seventy hours, and dried. Boiling pickle may also be tried in the second stage.

The times mentioned for the different processes will of course vary according to the state of the atmosphere, temperature, &c.

This is the specification referred to in the annexed Letters of Registration granted to Robert James Pierce, this twenty-first day of September, 1865.

JOHN YOUNG.

REPORT.

Sydney, 16 August, 1865.

SIR,

With reference to the application of Dr. Pierce, of Newcastle, for Letters of Registration for a new process of curing and preserving Meat, we have the honor to report, that having obtained evidence that Dr. Morgan, of Dublin, holds a Patent in Great Britain for this process, and that Dr. Pierce has been duly authorized to act as his agent in this Colony, we see no objection to Letters of Registration being granted as desired.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
EDWARD BELL.

No. 116.

[Assignment of No. 112. See page 58 of this Return.]



A.D. 1865, 14th November. No. 117.

IMPROVEMENTS IN THE ART OF METALLURGY.

**LETTERS OF REGISTRATION to Alfred Hallett, Joseph Darwent,
and George Harwood Cossins.**

[Registered on the 16th day of November, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting :

WHEREAS ALFRED HALLETT, JOSEPH DARWENT, and GEORGE HARWOOD
COSSINS, all of Adelaide, in the Province of South Australia, have by their Petition
humbly represented to me that they are the authors or designers of a certain invention
or improvement in manufactures, that is to say, of an invention and improvements in the
art of Metallurgy, which is more particularly described in the specification hereunto
annexed, and that they, the said Petitioners, have deposited with the Honorable the
Treasurer of the said Colony of New South Wales, the sum of Twenty Pounds sterling,
for defraying the expense of granting these Letters of Registration, as required by the
Act of Council sixteenth Victoria, number twenty-four; and have humbly prayed that I
would be pleased to grant Letters of Registration, whereby the exclusive enjoyment and
advantage of the said invention or improvement might be secured to them for a period of
fourteen years : And I, being willing to give encouragement to all inventions and improve-
ments in the arts or manufactures which may be for the public good, and having received
a report favourable to the prayer of the said Petition, from competent persons appointed
by me to examine and consider the matters stated therein, and to report thereon for my
information, am pleased, with the advice of the Executive Council, and in exercise of the
power and authority given to me by the said Act of Council, to grant, and do, by these
Letters of Registration, grant unto the said Alfred Hallett, Joseph Darwent, and George
Harwood

Improvements in the Art of Metallurgy.

Harwood Cossins, their executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Alfred Hallett, Joseph Darwent, and George Harwood Cossins, their executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Alfred Hallett, Joseph Darwent, and George Harwood Cossins, shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this fourteenth day of November, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

SPECIFICATION of an Invention and Improvement in the Art of Metallurgy.

THE object of the process for which we petition for a Patent is the separation of bismuth from copper, and the obtaining of each in a marketable form.

The process essentially consists in the admixture of sulphur, mundic yellow ore, or other substances containing sulphur, with the bismuth ores, and thereby causing, in the operation of smelting, a separation of the bismuth in a metallic state, leaving the copper in combination with the sulphur in the form of copper regulus; and in the treatment of mixed sulphurets of copper and bismuth, when in a molten state, with the metallic iron when necessary. The iron precipitates the bismuth in a metallic form, and is itself converted into a sulphuret, which combines with the sulphuret of copper, and forms with it a copper regulus.

In carrying out the above process, we propose to use either a furnace of the same shape as an ordinary regulus furnace connected with a condenser, or an ordinary blast furnace connected with condensing chambers, to condense any fumes of bismuth which may be carried off by the draught.

In the operation of smelting, we propose to mix with the bismuthic copper ore sufficient sulphuret of copper, sulphuret of iron, or sulphur, or any other convenient sulphur, giving agent with sufficient charcoal, coal, or any other suitable reducing agent, in order to prevent oxidation, and other ordinary fluxes for reducing ores; and when necessary, we propose to introduce into the fluid mass sufficient scrap iron to precipitate the bismuth as metallic bismuth, which sinks to the bottom of the bath, and may be drawn off with the regulus through a convenient tap-hole.

Having thus described the nature of our said invention, and the manner in which the same may be carried out, we would have it to be distinctly understood that we do not claim any particular mode or method of working the process, but we claim as our invention the separation of bismuth from copper by the introduction of sulphur, and in cases precipitating the bismuth from the molten mass by means of metallic iron.

This is the specification referred to in the annexed Letters of Registration granted to Alfred Hallett, Joseph Darwent, and George Harwood-Cossins, this fourteenth day of November, 1865.

JOHN YOUNG.

REPORT.

Sydney, 18 October, 1865.

SIR,

In compliance with your request, we have examined the specification of Messrs. Hallett, Darwent, and Cossins, for an "Improvement in the Art of Metallurgy," being a process for the separation of bismuth from copper; and we have now the honor to report that we see no objection to the granting of Letters of Registration as desired.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
E. C. CRACKNELL.



A.D. 1865, 14th November. No. 118.

**IMPROVEMENTS IN THE EXTRACTION OF GOLD, SILVER, AND
OTHER METALS, FROM THEIR ORES OR MATRICES.**

LETTERS OF REGISTRATION to Richard Goulding, of Melbourne,
for Improvements in the Extraction of Gold, Silver, and other
Metals, from their Ores or Matrices.

[Registered on the 16th day of November, 1865, in pursuance of the Act 16 Vic., No. 24.]

BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.

TO ALL TO WHOM THESE PRESENTS SHALL COME greeting :

WHEREAS RICHARD GOULDING, of Melbourne, in the Colony of Victoria, hath
by his Petition humbly represented to me that he is the author or designer of a certain
invention or improvement in manufactures, that is to say, of an invention of "Improvements
in the Extraction of Gold, Silver, and other Metals, from their Ores or Matrices,"
which is more particularly described in the specification marked A, the papers of drawings
marked B and C respectively, and the schedule of references to the said drawings, marked
D, all of which are hereunto annexed, and that he, the said Petitioner, hath deposited
with the Honorable the Treasurer of the said Colony of New South Wales the sum of
Twenty Pounds sterling, for defraying the expense of granting these Letters of Registration,
as required by the Act of Council sixteenth Victoria, number twenty-four; and hath
humbly prayed that I would be pleased to grant Letters of Registration whereby the
exclusive enjoyment and advantage of the said invention or improvement might be secured
to him for a period of fourteen years: And I, being willing to give encouragement to all
inventions and improvements in the arts or manufactures which may be for the public
good, and having received a report favourable to the prayer of the said Petition, from
competent persons appointed by me to examine and consider the matters stated therein

Improvements in the Extraction of Gold, Silver, and other Metals.

and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Richard Goulding, his executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Richard Goulding, his executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Richard Goulding shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court, at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this fourteenth day of November, in the year of our Lord one thousand eight hundred and sixty-five.

(L.S.)

JOHN YOUNG.

A.

SPECIFICATION of RICHARD GOULDING, of the city of Melbourne, in the Colony of Victoria, for Improvements in the extraction of Gold, Silver, and other Metals, from their Ores and Matrices.

The invention has for its object a series of improvements in the present known defective modes of treating auriferous and other metalliferous ores susceptible of amalgamation, more especially having in view a more practical and beneficial improvement in the amalgamating drags or sledges previously adopted by me. I find that the wear and tear of the material of which the drags and sledges are composed renders it imperative to renew the grooves or slots in their bottoms, in order to obviate the loss of mercury which is caused by its being too finely subdivided by mechanical trituration when the grooves or slots are worn out by friction. I do not approve of making the grooves in the bottom of the basin, because the quicksilver contained in such grooves would be external to the action of the drags, and would not contribute to the operation of the amalgamation effected by the drags with the quicksilver in the bottom of my amalgamating pan or basin. (*See Patent dated 10 July, 1861.*)

The grooves or slots were designed to permit the mercury passing or jetting freely through them, also to create a distinct action of amalgamation. The reverse of this I find to be the case when the grooves or slots become worn or obliterated by wear. And as even the hardest metals are liable to wear through constant friction, I propose to remedy this evil by making them so that they may be plated or fitted with steel shoes or other hard metal, by which means it will be found that no part of the drag by itself is similar to any part of the drag previously used, but that each casting is dissimilar to those formerly cast in one piece; the similarity only appearing when the separate parts are combined together, which combination is a substantial improvement on the old method. My improved drag may be used with any suitable amalgamating basin. The plates or shoes are grooved or attached to the drag or sledge by screws (or other suitable mechanical contrivance), so that when the grooves or slots are worn out they may be substituted or replaced by other effectives. I apprehend this will ensure success, as the quicksilver will not be divided in such minute particles, or comminuted so finely, and the difficulty of collecting the amalgam and quicksilver in the subsequent process of separation from the ores under treatment obviated, as hereinafter described.

In the separating process I purpose using the following improved arrangement of machinery (to be called or known as "Goulding's Combined Hydrostatic Movement Separator"), which consists of the application and combination of the hydrostatic or gravitation principle with the ordinary and well-known shaking tables, or the revolving or reciprocating pans now in use. The improvements consist in feeding them in the inverse way to that at present adopted. This is accomplished by feeding them from under, or at or near the bottom, and thus forcing the stream ore up through the charge of quicksilver (instead of upon the top and bearing down upon it, as in the present method) thereby absorbing in the passage up through the charge of the metallic quicksilver in the Separator any of the finer particles which may have been mechanically broken up by trituration in the amalgamating process, or which may have become oxydized or vitiated by the presence of obnoxious or extraneous compounds in the ores under treatment.

The

Improvements in the Extraction of Gold, Silver, and other Metals.

The feeding through the bottom I propose effecting by connecting and combining the well-known shaking tables, or revolving or reciprocating pans, now used for separating and amalgamating purposes, with a hopper attached to an hydrostatic column of such height as to overcome the pressure of the charge of quicksilver in the bottom of the Separator; the amalgamated ore and water containing the amalgam and quicksilver being supplied either directly from the overflow of the amalgamators when heated in the continuous way, or from the receiver or trough used when the amalgamating process is conducted as on the barrel process in a mortar-like condition, when the separate charges of the amalgamated ores are discharged into a trough or receiver, from whence they are conveyed by a stream of water to the Separators.

Having thus described the nature of my invention, and the manner of performing same, reference being had to the drawings hereunto appended, I would have it understood that what I claim as my improvements are—

- 1stly. The adaptation of shoes or plates on the amalgamating drags or sledges, by which means they may be readily replaced when the grooves or slots are rendered ineffective by wear.
 - 2ndly. I claim to make the plates or shoes with the grooves or slots in one piece, or to make them so as to consist of several parts, so that the intervals between the several portions of the plates may constitute the necessary grooves.
 - 3rdly. I claim the combination of the hydrostatic feeder attached to the shaking tables, or the reciprocating or revolving pans (both feeder and tables or pans being in motion), that is to say, the movement of the tables, or of the pans being communicated to the feeder, both being attached for the purpose of feeding at or near the bottom, and of more effectually separating the finely divided quicksilver and amalgam from the ore stream.
 - 4thly. I also claim to use the arrangement of the Combined Hydrostatic Movement Separators instead of the ordinary shaking tables or revolving or reciprocating pans now in use for ordinary amalgamating purposes; and I claim the Combined Hydrostatic Movement Separator, either in combination with my present improved or any other amalgamator, or separately as a distinct amalgamator, and
- Lastly. I claim the general combination of the whole arrangement of treating the ores substantially as herein described and explained, by which means great beneficial results are obtained.

And I do hereby, for myself, my heirs, executors, and administrators, covenant with Her Majesty, Her Heirs and Successors, that I believe the said invention to be a new invention as to the public use and exercise thereof, and that I do not know or believe that any other person than myself is the true and first inventor of the said invention, and that I will not deposit these presents at the office of the Colonial Secretary with any such knowledge or belief aforesaid.

In witness whereof, I, the said Richard Goulding, have hereto set my hand and seal, this twenty-fifth day of September, in the year of our Lord one thousand eight hundred and sixty-five.

RICHARD GOULDING.

Signed and sealed by the said Richard }
Goulding, in the presence of— }

M. BAYLEY, Patent Agent,
Circular Quay.

This is the specification marked A, referred to in the annexed Letters of Registration granted to Richard Goulding, this fourteenth day of November, 1865.

JOHN YOUNG.

D.

RICHARD GOULDING'S Invention of Improvements in the extraction of Gold, Silver, and other Metals, from their Ores and Matrices.

Schedule of References to the Drawings illustrative of the Specification.

Drawing No. 1.

Figure 1 shews plan of drag in a portion of my circular amalgamating disk or basin.

Figure 2, plan of underside of drag, shewing shoe in one piece fixed.

„ 3, plan of shoe in four pieces.

„ 4, cross section of drag in basin or pan.

„ 5, longitudinal section of drag in basin or pan.

Drawing

Improvements in the Extraction of Gold, Silver, and other Metals.

Drawing No. 2.

Figure 1, section of pan or basin, with horizontal rotatory or reciprocating motion with hopper attached discharging through bottom of basin, both hopper and pan in motion.

Figure 2, section of pan or basin with any motion with hopper discharging into quicksilver. Both hopper and pan having the same motion.

Drawing No. 3.

Figure 1 shows longitudinal section of the shaking table with hydrostatic or gravitation hopper attached, and both actuated by the same motion communicated by the crank at the end.

A is a ripple, called a drop ripple, and involving the hydrostatic principle.

Figure 2 is a horizontal plan of the shaking table.

„ 3 is a cross section of the same.

RICHARD GOULDING.

Signed, sealed, and delivered }
in the presence of— }

M. BAYLEY,
Circular Quay.

This is the Schedule of Reference marked D referred to in the annexed Letters of Registration granted to Richard Goulding, this fourteenth day of November, 1865.

JOHN YOUNG.

REPORT.

Sydney 7 October, 1865.

SIR,

In compliance with your request, we have examined the drawings and specifications connected with Mr. Goulding's application for Letters of Registration for "Improvements in the extraction of Gold, Silver, and other Metals, from their Ores"; and we have now the honor to report that we see no objection to Letters of Registration being granted as desired.

We have, &c.,

THE HONORABLE
THE COLONIAL SECRETARY.

J. SMITH.
JOHN WHITTON.

[Drawings—one sheet.]

No. 119.

[Assignment of No. 114. See page 75 of this Return.]

Nos. 120 and 121.

[Assignments of No. 108. See pages 31 and 32 of this Return.]

C

(Copy)

N^o 118

N^o 3 Couldings Combined Hydrostatic Movement Separator

Scale, 1 Inch to 1 Foot

Figure 1

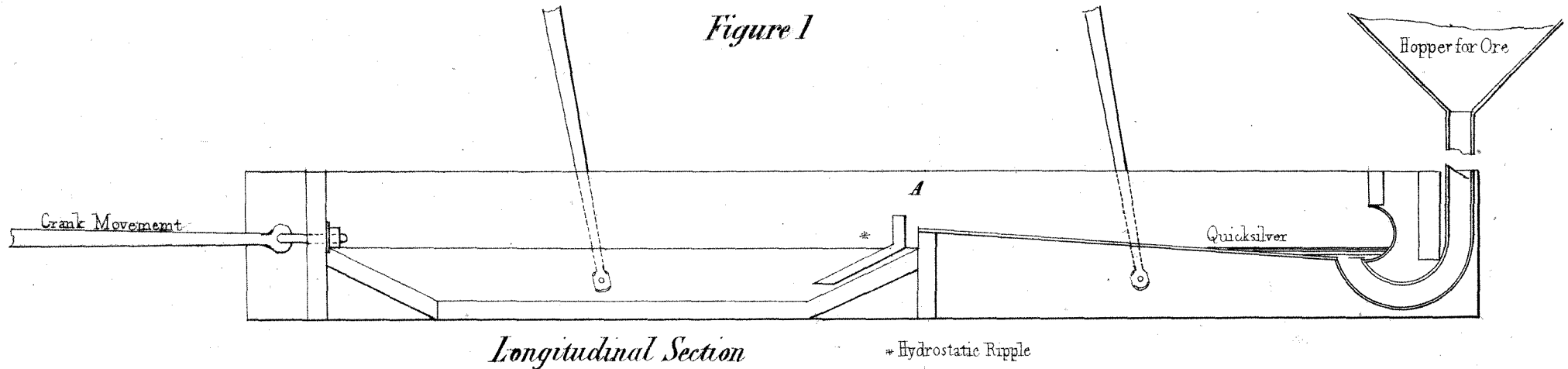
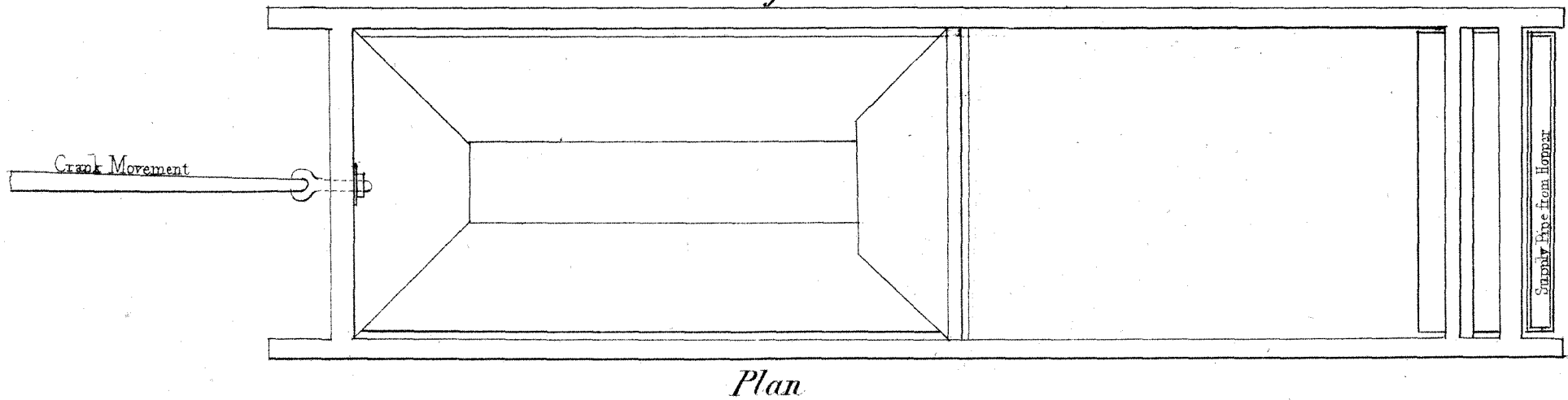
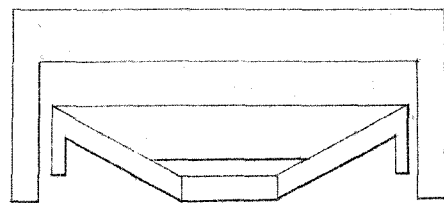


Figure 2



Plan



Cross Section

Figure 3

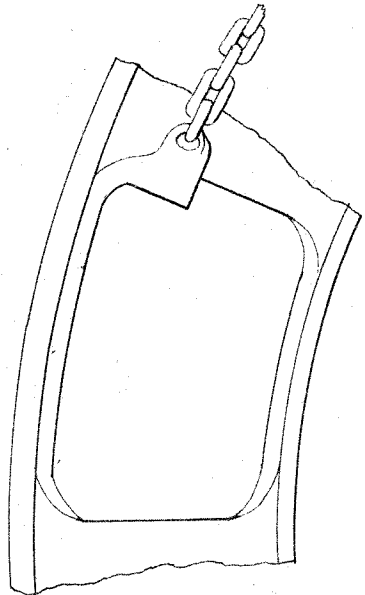
This is the paper of Drawings marked C referred to in the annexed Letters of Registration granted to Richard Goulding this 14th day of Nov^r 1865.

(Sg^d) John Young

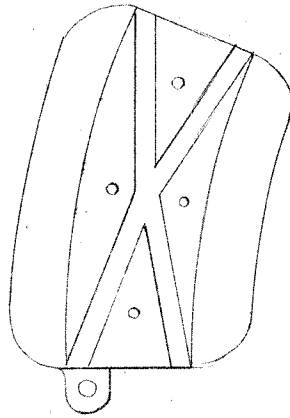
Lith^d at the Surveyor Gen^l Office July 1866

N^o 1 Goulding's Patent Amalgamating Drags

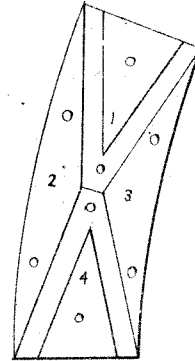
Scale Inch to Foot



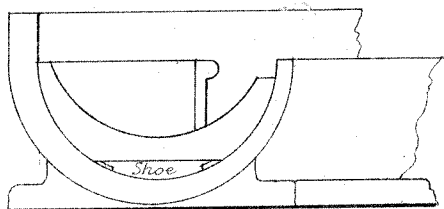
N^o 1 Plan of Drag in Pan or Basin.



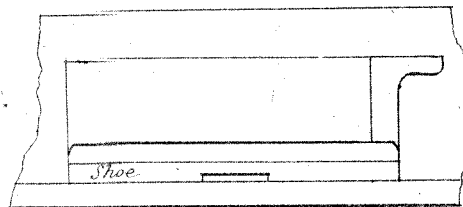
N^o 2 Plan of underside of Drag showing shoe in one piece fixed.



N^o 3 Plan of shoe in 4 pieces.



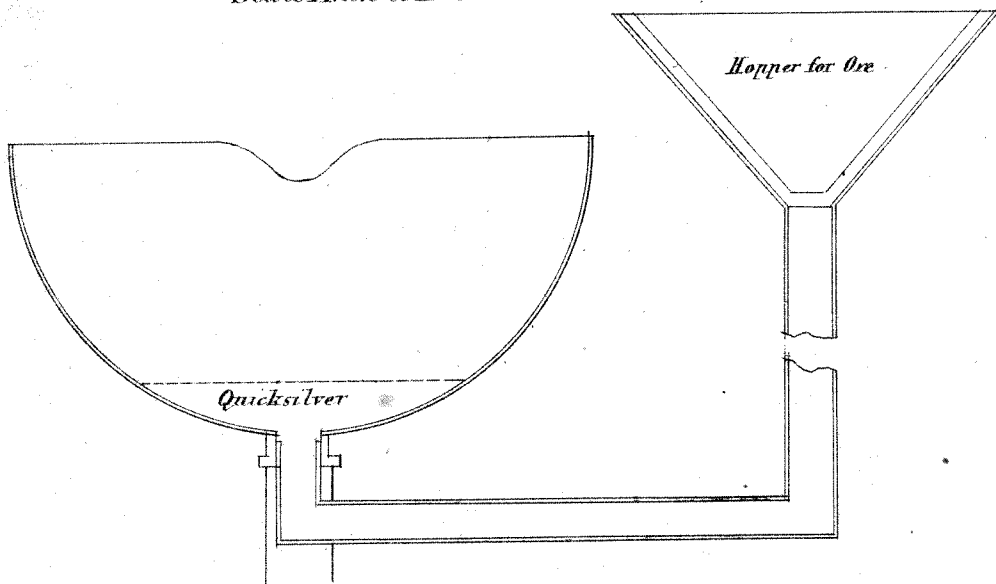
N^o 4 Cross Section of Drag in Basin or Pan.



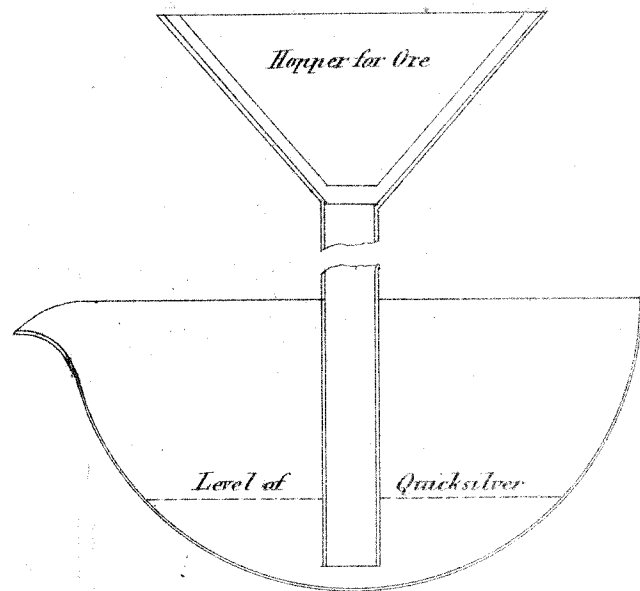
N^o 5 Longitudinal Section of Drag in portion of Basin or Pan.

N^o 2 Goulding's Combined Hydrostatic Movement Separator

Scale Inch to Foot



N^o 1 Section of Basin with Horizontal Rotary or Reciprocating Motion with Hopper discharging through bottom of Basin.



N^o 2 Section of Basin or Pan with any Motion with Hopper discharging into Quicksilver, both Reeder and Pan being in motion.

This is the Paper of Drawings marked B referred to in the annexed Letters of Registration granted to Richard Goulding this 14th day of Nov^r 1865

(Sg^d) John Young



A.D. 1866, 1st *March*. No. 122.

**IMPROVEMENTS FOR THE UTILIZATION OF THE ACID TAR
OBTAINED BY TREATING WITH SULPHURIC ACID THE
PRODUCTS OF DISTILLATION OF VARIOUS CARBONACEOUS
MINERALS AND PETROLEUM.**

LETTERS OF REGISTRATION to Charles Watt and Saul Samuel,
for Improvements for the utilization of the Acid Tar obtained by
treating with Sulphuric Acid the products of distillation of
various Carbonaceous Minerals and Petroleum.

[Registered on the 2nd day of March, 1866, in pursuance of the Act 16 Vic., No. 24.]

**BY HIS EXCELLENCY THE RIGHT HONORABLE SIR JOHN YOUNG, Baronet, Knight
Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the
Most Distinguished Order of St. Michael and St. George, Captain General and
Governor-in-Chief of the Colony of New South Wales.**

TO ALL TO WHOM THESE PRESENTS SHALL COME, greeting:

WHEREAS CHARLES WATT and SAUL SAMUEL, both of Sydney, in the Colony
of New South Wales, gentlemen, have by their Petition humbly represented to me that
they are the authors or designers of a certain invention or improvement in manufactures,
that is to say, of an invention of Improvements for the utilization of the Acid Tar
obtained by treating with Sulphuric Acid the products of distillation of various Car-
bonaceous Minerals and Petroleum, which is more particularly described in the specifi-
cation hereunto annexed, and that they, the said Petitioners, have deposited with the
Honorable the Treasurer of the said Colony of New South Wales the sum of Twenty
Pounds sterling, for defraying the expense of granting these Letters of Registration, as
required by the Act of Council sixteenth Victoria, number twenty-four; and have humbly
prayed that I would be pleased to grant Letters of Registration, whereby the exclusive
enjoyment and advantage of the said invention or improvement might be secured to
them for a period of fourteen years: And I, being willing to give encouragement to

Utilization of Acid Tar.

all inventions and improvements in the arts or manufactures which may be for the public good, and having received a report favourable to the prayer of the said Petition, from competent persons appointed by me to examine and consider the matters stated therein and to report thereon for my information, am pleased, with the advice of the Executive Council, and in exercise of the power and authority given to me by the said Act of Council, to grant, and do, by these Letters of Registration, grant unto the said Charles Watt and Saul Samuel, their executors, administrators, and assigns, the exclusive enjoyment and advantage of the said invention or improvement, for and during the term of fourteen years from the date hereof; to have, hold, and exercise unto the said Charles Watt and Saul Samuel, their executors, administrators, and assigns, the exclusive enjoyment and advantage thereof, for, and during, and unto the full end and term of fourteen years from the date of these presents next and immediately ensuing, and fully to be complete and ended: Provided always, that if the said Charles Watt and Saul Samuel shall not, within three days after the granting of these Letters of Registration, register the same in the proper office in the Supreme Court at Sydney, in the said Colony of New South Wales, then these Letters of Registration, and all advantages whatsoever hereby granted, shall cease and become void.

In witness whereof, I have hereunto set my sign manual, and have caused the present Letters of Registration to be sealed with the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this first day of March, in the year of our Lord one thousand eight hundred and sixty-six.

(L.S.)

JOHN YOUNG.

SPECIFICATION of Charles Watt and Saul Samuel, both of Sydney, in the Colony of New South Wales, gentlemen, of an invention relating to the utilization of the Acid Tar obtained by treating with Sulphuric Acid the products of distillation of various Carbonaceous Minerals and Petroleum.

Now know ye, that we, the said Charles Watt and Saul Samuel, do hereby declare that the nature of the said invention, and in what manner the same is to be performed, to be particularly described and ascertained in and by the following statement thereof, that is to say:—

Our invention relates to the utilization of the Acid Tar obtained by treating with Sulphuric Acid the products of distillation of various Carbonaceous Minerals and Petroleum.

We subject the Acid Tar to sufficient heat to cause its decomposition, so as to eliminate Sulphurous Acid.

The Acid Tar, either mixed with some substance upon which it does not act chemically, such as the residual carbon from the retorts, sand, broken quartz, coke, or other suitable material, or unmixed with those substances, is placed in a vessel of any suitable form and material, and heat applied in any convenient way.

The vessel in which this decomposition is effected has a pipe attached, a portion of it being bent into the form of the letter U, and the oil collecting in the bend is allowed to flow out by means of a small tap, while the gas, after passing through water, is conveyed to a chamber suitable for the conversion of Sulphurous Acid into Sulphuric Acid; or, secondly, the Acid Tar may be allowed to flow gradually into the vessel, where it is treated so as to maintain a steady evolution of Sulphurous Acid, and in quantity suitable to the capacity of the chamber, where it is to be converted into Sulphuric Acid.

Another method for effecting the above object consists in treating the Acid Tar with water, and filtering or not, as circumstances indicate, and then placing in the acid solution a sufficient quantity of iron or oxide of iron to saturate the acid. In this process, sulphate of iron is formed, which is subsequently dried and subjected to a strong heat, in a suitable vessel to which a condenser is attached. In this process Sulphuric Acid is formed, such as is known in commerce by the name of Nordhausen Sulphuric Acid.

We claim the decomposition of the Acid Tar by means of heat for the preparation of Sulphurous Acid, to be subsequently converted into Sulphuric Acid, and the distillation from that Acid Tar of a quantity of oil to be applied to various useful purposes.

We claim treating the Acid Tar with iron, or oxide of iron, as described for the formation of sulphate of iron.

In witness whereof, we have hereunto set our hands.

CHARLES WATT.
SAUL SAMUEL.

This is the specification referred to in the annexed Letters of Registration granted to Charles Watt and Saul Samuel, this first day of March, 1866.

JOHN YOUNG.

REPORT.

Utilization of Acid Tar.

REPORT.

Sydney, 30 January, 1866.

SIR,

Having, in attention to your letter of the 20th instant, met for the purpose of considering the application of Messrs. Charles Watt and Saul Samuel for a Patent for certain improvements for the utilization of Acid Tar obtained by treating with Sulphuric Acid the products by distillation of various Carbonaceous Minerals and Petroleum, we have the honor to state, for the information of the Honorable the Colonial Secretary, that we see no objection to the prayer of the Petition being granted.

THE PRINCIPAL
UNDER SECRETARY.

We have, &c.,
R. GREENUP, M.D.
E. O. MORIARTY.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MR. N. L. KENTISH.
(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 9 July, 1867.

To the Honourable the Legislative Assembly of New South Wales.

The Memorial and Petition of Nathaniel Lipscomb Kentish, Gentleman,—

RESPECTFULLY SHEW:—

That the printing of his petition presented to your honourable House, on the 31st day of July, 1866, having been successfully opposed by The Honourable The Attorney General; and neither having been taken into consideration by, nor even read to honourable members, is virtually ignored, and for the present positively defeated.

Your Petitioner and Memorialist therefore implores your honourable House, to cause the said petition to be now read to, and to be taken into consideration by, honourable members: assuring them on the word of an Officer of unblemished character, and of nearly forty years standing in the Civil Service of the Crown in England and in four Colonies, that it will be found to contain matters of grave importance in relation to the administration of justice.

And your Memorialist and Petitioner as in duty bound, will ever pray.

N. L. KENTISH.

52 Palmer-street, North,
Sydney, July 2nd, 1867.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

WILLIAM TYLER.

(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 24 July, 1867.

To the Honorable the Legislative Assembly, of New South Wales, in Parliament assembled.

The humble Petition of William Tyler, of Penrith,—

HUMBLY SHEWETH :—

That your Petitioner has been a contractor, and has executed with fidelity many large public works, amongst which are the re-construction of the Circular Quay, and the erection of the Glebe Island Bridge.

That, in the year 1862, your Petitioner obtained the contract for the Nepean Bridge at Penrith, on the Great Western Railway, and commenced the works on the 15th October of the same year.

That your Petitioner at that time possessed nine thousand five hundred pounds in cash, all of which has been sunk in the works of the bridge. That this loss has been caused by floods unprecedented in their frequency, and in their destructive effects.

That on the 21st January, 1862, a flood filled up the excavation for the pier, all of which he had to do over again. On the 16th February following, the river rose fourteen feet, upset and destroyed my coffer-dam, filled up the excavation, flooded the quarry, carried away crab-winch and other materials. On the 6th March following, the floods again came down, causing loss of labour and materials, and filling up excavations. On the 20th of April following, the water rose above my new coffer-dam, which caused me loss of labour, chains, planks, and other plant. On the 7th of September following another flood filled the coffer-dam, and did much damage to the prepared foundation of No. 2 pier, and by loss of material. On the 25th October following, another flood filled my coffer-dam, and caused what may be termed the customary loss of material and labour by re-filling my excavations. On the 1st March, 1864, the river rose fifteen feet (15 feet), carried away my water frame, and filled in the bed prepared for coffer-dam; besides the usual loss of material was increasingly greater with the higher flood, and caused me heavy loss. On the 1st of May, the river rose eleven feet (11 feet), and caused me loss of time, labour, and material. On the 11th of June came the great flood, which swept away my coffer-dam and all my plant, filled up one thousand two hundred and twenty nine yards of excavation which had been dredged out for No. 3 pier, carried away two thousand feet of masoned stone prepared for the pier, carried away eight punts, two steam winches, one steam crane, one steam pump, powder magazine, cement, crab-winch, and all the vast plant I had for carrying on the work, and left me, by no fault of my own, a ruined man.

That your Honorable House may better be enabled to form a judgment as to my losses, I will state my loss in two items by the last flood only, thus :—1,229 yards of excavation at £3 17s. per yard, four thousand seven hundred and thirty one pounds; coffer-dam, one thousand five hundred pounds—upwards of £6,000 on only two items; and had a week longer elapsed, I should have been paid for the excavation by the Government.

That your Petitioner has devoted his capital, and all his best energies, to the performance of the works he undertook to do, for a period of two years. No human forethought could have anticipated or calculated on the nine disastrous floods succeeding each other in the short space of time, just allowing the works to be put in efficient repair and full operation between the visitations, and the last at once sweeping off my whole plant and stock, and leaving me irretrievably ruined.

That your Petitioner is brought to this strait by the act of Providence.

Your Petitioner therefore prays that your Honorable House will take the premises into your favourable consideration, and will cause such steps to be taken as to your wisdom may seem meet, in order that your Petitioner may not suffer the further loss of the retention money, or ten per cent of the whole amount worked for by your Petitioner, who has ever paid those who worked for him with regularity, so that they have no claim such as has been allowed in the case of other contractors, who have been allowed to throw up their contracts.

That your Honorable House will take the whole case of your Petitioner into your favourable consideration, and make such inquiry into his losses as to your Honorable House may seem fit.

That your Petitioner humbly prays that your Honorable House will take the premises into your favourable consideration, and grant such relief as your wisdom may direct.

And your Petitioner, as in duty bound will ever pray, &c., &c.

WILLIAM TYLER.

Sydney, October 18, 1865.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

ARTHUR J. LIDDINGTON.

(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 26 July, 1867.

To the Honorable the Members of the Legislative House of Assembly of the Colony of
New South Wales, in Parliament assembled.

The humble Petition of Arthur Joseph Liddington, Settler in the said Colony,—

RESPECTFULLY SHEWETH:—

That your Petitioner arrived in this Colony as a settler, in the year one thousand eight hundred and twenty-five, bringing with him property and money to the value of five hundred pounds sterling; also an order from the then Secretary of State for the Colonies to the Governor General of the said Colony, directing that your Petitioner should receive a Grant of Land in proportion to his means or capital.

That your Petitioner was advised and accepted an appointment in the Commissariat Office, and was ultimately transferred to the Account Branch of that Department for the purpose of assisting in making up Commissary General Wemyss's accounts.

That your Petitioner afterwards served in the Colonial Secretary's Office for a long period, on quitting which your Petitioner expected to have his Grant of Land given him but was informed that all grants had ceased.

That your Petitioner was precluded from obtaining his Grant of Land so long as he was in the employment of the Government.

Your Petitioner has therefore been deprived of the benefit which he expected on his emigrating to this Colony.

Your Petitioner therefore humbly prays your Honorable House to take Petitioner's case into consideration, and grant him such relief as to your Honorable House may seem just.

And your Petitioner, as in duty bound, will ever pray.

ARTHUR J. LIDDINGTON.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

HUMPHREY McKEON.

(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 3 September, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of Humphrey McKeon, of Long Bay, near Sydney, contractor,—

SHEWETH:—

That your Petitioner, in May 1866, contracted with the Government to clear the streets of the new Township of Long Bay, near the north head of Botany, nine miles from Sydney, of the timber and scrub then growing thereon; and also to erect posts with painted boards describing the different streets, with the allotments laid out for sale, occupying an extent of four miles and thirty chains, at 4s. 10½d. per chain, amounting in all to £85 13s., and less by £260 and upwards than the amount tendered by other contractors.

That your Petitioner, who resides in this locality, undertook the work at the above low price per chain, having permission to sell the wood or place it on the reserve to enable him to dispose of it, and the timber was what your Petitioner chiefly depended on to remunerate him for the labour.

That your Petitioner was sadly disappointed in not being able to dispose of the said timber, on account of the heavy sandy roads into the Township of Long Bay, and your Petitioner could not obtain payment for work done until the said timber was removed or destroyed, and your Petitioner was compelled to burn upwards of nine hundred tons of the said timber, as it would not pay the expense of removal on to the reserve, and the small portion your Petitioner did remove on to the reserve still remains there unsold; that a great portion of the timber to be cleared off was heavy, inlocked, and was difficult to remove, and was objected to in the tenders by other contractors; that the falling and clearing was far more difficult than usual falling and clearing off, in consequence of a thick scrub to be cleared, and could only be fired at certain times, and then the fires had to be watched during the night to prevent their extending, whereby the effect of the survey would have been lost, where all the lots are laid out, pegged, and numbered.

That your Petitioner, by great care and diligence, has prevented the occurrence of destruction of the survey, and your Petitioner effected the whole of the work contracted for, to the satisfaction of the Government Officers whose duty it is to superintend such contracts; but in discharge of those duties, your Petitioner has by circumstance above detailed, as well by being compelled to employ additional labour as by the loss of the timber reckoned by him as part of his profits, sustained a serious loss. That were your Honorable House to compare the tenders offered by others for the performance of the above-mentioned work, with the amount received by your Petitioner and with the sums paid by the Government for work of like nature, your Honorable House would be satisfied of the loss sustained by your Petitioner.

Your Petitioner, therefore, humbly prays your Honorable House will take the case into favourable consideration, and your Petitioner will ever pray.

HUMPHREY McKEON.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

EDWARD CUSSEN.

(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 20 September, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of Edward Cussen,—

HUMBLY SHEWETH :—

That on the third day of August, 1865, your Petitioner made application to the Land Office at Tumut, for the conditional purchase of 120 acres of land, surveyed and numbered 44 on the map, previously selected and forfeited by Mr. John A. Broughton, and situated at Cocup, Tumut.

That the Land Agent received the application, but declined taking the deposit until he had communicated with the Survey Office.

That in consequence of a receipt by the Land Agent, of a telegram from the Surveyor General, your Petitioner at once paid the deposit, received the necessary receipt, and took immediate possession of the land.

That your Petitioner, prior to fencing the land, employed Mr. Surveyor Sanderson to make a survey thereof, who pointed out the boundaries, and told your Petitioner he could unhesitatingly proceed with his improvements.

That your Petitioner, acting under the faith of the telegram referred to, coupled with the instructions of the surveyor, has improved the land to the value of two hundred pounds, has a large portion under cultivation, and has, in fact, absorbed the whole of his hard-earned savings in the improvement of his purchase.

That in February, 1867—eighteen months after the occupation by your Petitioner of the land—your Petitioner was served with a notice by Mr. Smithwick, the lessee of Cocup Run, at once to remove his stock, or they would be impounded, as he, Mr. Smithwick, had purchased the land so long in the occupation of your Petitioner; and he further deterred the owner of a threshing machine engaged by Petitioner from entering your Petitioner's paddock, on the ground of his alleged purchase and right thereto.

That on applying to the Land Office at Tumut, your Petitioner was for the first time informed that the land formed a portion of Mr. J. A. Broughton's pre-emptive right—an assertion diametrically opposed to the purport of the telegram referred to and the statement of Mr. Surveyor Sanderson, and on the faith of which your Petitioner has invested his all to improve the land, which, if ruthlessly wrested from him, will reduce your Petitioner to utter destitution.

That your Petitioner has made repeated applications to the Honorable the Minister for Lands, but that Department pertinaciously declines to recognize the validity of your Petitioner's selection; and moreover, they retain your Petitioner's deposit receipt delivered into their hands on the personal application of a party in Sydney, which they refuse to restore to your Petitioner.

That your Petitioner failing to receive redress from the Land Department, is constrained to appeal to your Honorable House, under the firm reliance that, after reviewing the foregoing statement of facts, your Honorable House will concede to your Petitioner that justice which he has been unable to obtain at the proper Department.

Your Petitioner, therefore, humbly prays that your Honorable House will take the premises into its consideration, and give him such relief as to it may seem fit and expedient.

And your Petitioner will, as in duty bound, ever pray.

EDWARD CUSSEN.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

MR. THOMAS SMITH.

(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 24 September, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of Thomas Smith, of West Sydney,—

SHEWETH :—

That your Petitioner purchased a residence with four allotments of land abutting upon Pyrmont Bay—part of the estate called Pyrmont, belonging to the Macarthur family.

That in the year 1849 your Petitioner applied to the Government for the privilege of filling up the water frontage opposite to his said land on the shore of the bay, for the purpose of making a wharf.

That permission was granted to your Petitioner to fill out on the bay to a depth of four feet of water at low tide; and your Petitioner has, ever since the year 1849 until about a twelvemonth since, been filling out on his frontage, and improving the locality, until he was stopped by the Government in September last.

That your Petitioner has expended a large amount of money and labour continuously over a period of eighteen years, for the purpose of making a wharf, and that his being hindered as he now is from completing it is a most serious injury in a pecuniary way.

Your Petitioner therefore humbly entreats that inquiry may be made into the circumstances of this case, and that your Honorable House will grant him such relief as in your wisdom you may deem fit.

And your Petitioner, as in duty bound, will ever pray.

THOMAS SMITH.

September, 1867.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

REPORT FROM THE SELECT COMMITTEE

ON THE

PETITION OF MR. THOMAS SMITH;

TOGETHER WITH THE

PROCEEDINGS OF THE COMMITTEE,

MINUTES OF EVIDENCE,

AND

APPENDIX.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,

3 April, 1868.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

[Price, 1s. 10d.]

254—

1867.

EXTRACTS FROM THE VOTES AND PROCEEDINGS OF THE
LEGISLATIVE ASSEMBLY.

VOTES, No. 73. FRIDAY, 8 NOVEMBER, 1867.

3. Petition of Mr. Thomas Smith ("Formal" Motion):—Mr. Tunks moved, pursuant to Notice,—
- (1.) That a Select Committee be appointed, with power to send for persons and papers, to consider and report upon the Petition of Mr. Thomas Smith, ordered to be printed on the 24th September last.
- (2.) That such Committee consist of Mr. Joseph Mr. Samuel, Mr. S. Brown, Dr. Lang, Mr. Josephson, Mr. Tighe, Mr. Mate, Mr. Farnell, Mr. Graham, and the Mover.
- Question put and passed.

VOTES, No. 77. FRIDAY, 15 NOVEMBER, 1867.

4. Mr. J. W. Russell and others—"Petition of Mr. Thomas Smith" ("Formal" Motion):—Mr. Sutherland moved, pursuant to Notice, That the Petition presented by him on the 8th of October, from William Russell and others, against a claim set up by a Mr. Thomas Smith, relative to leave to reclaim certain water frontage at Pymont, be printed, and referred to the Committee now sitting on the "Petition of Mr. Thomas Smith."
- Question put and passed.
- Ordered to be printed and referred accordingly.
6. "Petition of Mr. Thomas Smith" ("Formal" Motion):—Mr. Tunks moved, pursuant to Notice, That the name of Mr. Mate be discharged from the Committee now sitting on the Petition of Mr. Thomas Smith, and that of Mr. Wilson be added to the said Committee.
- Question put and passed.

1868.

VOTES, No. 115. WEDNESDAY, 11 MARCH, 1868.

- (1.) Petition of Mr. Thomas Smith:—Mr. Tunks asked the Attorney General pursuant to Notice No. 2,—When will he be in a position to give his opinion in the matter referred to him by the Chairman of the Select Committee on the Petition of Mr. Thomas Smith?
- Mr. Martin answered,—In a few days.

VOTES, No. 132. FRIDAY, 3 APRIL, 1868.

9. Petition of Mr. Thomas Smith:—Mr. Tunks, as Chairman, brought up the Report from, and laid upon the Table the Minutes of Proceedings of, and of Evidence taken before, the Select Committee for whose consideration and report the Petition of Mr. Thomas Smith was referred on 8 November, 1867,—together with Appendix.
- Ordered to be printed.

CONTENTS.

	PAGE.
Extracts from the Votes and Proceedings	2
Report	3
Proceedings of the Committee	6
List of Witnesses	8
List of Appendix	8
Minutes of Evidence	1
Appendix	29

1867-8.

PETITION OF MR. THOMAS SMITH.

REPORT.

THE SELECT COMMITTEE of the Legislative Assembly, appointed on the 8th November last, "to consider and report upon the Petition of Mr. Thomas Smith, ordered to be printed on the 24th September last,"—to whom was referred, on the 15th November, "the Petition presented by Mr. Sutherland on the 8th October, from William Russell and others, against a claim set up by a Mr. Thomas Smith, relative to leave to reclaim certain water frontage at Pymont,"—"with power to send for persons and papers,"—have agreed to the following Report:—

Your Committee have heard the witnesses named in the margin, and have examined several sketches and maps of Pymont Bay, together with a large amount of official correspondence which has been submitted to them in the course of this inquiry. Your Committee have also considered the Petition referred to them by your Honorable House, on the 15th November last, from Mr. J. W. Russell and others, and find;—

Mr. T. Smith.
Mr. W. R. Davidson.
Mr. J. W. Russell.
Mr. W. Webb.
Mr. W. Day.
Mr. E. O. Moriarty.
Mr. J. Kellick.

1st. That on the 6th September, 1849⁽¹⁾ Mr. Thomas Smith applied in the ordinary way for permission to extend a wharf into Pymont Bay to the extent indicated in a tracing submitted by him, which, by the Notice in the *Gazette*⁽²⁾ is defined to be an application to carry out a wharf so as to enable him to have four feet of water at low tide. (1) Appendix A 2. (2) Appendix A 2.

2nd. That on the 20th September, 1849, the Board appointed for that purpose,⁽³⁾ consisting of the late Deputy Surveyor General, S. A. Perry, and the late Portmaster, M. Moriarty, reported favourably on Mr. Smith's application, stating, however, as follows:—"That he should conform to a plan by which an equitable partition of the space occupied by the mud flat in advance of his frontage may be insured for the benefit of all parties concerned in the proposed extension, and which (having conferred with Mr. Smith), we find him willing to do"; and to secure that object, the Board further stipulate that "all the allotments and streets fronting the bay should be made to converge to a point opposite the bay, and terminate in a segment (D B G) of a circle," and which converging lines and segment of a circle were marked by the Board on the tracing or sketch originally submitted by Mr. Smith, and which altered tracing is noted in the official Sketch Book in the Survey Department.⁽⁴⁾ The Board also state, in the last paragraph of their Report,⁽⁵⁾ "One fact which weighs very forcibly with us in recommending this application to the favourable consideration of His Excellency is, that at present, when the tide is out, the noxious effluvia must have a tendency to generate disease." (3) Appendix A 1. (4) Question 171. (5) Appendix A 1.

3rd. That on the 15th October, 1849,⁽⁶⁾ Mr. Smith was officially informed that the required permission to extend a wharf would be granted, subject to the conditions recommended by the Board; and also, (6) Appendix A 2.

also that himself, and "sureties enter into the necessary bonds for the due fulfilment of the conditions required by the Notice of 21st June, 1848." On the 12th November, 1849, Mr. Smith and his sureties executed the bond prepared by the Civil Crown Solicitor⁽⁷⁾ in the sum of £500, to reclaim, in accordance with the Notice above-mentioned,⁽⁸⁾ and commenced the work, and has never surrendered his privilege, but has been embarrassed and prevented from satisfactorily proceeding with the same on several occasions, by the opposition of neighbouring proprietors of water frontage, and ultimately stopped by the Government, under a notice of legal proceedings under the Act for the better protection of Navigable Waters, 25 Victoria, No. 17, and

(7) Appendix A 2.
(8) Appendix A 10.

(9) Appendix A, 7 and 8.

4th. That Mr. Kellick, and other proprietors of water frontage, have continuously objected to the principle of converging lines for boundaries authorized in reclaiming land for extending wharves in Pymont Bay, and their objections have been submitted severally to the Board before alluded to,⁽¹⁰⁾ to the late Surveyor General, Sir T. Mitchell,⁽¹¹⁾ and to the late Surveyor General, Colonel Barney, who have all concurred in the principle of converging lines for boundaries in this case, as being equitable and fair to all the persons interested. It may be also mentioned, that the present Surveyor General Davidson,⁽¹²⁾ and the Engineer-in-Chief for Harbours and River Navigation,⁽¹³⁾ both concur in the same principle for equitably dividing reclaimed land in bays.

(10) Appendix B.

(11) Appendix A 6.

(12) Question 125.

(13) Question 510.

5th. That it will appear on examination of the bond entered into by Mr. Smith and his sureties,⁽¹⁴⁾ and the original sketch or tracing, as altered and approved by the Board, that no scientific survey had been made, nor was such survey necessary at the time;⁽¹⁵⁾

(14) Appendix A 10.

(15) Question 226.

(16) Appendix A 4.

and that, in terms of the letter of the late Surveyor General, Sir T. Mitchell,⁽¹⁶⁾ the plan originally authorized was sufficiently accurate for the purpose intended; but notwithstanding these considerations, Mr. Smith's efforts to build a wharf to improve his property have hitherto been frustrated by the determined opposition of neighbouring proprietors of land, which opposition has been encouraged by the conditions contained in the apparently contradictory and evasive letter of the Surveyor General Mitchell, of the 18th May, 1854,⁽¹⁷⁾ addressed to Mr. T. Smith and others, which states—"I have to inform you that the division of the mud flat must be determined among *yourselves and others interested*, and that you are at liberty to employ such private means for dividing the flat on the principle laid down in my report to the Colonial Secretary on the subject. I enclose herein the requisite tracing for your guidance for running out the wharf in question." On account of the expense, Mr. Smith delayed until the year 1856 to prepare a scientific survey of the whole bay; and having done so, and to which, having apparently obtained the sanction of Government, a proclamation was published in the

(17) Question 404.

(18) Question 370.

Gazette, dated 24th June, 1856,⁽¹⁸⁾ which states that, "in consequence of applications made to Government to extend wharves into Pymont Bay, Darling Harbour, it has been determined to allow a general extension of properties in that bay, according to a plan wherein, by the adoption of converging lines, every proprietor should become possessed of a water frontage of six feet at low tide, in proportion to the extent of his existing frontage." Against this arrangement all the remaining landowners entered a caveat, thereby proving to demonstration the impracticability of the terms of the Surveyor General's letter of the 18th May, 1854,—that these people *should agree "among themselves and others interested."*

6th. That, from the diversity of interests among the owners of waterside allotments in this bay,—some having built jetties with water on three sides, and considerably in excess of the permission of Government, and some having reclaimed land from the water, apparently without

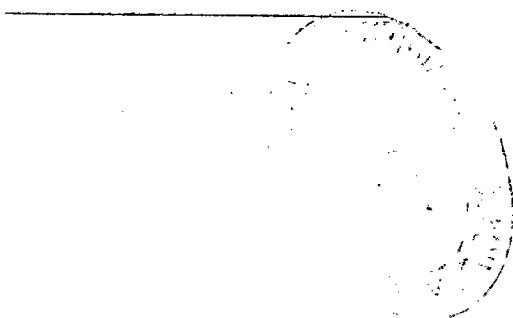
without authority, the use of which, severally, would be interfered with by allowing the head of the bay to be filled in generally,— it is almost impossible for the parties interested to come to any agreement among themselves by which the interest of Mr. Smith would be secured.⁽¹⁹⁾ (19) Question 486.

Your Committee have arrived at the conclusion that the settlement of this case now presents many difficulties, arising out of the action of those in authority in former years, in the management of the Lands Department; and that, without offering an opinion as to the legal effect of the permission given to Mr. Smith and others before the passing of the Crown Lands Alienation Act of 1861, to reclaim from the water in Pymont Bay, they are of opinion that, upon the passing of the Constitution Act, it was understood that the promises of the previous Government should be honorably kept intact.

Your Committee, therefore, strongly recommend, that the plan of converging lines, (suggested by the Government, and indicated by Messrs. Reuss and Browne's Plan,⁽¹⁸⁾ for reclamations in Pymont Bay to the extent specified in the Proclamation of 24th June, 1856,⁽¹⁹⁾ be adopted by the Government; but, in the event of the reclamation recommended above being considered detrimental to the Harbour, your Committee recommend Mr. Smith's case to the favourable consideration of the Government. (18) Questions 163 to 173. (19) Question 370.

WILLIAM TUNKS,
Chairman.

No. 2 Committee Room,
Sydney, 3 April, 1868.



PROCEEDINGS OF THE COMMITTEE.

THURSDAY, 14 NOVEMBER, 1867.

MEMBERS PRESENT:—

Dr. Lang,	|	Mr. Tunks,
Mr. Josephson,	|	Mr. Farnell.

Mr. Tunks called to the Chair.

Entry in the Votes and Proceedings appointing the Committee, read by the Clerk. Committee deliberated as to their course of proceedings.

Resolved,—That Chairman move the House to discharge the name of Mr. Mate from this Committee, and substitute that of Mr. Wilson.

Ordered,—That the Surveyor General and Mr. Thomas Smith be called to give evidence at the next meeting; and that the former be requested to bring all papers and correspondence in connection with the Petition of Mr. Thomas Smith, and to produce a plan of Darling Harbour.

[Adjourned to Thursday next, at 11 o'clock.]

THURSDAY, 21 NOVEMBER, 1867.

MEMBERS PRESENT:—

Mr. Tunks in the Chair.		
Mr. Samuel,	|	Mr. Josephson,
Mr. Farnell,	|	Mr. Tighe,
Dr. Lang.		

Petition from Mr. J. W. Russell and others, *referred* on the 15th instant,—before the Committee.

Mr. Thomas Smith called in and examined.

Witness produced Plan of Pymont Estate, and handed in certain documents relative to his case. (*Vide Appendix A 1 to A 10.*)

Witness also handed in a statement of his case, which was received as an Addendum to his Evidence.

Witness withdrew.

[Adjourned to Thursday next, at 11 o'clock.]

THURSDAY, 28 NOVEMBER, 1867.

MEMBERS PRESENT:—

Mr. Tunks in the Chair.		
Dr. Lang,	|	Mr. Farnell,
Mr. Tighe.		

Letter from Mr. Thomas Smith submitted by Chairman, and considered.

W. R. Davidson, Esq., (*Surveyor General*) called in and examined.

Witness handed in a *précis* of the case (*Vide Appendix B 1*), and *produced* all the Correspondence, &c., referred to therein, together with a "Plan of Pymont Bay and the adjoining Streets."

Chairman *produced* Messrs. Reuss & Browne's Plan of Pymont Bay Water-frontage.

Witness withdrew.

Committee deliberated.

Ordered,—That Messrs. Russell, Webb, and Day, be summoned to give evidence at next meeting.

[Adjourned to Thursday next, at 11 o'clock.]

THURSDAY, 5 DECEMBER, 1867.

MEMBERS PRESENT:—

Mr. Tunks in the Chair.		
Mr. Josephson,	|	Mr. Tighe,
Dr. Lang.		

Mr. John William Russell called in and examined.

Witness withdrew.

Mr. William Webb called in and examined.

Witness withdrew.

Mr. William Day called in and examined.

Witness withdrew.

Ordered,—That Messrs. John Kellick and E. O. Moriarty be summoned to give evidence at next meeting.

[Adjourned to Wednesday next, at 11 o'clock.]

WEDNESDAY.

WEDNESDAY, 11 DECEMBER, 1867.

MEMBERS PRESENT:—

Mr. Tunks in the Chair.
Mr. Tighe, | Mr. Samuel,
Mr. Farnell.

E. O. Moriarty, Esq., (*Engineer-in-Chief for Harbours and Rivers*) called in and examined.

Witness withdrew.

Mr. John Kellick called in and examined.

Witness withdrew.

Clerk submitted certain alterations made by Messrs. Russell and Day in revising their evidence.—To be printed as addenda thereto.

Chairman requested to obtain the opinion of the Honorable the Attorney General as to whether Mr. Smith's Bond (Appendix, A 10) is still valid.

[Adjourned to Tuesday next, at 11 o'clock.]

TUESDAY, 17 DECEMBER, 1867.

MEMBERS PRESENT:—

Mr. Tighe, | Dr. Lang,
Mr. Farnell.

In the absence of the Chairman, Dr. Lang called to the Chair, *pro tem*.
Committee deliberated.

Re-assembling of the Committee to be arranged by the Chairman.

[Adjourned.]

MONDAY, 16 MARCH, 1868.

MEMBERS PRESENT:—

Mr. Tunks in the Chair.
Mr. Tighe, | Mr. Farnell,
Dr. Lang.

W. R. Davidson, Esq., Surveyor General, called in and again examined.

Witness withdrew.

Committee deliberated.

[Adjourned to Friday next, at 10 o'clock.]

FRIDAY, 20 MARCH, 1868.

MEMBERS PRESENT:—

Mr. Tunks in the Chair.
Mr. Tighe, | Dr. Lang,
Mr. Graham, | Mr. Farnell.

Chairman laid before the Committee his letter to the Honorable the Attorney General, requesting an opinion on certain points in reference to Mr. Smith's claim, together with the reply thereto. Ordered to be appended. (*Vide Appendix, C 1 and C 2.*)

Committee deliberated.

Re-assembling of the Committee to be arranged by the Chairman.

[Adjourned.]

FRIDAY 3 APRIL, 1868.

MEMBERS PRESENT:—

Mr. Tunks in the Chair.
Mr. Tighe, | Dr. Lang,
Mr. Graham.

Chairman submitted Draft Report, which he read at length.

Committee then adjourned for 15 minutes, and having resumed,—

Chairman read the Draft Report, paragraph by paragraph.

Paragraphs 1 to 5 read and *agreed to*.

Paragraph 6 read, *verbally* amended, and *agreed to*.

Paragraph 7 read, *verbally* amended, and *agreed to*.

Paragraphs 8 and 9 read, and *agreed to*.

Motion made (*Dr. Lang*), and *Question*,—That the Draft Report, as *verbally* amended, be the Report of this Committee,—*agreed to*.

Chairman to report.

LIST OF WITNESSES.

	PAGE.
Davidson, W. R., Esq.	7, 27
Day, William, Esq., J.P.	16
Kellick, Mr. John	24
Moriarty, E. O., Esq.	19
Russell, Mr. John William	11
Smith, Thomas, Esq.	1
Webb, Mr. William	13

LIST OF APPENDIX.

	PAGE.
<i>(To Evidence given by Mr. T. Smith, 21 November, 1867.)</i>	
A 1.	
Report of late Deputy Surveyor General and the Port Master, 20 September, 1849 ...	29
A 2.	
Colonial Secretary to Mr. Smith—permission to extend wharf, 15 October, 1849 ...	29
A 3.	
Rough Sketch of Allotments and Streets fronting Pymont Bay ...	35
A 4.	
Surveyor General to Mr. Smith, as to plan for equitable partition of water frontage, 14 August, 1854 ...	29
A 5.	
Colonial Secretary to Mr. Smith, relative to copy of tracing attached to bond, 13 April, 1854 ...	30
A 6.	
Surveyor General to Mr. Smith—Government survey not to be made, 16 April, 1856 ...	30
A 7.	
Secretary for Public Works to Mr. Smith—notice to remove jetty, September, 1866 ...	30
A 8.	
Crown Solicitor to Mr. Smith—notice of legal proceedings, 26 September, 1866 ...	30
A 9.	
Notice in <i>Gazette</i> , referring to Mr. Smith's application, and inviting objections, 9 November, 1849 ...	30
A 10.	
The Bond, 12 November, 1849 ...	31
<i>(To Evidence given by W. R. Davidson, Esq., 28 November, 1867.)</i>	
B.	
<i>Précis</i> of the case, 29 September, 1856 ...	31
<i>(Handed in by Chairman, 20 March, 1868)</i>	
C 1.	
W. Tunks, Esq., Chairman, to Attorney General, requesting his opinion, 11 December, 1867 ...	32
C 2.	
Secretary to Crown Law Officers, in reply, 18 March, 1868 ...	33

Sketch ...	35

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE SELECT COMMITTEE

ON THE

PETITION OF MR. THOMAS SMITH.

THURSDAY, 21 NOVEMBER, 1867.

Present:—

Mr. FARNELL,
Mr. JOSEPHSON,
Dr. LANG,

Mr. SAMUEL,
Mr. TIGHE,
Mr. TUNKS.

WILLIAM TUNKS, Esq., IN THE CHAIR.

Thomas Smith, Esq., called in and examined:—

1. *Chairman.*] You are the petitioner referred to in a petition ordered by the Legislative Assembly to be printed, 24 September, 1867? I am. T. Smith, Esq.
21 Nov., 1867.
2. The prayer of that petition is, "that inquiry may be made into the circumstances of the case, and that your Honorable House will grant him such relief as in your wisdom you may deem fit"—Will you, as shortly as you can, state to the Committee the matter you wish to be inquired into? In the year 1849 I spoke to my neighbour, Mr. Webb, respecting the water frontage of Pymont Bay. I said that we had better apply for the privilege of the frontage. I advised that we should write some letter upon the subject, and recommended him to speak to his neighbours upon the point. He said he would, and when I next saw him he had not done so, and I handed to him the draft of a letter. He said it was very good excepting one point. His objection was, that I had not asked sufficient depth of water. He said I should have asked for more depth of water, as it was a shallow bay. I said "Very well, I will shew you a fair copy of the letter to-morrow," which I did. It was read and approved of by him, and I sent it in to the Government. Afterwards the Deputy Surveyor General and the Portmaster came to the locality. I did not myself see them, but I received a letter some time after from the Colonial Secretary, dated 15th October, 1849.
3. There is a reference to a letter of the 6th September, 1849—a claim under the regulations published 21st June, 1848? Yes, but I have not been able to find a copy of that letter. This was reported upon by the Deputy Surveyor General and the Portmaster, on the 20th September, 1849. (*The witness handed in the same. Vide Appendix A 1.*)
4. You were informed in the usual way on the 15th October, 1849? Yes; I was informed that permission was granted to me to extend the wharf on certain conditions, and that I must give a bond to the Civil Crown Solicitor with sureties. (*The witness handed in the letter. Vide Appendix A 2.*)
5. You were informed, on the 15th October, 1849, in the usual official manner, that you could fill in your frontage according to a plan of equitable partition for the benefit of all parties? Yes. This is a condensed plan of the one recorded in the Surveyor General's Office. (*The witness produced a plan.*)
6. *Mr. Josephson.*] Where did you get that plan? This is my own plan of the estate of Pymont. This is the official plan, which was sent to me with those lines marked in red ink officially, and notified in Sketch Book, vol. vii, fol. 7. (*The witness handed in the same. Vide Appendix A 3.*)

- T. Smith, Esq. 7. *Mr. Tighe.*] Is it signed? There is no signature to it, but there is a letter with which it was forwarded to me, dated 14th August, 1854, enclosing the sketch. (*The witness handed in the same. Vide Appendix A 4.*) I have a previous letter, dated 13th April, 1854, from the Colonial Secretary, referring to the bond, which I beg to hand in. (*The witness handed in the same. Vide Appendix A 5.*) I have also another letter, dated 16th April, 1856, which states that I must obtain a survey at my own expense. (*The witness handed in the same. Vide Appendix A 6.*) This survey was executed under the cognizance (under the direct guidance, in fact) of the Surveyor General, Colonel Barney.
- 21 Nov., 1867. 8. What was the object of the survey? To ascertain the converging lines, because until the bay was surveyed, I could not define my position.
9. Had the survey any reference to the making of a wharf? Of course it had, because I must confine myself within the converging lines.
10. *Dr. Lang.*] When was your original purchase of land made? I think in 1845. I cannot exactly say that, but prior to all this correspondence with the Government three or four years.
11. *Chairman.*] Upon the authority you received, you commenced to carry out the work? Yes, in 1849.
12. *Mr. Josephson.*] After the survey you were directed to have made? No, before I began to fill up from the shore, because I was authorized to do so—authorized by the Deputy Surveyor General and the Colonial Secretary's letter.
13. Was this survey sanctioned or approved of by Government? Yes, recorded in the office.
14. Your private survey could not be? The Government never survey waterside allotments.
15. You have told the Committee you were instructed to have a survey made of the harbour—Did you merely mean your allotments? I could not survey my own allotments only, because these converging lines could not be made without this survey.
16. Was your survey approved by the Government? Yes.
17. Have you any letter showing their cognizance or approval of this survey? I am not aware of any, but it was done under the guidance of the Surveyor General; he gave instructions to my surveyor entirely. I did not instruct him at all.
18. You were told that the survey must be made at your expense? Yes.
19. Was it a Government survey? Yes. Colonel Barney went over and approved of it. Several times he gave distinct directions about the survey.
20. *Mr. Farnell.*] After your surveyor had completed the survey, did he then send a plan to the Surveyor General, for his approval or disapproval? Yes, and it was recorded in the Sketch Book of the Surveyor General's Department.
21. As having received that plan and approved of it? Yes, it is officially marked on the plan.
22. *Chairman.*] What action did you take on receipt of the Colonial Secretary's letter of 13th April, 1854? I had taken action before. I had been continually filling up ever since the receipt of the Colonial Secretary's letter of 1849. I have been all along, for the last eighteen years, filling up—only the survey had not been made, in the first instance, because of the extent of the bay; and I found I could get no survey without myself paying the expense of it.
23. You have never surveyed the bay in a scientific way? Yes; the Surveyor General has a copy of this—(*producing a plan, marked H.*)
24. Have you surveyed the bay with this object in view, or has it been surveyed by anybody, to your knowledge? Yes.
25. Has it been surveyed by you, by the Government, or by whom? It has been surveyed, at my expense, under the distinct guidance of the Government.
26. You entered into a bond? Yes, in the year 1849.
27. You have continued to fill up the bay ever since, until very recently? Until I was stopped—about fifteen months since.
28. Did you apply to purchase the reclamation under the Crown Lands Alienation Act of 1861? Through my solicitor, Mr. Wigram Allen, I did.
29. And that application has been refused? I believe so. I have never seen the letter. I applied to Mr. Allen for a copy of the letter, but he could not find it. I think he said at the time it stated that the bay was required for railway purposes.
30. Have you laid out any money in pursuance of what you conceive to be an arrangement with the Government in this matter? I have laid out a great deal of money—above £500.
31. Recently, you were completing your wharf by piling, and were prohibited from carrying it on further? Yes.
32. Have you received a letter from the Works Department, and from the Crown Solicitor's Office? Yes. (*The witness handed in the same. Vide Appendix, A 7 and A 8.*)
33. There is a little matter I am not very clear about, and which I wish you to explain—You were officially informed, on 15th October, 1849, with reference to your application to reclaim? Yes.
34. At that time, or after that time, did you submit a plan for the approval of Government? No, I did not—I think not. The plan originated with the parties who made the report—the Port Officer and the Deputy Surveyor General.
35. That arose out of your application of 15th October, 1849? Some time in September, 1849, I think. The letter was answered on the 15th October, 1849. My application, I think, was in September, 1849.
36. Then you applied in September, and received an answer 15th October, 1849? Yes.

37. At that time a plan was made of the bay, to which you allude, and a report was made to the Government, by the Deputy Surveyor General and the Portmaster? I had no knowledge of what they intended to report. T. Smith, Esq.
21 Nov., 1867.
38. In 1854 you made an application to be furnished with a copy of a sketch? Yes.
39. What sketch was that? The red ink plan now handed in (*Appendix A 3*). It is a pen and ruler sketch, sent to the Survey Department, to have marked upon it what they intended to be done.
40. At the instance of some party in 1849, a sketch or plan was made? That I cannot say. My plan was sent in much afterwards, and relates to the letter attached.
41. *Mr. Josephson.*] Still you sent that plan—it was your plan sent to the Government, and returned to you again? Yes.
42. *Chairman.*] Your complaint is, that you were prohibited from proceeding with your improvements? Yes.
43. After a complete arrangement with the Government. Yes, I consider the whole matter was thoroughly completed.
44. *Mr. Josephson.*] I want to know whether the Government did survey this bay at any time? Yes, in 1856—at least, it was my own surveyor.
45. Then it was not the Government. Did the Government make the survey? No; they never do to a water frontage. I think my bond should be sent for, to see what sketch is attached to the bond.
46. That is what I understood—the tracing was sent with the bond? There is a tracing, but no lines could be drawn upon it, because of this letter of the Colonial Secretary of the 15th October, with reference to the converging lines.
47. You say a tracing was sent? Yes.
48. Where is that tracing? Perhaps the Surveyor General has it. The private individual sends a tracing to the Government, to be attached to the bond.
49. Still, in one of these letters it says the tracing was sent to you. This is not a survey? No, this was a rough sketch of what was to be done scientifically afterwards.
50. I want to know under what authority you commenced making this wharf—We have at present nothing before us to shew the extent of your wharf, or in what direction it should go—we are in utter ignorance as to the lines in which the wharf should extend, or as to its length? The length is to 4 feet water at low tide. Here is the extent to which I was allowed to go (*referring to Notice in the Government Gazette of 9th November, 1849*).
51. Who has put all this writing upon this plan? I have.
52. A, B, C, D, E, is in pencil? That is official.
53. “The space from A to E being divided into twenty-two equal parts, of which the continuation of Edward-street will form one, the partition is equitable, in accordance with the report of the late Deputy Surveyor General, and so far definite as is possible without incurring the expense and delay of an actual survey”? Which was afterwards done.
54. But this letter of the 14th August, 1854, gives no authority? (*The witness read the letter.*)
55. Showing that no survey was made at this time? No.
56. So that these lines have no definite points? These are the defined square lines (*referring to plan marked H*), at least, the counterpart of what the Surveyor General approves.
57. That is your own private plan? Yes, and recorded in the Surveyor General’s Office.
58. Who wrote this—“Recorded in Sketch Book of the Surveyor General’s Department”? I did.
59. You have stated in your evidence that the survey was made under the distinct guidance of the Surveyor General? Yes.
60. What do you mean by that—that the Surveyor General pointed out the lines and curves? My surveyor was under his instruction in making this survey.
61. How did you ascertain the bearing of these lines (*referring to the plan*)—the converging lines? The bearings are here stated in this plan. You could not, when the bay was not surveyed, give the true bearings, but it was afterwards given as 157 degrees, the value of the angle.
62. Who put that on the plan? I did.
63. That is not the surveyor’s? That is in the office, and under the cognizance of the Surveyor General.
64. How far have you carried on your wharf? To the extent here shewn. (*The witness referred to a plan marked H.*)
65. What is the distance to which it is carried out—to what depth of water? My piles are in 4 feet water.
66. At high or low tide? At low tide—as the letter expresses.
67. How much further do you think it would be desirable to carry it out? I do not wish to carry it out further.
68. *Chairman.*] The earth you throw in must necessarily be spread out by the tide? No, I have made a stone wall on each side, and filled it up at great expense. Colonel Barney, when he came over, said, “You have been at great expense in doing this; your neighbours get to deep water very easily—you cannot do so. I will have it surveyed at 6 feet, for no navigation will be interrupted.” But I did not go to that extent.
69. Your application was gazetted in 1849? Yes. (*The witness handed in a copy of the Government Gazette containing the same. Vide Appendix A 9.*) I also beg to hand in a copy of my bond. (*The witness handed in the same. Vide Appendix A 10.*) I have never seen this petition (*referring to the Petition of Mr. J. W. Russell and others*) until now. I see the parties claim to have the same square lines. If they were allowed to have these, they would not only cut off my four allotments, but my neighbours’ two allotments would be cut off.

- T. Smith, Esq. 70. *Mr. Farnell.*] What is the number of your allotments? I can hardly say; they are marked upon the plan by me.
- 21 Nov., 1867. 71. You said something about square lines—Do you mean the continuation of the line of the street? No; my opponents want to get the continuous straight line of the street, but my letter shews that this street is to converge with the allotments, and it would be better to do so, because it would get to deep water here sooner (*referring to plan*) in this way.
72. In the original plans of these allotments of the Macarthur Estate, the allotments are surveyed to high water mark? Yes.
73. By whose authority are the lines marked in the plan made to converge to the points here indicated? By Government.
74. Suggested by you? No, never.
75. Who performed the survey for you? Mr. Reuss, under Colonel Barney's guidance. I believe Colonel Barney went over to see it; I had nothing at all to do with it.
76. What do you mean by Colonel Barney's guidance—Was he there directing Mr. Reuss? Yes; at least I believe he was there once, and several times Mr. Reuss went to the Surveyor General's Office to receive his instructions.
77. After he had performed that survey, did he make the plan of the survey? Yes.
78. Did he send the original plan, or a copy of it, to the Surveyor General's Office? I suppose I have the original plan.
79. Is this the original plan (*referring to Appendix A 3*)? No.
80. Who drew this plan, and the lines here indicated? Yes, Mr. Reuss did it after he had made the survey.
81. Why did you not produce the original plan made by Mr. Reuss? I could do so, but it is a large one. I believe the Surveyor General has the counterpart.
82. You are sure the Government authorized these converging lines? Yes.
83. Have these lines indicated on the plan been actually run out in the bay to the points? No, they have never been marked—the difficulty is in that.
84. In what way does your constructing a wharf in front of your four allotments interfere with the allotments adjacent? My opponents to the right and left of me wish to take square* lines; and if they were to do so, I should not get to the water at all, even with my four allotments.
85. You do not mean square lines, but straight lines in continuation of the lines of their allotments? Yes.
86. *Mr. Tighe.*] What reason have the Government given for stopping this work? I have never heard of any reason.
87. When they told you to stop, did you not ask them why they wished you to stop, after having carried on the work for so many years without interruption? I was led to believe from Mr. Moriarty that I should receive further communication on the point. I visited him several times, but received no further satisfaction. Even the day before my petition was presented, I saw Mr. Moriarty, and he said the Surveyor General and himself would come to the locality.
88. Did they come? No.
89. And they gave no reason for stopping you? No, except that I should not have done this after the Land Act of 1861; but I always considered this a confirmed matter, with which the Act would not interfere.
90. Would they give you no reason for stopping you? I have had no other reason than that mentioned in the letter.
91. That gives no reason—it only orders you to stop? Yes.
92. You went and stated to the Government the reason why you considered yourself justified in making this wharf? Yes.
93. And you got no answer? No.
94. When you got your permission to make this wharf, were you limited as to time? No.
95. Do you think your authority extended to unlimited time? Yes.
96. No matter whether a half century or a century elapsed before its completion, you thought you were still at liberty to make this wharf? I never considered that. It would cost a large sum of money, perhaps a couple of thousands, to make it, and I could not afford to expend that money at once.
97. Who gave you the idea of these converging lines first? The first time I knew of converging lines was, when I received the letter that was sent to me by the Colonial Secretary, in which he stated that I must conform to a plan by which all parties would be considered and benefited by an equitable partition.
98. That said nothing about converging lines, but only that the lines should be so made as to suit all parties? It was no limit or suggestion of mine; it was done with the idea of satisfying every one, I suppose.
99. How did you get your idea of converging lines? From the letter of the Colonial Secretary.
100. Who was the first to suggest that converging lines, such as are here laid down, would suit everybody? The Colonial Secretary.
101. How does he suggest that? He said that in his letter of the 24th October, 1849.
102. Then upon that suggestion you marked these converging lines? That was many years after—that was in 1856.
103. Upon this suggestion? Yes.
104. Were these converging lines submitted to the Government authorities for their approval? Yes; I submitted them in pencil.
105. And they approved of it? The red ink is their official marking.

106. Did they approve of it in express terms? There is the letter which accompanied the T. Smith, Esq. plan of the 14th August, 1854.

107. Then you do not really know whether it is in consequence of these diverging lines, or ^{21 Nov., 1867.} for some other reason, that the Government have stopped you? No, I am not exactly aware. I think, from conversations I have had with Mr. Moriarty, he wishes me not to go out so far.

108. You think, then, it is not the matter of these converging lines, so far as the Government are concerned, that has caused you to be stopped? No, I think not; but being opposed by my neighbours, I am desirous of shewing the whole matter from the beginning.

109. *Dr. Lang.*] Were you the only purchaser of allotments in this bay at the time when you became possessed of that property? No, several purchased beside myself.

110. Do you know whether any of the other purchasers got sketches from the Surveyor General's Office? I think not, because I was the first person to moot the question of having the privilege of the water frontage.

111. *Chairman.*] When you made your application, this was notified in the *Gazette*, inviting objections from other persons interested? Yes.

112. Are you aware whether any objections were made? I do not know of any. The Government have always considered this a fair thing, and have corresponded with me respecting its being carried out.

113. Has it ever been intimated to you, in an official way, that objections were made? No.

114. Have you any other evidence to produce? I had prepared a statement of the whole case to lay before the Committee, which, with its permission, I would hand in. (*The witness handed in the same. Vide Addendum.*)

ADDENDUM.

In the year 1849 I spoke to my neighbour, Mr. Webb, about applying to the Government, in order to obtain the privilege of the water frontage opposite our properties on Pymont Bay, and some time afterwards produced to him draft of a letter I had written, which, after being read, he approved of, excepting in one particular, which was that I had not, in his opinion, asked for enough depth of water.

On the following day I took him the fair copy of the letter, altered as he had suggested, which he approved of, after being read over, and I told him that I should send the letter forward to the Government on that day.

I did so, and it appears that the Deputy Surveyor General and the Portmaster, after visiting the locality, reported upon the subject to the Governor General, as is shewn by their joint report, dated the 20th September, 1849, and which report contained, among other things, the following remarks:—"One fact which weighs very forcibly with us, in recommending this application to the favourable consideration of His Excellency, is, that at present, when the tide is out, the noxious effluvia must have a tendency to generate disease."

Afterwards I received a letter from the Colonial Secretary, dated 15 October, 1849, which stated that permission was granted to me, and that I must conform to a converging plan, by which an equitable partition of the water frontage might be insured for the benefit of all parties; and I was directed to give bond with sureties, in the matter, to the Civil Crown Solicitor, which I did.

This converging plan which was authorized to be acted upon, by filling in, is a fair arrangement, and I apprehend that the Government will always have to adopt it, in adjusting the frontages on bays; and with reference to the space I have been officially empowered to run out to, it is no more in extent than, nor so much as, has been ceded by the Government in other cases, namely, to Mr. Wentworth and Mr. Cuthbert, to both in good depth of water, on the stirring and more valuable and business part of the eastern shore of Darling Harbour; whereas my frontage is isolated, out of the way of shipping, on the western shore, and has very shallow water.

But the Government having now for more than twelve months, to my serious injury, hindered me from completing a wharf on my frontage granted to me in 1849, which frontage is on a mud flat, in a corner out of the way of navigation, and have done this after my having been fully and completely officially authorized to fill up to a certain point, and also after there having been expended above £500, in mainly covering over the filthy mud flat, from which noxious vapours arose, owing to the concentration of dead carcasses and vegetable matter continually brought to this corner by the sea breezes, for which outlay I have not yet had the slightest return, and can have none without completing the wharf,—I feel that this hindrance is not only an act of great cruelty and oppression, but an obstruction to the expenditure of money and labour, in creating commercial convenience for the port, and also an undeserved return for doing a great sanitary public good.

In my letters to the Government respecting this matter, I have always protested against this case being re-opened in any way; and I wrote those letters, not for permission to improve, but to defend myself from my neighbours right and left of me, who have been for years unjustly soliciting, and most unfairly desirous of obtaining, square lines in a half-moon bay! whereby I could not get to the water at all, although I have four allotments abutting on the shore.

I have continually stated that the official authority I hold for carrying out the wharf was complete, by frequently alluding to many letters, plans, and documents, sent to me, and now in my possession, and to the Government notice promulgated in the *Gazette* of November, 1849, under the signature of the Colonial Secretary, defining clearly that the distance to which I could run out was to 4 feet of water at low tide; and I still protest, as I have always done, against any alteration in this respect, whereby the authority which has been granted to me in this matter would be changed; as I am advised that the documents I hold, are full and complete authority to carry out my improvements, the Government adjustment for this water frontage being of a peculiar nature; and my having paid £10 for the survey of the whole bay, under the immediate personal guidance of the Surveyor General; and also, my not being bound by the bond which was drawn up by the Civil Crown Solicitor, to make the improvements in any specified time. This bond was signed by myself and sureties, and for which I paid two guineas to the Crown Solicitor.

The proprietors at the two corners of Pymont Bay have made wharves very easily, from having deep water; and although they have not abided by the Government regulations, as I have done, they have got possession of their wharves, and have long been using them, and are quite unmolested by the Government; while I am unfairly stopped, and my troublesome improvements on a flat shore, from being unjustly ordered to be suddenly left in an unfinished state, are being destroyed every high tide when there is a strong wind.

T. Smith, Esq.

21 Nov., 1867.

I wrote two letters, in July, 1866, to the Engineer-in-Chief for Harbours and Rivers, and the Surveyor General, before I drove any piles, stating that I was extending my improvements into the bay, but I received no reply to either of those letters that I was not to do so; indeed, the Surveyor General, upon several occasions, told me he could see no objection to the authority which had been granted to me; and the Surveyor General also said this to the late Mr. James Macarthur, who applied to him in my behalf; and also the Engineer-in-Chief for Harbours and Rivers said to me, in his office, "If you have permission, why do you not run out a wharf at once?"

I had, and have permission, and now having driven thirty piles, at an expense of nearly £100, in addition to the former outlay of above £450, the Engineer-in-Chief for Harbours and Rivers wishes me to take them up, and put me back, with a line drawn nearer in shore, with no depth of water for a wharf; indeed, to a position where it is perfectly dry at low tide.

I have already had a most serious injury done to me in a pecuniary way by the long stoppage, and by the destruction of the works, which have been ordered suddenly to be left in an improper and unfinished state; but the drawing such a line as the Engineer-in-Chief for Harbours and Rivers speaks of would, under the circumstances, be an act of injustice and oppression, and would interdict me from making a wharf at all, because one person cannot make a wharf beneficially in the centre of a shoal bay. By dredging towards the shore, the silt would soon swerve in and spoil the depth of water.

Besides, this is contrary to the authority and full power given to me to run out a wharf to 4 feet depth of water at low tide, which, indeed, is very little depth of water; and it certainly would not be good government to annul the righteous decision of a former Governor.

I have been desirous of leaving this frontage to my children, being now nearly seventy years of age, and have expended my spare means continuously with that view; but the obstructions I receive are most unjust, and are spoken of, by those who know the circumstances of the hindrance, as a grievous wrong done to me. But to draw a line nearer in shore would be worse still—it would completely spoil the frontage for a wharf.

What I require is merely common justice, namely, to be allowed to complete the wharf for which I have driven piles; and these piles are not placed out into the bay as far as has been authorized by the Government.

I can safely aver that it is nearly as expensive to fill up land as to purchase it. My jetty of massive stones was placed out, on the converging principle, to the position it now occupies, in 1849; and the piles driven out on a shallow beach cannot be doing any harm to the harbour.

Indeed, when this bay in a corner was surveyed, under the personal guidance of the Surveyor General, he recorded *six feet of water at low tide* as the distance to which I could run out (and this can be verified by the Sketch Book of the Survey Department), owing to my having to contend with the shallowness of the bay, and also to my doing great public good by covering over the noxious mud flat, the filling over which was recommended, in the report of the Deputy Surveyor General and Portmaster, to the Governor-in-Chief, Sir Charles Fitz Roy, which report was sent to me in 1849, for my guidance.

It is the fact, that I have done more good, in a sanitary way, by spending my means to get rid of the pestilential mud flat, than if I had driven my piles out to the prescribed limit in the first instance; but knowing the matter was finally adjusted, I did not drive them.

The equitable arrangement of the converging lines cannot be altered, as this would be committing a most gross injustice; and the late Mr. James Macarthur wrote that opinion in several of his letters to me, he having himself adjusted those lines in the most fair way, with the Government, for the benefit of all parties. I can produce four letters from the late Mr. Macarthur, to prove this. Then why should I be oppressed in the way I have been? And nothing is done to my neighbours, who have, some of them, improperly taken square lines, and have not abided by the Government decision.

Although my opponents wish to have square lines on the bay, which would completely exclude me, and cut off the whole of my four allotments from the water, yet my land sold at the sale for £2 per foot more than my neighbours right and left of me, as can be proved by Mr. James Macarthur's letters, above alluded to.

The Surveyor General intimated to me that there were other converging lines adjusted elsewhere; and Mr. Mort, who has one allotment on Pyrmont Bay, fully admits that the converging principle is the only fair one, and has written to me to that effect.

Edward-street, in the centre of the bay, has been especially ordered, by official plan, and letters addressed to me, to converge with the frontages; and by so doing, the street will be much better, as it will be shorter, and incline to deeper water.

The plan of the converging lines for the bay was conclusively settled, and I beg to state that I was officially ordered to fill up. If I had been directed to dredge in the first instance, it would have been a different matter; but it is now too late, after I have carried out and undergone all the expense of filling—besides, I cannot dredge up massive stones, sunk down deep alongside an iron boiler weighing several tons, which have been there for many years.

My being interdicted from making a wharf on the water frontage which has been granted to me, is, in reality, not merely an oppression, but an important public matter, and this is the light in which it should be viewed.

The paucity of wharf accommodation for shipping in Sydney is well known, and the facilities given to the commerce of the port in this respect are limited.

It is thought that an expansive view of this question of permitting wharves ought to be taken by the Government, in a matter of such vast importance to the prosperity of the place; and it is respectfully submitted that, with a water frontage in Port Jackson of more than a hundred miles in extent, from North Head round inside the whole of the bays in the harbour to the South Head, no circumscribed or narrow view should be taken of this question.

For commercial benefit, it is perhaps desirable that wharves should be allowed to be constructed wherever required, provided they do not impede navigation; therefore, the subject is a large and important matter, and one in which the prosperity of the community is intimately connected.

The Engineer-in-Chief for Harbours and Rivers seems to dislike wharves or jetties thrown out; but I beg to submit that, by means of these, three times the number of vessels can be accommodated with wharf convenience on the same frontage.

But as regards the unjust stoppage of my improvements having caused me serious pecuniary loss, and hindered me for so long a time from completing my wharf on the frontage which has been granted to me, which frontage is, as I have before stated, ceded to me on a shallow mud flat, in a corner, out of the way of navigation,—and after my having been fully and completely authorized to fill up,—and also there having been expended £544 in improvements, for which outlay I have not yet had the slightest return, and can have none without a wharf,—this is not only an act of great oppression, but an obstruction to the expenditure of money and labour in creating commercial convenience for the port, when, at the same time, the enormous expanse of the harbour will admit of the improvements on this bay, as originally determined and confirmed, without the slightest detriment to it, and especially as my piles do not impede the flow of water.

I am officially authorized to make a wharf, and have for that purpose been continuously filling in for many years, at great expense and labour.

I have done great public good. I have paid £10 (ten pounds) for the survey of the whole bay, under the immediate personal directions of the Surveyor General, who recorded 6 feet (*six feet*) of water at low tide, in the Survey Department, as the position to which I could run out; and I paid two guineas to the Civil Crown Solicitor for the bond which I signed with my sureties, and which bond prescribed no

time

SELECT COMMITTEE ON THE PETITION OF MR. THOMAS SMITH.

7

time for the completion of the improvements. I have, therefore, respectfully to request that no further T. Smith, Esq.
hindrance may be given to the completion of my wharf, the piles for which have cost me a large sum of
money, and to take them up would be more trouble and expense than putting them down; and upon
what fair principle of action this is desired, I cannot understand. 21 Nov., 1867.

Copy of Mr. Mort's note.

Greenoaks, 16 October, 1867.

My dear Sir,

I offer no objection to the converging lines suggested to the Government, by Mr. Macarthur, for the adjustment of the water frontage to the allotments at Pymont; on the contrary, I regard the plan proposed as equitable; and, on the principle of "doing as I would be done by," I feel bound to give you my support in carrying the matter through.

Yours faithfully,

THOS. S. MORT.

Thomas Smith, Esq.,
Pymont.

Copy of a note from Mr. Deas Thomson.

17 July, 1865.

Dear Sir,

I regret that I do not feel at liberty to comply with your request relative to the partition of the Pymont Bay frontages. I have, ever since I left office, abstained from interfering in any way in respect of official matters which occurred whilst I was Colonial Secretary. The decisions of the Government for the time being must be learnt from the official records, and not from the recollections or impressions of any of its officers; and in fact, I could add nothing to what is communicated in my letter to you of the 15th October, 1849, which explains with perfect clearness the decision of the Government on the subject.

I am, &c.,

E. DEAS THOMSON.

T. Smith, Esq.

THURSDAY, 28 NOVEMBER, 1867.

Present:—

MR. TIGHE,

DR. LANG.

MR. FARNELL,

WILLIAM TUNKS, ESQ., IN THE CHAIR.

Walker Rannie Davidson, Esq., Surveyor General, called in and examined:—

115. *Chairman.*] You are aware of the nature of the present inquiry? I am.

116. This case has extended over many years? Since 1849—the time when Mr. Smith made his first application.

117. And a large amount of correspondence has taken place on the subject? Yes, a very large amount.

118. Will you be able to give a *précis* of this case, such as will enable the Committee fairly to understand the bearings of it, without rendering it necessary to publish the whole of this correspondence? Yes; here is a *précis* of the case, drawn up by the Under Secretary, in 1856, and a minute of Sir William Denison upon it, concurred in by the Executive Council. (*Read. Vide Appendix B.*)119. Do you produce all the correspondence in this case? I do. (*Produced.*)

120. Has any action been taken in this matter, in pursuance of the recommendation of His Excellency the Governor, in 1856? I have recently had a correct survey made of the bay, showing all the improvements made by the different parties, the extensions, and how the proposed plan would affect each party.

121. Do you produce that plan? Yes. (*"Plan of Pymont Bay and adjoining streets" produced.*)122. *Mr. Tighe.*] Do these converging lines correspond with that tracing of Mr. Smith's? Not quite. It is carried out on the same principle as the one recommended by Sir Thomas Mitchell,—that the frontage should be divided equally among the allotments.123. *Chairman.*] What is the date of this plan—when was the survey made? 4th March, 1867, is the date upon the plan.

124. From 1856 to 1867 no action has been taken? No, no particular action has been taken.

125. However, the principle implied in this is one of equity and fairness, as distributing the water frontage proportionately amongst the proprietors? Yes, that is the intention; to carry out what was originally proposed by the Government, in fact.

126. Are you aware that Mr. Smith originally purchased water frontage to this bay—he has a right of water? I suppose he has a right to high water mark.

127. In the subdivision of the estate, he became the purchaser of land having water frontage? Yes.

128. From what we gather from these papers, the continuous lines proposed by Mr. Kellick and others would entirely exclude Mr. Smith from the water? They would almost—entirely. If Mr. Smith's lines were carried out according to his side lines, he would have up to Edward-street. He would be entitled to a triangular piece, you see, by his bond here. The triangle is marked on the sketch attached. Mr. Smith would get a very small proportion in that way.

129. If the straight lines, according to the proposal of Mr. Kellick and others, were continued to the red line marked on the plan of 1867, Mr. Smith would then have but a very small quantity of water frontage? Very small; he would not have his proportion.

130. But if these continuous lines were extended to the distance originally intended, he would be shut out altogether? Entirely; if Edward-street was continued out.

W. R.
Davidson,
Esq.

28 Nov., 1867.

- W. R. Davidson, Esq.
28 Nov., 1867.
131. If Edward-street were continued out, he would be shut out entirely? Yes.
132. The *précis* you have read states that the bond entered into by Mr. Smith was found to be worthless? Yes.
133. It would be worthless as a binding document on Mr. Smith? Yes, it seems so to me.
134. That was in accordance with the Government proposal at the time? Yes.
135. Then Mr. Smith did all he was entitled to do? I think Mr. Smith did all he was called upon to do. Mr. Smith ought to have had a survey made to attach to that bond; it would then have been binding.
136. We see that Mr. Smith applied on the 6th September, 1849, under regulations of the 21st June, 1848—Do these regulations imply that Mr. Smith, or any other person, under the same circumstances, is compelled to furnish the survey? I am not quite sure what the notice in the *Gazette* states. I will refer to the *Gazette*, and see what it is.
137. The Government regulations, promulgated under date 21st June, 1848, were the regulations Mr. Russell and others obtained permission under? I have no doubt they obtained permission under those regulations.
138. There was not a long-established practice, from June, 1848, to September, 1849, in dealing with Crown Lands of this description? No.
139. Then it must have been between June, 1848, and September, 1849, that Mr. Russell and others in this bay obtained permission to reclaim? I am not aware of the date of Mr. Russell's permission.
140. Mr. Smith executed the bond as required by the Government? Yes.
141. And commenced filling up at the time? That I do not know.
142. The letters marked upon the plan submitted by Mr. Smith the other day are genuine, I presume, so far as you know—A, B, C, D, E,—as indicating the distance to which the filling out was to go? There is a sketch here indicating that, but there is nothing specific about it—no length of lines, no bearings, no scale. I have no doubt this is a copy of the sketch in the office, upon which the survey was intended to be made, but I would not call it a plan; it is merely a design or sketch.
143. If you look at the correspondence, you will find Sir Thomas Mitchell says, in the second paragraph of his letter of 14th August, 1854—(*Appendix A 4*)—"I now beg to return your sketch, and to draw your attention to the letters A, B, C, D, E, which denote the distance to which the proprietors of allotments between Murray and John Streets may be allowed to fill up." Is that sufficient to identify this sketch (*A 3*) as the one referred to? Yes, no doubt.
144. Subsequently, Mr. Smith applied, under the Crown Lands Alienation, Act to reclaim this land? Yes.
145. And it has been reported upon in the usual way? Yes.
146. That was referred to yourself? Yes, and the Engineer-in-Chief for Harbours.
147. I think you have told us before, you have no regular appointment as a Board? Only that my predecessor held the appointment—I have no formal appointment.
148. In conformity with long usage, these things are referred to you as Surveyor General? Yes.
149. And you are one of two constituting a Board? Yes.
150. Can you inform the Committee whether there is any regulation established by the Government, as to dealing with these lands in angles of the harbour? No, this is the only case I am aware of—I do not know of any other.
151. Not up to the present date? No, I do not think we have any other.
152. Blue's Point? There is no proposed plan of converging lines there, that I am aware of.
153. Dealing with angles? We have not dealt with Blue's Point in that way. This is the only case of the kind that I am aware of.
154. Do you consider this an equitable and fair mode of dealing with such cases? Yes.
155. Otherwise some owners of water frontage might be shut in—those in the angles would be at a disadvantage? Just so.
156. Will you state to the Committee the action that has been taken with reference to Mr. Smith's application under the Crown Lands Alienation Act—whether it has been refused? Yes; the reason was that we considered Mr. Smith's application had lapsed, except so far as it had been acted upon.
157. As a matter of fact, Mr. Smith filled out beyond the line now proposed on the plan produced by you? Mr. Smith was filling beyond that line, and he was stopped by the action of the Crown Solicitor.
158. He was still filling out? Yes, I believe so; I do not know it of my own knowledge.
159. The Petitioners in opposition to Mr. Smith state, "that Mr. Smith became proprietor of his land many years subsequently to the original sale of the property; and as the diverging lines of frontage are solely his invention, and will only benefit him at the expense of his neighbours, they were not contemplated or marked on the plan of the property, at the time of the sale of this portion of the Pyrmont Estate." Is the former portion of that statement true or not—is it Mr. Smith's device to cheat his neighbours? I am under the impression it is the late Sir Thomas Mitchell's design.
160. Is it not stated in the correspondence, in the first report of the Deputy Surveyor General and the Portmaster—"It is evident, therefore, that we can only recommend his application to be acceded to conditionally—that is, that he should conform to a plan by which an equitable partition of the space occupied by the mud flat in advance of his frontage may be insured for the benefit of all parties concerned"? I believe the proposal originated with the Government.
161. And you believe that the statement made in this petition is not true—"that the diverging lines of frontage are solely Mr. Smith's invention"? I do not think they are.
- 162.

162. One of the Petitioners, Warburton and Sons, have sent in a letter approving of the diverging line principle? Yes, there is a letter from the Warburtons to that effect, but they had previously, in another letter, shown a wish to extend their frontage according to their side lines; they have, however, agreed to extend according to the converging lines.
163. In 1856, or about that time, if I understand you right, Mr. Smith was requested to furnish a plan, and he has furnished a plan at some time? Yes.
164. Will you look at this plan which I now place in your hands (*a plan handed to the Chairman by Mr. Smith*), and see if that is a copy of the plan furnished by Mr. Smith? Yes, there is a tracing similar to this in the office.
165. That would be conforming to the requirements of the Government at that time? This is a plan; there is a scale upon it, but the bearings are not given.
166. It is furnished by a licensed surveyor, is it not? Reuss and Browne are the parties.
167. A tracing of that plan has been furnished by Mr. Smith, in compliance with the request of the Government? I am not prepared to state whether it was at the request of the Government; it was before I had charge of the department.
168. *Mr. Farnell.*] What is the date of that plan? 1856.
169. The sketch attached to the bond is not from this plan? No.
170. *Chairman.*] The plan produced is the original of the tracing furnished to the Government by Mr. Smith? There is a copy of this plan in the office.
171. And officially recorded? No doubt it is recorded in the office.
172. Would that amount to an approval? No, I do not think so. If it had been approved, it would have been marked so by the Surveyor General, and would bear his signature. I do not consider it approved without that.
173. Has this plan been approved within your knowledge? I have been looking at the map recently, but I saw no approval upon it. The design was approved of by Sir Thomas Mitchell.
174. The reason now, after all this, for refusing Mr. Smith's application to purchase under the Crown Lands Alienation Act, is that his application seems to have lapsed, except so far as he has availed himself of it? Yes.
175. No time being fixed by the bond, or by any other means, to complete the work? No.
176. *Mr. Farnell.*] The plan produced by you, according to the converging lines marked there, would give Mr. Smith an equal proportion of water frontage, according to the allotments he holds, in conjunction with the other proprietors? Yes.
177. According to that plan, the only way in which it would affect Mr. Smith, would be in preventing him going as far out into the bay as he would wish? Just so.
178. If Mr. Smith were allowed to reclaim according to his own original sketch or plan, would it interfere with the rights of the other allotments adjoining? No, the same design could be carried out.
179. I understand that the sketch deposited in the Surveyor General's Office merely indicates what ought to be carried out when a survey is performed hereafter? Yes.
180. And the survey performed by the Survey Department is in accordance with that intention? Yes, with the exception of going out so far.
181. Do you know what the objection of the Engineer-in-Chief is to going out the distance first proposed? His objection is, to allowing the space of water to be taken up in the harbour.
182. That is, to interfere with the scour of the harbour? Yes; and I may say that, where a frontage can be deepened by dredging, he always objects to extension out.
183. Do you know what depth of water these frontages will have at low tide, at the red line indicated upon the plan prepared by the Survey Office? There would be no water there at low tide.
184. According to this plan, every allotment has a fair proportion of water frontage? Yes; it is divided into twenty-two equal parts; in fact, I had this survey made on purpose.
185. Giving a proportion to the streets also? Yes.
186. Do you know whether any of the allotments have deeper water than others? I do not.
187. I suppose, in the Survey Department you intend to lay this down as a principle, where parties apply for the extension of water frontages, to have converging lines? Yes.
188. That is, where, by carrying out any side lines, it would interfere with the rights of adjoining proprietors? Yes. If you look at this map, you will find that it does not much interfere with the operations of any one.
189. You said something about some recommendation of the Governor and Executive Council, I think, that Mr. Smith should commence *de novo*? Yes.
190. Do I understand that to mean, that he should make a fresh application under the Crown Lands Alienation Act? That Act was not in existence then; but the last decision was under the Crown Lands Alienation Act.
191. There would be no objection to allow Mr. Smith to reclaim to the line indicated upon your plan? That is what is proposed now. This plan has not been approved by the Secretary for Lands; it has only recently been finished. Mr. Moriarty only recently decided on the extent to which they should come out.
192. Does it require the approval of the Secretary for Lands before a map is decided upon? Sometimes plans are approved by the Secretary for Lands, sometimes by the Executive Council. In this case, perhaps it will be submitted to the Executive Council.
193. It is intended, then, to ignore all the prior proceedings in reference to Mr. Smith's application? Yes.
194. Is this water frontage, indicated by the red line, capable of being dredged so as to deepen the water? Mr. Moriarty has had borings made there; he must have satisfied himself that it could be deepened

- W. R. Davidson,
Esq.
28 Nov., 1867.
195. The bottom is of such a character that it can be dredged? Yes.
196. *Dr. Lang.*] Is it the understanding of the Government, that all permissions given to the various proprietors in this locality, for improvements, previous to the passing of the Lands Alienation Act, but not executed, have lapsed? It is so understood, I believe.
197. Is it the proposal of the Government to make a new arrangement on behalf of these proprietors, and by converging lines to give each a fair proportion of the water frontage? This plan is about to be submitted to the Government proposing that; the Government have not approved of it yet.
198. Will Mr. Smith be a serious loser if that proposal is carried out? Mr. Smith has extended considerably beyond the line, and he would be a loser, no doubt; I do not know to what extent.
199. *Chairman.*] By the loss of land and improvements? By the loss of his improvements; not of land, but what he has improved.
200. *Dr. Lang.*] Do you think injustice would be done to the other proprietors, provided Mr. Smith's claim were acceded to by the Government? I do not think the extension would affect the other proprietors at all; it is only the view the Engineer-in-Chief for Harbours has taken, in not allowing Mr. Smith to come out as far as he was originally granted permission to do.
201. I understand that the Engineer-in-Chief for Harbours urges that prohibition, because the carrying out of the improvements to the extent solicited would injure the navigation of the harbour? It would injure the harbour, he thinks, to have the space taken up; in this case I do not think it would injure the navigation.
202. It would prevent the scour taking its natural course? Yes, it diminishes the water area.
203. *Mr. Farnell.*] Have persons who applied some years since, in a similar way to Mr. Smith, for permission to reclaim land, applied, since the passing of the Lands Alienation Act, to purchase these lands reclaimed previously? Yes, I think in some instances they have.
204. That is, that previously to the passing of the Lands Alienation Act, they only held by permission or sanction given by the Colonial Secretary? Yes; they have had the lands appraised, and have purchased them.
205. Since the passing of the Alienation Act? I am not quite sure whether it was before or after the passing of the Act. I know there was one case: Mr. Wentworth was allowed to purchase land he had reclaimed in Darling Harbour; but I am not sure about the date, it was before I took charge of the Survey Department.
206. You are aware that previous to the passing of the Act persons could not purchase this land? No, there was no mode of doing it, so that it must have been after the passing of the Act the purchases were made.
207. So that any persons holding lands that had been reclaimed would not have a good title unless they purchased them? No, no title whatever.
208. *Chairman.*] Applications of the character alluded to by Mr. Farnell are before the Government in the case of Woolloomooloo Bay, on the eastern side, are they not—Harnett's old place? They have claimed compensation for the frontage taken from them.
209. In the event of Mr. Smith wishing to deepen the water to obtain access to his wharf, would he be able to do it individually, if he was disposed to do so single-handed? It would be a very difficult matter, and very expensive; in fact, it could not be done in a small space; it would require joint action of the whole of the proprietors to carry out the deepening of the frontage effectually.
210. You have said before, it was the view of the authorities that Mr. Smith's application had lapsed, except so far as he had availed himself of the permission? Yes.
211. He has availed himself of the permission beyond the line indicated by the red mark on the plan submitted by you? Yes.
212. Then, if it be deemed necessary for the public good that this line should be kept nearer the land, he will have a fair claim for compensation? It would depend, I think, upon the time the improvements were made; he would have a claim for improvements made up to the time he was written to warning him not to proceed further, but not for any that were made afterwards.
213. Was he officially made aware of anything up to the issue of the writ of intrusion, in 1867, under the Navigable Waters Protection Act? I am not aware.
214. You are not aware of his having received any notice to discontinue filling in, except the notice of 1867? I am not.
215. Would it not be desirable, in your opinion, for some authoritative decision to be arrived at, with a view to settle the principle involved in such cases as this? I think it most desirable.
216. It would relieve your department of a great deal of correspondence and trouble? It would.
217. And get rid of a large amount of local agitation as to individual applications? Yes.
218. And be more equitable in its entire application? Yes. I think it very desirable that a line should be determined round all the bays, to which parties could reclaim. We have such a line marked in some bays—Waterview, for instance.
219. At present, in the absence of local agitation, no action is taken to preserve the interests of the public, except as between adjoining proprietors? Yes, so far as regards encroaching upon the harbour, Mr. Moriarty is most particular in curtailing applications of individuals, in almost every case.
220. With a view to preserving the scour of the harbour? Just so.
221. In this particular case the navigation of the harbour would not be interfered with? No.

222. I diverted your attention from the Regulations of 1848—Will you refer to them, so that we may know what they are? *The witness read the notice from the Gazette, as follows:—*

W. R.
Davidson,
Esq.

“Colonial Secretary’s Office,
“Sydney, 21st June, 1848.

28 Nov., 1867.

“WHARVES.

“Considerable injury having been done to the navigation of the Harbour of Port Jackson, and other navigable waters of the Colony, by parties who have been allowed to erect wharves having extended them beyond the authorized limit, by throwing rubbish into the water, His Excellency the Governor has been pleased to direct that, in future, no permission to form a wharf, or extend one already made, will be given without a stipulation rendering it imperative that such wharf be fenced with stone, or in such other manner as will effectually prevent the injury complained of, to be accompanied by a bond, with two sureties, for the due observance of all the conditions upon which such permission is granted.

“All applications for this purpose must be accompanied by a tracing shewing the nature and extent of the proposed wharf, and must contain the names of two solvent persons willing to become sureties for the due observance of the conditions above referred to.

“And in order that the neighbouring landholders, whose interests may possibly be affected by such wharves, may have an opportunity of stating their objections, all applications for permission to erect them will be duly notified in the *Government Gazette* at least one month before being granted.

“By His Excellency’s Command,
“E. DEAS THOMSON.”

223. That refers to a previous mode of giving permission; it is, in fact, an amended regulation? Yes.

224. Permissions had been given previously, on other terms than those indicated in that notice? I am not aware of the other notice; perhaps it was merely a written permission, without any arrangement as to how it should be carried out; the notice says, “by parties who have been allowed to erect wharves.”

225. The conditions, then, on which these permissions have been given are vague? Rather vague.

226. Then, to require a very accurate procedure by plans now, would be exacting something that was not intended originally? It does not appear to have been the practice at that time.

227. But more accuracy would necessarily be requisite, from the progress of improvement and advancement in the Colony generally? Yes, there is great necessity to have all these applications surveyed and mapped, so as to keep a correct record of them.

228. Have you seen the place alluded to in this inquiry lately? Not lately; I have been there with Mr. Moriarty, but a very considerable time ago.

229. You do not remember anything like the value of the improvements made by Mr. Smith? No, not to say anything correctly about it.

230. You say the Minister, or perhaps the Governor and Executive Council, may be applied to, to authorize these plans? I would propose to submit the plan to the Secretary for Lands.

231. And the Minister would ignore the previous proceedings in the matter? I think they have been already ignored, inasmuch as Mr. Smith has been prevented by the Crown Law Officers from carrying on his work.

232. You have spoken of the converging lines in these bays being an equitable and fair mode of settling the matter? Yes; I do not see any other way of arranging it.

233. Would it, in your opinion, be necessary to contract the ends of the public streets in carrying it out? I think it was proposed to conform Edward-street to the same principle.

234. The owners of property in this and similar positions have no absolute right to the water? No.

235. Would it not be desirable, in the interests of the public, to keep parallel sides to the streets, which are often the outlets to large districts? I do not see that it would matter in this case at all.

236. It would give the public a few feet more space, and the owners of the property, each, a few inches less? Yes. It is proposed to erect a wharf at the end of the street.

237. Would not the interest of the public be the first consideration? Yes; and I think it would certainly be advisable to preserve the full width of Edward-street, and curtail the frontage of each proprietor so much as to allow this—it would take a very small portion off each.

THURSDAY, 5 DECEMBER, 1867.

Present:—

MR. JOSEPHSON, | DR. LANG,
MR. TIGHE.

WILLIAM TUNKS, ESQ., IN THE CHAIR.

Mr. John William Russell called in and examined:—

238. *Chairman.*] You are one of the petitioners against Mr. Smith being permitted to reclaim land at Pyrmont Bay? Yes.

239. Is this the petition signed by you (*handing witness the petition before the Committee*)? Yes.

240. You object to his being permitted to reclaim this land? Yes; I understand they are going to make divergent lines.

Mr. J. W.
Russell.

5 Dec., 1867.

- Mr. J. W. Russell.
 5 Dec., 1867.
241. Do you object to that plan (*handing Mr. Smith's plan to the witness*)? Yes. We contend that the lines of Edward-street should go out straight to the water, and if the lines are run out as proposed by this plan, it will cut off one-third of the frontage of my property to the water, and the water frontage is of more consequence to me than the land.
242. Have you any right to the water? Yes; I bought the land with a right to the water.
243. Have you any right to encroach upon the water? Yes; I had a lease in 1841 from Mr. Edward Deas Thomson to extend out into the water; in fact, the land would be of no use without it.
244. Did you make a formal application in writing for that? Yes.
245. Had you an answer in writing? Yes, I had leave given to extend.
246. Will you produce it? I have not it with me; it was dated 1st May, 1841, and was entered in the Surveyor General's Office. (*Vide Addendum.*)
247. Is this statement true—"that Mr. Smith became proprietor of his land many years subsequently to the original sale of the property; and as the diverging lines of frontage are solely his invention, and will only benefit him at the expense of his neighbours, they were not contemplated or marked on the plan of the property at the time of the sale of this portion of the Pymont Estate"—is that his invention? I believe the converging and diverging lines emanated only from Mr. Smith. I never heard a sentence of it till I heard it had been in contemplation by him for seven or eight years, and that was only under the circumstance of my carrying out my side lines. I was a little matter slack, and when I carried that out, it brought out this notice that the plan alluded to had been arranged by Mr. Smith.
248. If your lines are continued into the bay, it will of necessity exclude some other persons from having water frontage? No, I do not interfere with anybody when I take my lines down straight—I get the same water frontage as they do.
249. By continuing the lines straight and parallel, will every one in the bay having water frontage be in the same position? All the seven allotments will have the same, if the street is carried through. If these other side lines are carried down, however far the street extends out into the bay, they get frontage on the street. If the bay is filled in, it will not interfere with others' water frontage.
250. Can they have any practical use of the water frontage if they are not allowed to fill in? Yes, they will have as much as they always had.
251. What depth of water would they have at low tide? I do not know how much. I dare say it ebbs out at 300 feet distance in some parts.
252. Would you say they would have any water at low tide without filling in? If they filled in.
253. Not without filling in? They cannot make much use of it at low tide at present.
254. Then they make no use of it as a water frontage at low tide? No, they cannot make much use of it at low tide at present.
255. Can they make any use of it at present, at low tide, as a water frontage? I do not know what they might want it for; they might make a use of it that I cannot. The only occasion I have to go out for is to get a greater depth of water.
256. If you are allowed to go out, you do not care about anybody else? I do not know that I have to consider others—I am not looking after other people's interests, but after my own.
257. Do you consider the proposal of Mr. Smith unfair in principle? If this plan had been adopted, and shewn at the sale, it might have altered people's views, because the land was bought with a certain water frontage different from what is shewn here.
258. Had the owners of the land any right to sell the bay with the land? I do not know. I cannot answer that.
259. Do you tell the Committee that you do not know? If Government wanted any part of it, they should compensate people for taking the water frontage, in the same way as they do for taking street frontage away.
260. Had the Messrs. Macarthur any right in themselves to fill in? I suppose the deed would explain that. I considered that I had a right to the open water.
261. Did you apply to the Government to be permitted to fill in? I applied to the Government to be permitted to carry out my line to a certain distance into the water.
262. If you had a right, how came you to ask for permission? Because I understood it was usual to do so.
263. Have you anything to suggest to the Committee? Only that I contend that Edward-street should be carried down according to the side line on the plan, and then the lines of these allotments should be carried out parallel to it. They would not interfere with the street if they were carried out according to these side lines.
264. *Mr. Josephson.*] How are the people owning property to the westward of Edward-street to have access to the water, if the lines are carried out as you propose—are the people owning these allotments entitled to water frontage? Yes.
265. You want Edward-street to be carried out, which would cause these proprietors' lines to terminate in that street, and they would thus be cut off from the water—You do not care about these people being debarred from deep water? That is not my business; I do not trouble myself about other people's business.
266. But it is the business of the Committee to see that justice is done to all parties? I bought this land according to a plan which gave me a water frontage; these people bought their land long after, and gave a much less price for theirs than I gave for mine. If Edward-street is carried out, what is it to me if these people are blocked up?
267. You have admitted that all these people are equally entitled with yourself to a water frontage? They are entitled to what they have purchased.

268. You purchased these allotments, did you not, and you consider that you were entitled to water frontage up to high water mark? Yes.
269. And you, I suppose, will admit that other persons purchased under the same conditions as yourself—that is, of being entitled to the privilege of the land up to high water mark? I do not admit that any other person has a right to come in front of me. It makes no odds to me how these people are situated—each one bought his land according to his own views at the time.
270. *Mr. Tighe.*] How will the diverging lines proposed by Mr. Smith injure your property? It will take off one-third of my frontage.

Mr. J. W.
Russell.

5 Dec., 1867.

ADDENDUM.

The Colonial Secretary to Mr. John W. Russell.

Colonial Secretary's Office,
Sydney, 1 May, 1841.

Sir,

In compliance with your request of the 22nd ultimo, I have to inform you that His Excellency the Governor (on the recommendation of the Harbour Master) has been pleased to grant you permission to carry out a wharf from your property at Pyrmont, to the extent of one hundred and fifty feet from high water mark, of which the Harbour Master and Surveyor General have been apprised.

I am, &c.,

E. DEAS THOMSON.

Mr. William Webb called in and examined:—

271. *Chairman.*] You are one of the petitioners? Yes.
272. You object to the plan of the division of the water frontage of the bay opposite the Steam Navigation Company's Wharf at Pyrmont? Yes.
273. Will you state to the Committee the ground of your objection? I object to it on the ground of its encroaching upon my frontage.
274. Will you point out on this plan which is your frontage? (*The witness pointed out the allotments.*)
275. Where the continuous line in pencil enters Edward-street? Yes.
276. By continuing Edward-street through there, would you have any water frontage at all? It would take away my water frontage altogether, but it would benefit me by giving me a frontage to the street.
277. If Edward-street were continued, it would reach to here (*pointing to the plan*)? Yes.
278. On the other hand, if these diverging lines were adopted, would you not have your *pro rata* quantity of water frontage? I contend that I have a right to the whole of my water frontage, and not to a *pro rata* quantity. I object to Mr. Smith's plan in every way. Mr. Smith has led you wrong; it does not show so well on the plan as it should do. 14, 15, and 16 never belonged to Mr. Smith at all.
279. You say Mr. Smith has led us wrong? Yes.
280. When you say that, do you allude to this passage in your petition,—“the diverging lines of frontage are solely his invention, and will only benefit him at the expense of his neighbours”? I do say that it will injure every one else, and benefit only Mr. Smith.
281. That allegation in the petition is true? Yes.
282. To your own knowledge that is true? Yes. I further wish to say that he alleges he had four allotments. He never had four.
283. Will you state to the Committee how you came in possession of the knowledge to justify the statement you have made in your petition? I must go some years back. In April, 1854, Mr. Smith made an application to be allowed to extend his lines into the bay, and the Surveyor General, Sir Thomas Mitchell, said this matter of the diverging lines must be determined by the landholders owning property in front of the bay. It never was determined by us.
284. What paper are you referring to? A paper of my own, which I have written. I quote from a letter of Sir Thomas Mitchell.
285. I have asked you to furnish the Committee with the reasons of the assertions you have made in your petition, and you are now reading from a paper. Is that a paper compiled by you recently? From scraps of letters I have by me.
286. Where are the letters? I have not taken due care of them. They were copied by my children into my letter book, as an exercise.
287. If you wish to refer to any of the official correspondence, and will name the dates, they are before the Committee? I would refer to a letter of Sir Thomas Mitchell, dated 18th May, 1854—a letter addressed to all the proprietors of land in the bay, stating that they must agree among themselves, and unless they did so it would be finally put a stop to.
288. Will you look again at Edward-street on the plan. If this were continued, it would deprive you of water frontage—you would only have frontage to Edward-street? Yes.
289. Would the granting of this application of Mr. Smith damage your land, as dispossessing you of water frontage? Yes, because he claims that as his own, and the line of Edward-street takes away my water frontage.
290. Would you not receive a proportionate water frontage in common with your neighbours? No, he takes away all. It will come out further than this (*referring to the plan*).

Mr. W. Webb.

5 Dec., 1867.

- Mr. W. Webb. 291. *Mr. Tighe.*] Is the angle formed by Union and Edward Streets a right angle? Yes, I think it is.
- 5 Dec., 1867. 292. Then your statement that it would come over more this way must be incorrect? —
293. *Mr. Josephson.*] Which do you consider the more valuable, the street or the water frontage? The street frontage is the more valuable.
294. Suppose others say they prefer the water frontage? Mr. Russell's is more valuable.
295. That is your personal opinion? Yes.
296. Do you not think Mr. Smith is as much entitled to his opinion as you are to yours? Yes, and to his property too; I do not object to that, but I object to his having mine.
297. If Mr. Smith says water frontage is more valuable than street frontage, he is entitled to his opinion? Yes, but I say street frontage is more valuable—double or treble—than water frontage.
298. It is simply a matter of opinion? No, it is a matter of pounds, shillings and pence. This is brought in for the purpose of taking this piece of land from me, which he has no claim or right to.
299. *Chairman.*] Will you look at the second paragraph of your petition:—"That your petitioners are desirous of reclaiming the beach as far as a depth of three or four feet at low water"—that is your petition? Yes.
300. How do you reconcile that with the statement you have just made,—that you do not want water, but street frontage? The statement in the petition is made that I may retain my own property, and not be jostled out of it.
301. Have you not stated in your evidence that street frontage is more valuable than water frontage? Yes.
302. And your petition states that you object to Mr. Smith's application because you are desirous of reclaiming the beach as far as a depth of three or four feet at low water? Yes, I should say one foot myself, or whatever they would give me.
303. That is the reason you object to Mr. Smith's application? I object to Mr. Smith's application in order to retain the land in my own right.
304. Is the proposed division unfair in principle to a number of proprietors, under such circumstances? Certainly it is, to all the people in the bay,—it is unfair to every one.
305. It is unfair in principle? It is unfair in principle.
306. You still adhere to the statement that this is an invention of Mr. Smith? I do.
307. And that it arose in 1856? Yes, before that time,—it arose in 1854,—it arose in 1849.
308. Look at the Appendix, A 1, and after reading it, state whether you are still of the opinion that this is an invention of Mr. Smith? (*The witness referred to the Appendix.*) Yes, I certainly say it is the entire invention of Mr. Smith, and without the sanction of any landholder in the bay.
309. You have read that through? Yes, I have.
310. Will you take notice of this paragraph in the Report, signed by S. A. Perry, Deputy Surveyor General, and Merion Moriarty, Portmaster, dated 20th September, 1849: "The plan, therefore, that we beg leave to submit for consideration is one by which all the allotments and streets fronting the bay should be made to converge to a point opposite the bay, and terminate in a segment (D B G) of a circle, as above referred to. With this stipulation, and an adherence to the Regulations of the 21st June, 1848, with regard to the formation of wharves, we are of opinion that this application may be acceded to"? That is an application of Mr. Smith, and the act of the Portmaster at the time, and was not with the sanction of the landholders of the bay.
311. *Mr. Tighe.*] You state in your petition that you are desirous of reclaiming the beach as far as a depth of three or four feet at low water, opposite your own property—Is that statement literally true or false? It must be literally true, for they ask for it.
312. It is literally true that you want to reclaim the beach as far as a depth of three or four feet at low water? I ask for it, and will take what the Government will give.
313. Is it true that you want the beach as far as a depth of three or four feet at low water opposite your land? Yes.
314. How do you reconcile that with the statement that you want these lines carried straight into the diverging line, so that you may have a frontage to the street? I am indifferent about the matter; I would sooner have the frontage to the street than the frontage to the water.
315. Then it is not literally true that your reason for opposing this is, that you may reclaim the beach as far as a depth of three or four feet at low water? I ask for the water frontage in order to claim my own land.
316. You do not want both? No, and I would sooner have the frontage to the street.
317. Then it is not literally true that you oppose this application because if it were carried out you would be deprived of your water frontage? He would deprive me of the water and deprive me of the land too.
318. You do not want the water frontage at all—what you want is, the land frontage to the street? I want my right either to the water or to the land, one of the two, whichever you like.
319. Suppose these diverging lines are carried out according to Mr. Smith's plan, will you not have water frontage? No, he will take more than two chains away from me.
320. You will have water frontage this way (*referring to the plan*)? I cannot go across Mr. Mort's land.
321. If all the lines are made to diverge, you will then have this land from here to here (*referring to the plan*)? Yes, but that will be a very small frontage—not above half of my present frontage.

322. Of how much frontage will this deprive you? Of half—150 feet or more. This plan Mr. W. Webb does not shew what Mr. Smith wants.
323. How long is it since you bought this land? I bought it in 1839. 5 Dec., 1867.
324. From whom? Mrs. Macarthur.
325. Had you any expectation of being entitled to water frontage at that time? Yes, it was allowed to parties in those days.
326. Was there a Government regulation to that effect? Yes, allowing a proprietor to go out if he did not encroach upon his neighbour.
327. Then, when you bought this land, if you were entitled to water frontage to deep water, you could not have supposed it was intended to carry out Edward-street? No.
328. The carrying out of Edward-street is inconsistent with giving you water frontage? Yes.
329. But when you bought the land, you bought it with a view to obtaining water frontage? Yes.
330. Then the carrying out of Edward-street is inconsistent with your original view? Yes, but I should not mind it now, for the value has changed.
331. Supposing these lines were carried out straight—the lines of Edward-street and the boundaries of the different allotments—would that give every owner of property in the bay a certain portion of the water frontage? Either a portion of water frontage or of frontage to the street.
332. Supposing the street were not carried out, but all the lines bounding the allotments were carried out in a straight line, would that give every owner of property in that neighbourhood the same water frontage? Yes, and it was carried out by Mr. Macarthur's surveyor in such a way as that every one should have water frontage.
333. Then what do you think was the object of the Deputy Surveyor General and of the Portmaster, so far back as 1849, in proposing that, for the purpose of accommodating all parties, these lines should be made to converge? I have nothing to guide me—it was only Mr. Smith's imagination.
334. You doubt whether Government officials proposed this. Suppose they did so, can you conceive of any other object than that it was to give to all persons a proportion of the water frontage? It was entirely for the benefit of Mr. Smith, and to the injury of every one but Mr. Smith.
335. That is your opinion? Yes.
336. Do you think that Captain Perry and Captain Moriarty—the Deputy Surveyor General and the Portmaster of the day—would, for the purpose of doing Mr. Smith a favour, do so great injustice to the other landholders? I am sure Captain Perry would not. He used to write to me notes in pencil—"Mr. Webb, Mr. Smith has been troubling us again," and he has told me he would not sanction it. I had several letters from Mr. Perry about it. I believe he never sanctioned it, although his name is mentioned.
337. Then the fact is, you doubt the truth of this copy of a report signed by S. A. Perry, Deputy Surveyor General, and Merion Moriarty, Portmaster? I doubt the signing of Perry; I know nothing of Moriarty.
338. You are aware that this is taken from the Government records? I suppose so; I am not aware.
339. Do you think it conceivable that any other person would put Mr. Perry's name to this document? I cannot say—I do not know that. I know what Mr. Perry said to me, from time to time.
340. You say you do not know that—Does it not strike you that, when you say so, the implication is that Mr. Perry never signed it, but that some one else signed his name to it? I cannot say; all I know is, that Mr. Perry told me that it should never be approved by him. Now Mr. Perry's name was never brought up in his lifetime, but when Mr. Perry died this plan came forward.
341. In fact, you do not believe Mr. Perry signed this document? I do not; it never came forward in Mr. Perry's lifetime. When it was brought forward Sir Thomas Mitchell stopped it; Mr. Perry stopped it; Mr. Thomson stopped it; Colonel Barney stopped it; Mr. Donaldson stopped it; Mr. Cowper stopped it; Mr. Robertson stopped it. Every one of these gentlemen stopped it.
342. *Chairman.*] You have continuously opposed Mr. Smith in this matter? Yes, always; as soon as Mr. Perry wrote me a letter, I put in a caveat.
343. You have been continually informed of Mr. Smith's progress? No, I never have been, but in a roundabout way—in a back-handed way.
344. Explain what you mean by a back-handed way? Only from its being talked about by people in the neighbourhood. I was in no way in communication with Mr. Smith in this matter.
345. You and your neighbours have been in consultation about this matter? Yes.
346. And you had the means of finding out what Mr. Smith was doing? Only by going to the Surveyor General's Office, and getting these scraps of letters.
347. Will you state who furnished you with this information at the Surveyor General's Office? Mr. Perry and Sir Thomas Mitchell.
348. No others? No; I put in caveats in the usual form.
349. Had not you an opportunity of knowing what was being done? Not since Mr. Perry died.
350. Neither directly nor indirectly? I talked to my neighbours about it.
351. Periodically? Almost daily it was a subject of conversation among the people connected with the bay.
352. Mr. Smith could not move in the matter without your being informed of it? No, he could not move; it was right before my nose.

- Mr. W. Webb. 353. I mean officially? I could not say officially. I see there was an objection to it by these papers.
- 5 Dec., 1867. 354. These consultations you have spoken of have been by arrangement? Yes, among the landholders.
355. Have you been the convener of those meetings? No; generally Mr. Day or Mr. Kellick, for I found it was bad property, and I did not want to lay out more money upon it.
356. I think you have stated that you object to the principle involved in the proposed division, as being inequitable and unfair? Yes.
357. It is stated in this petition—"Your petitioners believe Mr. Smith has no permission from the Government to fill out across and in front of the boundaries of his neighbours, and across a public street"—Is there any public street in the bay? Yes, Edward-street is a public street.
358. Is that in the bay? That runs into the bay.
359. That is, laid out and proclaimed into the bay? Yes.
360. How far is it proclaimed into the bay—How many feet is it from the water's edge to the extension? About 500 feet.
361. Of that portion of the bay there are 20 feet of street? I think there are 50 feet of street.
362. Would that diverging line go across that 50 feet? It does go across it now.
363. How long has Mr. Smith been filling in, to your knowledge? I should say he has been filling in for ten years.
364. No longer? It may have been longer. I believe he has been throwing down rubbish as opportunity has offered. At first he had an iron buoy deposited there.
365. What is about the time since that iron buoy was deposited there—Is it about fifteen years? I should think nearly fifteen.
366. It may be eighteen? I do not think so long as that, for it lay dead for one or two years.
367. Have you any statement to make to the Committee? I would make this one statement:—On the 24th June, 1856, an advertisement appeared in the *Government Gazette*, requesting the proprietors of land at the bay to inspect the plan of Thomas Smith. On the 25th of July, I, with the other landholders in the bay, entered a caveat objecting. This caveat was signed by Wm. Russell, Wm. Warburton, John Kellick, Wm. Webb, T. S. Mort, Wm. Mulhall, J. Davis, and Thomas Day. On the 24th October, 1856, I received a letter from the Surveyor General, or the authorities, whoever they might be, saying that Smith's application could not be received. That was the third time it was done away. This was signed by every landholder in the bay.
368. Is Mr. Mort one of the objectors now? Yes; I saw him two or three days ago, and he said I must do the best I could.
369. If we exhibit to you here an agreement to this proposal in Mr. Mort's own handwriting, what would you say then? I should say Mr. Mort must be foolish. He said he did not care which way it was done—to do the best we could. I would make one remark:—Some years ago, Mr. Perry sent for me to say Mr. Smith was troubling him again, and had made an application to be allowed to carry the wharf out; but when I went to him, I found that it was not with reference to this land in Pymont Bay, but to land in Elizabeth Bay, that is, on the other side of Pymont Bay; and I believe that Mr. Smith is substituting the letter with respect to the land at Elizabeth Bay for the one respecting Pymont Bay; for if Mr. Smith had received a letter from the Surveyor General respecting Pymont Bay, I believe I should have known it.
370. Mr. Tighe.] Here is a proclamation in the *Government Gazette*, dated 24th June, 1856, in which it is stated that "in consequence of applications made to the Government to extend wharves into Pymont Bay, Darling Harbour, it has been determined to allow a general extension of properties in that bay, according to a plan wherein, by the adoption of converging lines, every proprietor should become possessed of a water frontage of 6 feet at low tide in proportion to the extent of his existing frontage"? That was when all the landholders sent in a caveat against it.
371. What was the answer to those objections? That Mr. Smith's application could not be received.
372. Where did you get that from? From the Surveyor General's Office, in a letter.
373. Where is that letter? I have not taken care of the letters. I copied them into my letter book; or rather, they were copied by my own children into my letter book when they were received.
374. Can you tell us the date of this letter? No.
375. Chairman.] Was that letter addressed to you? Yes.

William Day, Esq., J.P., called in and examined:—

- W. Day, Esq., J.P. 376. Chairman.] You are one of the petitioners against Mr. Smith's application for permission to reclaim the land at Pymont Bay? I petitioned on behalf of Mr. William Alison, of Scotland, whose attorney I am.
- 5 Dec., 1867. 377. Will you state, as shortly as you can, the reason of your objection? I believe Mr. Smith's plan to be unfair to all the purchasers of land there but himself.
378. Do you recognize the plan before you as being Mr. Smith's? Yes.
379. Will you, if you please, state why it would be unfair to all other persons but himself? At the time these people purchased the property, the Government uniformly gave the right to anybody to run out according to their lines. I believe it was never refused when application

- application was sent in: the only condition was, that they were not to interfere with their neighbours. I believe it to be very unfair to the public generally to run this street (Edward-street) out here, because the proprietors of land here would be much better satisfied to run it across to meet the island; there is great necessity for an approach to the Company's works, and it is very hilly here (*referring to the plan*). They would be better satisfied to have a frontage to the street than to the water, as they would have to fill in for several hundred feet to reach a sufficient depth of water to be of any use, and that would never pay at Pyrmont for the purpose of wharfage.
380. By reason of the expense of filling it in? Yes.
381. Would that be obviated by Government carrying on any general system of dredging, and depositing the silt, to form wharfage, near where it was taken out? If the Government adopted that system, it might.
382. Would it, as a principle, be advantageous to the Government, as well as to the public, to dredge the silt at Cockle Bay and to deposit it in some near situation? That I am not in a position to answer, because it becomes a question with the Government whether it would be cheaper to tow it out or to unload the vessel and to wheel the silt into certain places; but I know this,—that I inquired respecting the silt, and was told I could have it by paying 9d. a ton, and I am quite sure it would never pay to fill in at that price.
383. Originally this land was so divided that all the purchasers had water frontage? I believe not all.
384. Where is there any which had not water frontage? Here (*pointing to the plan*) is land for which Mr. Smith claims water frontage which never had any.
385. The land was sold, giving as much frontage to the bay to each lot as could possibly be given, so that, with the exception of one, each had a frontage to the water? Yes, with the exception of one or two frontages here (*pointing out the same*) about two and a half allotments.
386. The bay is made the most of by that arrangement with a view to water frontage? I do not know what the view was, but it looks like it.
387. As these are made to front the bay, if continuous lines were to be followed out, a much larger number must be shut out than are now shut out? Yes.
388. The water recedes considerably in this bay, and is still further receding? Yes.
389. It would be necessary, then, in order that the water frontage might be of any use, to go out a long distance? Yes.
390. The further they went out, the more of these angular pieces would be excluded from the water? Yes.
391. To continue that plan of parallel lines, that is, to carry them further out, would injure the property of some people as waterside property—it would deprive some of water frontage? Yes; but understand me, I do not believe it would injure them.
392. It would deprive them of the water, and whether they would be most injured by having a land or water frontage is the question? I do not think there can be two opinions upon that.
393. You and the other petitioners object to this arrangement, on the score of its depriving you of the water frontage? Yes.
394. You say, "Your petitioners are desirous of reclaiming the beach as far as a depth of 3 or 4 feet at low water"? Yes.
395. If that line of Edward-street were continued along the line shown by the pencil mark, would it not shut out Mr. Webb from the water entirely? Yes.
396. Then the statement of the petition, as far as he is concerned, does not apply, as to depriving him of water frontage? Yes, I consider it does apply in this matter. That was put in to checkmate Mr. Smith, as we found he was moving in the matter. He told me he paid for the plan and introduced it into the office.
397. You have heard this report read, purporting to be signed by Mr. Perry and Mr. Moriarty (*Appendix A 1*), dated 20th September, 1849; so that if he managed that, it must have been before that? Yes.
398. Whether he did or did not, that plan was adopted by Government in 1849? I do not believe it was ever adopted by the Government. I have the authority of Mr. Kellick, who owned the property, how this matter got about,—that Mr. Smith introduced this to the Government, as if with the consent of all persons interested, and that it lay in the office till 1854 or 1856, without their knowing anything about it; that they then found it out, and lodged a caveat against it.
399. Will you look at *Appendix A 9*, which is an extract from the *Government Gazette*, dated 9th November, 1849—the usual notice, that Mr. Smith had applied for permission to carry out a wharf? Yes.
400. You see that that notice requires objections to be lodged within a month from the date thereof—That was in 1849, and you speak of objections made in 1856? It is very likely that at the time it was little thought of. Many things appear in the *Government Gazette* of which I know nothing.*
401. Objections were invited within a month, and in 1856, that is, seven years afterwards, Mr. Webb and others sent in their objection—Had Mr. Smith been going on building out his wharf during that time? Throwing in a load now and then, just receiving whatever stuff people chose to throw down there.
402. But the work had been going on all the time? Yes; but never going across other people's property in accordance with these converging lines.
403. If Mr. Smith, in 1849, submitted to the Government a plan identical with that, and that was approved by Government, would it not be fair that he should now be allowed to carry it out? I do not believe it is so, from what I have heard.
- 404.

W. Day, Esq.,
J.P.
5 Dec., 1867.

* NOTE (on revision):—The persons interested did not know of the advertisement in the *Government Gazette*, nor of the existence of Smith's plan.

W. Day, Esq., J.P.
5 Dec., 1867.

404. Supposing the facts to be as stated, that he applied for permission to carry out a wharf under existing regulations in 1849, that notice was given in the *Gazette* inviting objections, that no objections were then made, that a plan was submitted and approved, and a bond entered into for the carrying out of that plan,—would it not, as a matter of equitable principle between man and man, be fair that he should be allowed to carry out his arrangement? That is, supposing everything to be as stated here; but I have it from my father, who was a purchaser at the first sale, that the proprietors were all ignorant of this plan which Mr. Smith introduced to the Government, and that it was not for years afterwards that they found out its existence. Mr. Smith led the Government to believe that this was assented to by all the proprietors, and it was not until 1854 or 1856 that it was found out, and it was then upset. I can give you the date of the letter that Mr. Webb referred to—18th May, 1854. (*The witness read the same.*)

“Surveyor General’s Office,
“Sydney, 18 May, 1854.

“No. 54-341.

“Sir,

“In reply to your letter of the 28th ult., wherein you state that the Colonial Secretary had informed you that, on application to me, you would be furnished with a tracing for your guidance in carrying out the wharf from your allotments on Pymont Bay into Darling Harbour, and request that I would direct you to be furnished with the same for the equitable partition of the mud flat which had been authorized,—I have to inform you that the division of the mud flat must be determined among yourself and others interested, and that you are at liberty to employ such private means as you may think fit for dividing the flat on the principle laid down in my report to the Colonial Secretary on the subject.

“I enclose herein the requisite tracing for your guidance in running out the wharf in question.

“I have, &c.,
THOMAS L. MITCHELL.”

“Mr. T. Smith and others.

405. That was in 1854? That was in 1854. The proprietors never came to any arrangement in the matter, and it was never sanctioned by the Government knowingly.

406. Do you consider, generally, the plan of converging lines unfair in operation? I do; exceedingly unfair.

407. Then, in all bays in the harbour crescent-formed, it would be a fairer plan to carry out individual allotments with parallel sides, and to deprive the larger portion of the proprietors of the opportunity of filling in? That would depend upon how the property was sold; if you sell land with certain privileges, the purchaser is entitled to those privileges.

408. Have the sellers any right to the water? No, only that the Government are in the habit of giving to the owners of water frontage the right of filling in in front of their allotments, and they expect that Government will not give that right to any other persons to come in front of their property; for instance, if Mr. Campbell were to ask permission to carry out his wharf, he would not allow the Chairman of the Committee to come and take possession of the land in front of him.

409. The Government have the right to determine this matter? Yes, and I do not believe the petitioners would object, if this frontage were taken for a public purpose, but they object to its being taken from them and given to Mr. Smith.

410. Then the Government having a right to determine this matter, would it be unfair as a principle, without reference to this case, to divide among all the proprietors of land facing a bay, the water frontage to that bay? I consider it would operate injuriously, in many instances, where persons have purchased this property.

411. I am speaking of the general principle. Would it be unfair, in disposing of this vexed question, to give every man *pro rata* his share of water frontage? It is a matter that resolves itself into a question of individual rights.

412. You have admitted that the individual has no right—that Government have the right to dispose of this for the benefit of all. In the exercise of that right, would it be fair to deprive some persons of their share of the water frontage, for the benefit of others? In some cases it would.

413. Would it not be fairer to divide the water frontage equally among all, than to shut some out? If the property were sold in that way. What I contend is, that this scheme is impracticable.

414. Will you say how it is impracticable? By taking line No. 29, it cuts across Mr. Warburton’s engine-house and engine, to give to Mr. Alison. In the event of the Government adopting this plan, will they be prepared with an action of ejectment against Mr. Warburton, to put Mr. Alison in possession?

415. Whether he trespasses or not—if he does, he must be indicted? I do not know whether he does or does not, but I say will the Government be prepared to enter into an action of ejectment?

416. *Dr. Lang.*] You admit that the purchaser purchased nothing but to the high water mark? That is all.

417. And that the mud flats in front of the property are the property of Government? Yes.

418. And all you contend for is, that the Government have been accustomed to allow the proprietors of land bounded by high water mark to carry out to deep water—that has been the custom? Yes. Observing their side lines. That has been the condition in the Government permission.

419. In the case of a half-moon line such as this, do you think it is possible for the Government to carry out such a division of the water as would enable each proprietor to carry out his side lines? No, I do not.

420. Do not you think then, in accordance with the question of the Chairman, that it would be equitable on the part of the Government to make a *pro rata* division among all the claimants? No, I do not, for the reason that the Government never adopted that as a rule, and that the purchasers never expected it to be adopted, when they purchased. If it is to be

be

be for the benefit of the public, it would be more beneficial to have the street carried on to the island. The only person who would be benefited by the present plan would be Mr. Smith—at least, he thinks he would be benefited by it.

W. Day, Esq.,
J.P.
5 Dec., 1867.

421. *Chairman.*] Have you anything to suggest to the Committee? I have only to repeat that it would be more to the benefit of the landholders in the bay, and of the public generally, if the street were run direct to the Company's works, as the only other way by which a road could be made is very hilly. The Corporation would be willing to make the street, and the proprietors of this land would be glad to give up their water frontage and take a street frontage instead.

422. Then you are prepared to abandon the petition as objecting to a deprivation of water frontage? Yes, the proprietors would rather have a street frontage.

ADDENDUM.

Having answered the question several times that the Government have the right to the water, I wish to explain that usage implies a right, and that where the Government had been in the habit of granting to proprietors of water frontage the permission to extend to deep water, only by following their lines, the adoption of this plan to benefit Mr. Smith, who became a purchaser years after the original sale of the property, would be a great injustice to those who purchased in the belief that the Government would grant the permission to fill out following their side lines.

The proprietors do not object, if the frontage is required for public purposes, or if a street is proclaimed; they object to giving it to Mr. Smith.

WEDNESDAY, 11 DECEMBER, 1867.

Present:—

MR. FARNELL, | MR. SAMUEL,
MR. TIGHE.

WILLIAM TUNKS, Esq., IN THE CHAIR.

Edward Orpen Moriarty, Esq., called in and examined:—

423. *Chairman.*] You are Engineer-in-Chief for Harbours and Rivers. I am.

424. You are aware of the nature of the present inquiry? Yes.

E. O.
Moriarty, Esq.

425. How long have you held your present office? I think seven or eight years.

426. This matter extends over a much longer period? Yes, many years; I know by the papers. 11 Dec., 1867.

427. You are a member of a Board to inquire into applications for purchase under the 9th clause of the Crown Lands Alienation Act? Applications for wharfage and for the extension of water frontages.

428. Can you state, as shortly as possible, the nature of your duties? My duties, as I understand them, are, to report as to how far any applications for the construction of wharves are likely to interfere with the waters of the harbour injuriously or otherwise.

429. These applications are referred to you for your opinion? Yes, and report.

430. Have you any general rules laid down by executive authority for the management of this particular business? No.

431. Have you examined that portion of the harbour referred to in the application of Mr. Smith? I have.

432. Recently? Not very recently. I have examined it repeatedly, and know the place very well.

433. You are aware of the principle involved in Mr. Smith's application, as to the so-called diverging lines? Yes.

434. Will you look at that (*handing Mr. Smith's plan to witness*)—do you identify that as Mr. Smith's plan? I do.

435. Do you recognize this as the Government plan (*handing the same to the witness*)? Yes, made at the instance of the Surveyor General and myself, with a view to determine in what way we should agree as to the proper line of these wharves.

436. The principle involved in the arrangement of the frontage is identical in both? Yes.

437. The difference only being the distance into the water? Yes. I cannot say they are quite identical.

438. The principle is identical? The original diverging lines shewn in Mr. Smith's plan do not follow quite the same course as these converging lines which the Surveyor General and myself have recommended for the side lines.

439. They are slightly different in detail, but the principles are the same? The principles of convergence are the same.

440. We wish your opinion whether you conceive that that plan, as compared with continuing the lines of the allotments, in the case alluded to, would be the best? I think the principle of converging lines is an equitable one, because supposing it were otherwise, and supposing the lines of the original allotments were extended until they met, the result would be that only two men would have water frontage, and the rest would be wholly excluded. If the line were extended along Murray-street, and the other from John-street were extended to a point where they would intersect one another, the result would be that only these two allotments would have water frontage.

441. Do you know who are the persons holding this advantageous position? (*The witness referred to the plan.*) I am not certain. I see "William Russell" here, and I believe this is his allotment.

- E. O. Moriarty, Esq. 442. The allotment marked "Russell" on the one side, and that marked "Thomas Day" on the other side, would be those that would derive the whole advantage? Yes.
443. That is, by continuing the streets to meet at the point of intersection? Yes.
- 11 Dec., 1867. 444. By continuing Edward-street to intersect the line of Mr. Smith's proposal (calling it so, for the sake of convenience) would necessarily shut out several allotments on the western side? Yes.
445. Will you point out the allotments that would be shut out by that line if it were continued? Supposing Edward-street were continued in its present direction to the line called Mr. Smith's, it would shut off Thomas Smith's allotments Nos. 17, 18, and 19, and Wm. Webb's allotments Nos. 20, 21, 22, and 23. The south-east boundary of allotment 23, if produced, would meet the western side of Edward-street if produced.
446. Have you seen the petition of Mr. J. W. Russell and others, with reference to this matter? I think I have.
447. The principle involved in this question, as to the reclamation, has been set forth by authority many years? Yes; Capt. Perry, when Deputy Surveyor General, and my father, when Portmaster, agreed to a report recommending that the allotment should be allowed to extend on certain converging lines.
448. That is the report to which you allude (*handing Appendix A 1 to the witness*)? Yes, and that I perceive seems to have been indorsed by Sir Thos. Mitchell.
449. Are you aware that this document is the copy of an original document furnished by the Government? I think so. I think I have read the original.
450. Have you any reason to doubt the correctness of this as an official document? None whatever—I believe it to be quite correct.
451. It would be scarcely possible to foist it into a Government Department for the purposes of Mr. Smith? I do not think so; in fact, if I do not mistake (I am speaking from memory), I have seen the originals, and recognized my father's handwriting as well as Mr. Perry's.
452. Is that the document to which you refer (*handing the MS. of Appendix A 1 to the witness*)? Yes. I recognize my father's handwriting.
453. The petitioners say that "the diverging lines of frontage are solely his" (that is, Mr. Smith's) "invention, and will only benefit him at the expense of his neighbours; they were not contemplated or marked on the plan of the property at the time of the sale." Is the proposed arrangement by Mr. Smith such as to benefit him exclusively at the expense of his neighbours? I think Mr. Smith is the person who would be mainly benefited by it.
454. Mr. Smith and Mr. Webb would not be wholly injured by it? I think not.
455. If the street were continued, as proposed, in straight lines, Mr. Smith would be entirely shut in, and Mr. Webb also would have no water frontage? No, but that would depend upon the distance to which the lines were extended.
456. I say according to the proposal of Mr. Smith? Precisely.
457. Are you aware that Mr. Smith made the application to reclaim so far back as 1849? I believe he did. There are a great number of papers connected with this case, and I cannot carry the dates in my memory, but I know he did make an application a long time ago.
458. Upon that application, this report, dated 20th September, 1849, would be made? Yes, I believe it was on the application of Mr. Smith to reclaim that the report was made.
459. The condition of diverging lines is imposed by the report? Yes, it was considered to be an equitable arrangement for all extensions, Mr. Smith's as well as others.
460. Will you explain to the Committee the authority which has brought about the diminution of the distance of the reclamation of Mr. Smith—the diminution as proposed by yourself and the present Surveyor General—is that by authority, or if not, in what way? This is not by authority—it is simply the recommendation of the Surveyor General and myself to the Minister for Lands; it has not, as I understand, been adopted.
461. As a matter of fact, Mr. Smith has taken possession of the water frontage in advance of this proposal? In advance of this proposal, of course, but not, I think, in advance of his former applications.
462. He is, in fact, possessed of the water frontage beyond your present proposal, but not in excess of the proposal made under the report of the Deputy Surveyor General and Portmaster? He is partly in possession of the portion of the water beyond the line we recommended, but it is no permanent structure—it is merely some piles or posts driven down.
463. But that is not in excess apparently of his former permission? No.
464. Are you aware of the depth of water applied for by Mr. Smith originally? 3 feet, I think, at low water.
465. Is this bay silting in materially? I believe it is. I have no accurate evidence of the rapidity of the change since the date of that sketch furnished by Mr. Smith.
466. If Mr. Smith were now allowed to reclaim to the point originally proposed, would he have 3 feet of water now at low tide? I do not think he would.
467. What depth of water would he have at low tide, at the line proposed by yourself and the Surveyor General? He would have no water—it is mud there—the water recedes beyond this line.
468. Then, for wharfage purposes, according to this last proposal, he would only have depth of water to the extent of the rise of the tide? That is all, unless he deepened it by dredging.
469. Are you enabled to say what depth of mud there is there? Yes, I have had a series of borings made over this bay, to ascertain to what distance we might allow these extensions to go so as to give a moderate depth of water by dredging.
470. That is, by dredging at the cost of the parties themselves? Yes. Perhaps I may explain that, in all cases of application for wharf extension, the principle the Surveyor General and I have laid down for our guidance is, that persons owning water frontage should

should be allowed to utilize it by the construction of wharves; that where these wharves could be constructed without encroaching on the harbour by dredging, they should be kept as close as possible to the land; but that in other cases, where ledges of rock run out into the harbour, they should be allowed to carry out their wharves to the margin of the rock. If the parties could accomplish their purpose by dredging instead of by a long extension, we have curtailed them, and we have done so with the view of preserving as much as possible the water space of the harbour, which is being rapidly encroached upon in all directions.

E. O.
Moriarty, Esq.
11 Dec., 1867.

471. *Mr. Tighe.*] Would private individuals be allowed to hire the Government dredges? Yes, all who choose to pay the working expenses.
472. *Chairman.*] Then you have altered your policy as regards this bay? No, that is the policy which has always guided us.
473. That is, yourself and the present Surveyor General? Yes.
474. Have you noticed a large boiler deposited out in the bay? Yes, I remember it.
475. Do you remember the time when it was placed there? No, I cannot say I do.
476. If it can be shown that Mr. Smith was permitted, on or about 1849, to reclaim to a longer distance than that indicated by yourself and the Surveyor General, would it be fair now to deprive him of that permission, without compensation? I think not. If Mr. Smith was authorized to make any extension, and that authority is now rescinded, it might be right to compensate Mr. Smith, but I think there is no doubt whatever that the line should be restricted, and that he should not be allowed to go out to the extent originally permitted.
477. That is, in any future disposition of the waters of the harbour? Yes.
478. You do not mean that to apply to a permission given, and carried out for many years? I am speaking merely of this place.
479. By some action* in your department, Mr. Smith has been prohibited proceeding with his wharf? No, I do not think so.
480. Upon whose recommendation would a writ of intrusion issue in this matter? It would very likely issue on my recommendation; indeed, I think I remember a writ of intrusion, at my instance, was served on Mr. Smith, to prohibit him from throwing down mud and other matters into the harbour; but it was not an accident—it was done advisedly.
481. Were these piles driven in advance of the line of reclamation proposed by Mr. Smith originally? No.
482. Or recommended by the report of the Portmaster and Deputy Surveyor General? They were not in advance of that line. But I may explain how the matter came about:—When Mr. Smith made his application to the Surveyor General and myself, of late years, in conversation Mr. Smith told me that he had authority to reclaim to a line shown on a plan he submitted to me. At the time I said—“If you have authority to reclaim, you had better go to work upon it. Do not make any fresh application, for if you do I shall feel it to be my duty to restrict you. If the honor of the Government is pledged to you by any former authority I do not think I am called upon to interfere, and therefore you had better go on.” Subsequently to this, Mr. Smith repeated his application and wrote repeatedly about it, and I then, with the Surveyor General, sent an official letter to the Under Secretary for Lands, to know whether the original authority was in force or not; and we had a reply to the effect that, the original authority proclaimed never having been acted upon; it lapsed on the passing of Mr. Robertson's Land Act, and all matters not completed up to that date must be begun *de novo*. Upon this, when I found that Mr. Smith was still continuing to drive piles and to discharge rubbish, and knowing that he had not received any authority since the passing of the Land Act, I recommended that his further operations should be put a stop to.
483. Is there any authority in the law to the effect indicated by the Under Secretary for Lands? I cannot say. We officially applied for his authority, to have the matter cleared up, and his reply will be found among the papers.
484. Then in that way Mr. Smith had not availed himself of his permission? That was what I understood. The original permission was considered to have lapsed; and as he had not received any further permission, he was acting without authority.
485. Are you aware that the Government had entailed upon Mr. Smith the necessity of making a unanimous arrangement among the proprietors of land in that bay, as to the reclamation? No, I am not.
486. If they had required a unanimous recommendation, would it be likely that Mr. Smith or anybody else would have succeeded in obtaining it from persons having diversity of interest? I do not think it at all likely.
487. Then those persons to whom you have alluded, at the extremity of the bay, who would be benefited, would not be likely to agree to any proposal of Mr. Smith short of their having the whole frontage? I know as a matter of fact that they have objected, both verbally and in writing, to this arrangement.
488. *Mr. Farnell.*] Have they objected to this system of converging lines? Yes, I believe they objected to this scheme of the Surveyor General and myself. We considered it the most equitable, and therefore laid it down for the consideration of the Minister for Lands.
489. *Chairman.*] For many years, when applications have been made to be allowed to reclaim land, it has been incumbent upon the applicants to furnish the Government with a plan? Yes.
490. These plans are usually confined merely to the land referred to and its immediate neighbourhood? Yes.

* NOTE (on revision) :—accident.

E. O.
Moriarty, Esq.

11 Dec., 1867.

491. Is it necessary that they should comprehend the land at any distance? It is necessary merely that they should indicate clearly what is applied for.

492. Then these applications or plans are merely on loose pieces of paper, and are not on record in any way? Yes, they are all recorded in the Surveyor General's Office, in a book kept for the purpose.

493. Would it not be desirable that the Government should survey the places most likely to be required for purchase, in order to adjust the conflicting claims on some principle? It would, and it has been done wherever there are a number of applications within a moderate distance of each other. It has been done at Pymont Bay, and at Waterview Bay, Darling Harbour, and Woolloomooloo Bay, and it has been done here.

494. Would it not be desirable to make a general survey, in order that agitation may be put a stop to, and that some principle may be adopted in adjusting water rights? I say it has been done, wherever the applications were sufficiently close to each other to justify the expense. These surveys cost a great deal of money, and it would be hardly worth while to make a survey for the purpose of connecting two applications which were at a distance from each other; but it has been done in cases where, like this, large interests were involved, and there were a number of applications within a limited space.

495. *Mr. Farnell.*] This principle of making converging lines from allotments that come to water frontage,—do you think it is most equitable for the persons owning land? I think it is—it gives them a rateable water frontage.

496. Wherever there is a bay of a circular form, and allotments are laid out to this bay, if the lines of the allotments are produced they will shut out some persons altogether from the water frontage? Yes, entirely.

497. I think you stated that, if Mr. Smith had permission given him to reclaim land out to a certain point, as indicated on this plan, it would not be right of the Government to deprive him of that right, unless they gave him compensation? I think so. If the honor of the Government is pledged by any promise it should be carried out, and if they consider it necessary to depart from their agreement they should give compensation.

498. Do you think if he were allowed to reclaim to the extent of his original permission, it would be injurious to the harbour? Yes.

499. You think it would be better to compensate Mr. Smith, rather than to allow him to carry out his wharf to the extent originally proposed? Yes, if he can shew that he would sustain any injury, or was deprived of what was originally promised.

500. Would all the water frontages on the line indicated on this plan be deprived of any depth of water at the termination of these converging lines? They do not come out to it.

501. As indicated on the plan, there are converging lines; and it is, I believe, laid down as a principle now, that the Government will allow the present owners of these allotments to purchase in accordance with these converging lines out to a certain distance in the bay. You have stated that there will be no water at low water mark, at the line indicated? There will be none.

502. Are all the allotments similarly situated in that respect? Nearly—not quite; because the lines between Edward-street and Murray are in deeper water, and therefore the same amount of dredging would not be required there. There is another point which I think ought to be borne in mind in regard to these converging lines, namely, that about the centre of the bay the amount of extension allowed is greater than at either end, and in so far the parties in the centre have the greater benefit.

503. That is, you have rather flattened the curve in the centre of the bay? —

504. In what way, if this reclamation were allowed out as far as indicated, would it affect the harbour? It would take away a large area of tidal water out of the harbour, and would interfere very injuriously with the scour. I think the time has arrived when every acre of waterage should be very carefully guarded.

505. Under this plan of converging lines, will not every person who owns a waterside allotment have a frontage to the water in proportion to his allotment? Yes, a rateable proportion.

506. At the termination of these streets, the streets will have a water frontage proportionate to their width? Yes, they will converge in the same degree.

507. Would it not be better, in the interest of the public, to carry out the streets at their full width? It might be, but the convergence is not much.

508. And divide the remaining area among the allotments? Perhaps it would, but the diminution of the width of the street is very trifling, and would not affect the question very much.

509. You have seen a petition signed by J. W. Russell and others, in opposition to these converging lines? Yes.

510. Do you think their opposition is founded upon any principle of fairness? I do not—I think converging lines are the fairest for all parties.

511. You do not think they have any cause to complain? I do not think so.

512. If this system of converging lines be carried out, they themselves will be placed in a better position? Far better than they are at present.

513. These gentlemen who are petitioning against the converging lines wish to have the boundary lines of their allotments produced, in order that they may secure a larger amount of water frontage to their allotments and shut out other people? Yes, I think that is the object of their petition.

514. You think it would be much better for the Government to compensate Mr. Smith for any injury he might sustain, than to allow him to extend his wharf to the point previously given? Yes, I think so; I think it ought to be restricted.

515. Could the proprietors of these allotments at the point indicated on the plan to which they are permitted to reclaim by dredging, secure a sufficient depth of water for the navigation

- gation of a vessel? For a moderate-sized vessel. I had the borings taken before this line was determined upon.
516. Will you furnish the Committee with the borings as taken at that time? The borings are shown on one of the plans now before the Committee; but speaking from memory, the depth of water to be obtained by dredging would be 8 feet at low tide.
517. Are these improvements that have been made by Mr. Smith, such as driving piles and so on, of a permanent character? I think not; piles cannot be said to be permanent—the teredo will very soon eat them through.
518. *Mr. Tighe.*] How deep are the piles in the ground? I do not know, but I fancy some 7 or 8 feet.
519. Are they coppered? I think not.
520. Do you know whether Mr. Smith did anything towards reclaiming this land, from the time he received this authority in 1849 up to the passing of the Land Act? I do not think he did anything beyond the red line. I think a small jetty was thrown out some distance—I think it is shewn on some of the surveys, but I cannot speak from memory.
521. It is now proposed to make him remove what he did before the passing of the Land Bill? I think so, if it is beyond the red line, but I do not think that is any serious matter—only an old boiler and some piles have been placed there.
522. You would permit him to go to that red line, supposing he had done so previously? Yes.
523. I think the notice sent by the Crown Solicitor and the Secretary for Lands intimates that, if he goes past this boundary here (*referring to the plan*), a writ of intrusion will be entered against him? That notice was given, but no further action was taken; it was done merely to put a stop to his going further, in order that matters might not be still more complicated. No further action has been taken.
524. And no further action will be taken? I think not. We had warned Mr. Smith not to drive piles, and he persisted; and it was therefore thought necessary to fire that shot.
525. *Mr. Samuel.*] You will desist if he stops? He has stopped, and we have desisted.
526. *Mr. Tighe.*] In 1849 liberty is given him to carry out this jetty to 4 feet water at low tide. Can you point out, on that plan, where he would get 4 feet of water at that time? I think Mr. Smith's own plan indicated where it was.
527. Will he be allowed to go as far as this (*referring to plan*)? Yes.
528. How many feet is that short of where he was originally authorized to go to? We have no accurate survey showing the soundings at that time, but I think it was about 90 feet further.
529. Supposing he were now allowed to go that 90 feet further, what would be the damage that would be likely to ensue? It would take up considerably more area of water, and very unnecessarily; because the best way would be, by employing the dredge to deepen the front, and to fill in the wharf with the silt taken up.
530. Could Mr. Smith dredge without common action on the part of his neighbours? Not well. He could form a channel to his own frontage, but it would be likely to fill in to some extent.
531. Would it not necessarily imply Mr. Smith's having the expense of dredging for the whole of his neighbours? Not entirely.
532. There have been other instances of persons being allowed to reclaim before the passing of the Land Act? Yes, and they have reclaimed.
533. In all cases was it considered that the passing of the Land Act took away the previous authority? I think the reclamation must be made under the terms of a bond. Parties desiring to reclaim had to give a bond to make a permanent facing, to retain all material thrown down to fill up the wharf.
534. Mr. Smith gave a bond of that description? Yes, but he did not fulfil it—there was no permanent facing.
535. There was nothing in the bond binding him to any particular time? I do not think there was, but I have never seen the bond.
536. Is it usual to mention any time for the fulfilment of the conditions of the bond? I do not think it is.
537. Is there any principle of law that would be acted upon to deprive a person of the right, in the event of non-action in this matter? I am not aware. The complete change in the law upset all former applications. The principle was this, as stated by Mr. Robertson,—the practice of permitting these reclamations simply amounted to granting land; and as granting land was illegal, he brought in a Bill to enable the Government to sell the right, so as to make the whole proceeding legal.
538. *Chairman.*] Mr. Smith applied to purchase the right in the ordinary way under the present law? This applies to the purchase of land that has already been reclaimed, but this land was not reclaimed.
539. Land reclaimed, as well as land not reclaimed, is purchased under the Crown Lands Alienation Act? Yes.
540. Is not Mr. Smith's application to be allowed to purchase under the Crown Lands Alienation Act the land reclaimed according to the original design? I do not remember.
541. Has Mr. Russell any permission to erect the wharf called Russell's Wharf? I cannot say. I endeavoured to find out the other day whether these wharves were constructed under authority; I believe they were, but I have been unable to find the authority.
542. Mr. Warburton's Wharf—? I believe he had some authority, but I have not been able to find it. I think in Mr. Warburton's case we stopped him from filling in certain portions of this bay.
543. Is it within your knowledge that Mr. Russell has been able to fill in sufficiently to get

E. O.
Moriarty, Esq.

11 Dec., 1867.

E. O. Moriarty, Esq. get use out of his wharf? Yes, but the water is deeper there than in the inner part of the bay.

11 Dec., 1867. 544. I find, in a letter dated 24th October, 1856, from the Works Department, to Mr. Webb and others, that an officer would be appointed whose special duty it would be to look after these reclamations—Has such an appointment been made? I do not know of it, unless it may be considered that my appointment will fulfil those conditions—I do not know whether it does so—all these applications are now officially referred to me.

545. You have stated, I think, that the filling in of these reclamations would diminish the scour of water through the Heads? If carried out to a great extent it would, but I think, as a rule, that reclamations should be kept as strict as possible.

546. Would not properly constructed wharves be an economy in that respect, by preventing the washing of silt into the water; and, as every particle of earth is specifically heavier than the same bulk of water, and is continually, though imperceptibly, being deposited, would not these wharves prevent a large quantity of loose matter being carried into the harbour and deposited there? That is true, but whether there are wharves or not, the silt and washings of the streets will find their way into the harbour.

547. Not if there are proper silt traps? If proper silt traps were formed, and cleared out at proper intervals. The reclamation of these bays has scarcely any perceptible effect on the scour until it comes up to low water mark. It is only between high and low water mark that it withdraws the water of the harbour. It is the area between high and low water mark that affects the scour, and that is materially affected by wharves constructed above low water mark.

548. Would it not be more economical to fill up wharves with this silt than to take it out to the Heads? No; with a powerful dredge we could take up as much silt as it would require an army of men to remove. In proof of this assertion, I may state that the dredge recently took up 69 tons in fourteen minutes. I propose to carry out two schemes,—one to land as much silt as may be required for purposes of reclamation, and to send the balance to sea, so that the dredge may be kept constantly at work.

549. Can you give us any idea at what price the silt could be supplied for the purpose of filling up? We pay 5d. a yard for discharging it and running it back about 100 or 120 feet.

550. Then it would not be a loss to the Government to sell to these people at 5d. a yard? If we could get anybody to buy it, we should make money.

551. 5d. is the charge of the Government now, and anything less than that would be so much saved? Yes. When we let the dredge we charge £14 a day for the punts, boats, and permanent crew of the dredge, and the parties pay for the landing of the stuff.

552. If you could sell at half the price it costs the Government, it would to that extent be a relief? Yes, but I do not apprehend it will cost us 5d. or 1d. a yard to send it out to sea.

553. You believe that Mr. Russell and others have had permission to extend their wharves by it—you have been unable to find it? Yes.

554. You could not say whether that was on the principle of diverging lines? No.

555. There is no tideway in this bay? No, only the rise and fall—no current.

556. Would it be practicable, and if so, desirable, to compel applicants for authority to reclaim to furnish plans of a certain size and on a certain scale, in order that they might be bound in a book like deeds and numbered consecutively? As I have already explained, the Surveyor General has always insisted that these applications should be accompanied by surveys.

557. But they are of all sizes? Yes, we have not required them to be on a certain scale, but they, with the applications, are all pasted in a book and registered. As the parties employ different surveyors, there might be some difficulty in getting them to work to the same scale.

558. If some principle of this kind were adopted, would it not relieve the officers of the Government of this invidious kind of duty? I do not see very well how it is possible to do it in a manner much different from that at present adopted, for the features of the ground so vary that it is impossible to lay down any code of rules to guide the whole of the cases.

Mr. John Kellick called in and examined:—

Mr. J. Kellick. 559. *Chairman.*] You were the owner of some land in Pymont Bay? Yes, 11, 12, and 13 allotments.

11 Dec., 1867. 560. Do you identify those on this plan of Mr. Smith? Yes. (*The witness pointed them out on the plan.*)

561. The allotments pointed out by you as 11, 12, and 13, are at the eastern side of Edward-street? Yes.

562. You are not interested in these allotments now? No.

563. You are not one of the petitioners against the application of Mr. Smith? No; but when I owned the land I lodged a caveat against him, within a month, when he applied to have his wharf carried out.

564. When was that—in 1849? I think it was about that time. He went to reside in this house, and when he had purchased it he made this application, and when I saw it in the *Herald*, taken from the *Gazette*, I lodged a caveat within a month.

565. You appear here at the instance of the objectors? Yes.

566. Will you state to the Committee the reason of the objection you made to Mr. Smith's application? His allotments of land came to an acute angle, and ours are at right angles. Ours were sold by the foot, and his (at all events, the two first) were sold all at the auction in 1839. I will not say the fourth was.

567.

567. They were sold with water frontage? Some of them did not go to the water.
568. Which are they? 14 and 15 did not go to the water frontage, but 16 and 17 did.
569. Does the application of Mr. Smith contemplate bringing these (14 and 15) into the bay? No; 16 and 17, as well as 18 and 19, had water frontage.
570. Does the purchase of this land necessarily imply the right of filling up the bay? We had the right, as well as other people, if we applied to Government, on condition that we kept our lines.
571. That is to say, provided the lines were kept continuously into the bay in every case? Yes.
572. Would the water frontage, in a state of nature, be of any use to parties as wharves? Not on a mud flat.
573. Then it would be necessary to fill up to a considerable distance to get use? Yes.
574. But the continuing of these lines to a distance sufficient to get a depth of water that would be of use would necessarily shut out some? Yes, if the street kept its course.
575. Would that be fair in principle to Mr. Smith, to deprive him of his water frontage? Yes.
576. You think it would be fair to shut him in, and to let you run out in straight lines? Yes.
577. By which you would be enabled not only to make land, but to have as much water frontage as originally, and would entirely deprive him of his water frontage—would that be fair to Mr. Smith? He would get road frontage.
578. But it would deprive him of his water frontage? I think it would be fair as he bought his land.
579. He had water frontage originally? Yes.
580. And it would be fair to deprive him of that water frontage? I think it would, because he had no right to deep water.
581. *Mr. Farnell.*] You say Mr. Smith had no right to run into deep water—why not? Because by the original plan his lines brought him to an acute angle.
582. How to an acute angle? This is his plan submitted by him to the Government, and not the original plan.
583. By following out the line of Edward-street and Mr. Webb's south-eastern boundary No. 20, it would wholly shut out Mr. Smith from water frontage? Yes, and give him a frontage to the street.
584. And you think Mr. Smith has no right to water frontage? I do. The street would be just as well for him; it would be less expense, and pay him better.
585. Do you think you know what is best for Mr. Smith better than he does himself? I know when I had the land, I would not allow any one to come in front of me.
586. Did not Mr. Smith originally buy the water frontage? His land came to the water.
587. He purchased the allotments bounded by the water on one side? Some of them.
588. How many allotments did he buy with water frontage? I first understood him to buy these two, and then these (*pointing them out*).
589. He bought four having water frontage to the bay? Yes.
590. You think the persons who purchased these allotments had a right to continue their side lines to deep water? Yes.
591. That is, all other persons but Mr. Smith? I think Mr. Webb's allotment would run to an acute angle if the street were carried down.
592. You see by this map the system of converging lines is laid down? I do.
593. Do you not think that is more equitable, by giving each person a portion of the water frontage? I do not, because they deviate from the original plan, and reduce the water frontage of 66 feet to 44.
594. Are you not aware that the original proprietors of that land had no right to sell further than high water mark? I know that a man's title is bounded by high water mark.
595. Consequently, the proprietor of that land could not give a title beyond? Not a title, but he could give a right, and you could not stop it. You may as well build a wall before my door, as deprive me of my water frontage.
596. Would not that apply to Mr. Smith? He carries out his line.
597. Does it not deprive him of water frontage? Yes.
598. Are you not aware that, till the passing of the present Land Acts, persons were not allowed to purchase reclaimed land? I got a grant without purchase for land. I reclaimed from the water at Kellick's wharf.
599. Did you get a permission or grant? I got two deeds of grant,—one for 13 perches, and one for 61.
600. Did you pay anything? No, only for the grant.
601. Do you know whether that was contrary to law? It was not; it was Governor Fitz Roy I got it from.
602. If you owned these allotments of Mr. Smith's, would you think it fair that other parties should be allowed to carry out the lines of their allotments, and to shut you out from the water? I should only ask to be allowed to bring my lines to an acute angle, for I know reclaimed land is the dearest that can be obtained.
603. But suppose people choose to do it? They will involve themselves in a lot of actions.
604. Are you so interested in Mr. Smith's welfare as to wish to guard him against any loss? I had plenty of trouble and annoyance with him.
605. And you think he would injure himself if he were allowed to carry out this wharf? I do not think he would get any gain.

Mr. J. Kellick.

11 Dec., 1867.

- Mr. J. Kellick. 606. Would these other persons who are seeking to carry out their water frontage get any gain? I do not think they will ever get their money back.
- 11 Dec., 1867. 607. Will it be any advantage to them? If they could get it for little or nothing, but if they have to pay for it as I paid for mine, it would be dear.
608. Will it be an advantage? A wharf, no doubt, will be an advantage, but it will be an expensive affair.
609. What is land over there worth per acre, or per foot frontage? I suppose land over there would be about £6 a foot.
610. What depth? 150 feet.
611. Would it not be an advantage to a man if he had a chain of water frontage there? He would have to run out about 300 feet before he got into deep water.
612. What is land worth an acre there? I say it is worth £6 a foot, or about £1,000 an acre.
613. Then it would be a great advantage to a man to reclaim an acre of land with water frontage? I do not think it would.
614. Do you think it would cost £1,000 an acre to reclaim it? I do. I know it cost me £1,250 to reclaim 61 perches.
615. Do you think you went to work in a judicious and economical manner? No, I do not.
616. *Chairman.*] You have spoken of the plan of converging lines as being Mr. Smith's? Yes.
617. Is that Mr. Smith's plan (*referring to the plan before the Committee*)? I believe it is.
618. Have you seen a copy of the report of the late Deputy Surveyor General and Portmaster, dated so far back as the 20th September, 1849 (*handing Appendix A 1 to witness*)? I never saw this before. I saw that Mr. Smith had applied to carry out a wharf at Pymont, and I lodged a caveat within a month against it.
619. You perceive by that, that diverging lines have been thrust upon Mr. Smith? I believe that was after he had submitted the plan.
620. Belief rests upon evidence—Have you any evidence for that belief? I believe it was made by Mr. Barron, the City Surveyor, under the Commissioners. He was the man who did the plan. I had some words with him, and accused him of it.
621. Was Mr. Barron in the office of City Surveyor in 1849? I do not say it was then; Mr. Barron was City Surveyor in 1854, or 1856.
622. That was long after 1849? Mr. Smith was trying to get a jetty in Edward-street, and I signed a petition for it, and about £40 was subscribed to run it out—at least that amount was promised. The thing then lay still for six or seven years, when he applied, and I lodged a caveat against it within a month.
623. You see the date of that report? Yes, 1849. That was the time I signed the petition for the jetty being carried out.
624. If Mr. Smith applied to reclaim this land, and notice was published in the *Gazette*, your caveat must have been put in within a month of that publication? In 1849.
625. What do you mean, then, by saying that it did not go in for seven years? My caveat did not go in till he applied to get the wharf.
626. In this report, dated 1849, it is said—"It is evident, therefore, that we can only recommend his application to be acceded to conditionally; that is, that he should conform to a plan by which an equitable partition of the space occupied by the mud flat in advance of his frontage may be insured for the benefit of all parties concerned in the proposed extension, and which (having conferred with Mr. Smith) we find him willing to do." Have you any reason to doubt the authenticity of that document? I never saw it before. It may have been published, but I never saw it.
627. Are you prepared to give any evidence to support the assertion that that is Mr. Smith's plan? It is Mr. Smith's plan.
628. Can you furnish the Committee with any other proof than your bare assertion? When I told him it was his concoction, he said he had nothing to do with it—but he had—for the same plans were done in Hobart Town.
629. Have you anything further to state to the Committee? In the first instance, Mr. Smith came to me and asked me if I would sign a petition to be allowed to carry out a jetty at Edward-street, and about £44 and promises was subscribed towards it. That was in 1849 or 1850. I heard nothing more about it for six or seven years, and I then found that Mr. Smith had applied to have his wharf carried out to deep water, and I lodged a caveat against it. The answer I got from the Colonial Secretary's Office was, that he had entered into a bond with two sureties not to interfere with his neighbours. Mr. Russell and I then went to the Surveyor General's Office, and they said—"Here is your own plan," shewing me this plan. That was the first time I had ever seen it. It had originated with himself, and he had deceived us all.

MONDAY, 16 MARCH, 1868.

Present:—

MR. TIGHE, | MR. FARNELL,
DR. LANG.

WILLIAM TUNKS, ESQ., IN THE CHAIR.

Walker Rannie Davidson, Esq., called in and examined:—

(Plan produced by the Surveyor General, 23 November, 1867, placed before the witness.)

630. *Chairman.*] I will call your attention to the reclamation of Mr. Russell as marked on the plan. Can you furnish the Committee with the length of Mr. Russell's reclamation altogether from high water mark? About 367 feet.

W. R.
Davidson, Esq.

631. Will you look at the addendum to Mr. Russell's evidence, which states that Mr. Russell, in the year 1841, was permitted to reclaim 150 feet from high water mark? Yes.

16 Mar., 1868.

632. Approximately, it is 367 feet? Yes, within a trifle.

633. Are you aware that any other permission has been given to Mr. Russell than the one alluded to in his evidence? I am not aware.

634. Then, if he has no other permission, he has very extensively exceeded the permission granted originally? No doubt of it.

635. And, as he has furnished the letter alluded to, as the authority for his reclamation, it is probable he has no other? I think he has no other.

636. Have you examined the locality alluded to? Not recently; it is a very considerable time ago since I went with Mr. Moriarty to look at it.

637. Have you examined it so recently as to enable you to say that Mr. Russell gets use out of his reclamation? I cannot say; I have not been there for a very long time. I have no doubt he does.

638. Now, I call your attention to Mr. Day's allotment—do you recognize it? Yes, No. 29.

639. Can you furnish the Committee with any information as to whether Mr. Day has been permitted to reclaim? I think Mr. Day has no permission; I am not aware of any.

640. Has he reclaimed? He has reclaimed to a considerable extent.

641. Can you state to the Committee how far he has reclaimed beyond high water mark? 328 feet on the longest line, and 152 feet on the other side, by 70 feet in width.

642. That is reclaimed, and apparently built upon? Yes.

643. Does the northern end of that abut on to a road and jetty? Yes, John-street; there is a Corporation jetty at the end of the street.

644. The purple curved line on the plan is that proposed by the Government as the end of the reclamation? Not by the Government; it has not been submitted; it is only a proposal of the Engineer for Harbours and myself; it has not been approved of.

645. By that proposed arrangement, Mr. Day's frontage to the water is kept very nearly intact? Yes, it is not interfered with. The Government would probably allow Mr. Day to purchase that by appraisalment.

646. In that case, the purple line is not a fair representation of the views of the Government? We did not deal with this property at all; we stopped short there; different action would be likely to be taken in reference to it. The land being already reclaimed, we could not limit his boundary now.

647. *Mr. Farnell.*] The land reclaimed by Mr. Day is still vested in the Crown? Yes, Mr. Day can get no title to the land, unless action is taken by the Government.

648. *Chairman.*] In the event of Mr. Day being allowed to purchase, and if the line proposed by Mr. Smith were acceded to, it would necessarily deprive Mr. Day of 300 and odd feet of water frontage? Yes; but his occupation of that frontage is illegal; he has no authority for it.

649. I mean, on condition that Mr. Day is permitted to purchase the reclaimed land? Yes, I understand your question now; but I conceive that Mr. Day has never had any title to this reclaimed land; he has reclaimed it illegally.

650. Is the land apparently built on? It is.

651. It is in his occupation at present? It is, no doubt.

652. And it has been the practice of the Government to deal liberally with persons in this position? Yes, I think so, but not to injure others; the party holding the next allotment would have a right to extend it; and to recognize these 328 feet as the water frontage of Mr. Day, would deprive him of that right:

653. But Mr. Day having had possession for many years, and being still in possession, there would be a difficulty, and an increasing difficulty? It would be a difficulty, but that would be the way, I should say, the Government would deal with it:—Allow him to purchase the land he has reclaimed, but not allow him to claim this water frontage.

654. Assuming that Mr. Day is permitted to purchase, and that Mr. Smith's proposal is acceded to, that would necessarily deprive this property reclaimed by Mr. Day of a large quantity of water frontage which it now has? It would.

655. Do you remember what is the depth of water at low tide, at that line, on the plan suggested by the Engineer for Harbours and yourself? I do not think the soundings have been taken.

656. You are aware Mr. Smith applied originally for permission to reclaim to a depth of four feet of water at low tide? Yes, I think that was his application. I find that the average depth on the line suggested by Mr. Smith is six feet at low water.

657. If you look at the advertisement in the *Gazette*, 24th June, 1856, you will see that the

- W. R. Davidson, Esq. the depth of water indicated on the plan submitted by Mr. Smith would not be in excess of the depth allowed by that advertisement? It is the same—six feet.
- 16 Mar., 1868. 658. Will you look at the last paragraph of Appendix A 1—You see by that, that the mud flat presenting a large surface for exhalations from foul matter, has been one reason why the Board were willing that Mr. Smith should be permitted to reclaim, to protect the public health? Yes.
659. That was in 1849? Yes.
660. Is your memory good enough to enable you to say whether the flat remains in the same state as regards public health now as then? Pretty much in the same state, I should think.
661. Would it, in your opinion, be desirable, on the score of protecting the health of the citizens of Sydney, to fill in this place as far as low tide? I am of that opinion.
662. Do you gather that a number of persons have been permitted to reclaim, on different terms, around this bay? I believe so.
663. From all the circumstances, can you suggest any equitable mode of dealing with all these conflicting interests? I have been thinking over the matter, and I am of opinion it might be dealt with much in the same way as the Drainage Unions. If the parties form themselves into a union to extend the reclamation simultaneously. But it would be very difficult for one party to carry out the reclamation unless the others agree to do the same. By doing so, one party might block up another's frontage altogether. All should take action at once, to carry it out satisfactorily. I see no other way of doing it.
664. That would imply an Act of Parliament to compel them to do so? Yes, if they were not all unanimous.
665. Does it not occur to you that a difficulty has arisen through the bungling of the Government in the matter? A great deal of the fault lies with the parties themselves, in not carrying out the reclamation when they got permission. If they have not acted upon it, I think they cease to possess any title to do so.
666. Will you look at the copy of a letter dated 18th May, 1854, printed in the evidence of Mr. W. Day, who was examined on 5th December, 1867? I suppose, from that letter of Sir Thomas Mitchell, that he anticipated the same difficulties as I have just pointed out.
667. That letter was forwarded in reply to various objections to Mr. Smith's reclamations? Yes.
668. Then, so far back as 1854, it was made a condition upon these people by the Government that they should agree as to the mode of reclamation; but from that time to this, they have never agreed? I believe they have not.
669. Under the circumstances pointed out in the plan, Mr. Day and Mr. Russell having use of their reclamations, is it probable they would ever agree to filling in so as to prevent them from getting the same use they now have? It would be opposed to their interest.
670. Under these circumstances, has it been possible for Mr. Smith to reclaim from 1854 until now? He had permission to reclaim up to a certain time. He might have done as Mr. Day did—established himself there.
671. Would that have been a desirable thing? If Mr. Day is allowed to found a claim on what he has done, I think it would have been a very desirable thing for Mr. Smith to do for his own interest.
672. Was it possible for a prudent man to have reclaimed under the circumstances, when there were no bearings given in the original plan, and no certainty about it, all these objections being round about him, assisted by a large amount of influence—was it possible for a prudent man to have laid out his money under such circumstances? Up to a certain time Mr. Smith did reclaim, until he was stopped by the Government.
673. Is it practicable for one individual to dredge to get use out of a wharf so far in as that? I believe it is all mud. It might be dredged.
674. Would not the sides fall in? I am under the impression that they would do so, unless side walls were built; of course that would prevent it.
675. *Mr. Farnell.*] In this map, prepared by the Surveyor General's Department, have you adopted the converging lines as laid down by Mr. Smith's surveyor, with the exception of not carrying them so far out into the bay? No, not the same lines.

PETITION OF MR. THOMAS SMITH.

APPENDIX.

(To Evidence given by Mr. Thomas Smith, 21 November, 1867.)

A 1.

Copy of the Report of the late Deputy Surveyor General, and the Port Master, on the subject of the Water Frontage in Pymont Bay.

The land to which this application refers is a portion of Pymont, on the west side of Darling Harbour, granted in 1795 to one Thomas Jones, from whom it passed into the hands of the Macarthur family, and was by them divided into building allotments for sale, some ten years ago.

The allotments on Pymont Bay have frontages to the bay of 66 feet, but are so laid out that any extension of the side lines of those near the centre must interfere with those on the right flank. This we have endeavoured to illustrate by pencilled lines, in prolongation of the side lines of Smith, Webb, Kellick, and Russell—the letters A, B, C, D, E, F, marking the points of intersection, supposing (as we believe to be the case) that to secure the object of Mr. Smith's application, it will be necessary to extend his filling in as far as the curved line DBG pencilled on his plan.

It is evident, therefore, that we can only recommend his application to be acceded to conditionally—that is, that he should conform to a plan by which an equitable partition of the space occupied by the mud flat in advance of his frontage may be insured for the benefit of all parties concerned in the proposed extension, and which (having conferred with Mr. Smith) we find him willing to do.

The plan, therefore, that we beg leave to submit for consideration, is one by which *all the allotments and streets* fronting the bay should be made to converge to a point opposite the bay, and terminate in a segment (DBG) of a circle, as above referred to. With this stipulation, and an adherence to the Regulations of the 21st June, 1848, with regard to the formation of wharves, we are of opinion that this application may be acceded to.

One fact which weighs very forcibly with us in recommending this application to the favourable consideration of his Excellency is, that at present, *when the tide is out, the noxious effluvia must have a tendency to generate disease.*

S. A. PERRY,
Deputy Surveyor General.

MERION MORIARTY,
Port Master.

20th September, 1849.

A 2.

The Colonial Secretary to Mr. Thomas Smith.

Colonial Secretary's Office,
Sydney, 15 October, 1849.

Sir,

With reference to your letter of the 6th ultimo, applying for permission to extend a wharf into Pymont Bay to the extent specified in the tracing therein enclosed, I now beg to inform you that the required permission will be granted conditionally—that is, that you shall conform to a plan by which an equitable partition of the space occupied by the mud flat in advance of your frontage may be ensured for the benefit of all parties interested in the proposed extension, and which, it would appear from the joint report of the Deputy Surveyor General and the Port Master, you are willing to do, and also upon you and your sureties entering into the necessary bonds for the due fulfilment of the conditions required by the notice of 21st June, 1848.

2. I beg to add, that it will be requisite for you and your sureties to wait upon the Civil Crown Solicitor for this purpose, to whom the papers have been sent.

I have, &c.,
E. DEAS THOMSON.

A 3.

[Vide separate "*Rough Sketch of the Allotments and Streets fronting Pymont Bay.*"]

A 4.

The Surveyor General to Mr. Thomas Smith.

Surveyor General's Office,
Sydney, 14 August, 1854.

Sir,

I have to acknowledge the receipt of your letter of the 1st June, transmitting a sketch of Pymont Bay and the allotments fronting it, and requesting that I would direct to be marked thereon the equitable partition among the proprietors of allotments of the shoal portion of the Bay, in accordance with the report from my department of the 14th January last.

2. I now beg to return your sketch,* and to draw your attention to the letters A, B, C, D, E, which denote the distance to which the proprietors of allotments between *Murray* and *John streets* may be allowed to fill up.

3. The space from A to E being divided into 22 equal parts, of which the continuation of Edward-street will form one, the partition is equitable in accordance with the report of the late Deputy Surveyor General, and so far definite as is possible, without incurring the expense and delay of an actual survey.

I am, &c.,
T. L. MITCHELL.

* Altered in red ink, with Edward-street converging.

APPENDIX.

A 5.

The Colonial Secretary to Mr. Thomas Smith.

Colonial Secretary's Office,
Sydney, 13 April, 1854.

Sir,

Referring to the letter to you from this department, dated 14th December last, I now do myself the honor to inform you, that on application to the Acting Surveyor General, that officer will furnish you, for your guidance in carrying out a wharf from your property at Pymont into Darling Harbour, with a copy of the tracing annexed to the bond which you have entered into for the due observance of the conditions on which this permission was granted to you. It will then be for you to employ such private means as you may think fit, for marking the extension of your property which has thus been authorized.

I have, &c.,
C. D. RIDDELL.

A 6.

The Surveyor General to Mr. Thomas Smith.

Surveyor General's Office,
Sydney, 16 April, 1856.

Sir,

I have to acknowledge the receipt of your letter of the 14th instant, and I have to point out, in reply thereto, that in the month of April, 1854, you were authorized to extend your wharf at Pymont, in accordance with a plan, a copy of which was attached to your bond, and that liberty was given to you to employ such private means as you might think fit for marking out the extension of your property. Under these circumstances, your request that a survey may be made, by the Government cannot be entertained.

2. With reference to the extension of Edward-street and Murray-street, the lines marked on the plan before alluded to must be strictly adhered to; and in the event of any necessity arising for carrying those streets further into the bay, application must be made, in the usual way, for the sanction of the Government.

I am, &c.,
GEO. BARNEY,
Surveyor General.

A 7.

The Secretary for Public Works to Mr. Thomas Smith.

Department of Works,
September, 1866.

Sir,

I, the undersigned, the Minister for Works of the Colony of New South Wales, do hereby, by virtue of the power given to me in and by a certain Act of Council, passed in the 25th year of the reign of Her Majesty Queen Victoria, No. 17, and intitled, "An Act for the better protection of Navigable Waters," give you notice, and require you forthwith to remove certain piles driven, and a certain jetty erected by you, on land on the western shore of Darling Harbour, at Pymont, below the high-water mark of the navigable waters of the Harbour of Port Jackson, in the said Colony; and also to remove all stone, soil, and other material whatsoever placed by you at any time on the said land, or any part thereof, for the purpose of reclaiming, or in the course of attempting to reclaim any such land: And I further give you notice, that unless the said piles, jetty, stones, soil, and other materials as aforesaid, be removed within twenty-one days after this notice shall have been served upon you, I shall cause the same to be removed, and that legal proceedings will be instituted against you, as well for the recovery of the whole charges and expenses incurred in such removal, as for all penalties that you may have incurred by reason of the driving of the said piles, the erection of the said jetty, and the placing of the said stones, soil, or other materials as aforesaid.

Dated this twenty-sixth day of September, 1866.

JAMES BYRNES.

A 8.

The Crown Solicitor to Mr. Thomas Smith.

Crown Solicitor's Office,
Sydney, 26 September, 1866.

Sir,

The Government having been given to understand that you are reclaiming land of the western shore of Darling Harbour, at Pymont, in the Harbour of Port Jackson, have instructed me to inform you that proceedings will be taken, by writ of intrusion, to eject you from any land that you may so reclaim below the original boundary of your land at Pymont, in addition to any proceedings that the Government may be advised to take against you under the Navigable Waters Protection Act 25, No. 17, or otherwise in respect of such reclamation or attempt at reclamation.

I am, &c.,
JOHN WILLIAMS,
Crown Solicitor.

A 9.

Colonial Secretary's Office,
Sydney, 9 November, 1849.

WHARVES.

WITH reference to the Government Notice of the 21st June, 1848, relating to the formation of Wharves in the Harbour of Port Jackson: Notice is hereby given, that application has been made by Mr. Thomas Smith, of Pymont, for permission to carry out a Wharf into Pymont Bay, Darling Harbour, so as to enable him to have 4 feet of water at low tide, and the neighbouring proprietors are invited to state their objections, if any, to such permission being granted, within *one month* from this date.

By His Excellency's Command,
E. DEAS THOMSON.

A 10.

A 10.
(Bond.)

Know all men, by these presents, that we, Thomas Smith, of Pymont, in the Colony of New South Wales, shipowner, George Smith, of Port Phillip, in the Colony aforesaid, squatter, and William Charles, of Sydney, in the Colony aforesaid, are jointly and severally bound unto Her Most Excellent Majesty Queen Victoria, in the sum of five hundred pounds sterling, of lawful money, to be paid to Her said Majesty, Her Heirs and Successors, to which payment well and truly to be made, we bind ourselves jointly, severally, and respectively, and each and every one of us, by himself, our and each and every of our heirs, executors, and administrators, and every of them, firmly by these presents.

Whereas the above-bounded Thomas Smith has made an application to the Government for permission to extend a wharf from his property, situated at Pymont, in the county of Cumberland and parish of Saint Andrew, into the Harbour of Port Jackson, in the Colony aforesaid, to the extent delineated in the plan hereto annexed, and under the terms and conditions of a Notice dated the 21st June, 1848, and published in the New South Wales *Government Gazette* of the 27th June, 1848: And whereas His Excellency the Governor has been pleased to grant an authority to the said Thomas Smith to extend a wharf from his said property into the Harbour of Port Jackson aforesaid, according to the said plan and the terms and conditions of the said Notice, on the said George Smith and William Charles agreeing to become bound to Her Majesty, Her Heirs and Successors, and for the extension of the said wharf, according to the plan aforesaid, and the terms and conditions of the said Notice: Now, the condition of the above-written bond and obligation is such, that if the said Thomas Smith, in extending the said wharf, shall and do well and truly observe all and every the terms, conditions, and stipulations mentioned in the said Notice, then this obligation to be void and of none effect, otherwise to remain in full force and virtue.

Sealed with our seals, dated 12th } November, 1849.	T. SMITH. (T.S.)
Signed, sealed, and delivered by } the said Thomas Smith, Geo. } Smith, and Wm. Charles, in } the presence of—	GEO. SMITH. (T.S.) W. CHARLES. (T.S.)

LOUIS F. LAYARD,
Sydney.

B.

(To Evidence given by W. R. Davidson, Esq., 28 November, 1867.)

This correspondence commenced so far back as September, 1849, in an application from Mr. Smith (49-8835) to be allowed to run out a wharf, or rather, fill up the mud flat, so as to secure 4 feet of water at low tide. [1.]

The late Deputy Surveyor General and the Portmaster, to whom the application was as usual referred, reported in effect that it would not be fair to the owners of allotments at Pymont Bay, if those near the centre were allowed to fill in according to their side lines, and thus interfere with those on the right flank [see sketch annexed to 49/8835].

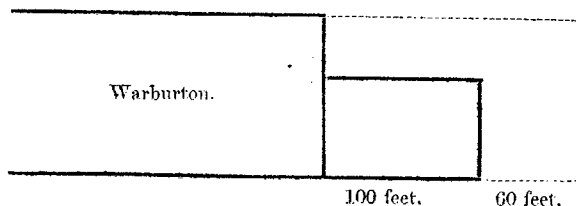
They therefore proposed a plan which, by making all the side lines converge to a given point opposite the centre of the bay, would allow an equitable portion of frontage to each allotment. On this condition Mr. Smith's application was granted, and he entered into the usual bond to adhere to the published regulations respecting wharfs, after advertisement in the *Gazette*. John Kellick immediately objected to the proposal,* urging that Mr. Smith should be restricted from crossing the line of street (Edward-street continued). See Kellick's plan enclosed in 49-11025.† [1.]

Captain Perry stated that the objection as regarded Edward-street had been anticipated, by including that street in the proposed arrangement,† by which he apparently meant that the line of street was also to converge to the common centre. folio 79c. *49-11025. †[2.]

In 1853, Mr. Smith asked to have the line of convergence marked by a Government surveyor. It may be here necessary to remark what I twice pointed out before (see my memorandum of 24 March and 6 April, 1854), that, so far as appears from the sketch annexed to Mr. Smith's bond, neither the direction nor the length of the so-called lines of convergence, nor the common centre, was in any way determined, and that consequently the bond was practically good for nothing. The Acting Colonial Secretary (Mr. Riddell) decided in effect that the terms of the bond should not be interfered with—failing apparently to perceive the force of the objection urged,—that the bond defined nothing, inasmuch as it merely referred to a plan the lines of which were undefined, either as to direction or length. Finally, Mr. Smith was simply furnished with a copy, for his guidance, of the tracing annexed to the bond. (54-4245). [6.]

In November, 1854, Messrs. Warburton, proprietors of an allotment close to Mr. Smith's, applied for permission to run out a wharf, in the manner and to the extent indicated in the rough sketch accompanying their letter. These gentlemen had already a wharf extending a distance of 100 feet, half the breadth of their frontage—and they wanted to build 60 feet further in length and to the entire breadth of their frontage. (See below.) The Surveyor General and Portmaster thought the extent asked for too much, but they saw no objection to Messrs. Warburton building out in the same direction apparently, that is, in the direction of their own side lines, to the imaginary line of convergence before alluded to. They seemed to have mistaken the low water mark on Messrs. Warburton's sketch for the curved line intended by Captain Perry to bound the whole of the extensions. At the same time, in answer to some inquiry from the Surveyor General, Messrs. Warburton wrote a letter to that officer (1 Feb., 1855), expressive of their willingness to abide by the general arrangement already sanctioned. It is not easy to explain this contradiction, for both their application and the qualified approval thereof of the Surveyor General and Portmaster, were at variance with the general arrangement, inasmuch as the latter contemplated the extension of all the allotments by convergent lines at a considerable angle with the side lines, whereas Messrs. Warburton plainly asked to extend according to their own side lines. (See particularly the draft notice enclosed in their letter of 1st February.) According to this notice, they were restricted to the length of their existing wharf, but they were allowed to build to the breadth of their entire frontage. (See their rejoinder, 55-5021, and my memo. thereon.) [8.]

Shortly



56-3624. [10.] Shortly afterwards, the City Commissioners addressed the Government, with a view to ascertain the proper lines for the prolongation of Edward-street; and about the same time, Mr. Kellick protested against any divergence of the lines of street. This, in fact, opened up again the question of a general extension of the allotments in the bay. The Surveyor General having been again referred to, reported more at length on the merits of the proposal. (See memo. on 56-3343, and accompanying sketch.) Colonel Barney adhered to the views previously entertained by Captain Perry and the Portmaster.

[11.] A notice was thereupon inserted in the *Gazette*, in which the principle was first explained, that each proprietor would be permitted to extend to 6 feet water at low tide, and that his share of the extension-frontage should bear proportion to his original frontage.

56-5271. [12.] Connected with the formation of Edward-street, was the proposed erection of a wharf at its extremity, under the authority of the City Commissioners. But as this work involves the same question of the water-frontage, this also is at a stand-still. Objections to the arrangement proposed by the Government have been lodged from—

- [14 & 15.] (1.) William Read—56-4292 & 6261.
 [16, 17, 18.] (2.) William Webb—56-4290, 4670 & 6267.
 [19.] (3.) Messrs. Warburton—56-6296.
 [20.] (4.) E. Davies—56-6302.
 [21.] (5.) T. Day—56-6326.
 [22.] (6.) J. W. Russell—56-6263.
 [23.] (7.) John Kellick—56-6158.
 [24.]

There is also a joint letter of objection (56-6352) signed by the whole of the foregoing, as likewise by Mr. Mort. These parties allege, with one accord, that the plan proposed by the Government, takes from them a large portion of their frontage, and gives to Mr. Smith more than he has any claim to. But there are, besides these, special objections. In the case of the Messrs. Warburton, they will be deprived of a considerable portion of their existing wharf, which they bought at a high price from a previous occupant, who had the consent of the Government to run it out.

Mr. T. Day's letter, if I understand it rightly, points to the like state of circumstances, and Mr. Russell holds in his own person the consent of the Government to build a wharf, which he has done, and now uses as a ship-building establishment. It is alleged that this valuable property would, by the proposed arrangement, be rendered comparatively worthless. In fact, in these cases it must be admitted that the faith of the Government is pledged; and it may be a question whether any of them can be deprived of their water frontage without compensation, seeing that the principle was admitted in the well-known case of the Semi-circular Quay.

[24.] It is specially worthy of notice, that the gentlemen signing the joint objection (56-6522) represent every single allotment affected by the arrangement, except those possessed by Mr. Smith; so that while the plan professes to be for the advantage of all persons interested, nobody but Mr. Smith is benefited by it; he owns four allotments, and the objectors seventeen.

[25.] In 56-6356, Mr. Smith has given a *resumé* of the case, accompanied by several of the official letters which passed between him and the Government. The only points brought out in Mr. Smith's letter, in addition to those already stated, appear to be as follows:—He alleges (paragraph 5) that he has been in possession of his frontage (as I read him, according to the approved arrangement) since 1849; that his jetty, in fact, overlaps the regular line of the street and of one of his neighbours.

He encloses a letter from Mr. James Macarthur (annexure vi), from which it would appear that the proprietor of Pymont, when selling the allotments, contemplated that a right of extension into deep water would be sought from the Government, on some general plan of convergence such as that sanctioned by the Government. (See his letter in full.)

[26 & 26A.] The whole of the objections lodged were sent for the report of the Surveyor General and Portmaster, who, in their report, dated the 11th August and 7th May, 1856, finally state that, after careful consideration, they adhere to their previously expressed views. They add, that to adopt the arrangements proposed by Kellick, Russell, and others, would be decidedly unjust to the remaining proprietors.

They seem to have overlooked the fact, stated above, that Kellick, Russell, and others, comprise the entire proprietary of the bay, with the exception only of Mr. Smith.

M.F.

29 Sept., /56.

Governor General, 1 Oct.—C.C.

From this Minute it would seem that there are conflictious authorities or permissions granted by the Government. It would be better perhaps to take up the subject *de novo*, and to have a fresh plan made upon the general principle shewn in the plan, revoking all former permissions which have not been acted on.—W.D.—1 Oct., /56.

Executive Council, B.C., 2 Oct., /56.

C.C.—2 October.

Executive—56/742—2 October, 1856.

C 1.

(*Handed in by Chairman, 20 March, 1868.*)

W. Tunks, Esq., to The Attorney General.

No. 2 Committee Room,
 Sydney, 11 December, 1867.

Sir,

I have the honor, as Chairman of the Select Committee appointed by the Legislative Assembly to consider the "Petition of Mr. Thomas Smith," to request that you will be good enough to favour the Committee with your opinion on the following points, viz. :—

Copy of Petition
 and Appendix
 enclosed.

- (1.) Is the Bond (*A 10, enclosed*) still valid; or, is it annulled by any provision in the Crown Lands Acts of 1861?
- (2.) Does Mr. Smith's right to construct the wharf still exist; or, does the fact of the non-completion of the wharf deprive him of the right to complete it now?

I have, &c.,

WILLIAM TUNKS,
 Chairman.

C 2.

C 2.

The Secretary to the Crown Law Officers to W. Tunks, Esq.

No. 63. 455.

Crown Law Offices,
Sydney, 18 March, 1868.

Sir,

With reference to your letter of 11th December last, as Chairman of the Select Committee appointed by the Legislative Assembly to consider the "Petition of Mr. Thomas Smith," requesting opinion,—

- (1.) As to whether bond (A 10, herewith) is still valid; or, is it annulled by any provision in the Crown Lands Acts of 1861?
- (2.) Does Mr. Smith's right to construct the wharf still exist; or, does the fact of the non-completion of the wharf deprive him of the right to complete it now?—

I am directed by the Honorable the Attorney General to state that, by the notice of 21st June, published in the *Gazette* of 27th June, 1848, it was directed that, to prevent injury to the Harbour, in future no permission would be given to form or extend a wharf, unless the person constructing it stipulated to fence it with stone, and entered into a bond by which he became liable to a certain penalty if he did not do so.

Mr. Smith, by executing the bond in question, came under an obligation not to construct his wharf in any given time, but to fence it with stone when and as it was constructed. If he has formed any portion of the wharf without so fencing it with stone, he is liable to be sued on the bond, which remains in force for that purpose, and is not affected in any way by the Crown Lands Act of 1861.

But although Mr. Smith may be liable for a breach of the condition in his bond, the Attorney General does not think that such liability at all affects Mr. Smith's right to continue the construction of his wharf since the passing of the Crown Lands Act of 1861. Before the passing of that Act there was not, so far as the Attorney General is aware, any law which enabled the Government to concede to Mr. Smith, or to any one else, the right to construct a wharf by encroaching upon the Harbour. The permission given to him in 1849 amounted to no more than a guarantee that the Government would not interfere with Mr. Smith so long as he complied with the conditions prescribed, but it conveyed no right or title. Such right and title can only be obtained under the Act above referred to; and it remains with the Government, under that Act, to say to what extent any one shall be authorized to reclaim.

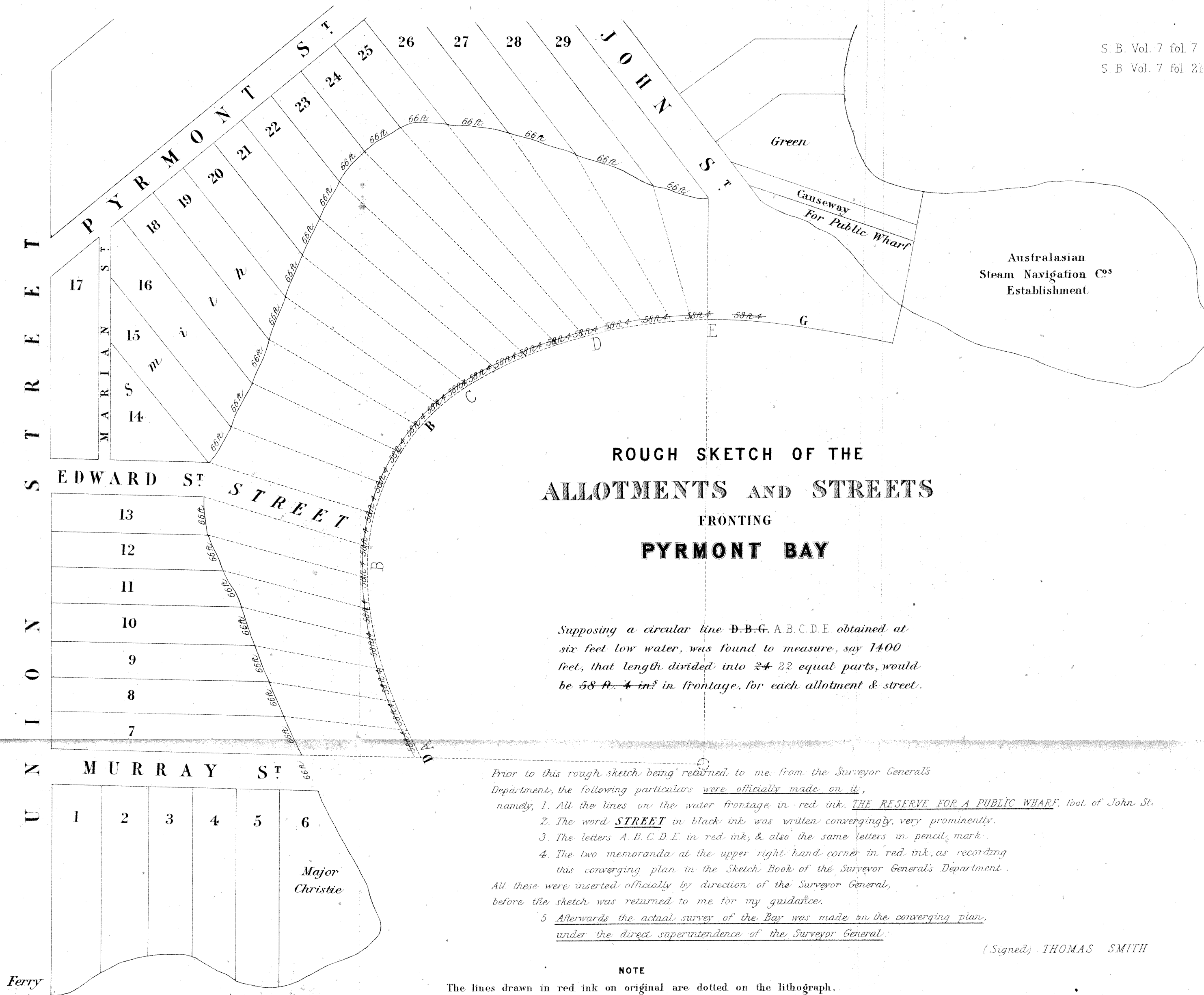
I am further desired to state that, generally speaking, the Government, in deciding upon an application made under that Act, would be guided by the action of its predecessors, where such action was clear and consistent; but in the present case, different adjoining proprietors appear to have obtained permissions inconsistent with one another, and the whole matter has become involved in such confusion that it is extremely difficult to determine how the case can be properly and equitably dealt with. Whenever dealt with, it seems to the Attorney General, that the permission granted so long ago to Mr. Smith, and not fully acted on for eighteen years, cannot be taken altogether as a guide to the Government in finally deciding.

I have, &c.,
W. E. PLUNKETT.

Appendix A.3. Petition of M^r. Thomas Smith

Appendix to Evidence given by M^r. Thomas Smith, 21st November, 1867. William Tunks, Chairman

S. B. Vol. 7 fol. 7
S. B. Vol. 7 fol. 21



Sig. 254

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

MR. J. W. RUSSELL AND OTHERS.

(PETITION OF—RELATIVE TO PETITION OF MR. THOMAS SMITH.)

Ordered by the Legislative Assembly to be Printed, 15 November, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of J. W. Russell and others, of Pymont,—

SHEWETH :—

That your Petitioners are owners of seventeen allotments of land with frontage to Pymont Bay, part of the Pymont Estate.

That your Petitioners are desirous of reclaiming the beach as far as a depth of three or four feet at low water, but have been opposed by Mr. Smith, who claims the right to turn the boundary lines of their properties, and also to diverge the lines of the street.

That Mr. Smith became proprietor of his land many years subsequently to the original sale of the property ; and as the diverging lines of frontage are solely his invention, and will only benefit him at the expense of his neighbours, they were not contemplated or marked on the plan of the property at the time of the sale of this portion of the Pymont Estate.

That your Petitioners believe Mr. Smith has no permission from the Government to fill out across and in front of the boundaries of his neighbours, and across a public street ; nor has he any equitable claim to do so.

Your Petitioners therefore entreat an inquiry, through your Honorable House, into their case, and humbly pray your relief.

And your Petitioners, as in duty bound, will ever pray.

[*Here follow 7 Signatures.*]

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

MR. BARTHOLOMEW RUSH.

(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 9 October, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of Bartholomew Rush, of Nattai, in the Colony of New South Wales, Contractor,—

SH EWETH :—

That your Petitioner, in the month of March, one thousand eight hundred and fifty-nine, tendered for the supply of material (wire excepted), and for the workmanship necessary for the erection of a line of Electric Telegraph from a point upon or near the Blacktown Road to Windsor, and thence via Wiseman's Ferry, Wollombi, West Maitland, and Maitland, to Newcastle, according to the terms of a certain notice and specification published by the Secretary of the Department of Lands and Public Works in the New South Wales Government Gazette of the twenty-fifth day of February, one thousand eight hundred and fifty-nine, at the sum of fifty-five pounds per mile, the work to be done under the direction of the Government Superintendent, or other officer for that purpose appointed.

That your Petitioner, at the time he tendered for the said work, was furnished by the Superintendent of Electric Telegraphs with the "Act to establish and regulate Electric Telegraphs," 20 Victoria, number 41, and took into consideration, in making his calculations, the second, third, and fourteenth sections of that Act, which said several sections are in the words following, that is to say :—

" 2. It shall be lawful for the Governor with the advice of the Executive Council to appoint a proper person for superintending the construction maintenance protection management and working of all lines of communication by Electric Telegraph in New South Wales and also to appoint such other officers as may be deemed necessary for carrying this Act into execution."

" 3. It shall be lawful for such superintending officer or any other officer or person acting under his authority for any purpose of this Act to enter upon any land whatsoever and to survey and take levels thereof and to dig fell remove and carry away from any land any earth stone gravel sand or other soil whatsoever or any timber or other trees required to be used in constructing or maintaining any such line of communication or any works connected therewith."

" 14. Every private owner of any land house or other building and every other person who shall incur or suffer any loss or damage by anything done under the provisions and for any purpose of this Act shall be entitled to compensation for the same to be settled by two or more Justices in Petty Sessions assembled at a hearing of which fourteen days notice at the least shall have been given by the claimant to such superintending officer and upon the appearance of such superintending officer or some person on his behalf or otherwise upon proof of the service of such notice it shall be lawful for such Justices to hear and determine the claim and to settle and award the amount of compensation to be allowed to such claimant."

That your Petitioner's tender was accepted by His Excellency the then Governor General of the Colony of New South Wales, and on the twenty-sixth day of July, one thousand eight hundred and fifty-nine, your Petitioner, together with two sureties, entered into and executed a bond to Her Majesty, in the sum of seven hundred pounds, for the due performance and fulfilment of the said tender, within the time mentioned in that behalf, and according to the terms and conditions of the said notice and specification.

That Charles Mooney was appointed Superintending Foreman of Electric Telegraphs on or about the twenty-seventh day of April, one thousand eight hundred and fifty-eight, as will appear by a letter in the office of Internal Communication in Sydney, and which is in the words and figures following, that is to say:—

58/1225.

“Department of Lands and Public Works,
“Sydney, 27th April, 1858.

“SIR,

“In acknowledging the receipt of your letter of the 23rd instant, No. 58/752, I am to inform you, that the Secretary for Lands and Public Works has been pleased to approve of an allowance of sixteen shillings per day, for six days a week, being paid to Mr. Mooney, Superintending Foreman of Electric Telegraphs, as recommended in your letter above referred to.

“I have the honor to be,

“Sir,

“Your most obedient servant,
“M. FITZPATRICK.”

That the said Charles Mooney, in or about the month of June, one thousand eight hundred and fifty-nine, received instructions from the then Assistant Superintendent E. C. Cracknell, Esquire, to superintend the construction of the line of Electric Telegraphs contracted for by your Petitioner.

That at the time the said Charles Mooney received his instructions, he asked the said E. C. Cracknell for an authority, and was informed that the only authority he required was the before-mentioned Act, 20 Victoria, number 41, a copy of which Act the said E. C. Cracknell furnished him with.

That in the month of October, one thousand eight hundred and fifty-nine, the said Charles Mooney, in the absence of your Petitioner, directed the workmen employed on the works to fell, and carry away, for the purpose of constructing the said line of Electric Telegraph, certain timber and trees then standing, and being on the land belonging to one Alexander Walker Scott, situate at Woodford, near Hexham, in the Colony of New South Wales, which direction was carried out by the workmen employed.

That there was no other place within twenty miles where timber could be obtained suitable for the purpose.

That the said Alexander Walker Scott, by his agent, complained of the trees being felled and taken away, but the said Charles Mooney, believing that he was justified in causing the said trees to be taken, and in so doing was acting under the sanction of the Government, insisted upon having the said trees, in order that the construction of the line of Electric Telegraph should not be delayed, the more particularly as the said Charles Mooney was informed that the Government was urging the completion of the work.

That the work was completed and taken possession of by the Government, under the approval of the then Superintendent of Electric Telegraphs.

That in the month of December, one thousand eight hundred and fifty-nine, the said Alexander Walker Scott, without having first applied to the superintending officer under the fourteenth section of the twentieth Victoria, number forty-one, for compensation, instituted proceedings against your Petitioner and the said Charles Mooney, for trespass, and for conversion of the said trees, which action came on for trial at Maitland, on the twenty-ninth day of March, one thousand eight hundred and sixty, before His Honor, the then acting Chief Justice, John Nodes Dickenson, Esquire, and a jury of four persons, and a verdict was found for the defendants, your Petitioner and the said Charles Mooney.

That the plaintiff, on the seventeenth day of December, one thousand eight hundred and sixty, moved the Supreme Court for a new trial, on the grounds that the verdict was against evidence—that it was contrary to law—that the Judge improperly admitted evidence on the part of the defendants of an authority given by the said Charles Mooney, as a Government officer, to commit the trespasses complained of—that the Judge misdirected the jury, by ruling that the defendant Charles Mooney was an officer or person acting under the authority of the superintending officer for the purposes of the before mentioned Act of 20 Victoria, number 41, and had authority and could give authority to others, to enter upon the land in question—that he also misdirected the jury by telling them, that if the men who cut the poles acted in obedience to the defendant, the said Charles Mooney, then the defendants would be absolved, though your Petitioner sent them—that the said Judge also misdirected the jury by leaving them to find whether either of the defendants was such an officer as contemplated by the Act.

That on the motion being argued, the Court granted a new trial, the decision of the Court being—by majority, Sir John Nodes Dickenson being of the same opinion as at the trial, namely,—“that as there had been acquiescence and confirmation on the part of the officer actually superintending the work—and as the latter was acting *bonâ fide* under the statute, and as under the statute the officer had power to do these things, the plea of justification of the defendants was made out.”

That the other members of the Court, their Honors Mr. Justice Milford and Mr. Justice Wise, differed in opinion with Sir John Nodes Dickenson, and observed, that where the authority was doubtful, the subject should have the benefit of the doubt, that as the Act was one which infringed considerably upon the rights of the subject as to his property, it must be construed strictly.

That on the twenty-seventh day of March, one thousand eight hundred and sixty-one, the cause came on for trial again at Maitland, and His Honor, Mr. Justice Wise, having

having ruled that the defendant could not give in evidence the authority of Mooney or Cracknell, the jury returned a verdict for the plaintiff, Alexander Walker Scott, with ninety-five pounds damages.

That your Petitioner, by the said verdict so returned on the twenty-seventh day of March, one thousand eight-hundred and sixty-one, has sustained a loss to the amount of seven hundred pounds and upwards, in damages, costs of legal proceedings, and the travelling expenses of your Petitioner and his witnesses attending at the said trials.

That your Petitioner in the year one thousand eight hundred and sixty-one, caused a Petition to be forwarded to the Honorable the Colonial Secretary of New South Wales, and in or about the year one thousand eight hundred and sixty-three, received an answer to the effect that your Petitioner had no legal claim to compensation; and your Petitioner was then promised by a Member of the Legislative Assembly, to call for the papers in reference to your Petitioner's case, but from time to time delayed doing so, which now induces your Petitioner to bring his claim before the Honorable the Legislative Assembly.

Your Petitioner, therefore, humbly prays the Honorable the Legislative Assembly to take into favourable consideration your Petitioner's case, and particularly the difference of opinion of the Judges before whom the matter has been argued, as to the authority of the said Charles Mooney to authorize the entry upon the land in question, and fell and carry away the trees of the said Alexander Walker Scott; and that the said Charles Mooney had not interest in committing the trespass complained of, but that of the Government, and in acting as he did, he believed he was justified by the said Act, 20 Victoria, number 41; and that he would not have been doing his duty had he allowed the work to be delayed for the want of poles to carry on the work, which poles were only to be obtained from off the land of the said Alexander Walker Scott, unless they had to be taken off land at a distance of twenty miles from the place where the said poles were required, which would have been the cause of great delay.

And that it will also be taken into consideration that your Petitioner was in Sydney at the time the said poles were felled and taken as aforesaid, and that the orders were given by the said Charles Mooney, who was an officer holding an appointment from the Government.

Your Petitioner further refers the Honorable the Legislative Assembly to the documents and papers relating to the contract of your Petitioner, and to the appointment of the said Charles Mooney to superintend the works in question, and also that reference may be had to the before mentioned Act, 20 Victoria, number 41, and particularly to the second and third sections thereof, under which the said Charles Mooney acted.

And your Petitioner therefore lastly prays, that your Honorable House may be pleased to take the premises into your favourable consideration, and afford him such relief as to your Honorable House may seem meet.

And your Petitioner, as in duty bound, will ever pray, &c.

B. RUSH.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

PROGRESS REPORT FROM THE SELECT COMMITTEE

ON

CLAIMS OF MR. BARTHOLOMEW RUSH ;

TOGETHER WITH THE

PROCEEDINGS OF THE COMMITTEE,

MINUTES OF EVIDENCE,

AND

APPENDIX.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,

1 April, 1868.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

[Price, 1s. 1d.]

312—a

1867.

EXTRACTS FROM THE VOTES AND PROCEEDINGS OF THE
LEGISLATIVE ASSEMBLY.

VOTES, No. 81. FRIDAY, 22 NOVEMBER, 1867.

11. Claims of Mr. Bartholomew Rush :—Mr. Lackey moved, pursuant to Notice,—
(1.) That a Select Committee be appointed to inquire into and report upon the claims of Mr. Bartholomew Rush to compensation for damages sustained by him, at law, as Contractor for the Northern line of Telegraph Extension from Blacktown Road, *viâ* Wiseman's Ferry, to Maitland and Newcastle.
(2.) That such Committee consist of Mr. Byrnes, Mr. S. Brown, Mr. Macleay, Mr. Farnell, Mr. Tunks, Mr. Wisdom, Mr. Forster, Mr. Roberts, and the Mover, Debate ensued.
Question put and passed.

VOTES, No. 85. FRIDAY, 29 NOVEMBER, 1867.

3. Claims of Mr. Bartholomew Rush :—Mr. Lackey, (*with the concurrence of the House*), moved, without Notice, that the Petition from Mr. Bartholomew Rush, presented on the 4th October last, be referred to the Committee now sitting on "Claims of Mr. Bartholomew Rush," and that the said Committee have power to send for persons and papers.
Question put and passed.

1868.

VOTES, No. 130. WEDNESDAY, 1 APRIL, 1868.

4. Claims of Mr. Bartholomew Rush :—Mr. Lackey, as Chairman, brought up a Progress Report from, and laid upon the Table the Minutes of Proceedings of, and of Evidence taken before, the Select Committee for whose consideration and report this question was referred on 22nd November, 1867; together with Appendix.
Ordered to be printed.

CONTENTS.

	PAGE.
Extracts from the Votes and Proceedings	2
Progress Report	3
Proceedings of the Committee	4
List of Witnesses	5
Minutes of Evidence	1
Appendix	9

1867-8.

CLAIMS OF MR. BARTHOLOMEW RUSH.

PROGRESS REPORT.

THE SELECT COMMITTEE of the Legislative Assembly, appointed on the 22nd November last, "*to inquire into and report upon the Claims of Mr. Bartholomew Rush to compensation for damages sustained by him, at law, as Contractor for the Northern line of Telegraph Extension from Blacktown Road, via Wiseman's Ferry, to Maitland and Newcastle*",—to whom was referred, on the 29th November, "*the Petition from Mr. Bartholomew Rush, presented on the 4th October last,*"—"with power to send for persons and papers,"—have agreed to the following Progress Report:—

Your Committee find it impracticable, during the present Session, to complete the inquiry entrusted to them by your Honorable House: they therefore beg leave to report the Evidence taken, and recommend that this inquiry be resumed next Session.

JNO. LACKEY,

Chairman.

No. 3 Committee Room,

Sydney, 1st April, 1868.

PROCEEDINGS OF THE COMMITTEE.

FRIDAY, 29 NOVEMBER, 1867.

MEMBERS PRESENT:—

Mr. Farnell, | Mr. Lackey,
Mr. Wisdom.

Mr. Lackey called to the Chair.

Entry in the Votes and Proceedings appointing Committee, *read*.

Chairman requested to move the House that the Petition of Mr. Bartholomew Rush be referred to this Committee, and that leave be given to send for persons and papers.

Committee deliberated, and—

[Adjourned to Wednesday next, at 12 o'clock.]

WEDNESDAY, 4 DECEMBER, 1867.

MEMBERS PRESENT:—

Mr. Lackey in the Chair.

Mr. Tunks, | Mr. Farnell.

Mr. Bartholomew Rush called in and examined.

Witness withdrew.

Ordered—That the following witnesses, viz., Mr. B. Rush, E. C. Cracknell, Esq., and Richard Moody, Esq., be summoned for next meeting.

[Adjourned to Wednesday next, at 11 o'clock.]

WEDNESDAY, 11 DECEMBER, 1867.

MEMBERS PRESENT:—

None.

In the absence of a quorum, the meeting called for this day lapsed.

FRIDAY, 13 DECEMBER, 1867.

MEMBERS PRESENT:—

Mr. Lackey in the Chair.

Mr. Roberts, | Mr. Farnell.

E. C. Cracknell, Esq., (*Superintendent of Electric Telegraphs*) called in and examined.

Witness produced the Bond, &c., entered into by Mr. Bartholomew Rush, and handed in letter from Crown Solicitor reporting on Petition from Bartholomew Rush and Charles Mooney: (*Vide Appendix A.*)

Witness withdrew.

Richard Moody, Esq., (*Chief Clerk, Railway Department*) called in and examined.

Witness withdrew.

Chairman produced five Briefs (*Scott v. Rush*, and *Rush* and another *ats. Scott*), together with Bill of Costs.

Committee deliberated, and—

Ordered,—That W. Tunks, Esq., M.P., and John Williams, Esq., (*Crown Solicitor*) be requested to give evidence at next meeting.

[Adjourned to Wednesday next, at 11 o'clock.]

WEDNESDAY,

WEDNESDAY, 18 DECEMBER, 1867.

MEMBERS PRESENT:—

Mr. Lackey, | Mr. Farnell.

In the absence of a quorum, the meeting called for this day lapsed.

WEDNESDAY, 1 APRIL, 1868.

MEMBERS PRESENT:—

Mr. Lackey in the Chair.

Mr. Macleay, | Mr. Farnell.

Chairman brought up Draft Progress Report, which was read and adopted without amendment.

Motion made (*Mr. Farnell*), and *Question*,—That the Progress Report, as read, be the Progress Report of this Committee, and that the same be reported to the House by the Chairman,—*agreed to*.

LIST OF WITNESSES.

	PAGE.
Cracknell, Edward Charles, Esq.	4
Moody, Richard, Esq.	6
Rush, Mr. Bartholomew	1

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE SELECT COMMITTEE

ON THE

CLAIMS OF MR. BARTHOLOMEW RUSH.

WEDNESDAY, 4 DECEMBER, 1867.

Present:—

MR. LACKEY, | MR. TUNKS,
MR. FARNELL.

JOHN LACKEY, ESQ.; IN THE CHAIR.

Mr. Bartholomew Rush, called in and examined:—

1. *Chairman.*] You have been a Contractor for the construction of telegraph lines? Yes. *Mr. B. Rush.*
2. You became contractor for the construction of a line of telegraph from the Blacktown Road to Windsor, and thence *via* Wiseman's Ferry, Wollombi, and Maitland, to New-^{4 Dec., 1867.} castle? I did.
3. How long ago? In 1859.
4. Had you carried out any electric telegraph contracts before that? I had.
5. And since? And since.
6. It is the practice, according to law, I believe, for persons constructing these lines to have the right of access to any private lands, for the purpose of procuring timber? In all cases.
7. That was always the case previously to your constructing this line? Always.
8. And since? And since.
9. And it is lawful also for any superintending officer, or any officer having authority for that purpose, to remove or order the removal of timber? It has always been the case.
10. In the construction of the line I have mentioned, a dispute arose through some timber being taken from Mr. Scott's land? Yes, some forty poles were taken from Mr. Alexander Walker Scott's land at Hexham, adjoining some Church and School Land.
11. Was it his own private property? I believe it was a grant from the Crown—an old grant.
12. Were these poles taken by your own instructions? I was not there at all at the time. I came up to arrange with Captain Martindale for a special train to lay the poles from Stoney Creek to Newcastle.
13. Who ordered the removal of these poles? Mr. Mooney, the superintending officer.
14. Had Mr. Mooney the usual instructions given in such cases? When he took charge of this line, he asked Mr. Cracknell for his authority, and Mr. Cracknell gave him the Act of Council, and the specification under which the contract was to be carried out. In all such cases, where any person objected, he always gave the authority to take the poles; and in no case was a demand ever made to me for compensation for poles on that line.
15. Were there other cases where the superintending officer ordered the removal of poles, besides this? Several cases: at Cattai Creek, and at Pitt Town, and off Mr. William Bowman's land at Richmond.
16. Was the right in any other case ever disputed? Never. Mr. Bowman at first disputed it, but when the Act of Council was produced to him, he said "Very well, you had better take them."
17. Is it usual at all to give compensation for timber taken? I never have done it in any case.
18. Was compensation given for any other purpose? Compensation was given by the Government in a case at Wollongong, where a superintending officer caused the fence to be broken by falling timber.

Mr. B. Rush. 19. In that case did the Government pay the compensation? The Government paid a man named Keenan, who has a farm at the foot of Bulli Mountain, £73; the man asked me for it and I refused to pay, I said I had nothing to do with it; he then applied to the Government, and the Government paid it themselves.

4 Dec., 1867.

20. Was that a Government line you were constructing? Yes.

21. Did Mr. Scott, or any one in his behalf, show opposition to your taking these poles in the first instance? I was not there at the time this dispute took place; during my absence the men moved from Stoney Creek to Hexham; and after they had got a quantity of poles, all they could get, Mr. Mooney got letters from the Government requesting that the line should be pushed on with; and as these poles were wanting, he ordered the men to take them, under the Act of Council, from Mr. Scott's land. Mr. Scott summoned the men who were cutting the poles to the Police Court at Maitland, and, on producing the Act, and Mr. Mooney's evidence, the Court dismissed the case, and awarded the men ten shillings each per day. In about a month after the line was finished I received a summons for £1,000 damages.

22. Were further proceedings taken at law against you? Yes, I was summoned to appear at the Maitland Circuit Court, and I gained the first action. The Chief Justice tried the case.

23. Were you put to expense in that action? I was at considerable expense.

24. You did not pay the law costs then? The costs were not paid then. Six months afterwards I ordered my Solicitor to sue Mr. Scott for the costs of the action and law expenses, and he then moved for a new trial; he did not move for a new trial at the time; when the new trial was granted it was carried by a majority—Mr. Justice Wise and Mr. Justice Milford,—and the Chief Justice was obliged to give way. I had to bring witnesses from Albury and Riverina, which, of course, was very expensive.

25. In the second trial? In both trials.

26. What do you estimate the whole of your expenses and the damages at in both trials? The costs to Solicitors and Barristers came to £800. You will find the amount stated in my Petition to the Executive. I petitioned the Executive after the case was lost.

27. How long after? Some six or nine months elapsed between the first and second trials. Before the second trial came on Captain Martindale had left the Colony, and on those grounds I was defeated.

28. Was he one of your witnesses at the first trial? He was.

29. Was his evidence admitted on the second? My counsel applied to have his evidence admitted as given at the former trial, but Judge Wise refused to allow it; and, as he was not there to put in the box, I was defeated. Mr. Cracknell's evidence was refused because he was not Superintendent at the time; Captain Martindale was Superintendent, not Mr. Cracknell.

30. Did you state about what you think your exact loss was in this case? £800 I stated in the Petition to the Executive.

31. After these two trials took place, did you make application to the Minister for Works, to grant you any compensation for that loss? I took the advice of my counsel, Mr. Darvall and Mr. Isaacs, to petition the Executive Government.

32. And you did petition the Executive Government? I did.

33. Did you get any reply? I got a reply in about eighteen months afterwards. It was in 1860 the trial took place.

34. What was the nature of the reply from the Executive? That the Crown Law Officers' opinion was that I had no legal claim.

35. You understood from the terms of your contracts, when you took them, that you had the privilege to go into any one's ground and take poles for the purpose of constructing the line? I did.

36. And that practice had always been in force? Yes.

37. With others as well as yourself? Yes.

38. Have you ever known an instance where individuals have been subjected to law proceedings for taking poles? Never, except in this case.

39. And without regard to circumstances, they always take them when they want them? Yes.

40. In this case, you were acting under the second, third, and fourteenth sections of the "Act to establish and regulate Electric Telegraphs," 20 Victoria, No. 41? Yes, I state so in my Petition to the Assembly:—

"That your Petitioner, at the time he tendered for the said work, was furnished by the Superintendent of Electric Telegraphs with the 'Act to establish and regulate Electric Telegraphs,' 20 Victoria, No. 41, and took into consideration, in making his calculations, the second, third, and fourteenth sections of that Act, which said several sections are in the words following, that is to say:—

"2. It shall be lawful for the Governor, with the advice of the Executive Council to appoint a proper person for superintending the construction maintenance protection management and working of all lines of communication by Electric Telegraph in New South Wales and also to appoint such other officers as may be deemed necessary for carrying this Act into execution.

"3. It shall be lawful for such superintending officer or any other officer or person acting under his authority for any purpose of this Act to enter upon any land whatsoever and to survey and take levels thereof and to dig fell remove and carry away from any land any earth stone gravel sand or other soil whatsoever or any timber or other trees required to be used in constructing or maintaining any such line of communication or any works connected therewith.

"14. Every private owner of any land house or other building and every other person who shall incur or suffer any loss or damage by anything done under the provisions and for any purpose of this Act shall be entitled to compensation for the same to be settled by two or more Justices in Petty Sessions assembled at a hearing of which fourteen days notice at the least shall have been given by the claimant to such superintending officer and upon the appearance of such superintending officer or some person on his behalf or otherwise upon proof of the service of such notice it shall be lawful for such Justices to hear and determine the claim and to settle and award the amount of compensation to be allowed to such claimant."

Mr. B. Rush.

4 Dec. 1867.

41. *Mr. Tunks.*] You say Mr. Mooney received for authority the Act of Parliament? He did.
42. Was that in your presence or in some official kind of way? Mr. Mooney said so in his evidence in the Supreme Court.
43. The appointment alluded to in the Petition is that which Mr. Mooney held at the time for superintending the works? Yes.
44. Do you exhibit anywhere the specification and terms of this contract—Are they exhibited in any way? Mr. Cracknell has them, and I think a copy of the specification, sent me by the Government, is among my papers, and also the Act of Council that was given to Mr. Mooney, which I obtained from him at Maitland, after he had given his evidence.
45. You took some contracts after this? Yes.
46. Were you furnished with a paper from the head of the department requiring you to enter into a bond to indemnify the Superintendent of Electric Telegraphs for any damages for trespass on people's land? Yes; in all contracts since this action.
47. Do you produce that? I can produce it at another time.
48. That would indicate an altered policy in the Department? Yes; in every contract since this action was lost I have been obliged to give a bond of indemnity, but it was never asked for before.
49. Is it your opinion that the Government should be responsible for damage to fencing in these cases? I think so, where it has been done through the authority of the superintending officer—where he orders timber to be felled.
50. Do I understand that, where he orders a certain line to be taken, the contractor fells the trees, irrespective of the damage it may do to roads or fencing? I think the Government should be responsible for the damage done.
51. And that the contractor should not be bound to exercise ordinary care for protecting either roads or fencing? I think he should be bound to exercise ordinary care not to damage any person's property. I think it nothing but fair he should endeavour to save the property as much as possible.
52. You know of your own knowledge that the Government paid £73 compensation to this claimant at Bulli? Yes; the man applied to me, and I refused to pay it, I said I had nothing to do with it; the Government sent Mr. Cowlshaw, and he valued it on behalf of the Government at £73, and they paid it themselves. The man claimed to me £300.
53. If the owners of every property you are supposed to go through or closely by, were to set up a claim to be settled by arbitration in the way indicated, would it be practicable to carry on telegraphs through the country? It would be impossible.
54. Many owners are not known, and cannot be discovered without an immense deal of trouble? Several properties we go through we do not know where the owners are; it is impossible to find them.
55. *Mr. Farnell.*] You have stated that you petitioned the Executive Government? Yes.
56. Did they make any reply? They did.
57. Could you put in the documents in evidence—your application and the reply of the Executive Government? I can on another day.
58. Could you also furnish the Committee with the bill of costs in the case from your Attorney? I can.
59. The sixth clause of 20 Victoria, No. 41, empowers the Government to make regulations—Are you aware whether they have made any? They have.
60. Do you know whether those regulations were in existence at the time you took this contract? They were.
61. Is there anything in those regulations in reference to the taking of timber? There is; they give full power to the superintending officer in charge.
62. When the Electric Telegraph Department lays out these telegraph lines, do they go indiscriminately through cultivated lands? They do.
63. And in laying out these lines do they have any regard to private rights or interests? None whatever.
64. That is, they do not diverge the lines in any way? They carry the line through as straight as they possibly can.
65. Irrespective of any injury they might cause? No matter what injury they do, they carry it right through.
66. Although you were contractor for the works on this telegraph line, Mr. Mooney was carrying them out under the instructions of the Government? He was Superintendent for the Government.
67. And they were being carried out under his directions? Yes; I was obliged to follow him wherever he marked the line.
68. Under the Telegraph Act the superintending officer, or other officer or person acting under his authority, has power to take timber or other materials? Yes.
69. Under the bonds you now give, do you get any order to take timber, or other materials? There is a special authority signed by the Superintendent of Telegraphs.

- Mr. B. Rush. 70. In so far they have altered the arrangements with the contractors? Yes.
- 4 Dec., 1867. 71. *Mr. Tunks.*] Mr. Mooney gave evidence at Maitland in the case to which you alluded? He did.
72. He was brought from where? From Riverina.
73. Was the cost of his passage paid by you? Yes.
74. Wholly by you? Yes.
75. Are you aware whether he made any application to the Government for extra expenses? He has not.
76. He appeared as a Government officer? Yes; I had him summoned, and had to forward the money to bring him.
77. Any money he received from you would be in addition to his pay? Yes, I suppose so.
78. *Mr. Farnell.*] I suppose, if you had not furnished him with his expenses to come down, he would have had to pay them out of his own pocket? Yes.
79. *Mr. Tunks.*] It would be impossible for him to come all the distance on the pay allowed by the Government? It would not pay his coach-fare hardly.
80. *Mr. Farnell.*] Since the Government refused to settle this matter with you, what steps have you taken to arrive at a settlement? Mr. Driver has had my papers and had lost them for nearly two years; he could not find them; I dogged him for two years before I could get them from him.
81. You have no power under the law to sue the Government for this amount? I do not think so.
82. Did your solicitor advise you to that effect? Mr. Darvall and Mr. Isaacs both told me to apply to the Executive and no doubt I should get my money, and I took their advice.
83. You have no legal claim on the Government for this money? I have no claim only in equity.
84. An equitable claim? An equitable claim.
85. That is, that you have been put to considerable expense, not from your own action? Not from my own action, but from the act of the Government officer.
86. An act which he was authorized to perform by force of law? Yes, by the Act of Council. Neither was I there when the act was committed.
87. And you have now applied to the Legislature for redress, as the only vehicle by which it can be obtained? It is the only opportunity I have of getting any redress.
88. *Chairman.*] Have you in your possession a copy of the contract between you and the Government for the construction of this line? I have it at home.
89. Could you produce it at the next meeting? Yes.

FRIDAY, 13 DECEMBER, 1867.

Present:—

MR. FARNELL, | MR. ROBERTS.
JOHN LACKEY, Esq., IN THE CHAIR.

Edward Charles Cracknell, Esq., called in and examined:—

- E. C. Cracknell, Esq.
13 Dec., 1867.
90. *Chairman.*] You are Superintendent of Telegraphs? I am.
91. You know Mr. Rush? Yes.
92. Has he been in the habit of taking contracts for the construction of lines of electric telegraph? Yes; for some years.
93. Do you recollect his being contractor for a line of telegraph from the Blacktown Road by Wiseman's Ferry to Maitland and Newcastle? Yes.
94. Do you recollect in what year? 1859.
95. Are works of this sort done under your own superintendence or the superintendence of some subordinate officer? Under the superintendence of a subordinate.
96. Do you recollect who the officer was who had the superintendence of this contract? Charles Mooney.
97. It is usual, I believe, for persons having contracts for these telegraph lines to have access to any land for the purpose of obtaining any timber or other material they may require? Any Crown lands.
98. Not on private property? At present they can have access to private property by giving the Government a letter of indemnification.
99. Was that the rule at the time this contract was being carried out? No; it was not.
100. Was there any particular reason for the establishment of this rule since? I think Mr. Rush's case gave rise to the rule being adopted.
101. Had there been any refusal to allow timber to be taken, on the part of any proprietor of land, previously to Mr. Rush's contract? I am not sure whether there was any direct refusal, but I think Mr. Bowman made some objection to poles being taken off his land.
102. Was his objection held to be valid, or was the required timber taken afterwards? That I am not quite sure about. I think Mr. Rush made some arrangement with Mr. Bowman afterwards.
103. Is there any other instance within your knowledge where contractors have been prevented from taking poles? No; I think not. The usual rule is to take the poles and to pay a price for them. There is a compensation clause in the Act which requires that any material taken should be paid for.

104. Was that in the Act at that time? Yes. Clause 3 gives a power to enter lands for surveys, &c. Then there is a compensation clause, 14.
105. You have had other contractors in your department? Yes; several.
106. Has a difficulty similar to this ever occurred in any other case? I think not; I think this is the only case where there has been similar difficulty, which has led to litigation about it.
107. Has it ever come to your knowledge that telegraph contractors have paid for poles taken from private land? There are cases; I do not remember any specific case, but I know there are cases; but that is a matter entirely for the contractor, not for me, to deal with. I may perhaps state that I was not Superintendent of Telegraphs when this particular contract was being carried out; Captain Martindale was then Superintendent.
108. Are you aware whether Mr. Scott made any application to Mr. Rush or to the overseer of the work for compensation for the timber that was taken? I am not aware of that.
109. Do you know whether Mr. Rush made application to your department for compensation for loss sustained in this matter? Yes, a petition was sent in by Mr. Rush.
110. Was it entertained? No, it was not.
111. Do you know what was done with it? The Crown Solicitor's opinion was taken upon it. I have a copy of the Crown Solicitor's letter here.
112. Do you produce certain papers connected with this case? I produce the bond and specification, Mr. Rush's petition to the Executive, and the Crown Solicitor's letter giving his opinion on the matter. (*Papers produced.*)
113. Mr. Rush at all events got no compensation? He got no compensation that I am aware of.
114. You are aware, I suppose, that proceedings were taken against him at law for the recovery of damages? Yes.
115. Were you a witness at either of the trials that took place? I was subpoenaed as a witness on the second trial.
116. Are you aware whether your predecessor, Captain Martindale, intended to compensate Mr. Rush? I think not.
117. *Mr. Farnell.*] You are not aware whether Mr. Scott, from whose land they took the timber for some telegraph poles, applied to Mr. Rush or Mr. Mooney for compensation? I am not.
118. By the Electric Telegraph Act, under the fourteenth section, any person from whose land the contractor or the Government may take timber, has the power to apply to two Justices in Petty Sessions? Yes.
119. Do you know whether that was done in this case? I am not sure; I think not, but am not quite certain about it.
120. Do you know whether Mr. Mooney was acting upon his own authority, when he ordered these poles to be taken from Mr. Scott's land, or on any authority from the Government? I do not think he had any direct authority from the Government to order the poles. It appears to me he was acting on his own authority.
121. Was he merely superintending the work, to see that Mr. Rush carried it out properly? Yes, that was his duty.
122. Was he justified in directing Mr. Rush to take this timber from this land? I do not think he was, unless the Act authorizes such a thing, and I am not quite clear that it does. Officers appointed to similar positions now would certainly not have the power.
123. You said something in reference to a bond? Yes, a bond of indemnity, that is, that if poles or timber are taken off or damage done to property, the contractor must indemnify the Government in case the proprietor sues the Government for compensation for damage.
124. Supposing a person took a contract for the erection of a telegraph line, and no bond was entered into, and you appointed a person to superintend the work to see it properly carried out,—would you think the Government liable, if he ordered the contractor to take timber from any particular private property? No; I should think he was overstepping the bounds of his duty if he ordered the contractor to take poles.
125. Will you state, shortly, what Mr. Rush contracted to do, under the contract for this line? He contracted to carry out the work according to the specification. The specification is to the effect that he is to supply poles, labour, and all material, except wire, for carrying out this work.
126. Is there anything in that specification directing or permitting the contractor to take timber from private land? I do not think it is alluded to in the specification in any way.
127. Is there any reference in the specification to the third clause of the Telegraph Act? There is nothing empowering the contractor to enter lands in the specification.
128. Does it make any reference whatever to the Telegraph Act? No, it does not.
129. Was that specification published in the *Government Gazette*? Yes.
130. Will you tell us the date? 21st February, 1859.
131. Mr. Rush took the contract under that specification? Yes, he signed the specification and also the bond for the performance of the work.
132. When Mr. Scott commenced the action against Mr. Rush and Mr. Mooney, do you know whether he sued Mr. Mooney as an officer of the Government, or in his private capacity? I am not aware; I do not remember the proceedings sufficiently well.
133. Had Mr. Mooney any right, on the part of the Government, to direct Mr. Rush to take this timber from off this land? I think not.
134. Do you know whether Mr. Rush has applied to the Government to be allowed to sue them for any losses he has sustained through this action? I am not aware of it.
135. I think you stated you had a letter from the Crown Solicitor? Yes; a petition was sent in by Mr. Rush, and it was referred to myself and the Crown Solicitor; the Crown Solicitor gave his opinion upon it.

E. C.
Cracknell,
Esq.

13 Dec., 1867.

E. C.
Cracknell,
Esq.
13 Dec., 1867.

136. Will you state the substance of the Crown Solicitor's opinion? The substance is, that he does not consider Mr. Rush entitled to compensation; that the poles, according to the Telegraph Act, must be paid for; and that he is not, on that ground, entitled to compensation. If you wish I will read the letter, which goes into the matter fully. (*Letter read. Vide Appendix A.*)

137. From this decision of the Crown Solicitor, it appears that Mr. Mooney acted in his private capacity, not as a Government officer, in directing the cutting down of this timber? Yes; I should imagine so.

138. Do you know whether the contractor or Mr. Mooney applied to Mr. Scott previous to taking the timber away? I am not aware.

139. Has any application ever been made to the Telegraph Department at any time, that you are aware of, from any other parties that have been injured by taking away the timber? I do not think any have ever reached the department. I think applications have been made to contractors, and the contractors have had to pay, but not through the department.

140. Are you aware whether any application was made by a person in the Illawarra district? Not for timber, but there was a claim for compensation for timber being felled on to some crops by a telegraph contractor.

141. Did the Government pay compensation in that case? Yes.

142. Was the timber felled under the direction of the superintendent of the work? The superintending officer. But that was not timber required for the construction of the line; it was timber felled during the clearing.

143. Was the contractor then acting under the instructions of the superintendent of the work? I should imagine he was acting under the instructions of the superintending officer, for the reason that he gave directions as to which way the line was to go.

144. This compensation was given for injury done to growing crops? Yes.

145. I think you stated that this took place before you took charge of the department? Yes; during the trial of *Scott v. Rush* I was in the department, but not superintendent.

146. *Mr. Roberts.*] You are aware that Mr. Mooney at the time was in the employ of the Government? Yes; he was employed by the Government and paid by the Government.

147. At the time he authorized the cutting of this timber? Yes.

148. Did the department at that time recognize him as an officer of the department? Certainly.

149. What position was the party in who authorized the felling of this timber on the Illawarra line? In a similar position to Mr. Mooney.

150. He had the power then? Yes; but the cases are not quite analogous, for this reason, that the Illawarra timber was cut for clearing a gap through the bush for the line; but in Mr. Rush's case the timber was cut for the purpose of using it in erecting the line. The cases are not similar at all. The timber authorized to be cut in the Illawarra case was not on private property exactly; it was just on the boundary of a road going down the Bulli pass, and it fell on some growing crops.

151. *Mr. Farnell.*] Would the persons superintending the carrying out of these contracts be justified in authorizing the contractors to take and remove timber, and dig out gravel, soil, and all the different things they are permitted to do under the third section, without receiving special authority from the head of the department? Only on Crown lands.

152. I am referring to the third section, which allows them to go on private lands? No, I think not; they would not be justified in doing so without authority. The present specifications are worded so that the contractor must give a bond of indemnity to the Government when that clause empowers him to go on private lands, knowing he will in that case have to pay compensation for any damage he may do. It seems Captain Martindale, according to this letter of the Crown Solicitor's, informed Mr. Rush that it was necessary for him to get his authority, but Mr. Rush would not take it. But that I am not able to speak of from my own knowledge; it only seems so from this letter.

153. Would the superintendent have power to authorize the men of the contractor to take poles from private land? The superintending officer immediately over the work would not have, but I believe the superintending officer, that is the head of the department, would have power to authorize a contractor to go into lands. Being Superintendent of Telegraphs, I should have power to authorize a contractor to go into lands and cut timber, but I should not authorize the immediate superintending officer or foreman of works to do so.

154. It would almost appear that Mr. Mooney was acting in the double capacity of superintendent for the Government and superintendent for the contractor? If so, he was acting contrary to his instructions.

Richard Moody, Esq., called in and examined:—

R. Moody,
Esq.
13 Dec., 1867.

155. *Chairman.*] You are in the Works Department? Yes, Chief Clerk in the Railway Branch.

156. Do you know anything about a contract taken by Mr. Bartholomew Rush, to construct a line of electric telegraph from the Blacktown Road by Wiseman's Ferry to Maitland and Newcastle? I remember that about 1861* or 1862, a contract was made with Mr. Rush to run the Northern line to Newcastle *via* Wiseman's Ferry.

157. Was it within your province to know the nature of these contracts? It was at that time, the Telegraph Branch being a portion of the Department of Internal Communication, of which I was then Chief Clerk.

158. Who was Superintendent of Telegraphs at that time? Captain Martindale.

159.

* NOTE (on revision):—This may have been as early as 1859; I speak only from memory, but there was only one contract.

159. You are aware of the provisions of the Act of Council which gives authority to contractors to enter upon private lands? Yes, I had the Act in my custody at the time, and I remember there was a clause empowering contractors, as it was alleged, to take materials for the lines of telegraph.

R. Moody,
Esq.

13 Dec., 1867.

160. Do you know whether that clause was acted up to by contractors, as a rule? I believe it was. I never heard of any complaint or difficulty until the question arose in Mr. Rush's case.

161. If any doubt or dispute had arisen as to the removal of timber or poles, from your position at the time you would have known it? I should have known it, the whole of the correspondence and records being in my branch.

162. Are you aware who was overseer, or who acted as Captain Martindale's deputy, in the construction of these lines? Mr. Cracknell was then acting as Assistant Superintendent, and I think a gentleman of the name of Mooney was the Inspector.

163. Did it come within your knowledge that Mr. Mooney, as Inspector, ordered the removal of certain saplings or poles from Mr. Scott's land at Hexham? I am aware he had given orders to that effect; I remember there was some correspondence on the subject, and I was present on more than one occasion when Mr. Scott was communicating to Captain Martindale that Mooney had given directions about this timber being removed, and that he, Mr. Scott, required the timber for some particular purpose of his own.

164. Are you aware whether Mr. Mooney insisted upon the timber being taken? So far as I recollect Mr. Mooney alleged that he had the power, under the Act, to do it.

165. Did it come within your knowledge whether Mr. Rush was present at the time, or absent? I believe Mr. Rush was in Sydney at the time; I believe he was sent for by Captain Martindale about this particular time; being in town, I had to send for him—he was at the office at any rate at the time.

166. Are you aware what steps Captain Martindale took? He at once told Mr. Rush he would not give any sanction to Mr. Mooney's acts.

167. Was this before or subsequent to the timber being removed? The timber had then been removed. Mr. Scott was then complaining to Captain Martindale about it, on that particular day that I speak of.

168. Was there any correspondence between Captain Martindale and Mr. Mooney on the matter? Only through the Assistant Superintendent, Mr. Cracknell. Mr. Cracknell was sent for, but what correspondence took place I could not tell. I know Captain Martindale told Mr. Cracknell, in my presence, he would not sanction Mr. Mooney's acts.

169. You do not recollect any other case of a similar nature to this? That is the only case, I believe. After that occurrence some stipulation was inserted in all future contracts, or ordered to be inserted at any rate by Captain Martindale, so that no future difficulty should arise of that nature.

170. The nature of the stipulation was, I suppose, that the responsibility rested with the contractor for taking timber? Yes.

171. Then it was admitted there was a necessity for this explanation—this new rule? It was suggested, I believe, to avoid any difficulty with the Inspectors, so that they should not read the Act for themselves.

172. Have you known any cases where owners of land or houses have had remuneration for damage done by the construction of telegraphs? I could not recollect a case, unless I searched my books. I do not think any dispute of this nature has arisen. This is the only case that I remember. Immediately after this occurrence the Telegraph Branch was separated from that of Internal Communication, so that I do not know what has taken place subsequently.

173. Are you aware whether Mr. Scott resorted to the remedy suggested by the fourteenth clause of this Act of Council? The only step taken by Mr. Scott, so far as I remember, was bringing an action against Mr. Rush.

174. Was there any other defendant in the action besides Mr. Rush? I think the Superintendent of Telegraphs was made a defendant.

175. The Superintendent or Deputy Superintendent? I think the Superintendent; I am speaking from memory.

176. Captain Martindale? Captain Martindale.

177. Are you aware whether the action was defended by the Government or any one on their behalf? In no way. Captain Martindale, I believe, admitted everything charged; that he had never given sanction, and that Mr. Scott was entitled to recover. Captain Martindale told me he really would have nothing to do with it, and would not sanction the proceedings.

178. Then you are aware that Captain Martindale had no intention of recommending the remuneration of Mr. Rush? None whatever. He appeared to be very angry that any steps should have been taken in reference to the removal of the timber without communication with him.

179. Were you aware of a petition being sent in by Mr. Rush to the Executive Government? Only so far as having seen it in print; it did not pass through me.

180. You are not aware whether the merits of this case have been investigated by the Superintendent of Telegraphs or the Minister for Works? I am not aware; but I do not think it could have taken place without my hearing something of it. In fact, I had the papers in connection with the case until very recently.

181. *Mr. Farnell.*] I understood you to say that Captain Martindale, the Superintendent of Electric Telegraphs, was joined in the action with Mr. Rush? I think so; I am only speaking from memory.

182. Will you refer to Mr. Rush's petition, and you will see there that it was Mr. Mooney, the Inspector? Yes, I remember now, that is correct; it was Mr. Mooney, and Captain Martindale

R. Moody, Esq.
13 Dec., 1867. Martindale gave evidence to the effect that he would never give Mr. Mooney power to act under the provisions of the Act—that he had not given Mr. Mooney instructions to do so. He asked me, before he went, if by any correspondence passing through my hands, he had given any such authority; and on learning he had not given any authority, he said he should go and give evidence to that effect. He was a witness in the case.

183. Mr. Mooney's designation, I believe, was Superintending Foreman? Inspector Superintending, we called him at the time.

184. Do the words in the second section of the Act empowering the Government "to appoint a proper person for superintending the construction" of lines of telegraph, mean such a person as Captain Martindale? Captain Martindale was the gentleman appointed for superintending the construction of telegraphs.

185. Would Mr. Mooney be one of those who would come under the designation of "other officers"? He was an officer appointed for the purpose of carrying out the works under the Act. I believe Mr. Mooney's appointment was produced by Captain Martindale at the trial.

186. The third section empowers the "Superintending Officer or any other officer or person acting under his authority" to enter upon any land whatever and, amongst other things, to fell and remove any timber required for constructing or maintaining the telegraph lines—Now, do you know whether Mr. Mooney received any authority from the Superintending Officer, Captain Martindale, to authorize the contractor to cut down any timber on Mr. Scott's land? Mr. Mooney was simply appointed to superintend the construction of the line. When sent about his duty he had a copy of the Act put in his hand, and I presume that was intended for his guidance, in reference especially to the third section of the Act. As soon as he had acted in this particular case, in ordering the removal of the timber, he was called to account for it. That was the first time his action was called in question.

187. Would the third section of the Act authorize Mr. Mooney to instruct or empower the contractor to cut down timber on any person's land, without first receiving authority from the superintending officer? I thought so at the time when the matter was referred to Captain Martindale, and we all thought so; because the thing had never been questioned until this particular case arose. We all thought Mr. Cracknell, and all the gentlemen employed by him, had that power; Mr. Cracknell, in fact, taking the whole superintendence off Captain Martindale's hands—he had nothing to do with it but the office-work, as it were.

188. Have you since discovered that the third section of the Act does not empower anyone acting under the superintending officer to do these things, unless authorized by him? I believe that opinion was given by the Crown Solicitor. Captain Martindale consulted him on the question coming to light; and the Crown Solicitor's opinion, I believe, was that some written authority should have been given to Mr. Mooney to act.

189. In this contract, and all previous contracts, it was usual for the Inspectors, or persons acting under the superintending officer, to exercise their own discretion in reference to taking timber off any person's land? Entirely so, under Mr. Cracknell's direction. Reference was not made to the Head Office, Mr. Cracknell having entire control of these particular matters.

190. As superintending officer? Yes.

191. I am speaking of the time when Captain Martindale was Superintendent of Telegraphs? Exactly so. Captain Martindale attended to all the office arrangements, and Mr. Cracknell acted as Assistant Superintendent, and did all the out-door work, applying to Captain Martindale only for general directions, as to where lines should go, the amounts to be expended, and the mode of construction.

192. You have stated that these Inspectors were furnished with the Act of Parliament? A copy was given to Mr. Mooney.

193. Was that given them with the view of conferring upon them sufficient authority to enter upon lands? I imagine so. I know the Act was given to Mr. Mooney before he went about his business, and I imagine it was given to him to act upon, and do such things as might be done under the Act, otherwise he would not have required the Act at all, if it had been necessary for him to apply for detailed instructions.

194. Are you aware whether Mr. Rush has been put to any very great expense in defending the actions brought against him? I know he was put to expense, but of course I can form no idea as to the amount.

195. *Chairman.*] I suppose you have no knowledge why Mr. Scott took this matter into the Supreme Court instead of adopting the ordinary course pointed out by the Act? I am not sure, but I have some recollection that the course was suggested by Captain Martindale—Captain Martindale said he would not recommend the Government to give any remuneration in the case, and the better plan would be to proceed at law.

196. Are you aware whether Captain Martindale expressed his disapproval directly to Mr. Mooney, of what he did in this matter? I do not think he did to Mr. Mooney personally; I think it was all done through Mr. Cracknell, who was directed to communicate with Mr. Mooney. I am not sure that any written document passed in the office to Mr. Mooney, or that Captain Martindale saw Mr. Mooney personally; I cannot remember.

197. You are not aware whether Captain Martindale admitted that from the nature of the Act Mr. Mooney might have been under the impression that he was acting legally? I am aware that Captain Martindale did suppose at first that Mr. Mooney had the power, until, I think, he was advised otherwise.

198. *Mr. Farnell.*] Did the Electric Telegraph Department receive any notice from Mr. Scott for compensation for the timber taken—any notice that he intended to appeal to the Petty Sessions? Not to my knowledge.

199. I suppose you are not aware whether he made any application to the Government? He did not to the Superintendent of Telegraphs, because the letter would necessarily have passed through my book.

CLAIMS OF MR. BARTHOLOMEW RUSH.

APPENDIX.

(To Evidence given by E. C. Crucknell, Esq., 13th December, 1867.)

A.

The Crown Solicitor to The Secretary for Public Works.

Crown Solicitor's Office,
Sydney, 17 July, 1861.

Sir,

I have the honor to return herewith the petition of Messrs. Rush and Mooney, and to state that I cannot discover in it any grounds upon which they can claim to have the expenses they have been put to, in the case of Scott v. Rush and another, paid by the Government.

From petitioners' statement, it appears that Mr. Rush tendered for the erection of a line of electric telegraph; that at the time he so tendered, he was furnished with a copy of the Act to establish and regulate Electric Telegraphs (which he appears to have perused and misunderstood), and that his tender was accepted. It is not stated that he was informed by any person connected with Government that he would under that Act be entitled to cut timber off the land of private persons, or that if he did so, Government would hold itself responsible for his so doing; but on the contrary, when Mr. Scott complained to the Superintendent of Telegraphs, Mr. Rush was called upon to sign a bond of indemnity; and it is somewhat singular to find that the fact of Mr. Rush having been called upon to give a bond of indemnity to the Government is now brought forward as a reason for the Government indemnifying him.

If Mr. Rush had, before entering upon the work, applied to the Superintendent of Telegraphs for authority to cut the timber required, there can be no doubt but that it would have been given to him, upon his indemnifying the Government from all claim in respect of anything he might do thereunder, and he would then only have been liable to pay a fair compensation for the timber taken, &c. By acting as he did, without such authority, he was guilty of a trespass, for which he has had to pay damages—assessed, doubtless, under a different mode of computation to that contemplated by the Act of Council.

The fact of Mr. Rush being in Sydney at the time the timber was cut, would perhaps entitle his petition to favourable consideration, if he could show that Mooney acted without his knowledge or concurrence. I apprehend, however, this could not have been the case. Mooney, doubtless, only carried out the work Rush had commenced or directed to be done; the contractor had to procure the poles required, and it cannot be supposed that Mooney of his own motive entered upon the land, and with Rush's workmen, but without his knowledge or consent, felled the trees in question.

Mr. Mooney's liability appears to have been incurred through his improper interference with the business of the contractor. By letter of date 27th April, 1858, the Secretary for Lands and Works appointed Mr. Mooney Superintending Foreman of Electric Telegraphs, and in June, 1859, he received instructions to *superintend the construction* of the line of electric telegraph contracted for by Mr. Rush. His duty, it seems to me, was simply, on behalf of Government, to see that the contractor did his work properly; and if he had confined himself to this, he could not have been made a defendant in the action brought by Mr. Scott; but the petition states,—in October, 1859, Mooney, "in the absence of the contractor, B. Rush, directed the workmen to fell and carry away, for the purpose of constructing the said line of electric telegraph, certain timber trees standing and being on the land of A. W. Scott, which direction was carried out by the workmen." Mr. Scott complained; but Mooney states that, "believing that he was justified in causing the trees to be taken, and in so doing, was acting under the sanction of Government," he "persisted in the trees being taken."

Mr. Mooney, in acting in the matter complained of as the contractor's assistant or agent, incurred a liability in no way arising out of his employment, and I apprehend, therefore, cannot claim to be indemnified by Government.

I have, &c.,
JOHN WILLIAMS.

[Enclosure.]

To the Honorable the Colonial Secretary, for the information and commands of the Executive Council.

The humble Petition of Bartholomew Rush and Charles Mooney,—

Sheweth:—

That your Petitioner Bartholomew Rush, in the month of March, one thousand eight hundred and fifty-nine, tendered for the supply of material (wire excepted) and for the workmanship necessary for the erection of a line of electric telegraph from a point upon or near the Blacktown Road to Windsor, and thence, *via* Wiseman's Ferry, Wollombi, West Maitland, and Maitland, to Newcastle, according to the terms of a certain notice and specification published by the Secretary of the Department of Lands and Public Works, in the New South Wales *Government Gazette* of the 25th day of February, 1859, at the sum of fifty-five pounds per mile, the work to be done under the direction of the Government Superintendent, or other officer for that purpose appointed.

That your Petitioner Bartholomew Rush, at the time he tendered for the said work, was furnished by the Superintendent of Electric Telegraphs with the "Act to establish and regulate Electric Telegraphs," 20 Victoria, No. 41, and took into consideration, in making his calculations, the second, third, and fourteenth sections of that Act, which said several sections are in the words following, that is to say:—

- "2. It shall be lawful for the Governor with the advice of the Executive Council to appoint a proper person for superintending the construction maintenance protection management and working of all lines of communication by Electric Telegraph in New South Wales and also to appoint such other officers as may be deemed necessary for carrying this Act into execution.
- "3. It shall be lawful for such superintending officer or any other officer or person acting under his authority for any purpose of this Act to enter upon any land whatsoever and to survey and take levels thereof and to dig fell remove and carry away from any land any earth stone gravel sand or other soil whatsoever or any timber or other trees required to be used in constructing or maintaining any such line of communication or any works connected therewith."

"14.

"14. Every private owner of any land house or other building and every other person who shall incur or suffer any loss or damage by anything done under the provisions and for any purpose of this Act shall be entitled to compensation for the same to be settled by two or more Justices in Petty Sessions assembled at a hearing of which fourteen days notice at the least shall have been given by the claimant to such superintending officer and upon the appearance of such superintending officer or some person on his behalf or otherwise upon proof of the service of such notice it shall be lawful for such Justices to hear and determine the claim and to settle and award the amount of compensation to be allowed to such claimant."

That your Petitioner Bartholomew Rush's tender was accepted by His Excellency the then Governor General of the Colony of New South Wales; and on the twenty-sixth day of July, one thousand eight hundred and fifty-nine, your Petitioner, together with two sureties, entered into and executed a bond to Her Majesty in the sum of seven hundred pounds for the due performance and fulfilment of the said tender within the time mentioned in that behalf, and according to the terms and conditions of the said notice and specification.

That your Petitioner Charles Mooney was appointed superintending Foreman of Electric Telegraphs, on or about the twenty-seventh day of April, one thousand eight hundred and fifty-eight, as will appear by a letter in the Office of Internal Communication in Sydney, and which is in the words and figures following, that is to say :—

" Department of Land and Public Works,
" Sydney, 27 April, 1858.

" Sir,

" In acknowledging the receipt of your letter of the 23rd instant, No. 58/752, I am to inform you that the Secretary for Lands and Public Works has been pleased to approve of an allowance of sixteen shillings per day, for six days a week, being paid to Mr. Mooney, superintending Foreman of Electric Telegraphs, as recommended in your letter above referred to.

I have the honor to be, Sir,

Your most obedient servant,

M. FITZPATRICK."

That your Petitioner Charles Mooney, in or about the month of June, one thousand eight hundred and fifty-nine, received instructions from the then Assistant Superintendent, E. C. Cracknell, Esquire, to superintend the construction of the line of electric telegraph contracted for by your Petitioner Bartholomew Rush.

That at the time your Petitioner Charles Mooney received his instructions, he asked the said E. C. Cracknell for an authority, and was informed that the only authority he required was the before-mentioned Act, 20th Victoria, No. 41, a copy of which Act the said E. C. Cracknell furnished him with.

That in the month of October, one thousand eight hundred and fifty-nine, your Petitioner, the said Charles Mooney, in the absence of the contractor, Bartholomew Rush, directed the workmen employed on the works to fell and carry away, for the purpose of constructing the said line of electric telegraph, certain timber and trees then standing and being on the land belonging to one Alexander Walker Scott, situate at Woodford, near Hexham, in the Colony of New South Wales, which direction was carried out by the workmen employed.

That there was no other place within twenty miles where timber could be obtained suitable for the purpose.

That the said Alexander Walker Scott, by his agent, complained of the trees being felled and taken away; but your Petitioner Charles Mooney, believing that he was justified in causing the said trees to be taken, and in so doing was acting under the sanction of the Government, persisted in the said trees being taken, in order that the construction of the line of electric telegraph should not be delayed, more particularly as your Petitioner, the said Charles Mooney, was informed that the Government was urging the completion of the work.

That the said Alexander Walker Scott afterwards complained to the then Superintendent of Electric Telegraphs, Benjamin Hay Martindale, Esquire, of the trees being felled and taken from off his land; and the said Superintendent called upon your petitioner Bartholomew Rush to sign a bond of indemnity, which he refused to do, as the notice and specification of the Government did not require such a bond, but said that he was ready to pay any fair compensation to the said Alexander Walker Scott for the trees.

That the said Benjamin Hay Martindale then, for the first time, refused to give your petitioner an authority to enter on land for the purposes required.

That the work was completed and taken possession of by the Government, under the approval of the then Superintendent of Electric Telegraphs.

That in the month of December, one thousand eight hundred and fifty-nine, the said Alexander Walker Scott, without having first applied to the superintending officer, under the 14th section of the 20th Victoria, No. 41, for compensation, instituted proceedings against your petitioners, for trespass and for conversion of the said trees, which action came on for trial at Maitland, on the twenty-ninth day of March, one thousand eight hundred and sixty, before His Honor the then acting Chief Justice John Nodes Dickinson, Esquire, and a jury of four persons, and a verdict was found for the defendants your petitioners.

That the plaintiff, on the seventeenth of December, one thousand eight hundred and sixty, moved the Supreme Court for a new trial, on the grounds that the verdict was against evidence—that it was contrary to law, that the Judge improperly admitted evidence on the part of the defendants, your petitioners, of an authority given by your petitioner Charles Mooney, as a Government officer, to commit the trespasses complained of—that the Judge misdirected the jury, by ruling that your petitioner the defendant, Charles Mooney, was an officer or person acting under the authority of the superintending officer for the purposes of the before-mentioned Act of 20 Victoria, No. 41, and had authority and could give authority to others to enter upon the land in question; that he also misdirected the jury, by telling them that if the men who cut the poles acted in obedience to your petitioner, the defendant Charles Mooney, then the defendants, your petitioners, would be absolved, though the petitioner Rush sent them; that the said Judge also misdirected the jury, by leaving them to find whether either of your petitioners, the defendants, was such an officer as contemplated by the Act.

That on the motion being argued, the Court granted a new trial—the decision of the Court being one by majority; Sir John Nodes Dickinson being of the same opinion as at the trial, namely, that as there had been acquiescence and confirmation on the part of the officer actually superintending the work, and as the latter was acting *bona fide* under the statute, and as under the statute the officer had power to do these things, the plea of justification of your petitioners the defendants was made out.

That the other members of the Court, their Honors Mr. Justice Milford and Mr. Justice Wise, differed in opinion with Sir John Nodes Dickinson, and observed, that where the authority was doubtful, the subject should have the benefit of the doubt,—that as the Act was one which infringed considerably upon the rights of the subject, as to his property, it must be construed strictly.

That on the twenty-seventh day of March, one thousand eight hundred and sixty-one, the cause came on for trial again at Maitland; and His Honor Mr. Justice Wise having ruled that the defendant could not give in evidence the authority of Mooney or Cracknell, the jury returned a verdict for the plaintiff, Alexander Walker Scott, and against your petitioners, with ninety-five pounds damages.

That

That your petitioners, by the said verdict so returned, on the twenty-seventh March, one thousand eight hundred and sixty-one, have sustained a loss to the amount of seven hundred pounds and upwards in damages—the costs of legal proceedings—and the travelling expenses of your petitioners, incurred by them in attending at the said trials.

Your petitioners, therefore, humbly pray the Honorable the Executive Council to take into their favourable consideration your petitioners' case, and particularly, the difference of opinion of the Judges before whom the matter has been argued, as to the authority of your petitioner the said Charles Mooney, to authorize the entry upon the land in question, and fell and carry away the trees of the said Alexander Walker Scott. And that your petitioner, the said Charles Mooney, had no interest, in committing the trespass complained of, but that of the Government; and in acting as he did, he believed he was justified by the said Act 20th Victoria, No. 41, and that he would not have been doing his duty had he allowed the work to be delayed for the want of poles to carry on the work, which poles were only to be obtained from off the land of the said Alexander Walker Scott, unless they had been taken off land at a distance of twenty miles from the place where the said poles were required, which would have been the cause of great delay.

And that it will also be taken into consideration that your petitioner Bartholomew Rush was in Sydney at the time the said poles were felled and taken as aforesaid, and that the orders were given by your petitioner the said Charles Mooney, who was then and still is an officer holding an appointment from the Government. Your petitioners further refer the Honorable the Executive Council to the documents and papers relating to the contract of your petitioner Bartholomew Rush, and to the appointment of your petitioner Charles Mooney to superintend the works in question; and also, that reference may be had to the before-mentioned Act 20th Victoria, No. 41, and particularly to the second and third sections thereof, under which your petitioner the said Charles Mooney acted.

And your petitioners, lastly, pray that, under all the circumstances of their case, compensation may be made to your petitioners for the loss they have sustained.

And your petitioners, as in duty bound, will ever pray, &c., &c.

BARTHOLOMEW RUSH.
CHARLES MOONEY.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SUSAN GRENFELL.

(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 10 January, 1868.

To the Honorable the Speaker and Members of the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the undersigned Susan Grenfell, widow of the late John Granville Grenfell, Crown Lands Commissioner,—

HUMBLY SHEWETH:—

That your Petitioner is the widow of the late John Granville Grenfell, who was for a period of six years a servant of the Government of New South Wales, and at the time of his death held the office of Commissioner of Crown Lands, for the District of Albert, in this Colony.

That on the eighth day of December, 1866, the said John Granville Grenfell was travelling by the mail coach from his district towards Sydney, whither he was called by the Chief of his department, on business connected with his duties, and that the mail was attacked by armed bushrangers, who fired upon the coach.

That your Petitioner's late husband, who had with him only a small pocket pistol, singly opposed the attack, and by his prompt and daring action successfully defended Her Majesty's mail from the robbers, receiving himself a gunshot wound, from the effects of which he died the following day.

That, by the sudden and unexpected death of her husband, your Petitioner was left with three young children (all under five years of age), without the means of support. Under these circumstances, questions were put to Members of the Government in both Houses of Legislature with reference to the case of your Petitioner, and were replied to, to the effect that it was not a case in which the Government could take any action, but that it was a matter for public sympathy, or direct action on the part of the Parliament.

That your Petitioner's case is one of peculiar hardship, she and her family being left unprovided for, and refused relief by the Government, in whose service your Petitioner's husband was at the time of his death, and whose property he defended alone and successfully, at the cost of his own life.

Your Petitioner, therefore, humbly prays that your Honorable House will take her case into consideration, and afford her such redress as to your Honorable House may seem just.

And your Petitioner, as in duty bound, will ever pray.

Sydney, January, 1868.

SUSAN GRENFELL.

(Per JULIA DICK.)

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

THOMAS M'CORMACK.

(PETITION OF.)

Ordered by the Legislative Assembly to be Printed, 7 April, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of Thomas M'Cormack, of Sydney, in the Colony of New South Wales, late Clerk and Storekeeper of the Industrial School for Girls at Newcastle, in the said Colony,—

RESPECTFULLY SHEWETH:—

That on or about the sixteenth day of September, in the year of our Lord one thousand eight hundred and sixty-seven, your Petitioner was duly appointed as Clerk and Storekeeper of the Industrial School for Girls at Newcastle, in the Colony of New South Wales.

That your Petitioner duly entered upon his duties as such Clerk and Storekeeper as aforesaid, and continued to perform his said duties faithfully and diligently until he was suspended as hereafter mentioned.

That your Petitioner has, from the time when he entered upon his duties as aforesaid, until he was suspended as hereinafter mentioned, been continually obstructed by the Matron Superintendent of the said Industrial School in the performance of his said duties.

That your Petitioner was, without reasonable or just cause, suspended from the performance of his said duties, by the said Matron Superintendent.

That your Petitioner was subsequently dismissed from the said Industrial School without reasonable or just cause, and notwithstanding the explanations of your Petitioner.

Your Petitioner, therefore, humbly prays that your Honorable Assembly will be pleased to inquire into the dismissal of your Petitioner as aforesaid, and that your Honorable Assembly will, if satisfied that such dismissal was unmerited, order the reinstatement of your Petitioner as such Clerk and Storekeeper as aforesaid.

And your Petitioner, as in duty bound, will ever pray.

T. M'CORMACK.

6 April, 1868.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

SEIZURE AT STORES OF GEORGE M'LEOD,
BRAIDWOOD.

(CORRESPONDENCE RESPECTING.)

Ordered by the Legislative Assembly to be Printed, 1 October, 1867.

RETURN to an *Address* of the Honorable the Legislative Assembly of New South Wales, dated 20 August, 1867, Praying that His Excellency the Governor would be pleased to cause to be placed upon the Table of this House,—

“ Copies of all informations, proceedings, letters, telegrams, and papers, had and taken before the Bench of Magistrates at Braidwood, respecting a seizure of ale, wine, rum, brandy, whisky, and other liquids, and also of baskets, spirit measures, and other goods, made by the late Special Constable Carroll and his assistants at the stores of George M'Leod; and also all letters and telegrams had and made by and between the said Carroll and the Colonial Secretary, and by and between the Colonial Secretary and any other person or persons, respecting the said seizure.”

(Mr. Josephson.)

SCHEDULE.

NO.		PAGE.
1.	Telegram from John Carroll to Colonial Secretary. 18 December, 1866	2
2.	Telegram to Principal Under Secretary. 20 December, 1866	2
3.	Telegram from Principal Under Secretary to John Carroll. 20 December, 1866	2
4.	Letter from John Carroll to Principal Under Secretary. 20 December, 1866	2
5.	Telegram from Colonial Secretary to Superintendent Orridge. 24 December, 1866	3
6.	Telegram to John Carroll. 24 December, 1866	3
7.	Telegram from Superintendent Orridge to Colonial Secretary. 24 December, 1866	3
8.	Letter from Superintendent Orridge to Colonial Secretary, with enclosure. 24 December	3
9.	Letter from Under Secretary for Finance, &c., to Principal Under Secretary. 31 August, 1867	4
10.	Letter from Principal Under Secretary to Bench, Braidwood. 18 September, 1867	4
11.	Letter from Bench, in reply. 26 September, 1867	4
12.	Letter from Superintendent Orridge to Chief Inspector of Distilleries. 27 November, 1866	4
13.	Letter from Chief Inspector of Distilleries to Superintendent Orridge. 1 December, 1866	5
14.	Telegram from Inspector of Distilleries, Braidwood, to Chief Inspector of Distilleries. 21 December, 1866	5
15.	Telegram from Chief Inspector of Distilleries to Inspector of Distilleries, Braidwood	5
16.	Letter from John Carroll to Under Secretary for Finance and Trade. 14 December, 1866	5
17.	Telegram from Under Secretary for Finance and Trade to John Carroll. 17 December, 1866	5

SEIZURE AT STORES OF GEORGE M'LEOD, BRAIDWOOD.

No. 1.

TELEGRAM *from* MR. JOHN CARROLL *to* THE COLONIAL SECRETARY.

Braidwood, 18 December, 1866.

I HAVE this day seized about eight hundred (800) pounds worth of spirits in a sly grog case, the property of George M'Leod, of Braidwood.

No. 2.

TELEGRAM *from* MR. JOHN CARROLL, BRAIDWOOD, *to* THE UNDER COLONIAL SECRETARY.

Received, 20 December, 1866.

I SEIZED a large quantity of spirits on Tuesday. I have no solicitor. They say here I had no power. Will you send me some information on the matter. I am opposed by those that should assist me. Urgent.

No. 3.

TELEGRAM *from* THE UNDER COLONIAL SECRETARY *to* MR. JOHN CARROLL, BRAIDWOOD.

20 December, 1866.

THE Colonial Secretary calls the attention of Mr. Carroll to the object and character of his mission, which he appears to have lost sight of. Also, the Colonial Secretary thinks there is much indiscretion in allowing reports to appear in newspapers. Mr. Carroll will now send full particulars of seizure, which should have been reported by post. No decision can be arrived at with the imperfect information now before Government.

No. 4.

MR. JOHN CARROLL *to* THE UNDER COLONIAL SECRETARY.

Braidwood, 20 December, 1866.

SIR,

I have the honor, in reply to your telegram, received here at five minutes to four p.m., to submit the following report of the circumstances attending the seizure by me, on the 18th instant, of a large quantity of spirits, &c., from the stores of Mr. M'Leod, in this town.

Information had been given to me, that M'Leod was selling without a license, and I lost no time in inquiring into the circumstances. I found that the business M'Leod now carries on was possessed by a person named Jacobs, who had a license to the end of this year; Jacob's business, however, fell into the hands of trustees, who have either disposed of the concern to M'Leod, or appointed him their agent. I wrote to the Under Secretary to the Treasury, acquainting him with the above facts, and asking whether M'Leod had taken out a new license in his own name, or had that of Jacobs' renewed. A reply from Mr. Lane informed me that no fee had been paid by the party named (M'Leod). Upon receipt of this, I instructed one of my party to make a purchase of two gallons of rum from M'Leod which he did, I thereupon went to M'Leod, and said I had been informed that he was selling without a license. I asked him if he could produce his license; he replied, he could not—that he did not think it necessary, and it was ignorance on his part. I then seized upon all the spirits, &c., in the stores, and brought them to the Police Office, where they now are. Before, however, making the seizure, I had spoken to a solicitor (Mr. Scarvell), who said he would prosecute in the case. On seeing him subsequently, he declined, and is now retained, together with another (Mr. Fell), for the defence; I have not taken out a summons yet—waiting for instructions. To-day I was served with a notice from M'Leod, to hand over his property, which I declined. The whole matter was irregularly brought before the Bench to-day, by M'Leod's solicitors, with the object of knowing what course I intended pursuing, and to have the goods restored. After some deliberation, the Magistrates, Messrs Bunn, Bennison, and Stewart, gave it as their opinion that the goods should be restored, but would

SEIZURE AT STORES OF GEORGE M'LEOD, BRAIDWOOD. 3

would not so order. As I do not know what the consequences would be if I restored the articles, I decline doing so, until I am advised in the matter, which I earnestly crave you will do by telegram. These are the full particulars.

I may mention that I had seven prisoners under remand for various offences against the Felon's Apprehension Act, and as I was conducting the prosecutions myself, nearly the whole of my time was taken up in Braidwood. As therefore I was unable to go in pursuit of the bushrangers, until their harbourers I had in custody were disposed of, I thought I could not do any harm in bringing to justice the perpetrator of so flagrant a fraud on the revenue. I very much regret having acted as I have done, to incur the displeasure of the Hon. the Colonial Secretary. The goods seized were estimated to-day at £1,000. Will you be good enough to let me know if I can file an information in the name of the Hon. Attorney General, or Inspector of Distilleries, or what course to pursue. Please inform the Colonial Secretary, that I have this day closed the case for the Crown, against six prisoners, for harbouring. One is committed, and the others are remanded for a week for their defence. I have every hope, from information of the most reliable source, of getting the outlaw and his brother in a very short period.

I have, &c.,
JOHN CARROLL.

No. 5.

TELEGRAM from THE COLONIAL SECRETARY to MR. SUPERINTENDENT ORRIDGE,
BRAIDWOOD.

24 December, 1866.

You will inquire into the circumstances of the seizure of spirits by John Carroll, and if you are satisfied that the omission to take out a license as a wine and spirit merchant arose from inexperience or oversight, the prosecution must be abandoned and the property restored to owners. These instructions are not to apply to Carroll, except in the matter of this seizure. You will shew him this telegram.

No. 6.

TELEGRAM from THE COLONIAL SECRETARY to MR. JOHN CARROLL, BRAIDWOOD.

24 December, 1866.

IN respect to seizure, instructions have been sent to Superintendent Orridge.

No. 7.

TELEGRAM from MR. SUPERINTENDENT ORRIDGE, BRAIDWOOD, to THE COLONIAL
SECRETARY.

24 December, 1866.

I HAVE given up the spirits to owners, and will report by post.

No. 8.

MR. SUPERINTENDENT ORRIDGE to THE COLONIAL SECRETARY.

Police Department,
Superintendent's Office, Southern District,
Braidwood, 24 December, 1866.

SIR,

I have the honor to report that immediately on receipt of your telegram of this date, I sent for John Carroll, and also for Mr. M'Leod, who came to my office accompanied by his solicitor, Mr. Scarvell.

From Carroll I took the attached statement; and, as he had nothing further to say, or any evidence to produce, I asked Mr. M'Leod if he would inform me, or make an affidavit or declaration, that at the time he was unaware that he was selling spirits wholesale illegally.

After speaking to his solicitor he declined to say anything, or make any affidavit or declaration; I then ordered that the spirits, &c., seized, should be at once given up to Mr. M'Leod, which has been done. I am quite satisfied that Mr. M'Leod did not think he was selling illegally.

As these proceedings must, without explanation, create an impression that I have neglected my duties as an Inspector of Distilleries, I beg very respectfully to state that, previous to this seizure, I reported the circumstances of this case to the Chief Inspector of Distilleries in Sydney, and was advised by him to take no action. Had I been aware in time of the steps contemplated by Carroll, I should have felt it my duty to point out to him that an Inspector of Distilleries only, duly appointed under the Act, could take proceedings,—that those must be by information and summons, and that there is no power to seize.

I have, &c.,
J. W. ORRIDGE,
Superintendent, S. District.

[Enclosure

4 SEIZURE AT STORES OF GEORGE M'LEOD, BRAIDWOOD.

[Enclosure in No. 8.]

JOHN Carroll, of Braidwood, Special Constable, states: Having received information that George M'Leod, of Braidwood, storekeeper, was carrying on the business of a wholesale wine and spirit merchant without a license, I directed Special Constable Innes M'Donald to purchase two gallons of spirits, which he did; I then called on Mr. M'Leod, and asked him if he had a license to sell spirits, and he said "No;" I asked if he was selling on his own account, and he said "Yes;" I referred to the *Despatch* Paper, and found that all goods were mentioned in his advertisement except spirits; he also stated that it was ignorance on his part—he did not think he wanted a license.

JOHN CARROLL.

Taken before me, at Braidwood, }
 this 24th day of December, 1866,— }
 J. W. ORRIDGE, J.P.

No. 9.

THE UNDER SECRETARY FOR FINANCE AND TRADE to THE UNDER COLONIAL SECRETARY.

The Treasury, New South Wales,
 31 August, 1867.

SIR,

I am directed to enclose copies of all correspondence and telegrams which have passed in the Departments under the control of the Honorable the Treasurer, in connection with a certain seizure made by the late Special Constable Carroll and his assistants, at the stores of George M'Leod, Braidwood, respecting which an Address to His Excellency the Governor was ordered by the Legislative Assembly on 20th instant—*vide* Votes and Proceedings No. 29, Entry No. 9.

I have, &c.,
 HENRY LANE.

No. 10.

THE UNDER COLONIAL SECRETARY to THE BENCH OF MAGISTRATES, BRAIDWOOD.

Colonial Secretary's Office,
 Sydney, 18 September, 1867.

GENTLEMEN,

I am directed by the Colonial Secretary to request that you will furnish to this Office, at your earliest convenience, the following information that has been called for by the Legislative Assembly, *viz.* :—

Copies of all informations, proceedings, letters, telegrams, and papers, had and taken before the Bench of Magistrates at Braidwood, respecting a seizure of ale, wines, rum, brandy, whisky, and other liquids; and also of baskets, spirit measures, and other goods, made by the late Special Constable Carroll and his assistants at the stores of George M'Leod.

I have, &c.,
 HENRY HALLORAN

No. 11.

THE BENCH OF MAGISTRATES, BRAIDWOOD, to THE UNDER COLONIAL SECRETARY.

Police Office, Braidwood,
 26 September, 1867.

SIR,

In reply to your letter of the 18th instant, L.A., 67-23, marked urgent, having reference to a seizure of spirits, wine, and beer, made some time since by the late Special Constable Carroll and his assistants at the store of George M'Leod :—

We have the honor to inform you that no informations, proceedings, letters, telegrams, or papers were ever had or taken before this Bench in the matter.

We have, &c.,
 ROBT. MADDRELL, J.P.
 J. W. BUNN, J.P.

No. 12.

MR. SUPERINTENDENT ORRIDGE, BRAIDWOOD, to THE CHIEF INSPECTOR OF DISTILLERIES.

Police Department,
 Superintendent's Office, Southern District,
 Braidwood, 27 November, 1866.

SIR,

I have the honor to inform you that Mr. Henry Jacobs of Braidwood, whose name appears in the Returns furnished as having duly registered his premises, and paid the Registration Fee for the year 1866, being unable to meet his liabilities, his principal creditors lately took possession of the premises, and are now carrying on the business as usual, including the sale of spirits in quantities above two gallons.

Mr. Jacobs does not at present reside at the store, and he has now no connection with the business.

The

SEIZURE AT STORES OF GEORGE M'LEOD, BRAIDWOOD. 5

The person managing the store has neither registered his name nor a description of the premises, as required by 13 Vic., No. 26, Sec. 14.

Under these circumstances, I beg you will be good enough to inform me whether I should cause proceedings to be taken under Section 17 of the Act referred to.

I have, &c.,
J. W. ORRIDGE,
Superintendent S. District and Inspector of Distilleries.

No. 13.

THE CHIEF INSPECTOR OF DISTILLERIES to MR. SUPERINTENDENT ORRIDGE, BRAIDWOOD.
Distilleries and Refineries,
Sydney, 1 December, 1866.

SIR,

I have the honor to acknowledge the receipt of your letter of the 27th ultimo, and to inform you that under the circumstances set forth by you, and in consequence of the advanced period of the year, I am unwilling to advise proceedings to be instituted against the parties referred to in your communication.

I have, &c.,
H. LUMSDAINE,
C. I. D.

MEMO.—Mr. Jacobs paid the Registration Fee for the premises in question in January of this year.

No. 14.

TELEGRAM from THE INSPECTOR OF DISTILLERIES, BRAIDWOOD, to THE CHIEF INSPECTOR OF DISTILLERIES.
Braidwood, 21 December, 1866.

Re my letter twenty-seventh (27th) ultimo, and your reply first (1st) instant. Large seizure made by one Special Constable Carroll, who is not under my orders, without warrant, and clearly illegally.

Proprietors apply to know if they can continue to sell to end of year.

No. 15.

TELEGRAM from THE CHIEF INSPECTOR OF DISTILLERIES to THE INSPECTOR OF DISTILLERIES, BRAIDWOOD.

IN reply to the query of the proprietors of Jacobs' Store. It is not your province or mine to advise as to special interpretations of the law.

Refer them to the Acts.

No. 16.

MR. JOHN CARROLL to THE UNDER SECRETARY FOR FINANCE AND TRADE.
[Private.] Braidwood, 14 December, 1866.

SIR,

I beg your indulgence for the trouble I am putting you to on the following subject, but as I am delicate in proceeding in a matter that does not at first appear to me conclusive, I have presumed to seek the required information from yourself.

I am a Special Constable sent to this district by the Government, and in such capacity information has been given to me that one George M'Leod, who succeeds in the business of Henry Jacobs, a storekeeper in Braidwood, is selling spirits, &c., without a license. M'Leod's predecessor (Jacobs) had a license, but whether it has been renewed to the present proprietor or agent for Messrs. Newton and Co., Sydney, or not, is the information I am so desirous of gaining.

If, as I suspect, M'Leod has not a license, will you be so good as to send me a telegraphic message to that effect.

My address is Vider's Hotel, Braidwood.

M'Leod has recently taken possession of this business, and, as I am informed, to save the License Fee for this year (which is so near expired) is selling without authority.

I have, &c.,
JOHN CARROLL.

No. 17.

TELEGRAM from THE UNDER SECRETARY FOR FINANCE AND TRADE to MR. JOHN CARROLL, BRAIDWOOD.

Sydney, 17 December, 1867.

No fee paid by party named.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

LICENSED PUBLICANS ACT OF 1862.

(PETITION—CHARLES MOORE, MAYOR OF SYDNEY.)

Ordered by the Legislative Assembly to be Printed, 23 July, 1867.

To the Honorable the Members of the Legislative Assembly, in Parliament assembled.

The Petition of Charles Moore, Mayor of the City of Sydney,—

RESPECTFULLY SHEWETH :—

That at a general Meeting of the Justices of Sydney, of which your Petitioner was Chairman, held at the Central Police Office, Sydney, on the 22nd, and by adjournment, on the 27th June, for the purpose of considering the propriety of granting or refusing permission to publicans to have music and dancing in their licensed houses, it was resolved, on the motion of Mr. Oatley, J.P., to petition the Honorable the Legislative Assembly for a repeal of that part of the 35th section of the Act of Parliament 25 Victoria, No. 14, between the words "public resort" and the words "and every person so offending."

That the effect of carrying out this proposed alteration would be, to prohibit music and dancing in any part of a licensed public house open to public resort.

Your Petitioner, as Chairman of the said Meeting, therefore, humbly prays that your Honorable House will be graciously pleased to repeal the portion of the Act referred to in the before-mentioned resolution.

And your Petitioner, as in duty bound, will ever pray.

CHAS. MOORE.

20
15

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

SALE OF LIQUORS LICENSING ACT OF 1862.

(RETURN RESPECTING MUSIC AND DANCING, UNDER 35TH CLAUSE OF.)

Ordered by the Legislative Assembly to be Printed, 16 August, 1867.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 6 August, 1867, That there be laid upon the Table of this House,—

“(1.) A Return shewing the number of Licensed Public
 “ Houses in the City of Sydney, the Suburbs of Redfern,
 “ Waterloo, Newtown, Balmain, and Paddington, to which
 “ permission has been granted by the Magistrates for Music
 “ and Dancing, under the 35th section of the Sale of Liquors
 “ Licensing Act, 25 Victoria, No. 14, from the 1st July, 1866,
 “ to the 1st July, 1867, specifying in each case the time for
 “ which such permission was given, and how often it may
 “ have been renewed.

“(2.) Also, a Return shewing the number of cases in which
 “ the Police have filed information for breaches of the law
 “ in the matter of such permission.”

(Mr. Burdekin.)

SALE OF LIQUORS LICENSING ACT OF 1862.

THE POLICE MAGISTRATE, SYDNEY, to THE PRINCIPAL UNDER SECRETARY.

Central Police Office,
Sydney, 12 August, 1867.

SIR,

I have the honor to acknowledge the receipt of your letter of the 7th instant, requesting me to prepare, from the records of this Office, and to furnish you with, so much of the following Return, called for by the Legislative Assembly, as may be in my power, viz. :—

- 1st. A Return shewing the number of Licensed Public Houses in the City of Sydney, the suburbs of Redfern, Waterloo, Newtown, Balmain, and Paddington, to which permission has been granted by the Magistrates for music and dancing, under the 35th section of the Sale of Liquors Licensing Act, 25th Victoria, No. 14, from the 1st July, 1866, to the 1st July, 1867, specifying in each case the time for which such permission was given, and how often it may have been renewed.
- 2nd. A Return shewing the number of cases in which the Police have filed informations for breaches of the law in the matter of such permissions.

In reply I have the honor to state that, the suburbs of Paddington and Balmain, with a considerable portion of the City, being within the jurisdiction attached to the Water Police Office, we would, under any circumstances, be unable to supply the required information with reference to that portion of the District, while, with regard to the remainder, we have no record whatever from which we could obtain the particulars asked for in the first Return; for, since August, 1865, when, on an opinion of the Crown Law Officers, we ceased to make any charge for music and dancing permissions, the practice has simply been to write the word "granted" and my initials on the application, which was then returned to the applicant without any entry being made of it in our books.

The information required for the second Return can be more reliably given by the Police than by us; and, as I am informed, can be readily obtained by them.

I have, &c.,
D. C. F. SCOTT,
Police Magistrate.

No. 1.

A RETURN shewing the Number of Licensed Public Houses in the City of Sydney, and Suburbs of Balmain and Paddington, to which permission for Music and Dancing has been granted by the Magistrates, at the Water Police Office, under the 35th Section of the Sale of Liquors Licensing Act of 1862, from the 1st July, 1866, to the 1st July, 1867.

No.	SIGN OF HOUSE.	PERIOD FOR WHICH GRANTED.	HOW OFTEN RENEWED.
SYDNEY.			
1	Old White Swan	Music for 1 month Dancing for 8 nights	10 times, 1 month each. 128 nights.
2	Shannon Hotel	Music and Dancing for 4 nights	16 nights.
3	Swiss Hotel	Music for 1 month Dancing for 1 night	4 times, 1 month each. Not renewed.
4	Italian Hotel	Music for 1 month Dancing for 1 night	Twice, 1 month each. 32 nights.
5	New Wharf Inn	Music and Dancing for 4 nights	10 nights.
6	G. V. Brooke Hotel	Music for 1 night	6 times, 1 month each.
7	Woolloomooloo Royal Hotel	Music for 1 night Dancing for 1 night	Twice, 1 month each. 2 nights.
8	Custom House Hotel	Music and } for 12 nights Dancing }	{ 4 times, 1 month each. 11 nights.
9	Dew Drop Inn	Music and Dancing for 1 night	44 nights.
10	Argyle Hotel, now British Seaman's Hotel.	Music and Dancing for 1 night	28 nights.
11	M'Bride's Hotel	Music and Dancing for 1 night	Not renewed.
12	Lamb Inn	Music for 1 night Dancing for 8 nights	3 times, for 1 month each. Not renewed.
13	Blue Anchor	Music for 1 night	Once, for 1 month.
14	Erin-go-Bragh	Music and Dancing for 1 night	5 nights.
15	Ship and Mermaid	Music and Dancing for 1 night	1 night.
16	Rhode's Hotel, now President Lincoln	Music and Dancing for 1 night	44 nights.

SALE OF LIQUORS LICENSING ACT OF 1862.

No.	SIGN OF HOUSE.	PERIOD FOR WHICH GRANTED.	HOW OFTEN RENEWED.
SYDNEY—continued.			
17	Prince of Wales Hotel	Music and Dancing } for 1 night	{ 5 times, 1 month each. 38 nights.
18	Nelson Inn, now Haymarket Inn	Music and Dancing } for 1 night	{ Once, for 1 month. 2 nights.
19	Victoria Inn	Music and Dancing for 1 night	3 nights.
20	Clark's Hotel	Music and Dancing for 1 night	Not renewed.
21	Lord Nelson	Music and Dancing for 1 night	1 night.
22	Hit or Miss	Music and Dancing for 1 night	Not renewed.
23	Five Roads Inn	Music for 1 night	1 night.
24	North Country Lad	Music and Dancing for 1 night	36 nights.
25	Forth and Clyde	Music and Dancing for 12 nights	12 nights.
26	Glenmore Cottage	Music and Dancing for 8 nights	12 nights.
27	New Post Office Hotel	Music and Dancing for 1 night	10 nights.
28	Old Folks at Home	Music for 1 month	Once, for 1 month.
		Dancing for 8 nights	8 nights.
29	Mann's Hotel	Music for 1 night	Not renewed.
30	Yorkshire Arms	Music and Dancing for 1 night	4 nights.
31	Brown's Family Hotel	Music and Dancing for 8 nights	Not renewed.
32	Supreme Court Hotel	Music and Dancing for 1 night	2 nights.
33	Old Australian Inn	Music for 1 night	Not renewed.
BALMAIN.			
1	Warwick Castle	Music for 1 month	Once for 1 month.
2	Waverley Hotel	Music for 1 month	5 times for 1 month each.
		Dancing for 5 nights	14 nights.
3	Balmain Hotel	Music and Dancing } for 8 nights	{ 8 times, 1 month each. 72 nights.
4	Dock Inn	Music and Dancing } for 1 night	{ Twice for 1 month each. 23 nights.
5	Star Hotel	Music for 1 night	8 times, 1 month each.
		Dancing for 1 night	4 nights.
6	Shipwright's Arms	Music and Dancing for 1 night	2 nights.
7	Unity Hall	Music and Dancing for 5 nights	1 night.
8	Rob Roy Hotel	Music for 1 night	3 times, 1 month each.
		Dancing for 1 night	12 nights.
9	Albion Hotel	Music for 1 month	Not renewed.
PADDINGTON.			
1	Londonderry Hotel	Music and Dancing for 12 nights	40 nights.
2	Paddington Inn	Music and Dancing for 1 night	Not renewed.
3	Masonic Hall	Music and Dancing for 1 night	Not renewed.

No. 2.

A RETURN shewing the Number of Cases in which the Police have filed informations for breaches of the law in the matter of the foregoing permissions.

NUMBER OF CASES.	NATURE OF OFFENCE.
7	For allowing music without lawful permission.
1	For keeping house open at unlawful hours.

SALE OF LIQUORS LICENSING ACT OF 1862.

A RETURN shewing the number of cases in the City of Sydney, and Suburbs of Redfern, Waterloo, Newtown, Balmain, and Paddington, in which informations have been filed in connection with permission for Music and Dancing in Licensed Public Houses, from 1st July, 1866, to 30th July, 1867.

Keeping open after licensed hours, when having permission for Music and Dancing.	Permitting disorderly conduct in licensed houses, when having permission for Music and Dancing.	Permitting Music and Dancing without having previously obtained the requisite authority in writing.
5	5	15

Sydney: Thomas Richards, Government Printer.—1867.

[Price, 3d.]

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

OLD BURIAL GROUND, SYDNEY.

(PETITION—JAMES POWELL.)

Ordered by Legislative Assembly to be Printed, 7 August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of James Powell, of George-street, in the City of Sydney and Colony of New South Wales,—

RESPECTFULLY SHEWETH :—

That your Petitioner, some time past, was appointed by the Government one of the Trustees of the piece of ground situate in George-street, in this city, and usually known as the Old Burial Ground.

That your Petitioner would most respectfully point out that, when he was appointed (with others) as a Trustee, it was contemplated then that such Trustees should keep the said ground vacant, as a benefit to the health of the citizens; and when they (the Trustees) were in a position to do so, to improve it, so as to make it a place of public recreation.

Your Petitioner now finds that it is intended by the Government to hand over the said ground to the Corporation and the Bishop of Sydney, for building purposes; to which arrangement your Petitioner most respectfully urges his strong objection, on the following grounds, viz. :—

(1st.) That the whole of the Trustees have not been consulted upon the subject.

(2nd.) That that particular part of the city is so densely populated that some open space is requisite for ventilation.

(3rd.) That numbers of persons now living, who have relations buried there, would not wish the remains, or their dust, to be disturbed.

Your Petitioner would now most respectfully suggest that the Government inspect all around this locality, before they come to any final arrangement in the matter.

And your Petitioner, as in duty bound, will ever pray.

JAMES POWELL.

Sydney, 31st July, 1867.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

ST. ANDREW'S CATHEDRAL CLOSE BILL.
(PETITION—MUNICIPAL COUNCIL, SYDNEY.)

Ordered by the Legislative Assembly to be Printed, 8 August, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.
The humble Petition of the Municipal Council of the City of Sydney,—

RESPECTFULLY SHEWETH:—

That the Bill now before your Honorable House, the object of which is to authorize the appropriation of the Old Burial Ground or Cathedral Close in Sydney to certain Municipal and other public purposes, has the full and entire concurrence of your Petitioners.

That they desire to be regarded by your Honorable House as the Promoters thereof.

That, as such Promoters, they humbly pray that you will deal with the said Bill, and that the same may be deemed and taken to be a Public Bill. In testimony whereof they have caused the Seal of the Mayor, Aldermen, and Citizens of the City of Sydney to be affixed hereto.

The Common Seal of the Mayor, Aldermen, and Citizens of the City of Sydney, was affixed hereto by me, Thomas Archer Butterfield, Assistant Town Clerk of the City of Sydney, this twenty-sixth day of July, A.D. 1867. (L.S.) CHAS. MOORE, Mayor.

THOS. A. BUTTERFIELD,
Acting Town Clerk.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

ST. ANDREW'S CATHEDRAL CLOSE BILL.

(PETITION—G. R. WHITING.)

Ordered by the Legislative Assembly to be Printed, 17 October, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of George Robert Whiting, of West Sydney,—

SHEWETH :—

Your Petitioner humbly begs to petition your Honorable House not to grant the piece of ground called the Old Burial Ground, adjoining St. Andrew's Cathedral (Anglican), situated in the centre of George-street, in the City of Sydney, as a site for a Town Hall.

Your Petitioner is satisfied that it would be a great grievance and a cruel wrong done to the artisan classes residing in York, Clarence, Sussex, and adjacent streets. This Close has been used by children, for years past, as a breathing and playing ground, and if deprived of this, their chief place of recreation, they will be cut off from all participation in healthy enjoyment of this reserve.

Your Petitioner would draw the attention of your Honorable House to the fact, that the ground called Hyde Park, and that portion of it facing Elizabeth-street, is entirely taken up by youths and adults playing cricket and other masculine games; thereby preventing children and ladies from benefiting by this reserve.

Your Petitioner begs to state that persons residing in York, Clarence, Sussex, and the adjacent streets are compelled to cross at least six streets before reaching Hyde Park, thus exposing children to great danger from the daily increasing traffic of this portion of the city.

Your Petitioner would also respectfully draw the attention of your Honorable House to the fact, that the city is hourly becoming more dense with population, especially in the western portion. Your Petitioner would, therefore, suggest that this piece of ground, styled the Old Burial Ground, be kept entirely clear of all buildings of every description.

Your Petitioner would be happy to subscribe fifty pounds (£50) for the purpose of aiding to improve this reserve, and adapting it to the object for which it has been granted to the Trustees.

Your Petitioner, therefore, humbly prays that your Honorable House will withhold your assent from the Bill now before Parliament contemplating an interference with the Old Burial Ground as a reserve for public recreation.

And your Petitioner, as in duty bound, will ever pray.

GEORGE ROBERT WHITING.

Sydney, 15th October, 1867.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

ST. ANDREW'S CATHEDRAL CLOSE BILL.

(PETITION—MR. E. T. BLACKET.)

Ordered by the Legislative Assembly to be Printed, 27 November, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of Edmund Thomas Blacket,—

SH EWETH :—

1. That your Petitioner is one of the Trustees of the Cathedral Close, or Old Burial Ground, and that he has read a Bill now before your Honorable House respecting the same, which Bill (as it is proposed by the Select Committee to be amended) states that the Trustees do not object to the resumption and regranting of the land for certain purposes mentioned in such amended Bill.

2. That your Petitioner, and his Co-Trustees, being all Members of the Church of England, and also members of a Committee then and still existing, called the Cathedral Building Committee, were selected (as he understood and believes) mainly in a view to the protection of the interests of that Church in connection with the Cathedral; and that although the land in question was eventually agreed to be devoted to purposes of health and recreation, for the benefit of the citizens of Sydney generally, yet its use practically, as a Cathedral Close, was equally intended to be thereby secured; the land always (up to the time when the Cathedral was commenced) having been under the direction of Ministers of the Church of England; and the appropriation to Trustees having, in the year 1856, been arranged between the Government of that day and the then Bishop of Sydney, in a view to the first-mentioned arrangement.

3. That your Petitioner and his Co-Trustees (with one exception only) consented to the change of Trust proposed by the Bill as introduced into Parliament originally, because it preserved practically in some degree the benefits of a Cathedral Close, by granting a portion of the land, though a small one, to Cathedral purposes, and thereby secured the means of preventing the interruption of the daily Divine Service in the Cathedral by persons on its northern side; while the Bill secured also the benefits of a free circulation of air over the entire area of the Close, except only the mere site of the Town Hall, by creating a new street along the western boundary, as well as at once widening George-street, and requiring all the enclosures to be of open iron-work.

4. But your Petitioner does not, and he believes that his Co-Trustees do not, consent to the abrogation of the Trust on the arrangement proposed in the amended Bill, which, as he humbly submits to your Honorable House, is not so beneficial to the city as the original Bill, while it is, for the reason already suggested, practically injurious for worshippers in the Cathedral; and the retention of the remaining portion of the land as a public place of recreation, if really ever used for that purpose, will equally tend to interrupt the duties to be daily discharged in the Town Hall.

5. Your Petitioner further humbly represents that the extension of Clarence-street was always contemplated; and that the Cathedral, which has been erected at so vast an expense, was constructed with reference to that understanding, and has in fact its principal entrance from that street; but the now proposed Bill will deprive the public, and also in a great degree, persons going to the Cathedral, of that thoroughfare.

Your Petitioner, therefore, prays that the Cathedral Close Bill, in its altered form, may not pass into law.

And your Petitioner will ever pray, &c.

EDMUND T. BLACKET.

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

REPORT FROM THE SELECT COMMITTEE

ON

ST. ANDREW'S CATHEDRAL CLOSE BILL;

TOGETHER WITH THE

PROCEEDINGS OF THE COMMITTEE,

MINUTES OF EVIDENCE,

AND

APPENDIX.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
15 November, 1867.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1867.

CONTENTS.

	PAGE.
Extracts from the Votes and Proceedings	3
Report	5
Proceedings of the Committee	6
Schedule of Amendments	10
List of Witnesses	12
List of Appendix	12
Minutes of Evidence	1
Appendix	32

1867.

EXTRACTS FROM THE VOTES AND PROCEEDINGS OF THE LEGISLATIVE ASSEMBLY.

VOTES, No. 28, THURSDAY, 8 AUGUST, 1867.

- 10. St. Andrew's Cathedral Close Bill:—Mr. Eagar moved, "That" the Speaker do now leave the Chair, and the House resolve itself into a Committee of the Whole, for the consideration of this Bill.
Mr. Lucas moved, That the Question be amended by omitting all the words after the word "That," with a view to inserting in their place the words,—“the Bill “be referred to a Select Committee for consideration and report, with power “to send for persons and papers.
“(2.) That such Committee consist of the following Members, viz.:—Mr. Egan, “Mr. Wilson, Mr. Forster, Dr. Lang, Mr. Sutherland, Mr. Piddington, Mr. “Driver, Mr. Robertson, Mr. Joseph, and the Mover.”
Question,—That the words proposed to be omitted stand part of the Question,—put and negatived.
Question,—That the words proposed to be inserted in the place of the words omitted be there inserted,—put and passed.
Whereupon Question,—
(1.) That the Bill be referred to a Select Committee for consideration and report, with power to send for persons and papers.
(2.) That such Committee consist of the following Members, viz.:—Mr. Egan, Mr. Wilson, Mr. Forster, Dr. Lang, Mr. Sutherland, Mr. Piddington, Mr. Driver, Mr. Robertson, Mr. Joseph, and the Mover,—
Put and passed.

VOTES, No. 35, THURSDAY, 29 AUGUST, 1867.

- 2. Papers:—Mr. Wilson laid upon the Table, the undermentioned Papers:—
(1.) * * * * *
(2.) Return to Order in reference to “St. Andrew's Cathedral Close Bill,” made by this House, on motion of Mr. Forster, on 7th August, 1867.
Ordered, on motion of Mr. Wilson, to be referred to the Select Committee on the “St. Andrew's Cathedral Close Bill,” now sitting.

VOTES, No. 54, FRIDAY, 4 OCTOBER, 1867.

- 3. Members of Legislative Council as Witnesses:—Mr. Lucas (*with the concurrence of the House*) moved without notice, That the following Message be carried to the Legislative Council:—
MR. PRESIDENT,
The Legislative Assembly having appointed a Select Committee to consider and report upon “St. Andrew's Cathedral Close Bill,” and that Committee being desirous to examine the Honorable E. Deas Thomson, C.B., and the Honorable John Campbell, Members of the Legislative Council, in reference thereto, requests that the Legislative Council will give leave to its said Members to attend and be examined by the said Committee, on such day and days as shall be arranged between them and the said Committee.
*Legislative Assembly Chamber,
Sydney, 4th October, 1867.*
Question put and passed.

Speaker.

VOTES,

VOTES, No. 56, WEDNESDAY, 9 OCTOBER, 1867.

6. Messages from Legislative Council:—The Speaker reported the following Messages from the Legislative Council—

(1.) * * * * *

(2.) Members of the Legislative Council as Witnesses:—

MR. SPEAKER,

In answer to the Message from the Legislative Assembly, dated the 4th October, 1867, requesting leave for the Honorable E. Deas Thomson, C.B., and the Honorable John Campbell, Members of the Legislative Council, to attend and be examined before a Select Committee of the Legislative Assembly, appointed to consider and report upon "St. Andrew's Cathedral Close Bill," the Council acquaints the Assembly that leave has been granted to its said Members to attend and be examined by the said Committee, if they think fit.

*Legislative Council Chamber,
Sydney, 9th October, 1867.*

T. A. MURRAY,
President.

VOTES, No. 77, FRIDAY, 15 NOVEMBER, 1867.

2. St. Andrew's Cathedral Close Bill:—Mr. Lucas, as Chairman, brought up the Report from, and laid upon the Table the Minutes of Proceedings of, and of Evidence taken before, the Select Committee, for whose consideration and Report this Bill was referred on 8th August, 1867, together with Appendix.
Ordered to be printed.

* * * * *

1867.

ST. ANDREW'S CATHEDRAL CLOSE BILL.

REPORT.

THE SELECT COMMITTEE of the Legislative Assembly, for whose consideration and report was referred, on the 8th August last, "*St. Andrew's Cathedral Close Bill—with power to send for persons and papers,*"—to whom, on the 29th August last, was referred "*a Return to Order in reference to 'St. Andrew's Cathedral Close Bill,' made by this House, on motion of Mr. Forster, on 7th August, 1867*"—beg leave to report to your Honorable House,—

That they have examined the witnesses whose names appear in the margin* (and whose evidence will be found appended hereto), on the general subject of the matter referred to them for consideration; and—having carefully considered the Bill, clause by clause, and made such Amendments as they deemed desirable—they now submit to your Honorable House the Bill as so amended by them.

* E. Bell, Esq.
C. H. Woolcott, Esq.
Charles Moore, Esq.
James Powell, Esq.
R. Stewart, Esq., M.P.
W. R. Davidson, Esq.
Henry Graham, Esq.

JOHN LUCAS,
Chairman.

No. 2 Committee Room,
Sydney, 15 November, 1867.

PROCEEDINGS OF THE COMMITTEE.

TUESDAY, 13 AUGUST, 1867.

MEMBERS PRESENT :—

Mr. Lucas,	|	Mr. Egan,
Mr. Piddington,	|	Mr. Joseph,
Mr. Sutherland.		

Mr. Lucas called to the Chair.

Printed copies of Bill *referred*—on the Table.

Committee deliberated as to their course of proceedings.

Ordered,—That Mr. E. Bell (*City Engineer*) be summoned to give Evidence at next meeting, and to produce any Plans of, or Correspondence respecting, the proposed Town Hall, or site for the same; also any Plans, &c., of any previously proposed Town Hall for this City.

[Adjourned to Thursday, 22nd instant, at *Eleven* o'clock.]

THURSDAY, 22 AUGUST, 1867.

MEMBERS PRESENT :—

Mr. Lucas in the Chair.

Dr. Lang,	|	Mr. Piddington,
Mr. Driver,	|	Mr. Sutherland,
Mr. Forster,	|	Mr. Joseph.

Witness summoned—not in attendance.

Committee deliberated, and—

Ordered,—That Mr. Edward Bell be again summoned, to give evidence at next meeting.

[Adjourned to Wednesday next, at *Twelve* o'clock.]

WEDNESDAY, 28 AUGUST, 1867.

MEMBERS PRESENT :—

Mr. Lucas in the Chair.

Mr. Sutherland,	|	Dr. Lang,
Mr. Wilson,	|	Mr. Forster,
Mr. Driver,	|	Mr. Joseph.

Chairman read letter from Mr. E. Bell explaining cause of his non-attendance at last meeting.

Edward Bell, Esq. (*City Engineer*) called in and examined.

Witness *produced*, for the information of the Committee, certain Plans of several proposed Town Halls.

Witness withdrew.

Committee deliberated, and—

Ordered,—That the following Witnesses be summoned for the next meeting :—

The City Engineer,
The Town Clerk,
The Right Worshipful the Mayor, and
James Powell, Esq.

[Adjourned to Friday next, at *Eleven* o'clock.]

FRIDAY,

FRIDAY, 30 AUGUST, 1867.

MEMBERS PRESENT:—

Mr. Lucas in the Chair.

Dr. Lang,
Mr. Wilson,
Mr. Forster,

Mr. Sutherland,
Mr. Driver,
Mr. Piddington,

Mr. Robertson.

Return to Order, in reference to "St. Andrew's Cathedral Close Bill," referred on 29th August, before the Committee.

Ordered,—That same be appended to Report.

Edward Bell, Esq., (*City Engineer*), called in and further examined.

Witness handed in a sketch of the Cathedral Close, shewing the positions of the Cathedral and the proposed Town Hall,—Ordered to be appended. (*Vide Appendix B.*)

Objection being taken, by Mr. Driver, to a question put by Chairman,—

Room cleared,—

Committee deliberated,—

And Mr. Driver withdrawing his objection,—

Witness recalled, and examination continued.

Objection being taken, by Mr. Driver, to a question put by Mr. Robertson,—

Room cleared,—

Committee deliberated,—

And Mr. Driver withdrawing his objection,—

Witness recalled, and examination concluded.

[Adjourned to Thursday next, at *Eleven* o'clock.]

THURSDAY, 5 SEPTEMBER, 1867.

In consequence of the adjournment of the House from the 4th to the 10th instant, the meeting called for this day lapsed.

FRIDAY, 12 SEPTEMBER, 1867.

MEMBERS PRESENT:—

Mr. Lucas in the Chair.

Dr. Lang,
Mr. Driver,

Mr. Piddington,
Mr. Egan.

The Right Worshipful the Mayor, Charles Moore, Esq., called in and examined.

Witness withdrew.

Letter from Under Secretary for Lands to Chairman, enclosing an application from the Secretary to the Council of Education "for a grant of an allotment of land forming portion of the Old Burying Ground, as a site for a Public School,"—read by Chairman, and ordered to be appended to Report. (*Vide Appendix C.*)

Letter from Rev. John Dougall, dated 8th August, 1867, enclosing copy of letter, and also a sketch, respecting a "small piece of ground which will remain unlocated adjoining the allotment given to the Trustees of St. Andrew's Church,"—read by Chairman, and ordered to be appended to Report. (*Vide Appendix D.*)

C. H. Woolcott, Esq., (*Town Clerk*) called in and examined.

Witness produced copy of correspondence between the Government and Corporation as to site for proposed Town Hall, and also a copy of deed of grant of site in Bridge-street.

Witness withdrew.

Committee deliberated.

[Adjourned to Friday, 20th instant, at *Eleven* o'clock.]

FRIDAY, 20 SEPTEMBER, 1867.

MEMBERS PRESENT:—

Mr. Lucas in the Chair.

Dr. Lang,
Mr. Wilson,
Mr. Forster,

Mr. Driver,
Mr. Sutherland,
Mr. Joseph.

James Powell, Esq., called in and examined.

Witness withdrew.

Robert Stewart, Esq., M.P., examined.

In

In the temporary absence of the Chairman, Mr. Joseph took the Chair.
 Witness withdrew.
 Committee deliberated, and—
Ordered,—That the Surveyor General, and Dr. Graham, City Health Officer, be
 summoned for next meeting.
 Committee deliberated, and—
 [Adjourned to Thursday next, at *Eleven* o'clock.]

THURSDAY, 26 SEPTEMBER, 1867.

MEMBERS PRESENT:—

Mr. Sutherland, | Mr. Driver.

In the absence of a Quorum, the meeting called for this day lapsed.

FRIDAY, 4 OCTOBER, 1867.

MEMBERS PRESENT:—

Mr. Lucas in the Chair.

Mr. Piddington,	|	Mr. Driver,
Dr. Lang,	|	Mr. Sutherland,
Mr. Joseph,	|	Mr. Robertson.

W. R. Davidson, Esq., *Surveyor General*, called in and examined.
 Witness handed in a copy of grant of Cathedral Site (*vide Appendix E 1*), and
 also two plans, viz. :—

(1.) "Site of St. Andrew's Cathedral."

(2.) "Survey of Old Burial Ground, shewing alignment of streets."

Ordered to be appended. (*Vide Appendix E 2 and E 3.*)

Witness withdrew.

Henry Graham, Esq., (*City Health Officer*), called in and examined.

Witness withdrew.

Committee deliberated.

Motion made (*Mr. Piddington*), and *Question*,—That Chairman be authorized to
 obtain leave for the attendance before this Committee of the Honorable E. Deas Thomson,
 C.B., and the Honorable John Campbell, Members of the Legislative Council,—*agreed to.*

[Adjourned to Thursday next, at *Eleven* o'clock.]

THURSDAY, 10 OCTOBER, 1867.

MEMBERS PRESENT:—

None.

In the absence of a Quorum, the meeting called for this day lapsed.

TUESDAY, 5 NOVEMBER, 1867.

MEMBERS PRESENT:—

Mr. Lucas in the Chair.

Dr. Lang,	|	Mr. Driver.
-----------	--	-------------

Committee deliberated, and—

[Adjourned to Thursday next, at *Eleven* o'clock.]

THURSDAY

THURSDAY, 7 NOVEMBER, 1867.

MEMBERS PRESENT :—

Mr. Lucas in the Chair.

Mr. Driver,	|	Mr. Piddington,
Mr. Sutherland,	|	Mr. Wilson,
Dr. Lang,	|	Mr. Joseph.

Committee deliberated.

Bill considered.

Mr. Driver laid before the Committee certain Amendments which he intended to propose in the Bill referred.

Ordered,—That said Amendments be printed in black letter, and that copies be circulated prior to next meeting.

Re-assembling of the Committee to be arranged by the Chairman.

[Adjourned.]

FRIDAY, 15 NOVEMBER, 1867.

MEMBERS PRESENT :—

Mr. Lucas in the Chair.

Mr. Driver,	|	Mr. Wilson,
	|	Dr. Lang.

Committee deliberated.

Bill considered.

Preamble postponed.

Clauses 1, 2, and 3, read and negatived.

Schedules 1 and 2 read and negatived.

Chairman brought up new clauses 1, 2, 3, 4, 5, and 6.

Same read as follows :—

“1. The land commonly called the Old Burial Ground or Cathedral Close in the city of Sydney shall on the passing of this Act be resumed by and shall revert to Her Majesty as fully to all intents and purposes as if the same had never been dedicated as aforesaid. The Old Burial Ground &c. to revert to the Crown.

2. It shall be lawful for the Governor with the advice of the Executive Council to grant to the Municipal Council of Sydney the land commonly called the Old Burial Ground or Cathedral Close in the city of Sydney for the purpose of a portion of the same being not more than half an acre being set apart for the erection of a Town Hall thereon and of the residue of the same being used as a place of recreation by the public. The Governor to grant the same to the Corporation.

3. It shall be lawful for the Municipal Council of Sydney to set apart a portion of the land so to be granted as aforesaid being not more than half an acre for the erection of a Town Hall thereon and the said Municipal Council shall cause twenty-five thousand pounds at the least to be expended on the land so set apart in the building of a Town Hall the same to be completed and fit for use on or before the first day of January in the year one thousand eight hundred and seventy-one (such facts to be established to the satisfaction of the Colonial Architect and his certificate to be the only evidence thereof) and if the said sum be not expended as aforesaid or the Town Hall be not completed within the time limited as aforesaid the said Municipal Council shall be subject to a penalty of one thousand pounds monthly and every month after the time limited as aforesaid during which the said sum shall not be so expended or the said building not completed and any colonist may through any competent Court sue for and shall be entitled to the said penalty or penalties. Half an acre of the land so granted to be set apart for Town Hall.

4. The Municipal Council of Sydney shall within twelve months after the passing of this Act enclose the land so to be granted as aforesaid with a dwarf stone wall and iron palisading gates and entrances and shall on or before the first day of January in the year one thousand eight hundred and seventy embellish the portion of the same not set apart as hereinbefore provided for a Town Hall with such walks ornamental trees and shrubberies as the Director of the Botanical Gardens shall recommend and the said Municipal Council shall preserve maintain and keep in a cleanly and orderly state and condition the said land and the said walls palisading gates entrances walks trees and shrubberies thereto and belonging thereto And if the said walls palisading and gates are not completed to the satisfaction of the Colonial Architect and the trees shrubberies and walks laid out and planted to the satisfaction of the Director of the Botanical Gardens and further if the said improvements are not kept in good order and condition to the satisfaction of the said two public officers the said Municipal Council shall be subject to a penalty of twenty pounds and one pound per diem for each and every day that the said improvements may so remain incomplete or may not be kept in good order and condition after being so completed and any colonist may through any competent Court sue for and shall be entitled to the said penalty or penalties Provided also that the said Municipal Council shall so soon as shall be practicable construct a way Municipal Council to embellish and lay out the land.

for foot-passengers from Druiitt-street extending from and in prolongation of Clarence-street to Bathurst-street and shall erect a wicket-gate or gates at each end of such footway which shall be kept open every day for the accommodation of the public from five o'clock before noon till five o'clock after noon.

5. The Municipal Council of Sydney may make such rules and regulations for the protection of the walls palisading gates entrances walks trees and shrubberies belonging to the said land and for regulating the use and enjoyment of such land by the public and for the removal of trespassers thereon and other persons causing annoyance or inconvenience thereon as to them shall seem fit and for the enforcement of such rules and regulations may impose fines not in any case to exceed the sum of five pounds for the breaches thereof respectively Provided always that no such rules or regulations shall be in force until the same shall have been approved of by the Governor and Executive Council.

6. All fines imposed under any rule or regulation made in pursuance of this Act may be recovered before any Justice of the Peace in a summary way and in case of non-payment may be enforced by a levy and distress upon the offenders goods."

Question,—That the new clauses, as read, stand clauses 1, 2, 3, 4, 5, and 6 of the Bill,—*agreed to*.

Clause 4, read and agreed to (to stand clause 7.)

Preamble read.

Same *amended* and agreed to. (*Vide Schedule of Amendments.*)

Chairman submitted Draft Report.

Same read and agreed to.

Chairman to report.

SCHEDULE OF AMENDMENTS.

Page 1, preamble, line 9. *After* "city," *insert* "of Sydney."

Page 1, preamble, line 15. *Omit* "its"; *insert* "the"

Page 1, preamble, line 15. *After* "traffic," *insert* "of the city."

Page 1, preamble, lines 17 and 18. *After* "dedicated," *omit* "the said Trustees not objecting to the proposed appropriation"; *insert* "be resumed by the Crown and be"

Pages 1 and 2, preamble, line 18. *After* "specified," *omit* "the Municipal Council of Sydney on behalf of the Corporation having undertaken in that event to enlarge forthwith the western side of George-street along the entire length as well of the ground granted as also (by consent of the Bishop of Sydney) of the ground attached to the Cathedral in that street and to construct so soon as shall be practicable a street extending from and in prolongation of Clarence-street to Bathurst-street and to expend on the ground granted to the Corporation in the erection of a Town Hall not less than twenty thousand pounds"; *insert* "And whereas the said Trustees do not object to the proposed resumption for the purpose of the said ground being so granted And whereas the Municipal Council of Sydney are desirous of obtaining a portion of the said ground for the purpose of erecting a Town Hall on the same and are willing in consideration of obtaining such portion for the purpose aforesaid to expend in the erection of the said Town Hall not less than _____ pounds and to embellish and improve the residue of the said ground and to keep the same so embellished and improved for the recreation and use of the inhabitants of the said city"

Page 2, clause 1, line 9. *Omit* the clause, viz. :—

"1. It shall be lawful for the Governor with the advice of the Executive Council at any time after receipt of a writing under the hands of the Trustees (which they are hereby authorized to sign) surrendering their trust under the proclamation aforesaid to grant in Her Majesty's name to the Corporation of the City of Sydney the land described in the First Schedule to this Act in trust for the purposes expressed in this Act and to grant in like manner to the Bishop of Sydney and his successors in trust for the purposes of the Cathedral the land described in the Second Schedule to this Act."

Page 2, clause 2, line 18. *Omit* the clause, viz. :—

"2. Provided that unless George-street shall be enlarged on its western side along the entire length of the lands so granted respectively and thence to Bathurst-street to the satisfaction of the Minister for Lands (of which his certificate in writing shall be the only evidence) within six months after the passing of this Act and five thousand pounds at the least be expended on the land granted to the Corporation within eighteen months after the passing of this Act in the building of a Town Hall or improvements in connection therewith (the fact to be established to the satisfaction of the Minister for Lands and his certificate to be the only evidence thereof) the grant to the Corporation shall become absolutely void."

Page 2, clause 3, line 29. *Omit* the clause, viz. :—

"3. It shall be lawful for the Municipal Council on behalf of the Corporation to sell and convey accordingly in fee simple or otherwise so much of the land granted to them as lies to the west of the proposed extension of Clarence-street for the purpose of enabling the Corporation either by way of exchange or by payment out of the proceeds of any such sale or sales to indemnify the proprietors

Municipal Council to make rules and regulations.

Recovery of penalties.

Grants may be issued as herein specified.

Proviso—street to be enlarged &c.

Corporation may sell certain parts.

proprietors of land forming portions of the site of that extension and if there be any surplus the same may be applied to any other purpose connected with such extension and it shall not be necessary for any purchaser from the Municipal Council to inquire as to the necessity of any such sale or see to the application in any way of the purchase money.

Page 2, line 9. *Insert* the following new clauses in lieu of those omitted, viz. :—

“ 1. The land commonly called the Old Burial Ground or Cathedral Close in the city of Sydney shall on the passing of this Act be resumed by and shall revert to Her Majesty as fully to all intents and purposes as if the same had never been dedicated as aforesaid. The Old Burial Ground &c. to revert to the Crown.

2. It shall be lawful for the Governor with the advice of the Executive Council to grant to the Municipal Council of Sydney the land commonly called the Old Burial Ground or Cathedral Close in the city of Sydney for the purpose of a portion of the same being not more than half an acre being set apart for the erection of a Town Hall thereon and of the residue of the same being used as a place of recreation by the public. The Governor to grant the same to the Corporation.

3. It shall be lawful for the Municipal Council of Sydney to set apart a portion of the land so to be granted as aforesaid being not more than half an acre for the erection of a Town Hall thereon and the said Municipal Council shall cause twenty-five thousand pounds at the least to be expended on the land so set apart in the building of a Town Hall the same to be completed and fit for use on or before the first day of January in the year one thousand eight hundred and seventy-one (such facts to be established to the satisfaction of the Colonial Architect and his certificate to be the only evidence thereof) and if the said sum be not expended as aforesaid or the Town Hall be not completed within the time limited as aforesaid the said Municipal Council shall be subject to a penalty of one thousand pounds monthly and every month after the time limited as aforesaid during which the said sum shall not be so expended or the said building not completed and any colonist may through any competent Court sue for and shall be entitled to the said penalty or penalties. Half an acre of the land so granted to be set apart for Town Hall.

4. The Municipal Council of Sydney shall within twelve months after the passing of this Act enclose the land so to be granted as aforesaid with a dwarf stone wall and iron palisading gates and entrances and shall on or before the first day of January in the year one thousand eight hundred and seventy embellish the portion of the same not set apart as hereinbefore provided for a Town Hall with such walks ornamental trees and shrubberies as the Director of the Botanical Gardens shall recommend and the said Municipal Council shall preserve maintain and keep in a cleanly and orderly state and condition the said land and the said walls palisading gates entrances walks trees and shrubberies thereto and belonging thereto And if the said walls palisading and gates are not completed to the satisfaction of the Colonial Architect and the trees shrubberies and walks laid out and planted to the satisfaction of the Director of the Botanical Gardens and further if the said improvements are not kept in good order and condition to the satisfaction of the said two public officers the said Municipal Council shall be subject to a penalty of twenty pounds and one pound per diem for each and every day that the said improvements may so remain incompleted or may not be kept in good order and condition after being so completed and any colonist may through any competent Court sue for and shall be entitled to the said penalty or penalties Provided also that the said Municipal Council shall so soon as shall be practicable construct a way for foot-passengers from Druitt-street extending from and in prolongation of Clarence-street to Bathurst-street and shall erect a wicket-gate or gates at each end of such footway which shall be kept open every day for the accommodation of the public from five o'clock before noon till five o'clock after noon. Municipal Council to embellish and lay out the land.

5. The Municipal Council of Sydney may make such rules and regulations for the protection of the walls palisading gates entrances walks trees and shrubberies belonging to the said land and for regulating the use and enjoyment of such land by the public and for the removal of trespassers thereon and other persons causing annoyance or inconvenience thereon as to them shall seem fit and for the enforcement of such rules and regulations may impose fines not in any case to exceed the sum of five pounds for the breaches thereof respectively Provided always that no such rules or regulations shall be in force until the same shall have been approved of by the Governor and Executive Council. Municipal Council to make rules and regulations.

6. All fines imposed under any rule or regulation made in pursuance of this Act may be recovered before any Justice of the Peace in a summary way and in case of non-payment may be enforced by a levy and distress upon the offenders goods.” Recovery of penalties.

Page 3, line 10. *Omit* the two Schedules, viz. :—

“ FIRST SCHEDULE.

All that piece or parcel of land containing by admeasurement one acre three roods and thirty-eight perches situate in the Parish of Saint Andrew City of Sydney County of Cumberland and Colony of New South Wales commencing at the intersection of the south building alignment of Druitt-street with the west building alignment of George-street and bounded thence on the east by the western building alignment of George-street being a line bearing south three degrees

degrees east two hundred and fifty-one feet thence on the south by a line bearing south eighty-four degrees ten minutes west two hundred and sixty-four feet thence again on the east by a line bearing south fifteen degrees east sixty-two feet thence again on the south by part of the northern boundary of allotment number nine granted for a Presbyterian Church being a line bearing south eighty-three degrees forty-five minutes west one hundred and two feet thence on the west by a line bearing north twelve degrees west one hundred and forty feet six inches forming the eastern boundary of allotment number nine aforesaid and of allotments numbers eight seven six five four and three to the southern building line of Druitt-street and thence on the north by that building line being a line bearing north eighty-two degrees forty minutes east three hundred and thirty-four feet to point of commencement."

" SECOND SCHEDULE.

All that piece or parcel of land containing by admeasurement one rood and seventeen and a half perches situate in the Parish of Saint Andrew City of Sydney County of Cumberland and Colony of New South Wales commencing at a point on the west building alignment of George-street bearing north three degrees west from the intersection of the south building alignment of Druitt-street with the west building alignment of George-street and distant two hundred and fifty-one feet from that point and bounded thence on the east by a line bearing south three degrees east sixty feet thence on the south by a line bearing south eighty-three degrees forty-five minutes east two hundred and fifty-one feet thence on the west by a line bearing north fifteen degrees west sixty-two feet and thence on the north by a line bearing north eighty-four degrees ten minutes east two hundred and sixty-four feet to the point of commencement."

LIST OF WITNESSES.

	PAGE.
Bell, Edward, Esq.	1, 3
Davidson, Walker Rannie, Esq.	26
Graham, Henry, Esq.	27
Moore, Charles, Esq.	10
Powell, James, Esq.... ..	18
Stewart, Robert, Esq., M.P.	22
Woolcott, Charles Henry, Esq.	18

LIST OF APPENDIX.

	PAGE.
Correspondence, Minutes, Memorials, &c., having reference to St. Andrew's Cathedral Close ...	32
Application from Secretary to Council of Education, for grant of portion of "Old Burying Ground"	36
Letter from Rev. J. Dougall, respecting claim to small piece of ground fronting Clarence-street	36
Copy of Deed of Grant of Cathedral Site	37
Lithograph of Cathedral Close (B.)	
Plan of Site of St. Andrew's Cathedral (E2.)	
Plan of Old Burial Ground, shewing Alignment of Streets (E3.)	

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE SELECT COMMITTEE

ON

ST. ANDREW'S CATHEDRAL CLOSE BILL.

WEDNESDAY, 28 AUGUST, 1867.

Present:—

MR. LUCAS,		MR. FORSTER,
MR. DRIVER,		DR. LANG,
MR. SUTHERLAND,		MR. WILSON,
MR JOSEPH.		

JOHN LUCAS, ESQ., IN THE CHAIR.

Edward Bell, Esq., called in and examined:—

1. *Chairman.*] You are the City Engineer? Yes. E. Bell, Esq.
2. You know the purpose for which this Committee is sitting? I do. 28 Aug. 1867.
3. You were summoned, the other day, to produce plans and specifications with reference to the various Town Halls which have been proposed? I was.
4. Have you them with you? I have those which have been made since the commencement of the present Corporation; I have no others.
5. Were there any others, are you aware? None that I am aware of.
6. Then, in reality, you have all? All that I am aware of. (*Certain plans produced.*)
7. What are these the plans of? Plans for a Town Hall that was proposed to be erected on the site in Phillip-street, between Bent and Bridge Streets, and plans that were suggested for the site now occupied by the Police Office. All the larger plans are those connected with the site in Phillip-street, and they would be equally applicable to the site now proposed in the Old Burial Ground, if both wings were made alike. No. 1 contains different elevations in Bridge-street, Elizabeth-street, and Phillip-street; No. 2 is the plan of the basement; No. 3 is the plan of the ground floor, and No. 4, in the same street, is the plan of the first floor; No. 5 is a transverse section through the Hall and Council Chamber; No. 6, a transverse section through the Hall and different offices of the Corporation; No. 7 gives detailed drawings of the basement; No. 8 is a longitudinal section through the Hall and side portico; and No. 9 shews transverse sections and elevations of the basement story.
8. That is the building which it was proposed to erect in Bridge-street? Yes.
9. Do the Corporation propose to erect a building on the same plan upon the Cathedral Close? I do not know; I cannot undertake to say. Plans have been advertised for. These are suitable for it. This set of plans has been adopted by the Corporation for a Town Hall.
10. When? There is an indorsement to this effect upon them:—"Adopted by the Municipal Council of the city of Sydney, this seventh day of June, 1858. CHARLES H. WOOLCOTT, Town Clerk."
11. What space of ground would those plans require for the building and offices? The building would require at least 250 feet, as it is necessary to have a space all round it.
12. What is the size of the building? The width is about 170 feet, and the length 210 feet.

- E. Bell, Esq. 13. What was the estimated cost of this building? I think it was £35,000.
14. Do you think the building, as shown in these plans, could be constructed for £35,000?
28 Aug., 1867. I do.
15. Is it suitable for the site proposed—the Old Burial Ground? Yes, if the right wing is made similar to the left wing. In consequence of the site in Phillip-street being so much higher than it was in Elizabeth-street, the basement story was omitted; but if one side is made the same as the other, the plan is just as suitable for the Burial Ground site as it was to the Bridge-street site.
16. And with that alteration it could be done for £35,000? Yes.
17. Will you show us the plans of the Town Hall it was proposed to build on the site of the Police Office? None of these plans for the Police Office site were adopted by the Corporation; they were merely prepared to be submitted to the Minister who was in office at the time when the negotiation was going on with regard to the Police Office site. There are two different plans, very nearly alike, excepting that one has a basement story underneath the Hall, and the other has the Hall on the ground floor. Nos. 10 and 11 and Plan C show the design for the Town Hall and Police Offices combined, with the Hall on the ground floor. No. 5 is an elevation of the Town Hall, on the Police Office site, fronting York-street. No. 7 is a longitudinal section through the Hall and the buildings from north to south. No. 9 is the elevation of the building, facing south. There were so many sketches and plans prepared for the Minister for the time being, the Colonial Architect, and the Superintendent of Police, and then submitted to the Council, that I can hardly tell which were the first.
18. Can you show us those decided upon? They never have been decided upon; they were all under discussion between the Municipal Council and the Ministers for the time being, but none of these plans for the Police Office site were decided upon.
19. Which were the last lot of plans drawn? Elevations 9 and 10, and Plan C, were the last of the series. No. 1 is the plan which was left with the Colonial Architect, shewing which part of the present Police Office site was to be reserved for Police Offices, and which for the Town Hall.
20. Is it not the fact that the City Council have advertised for persons to send in plans, for which a premium will be given, for a building to be erected on the site of the Old Burial Ground? I believe it is.
21. Has there been any question before the Council as to building a Town Hall, on the Phillip-street plans, on the Old Burial Ground? I am not aware.
22. Then, in fact, the plans you have produced (those intended for Phillip-street) have nothing to do with the proposed site on the Old Burial Ground? I think they have, because they are just as suitable for one site as the other. If a little alteration were made in the offices in the rear, I should say they are admirably adapted for the present site. They are drawn for no site in particular, but there is no doubt they were intended at the time to be built on the Phillip-street site. They are equally applicable, with the slight alteration I have just mentioned, to the Burial Ground site. The plans advertised for may be adopted by the Corporation. Perhaps something very original and superior may be sent in, but these are applicable in every sense of the word.
23. Do you produce a tracing shewing the position of the proposed site at the Old Burial Ground? Yes, a tracing of the whole of the land from Bathurst-street to Druitt-street, and from George-street to the intended alignment of Clarence-street.
24. Will you describe these different coloured patches? The part tinted pink is that proposed for the new Town Hall.
25. What is the size of that? The frontage to George-street is 251 feet; to Clarence-street, in the rear, 246 feet; the depth to Druitt-street is 334 feet; and the dividing line between the proposed Cathedral land and the Town Hall land, from Clarence-street to George-street, is 264 feet.
26. What is the next piece of land? The next, tinted neutral tint, is the land proposed to be given in to the land at present held by the Cathedral.
27. To which they have no claim? I am not aware.
28. What is the size of that piece of land? Its width is 60 feet to George-street, and 62 feet to Clarence-street; and the depth, 264 feet on one side, and 231 on the other.
29. There is a piece on the west side of Clarence-street? There is a piece on the west side of the proposed extension of Clarence-street.
30. What is the size of that? The area is twenty-five and a half ($25\frac{1}{2}$) perches.
31. Will you supplement your evidence with a sketch shewing the position it is proposed the Town Hall should take up on this land? Yes.
32. What was the estimated cost of the building proposed to be put on the site of the Police Office? I do not remember. There was never any accurate estimate made in the same way as there was for Bridge-street.
33. Was there an approximate estimate? No, there was not; the cubical contents were merely taken, and, I think, a rough estimate made. I will not undertake to say, but I believe it was £28,000 or £30,000. There was no reliable estimate made. The drawings exhibited, shewing a Town Hall upon the site of the present Police Office, were made to illustrate an idea originated by Mr. Cowper, to the effect that the Hall and Police Offices might be built upon the same site. Nothing definite was done with regard to them, in consequence of objections being raised by the Colonial Architect. It was useless, therefore, to make estimates for a building which it was evident would never be erected. I believe the amount I have stated—£30,000 to £35,000—would have been sufficient.
34. Will you give us an estimate of the cost of that proposed building? Yes.

FRIDAY, 30 AUGUST, 1867.

Present:—

MR. DRIVER,
MR. FORSTER,
DR. LANG,

MR. WILSON.

MR. PIDDINGTON,
MR. ROBERTSON,
MR. SUTHERLAND,

JOHN LUCAS, Esq., IN THE CHAIR.

Edward Bell, Esq., again called in and further examined:—

35. *Chairman.*] When you were here on Wednesday last, you said you would produce a sketch shewing the area of land which would be taken up by the proposed buildings? I beg to hand in the plan asked for. (*The witness handed in the same. Vide Appendix.*) E. Bell, Esq.
30 Aug., 1867.
36. This shews the land as it will be when George-street is increased in width? Yes.
37. Are there any buildings on this small angular piece you will have to purchase for the continuation of Clarence-street? There are.
38. What is the nature of those buildings? There are some small sheds—a kind of wheelwright's yard.
39. They are not expensive buildings? No.
40. They are merely open sheds? Merely open sheds; they are really almost valueless.
41. What do you suppose to be the proximate value of the piece of land you will have to purchase. There is about 45 feet frontage to Druitt-street—is there not? The angular piece has about 45 feet frontage to Druitt-street.
42. What is the depth on the western boundary? About 67 feet or 68 feet; call it 70 feet to the extreme point.
43. What do you think is the value of that piece of land? My idea would have been to have exchanged that angular piece for the other—it is almost a piece of land without depth, because it is angular.
44. By an exchange, you would give the owner of the property on the western boundary a frontage to Clarence-street? Yes, it would give them a frontage of 70 feet to Clarence-street.
45. And it would make the corner allotment square? Yes. Now it is angular, and in a great measure valueless, because a great part has no depth.
46. Then, do you think the proximate value of that land would be above £100? In preference to taking £100, I would take the angular piece at the back, to give the whole of the frontage to Clarence-street a fair depth to the allotment.
47. Then you would propose to give one angular piece for the other? Yes; and in addition to that, a purchase of £100 would be sufficient.
48. What would be the value per foot of this piece at the west side of Clarence-street, taking the frontage to Clarence-street? That is about 170 feet, 40 feet in depth.
49. What do you think would be the value of that, open to the Town Hall Park? I should suppose, when first opened, it would be worth £10 or £12 a foot, not more than that, with that depth.
50. Could you tell us the value of this land, taking the frontage to George-street by 100 feet depth? I should think it would fetch £50 or £60 a foot.
51. Do you know any piece of land in George-street, with 100 feet depth, between Hunter-street and Bathurst-street, that has been sold for less than £100 a foot? I scarcely know of any piece of land between those two streets that has been sold during my time.
52. Do you know that Mr. Hordern gave £95 a foot for a piece of land on Brickfield Hill the other day? On what part—was it the corner of a street?
53. Next to Mr. Hordern's houses? He has been for a great length of time trying to get that piece of land; and as it adjoins his own property, he would give more for it than its real value.
54. Do you know that he offered £130 a foot for it? No, I know nothing further about it than that he said he would give a long price to get it.
55. Do you know of any land sold to Mr. Alexander and to Mr. Dole for £100 a foot? No. I know that the land on which the London Chartered Bank stands—the best part of George-street, near Jamison-street—was sold for £69 or £70 a foot.
56. *Mr. Piddington.*] Did not the purchaser engage to remove the old buildings, as part of the conditions of sale? I understood they were to clear away the building from the footpath, and purchased only up to the building line—to the footpath. I believe that was included in the conditions of purchase.
57. It was an obligation upon them to remove the buildings within a certain time? The building materials would pay for that, and more than pay for the expense, as some of them were very good.
58. *Chairman.*] The fact was, that the building was condemned by the city authorities? No.
59. You think the frontage to George-street in this position would be worth how much? I do not think, in the present state of the market here, you would get £60 a foot; you might get £50.
60. What would be the value of the frontage to Druitt-street? Beyond the 100 feet you mean?
61. Yes? £20 to £25. £20 a foot would be enough for that now.
62. What would be the value of the frontage to Clarence-street, with about 200 feet depth? You would not get much more, on account of the enormous depth it has, than for 100 feet depth.

- E. Bell, Esq. 63. The purchaser, I suppose, would rather take 190 feet depth than 100? He would rather have it, no doubt, but he would not give much more for it, because he would not be able to utilize it. I think about the same price I have mentioned for Clarence-street.
- 30 Aug., 1867. 64. What do you think would be the value of this block—the piece on the west side of Druitt-street? The value of that piece of ground for the erection of dwellings would be deteriorated by the fact of its having been used as a grave-yard. I think for dwellings it would fetch a very low price. If purchased as a whole, to cut it up into allotments, I do not think it would bring more than I have stated.
65. *Dr. Lang.*] Do you think if the remains of mortality in the Old Burial Ground were removed, that the value of the ground for building allotments would be affected, from the circumstance of its having been a burial ground? I do. I believe we can only remove what we find in a solid state; and that there is much matter that is so decomposed that it would be impossible to remove it without removing the whole depth of the soil from the site; and that it would be as unwholesome for the dwellings on the ground, as it is now for those which are in the neighbourhood of existing cemeteries in the city of Sydney.
66. Is there not a very small depth of soil over rock in that locality? It is chiefly clay—there is a considerable depth of clay.
67. *Chairman.*] Loam first? Brick earth, and then clay.
68. Loam first for 3 or 4 feet, I think you will find? I think the greater part of the soil, for 10 or 12 feet, is good brick earth, then a tenacious clay, and some ironstone.
69. *Dr. Lang.*] As the sub-soil is a tenacious clay, it will not be permeated by the remains of mortality? No, not below the depth of the graves.
70. *Mr. Sutherland.*] What is the depth taken off by the proposed alignment of the street, in George-street—the depth at each corner? About 42 feet from the present fence to the intended building alignment, is about 42 feet on the northern side of the Cathedral allotment, on the southern side about 22 feet.
71. Does that belong to the Cathedral now? The space proposed to be formed into the road opposite the Cathedral in George-street I understand does not belong to the Church. They are confined to the red line—from the south-east corner of the Police Office to the north-east corner of Bathurst-street.
72. *Mr. Driver.*] Still they have possession of the whole of it? They have possession.
73. *Mr. Piddington.*] Do you know how long a period has elapsed since the practice of using this ground as a burial ground ceased? I can speak only to the last twelve years, of my own knowledge. I have heard, for about twenty-three or twenty-four years.
74. Supposing the practice of using this ground as a burial ground had been discontinued for thirty-five years, do you think the remains of human bodies there would affect the health of persons who build upon that land? I do; that is, if the land were as closely built upon as that in the neighbouring part of George-street is.
75. Taking the chance of their building upon it if they had it in their own possession, do you think, from the fact of thirty-five years having passed since this ground was used as a burial ground, any human remains there are likely to prejudice the health of those who might build there? Yes.
76. How long a period do you think must elapse before bodies interred in common coffins would be dissolved? I would not undertake to say.
77. Do you think if this site be disturbed for the purpose of building, many human remains will be found there? I think coffins will be found containing human remains; and that even where the coffins are entirely destroyed, there will be the residue of these remains.
78. You think wooden coffins will be found? Leadern coffins will no doubt be found, but even wooden coffins, if made of the hardwood of this Colony, will not be entirely decayed.
79. Have you known of your own knowledge of any remains having been found there recently? No, I never knew the ground to be opened. I know I was once engaged in forming one of the leading approaches to London Bridge, where we had to encounter two grave-yards, one I think was Aldgate, and the other at the junction of Lombard and King William-streets, and we had to remove bodies that had been interred thirty years. There was a great stir about it at the time.
80. Was that in the grave-yard or under the church? In the grave-yard.
81. Where the bodies had been interred in common wooden coffins? Yes. The coffins, some of them, looked sound, but fell to pieces when we attempted to remove them, and the bones separated from each other.
82. In these cases the bodies had been interred so long as thirty years? So I was told.
83. In digging for the foundation of this Town Hall, how far below the present surface would you have to go? Just below the depth of the graves.
84. How deep would that be, in your estimation? I should think not above 7 or 8 feet. We might go a little lower to get a solid foundation.
85. In your opinion, would the erection of the contemplated Town Hall interfere with the graves of persons who have been buried? Where we had to dig for the foundation of the outer walls of the building, we must of necessity have some to remove.
86. Wherever you had to excavate? Wherever we had to excavate we must remove some human remains. The larger and thicker walls of the Hall would require to go to a considerable depth to get a good foundation for them.
87. What is the length of the outer walls, from one end to the other? About 210 feet in length, by about 170 in width.
88. In making excavations for this Town Hall, very considerable risk would be run of disturbing the remains of the dead? Not only risk—we should be compelled to do so; where the larger walls were, of the Hall itself.
89. Do you think it desirable to disturb the remains of the dead? If it is carefully done, it is most desirable to take them out of the city.

90. You do not propose to take them all away, only where it suits your purpose? Yes, and ^{E. Bell, Esq.} to cover the rest.
91. Is it desirable, if a new site can be obtained for the Town Hall where graves have never ^{30 Aug., 1867.} been, to disturb the remains of the dead in order to appropriate this particular site to that purpose? I can only answer that, as a general thing, I think it would be well if we could remove the whole of the human remains out of the city.
92. That is not my question. I ask you whether, if you could get another site, in which site no burials had taken place, it would be better to disturb the remains of the dead in order that this should be appropriated to a Town Hall? That would depend upon what site was selected.
93. Wherever it might be; the object being, not to disturb the remains of the dead. As you say that if this site be employed for the purpose, the remains of the dead must be disturbed, I ask you whether it would not be better to obtain a site for a Town Hall somewhere else? In any case, I think it desirable to remove the remains of the dead from the city, if we can conveniently and properly do so.
94. I did not ask you whether it is desirable to remove the remains of the dead from the city, but whether it is desirable to interfere with this burial ground, for the purpose of erecting a Town Hall upon it; seeing that it is a burial ground where we must disturb the remains of the dead? I do not see the slightest objection to it.
95. If another site of equal desirability could be obtained, where the dead were not buried, would you not think it a preferable site? I do not think so, for a Town Hall.
96. Then you think it is better to have a Town Hall erected on a spot where people have been buried, than where they have not? I do not think it is of any importance.
97. I asked you whether, if another site as useful as this could be obtained where people had not been buried, it would be better to take that site than this, and you say no? I think if a site equally eligible could be obtained, it might be taken.
98. Would it not be more desirable to have a site where people had not been buried, than where they had been? I cannot see why—I cannot assign a reason why, but I think if you could remove all bodies out of Sydney it would be desirable.
99. You do not propose to remove all the bodies? No, but if we remove some of them we do good to that extent.
100. *Mr. Driver.*] Do you not know that this Bill provides for the removal of all human bodies found in this enclosure? I have not seen the Bill, but I believe it does. At any rate, it should contain a clause that any remains found should be properly and carefully removed to some place beyond the limits of the city.
101. And if carefully done, do you think it would be at all injurious to the persons resident in the locality? I think not.
102. Do you know George-street, near the corner of Bathurst-street? Yes.
103. What is the width of the street there at present? 80 feet exactly.
104. Is there much traffic in that part of the street? More traffic than in any other street in Sydney.
105. Just at that particular part of the street? Between Bathurst-street and Hunter-street.
106. It is proposed that this particular part of the street be widened? Yes.
107. Do you think it absolutely necessary for the public safety that it should be widened? Yes, I do indeed, more especially about midway between Druitt and Bathurst Streets.
108. Do you believe a better site for the erection of a Town Hall could be selected? I know of no vacant ground that would be suited for it, unless it were some portion of Hyde Park.
109. Do you think the erection of a Town Hall, as you have described, in the centre of that land, would at all interfere with the health of the inhabitants of the back streets—Kent and Clarence Streets? I do not think it would be injurious in any way.
110. *Mr. Sutherland.*] What is the width of George-street, at the corner of Druitt and Market Streets? 64 feet.
111. And at the Police Office corner what is the width? About 67 feet.
112. *Mr. Driver.*] Do you think widening the street would be a great public benefit? Undoubtedly.
113. *Mr. Sutherland.*] The portions you referred to just now as 64 and 67 feet wide are not proposed to be widened? Where it is 67 feet it is proposed to be widened. The corner of the Police Office is at present on the alignment of the street; about 5 feet would have to be taken off when the Police Office is removed; that will still increase the width of George-street at that part. The new arrangement will make George-street, at the southern side of Druitt-street, 75 feet in width.
114. *Dr. Lang.*] Is it intended to widen Druitt-street? Slightly. Druitt-street is already proclaimed of greater than its actual width—the burial ground being beyond the proclaimed alignment of Druitt-street nearly 6 feet.
115. *Mr. Piddington.*] I understood you to say that it is intended to widen George-street? It is decided by Government to widen George-street.
116. Then the circumstance of the widening of George-street has no necessary connection with building the Town Hall on this site? No necessary connection.
117. George-street could be widened as far as it is desirable, without the building of a Town Hall interfering with it, or the contrary? Decidedly.
118. *Mr. Driver.*] That would be, provided the persons now in possession gave up the land to the Government? It is distinctly understood by Government, that as soon as St. Andrew's temporary church is removed, George-street shall be widened.

- E. Bell, Esq. 119. *Chairman.*] And the Trustees of this Church have nothing whatever to do with the piece of ground it is proposed to throw into George-street? No.
- 30 Aug., 1867. 120. *Mr. Piddington.*] There is no necessary connection between the building of the Town Hall on this site and the widening George street? None at all.
121. *Chairman.*] How far back from the new line of George-street do you propose to place the Town Hall? The main building itself from the frontage of George-street would be about 85 feet—from the new alignment of George street; but the steps would project about 40 feet in front of the building, so that they commence about 48 feet from the new alignment.
122. At what distance would the Hall stand from Druitt-street? From the proclaimed alignment of Druitt-street it would stand 57 feet.
123. At what distance from the land you propose to hand over to the Cathedral? 60 feet.
124. What distance would it be from Clarence-street to the back of the building? 75 feet.
125. Then, in reality, after you had erected the building in the centre of this piece of land, there would be very little left for public recreation? There would be about three-fifths of the whole.
126. Is this the form in which you propose the building to be erected (*referring to the ground plan before the Committee*)? Yes, that is the plan of the adopted drawing.
127. How far would the south wing be from Clarence-street? There is merely a small portion reserved for water-closets.
128. Deducting the portion for the water-closets and other buildings, how much is left? On the south side 40 feet, on the north side 53 feet, and in the centre there is an open court.
129. Will that be open to the public? Open to the public.
130. What will it consist of? An open court laid out with trees and fountains.
131. *Mr. Driver.*] All these plans have not been adopted? Yes, they have.
132. Not adopted for the present proposed site? No, but it is intended in the front of the building to have an open court for the public, laid out in walks and with fountains, and trees.
133. *Chairman.*] With ordinary effort, how long would it take the City Council to erect this Town Hall? Three years.
134. You have no doubt they could finish it in four years? Not the slightest—they could finish it in three years.
135. You say the building would cost about £35,000? Yes, without extra decoration—just the decoration shewn in the plan.
136. If this grant were made to the Corporation, there would be no difficulty in commencing this building immediately? Not the slightest.
137. Of course your attention has been called to the site of the present Police Office? Yes.
138. Would not that also be a very good site for a Town Hall? Yes, it is in an eligible position.
139. Supposing the Old Burial Ground were planted with trees, and the Town Hall were built on the site of the present Police Office, would not that be a most excellent position? It would not be a most excellent position—it would not be so good as this, but it would be an eligible one.
140. It would be quite large enough for the purpose of a Town Hall? Yes, I think it would be large enough.
141. What is the size of the Police Office allotment up to the Market? It is about 104 feet from the frontage of George-street to York-street at one end, and about 96 feet at the other.
142. What depth is it from Druitt-street to the Market? From Druitt-street to the space between the Police Office and the Market?
143. To the Market itself? I do not know the exact depth.
144. What would be the space from Druitt-street to the boundary wall of the Police Office? The frontage of available land would be 245 feet in length on George-street, and the same on York-street, 105 feet at the northern end next the Market, and 94 feet frontage to Druitt-street.
145. A very fine pile of buildings could be erected there? Yes.
146. The area is sufficiently large for the site of a Town Hall? Yes.
147. Is it not generally considered desirable that the Police Office should be in the same building as that in which the Chief Magistrate of the city presides? Yes, it generally is the case that the head Police Office is at the Town Hall or Mansion House.
148. Under the present proposed arrangement, the Police Office would be in one place, while the Chief Magistrate would be performing his duties in another? Yes.
149. That is not usual in large towns in England? No. In large towns in England the chief Police Office is at the Town Hall, but there are several police offices besides.
150. The head Police Office would be at the Town Hall? Yes; the Mayor's Court is held there.
151. You would not have the Police Office on one side of a street, and the Town Hall on the other—have you ever known that to be the case in England? I do not know an instance.
152. Is it not the fact that plans were prepared, or resolutions passed in the City Council, to build a Town Hall at the Haymarket? I am not aware; I do not remember it. I remember the subject being brought up, but I do not think any resolutions were passed. I could not positively say whether they were or not. I am seldom present at the meetings, and I could not undertake to say.
153. *Mr. Robertson.*] Would it not be a very satisfactory arrangement to bring as many as possible of the city buildings within the block of land bounded on the one side by George-street and on the other by York, Market, and Druitt Streets; and might not such a commencement

mencement be made if the Town Hall were commenced on the site of the Police Office, and E. Bell, Esq. extended over the site of the present Markets, devoting the upper portion of the building to the Town Hall and the offices of the Corporation, and giving greatly improved market accommodation in the lower story—Would not such an arrangement provide all the accommodation necessary for corporation purposes, including the police offices? I think it is quite possible, starting from the site of the Police Office, and extending over a portion of the present Market, to erect a building, the upper story of which would afford sufficient accommodation for all the offices in connection with the Corporation.

154. Of course that would be a very expensive operation; but if the Town Hall and Police Office were erected on the present site of the Police Office as a commencement, might not, as means were obtained, the building be extended to Market-street, so as to combine the whole of the civic business within one magnificent pile of buildings? I tried to bring about such an arrangement, and all these plans were made with a view to bringing about such an arrangement; but it was told to us that our idea did not coincide with the views of the Government officers, and that they could not approve of it.

155. What do you mean by Government officers? The Inspector General of Police and the Colonial Architect.

156. The Inspector General of Police, as well as the Colonial Architect, is an officer of the Government? The Colonial Architect and Inspector General of Police thought the northern half of the land should be reserved for the Town Hall, and the other for the police, and there we came to a dead lock, as the Council determined never to erect a Town Hall in the rear of police offices.

157. Would it not have been a better arrangement to have had all the civic offices properly so called, under the control of the Mayor, on the one side? We could see no reason for the head Police Office of the country being merged in the Town Hall buildings. The negotiation was started upon the idea that the city police simply ought to be in the Town Hall, and provision was made for that in the plans; but it was objected to that, that it was absolutely necessary that the head of the police should have his establishment there; and, in fact, it occupied more than half the space of ground which you propose to cover with the Town Hall and Police Office.

158. You are of opinion, I gather from what you have said, that it would be better to have none but matters purely civic, including the Police Court, on that ground? That was the intention of the City Council in that negotiation.

159. It was not any objection on the part of the Corporation, but merely on the part of the Inspector General of Police, who is an officer of the general Government? The objection of the City Council was to being put in the background. They thought the Town Hall should be the front building, and the Police Office put as much out of sight as possible.

160. The objector to this reasonable proposition of the Civic Council was the Inspector General of Police? And the Colonial Architect.

161. These both being officers of the general Government? Yes; and in consequence of their objection, the Minister did nothing in the matter. Mr. Cowper, who was the originator of this idea—

162. I think Mr. Cowper was always opposed to it—I believe it originated with myself? It came to us from Mr. Cowper.

163. No doubt it would from him as Colonial Secretary. You are still of opinion that the project of having the whole of the civic offices, properly so called, together—treating as nothing the objection of the Inspector General of Police, and leaving him to seek his office elsewhere—is a desirable one, and that this would be the best site? Not the best site; I think it would be an eligible one, but I think the Town Hall should be surrounded by a sufficient space for the people to assemble upon in cases of elections or other matters of public interest, without blocking up the street.

164. The ground around the hall would be planted? Yes.

165. Would the people assembling be on the ground so planted? There would be a large space on all sides where the people might meet, and still leave room for the planting of plenty of trees.

166. Would it not be better, if it be determined to have the site on the burial ground, to increase the area by this piece marked light blue (*referring to the plan*)? No doubt it would be better for the people.

167. Better for the public? No doubt about that.

168. *Mr. Piddington.*] I understand from you, that the distance between Druitt-street and the northern wall of the Police Office? 245 feet between the building alignment of Druitt-street and the northern wall of the present Police Office.

169. That space is covered now by the Police Office and Watch-house? Yes.

170. Are you of opinion that the whole of that space between Druitt-street and the northern wall of the Police Office is a sufficiently large space for the building of a Town Hall, combined with a Metropolitan Police Office? I think it is barely large enough.

171. You do not think it is sufficiently large for the two? No, they would be cramped.

172. Could not these two objects be combined on this site very well, by arranging that the Police Office should be on the basement, and the Town Hall on the upper floor of such a building? It might be possible, still it is a cramped site.

173. You think that site of 245 feet is insufficient? For the Police Office, combined with the Town Hall.

174. Is the frontage of this piece of ground the same to Clarence-street as to George-street? The frontage to Clarence-street is 246 feet; it forms an oblique angle.

175. Notwithstanding that the frontage of this piece of ground to George-street is 245, and to Clarence 246 feet, you do not think that site sufficiently extensive for this purpose? No, because it is so shallow—it is only 94 feet deep.

- E. Bell, Esq. 176. Making that allowance? Taking it every way, I am quite certain it is cramped for a Police Office in addition to a Town Hall.
- 30 Aug., 1867. 177. You think it is impossible to build a Police Office and Town Hall on this piece of land? Quite possible, but there is not sufficient to give room for walks round it.
178. *Mr. Wilson.*] With reference to Mr. Robertson's question as to the piece of ground in the Old Burial Ground, painted blue—you state that it would be for the convenience of the public if that were left in connection with the Town Hall? Thrown open for recreation.
179. Supposing it were thrown open for the recreation of the public, even though in connection with the Cathedral, and were planted in the same way as the ground round the Hall, do you think that would make any difference to the inhabitants? No, it would make no difference to whom it belonged, so long as it was thrown open for recreation.
180. *Mr. Forster.*] I suppose you have given your attention to everything in connection with the city that tends to the health of the inhabitants? Yes.
181. Is it not an acknowledged principle that a city is greatly benefited by open spaces of ground without buildings of any kind? Yes.
182. The very circumstance of their being open without buildings is beneficial, on account of the freer circulation of air? So long as the ground is kept in order—clean.
183. If the ground is simply open, is not that in itself a benefit to a large city? Of course it is beneficial, because if the buildings are not dense the city must be more healthy.
184. In that case, would not this ground be more beneficial as an open space, so far as the health of the inhabitants is concerned, than if houses were built upon it? Yes, than it would be if houses were built upon it; but I do not think it would make any perceptible difference to put one building upon it.
185. You think this particular building would have no perceptible influence upon the health of the inhabitants of the neighbourhood? No.
186. To put any other would? Private houses —
187. I suppose whether they were public or private would make no difference? So long as people did not dwell there, but if people were to live there night and day it would be injurious.
188. Would not the filling up of the space with either public or private buildings be to a certain extent injurious? Yes, but I do not think the erection of one building would be attended by any perceptible injury.
189. What guarantee should we have that this site would not be filled up with buildings? Only what you would make yourselves.
190. Was there not land granted to the Corporation some time ago, to the possession of which, in their very deed of grant, there was a condition which has not been fulfilled? An Act of Parliament was passed which repealed that.
191. The condition was not fulfilled? No.
192. Nor I think was the penalty enforced of forfeiture? No, it never was enforced.
193. Then, if we annex conditions of the same kind, with similar penalties, to our alienation of this land from the public, what better guarantee will the public have in future that the Corporation will do all that is intended, than they have had hitherto? The Assembly will always have the power of enforcing its own conditions.
194. Is it not the fact that these conditions have not been enforced? Yes.
195. May not the same thing occur again? No doubt, unless the Legislature enforces the conditions.
196. Then the public have no guarantee for the fulfilment of the promises of the Corporation? Except through their Representatives.
197. If their Representatives happen to be controlled by the influence of the Corporation, or by some arrangement between it and the Government, there can be no chance of the conditions being enforced? I have gone as far as I can.
198. You have admitted that the condition on the former occasion was forfeiture for non-performance, and that the penalty of forfeiture was not carried out? No doubt even the conditions inserted in this Bill may be avoided, if the House chooses to permit it.
199. What you say, in fact, amounts to this,—that it is of no use passing this Bill? I am sure the Town Hall will be built in three or four years if you pass this Bill.
200. You have admitted, by what you have said, that the Bill is useless? Not unless the House makes it useless.
201. Here is a clause providing that if George-street is not enlarged in a certain way—unless a certain thing is done in a certain way—to the satisfaction of the Minister—the grant shall be absolutely void? Yes.
202. Is not that clause similar to the proviso in the deed to which I have called your attention? Yes.
203. Which contains the forfeiture, and which was powerless to compel the Corporation to do what it undertook to do? Yes.
204. *Mr. Driver.*] Did you ever see the deed of grant? Yes, and we actually commenced cutting and putting in the foundation at Bridge-street; and the only reason why the building was not erected there was, that there was a majority in the City Council against its being placed at a remote part of the city. Had the ground been in the centre of the city, I am satisfied it would have been proceeded with; and I am quite certain that if this site be granted, the Town Hall will be erected on it in three or four years.
205. *Mr. Forster.*] Have you not admitted, or do you not admit, that suppose no Town Hall is built upon this land, but that it is simply left open as a breathing-place for the city, that it would be beneficial to the city to have that piece of ground open without any building upon it? I admit that open spaces in a city are beneficial, but I do not think the erection of this one building would be injurious.

206. *Mr. Sutherland.*] Do you think the Corporation would at once proceed with the E. Bell, Esq. widening of George-street, if they were allowed to go back to the line marked on the plan? Yes, I believe they would immediately. 30 Aug., 1867.
207. Have not the Corporation been always ready to make similar improvements, when they have been able to obtain, either from the Government or from private individuals, land that has encroached upon the road? Yes, they set the fences back at their own expense in every instance where they can get the proper alignment of the street.
208. It has been done in many instances? It has.
209. *Mr. Robertson.*] You have stated that it would be objectionable to allow the erection of private buildings upon this land? Yes.
210. Have you observed that the Bill provides for the sale of a portion of this land? Only a small portion of it.
211. What is that piece? 25½ perches, that could never be densely populated.
212. You have stated that the City Council caused the foundations for the Town Hall to be commenced in Bridge-street? Yes.
213. Is it not the fact that that was done merely to comply with one of the conditions—to take possession of the land; was it ever intended to go further than was necessary in order to take possession of the land? *Certainly, it never was in my knowledge. I was ordered to go on immediately, and to go on as fast as I could, for if I did not the Corporation would lose their land.
214. Unless they commenced? I say, unless they built a Town Hall. I may mention that they let the contract for getting out the foundation for the whole building.
215. How much money did they expend upon that? I cannot tell you how much; the contract was let for the whole, I know, and the contractor in blasting the rock was seriously injured by the explosion, and gave up the contract. That was the reason the work ceased.
216. How long was the work continued? I think for three or four months.
217. How long was it suspended before the Act of Parliament authorizing the sale of the land was passed? I could not say.
218. How many years? The man who had undertaken the contract was injured and died, and there was an end of the contract; and when the subject of letting the contract was again brought before the Council there was an objection to the Town Hall being erected on that land because it was not sufficiently central.
219. You do not know how much money was expended there? I do not, under that contract.
220. Had you charge of that contract work? Yes.
221. Was it suitable for a building of that sort? Yes, it was rock.
222. Was the work carried on *bonâ fide* for the erection of a Town Hall there? Yes, I always thought so.
223. *Mr. Sutherland.*] Is it not within your knowledge that the resolution of the Council adopted the plans now produced for that site? Yes, and there are the indorsements upon them (*referring to the plans produced.*)
224. There are the Minutes of the Council on the plans? Yes.
225. And there was a contract taken for taking out the foundation for a Hall to be erected there? Yes, and taken out where the foundation was to be.
226. *Mr. Piddington.*] When the Corporation decided not to use the site in Bent-street for a Town Hall, did they propose to return the site to Government? I do not know.
227. Are you aware whether they did return the site to Government? They did not; they applied to Government to be allowed to sell the land.
228. Have they sold the first site, and put the money into the treasury of the Corporation? The money, I believe, lies in the Bank, for the erection of a Town Hall.
229. If the Legislature sanctions this application for a second site, the Corporation will have received from the Legislature two sites for a Town Hall? Yes.
230. Do you not think they are highly favored to obtain two sites for one building? † Yes, they have been highly favored, and I hope they will be again.
231. *Dr. Lang.*] Reverting to a former question to which you gave an answer—knowing, as I do, that the Old Burying Ground was shut up from the early part of the year 1823—do you think the mortal remains in it still are likely to affect the health of the city in any way? Not more than they have done, but I think all burying-grounds in cities, as I have said before, must, to a greater or less extent, affect the health of the inhabitants.
232. Do you not think that forty-four years is sufficient time to dissolve the bodies of the dead in any ground? I am quite sure it would in some ground. In sandy ground scarcely a vestige of a body would be found, but clay has quite a different action.

* NOTE (*on revision*):—My answer was as follows:—Certainly—It never was, to my knowledge, the intention of the Corporation to commence building merely to keep possession of the land. I was ordered to commence immediately, and go on as fast as possible; nothing was said to me about losing the land. I may mention that they let the contract for getting out the foundation for the whole building.

† NOTE (*on revision*):—This was not my answer; it was as follows—“They have not yet been so highly favored, but hope to be.”

THURSDAY, 12 SEPTEMBER, 1867.

Present:—

MR. DRIVER,
MR. EGAN,DR. LANG,
MR. PIDDINGTON,

MR. ROBERTSON.

JOHN LUCAS, Esq., IN THE CHAIR.

Charles Moore, Esq., called in and examined:—

- C. Moore, Esq.
12 Sept., 1867.
233. *Chairman.*] You are Mayor of the City of Sydney? Yes.
234. You are promoter of the Bill that has been referred to this Committee "to authorize the appropriation of the Old Burial Ground or Cathedral Close in Sydney to certain Municipal and other public purposes"? Yes.
235. The object of that Bill, if passed, is to enable the Council to erect a Town Hall upon that site? Upon a portion of the Old Burial Ground.
236. You are aware that a site was previously granted at the corner of Phillip and Bent Streets? Yes.
237. It was granted on condition that a Town Hall should be erected upon that site within a certain period? I have no recollection of that.
238. Do you know the reason that the Town Hall was not built there? In consequence of the extension of the town advancing more to the southward, it was thought desirable to have it in a more central position—that spot was not deemed suitable for the purpose.
239. Do you know that an Act was passed empowering the city authorities to sell that site? Yes.
240. They have sold it, have they not? I think there are some two or three allotments still remaining unsold.
241. Do you know the amount they have already received for that site? The gross proceeds of the land sold is £9,827. There is a block remaining which is valued at £2,000.
242. When that Bill was passed I believe it was ostensibly for the purpose of the money being appropriated to the purchase of a new site for a Town Hall? I always understood it was for the purpose of building a Town Hall, and not for the purchase of a site.
243. Will you look at the preamble and fourth clause of this Act (*handing the same to witness*)—It is evidently the intention of that Act, that the proceeds of that piece of land when sold should be applied to the purchase of another? If not otherwise provided for.
244. Will you explain what you mean by "if not otherwise provided for"—it says in the fourth clause, "Every sum of money received by the Municipal Council whether as the proceeds of any such sale or for equality of exchange as aforesaid after paying thereout the costs charges and expenses of the transaction shall be in the first instance applied to the procuring of a suitable site for a Town Hall as aforesaid by purchase of freehold land in Sydney if not already obtained by exchange." The first object was to apply the proceeds of that land to the purchase of a site—that is evidently the intention of the Bill? If a suitable site is not already obtained, I could not read it in any other way—"if not already obtained by exchange."
245. *Mr. Piddington.*] What is meant by the word "exchange" in that Act—is it not intended to convey the idea of the exchange of the land already granted for a site in Phillip and Bent Streets for some other land as a site for the Town Hall? "the transaction shall be in the first instance applied to the procuring of a suitable site for a Town Hall as aforesaid by purchase of freehold land in Sydney if not already obtained by exchange."
246. The exchange of the one piece of land in Bent-street for another piece of land somewhere else as the site of the Town Hall—that is evidently the intention of the Act? —
247. *Chairman.*] It is evident from that, that it was the intention of the Act that the city authorities should either exchange that site granted at the corner of Phillip and Bent Streets for another eligible site, or that they should sell the Phillip and Bent streets property and purchase another site with the money—is not that the intention of the Act? I do not see how they could exchange without first selling.
248. Is not that the intention of the Act? I do not think it is; in fact, before they could possibly effect an exchange in that way they must first sell—they could do it no other way.
249. Do you not see by this Act that they are empowered to exchange without selling? I do not think that could be done to carry out the meaning of the Act.
250. Do you not think the Act empowers the city authorities to exchange that piece at the corner of Phillip and Bent Streets for the present proposed site with the Government?—
251. *Mr. Driver.*] I suppose, in point of fact, your attention has never been drawn to this Act? Never.
252. *Mr. Piddington.*] Having had your attention drawn to the Act, are you not of opinion that it is intended to convey authority either to exchange the site granted in Bent-street for some other site in some other place, or to apply the proceeds of the sale of the land in Bent-street to the purchase of some other site if deemed advisable? I do not see how they could exchange valuable land in the centre of the city without selling it first. I think the second clause is plain, "if deemed advisable."
253. *Chairman.*] Coming back to my original question—the money received from the sale of this land, if they did not exchange it for another site—the money received from the sale of that land was to be applied to the purchase of another site? "for a Town Hall," it seems to omit the site altogether.

254. Will you read the fourth clause? I expect the intention of the Corporation all along was to get the best site they could and to put the Town Hall upon it.
255. That is not my question—my question is as to the powers conferred by the Act? I think it gives the Council extraordinary powers; it says “if deemed advisable.”
256. Have they power under that clause? I read it by the second clause “if deemed advisable.”
257. In reality they have sold this site? About three-fourths have been sold, and the remaining portion can be sold when they get another site to go on with the building.
258. Then it is evident the Council have deemed it advisable to sell? Yes.
259. The fourth clause reads thus—“Every sum of money received by the Municipal Council whether as the proceeds of any such sale or for equality of exchange as aforesaid after paying thereout the costs charges and expenses of the transaction shall be in the first instance applied to the procuring of a suitable site for a Town Hall as aforesaid by purchase of freehold land in Sydney”? “if not already obtained.”
260. Is it not evidently the intention of the Parliament, that the proceeds of the sale of this land should be applied to the purchase of a site for a Town Hall? I think not, unless it was deemed advisable by the Corporation according to the second clause—I think the whole Act depends upon that “if deemed advisable.”
261. “Deemed advisable” applies to the selling of the land, but you have already sold the land? I think it applies to the Town Hall altogether.
262. At all events, you have several thousand pounds in hand, and a portion of the land yet to sell? A small portion, either two or three allotments at the corner of Bent and Phillip Streets.
263. You do not think the city authorities should pay the money which they have received for that site for the purchase of another? I think not. I think it is intended for the erection of a Town Hall.
264. Was the land granted originally with the intention that it should be sold, and that the proceeds should be devoted to the erection of a Town Hall? They got the land from Government for the purpose of building a Town Hall upon it, but the site was not considered good, not being central, and it was thought desirable to get a more central site.
265. If the city authorities get this grant as the proposed site of a Town Hall, they may neglect to build, and four or five years hence may get a Bill through Parliament to enable them to sell it, and appropriate the money in the same way as they have appropriated the money from the sale of the land in Phillip and Bent Streets, and then apply for another site? The Corporation cannot possibly do that, for the present Bill provides that the Council shall, within eighteen months from the passing of the Act, commence the erection of a Town Hall to cost £25,000.
266. Do you not know, as a fact, that when the site at the corner of Bent and Phillip Streets was granted to the city authorities, one of the conditions of the grant was that the Council was within a certain period to erect a Town Hall, which they failed to do? I have no recollection of that grant at all.
267. You do not not know that? No.
268. You know they never did build? I know they have never built a Town Hall there.
269. Suppose the Parliament were to grant this site, would you have any objection to a provision in the Act compelling the City Council to erect a Town Hall in two years from the passing of the Act? Not the slightest.
270. Would you also have any objection to a provision in the Act, that that portion of the Old Burying Ground, which it is not proposed to cover with the Town Hall building, should be planted with trees, and be at all times open to the public? That is the intention.
271. Have you any objection to a provision of that kind being introduced into the Bill? Not at all. I believe that is already provided in the Bill.
272. Instead of the provision which appears in the present Bill, would you object to a clause requiring the City Council to carry out certain provisions, and empowering any citizen, instead of the Minister as at present, to sue the Corporation if they failed to do so? I do not think there would be any objection. I should not object, and I am sure none of the Aldermen would do so. It is the intention to plant and set apart for purposes of recreation that portion of the ground not required for the building.
273. And you, as promoter of the Bill and representative of the City Corporation, would have no objection to the introduction of a provision to compel the city authorities to have these grounds open at all times? You mean, I suppose, from 6 in the morning until 6 at night. There must be some time when it must be closed.
274. I mean that it should be open the same as Hyde Park, for the use of the public? There would be no objection to have it open at any reasonable hours.
275. You do not want to close any place but the buildings? No.
276. You know the present site of the Police Office? Yes.
277. Would not that be a very suitable site for a Town Hall? When the new alignment and widening of George-street is carried out, the remaining space would be too small for the purpose.
278. Are you not aware that, some time back, plans for a Town Hall upon the present site of the Police Office were prepared, the widening of George-street being then contemplated? I think not; I think it was objected that there was not sufficient room for stabling the horses of the constabulary.
279. What necessity was there to provide stabling for the horses of the constabulary? That is all I can recollect at the present time; I know there was some dispute between Capt. McLerie and Mr. Bell about the matter.

C. Moore,
Esq.

12 Sept., 1867.

- C. Moore, Esq.
12 Sept., 1867.
280. Is there not sufficient space there for the erection of a Town Hall, and necessary offices for the Corporation, and also for the Police Office? I think not, if the widening of George-street be carried out.
281. That would take off only 3 or 4 feet? I think the portion opposite the Cathedral would be 35 feet.
282. I am speaking of the site of the present Police Office? When you come down there you must take a piece off that to make the road in some degree uniform.
283. If you look at that (*referring to the plan before the Committee*), which shews the site of the Police Office, you will see that a very small portion is taken off here? A good piece is taken off.
284. Not much—not 3 feet? More should be taken off, and even Druitt-street should be widened.
285. You do not provide for widening Druitt-street in your present Bill? No, but it would be a great improvement to widen Druitt-street and George-street there.
286. That has nothing to do with the site of the Police Office—Have you ever seen the plans of the Town Hall proposed to be erected on the Police Office site? Yes; but you will bear in mind that our population is increasing rapidly every year.
287. These elevations (*handing elevations of the proposed Town Hall to be built on site of the Police Office to witness*) were drawn after the widening of George-street was proposed—Do you not think that a commodious and handsome building? These plans were drawn before it was proposed to widen George-street. I think Sydney should have a Hall for itself. We want a large room for the accommodation of the citizens, which we cannot have on the site of the Police Office.
288. *Mr. Piddington.*] What for? Call it Free Trade Hall if you like.
289. *Chairman.*] Or Protection Hall—Do you mean for public meetings? Yes.
290. *Mr. Piddington.*] Is there not a building known as the Masonic Hall? It is not large enough. There is not a respectable place in which we can entertain the Duke of Edinburgh when he comes.
291. *Chairman.*] This building will not be erected by the time of the arrival of the Duke of Edinburgh? No; but it is proposed he should lay the foundation stone of it.
292. This plan provides for a hall 98 feet by 56—is not that a good sized room? Scarcely wide enough, or long enough.
293. Seeing that you can extend the width as far as you like into the markets—you can have 200 feet—would not there be sufficient room? That is another matter. The markets themselves will have to be extended in time. In fact I should not wonder if the site of the Police Office were applied for, in order that the markets might be extended to meet the growing demands of the public.
294. Is there any other valuable piece of ground the Council would like the Government to grant them? I cannot exactly call to mind at the present time; but I think I could point out several that would be better in the hands of the Council than to lie waste as they do at present.
295. Then the City Council have in view the prospect of ultimately getting the site of the present Police Office for the extension of the markets? Very likely such an application may be made.
296. *Mr. Driver.*] In the course of time—they have no such intention at the present time? Not at the present time.
297. *Chairman.*] Nevertheless you say you think it probable such an application may be made? It may be.
298. Would not Hyde Park be a very eligible site for a Town Hall? I do not think the citizens would like to ask for Hyde Park.
299. You do not think the Council could stretch their conscience so far as to ask for the land from St. Mary's to Elizabeth-street, and from St. James' to Park-street? Hyde Park is a very central place as a recreation ground for the citizens, and I should not like to ask for that.
300. Do you not think it would be much better if the Old Burial Ground, were planted and ornamented as a place for public recreation, and the present site of the Police Office handed over to the Council for a Town Hall—do not you think that would be a good arrangement? I do not, because Hyde Park is at so short a distance that this would hardly be necessary as a place of recreation.
301. In building a Town Hall upon the site of the Old Burial Ground, you would have to remove the remains of persons who have been buried there? I think it would be necessary only to take up the human remains in those portions of the ground where the foundation would require to be laid.
302. You must necessarily remove many human remains? That is provided in the Bill.
303. Do you think there would be any danger of originating disease by the removal of these remains? I think not the slightest; I believe it is now forty-five or fifty years since any person was buried there, and I have heard it said you will not find a hatful of bones in the Old Burial Ground.
304. A short time ago when a drain was being formed in the centre of George-street, opposite the Old Burial Ground, the remains of two bodies were exhumed, the coffins were perfect excepting the nails, though they fell to pieces on exposure to the air, and the whole of the bones were perfect—do you remember that? I remember hearing of two bodies having been dug up, supposed to have been the bodies of two convicts who were buried there many years ago.
305. They were evidently buried before the enclosure was made, because the enclosure was made long after George-street was marked out? I remember hearing of it; I believe it was formerly a portion of the burial-ground.

306. *Mr. Piddington.*] You are aware that a site has already been granted for the purpose of building a Town Hall? Yes.

307. You have seen the Act of Parliament which enables the Corporation to exchange or sell the site in Bent-street for any other site? Yes.

308. Will you look at the fourth clause of that Act, and after looking at it say whether that clause does not provide that if the Corporation sell any portion of the site in Bent-street, they shall, in the first instance, apply the proceeds of that sale for the purchase of a freehold site for a Town Hall? No doubt it does, "if deemed advisable."

309. I am speaking of the fourth clause; if they sell, does not that fourth clause make it imperative upon the Council, in the first instance, to apply the proceeds of such sale to the purchase of another site? I do not think it does, unless "deemed advisable."

310. I am speaking of the fourth clause; does not that make it imperative? I say "No," unless deemed advisable.

311. As a matter of fact, are you aware that the City Council have bought any site, under the fourth clause, with the money they have obtained from the sale of the Bent-street site? They have not purchased any site, under the expectation that a more suitable one than that originally granted would be procured.

312. Is it in the contemplation of the city authorities, so far as you know, to purchase any site? We tried to purchase a site, and finding we could not, we thought of going to the Haymarket; but that is so much out of the way, that it was thought a pity to spend a large sum of money upon the erection of a Town Hall there.

313. Then the Corporation have tried to purchase a site? We have advertised, and could not get any.

314. Have you advertised for a site to be given you—was the advertisement for a site inserted in the papers in the expectation that a site would be given you, or that you would have to purchase? I think the Council would almost have purchased, if they could have got a suitable site.

315. Out of what fund would you have purchased a site? Out of the Town Hall Fund.

316. Then you recognize the right to purchase a site from this fund? Provided we could not get one anywhere else.

317. Then you would have applied this money to the purchase of a site? Provided we could get no other.

318. If you had done so, would not that have been in direct accordance with the fourth clause of the Act? No doubt.

319. Still you have not done so? Still we have not done so.

320. You are under the expectation, then, of getting two sites from the Government, or the country, for the purpose of building a Town Hall? I think it would still be the country's.

321. Answer my question—are you not under the expectation of getting two sites from the Government, or from the country, for a Town Hall? It is all for one purpose; we put the proceeds of the one site to the building of a Town Hall.

322. I understand you to say one site, you know, has been given for a Town Hall, now by this Bill you are seeking for a second site; are you not then in expectation or hope of obtaining two sites for the one object—the building a Town Hall? You may put it in that way.

323. I ask you, as you admit that you have possessed one site for the building of a Town Hall, whether as the promoter of this Bill which seeks for the sanction of the Legislature for a second site, you do not hope or expect to get two sites for one purpose? No doubt we do expect to get a second site, the first not being suitable.

324. Notwithstanding its not being suitable for building, it has been suitable for raising money by its sale. It answered the purpose of the Corporation to sell the land? It all comes to the same conclusion—It is not all sold.

325. As a matter of fact, the Corporation have sold a portion of the first grant, and intend to sell the remainder when it is convenient? Yes.

326. One site has already been sold or will be sold, and the other site will then be the second site if obtained? Yes.

327. Upon what ground do the Corporation expect to get two sites from Government for the erection of one building? It all comes to the same thing, it is for the accommodation of the citizens.

328. Are you aware that this second site is an old burial-ground? Yes, and a disgrace to the city of Sydney in its present state.

329. That is not an answer to my question. Are you aware that this second site has been formally granted by public proclamation, under the Act for the Regulation of Public Parks? I have seen a proclamation appropriating it as a Close to St. Andrew's Cathedral.

330. Have you seen the proclamation? I have seen the proclamation.

331. You are aware that this second site is now proclaimed, and vested in Trustees for the purposes of public recreation? I believe it has been done, but that there is some hitch about the matter.

332. There is the proclamation (*handing the same to the witness*)—Will you look at it? I have a copy of this.

333. Do you see anything informal in that proclamation—What is the hitch to which you refer? The document is one thing, and the putting it forward to the public is another matter.

334. Do you mean to say it was improperly advertised? I mean to say it was not done according to the Lands Act.

335. Do you mean to say that the trust is not properly carried out, is that what you mean? I believe so.

C. Moore,
Esq.

12 Sept., 1867.

- C. Moore, Esq.
12 Sept., 1867.
336. Have you any reason to suppose so. Are you aware that the opinion of the Crown Solicitor was taken previous to the issue of this proclamation? I am not aware of it.
337. I am afraid you do not know much of the facts of the case? I have taken some trouble with it.
338. Supposing this proclamation were issued after taking the opinion of the Crown Solicitor, do you think there is any *prima facie* reason for the supposition that this is informal? I believe it is informal like many Acts of Parliament.
339. Supposing there is nothing informal in the proclamation, this land is invested in trust; and I perceive the names of the Honorable C. Cowper, the Honorable E. Deas Thomson, the Honorable John Campbell, Edmund T. Blacket, and James Powell, Esquires, as Trustees. Do I understand you to say that this ground is in a disgraceful state? I do.
340. Would that be the fault of the Trustees if the ground is vested in Trustees? No doubt.
341. Supposing the land has been neglected by the Trustees, is that any ground for giving it away to the Corporation? It is not giving it away to the Corporation, it is merely enabling them to put a handsome building on this ground which is now lying waste and neglected.
342. Supposing the land to be neglected by the Trustees, does that form any reason why that which was intended for purposes of recreation should be given to the Corporation to be covered with buildings? Only a Town Hill would be built upon a portion of it; the remainder will be improved, as a place of recreation.
343. Do you know the area that would be required for the purpose of building a Town Hall? Only from what is shewn on the plan.
344. To the best of your judgment, would the Town Hall occupy half an acre of that area? I dare say it would.
345. Is there any reason why half an acre of that land should be taken for the purpose of building a Town Hall? There are many reasons. The Town Hall would be an improvement to the neighbourhood; it would correspond with the Cathedral, and improve the general appearance of the City.
346. If a site could be obtained elsewhere, as eligible as the present, do you think it desirable to interfere with this land, which has been proclaimed as a reserve? No person is more anxious for reserves than I am, and I believe it would be a great benefit to the public to have this planted.
347. I am asking you whether, supposing an eligible site could be obtained for a Town Hall elsewhere, it is desirable to interfere with this place of public recreation? If you call it a place of public recreation, I should say "No," but as it is now, it is not a place of public recreation, but a resort for bad characters at night and for goats and horses during the day.
348. Assuming it to be vested in Trustees, would this disgraceful condition be the fault of the Trustees? It must be the fault of the Trustees.
349. Could not this be cured by the appointment of fresh Trustees? Yes; and I think the Corporation the best Trustees for that purpose.
350. But the Corporation do not want to be Trustees for this land for purposes of recreation, but for the purpose of building a Town Hall upon it? For building upon a part, and keeping the other portion as a place of recreation.
351. Do you consider the City Engineer a good authority in reference to this burial-place? Yes.
352. If the City Engineer has stated, that he believes human remains will be found in this ground undissolved, is not his opinion very much in contradiction to your own, when you say you believe not a hatful of bones would be found in the whole ground? I have heard so from an old inhabitant.
353. If the City Engineer has said that he believes human remains will be found, do you consider his opinion of any value? I consider the City Engineer's opinion a very good one; he has a better right to know than I have.
354. You think highly of his opinion? Yes.
355. Have you paid any attention to certain plans which have been brought before the consideration of this Committee, in reference to the building of a Town Hall? Yes.
356. I believe those plans have been prepared under the care of Mr. Bell, the City Engineer? I believe they were prepared under his directions.
357. Do you know the block of land bounded by Market, York, George, and Drutt Streets, commonly called the Markets, and the Police Office and Court-yard? Yes.
358. Do you not think if the site of the present Police Office, from Drutt-street backward to the Markets, were taken, that would be a sufficient site for a Town Hall? I do not. When the contemplated widening of George-street is carried out, you will have to widen a portion of the street at the corner of the Police Office.
359. Have you ever seen any Town Hall in the mother country built upon columns, and the Town Hall itself built upon what would be called the first floor? At home I did not give much thought to the matter.
360. You do not recollect? No.
361. Would it not be possible to build the Town Hall above the Market, if it were found to be necessary? It would never do. Where would you put the different offices?
362. Would it not be possible to do it? I do not think it would on that space.
363. *Chairman.*] Not from Drutt-street to Market-street? Taking in all the Markets.
364. *Mr. Piddington.*] You might build over the Market, might you not? It would not do at all.
365. There would be a considerable space, if the Police Office were removed, between Drutt-street and the Market? That is a very narrow piece of ground.
366. Do you think, from Drutt-street to Market-street, there is not sufficient space for building a Town Hall? The ground is long enough, but not wide enough.

367. The ground becomes wider as you approach the Market? Yes, as you approach Market-street. C. Moore, Esq.
368. If a building were constructed to suit this area with a basement story or ground floor and upper story, would it not be sufficiently spacious? I do not think it would, the ground is too narrow. 12 Sept., 1867.
369. *Mr. Driver.*] I suppose the granting of the Old Burial Ground to the Council, for the purposes mentioned in this Bill, would not enrich the members of the Corporation in any way? I should think not.
370. All they desire is a suitable site for the erection of a Town Hall? That is all they require.
371. To beautify and ornament the city, as well as to afford an assembly-room, as you have stated? That is all they require.
372. Would the erection of a Town Hall cause a large amount of money to be spent in the city? No doubt of it.
373. Would it give employment to many persons? A large number of persons would be employed for two or three years.
374. Do you think the spot known as the Old Police Office is an equally eligible site with the site named in the Bill? Not as eligible as the Old Burial Ground.
375. In any respect? In any respect.
376. You said just now that the Trustees of the Burial Close were to blame for the disgraceful condition of the place? I say so still.
377. Do you know what funds they have at their disposal to ornament that place? They have no funds whatever.
378. Do you think they should be called upon to pay for this ornamentation out of their own pockets? Decidedly not.
379. Why, then, is it their fault that the ground is in its present condition? They have slept upon their rights, and neglected their trusts, and it is a disgrace to the city that the land should have been left as it is.
380. How have they slept upon their rights; do you mean by consenting to this Bill? It is in the same state now as when I came to the Colony eighteen years ago.
381. What rights have they in the matter? They have been appointed Trustees only some eighteen months, I think.
382. How have they slept upon their rights? They have made no improvements whatever.
383. Could they not have applied to the Government for a sum of money? I think they did apply to the Government, and did not get any. I almost promised a subscription to Mr. Powell for the improvement of this ground, long before this Bill was thought of.
384. You have, as an individual, contributed largely to the improvement of reserves? Yes, indeed I have.
385. *Dr. Lang.*] Does the Act for granting the site in Bent-street render it imperative upon the Corporation to sell that site for another for the erection of a Town Hall, or does it only grant them permission to do so? I believe the Act for disposing of the land gives them the power, if "deemed advisable," to spend the money in the best way possible for the citizens.
386. It gives them permission to do so? Yes.
387. Was it contemplated at the time when that Act was passed there was any possibility of getting a suitable site otherwise than by exchange or purchase? That I cannot say, for I had not much idea of civic matters at the time the Bill was passed.
388. Do you think there is anything in that Act to preclude the Corporation from getting a site without either exchange or purchase? Nothing whatever. It all seems to hang upon a portion of the second clause.
389. Do you think a site for recreation is necessary, when Hyde Park is so near? I do not; Hyde Park is almost within a stone's throw of it.
390. Do you think any site, equally eligible for the erection of a Town Hall, can be procured in the city? There is no more eligible site in the city. It is central, elevated, and commands fine views all over the harbour.
391. Do you think the site of the Police Office would be a suitable one? Not so suitable, because the ground is not sufficiently extensive.
392. Would it not be necessary for the character and dignity of the city, that there should be considerable space in front of such a building as the Town Hall of a city? No doubt.
393. Could such an arrangement be practicable in the case of the Police Office site? It could not possibly be carried out; there is no room for any improvements in front.
394. Would the building if erected not have a very shabby appearance if abutting immediately upon the street? It would look more like a gaol, or something of that sort.
395. Do not you think there is considerable space required for a building of that character, in addition to the actual ground on which it stands, both in front and all round it? No doubt of it.
396. Are you aware of any instances in which the remains of the dead have been removed from old burial-grounds, for the purpose of public improvements? They are doing it now in London. They are carrying a railway through, I think, St. Pancras', one of the oldest burial-grounds in London.
397. Is there any insurmountable objection in such cases to the removal of the dead? I have not heard of any.
398. Is it not quite practicable to remove them where there are such remains? Yes, there is no difficulty whatever.
399. Do you think the City Engineer's opinion, as to the probability of disease arising from the human remains in the ground, renders this site unsuitable for the purposes contemplated? If he has given his opinion in that way I should differ very much from him, for I do not think there is the slightest danger of disease arising.

C. Moore,
Esq.
12 Sept., 1867.

400. Do you think, under the present Bill, it would not be imperative upon the Corporation to dig over the whole ground to the depth of the graves to get all the human remains removed? I do not think it would be imperative to dig over the whole, but that portion where the foundation would be laid. If it were thought necessary to remove the whole in could be done.

401. Do you not think it desirable that all should be removed if possible? I attend the Temporary Church of St. Andrew's myself, and almost every Sunday I look upon that place as a disgrace to the city.

402. *Chairman.*] Was there not a resolution passed in your Council to build a Town Hall upon the present site of the Haymarket? There was a resolution passed, but it was found it could not be carried out without an Act of Parliament, because it was granted for the purpose of a Haymarket.

403. Nevertheless, a resolution was passed in your Council to build a Town Hall on the site of the Haymarket? A resolution was passed.

404. Do you think there would have been any difficulty in getting a Bill passed through Parliament, if it were deemed necessary to enable the City Council to appropriate the Haymarket as a site for a Town Hall? There might be difficulty, because it has been alienated for a certain purpose—that is for a Haymarket.

405. Do you think there would be more difficulty in passing a Bill of that nature through Parliament, than in obtaining the Act to enable the Council to sell the site originally granted for a Town Hall at the corner of Bent and Phillip Streets? I think the citizens generally objected to the Town Hall being built on the original site.

406. That is not an answer to my question—I ask you whether there would have been more difficulty to obtain an Act to appropriate the site of the Haymarket to the purpose of a Town Hall, than to obtain the Act to enable the Corporation to sell the original site? I cannot possibly tell what the result might be, but I should object to go down there.

407. Why was not that resolution carried into effect? Simply because hope was entertained of getting a more suitable and more central site.

408. If this hope had not arisen, no doubt the Town Hall would have been built at the Haymarket? I do not know.

409. Was not a majority of Aldermen in favour of it? I believe it was almost a tie.

410. The resolution was passed that it should be built there? It was passed, but simply by one changing his mind and going over from one side to the other.

411. It was passed in reality? It was.

412. How did these hopes arise—had you an interview with the Minister for Lands, or did the Minister for Lands call on you? I had an interview with the Minister for Lands. I thought it my duty as Mayor to seek to get a more suitable site.

413. Can you tell us what passed between the Minister for Lands and yourself? I do not think it right to tell what passed in a private conversation.

414. It cannot be a private conversation, relating as it did to a public matter, about handing over some £40,000 or £50,000 worth of public property? For some three or four and twenty years this matter has been before the public.

415. I want to know what passed between you and the Minister of Lands—did he say you might get the land? —

416. *Mr. Driver.*] Was this a private conversation? Yes.

417. *Chairman.*] You decline to tell us what passed between you and the Minister? Yes.

418. Was there any interview between you and the Trustees of this ground, Mr. Cowper, Mr. Deas Thomson, Mr. Campbell, Mr. Blacket, and Mr. Powell? Mr. Deas Thomson, Sir Alfred Stephen, and Mr. Blacket called upon me.

419. What had Sir Alfred Stephen to do with the matter? I believe he was Trustee for the Cathedral, and the other two gentlemen are Trustees for the ground.

420. Mr. Blacket is acting architect to the Cathedral? He is one of the Trustees for the Close.

421. In reality, is not Mr. Blacket the architect of the Cathedral? I am not aware—I believe he is.

422. Can you tell us what occurred on that occasion—was that private? No, it was at the Town Hall, they called in consequence of the notice having been given of the introduction of a Bill to get this ground for a Town Hall.

423. They called upon you, do you consider that a private meeting? No.

424. *Mr. Driver.*] Was a reporter present? Yes.

425. And the whole thing was fully reported the following morning? Yes, I sent for a reporter, so that the whole affair should be fully reported, and that there should not be talk about it afterwards.

426. *Mr. Piddington.*] Did Mr. Blacket and Mr. Thomson make any proposition? They said that no opposition would be made to this Bill if a certain portion of the front were enclosed with a dwarf-wall and iron railing to correspond with the Cathedral portion.

427. *Chairman.*] They expected the Cathedral ground should be beautified at the expense of the city funds—they would withdraw their objection if the Corporation did that at the expense of the city funds? They said they would not object.

428. Did they not also require that they should have this piece marked blue? No; that plan was prepared before they came to us.

429. In the Bill of which you are the promoter, is it not provided that that piece marked blue is to be handed over to them? That is for purposes of recreation.

430. Is it not to be handed over to the Trustees of the Cathedral? Yes.

431. Was not that the consideration? This piece the Cathedral Close had originally.

432. The matter was to be divided, and the City Council was to have the lion's share, as long as they submitted to the Cathedral having a small slice measuring about half an acre—was not that one of the little considerations? I do not think it was taken in that light at all.

C. Moore,
Esq.

12 Sept., 1867.

433. That was the fact; it was agreed that they should have this slice in consideration of their making no objection to the granting of the remainder for a Town Hall? They were shewn this plan, and were told these open places were to be ornamented and planted for the public.

434. Is this then to be ornamented and planted at the expense of the Corporation? Not planted; but the Corporation are to put up a dwarf-wall and iron railing in front of George-street, Bathurst-street, and Clarence-street.

435. *Mr. Piddington.*] Is all this work surrounding the Cathedral to be done at the expense of the citizens of Sydney? After all it comes to the same thing.

436. Is it to be done at the expense of the Corporation of Sydney? Yes; for it will come out of the Town Hall Fund. It is in reality an exchange, if you like to call it so. We do this for the purpose of getting this site.

437. Do I understand that a part of this agreement is, that the Corporation shall pay the expense of constructing a dwarf-wall and iron railing around the present site of St. Andrew's Cathedral? That is the intention. We reckon that as part of the payment, or as given in exchange for the ground we get from the Cathedral Close Trustees.

438. Then you have made a bargain with the Trustees of this ground? A good bargain.

439. You have made a bargain with the Trustees of this ground to put a dwarf-wall and iron railing round the Cathedral, on condition of their not opposing the grant of this land to you? Yes.

440. Were Messrs. Blacket and Thomson the only Trustees of this burial-ground who agreed to part with this land upon such conditions, or were other Trustees present? There were not any others present.

441. You have stated that a burial-ground in London has been interfered with in case where a railway has passed through one? Yes.

442. Are you of opinion that this case affords any reason why a burial-ground should be interfered with in Sydney, for the purpose of building a Town Hall? I believe it would be more benefit to the citizens that it should be turned into a Town Hall, than that it should remain as it is.

443. I ask you whether it is not a case of greater necessity to interfere with a burial-ground for the purpose of carrying a railway through it, than to interfere with it for the purpose of erecting a Town Hall upon it? Not at all; in both cases it is for the benefit of the public.

444. *Mr. Driver.*] You have said something about the erection by the Council of a dwarf-wall and palisading in front of the Cathedral; in addition to what has been stated, do not those connected with the Cathedral give up a portion of the George-street frontage towards increasing the width of George-street? Yes.

445. *Mr. Piddington.*] What portion have they given up—to what extent—from Bathurst-street, I presume, towards the burial-ground? I think more in proportion than they get.

446. What is given up by the Trustees to the Cathedral Close fronts George-street? Yes, for which they get a piece in George-street.

447. Do you know the extent of that piece of ground given up by the Trustees? I think, about half of what is proposed to be improved.

448. *Mr. Driver.*] Do you know Mr. Powell, a gentleman named as one of the Trustees? Yes.

449. Have you had any conversation with him with reference to this Bill? I have not much, because I believe he would not oppose it in any way.

450. Were you not given to understand so by him? Yes, and being a neighbour of mine I did not like to put the question to him. I believe, if he had been consulted at the time, he would not have petitioned against it.

451. Do you think it would be more improper to erect a Town Hall on an old burial-ground, than to run a street through such burial-ground, for the benefit of the public—do you think one of these purposes as valuable to the public as the other? No doubt both are for the benefit of the public.

452. May I ask if this strip of ground, between where this Town Hall is to be erected and the Cathedral ground, is to be given to the Cathedral, with power to the Trustees to erect a building upon it? No. It is distinctly understood that no buildings whatever are to be erected on any portion of it; even the Temporary Church, and the present St. Andrew's School, are to be removed.

453. The whole of the remaining ground is to be improved and planted? Yes.

454. *Dr. Lang.*] To be available for public recreation? Yes.

455. *Mr. Egan.*] Are you aware whether there is in the Town Hall some correspondence which took place respecting this land some years ago? There has been correspondence for the last three or four and twenty years.

456. *Chairman.*] With reference to the widening of George-street before St. Andrew's,—was not that in contemplation before the introduction of this Bill was thought of? I am not aware, but I know it is necessary, from the increase of the traffic in George-street.

457. Was it not arranged that George-street should be widened? Yes.

458. In the proclamation transferring the ground to Trustees for public recreation, is not that portion excluded? I am not aware.

459. You are aware that the Government can, if they require it, by proclamation, take any portion of the land from the Cathedral—they can widen the streets at any time by proclamation?

- C. Moore, Esq.
12 Sept., 1867.
- proclamation? If they do, they must pay for it. The other day we paid Mr. Flood £150 for widening Botany-street.
460. With reference to running a street through a burial-ground, it would not, in such a case, be necessary to remove the remains of mortality? It might not be necessary to take them up, but for public decency I think it would be better to do so.
461. They would still remain in the place where they were laid by their friends? It is usual to lay them in some place where they may rest.

Charles Henry Woolcott, Esq., called in, and examined :—

- C. H. Woolcott, Esq.
12 Sept., 1867.
462. *Chairman.*] You are Town Clerk to the City Corporation? I am.
463. You have been summoned and requested to produce the whole of the documents connected with the different proposed sites for the Town Hall? I produce the whole of the correspondence I have been able to trace from 1843, between the Corporation and the Government, with reference to the Old Burial Ground, the Police Office, and the site in Bridge-street, and also the deed of grant of the site in Bridge-street. (*The witness produced the same.*)

FRIDAY, 20 SEPTEMBER, 1867.

Present :—

MR. DRIVER,
MR. WILSON,
DR. LANG,

MR. SUTHERLAND,
MR. FORSTER,
MR. JOSEPH.

JOHN LUCAS, ESQ., IN THE CHAIR.

Mr. James Powell, called in and examined :—

- Mr. J. Powell.
20 Sept., 1867.
464. *Chairman.*] You are one of the Trustees of the Cathedral Close? I believe so.
465. Do you know whether you were *gazetted*, as such? Yes; I was *gazetted*.
466. Who are your colleagues? Mr. E. Deas Thomson, Mr. Charles Cowper, Mr. John Campbell, and Mr. Edmund Blacket.
467. Mr. Blacket was architect for the Cathedral? Yes.
468. How long is it since the trust was appointed? I think somewhere about two years ago.
469. Have you had any meeting? No.
470. Was either of you gentlemen appointed Chairman of the trust? No; we have had no meetings.
471. The trust were to appoint their own Chairman? I should have thought we should if we had had any meetings.
472. In reality you have done nothing as Trustees since you were appointed? No.
473. You know the City Corporation have applied for a piece of the land handed over to you, as one of the Trustees, for public recreation, as a site for a new Town Hall? Yes.
474. I believe you petitioned the Assembly against the passing of the Bill? Yes; as it stood in that form.
475. Do you protest against it being handed over to the City Council as a site for a Town Hall? I do; the quantity that they want, and also what they want on the other side to be handed over to the Bishop.
476. Then, I understand you to protest against the Bishop having any portion of it? I do.
477. That is that any portion of it should be handed over to the Cathedral? Yes.
478. You also say you are opposed to the whole of the other portion of it being handed over to the City Corporation? Yes; the whole of it.
479. What do I understand you to mean by the whole of it? I would let the City Council have a small portion of it to build their Town Hall. It would beautify the city very much; and I think it would be a pity to have the Town Hall built in any low place. Let it stand up there as a monument and ornament to the city.
480. You know where the present Police Office is,—would not that be an excellent site for a Town Hall? I am not prepared to give a particular answer to that, because I can see that if it is taken down the site will be made a great deal narrower if they have to stand back 12 feet from the kerb.
481. Who told you they were going to stand back 12 feet from the kerb? The Act compels it.
482. How far is the kerb from the wall now? I should think it is not more than 6 or 7 feet in York-street, and in George-street also I think it encroaches on the footpath.
483. Have you had an interview with the Mayor lately? I came in with him this morning, as I do nearly every morning when I come into town.
484. Have you and he had any conversation about the Town Hall? Yes; he told me about half an acre would do for the Town Hall, and I said, "Then, why did you not apply for half an acre, and stand on your own bottom?—then it would have been a different thing altogether."
485. Then you would not have so much objection to give them half an acre as a building site for the Town Hall? No.

486. Did you mention to the Mayor any conditions? Yes.
487. What were these conditions? That he should put a dwarf-wall and proper iron-railing all round the burial ground exactly on the boundary, and down by the Cathedral also; Druiitt-street would have to be widened, and, therefore, that would take a bit off there; also that he should flag the footpath, and plant the ground with trees.
488. Then the Committee understand that you, as one of the Trustees, would have no objection to hand over half an acre to the city authorities, to build a Town Hall, as long as they put a dwarf-wall and iron-railing, flag it, and plant it? Yes.
489. You protest against the other portion being taken out of your hands? I do.
490. Did the Mayor seem to comply with that arrangement with you? He did. It is necessary that the ground there should be kept open as much as possible for the benefit of the health of the people.
491. The neighbourhood between the burial-ground and Darling Harbour is very thickly populated, is it not? Yes, densely. All down there even the yards are all stuck up with little bits of sheds, where the people live at small rents, and the place is crowded with children all round about it.
492. There is no other place for recreation unless they go up as far as Hyde Park? No—I may say that I have no more interest in this matter than any of you gentlemen—not in the least; I have no property near it.
493. Do you not think it would be much better if the Town Hall were built on the site of the present Police Office, leaving the whole of the Old Burial Ground for public recreation? I hardly think they could get ground enough there.
494. If they could, it is a good site? It is a good site.
495. Quite as good as the other? Every bit.
496. You are sure that the Trustees never made any effort to collect money from the citizens, or to obtain money from the Government, to improve the place? Not at all. It will require about 20 feet to widen George-street, where the Cathedral stands, but if it had been taken before, it would have taken off the chancel of the temporary Church there. It was contemplated some years ago to widen the street there, and I was one of the Churchwardens who petitioned the Government not to do it, but to allow it to stand till we got the Cathedral opened.
497. Then you have nothing at all to do with that portion necessary to widen George-street? I believe not.
498. George-street will have to be widened, independently of the proposed arrangement to build a Town Hall there? Yes, it requires to be widened there.
499. *Mr. Driver.*] Do I understand you to say you have no objection to the Bill, provided none of the land be given over to the Cathedral? Yes, and the City Council not to take more than half an acre for building purposes.
500. Do I understand you to say that provided the Corporation are willing to plant the residue with trees, and make it an ornament to the city, you have no objection to the Close being handed over to them? I have.
501. Do you expect that, in return for half an acre as a building site, the Corporation will plant and enclose the residue of the ground, and hand it over to your Trustees? I do undoubtedly, because that land is worth about £120 a foot, perhaps more, and if the Corporation get half an acre of it on such conditions it will be a very good bargain for them, and the least they could do is to enclose it, and plant it, and put it in good order, and leave it to the trust. As to the other Trustees, I hardly know how they stand now; I consider they have given up all claim to it altogether, but I have given up no claim.
502. Did I understand you to say you have no property near this land? Not very close to it.
503. What do you call very close? I am down at the corner of George and Liverpool streets.
504. And you come a little higher up? Only about 50 or 60 feet that way.
505. Do you believe a better site could be selected for the Town Hall, than the Cathedral Close? I do not think there could be in the town.
506. Do you not think the erection of such a building as is proposed, would be a very great ornament to that part of the city? It would. I consider our city as handsome a city as any in the world, and it is our duty to beautify it—not to build a splendid mansion in a hole.
507. Do you consider the widening of George-street is absolutely necessary? I do; it should be as wide there as it is a little further down.
508. Do you think the erection of a Town Hall on this site would be a convenience to the citizens generally? No doubt of that.
509. *Mr. Wilson.*] Talking about the value of this land—the land has been handed over to the Trustees, for what purpose? I understand, to beautify the city, and for a place of recreation for the health of the citizens.
510. Consequently, under these circumstances, it is a piece of land you can hardly put a money value on? It is of immense value.
511. Do you not think it is of immense value to the population of Sydney as a place of recreation? I do.
512. And to improve it would make it of greater value still? Yes.
513. Do you not think that if the Corporation were so bound down that they could not put any building whatever on it with the exception of a Town Hall, and were obliged to plant and improve the remainder, it would still be of incalculable benefit to the people of Sydney? Yes, for health and recreation.

Mr. J. Powell.

20 Sept., 1867.

Mr. J. Powell. 514. *Dr. Lang.*] You do not consider that the erection of the Town Hall, occupying as it will half an acre of ground, would materially diminish the value of the ground as a place of recreation for the people? No, I do not think it would.

20 Sept., 1867.

515. Do you think it is a matter of consequence to the present Trustees of the ground in what part of the Old Burying Ground the Town Hall should be erected? I think it should be erected either at one side or the other, not in the centre. If they take off half an acre they should take it at the north-east end, I think.

516. Would it not tend more to beautify the city to have such a building as the Town Hall erected in a central part of the ground—central, I mean, towards George-street? No; I think the other land would then be spoilt for a place of recreation. Let them take one side or the other, so as not to spoil the land. I see by the plan they have marked out a space for the Town Hall in the centre of the ground. If they take it in the centre, what is the good of the small strips on each side? I say, let the Town Hall be put up in the corner next to Druitt-street, and not take half an acre out of the whole of the front.

517. Would it not have a shabby appearance to have the Town Hall at one corner of the ground, and not in a somewhat central position? No, I hardly think so. If all that land belonged to a private individual, and he was going to beautify it and make it a mansion for himself, he could do as he liked with it, and it would be no matter to anyone what became of the land; but as it belongs to the city, the city should have, in my opinion, the whole benefit of this side (*pointing to the plan*) up to the Cathedral wall. There will be rather more than two acres then for a place of recreation; but what space for recreation will there be if the Town Hall is put in the middle of the land.

518. Would it diminish the surface of ground available for recreation to have it in one part of the burying-ground rather than another? Undoubtedly; if the Town Hall is built in the middle, then the rest of the ground will be of no use for recreation.

519. *Mr. Driver.*] Why not? Because it leaves only a narrow strip at each side; but if the two narrow strips were put together, there would be a large space of ground for the people to walk about.

520. *Chairman.*] Otherwise it would be like two streets? Yes.

521. *Dr. Lang.*] You have stated that you think the situation of the Police Office is as favourable for the erection of a Town Hall as the burying-ground? Yes, if they had land enough.

522. Do you not think it desirable for a building of such importance as the Town Hall, that there should be a considerable vacant space in front of it, between the building and the street? No, I hardly think that. This land, being of such enormous value, I think it should be husbanded. The Town Hall, as I said before, should be up in the corner near Druitt-street.

523. Do you not think the situation of the Town Hall should be determined by men of taste and experience in such matters? I will not give much opinion upon that, but I like taste as well as any gentleman, and I would like to see as much land as possible left vacant in one piece.

524. *Mr. Forster.*] What is your reason for objecting to give this land up to the Corporation? Because all that neighbourhood at the back is so densely populated that if you were to go down there and go into the yards you would find little hovels all round the yards, and therefore I think it should be left open as a place of recreation and health for the city. I did at first object to any portion of it being taken for any purpose whatever; but as I have thought upon it again, and the Town Hall would beautify the city very much, I would give way for it to take half an acre near Druitt street, and leave the rest for a place of recreation and ventilation.

525. You think it would answer the purpose then? Yes.

526. *Dr. Lang.*] Are you aware that it is proposed to carry Clarence-street through? I am.

527. Do you object to the alienation of the ground between the proposed line of Clarence-street and the present western boundary of the burying-ground? Yes, I object there again.

528. Do you think that portion should be left open for recreation? Yes, I think Clarence-street should not come through; I can see no benefit from that; it is only a short piece to come through there, and what benefit can it be for the inhabitants; they are blocked up again as soon as they come to Bathurst-street.

529. *Chairman.*] They would have the same block in Bathurst-street that they have now in Druitt-street? Yes; it cannot go through across Bathurst-street.

530. *Mr. Joseph.*] You do not object to the erection of the Town Hall on this ground, but you have some objection to the alienation of the piece of ground to the Cathedral? Yes, I have, because then they will leave the Trustees hardly any ground at all.

531. But you have no objection to the erection of the Town Hall? No, not providing it comes up in this corner.

532. I understand your chief reason for wishing the Town Hall to be erected on one side of the ground is, that you think it would leave a larger space of ground open for public recreation? Yes, that is my reason.

533. On consideration, do you not think the Town Hall might be erected in the centre of the ground, and still leave quite as much land available for recreation, which might be laid out suitably for a promenade for the citizens? It would not be so good a place for recreation by a long way.

534. You must be aware that the same space of land would be there—the building would only take up the same space, whether it were in the centre or at the side? But it would not be half so beneficial for the city as having that land all together in one spot.

535. In speaking of a place of public recreation, what do you contemplate? I have spoken ^{Mr. J. Powell.} of that before. I have said this recreation ground should be all together, and then the boys and children may play bat and ball there; but they can never play bat and ball in these ^{20 Sept., 1867.} narrow spaces on each side of the Town Hall.

536. Do you not think a place nicely laid out and planted with trees, forming a shady promenade, would be preferable to an open spot only available for children playing bat and ball? No, I do not think that. There would be grown up people coming there too, the same as in Hyde Park.

537. *Mr. Driver.*] You were asked just now if you had spoken to the Mayor—have you spoken to the Bishop about this matter? I have nothing to do with the Bishop.

538. Are you on friendly terms with the Bishop? As far as I know I am. I have never fallen out with the Bishop.

539. Are you not at loggerheads with him in certain church matters? Not that I am aware of. I have no more ill-feeling against him than anybody else; but I do not think he has any right to take this land.

540. *Chairman.*] You have as much objection to his taking a strip as to the Corporation taking the remainder? Yes.

541. *Dr. Lang.*] Are you aware that it has been proposed to concede to the Council of Education the portion of ground between the proposed extension of Clarence-street and the western boundary of the burial-ground, for a Public School? No, I never heard anything of that.

542. Would you object to such an appropriation—do you not think that would be beneficial to the public in so thickly populated a region? They would take the whole of it then.

543. If a Public School were erected on that ground, the pupils might have access to the burial-ground as a play-ground? Yes, they would have a right to come there and play; no one would be able to stop them; a boy or child would have as much right to come into the Close as a man. The children from the schools in the neighbourhood play there out of school hours.

544. You do not object to such an appropriation of the ground, as a play-ground for the children? Not as a play ground.

545. You object to the extension of Clarence street through the burial-ground? Yes; I can see no good of it.

546. Are you not aware that York-street terminates at Druitt-street? Yes.

547. Clarence-street, if carried through this ground, would terminate at Bathurst-street? Yes.

548. Is it not the fact that Kent-street, the next lower down, terminates at Liverpool-street? Yes.

549. Would the same reasoning not apply in the one case as in the other of these three? No doubt of that. I can see no use in the proposed extension of Clarence-street; far better let it all be as it is.

550. *Chairman.*] Although you are prepared to hand over, or allow the Corporation to build upon, half an acre of this ground, you protest against the rest of it being taken out of your hands? I do.

551. With reference to the building, the Town Hall, being erected on a corner of the ground, as you propose, it would have no more shabby appearance than the Commercial Bank or the Bank of New South Wales, I presume? No; they are ornaments to the city.

552. And the Town Hall would be no more shabby in appearance than they are? No.

553. With reference to Clarence-street, if it should be opened, and houses are not allowed to be built on each side of it, it would be very little convenience to the public, opening it? No convenience at all.

554. It would take up a large space of land, and divide that portion which would be open to public recreation? Yes. The late Bishop of Sydney, Bishop Broughton, advised that a petition should be got up to the Government, some years ago, praying the Government not to dedicate this churchyard to any secular purpose.

555. From the conversation you had with the Mayor about this matter, he seemed to be inclined to agree to your proposition, that the Corporation should take half an acre of the land, plant and improve the other part, and leave it in the hands of the present Trustees? Yes.

556. *Dr. Lang.*] You stated that the opening of Clarence-street would be of no service to the public? I did.

557. Do you not think it would be of great service to the public to lessen the pressure upon George-street, so far as that street extends to Bathurst-street? No; I do not think it would be any benefit to George-street in lessening the traffic,—George-street can be widened about 20 feet by taking a piece off the burial-ground.

558. *Chairman.*] There is, in reality, very little traffic in Clarence-street? No.

559. *Dr. Lang.*] Supposing drays were going south from Market-street, would it not be desirable they should be able to go on to Bathurst-street along the line of Clarence-street, rather than go up by George-street and increase the pressure of population and traffic there? I do not think it would; because there is more traffic in Sussex-street, the lower street, than there is in the other two streets—more than double—and carts seldom or never come up Druitt-street, and not many in Market-street, except they are coming direct into town; because in Sussex-street they go along a level road, and go right to the end of Sussex-street, and then turn into George-street.

560. *Mr. Driver.*] You say there is very little traffic in Druitt-street? Very little.

561. Do you not know, as a matter of fact, that at least 100 carts pass Druitt-street every morning? I think not. I know there is a traffic there, trying horses.

562. Do you not know there are a large number of coal wharves at the foot of Druitt-street and that locality? Yes.

- Mr. J. Powell. 563. Do they not create a large amount of traffic? Not a great deal ; most of the drays go round.
- 20 Sept., 1867. 564. Do not a large number of carts with produce for the market go that way? No, I have never seen them,—when they come into the market they come right up Market-street.
565. Where from? From the Market Wharf.
566. I am speaking of carts bringing produce to Sydney from the market gardens and other places? They have no business down there.
567. Do they not go down Druitt-street and afterwards round from the Market? What should they go down there for?—no one will go down that hill unless business compels him. It is a well-known fact that a man will go half a mile out of his way to go on a level road, rather than go up such a hill as Druitt-street and strain his horse all to pieces.
568. *Mr. Sutherland.*] You have said George-street will be widened 20 feet—is it not upwards of 40 feet? (*Referring to plan*) I am not prepared to say exactly.
569. *Chairman.*] Is it not the fact that the pull in Druitt-street, from Kent-street up to Clarence-street, is one of the sharpest pulls in Sydney for a horse? Yes, it is the same as going up a mountain almost.
570. You know it is the place where horse-dealers try the stanchness of their horses? Yes.
571. Is it not a fact that to avoid Druitt-street people will go round and up Market-street or Bathurst-street, one or two streets out of their way? Yes.
572. With reference to produce for the market, no produce comes up that way? No.
573. It comes up Brickfield Hill round the corner into York-street? Yes, that is the way it comes.

Robert Stewart, Esq., M.P., examined:—

- R. Stewart, Esq., M.P. 574. *Chairman.*] You are a native of the Colony? Yes.
- 20 Sept., 1867. 575. You know the Old Burial Ground in George-street? Yes.
576. You know the Corporation have applied for that as a site to erect a Town Hall? Yes.
577. You have lived in the immediate neighbourhood for many years? Yes, within a few hundred yards of it.
578. Have you any objection to its being handed over to the Corporation for that purpose? If it was to be all occupied, to the exclusion of the public, I should feel an objection.
579. What are the Committee to understand from that remark? I think it should be reserved for public purposes.
580. Would you have much objection to the Town Hall being built there, on a portion of it, if the remaining portion was in the hands of Trustees independent of the city authorities? I should think the Trustees would be safer; I should feel that giving up a portion for a Town Hall would not be objectionable.
581. You think these portions not required to be built over should remain in the hands of Trustees independent of the City Council? I have not seen anything the City Council have done with grounds for public recreation that would make me favourable to placing in their hands anything further.
582. Do you not think that if the ground were handed over to the city authorities—a portion of it only to be built upon—they might encroach and build upon those portions which it was not intended should be used in that way? I should be opposed to its being handed over, except under positive restrictions. The Temporary Church was built only on sufferance, to be given up as soon as service was commenced in the Cathedral; so that the Government in the early times held the church authorities to that restriction, and they have bought a piece of ground for the purpose of removing the Temporary Church. There is another claim that the Government, I believe, have stated their intention to comply with—the passage through to St. Andrew's Scotch Church, the Baptist Church, and the entrance to the Cathedral.
583. By opening Clarence-street, do you mean? Yes; I believe it was a promise when these grounds were given. I believe it appears in the correspondence that the promise was made to Dr. McGarvie and Mr. Saunders, when they built these churches, that Clarence-street should be opened when they broke up the burying-ground. In fact, an opening was made at one time in opposition to the opinion of the church authorities of St. Andrew's.
584. Do you think Clarence-street should be opened? I can see no objection to that, more particularly if that was the understanding.
585. Without that? Irrespective of that, I should not see any great pressure for it. It would be a convenience; and I would point out that there is a considerable traffic round the corners of Market and George and York Streets, which would be relieved by turning into Clarence-street, at Market-street, from the wharves there; anything intended for Brickfield Hill could pass along without going into George-street.
586. Do you think the piece of land that would be left on the west side of Clarence-street is a good site for a public school? If there is room for it when the street is opened, I think it would not be a bad site. It is rather enclosed on the Kent-street side by buildings; that would be an objection.
587. I understand you to say that you think it very desirable that the portion of land not required by the Corporation to build the Town Hall upon, should be vested in Trustees not connected with the City Council? I think that would be desirable, to secure the public in having it occupied for the purpose it was laid out for. I think it should be planted with trees. There is a dense population near that spot. I suppose, in Kent-street, Clarence-street,

street, and Sussex-street, we have about the largest population in a circle of half a mile that we have in any part of the City or suburbs. I think it would be a great relief to have, say an acre, or an acre and a half, planted.

R. Stewart,
Esq., M.P.

588. *Mr. Joseph.*] You have said you have no objection to a portion of the ground being occupied by a Town Hall? Yes.

20 Sept., 1867.

589. If the Corporation were bound under restrictions not to build otherwise on the ground than a Town Hall, and to lay out the remaining ground in a suitable manner for public recreation, would you see any objection? No; that would carry out, to a certain extent, my views, with the exception of having it under the direction of the Corporation, unless they were strictly bound. I should doubt whether they have shewn any desire in other cases of reserves to make any improvements, they appear to be so fully occupied with the necessary works of the city.

590. If they were strictly bound you would see no objection? No, that would carry out my desire.

591. If the remaining portion of the ground were vested in Trustees, do you think it would be likely to be kept in as good order as it would be if left to the Corporation under restrictions? Trustees would require to be under control; in fact, under the direction of the Government, I presume, in the same way as the Trustees of Hyde Park; they have managed to improve it very much.

592. Would the Trustees have any funds at their disposal for such a purpose? Not without they were supplied from the public funds.

593. Then the Trustees, not having funds, could not possibly keep it in such good order as the Corporation, having funds at their command, would be compelled to do, under restrictions? The Corporation would be fully keeping it in order under restrictions.

594. You have no doubt that the opening of Clarence-street would be a great public convenience, and would relieve the pressure from George-street? It would to a great extent. I know in some cases, when I have come round from York-street, I have found that a most unfavourable turn to make, from York-street into George-street, or say from Clarence-street; that is a point it is very desirable to relieve if possible.

595. That inconvenience would be relieved by the opening through of the Clarence-street traffic? A large portion of it.

596. *Mr. Driver.*] Do you know of any properties vested in the Corporation as Trustees? I believe the site of old St. Phillip's Church is.

597. Do you know when it was? Some years ago, I believe; at all events it was intended to be handed over to them years ago.

598. Do you know the Sydney Common? Yes.

599. Have you passed over it recently? About a fortnight ago.

600. Is there not great improvement taking place there? Yes, there seems to be something doing.

601. Do you know when that was handed over to the Corporation? About the beginning of the year, I believe.

602. *Mr. Sutherland.*] Have you any knowledge of the Corporation ever doing anything to improve the site of Old St. Phillip's Church? It does not appear to be improved, looking at it.

603. Have they not levelled the whole of the ground, and kerbed and guttered the footpaths round it? That is done, but I presume that is part of the street.

604. Is the ground itself part of the street? Kerbing and guttering would have to be done under any circumstances.

605. Supposing the Corporation have not had that in their hands many months, instead of years, and they have passed a vote of money for a parapet wall and iron railing, with gates to give access to it, would not the Corporation, in your opinion, have been very active in improving it in the few months it has been in their hands? That would alter my opinion; I thought they had had it for some years.

606. Is there any other ground in the hands of the Corporation, that they have power over? I do not recollect at present.

607. There is an angle at Macquarie-place and Bridge-street—they got a promise that that would be placed in their hands, and I am not aware whether they have been put in legal possession yet, but they have acted on the promise of the Government, fenced it in temporarily, trenched and manured it, and planted it with trees—Suppose they have done that, though they hardly have legal possession of it yet, would they, in your opinion, be acting up to what they should? That was one of the cases that made an impression upon me rather unfavourable to the Corporation. I considered that piece of ground to be neglected, and I put the fault upon the Corporation. They allowed a number of trees there to be cut down, having possession as they had to a sufficient extent to alter a building there.

608. By permission of the Government merely? That removes the prejudice that did prevail to some extent with me.

609. The only other spot of ground in the possession of the Corporation, for public use, is a small angle under the rock, as you go past Trinity Church—I believe that is either now in the possession of the Corporation or is to be so, and they are taking steps now for putting it in the same position as the ground in Macquarie-place and the site of St. Philip's Church? No doubt, if the Corporation gave attention to these places, it would be very much more proper that they should be in their hands; but the feeling has been that they have had their hands full of other work.

610. Have they not the means in their hands of improving these places at a very cheap rate compared to any Trustees, having street sweepings and other rubbish to level up and manure them? I dare say they have.

- R. Stewart, Esq., M.P.
20 Sept., 1867.
611. Would it be any great benefit to the citizens if Clarence-street were put through the Old Burying Ground, not as a street, but simply as a walk, preventing carriages, but giving free access to foot passengers, and so maintaining the whole of the ground as recreation ground? It would very largely increase the accommodation by even admitting foot passengers; but I fancy that part of George-street would be all the better if relieved by having a carriage-way there.
612. By widening George-street to the extent shewn on the plan, upwards of 40 feet, would there not be ample space for the traffic, considering the narrowness of George-street at the Police Office and at Bathurst-street? I think, with the exception of the Railway Bridge, that is the most difficult portion of George-street for a foot passenger to get past, between Market-street and Bathurst-street; anything that would relieve that of a portion of the traffic, would be a public advantage.
613. Do you think it is right to hand over the portion of the burying-ground marked on the plan, some 62 feet in width, to the Trustees of the Cathedral? I would hardly like to reduce the space for recreation; the only reason for doing so, by making over any of it to the Corporation, would be on condition of having the remainder kept in order for the public. I do not think the ground would be any too large after the portion was taken for a Town Hall.
614. You would not object to the whole of this block being transferred from one set of Trustees to the other for public purposes, with permission to build a Town Hall, on condition that they kept the other portion in order for public recreation? No.
615. That condition should be in an Act of Parliament? Yes, I should think so. I would not like to trust to the changes that might take place. I would remark, in reference to this ground, that it is discreditable to the authorities to have allowed all the tomb-stones and monuments to be destroyed, as they have been within the last twenty years. I do not think such a state of things is to be found in any other part of the world. It is highly discreditable both to the church authorities and all others at all identified with the means of preventing it.
616. *Mr. Joseph.*] Do you mean the Trustees of the ground? The Trustees have only recently had it in their hands.
617. *Dr. Lang.*] Do you think it of importance that the Town Hall should be erected on a central portion of this ground—I mean central towards George-street, rather than in one corner of it? I should fancy that, for the sake of appearances, it would probably be desirable to have it in the centre.
618. Do you not think that the erection of the Town Hall in a central part of the ground towards George-street, would leave the rest of it equally available for recreation for the public? Yes; if it were so laid out that that was secured.
619. Do you think it advisable that there should be so many trusteeships as the present state of things contemplates—the Trustees to whom the burial-ground has been granted already, the Trustees of the Cathedral, and the Corporation—Do you think it desirable there should be so many trusteeships connected with this ground? I do not think the Trustees of the Cathedral have anything more to do with it when service once commences in the Cathedral.
620. The Second Schedule to the Bill contemplates the appropriation of a portion of the burial-ground to the Trustees of the Cathedral—do you think that is a reasonable proposal? It may be reasonable in its character if they are to give anything in return, but I am not prepared to say it is reasonable to give over a large portion merely to the exclusive use of the Church, to the exclusion of the whole public.
621. Supposing this ground were granted to the Trustees of the Cathedral, would they not have it in their power to close it up against the public for purposes of recreation? I presume they would have the power to do anything they liked with it, even to the extent of building on it.
622. Would it be desirable to have it used in any such way? I think it would be better for the public and better for the Church to have it left as open ground.
623. Do you not think it would be safer for the public, in order to secure that object, that the Corporation should form the trusteeship? They do appear to be the proper authorities to hold for the city and the public generally. The objection I had to its going into their hands was the belief that their attention was fully taken up with other works.
624. Do you think it would be requisite, in the event of this Bill passing, to dig over the whole space of this burying-ground, in order to extract any human remains? I believe it is usual, in appropriating any burial-place, to collect the remains and remove them to some other suitable place.
625. Do you not think it desirable that should be done? Yes, I think that should be the first thing done.
626. Do you think that the fact of human remains being still in that ground would render it a source of disease to the city, in the event of buildings being erected on it? No, I have no idea there would be any bad effect from that cause. I believe there never was any bad effect in that locality, from the fact of the burial-ground never having been over crowded. Up to the time of closing that place, the population of Sydney was not 20,000, and I fancy that up to that time it was perfectly free from all danger. I should have no objection to have my residence alongside of it.
627. It has been virtually stated, in the evidence before this Committee, that it would be proper to cover over those portions of the ground that would not be required for building, with a coating of earth—do you think that would be a proper course without removing the human remains? No; I think the expense of removing them would not be considerable. Some years ago I knew cases where families desired to remove the remains of their relatives, and the portions then in existence were so small that it was a matter of no great difficulty. I think the removal and re-interment of the human remains would meet public feeling and the customs of other countries.

628. Do you think, after forty years discontinuance of interments in that place, there can be any source of disease in the remains still? No, I do not think there could be any for as many weeks. In fact, in the cemetery the most correctly arranged in Europe, Père la Chaise, they have the right of re-opening ground not purchased in five years.
629. *Mr. Forster.*] Do you think the sanitary value of this open space, in the heart of the city, would be interfered with in any important degree by the building of the Town Hall upon a portion of it, supposing nothing else was done? It would be to some extent, but we should get something in return.
630. Do you not think it is more important that the health of the city should be preserved, by having an open space there, than that the Corporation should obtain a part of it as a site for a Town Hall? If we had funds at our disposal for its improvement, I should at once say I should object to the Town Hall being there.
631. Is not the mere existence of an open space like that of some use in itself? Not so much as it would be with two-thirds of it properly planted and arranged, and one-third taken up.
632. Does not the space itself being left open do some good? It is an advantage to have an open space, no doubt.
633. Do you not think it is an advantage that would be interfered with by building in any way? I think one building would not seriously interfere with it.
634. You think it is a good site for a Town Hall? Yes, about the best position that could be got.
635. Are you not aware that the city had some land granted to it for this object? Yes.
636. What was done with that? It was sold, I believe.
637. Was not a condition annexed to that grant, that it should be used in a particular way? I am not aware upon what conditions it was given. I do not think it was in so central a position as this.
638. Has the Church of England any claim upon this land? I believe none beyond what I saw in the correspondence,—that it was originally allowed on sufferance until service commenced in the Cathedral.
639. *Mr. Sutherland.*] Do you think it is right that a wall and iron railing should be put up, to exclude the public altogether from this portion of the ground which the Bill proposes to make over to the Cathedral? No, I object to that being taken off the recreation ground altogether.
640. Do you know that the understanding between the Corporation and the Trustees of St. Andrew's Cathedral is that the Corporation should, out of the city rates, build an ornamental wall and railing there? I should have great objection to the city funds being so applied.
641. *Mr. Joseph.*] Is not a large portion of the ground already occupied by the Cathedral, fronting George-street, to be taken off for the purpose of widening the street? To carry the street in a straight line would require some considerable frontage to be taken off.
642. To do that, it is necessary to encroach on land already in the hands of the Cathedral Trustees, and fenced in by them? Yes; but I do not think the amount to be received by the public for widening the street at that spot would compensate for the amount of expenditure required to enclose the ground with a wall and railing.
643. You are aware the street could not be widened without encroaching on this particular piece of ground? The removal of the wall some distance back from the kerb would be sufficient.
644. You are aware the street could not be widened, as proposed in the plan, by carrying it in a straight line from the corner of Bathurst-street to the corner of Druitt-street, without encroaching materially on the ground at present occupied by the Cathedral? No, it could not, in accordance with the plan.
645. Do you not think the advantages derived from widening the street are equivalent to the disadvantages of giving up this other portion of land to the Cathedral? No, I should scarcely say it would be. I do not think the street is any narrower at the point where the Cathedral property joins the Burial Ground enclosure than it is at the corner of the Police Office.
646. *Mr. Sutherland.*] Suppose the Cathedral has no right to that ground on the outside of the proposed street line, how would the matter stand then? I am not aware that the city authorities have ever been able to go back more than 12 feet from where they have kerbed, and I suppose the Cathedral Trustees would have the same rights as private parties.
647. There is no objection to opening the street up to the Cathedral wall now, as soon as the Temporary Church is removed? No, they could not interfere up to their boundary.
648. Do you suppose a public body like the Trustees of the Cathedral would allow an old fence to stand in front of the Cathedral, to be an obstruction to the public, simply because they might have a right to keep it there? No, I should think the authorities of the Cathedral would find it necessary to have some better arrangement.
649. Do you not think it would be a benefit and ornament to the Cathedral, as well as to the public, to have it moved back to the alignment the street would then be brought to? I believe it would be an advantage, but yet I object to the public funds being appropriated to enclosing the Cathedral.
650. Supposing the Trustees had a legal right to this piece of ground required for widening the street, and could maintain possession of it, would it not be cheaper to purchase that right by valuation, according to law, than to enclose the whole of this ground with an iron railing as proposed? I should object to enclosing the ground at the public expense, but I question whether the Corporation have any legal right to purchase in that way.

R. Stewart,
Esq., M.P.

20 Sept., 1867.

FRIDAY, 4 OCTOBER, 1867.

Present :—

MR. PIDDINGTON,	|	MR. JOSEPH,
MR. DRIVER,	|	MR. SUTHERLAND,
DR. LANG,	|	MR. ROBERTSON.

JOHN LUCAS, ESQ., IN THE CHAIR.

Walker Rannie Davidson, Esq., Surveyor General, called in and examined :—

W. R.
Davidson,
Esq.
4 Oct., 1867.

651. *Chairman.*] You know the piece of land in George-street called the Old Burial Ground? Yes.

652. It has been closed for many years? Yes.

653. The piece of land adjoining was granted to the Church of England, as a site for a Cathedral. Yes.

654. Do you know whether the grant came out to the present line or to the proposed line of George-street? To the proposed line—it did not come out to the present line. I have here a copy of the deed of grant and two plans; one shewing the piece of land granted for the Cathedral, and the other is a survey of the Old Burial Ground. (*Copy of deed and plans referred to, handed in. Vide Appendix E 1, E 2, E 3.*)

655. This plan of the Cathedral grant allows for the widening of George-street very considerably opposite the Cathedral? Yes.

656. Can you inform the Committee how much? The depth is not given here, but the space is shewn.

657. Is it quite 20 feet? Yes.

658. Of course the Trustees of the Cathedral have no right whatever to this piece of land which has been set apart for widening George-street? None whatever.

659. The Old Burial Ground has also been handed over to Trustees, as a place of recreation for the citizens? Yes.

660. Is that bounded by the present or by the proposed alignment of George-street? I should say by the proposed alignment. There is no deed issued for this, but I have no doubt it is according to the proposed line for widening George-street.

661. Do you know whether it is the intention of the Government to increase the width of George-street at the site of the Police Office? I am not prepared to state.

662. Then, in reality, both the grant for the Cathedral, and that to the Trustees of the Old Burial Ground as a place for public recreation, provided for widening George-street? Yes.

663. *Mr. Driver.*] Do you think the piece of land known as the Old Burial Ground would afford a good site for the erection of a Town Hall? I do.

664. Are you aware of any objection to its being so used? No.

665. You know the Central Police Office and premises adjoining, bounded by Drutt-street? Yes.

666. Would that make as good a site for a Town Hall? I think not.

667. *Chairman.*] You have already stated that the Old Burial Ground has been handed over to Trustees, as a place for public recreation—Do you not think it is well suited for that purpose? No, I do not think so. It is too much in the centre of the town for that purpose.

668. Is it not desirable, in thickly populated cities, that blocks of land should be kept free from buildings, as places of recreation for the people? No doubt it is very desirable; but Hyde Park is a much more desirable place of recreation, and is close to the Burial Ground.

669. There is no vacant space between the Old Burial Ground and Darling Harbour? No, I am not aware of any.

670. Is not that neighbourhood very densely populated? It is.

671. *Mr. Piddington.*] Do you think it desirable that land vested in the hands of Trustees, for public recreation, as this has been, should be taken out of their hands by Act of Parliament, and built upon? I have not considered that question before.

672. *Dr. Lang.*] Do you think it would deteriorate the benefit derivable by the public from the appropriation of this ground for public recreation, to have a portion of it appropriated for the erection of a Town Hall? I think it would, because it would leave so much less room—there is very little space as it is now.

673. But, from its being so near Hyde Park, you do not think it is indispensably necessary for recreation? I have already stated so.

674. Do you think there would be any detriment to the public health, from the removal of the remains of the dead from the Old Burial Ground to a proper place of interment? I do not think so.

675. Do you think it desirable the remains should be removed? I have known cases of the like kind at home, where burial grounds have been made to give way to improvement. In Edinburgh I recollect such cases.

676. In such cases, is it not the practice to remove the remains entirely, as far as they can be got? I think so.

677. Supposing that this portion of ground in front of the Cathedral is appropriated for the widening of George-street, according to the original grant, do you think there is anything to be surrendered by the Trustees of the Cathedral, requiring such an equivalent as 60 feet frontage to George-street, and the whole depth of the Old Burial Ground to its western boundary? There is nothing to be surrendered at all; they are only entitled to an acre, as shewn on the plan I have handed in.

678.

678. Do you not think, then, it is unreasonable to propose to grant 60 feet of frontage, the whole way back to the terminus of the Burial Ground, for the consent of the Trustees of the Cathedral to its improvement? I do not think the Trustees, or rather the Trustee of the Cathedral, has anything to say to it whatever, as far as the deed of grant is concerned, which only gives an acre. The Bishop is, I think, the sole Trustee.

679. *Mr. Fiddington.*] As far as you are aware, is there any sufficient reason why the Trustees of the Cathedral should receive 60 feet of the Old Burial Ground, vested in Trustees for public recreation, for any supposed benefit they may be said to confer on the public? I do not see that they are entitled to it.

W. R.
Davidson,
Esq.

4 Oct., 1867.

Henry Graham, Esq., called in and examined:—

680. *Chairman.*] You are City Health Officer? I am.

681. And have been so for how long? About nine years.

682. And of course you are a duly qualified medical man? Yes.

683. Have you paid any attention to the subject of burial grounds? Yes, frequently.

684. Are not the exhalations from human remains productive of most serious consequences on the health of the living? Yes, while decomposition is going on only—not after a certain period.

685. What period would you say? It all depends upon the character of the soil and the mode of interment, whether in leaden coffins or in ordinary wooden coffins, and whether in the earth or in vaults.

686. Does not medical history tell us that fearful epidemics have been caused by the re-opening of burial grounds, even after they had been closed for 100 years? Yes, when interments have been made to a large extent in vaults and leaden coffins—not in ordinary coffins in the ground. Pent-up air from hermetically sealed places may, on making its escape, even 100 years after the deposit of the remains, cause great injury to those who inhale it; but that would not be the case where there has been ventilation to some extent, and evaporation has been constant from the earth.

687. Has not a report been recently published respecting a cemetery at Quebec, which had been used as an Indian burial ground, and the re-opening of which caused a dreadful epidemic, although it had been closed for 100 years? That is a case to which I referred, in writing, in 1856, for the *Australian Medical Journal*, with reference to the introduction and use of leaden coffins in cemeteries; and if you will permit me, I will state the circumstances under which I did so. At that time I was in Launceston, and was Government Surgeon, and I used to write for the *Australian Medical Journal*. There was just then great fear of the introduction of smallpox from the Mauritius, and I illustrated my argument by a reference to the case you have referred to. To shew how it was done, I will read the context, together with what I said as to the case you refer to:—“These Colonies have not as yet been visited by smallpox; but as there is no knowing, with such rapid and increased intercourse as now exists with Europe, how soon the disease may appear, precautions cannot be too soon taken to render it less fatal by vaccination. The bodies of two children who died in England last year, one of cholera and the other of smallpox, were removed to this Colony for interment. Prior to their arrival the father died, and the two bodies, in leaden coffins, were removed to a merchant's store, where they remained uninterred for months after. A circumstance bearing on this subject was brought before the London Medical Society in April last. Dr. Routh alluded to a recent opening of a cemetery at Quebec, in which a large number of persons who died of smallpox a century ago had been interred, the opening of which was followed by a violent outbreak of smallpox in the neighbourhood.” (Of course that is only a matter of opinion with Dr. Routh, which I do not indorse.) “Mr. Dendy observing, ‘as the vitality of an egg or a seed was retained for thousands of years when hermetically sealed, so the poison in a human body in like condition (as when placed in a leaden coffin) might be preserved for a similar period.’ From accidental causes on board the ship which conveyed these diseased children to this country, or in the merchant's store, the morbid poison contained in the leaden coffins might have found vent, and thus spread either of these alarming diseases throughout the Colonies.” I merely referred to the case in illustration, to shew that persons buried in leaden coffins were more dangerous than those buried in ordinary wooden ones. With regard to that case at Quebec, I only know it as taking it from the *Medical Journal*.

688. I presume Indians would not be buried in leaden coffins? No, I do not know that there were any remains of Indians found.

689. I will refresh your memory by reference to a question and answer you gave before a Committee of this House. The question was this:—“Have you any idea of the quantity of gas that would be generated by ten bodies?” Your answer was:—“It is enormous. I have seen leaden coffins ready to burst. A report has recently been published respecting a cemetery at Quebec, which, a numbers of years back, was used as an Indian burial ground, the re-opening of which caused a fearful epidemic. It had been closed 100 years?” Yes, that is as I took it from the *Medical Journal*.

690. I will read another answer you gave to a question asked by the same Committee:—“Do you remember the immense amount of disease which resulted from the exhumation of bodies in the parish of St. Dunstan, in London? Yes. I was at the time the pupil of a medical man in Fleet-street, who was the parish surgeon. I remember, as a matter of curiosity, going to see the excavation, when they were taking out the coffins, and I had a violent attack

H. Graham,
Esq.

4 Oct., 1867.

- H. Graham, Esq.
4 Oct., 1867.
- attack of typhus fever afterwards. Typhus fever spread through the whole of that part of the city, and carried off hundreds of people; the men who were working there were struck down while they were at work, and they were at last obliged to give it up?" Some—not all; the excavation was carried on. At the time that evidence was given, I simply stated that as a matter of fact. But the typhus fever, and what you speak of, did not result from dead bodies; there was nothing to be found of the bodies—nothing but dry bones and dust. The fever broke out in consequence of the pent up condition of the vaults, and of some old Roman sewers, which, in making the excavation, were burst in and broken. The air was so bad from these causes that the men were obliged to work with Sir Humphry Davy's safety lamps. I remember some men being brought to the surgery, where I was a pupil, who had got their arms into some of the putrid matter contained in the sewers, and whose whole arms became in consequence affected with virulent sores. These men lived in a densely populated part of the city, and they carried the contagion, which gave rise to the fever, to their homes. I got the fever simply from the circumstance that, as apprentice to the parish surgeon, I was compelled to visit many of these people at their houses.
691. Can you say there are not vaults in the Old Burial Ground? If there are any, they have long since fallen in, and the ground is as porous as possible, so that evaporation has probably carried off the gases.
692. How do you know they are more porous than in this old Indian burial ground I have referred to? I have no knowledge of that except from the extract I took from the *London Medical Journal*.
693. *Mr. Piddington.*] Have you any reason to doubt that the fact was correctly stated? No.
694. You have alluded to some distemper arising from the opening of an old burial ground in London—Are you satisfied that no portion of that disorder arose from disturbing the remains of the dead? It could not, I think, have arisen from disturbing the remains of those who had been merely resting in the earth. The evil arose from the fact that the vaults had been hermetically sealed for a long series of years. But the principal source was from the underground pent up sewers, of which the effluvia was most dreadful, and, as I have said, the matter they contained caused sores on the extremities of the men who got into it, like the plague spot. So far from there being any exhalation from the remains of bodies, I recollect taking myself a whole bagful of dry bones from certain portions of the vaults, which I kept for a long time under my own bed. Decomposition had long before ceased, for what was remaining in some of the coffins that were opened was nothing but dust and ashes. I recollect the circumstance that in one part of the church there was a sort of stone vault, and when the stone part was removed there was found a thick oak coffin, not a leaden one, and by some accidental means the lid was displaced, and a most extraordinary appearance was presented. The remains were those of a young woman, as complete in features as if only buried a few days; there was no smell, no decomposition whatever, but directly the atmosphere reached it, the body crumbled to dust.
695. In that case, I presume, the body was not interred in soil? No, it was in a thick wooden coffin, covered with massive stones. There was an inscription, giving name and date, which shewed that the body had been buried 214 years.
696. You are acquainted with old St. Dunstan's Church? Yes.
697. Was it not a very old church? Yes. The first notice of it occurs in about the year 1200.
698. Are you aware that very few burials took place in that church during recent years? I do not know. I think the vaults had ceased to be used for a great many years. I never saw a funeral there, or heard of one.
699. In such a case, it would not be likely the remains would be in a state of decomposition? No, decomposition must have passed away.
700. Are you acquainted with a burial ground not far from that neighbourhood, nearer to a place called Carnaby Market? No.
701. You do not recollect any particulars in reference to the removal of the bodies from that place? I know the bodies have been removed.
702. But you have no personal knowledge of it? No. When the London and Greenwich Railway was made, I recollect that, under their Act of Parliament, the Railway Commissioners had power to pass the railway through the burial ground at St. Olave's and St. John, called the Old Flemish Burial Ground, on condition that they purchased new ground, and carefully removed the remains to a place for future burials to be provided by the Directors, and approved of by the Churchwardens and the Bishop. That was done, and no ill effects were known to take place.
703. Are you of opinion that it is desirable to disturb burial grounds, unless there is an overwhelming necessity for it? No; but I think, if the ground is required for public purposes, there is no objection, after it has been closed for a certain length of time, to the removal of the dead to other places, and that, I believe, can be done without any danger to the public health. I think the bodies might even be removed from the Church of England burial ground in Elizabeth-street, without any great harm resulting, now that decomposition has been so long going on, and must in general have ceased by this time.
704. Are you aware that interments still take place there? There are a very few—in vaults only.
705. If any public body desired to build a public building, such as a Town Hall, on that burial ground, do you think it would be desirable to disturb the remains of the dead, in order to admit of its being done? It would be quite a matter of taste or opinion.
706. Do you think it desirable such an appropriation of the ground should be made? I do not think it would interfere with the public health. You may recollect that, some twelve or eighteen months back, in cutting down George-street, opposite St. Andrew's Church, the workmen

workmen came across two coffins that were deep under ground, under the root of a tree. They were removed to the Benevolent Asylum, and I saw the bones. There was no smell, and decomposition had long ceased; the bones were all separated, showing that decomposition must have ceased a long time before. I take that as an instance of the condition of the bodies that may be found now in the Old Burial Ground, after being closed for fifty years.

H. Graham,
Esq.
4 Oct., 1867.

707. Are you aware that this Old Burial Ground is the oldest spot of ground that exists unbuilt upon, which has ever been used as a place of interment in the city of Sydney? I should presume so. I have heard people say there was a burial ground somewhere else before that.

708. Such a burial ground is not now in existence as a separate place? No.

709. Do you conceive it desirable to interfere with those feelings of respect that all classes of the community entertain with respect to an old burial ground, unless there are very strong reasons indeed? I do not think that the feelings of the people would be injured if the remains were carefully removed. I have spoken to some persons whose relatives were buried there—for instance, to Mr. Austin Wilshire, whose grandmother was interred there; and he told me he would make no opposition to it, for in its present condition it is only a place for the practice of immorality and blackguardism.

710. Supposing it is a place where people commit improper actions, is that any reason why it should not be improved, and retained, as it is now, in trust, for purposes of recreation? If it is made a public pleasure ground, the dead ought to be removed. The Jews will not even allow any person to walk over a grave.

711. You have instanced the case of one gentleman who has a relative buried in this Old Burial Ground, and who does not object to the remains of the dead interred there being removed—Do you think that is a general feeling among those similarly situated? I cannot say it is. I can only speak from my own opinion; and if it were my case I should not object to the removal.

712. Do you consider the building of a Town Hall on this spot an object of so much public importance as to justify the abolition of the trust under which it is at present held, and the desecration of the ground? I do not see that there would be any desecration in the matter, if the remains are carefully removed and re-interred elsewhere.

713. Are you not aware that there is a general opinion—or it may be called prejudice—against removing the dead from the place where they were originally interred? There used to be in former years.

714. Do you think that prejudice—if you call it so—has no existence in the minds of the people now? I never heard any one object to it. I do not know of any individuals, besides Mr. Wilshire, that have any relatives interred there.

715. Would you be surprised if a Member of this Committee has stated that he has relations interred there, and that his feelings would be wounded by any unnecessary interference with the place of their sepulture? All have their individual feelings. All I can say is that, if it were my own case, I should have no such objection.

716. Have you come to the conclusion that there is no feeling generally existing among individuals that they would rather not have the remains of their relatives disturbed? There was no opposition in London when the remains in the Old Flemish Burial Ground were removed. The Bishop of London was a strong advocate for it, and also for the cessation of burials under churches, and the removal of all burial grounds from the city of London.

717. Is there not a wide distinction between the closing of a burial ground, or the discontinuing of interments in it, and converting a burial ground into a mere building plot? I believe many of the old burial grounds in London are built over.

718. Are you aware of any burial ground in London being converted from its original object, for the mere purpose of using it as a site for a building such as a Town Hall? I have not heard of it.

719. Is there any comparison between the erection of a Town Hall and carrying a line of railway through a burial ground—In the one case the public interest is very closely interwoven; in the other, the public interest is scarcely to be found in the matter? They are both for the benefit of the public.

720. Is there any comparison in the amount of benefit? I cannot say; it all depends upon what the purpose is; I do not think there is more harm in building a Town Hall than in building a Cathedral.

721. Are you acquainted with the plot of ground close to the Old Burial Ground, on which the Metropolitan Police Offices are built? Yes.

722. Is that far from the Old Burial Ground? No, just the other side of Drutt-street.

723. Does not the site of the Police Office occupy as eligible a position in George-street, for the purpose of a Town Hall, as the site of the Old Burial Ground? I should think not; it is too narrow—the space is too small.

724. What is the difference between the superficial area of the ground to which I allude, including the Watch-house, from Drutt-street to the Markets, as compared with the plot of ground intended to be appropriated for the building of a Town Hall? There is a great deal of difference as to space. On the Old Burial Ground the land available for the Town Hall would extend back to Clarence-street, instead of merely to York-street, as at the site of the Police Office.

725. Are you aware that the plot of ground proposed as a site for the Town Hall is about an acre and a half? I am not aware.

726. Are you aware whether the area of the land on which the Police Office and Watch-house are built, is more or less than an acre and a half? I really could not tell.

727. Have you not expressed an opinion that that site is too narrow? Yes, taking the space between the two streets, George and York Streets.

- H. Graham, Esq.
4 Oct., 1867.
728. Should it be the fact that the area on which the Police Office and premises stand is nearly equal to the proposed site for the Town Hall, what difference would there then be in their eligibility? I can only say it appears to me, from casual observation, that the space between York-street and George-street, and from Druitt-street to the Markets, is much too narrow and limited, and that, crowded as it is between the two streets, it is not so eligible as the other. I think the site of the Cathedral Close far preferable.
729. *Mr. Sutherland.*] Do you know what the area proposed to be taken by the Town Hall is? No. Mr. Bradridge, the Town Surveyor, merely pointed out to me where the line was to run, or rather what the Cathedral required.
730. Are you not aware that the greatest objection to having the Town Hall between George and York Streets is the noise of the drays that would be continually passing right round it? Yes.
731. Is it not now found almost impossible to carry on the police business in that position, on account of the noise? I have heard so.
732. Suppose half an acre of this Old Burial Ground, which contains something more than two acres, were taken up for a Town Hall, would that be injurious to the health of the citizens, by occupying that portion of the ground? No, not at all. There is plenty of open space on the east side of the city, about Hyde Park; on the southern side you do not go far before you come to the University grounds, which are open, and Cleveland Paddock also; and on the west there is Darling Harbour open. I do not see that the citizens derive any advantage from this ground being kept open, to allow some boys to go and play there.
733. You do not think it is wanted as a recreation ground? I do not; but at the same time I would not advocate mere dwelling-houses being built upon it.
734. *Mr. Piddington.*] Why not? Because it would then be more crowded.
735. *Mr. Sutherland.*] What purpose would you appropriate it for? I would say decidedly appropriate it for a Town Hall, and lay out and improve what would remain of the ground in the best manner possible.
736. It is now under a trust for the benefit of the public—Do you think there would be any objection to handing it over from that trust, seeing they have no means of improving it, to the City Corporation, who would have means of improving it for the benefit of the public? I think it would be decidedly an advantage to hand it over to the Corporation for such a purpose, provided the conditions were, the careful removal and re-interment of the remains of the dead in a proper and convenient place.
737. *Dr. Lang.*] Supposing the area occupied by the Police Office were equal in extent to what is required for the building of the Town Hall—about half an acre, do you think it would be desirable for the city to have so important a building abutting on three different streets, along which so large a portion of the traffic of the city is conducted? I think it very objectionable to build a Town Hall or other public building, or even a church, in a place like that, where the noise is so great that you cannot hear anything that is going on. The same objection is made in reference even to the Supreme Court in King-street.
738. Do you not think such a building as the Town Hall should have some space around it to separate it from the public streets? Decidedly.
739. Reverting to what you have said about the removal of the remains of the dead, have you heard of the removal of the contents of almost all the old cemeteries in Paris during the first French Revolution? I have heard something of it; but the condition of the dead found there was very different from what it is found to be in more modern times.
740. Have you ever heard that any disease arose on account of the removal of those remains? No, I have not. I believe in Paris all the old burial grounds have been closed, and the dead removed to Père la Chaise.
741. To my own knowledge, the Old Burial Ground in George-street has been disused for forty-four years—Are you aware of the year in which it was closed? I believe it was in 1820. In that year the then new ground in Devonshire and Elizabeth Streets was opened and consecrated, and after that, this one ceased to be a place of interment. Decomposition, under ordinary circumstances, would all have passed away in fifteen or twenty years.
742. Have you heard of portions of the old burial grounds in England being appropriated, during the prevalence of the plague in London, for the interment of persons dying of that disease? Yes; they used to throw them into deep holes, without coffins at all.
743. You do not think there would be any danger to the health of the citizens from the removal of the remains of the dead, so far as they could be found? No, I think not. Decomposition must have long since ceased, and what remains would be found to be only dust and bones.
744. Is not the earth given to the living rather than to the dead? I presume that was the intention of God.
745. Where the interests of the living render it necessary that particular portions of the earth's surface should be appropriated for the public benefit, do you not think it ought to be so? Yes, I should think so. The history of all old burial grounds shows that they have been so appropriated. In America, I believe, they are constantly in the habit of going through old cemeteries, and removing the remains to more suitable places. But I certainly would not advocate that where the ground has been damp, or where persons have been carelessly interred, or have died of malignant diseases, they should be moved at all.
746. *Mr. Joseph.*] Is the neighbourhood of the Old Burial Ground very crowded? It is pretty thickly populated. Kent-street and Sussex-street are very much crowded, and also down towards Barker's-lane, on the side of Darling Harbour, by labouring people who have their work in that neighbourhood, and are obliged to live near it; but that district is very badly drained, and it is want of drainage that is injurious more than anything else.
747. Do you think the neighbourhood is so crowded that it is essential this Old Burial Ground should be left as an open space? I think not. Bathurst-street, adjoining it, is by

no means a crowded street, and it is very broad. Kent-street too is pretty broad, and in that part of it going down by Druitt-street is not over-crowded; that part is also very much improved of late, and most of the houses are well built, but badly drained. The head of Darling Harbour at the present time is in a most offensive state, but I understand it is proposed by the Government to reclaim some portion of it below Allen's Mills and Dixon-street.

H. Graham,
Esq.

4 Oct., 1867.

748. *Chairman.*] On the south side of Liverpool-street? Yes. From the south side of Liverpool-street round to the Ultimo Estate it is all in a fearful state. They did commence filling it in, but the work was never completed.

749. *Mr. Joseph.*] Supposing a building were placed on the Old Burial Ground that would cover an acre and a half, do you think that would in any way be likely to prove detrimental to the health of the neighbourhood? I should think not. I do not think it would be proper to build a lot of small houses on it, but one building with plenty of space for ventilation I would not object to; there would be a current of air always round it.

750. And if the building should occupy only half an acre, instead of an acre and a half, there would be so much more space for ventilation? Certainly; it would all depend upon the vacant space round it.

751. I think you have already said, that you are of opinion there would be no inconvenience likely to arise to the neighbourhood from the removal of the remains from the Old Burial Ground? I think not. Some years back I might have been of a different opinion, but late circumstances show that such removals are not injurious. I have read the evidence taken before the House of Lords, with reference to the old city burial grounds, and I find clergymen, bishops, and men of all persuasions, not only do not object to it, but on the contrary, strongly support the closing of these old burial grounds, and the discontinuance of interments in the churches. Dr. Letheby was most strenuous in his appeals with reference to it; and at last there is not now one burial ground open in the city of London.

752. Do you know of any inconvenience ever having arisen to the health of the neighbourhood, by the removal of the dead from ground where no interments have taken place for a space of over forty years? No, I have not. I know that in many burial grounds exhumation has taken place to make room for improvements of various kinds, and the dead have been interred in other places, and I never heard of any inconvenience arising from it.

753. If inconvenience of that sort had arisen, it would probably have been published in the leading medical works? Yes. I have not read of any cases, excepting that solitary case at Quebec, which was only an opinion of Dr. Routh's.

754. I presume you are in the habit of reading the recently published medical works? All, as they come out.

755. And you have never read of an instance where the health of the neighbourhood has been affected by the removal of the bodies from a ground where interments have not taken place for a period of forty years? No. The greatest amount of information on the subject is contained in the report of an investigation which took place some years ago before a Committee of the House of Lords, where the question was to close all burial grounds in the city of London. Permission was given to remove from certain parishes the remains of persons who had been interred there, and they were removed to other burial grounds out of London altogether.

ST. ANDREW'S CATHEDRAL CLOSE BILL.

APPENDIX.

A.

(Papers referred to the Committee, and handed in by Chairman, 30 August, 1867.)

RETURN to an Order, made by the Honorable the Legislative Assembly of New South Wales, dated 7th August, 1867, That there be laid upon the Table of this House,—

“Copies of any deed or instrument of dedication or appropriation, or of intended dedication or appropriation, of the lands referred to in the St. Andrew's Cathedral Close Bill, now before the House, and of all Correspondence, Minutes, Memorials, or other Documents having reference thereto.”

SCHEDULE.

1. Under Colonial Secretary to Under Secretary for Lands. 11th February, 1864. (Enclosure.)
2. Minute—Under Secretary for Lands to Surveyor General. B.C., 16th May, 1864.
3. Notice of dedication. 10th January, 1865.
4. Surveyor General to Under Secretary for Lands. B.C., 25th July, 1865.
5. Under Secretary for Lands to Crown Solicitor. B.C., 7th August, 1865.
6. Crown Solicitor to Under Secretary for Lands. 6th September, 1865.
7. Minute of Secretary for Lands. 19th September, 1865.
8. Under Secretary for Lands to Crown Solicitor. 25th September, 1865.
9. Crown Solicitor to Under Secretary for Lands. 18th October, 1865.
10. Under Secretary for Lands to Surveyor General. 20th October, 1865.
11. Surveyor General to Mr. Licensed Surveyor Huntley. 26th October, 1865.
12. Mr. Licensed Surveyor Huntley to Surveyor General. 2nd November, 1865.
13. Surveyor General to Under Secretary for Lands. B.C., 16th November, 1865.
14. Minute of Secretary for Lands to Executive Council. 18th November, 1865.
15. Memorandum of Clerk of the Executive Council. 5th December, 1865.
16. Proclamation. 16th January, 1866.
17. Under Secretary for Lands to Surveyor General. B.C., 18th January, 1866.
18. Under Secretary for Lands to Trustees. 18th January, 1866.

No. 1.

The Under Colonial Secretary to The Under Secretary for Lands.

Sir,
I am directed by the Colonial Secretary to transmit you herewith a copy of an Address of the Legislative Assembly, for certain information respecting the Old Burial Ground in George-street, and to request that you will bring the same under the notice of the Secretary for Lands.

Colonial Secretary's Office,
Sydney, 11 February, 1864.

I have, &c.,

W. ELYARD.

[Enclosure.]

Old Burial Ground in George-street:—Mr. Hart moved, pursuant to notice, as amended with the concurrence of the House,—

(1.) That this House having had under its consideration the Return ordered to be printed on 3rd July, 1863, in so far as it relates to the disposal or management of the Old Burial Ground in George-street, is of opinion that the same ought to be set apart as a Reserve for Public Recreation.

(2.) That an Address be presented to His Excellency the Governor, with the foregoing Resolution.

Debate ensued—Question put and passed.

No. 2.

Minute of the Under Secretary for Lands to The Surveyor General.

The Surveyor General is requested to include this land in Schedule of lands to be dedicated to public purposes.

B.C.—16th May, 1864.

M. F.

To be returned when this has been done.

No. 3.

Notice in Government Gazette.

Department of Lands,
Sydney, 10 January, 1865.

His Excellency the Governor, with the advice of the Executive Council, has been pleased to dedicate the Crown Lands hereunder described, to the several public purposes mentioned in connection therewith,—an abstract of such intended dedication having been duly laid before Parliament, in accordance with the 5th section of the Crown Lands Alienation Act of 1861.

J. BOWIE WILSON.

Town.	County.	Locality.	Area.	To what purpose dedicated.
Sydney.....	Cumberland	The Old Burial Ground in George-street South, between Druiitt and Bathurst Streets.	a. r. p. 2 0 7	For public recreation.

Besides other lands in different localities.

No. 4.

No. 4.

The Surveyor General to The Under Secretary for Lands.

In submitting the accompanying documents relating to the Old Burial Ground in George-street, for which it was intended that a deed of grant should be prepared in the names of the Trustees therein approved of by His then Excellency Sir William Denison, I have the honor to state that, if it be intended, as I believe it still is, that a deed of grant should be prepared in favour of Trustees under the Act 18 Victoria, No. 33, it will be necessary that I should be furnished with a form for that purpose. A form appears to have been prepared by the Civil Crown Solicitor of the day, and forwarded to the Secretary of the Lord Bishop, and returned by him in his letter of the 11th April, 1856; but the draft is not among the papers. Of the Trustees approved, one (the late Honorable Charles Kemp) has departed this life, and it will be necessary that a substitute should be named and approved of by His Excellency the Governor. It is also essential that Trustees, in the place of the City Commissioners named as Trustees by Sir William Denison, should be appointed by His Excellency the Governor, as the functionaries bearing such denomination no longer exist under the law.

Included in previous Return.

W. R. DAVIDSON.

Surveyor General's Office, Sydney, B.C., 25th July, 1865.

No. 5.

The Under Secretary for Lands to The Civil Crown Solicitor.

THE Old Burial Ground has been dedicated to purposes of public recreation, in pursuance of an Address from the Legislative Assembly; but this measure, which was perfected by the late Government, is not inconsistent with the fulfilment of the promise made by Sir William Denison to grant it (also for public recreation) to certain Trustees therein named.

It is now proposed to bring the reserve so dedicated under the provisions of the Parks Act, 18 Victoria, No. 33, if that course can be followed without any difficulty or objection. Ask the Crown Solicitor, therefore, to advise on the following points:—

- (1.) Will a deed of grant be necessary; if so, in what form?
- (2.) Under the 2nd clause of the Act will the appointment of Trustees be sufficient; if so, the form or mode of appointment?
- (3.) Will a *proclamation* of the Reserve be necessary in terms of that clause, or will the dedication already completed under the 5th clause of the Alienation Act be sufficient?

B.C., 7 August, 1865.

M.F.

While this matter is fresh in my memory, I had better note hereon a matter requiring attention from the Surveyor General in the first instance. The notification of the dedication in the *Gazette* describes the Reserve as the Old Burial Ground in George-street, lying between Druitt and Bathurst Streets. But there was at one time an intention to carry Clarence-street through the Burial Ground, and it is not apparent what steps (if any) were taken to realize that intention. I may notice, however, incidentally, that, in the grant of the site of St. Andrew's Cathedral, the western boundary of the land is described as *Clarence-street*.—M.F.

P.S.—It was proposed in 1855 to appoint the City Commissioners as part of the Trust. That, according to recent advice, would have been illegal, as they were a Corporation, and, therefore, ought not to have been associated with other Trustees.

The same difficulty of course arises with respect to their successors, the present Corporation, irrespective of the objection to the appointment of the latter by reason of the number of the governing body. It is presumed, therefore, that some other arrangement must be made for carrying out the intention which was duly to represent the City in the Trust, as well as those connected with the Cathedral, who, it was conceived, had a peculiar interest in the proper and decorous preservation of the future Park.

No. 6.

The Crown Solicitor to The Under Secretary for Lands.

Crown Solicitor's Office,

Sydney, 6 September, 1865.

Sir,

I have the honor to return herewith the papers relating to the Old Burial Ground in George-street, and, in answer to the questions in your Minute of the 7th August, to state—(1 and 2)—Lands may be vested in Trustees for purposes of public recreation, &c., under the Public Parks Act of 1854, either by a grant to Trustees being made under the 1st section of the Act, or by proclamation under the 2nd section, and the powers of Trustees appointed by either mode appear to be the same. If it should be determined to appoint by grant, the Surveyor General has already been furnished with the form of grant to be used in such cases.

3. The dedication under the 5th section of the Alienation Act of 1861 will not be sufficient. If it is intended to appoint the Trustees otherwise than by grant, a proclamation under the Public Parks Act will be necessary.

I think a proclamation will be the safer mode of dedicating this land, as I am informed that the Examiners of Titles under the Lands Titles Act doubt whether they are bound to recognize trusts for public purposes in Crown grants; that is, whether or not the persons named as Trustees may not alienate the lands so granted as if they were seised thereof to their own use, and without reference to the trusts in the deed of grant. But for this, I should have thought the better course would have been to grant the lands to Trustees.

I have, &c.,

JOHN WILLIAMS,
Crown Solicitor.

No. 7.

Minute of The Secretary for Lands.

THE recommendation of the Crown Solicitor to be carried out with regard to the proclamation. The Trustees to be the Honorable John Campbell, the Honorable Charles Cowper, Edmund T. Blackett, Esq., the Honorable E. Deas Thomson, and — Powell, Esq.

JOHN R.

19th September.

No. 8.

The Under Secretary for Lands to The Crown Solicitor.

Department of Lands,
Sydney, 25 September, 1865.

Sir,

Referring to your letter of the 6th instant, respecting the Old Burial Ground in George-street, wherein you advise that the dedication under the 5th section of the Crown Lands Alienation Act of 1861 will not be sufficient if it is intended to appoint the Trustees otherwise than by grant, but that a proclamation under the Public Parks Act will be necessary, I am directed by Mr. Secretary Robertson to request that you will have the goodness to furnish me, at your earliest convenience, with a form of proclamation for this purpose.

I have, &c.,
MICHL. FITZPATRICK.

No. 9.

The Crown Solicitor to The Under Secretary for Lands.

Crown Solicitor's Office,
Sydney, 18 October, 1865.

Sir,

I have the honor to acknowledge the receipt of your letter of the 25th instant, respecting the Old Burial Ground in George-street, Sydney; and, in compliance with the request therein contained, to forward you herewith the form of a proclamation under the Public Parks Act, the 18 Victoria, No. 33.

I have, &c.,
JOHN WILLIAMS,
Crown Solicitor.

No. 10.

The Under Secretary for Lands to The Surveyor General.

The Surveyor General is requested to furnish the necessary description.—B.C., 20th October, 1865.—M.F.

No. 11.

The Surveyor General to Mr. Licensed Surveyor Huntley.

Surveyor General's Office,
Sydney, 26 October, 1865.

Sir,

A description being required for the proclamation of the Old Burial Ground in George-street, under the Act 18 Victoria, No. 33, I have to request that you will be good enough to make a survey of the ground, and furnish a plan from which the necessary description can be prepared.

2. You will refer to the Chief Draftsman before proceeding with the survey.

I am, &c.,
W. R. DAVIDSON,
Surveyor General.

No. 12.

Mr. Licensed Surveyor Huntley to The Surveyor General.

No. 5, Exchange, Sydney,
2 November, 1865.

Sir,

In accordance with instructions received in your letter of October 26th, 1865, I have surveyed the Old Burial Ground, George-street, and have the honor to transmit you plan, shewing proposed alignment of George and Clarence Streets.

I have, &c.,
A. S. HUNTLEY.

No. 13.

The Surveyor General to The Under Secretary for Lands.

The required description is enclosed.—B.C., 16th November, 1865.—W.R.D.

No. 14.

Minute of the Secretary for Lands to Executive Council.

Department of Lands,
Sydney, 18 November, 1865.2 acres 26
perches.

It is recommended to His Excellency the Governor and the Executive Council, that the within-described portion of land, known as the Old Burial Ground, in George-street, be dedicated, by proclamation, for the public recreation, health, and enjoyment of the inhabitants of the city of Sydney, under the provisions of the Public Parks Act of 1854.

It is also recommended to His Excellency and the Council that the following gentlemen be appointed Trustees of the same:—

The Honorable Charles Cowper,
The Honorable E. Deas Thomson,
The Honorable John Campbell, and
Edmund T. Blackett and James Powell, Esquires.

CHARLES COWPER.

Clerk of the Executive Council.—B.C., 20th November, 1865.—M.F.

No. 15.

Minute of Executive Council.

Minute No. 65-47.—Confirmed, 5th December, 1865.

UPON the recommendation herein set forth, the Executive Council advise that the portion of land herein described, known as the Old Burial Ground in George-street, be dedicated under the Public Parks Act of 1854, for the public recreation, health, and enjoyment of the inhabitants of the city of Sydney.

2. The Council further advise that the several gentlemen herein named be appointed Trustees of the said land.

ALEXANDER C. BUDGE,
Clerk of the Council.

Executive Council Office,
Sydney, 24 November, 1865.

Approved, 6th December, 1865.—J.Y.

No. 16.

PROCLAMATION.

By His Excellency the Right Honorable SIR JOHN YOUNG, Baronet, Knight Commander of the Most Honorable Order of the Bath, Knight Grand Cross of the most distinguished Order of St. Michael and St. George, Captain General and Governor in Chief of the Colony of New South Wales.

WHEREAS, by a certain Act of the Governor and Legislative Council of New South Wales, passed in the eighteenth year of the reign of her present Majesty Queen Victoria, intituled, "*An Act for the regulation and protection of Parks and other places of public recreation convenience health and enjoyment*," it was amongst other things enacted, that it should be lawful for the Governor of the said Colony to appoint Trustees of any lands in the Colony which had been already dedicated, or should thereafter be dedicated for the purpose of recreation, convenience, health, and enjoyment, of the inhabitants of any city, town, or place in the said Colony, without issuing any grants, and such Trustees when so appointed as aforesaid, and their successors to be appointed as in the said Act of Council mentioned, should be a body corporate, and should possess the same powers as the Trustees named in any deed of grant issued as mentioned in the first section of the said Act of Council: now I, the Governor aforesaid, with the advice of the Executive Council, do by this my proclamation, dedicate and declare that all that two acres, twenty-six perches, county of Cumberland, parish of St. Andrew, city of Sydney, allotment 2 of section 19, commencing at the intersection of the western building line of George-street, with the southern building line of Druitt-street, and bounded thence on the east by the building line of George-street southerly 4 chains 70 links, on the south by a line bearing south 83 degrees 45 minutes west 5 chains and 40 links, forming partly the northern boundary of the site for St. Andrew's Cathedral, and a northern boundary of allotment 9, granted for a Presbyterian Church; on the west by lines bearing north 12 degrees west 2 chains and 13 links, and north 11 degrees 50 minutes east 2 chains and 63 links, forming eastern boundaries of allotment 9 aforesaid, and of allotments 8, 7, 6, 5, 4 and 3, to the southern building line of Druitt-street; and on the north by that building line, easterly, to the point of commencement, exclusively of the continuation of Clarence-street passing through this land in a southerly direction, the area of which has been deducted from the total area, shall henceforth be dedicated for the public recreation, health, and enjoyment of the inhabitants of the city of Sydney: And I, with the advice aforesaid, under and by virtue of the provisions of the said Act of Council, do hereby appoint Honorable Charles Cowper, Honorable E. Deas Thomson, Honorable John Campbell, and Edmund T. Blackett, and James Powell, Esquires, to be Trustees of the said lands for the purposes aforesaid, and declare that the said Trustees and their successors shall be a body corporate, under the name of the Trustees of St. Andrew's Close, and shall have perpetual succession, and shall sue and be sued in relation to the said land, and shall be capable of holding the said land in perpetuity upon trust, and for the use and purpose aforesaid.

Given under my hand and the Seal of the said Colony of New South Wales, at Government House, Sydney, in New South Wales, this 16th day of January, in the year of our Lord one thousand eight hundred and sixty-six.

JOHN YOUNG.

By His Excellency's command,

JOHN ROBERTSON.

GOD SAVE THE QUEEN!

No. 17.

The Under Secretary for Lands to The Surveyor General.

Surveyor General will note issue of proclamation.—B.C., 18th January, 1866.—M.F.

No. 18.

The Under Secretary for Lands to The Trustees of St. Andrew's Close.

Department of Lands,
Sydney, 18 January, 1866.

Gentlemen,

I am directed to forward, for your information, a copy of a proclamation which appeared in the *Government Gazette* of the 16th instant, dedicating the land in the parish of St. Andrew, known as the Old Burial Ground, for purposes of recreation, and appointing you Trustees of the same.

2. I am at the same time to remind you that By-laws, to be framed by you, must be approved by His Excellency the Governor and the Executive Council, and be previously posted as required by the 5th clause of the Public Parks Act of 1854.

I have, &c.,

MICHAEL FITZPATRICK.

B.

(Vide separate lithographed Plan of Cathedral Close.)

C.

(Handed in by Chairman, 12 September, 1867.)

The Under Secretary for Lands to The Chairman of the Select Committee on the St. Andrew's Cathedral Close Bill.

Department of Lands,
Sydney, 4 September, 1867.

Sir,

I am directed by the Honorable the Minister for Lands to transmit herewith a letter which has been received from the Secretary to the Council of Education, applying for the appropriation for a Public School of an allotment of land forming a portion of the Old Burial Ground in George-street, Sydney.

I have, &c.,
MICL. FITZPATRICK.

[Enclosure.]

The Secretary to the Council of Education to The Under Secretary for Lands.

Council of Education Office,
Sydney, 29 August, 1867.

Sir,

I have the honor, by direction of the Council of Education, to make application through you to the Honorable Minister for Lands, for a grant of an allotment of land forming portion of the Old Burying Ground in George-street, Sydney, and lying on the western side of the proposed extension of Clarence-street, as a site for a Public School under the Public Schools Act of 1866. The Council has observed that the promoters of a Bill now before Parliament seek to obtain power to sell the allotment in question; but it is hoped that the urgent necessity for a Public School in the locality will induce the Legislature to direct that the land shall be devoted to the purpose for which application is now made.

I have, &c.,
W. WILKINS,
Secretary.

This application to be forwarded to the Chairman of the Committee now sitting on the Site for a Town Hall.—J.B.W.—2 Sept.

Accordingly.—4 Sept., /67.

D.

(Handed in by Chairman, 12 September, 1867.)

Respecting claim to small piece of ground fronting Clarence-street.

Sydney, 8 August, 1867.

Dear Sir,

Many thanks for your kind attention to our interests. I send herewith copy of letter you desire; as also, sketch of the ground,—

And remain,

Yours very sincerely,

Rev. Dr. Lang.

JOHN DOUGALL.

Colonial Secretary's Office,
1 January, 1836.

Gentlemen,

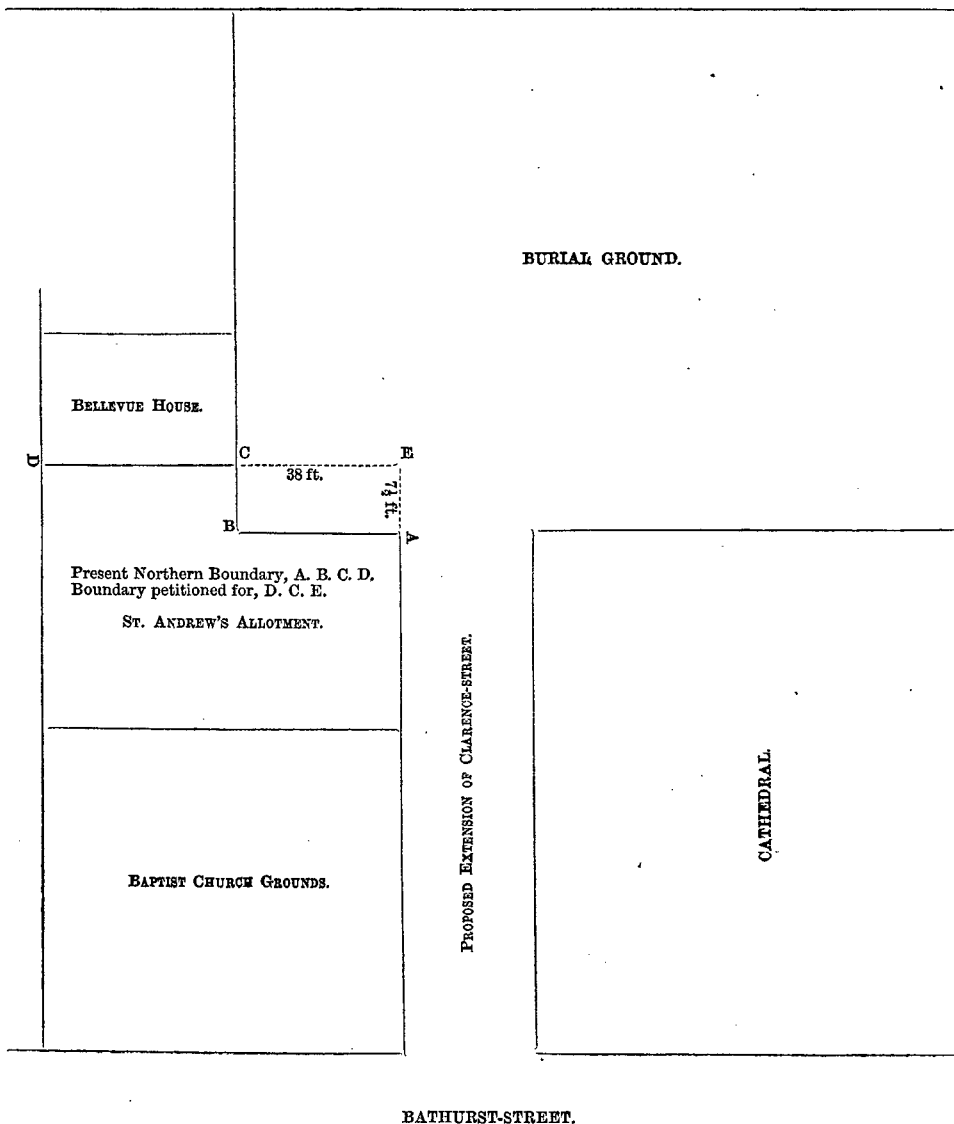
In acknowledging the receipt of your letter of the 17th ultimo, soliciting that the small piece of ground which will remain unlocated adjoining the allotment given to the Trustees of St. Andrew's Church, when the intended line of Clarence-street is carried through the Old Burial Ground may be included in the grant,—I have the honor to inform you that His Excellency the Governor considers your application reasonable, but that it will be time enough to take it into consideration when Clarence-street is about to be opened; which, however, is not at present in contemplation.

I have, &c.,
ALEXR. MACLEAY.

The Rev. John McGarvie, &c.

[Sketch

[Sketch referred to.]



E 1.

(To Evidence given by W. R. Davidson, Esq., 4 October, 1867.)

UNITED CHURCH OF ENGLAND AND IRELAND, No. 1.

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

To all to whom these presents shall come, greeting: Know ye, that in order to promote religion and education in our territory of New South Wales, we of our special grace have granted, and for us, our heirs and successors, do hereby grant unto the Right Reverend Frederick Barker, D.D., the Lord Bishop of Sydney, and his successors, Bishops of Sydney, for ever, as sole Trustee nominated and appointed under and by virtue of an Act of the Governor and Legislative Council of our said territory, made and passed in the eighth year of the reign of His late Majesty King William the Fourth, intituled, "*An Act to regulate the temporal affairs of Churches and Chapels of the United Church of England and Ireland, in New South Wales,*" subject to the trusts, conditions, reservations, and provisos hereinafter contained, all that piece or parcel of land in our said territory, containing by admeasurement one acre, be the same more or less, situated in the county of Cumberland and parish of Saint Andrew's—commencing at the north-west intersection of George and Bathurst streets, and bounded on the east by the new western building line of George-street, bearing northerly two chains ninety-one links to the southern side of the Old Burial Ground wall; on the north by the said southern side of that wall and its prolongation westerly three chains eighty-five links, more or less, to the eastern side of Clarence-street; on the west by the eastern building line of Clarence-street, bearing southerly two chains eighty links, more or less, to the northern building line of Bathurst-street; and on the south by the said northern building line of Bathurst-street, bearing easterly three chains and twenty-three links, more or less, to its intersection with George-street at the point of commencement aforesaid—(advertised as No. 15 in the Government notice dated 16th November, 1855)—with all the rights and appurtenances whatsoever thereto belonging: To hold unto the said Right Reverend Frederick Barker, D.D., the Lord Bishop of Sydney, and his successors, Bishops of Sydney, for ever, their heirs and assigns for ever, yielding and paying therefor yearly unto us, our heirs and successors, the quit-rent or sum of one farthing for ever if demanded: Upon trust for the erection

erection thereon of the cathedral church known as St. Andrew's, of the United Church of England and Ireland, as by law established; in conformity with the provisions of the said Act, and of a certain other Act of the Governor and Legislative Council of our said territory, made and passed in the seventh year of the reign of His said late Majesty King William the Fourth, intituled, "*An Act to promote the building of Churches and Chapels, and to provide for the maintenance of Ministers of Religion in New South Wales,*" so far as the same may apply to the trusts of this our grant, and for no other purpose whatsoever: On condition that the said Bishop and his successors do and shall, in every respect, and at all times hereafter, conform to the Government regulations for the time being, and to the laws and regulations now or hereafter to be in force for the better regulating the alignment of streets in our said territory; so far as the same may be applicable: Provided nevertheless, and we do hereby reserve unto us, our heirs and successors, all mines of gold, of silver, and of coals: And provided always, that if the trusts, conditions, reservations, and provisos herein contained, or any part thereof, be not duly observed and performed by the said Bishop and his successors, then the said land shall be forfeited, and revert unto us, our heirs and successors; and these presents, and every matter and thing herein contained, shall cease and determine, and become absolutely void to all intents and purposes; and it shall be lawful for us, our heirs and successors, by our Governor for the time being of our said territory, or some person by them or him authorized in that behalf, to re-enter upon the said land or any part thereof, and the said Bishop and his successors, and all occupiers thereof, therefrom wholly to remove: In testimony whereof, we have caused this our Grant to be sealed with the seal of our said territory.

Witness our trusty and well-beloved SIR WILLIAM THOMAS DENISON, Knight, Governor General in and over all our Colonies of New South Wales, Van Diemen's Land, Victoria, South Australia, and Western Australia; and Captain General and Governor-in-Chief of our territory of New South Wales and its dependencies, at Government House, Sydney, in New South Wales aforesaid, this fifteenth day of January, in the nineteenth year of our reign, and in the year of our Lord one thousand eight hundred and fifty-six.

(L.S.) W. DENISON.

Entered on record by me, this twenty-first day of January, one thousand eight hundred and fifty-six.

W. ELYARD.
(For the Colonial Secretary and Registrar.)

E 2.

(*Vide separate Plan of Site of St. Andrew's Cathedral.*)

E 3.

(*Vide separate Plan of Old Burial Ground, shewing Alignment of Streets.*)

St. Andrew's Cathedral Close Bill

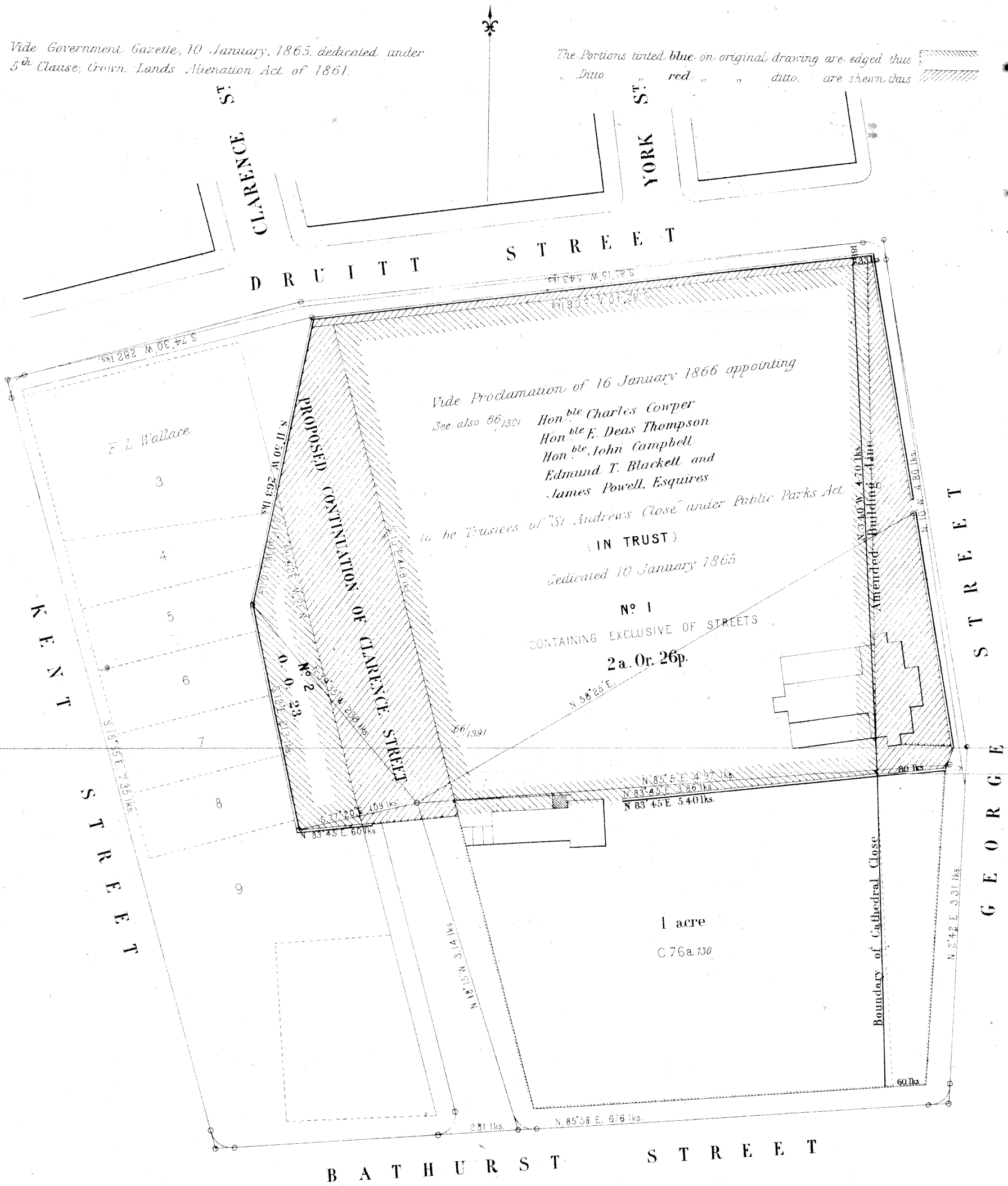
Appendix to Evidence given by W. R. Davidson, Esq^r 4 Oct. 1867 E.3. John Lucas Chairman

E.3.

CO. OF CUMBERLAND
CITY OF SYDNEY - PARISH OF ST ANDREW
 SURVEY OF
OLD BURIAL GROUND
 SHEWING THE ALIGNMENT OF STREETS

Vide Government Gazette, 10 January, 1865, dedicated under
 5th Clause, Crown Lands Alienation Act of 1861.

The Portions tinted blue on original drawing are edged thus
 "Ditto red " " ditto. " are shown thus



Scale: One Chain to One Inch

Instrument used, 6 in Transit Theodolite

Transmitted with my Letter dated Nov^r 21 1865 N^o 4

St. Andrew's Cathedral Close Bill

Appendix to Evidence given by W.R. Davidson, Esq.^r 4 Oct. 1867 E.2. John Lucas Chairman

E.2.

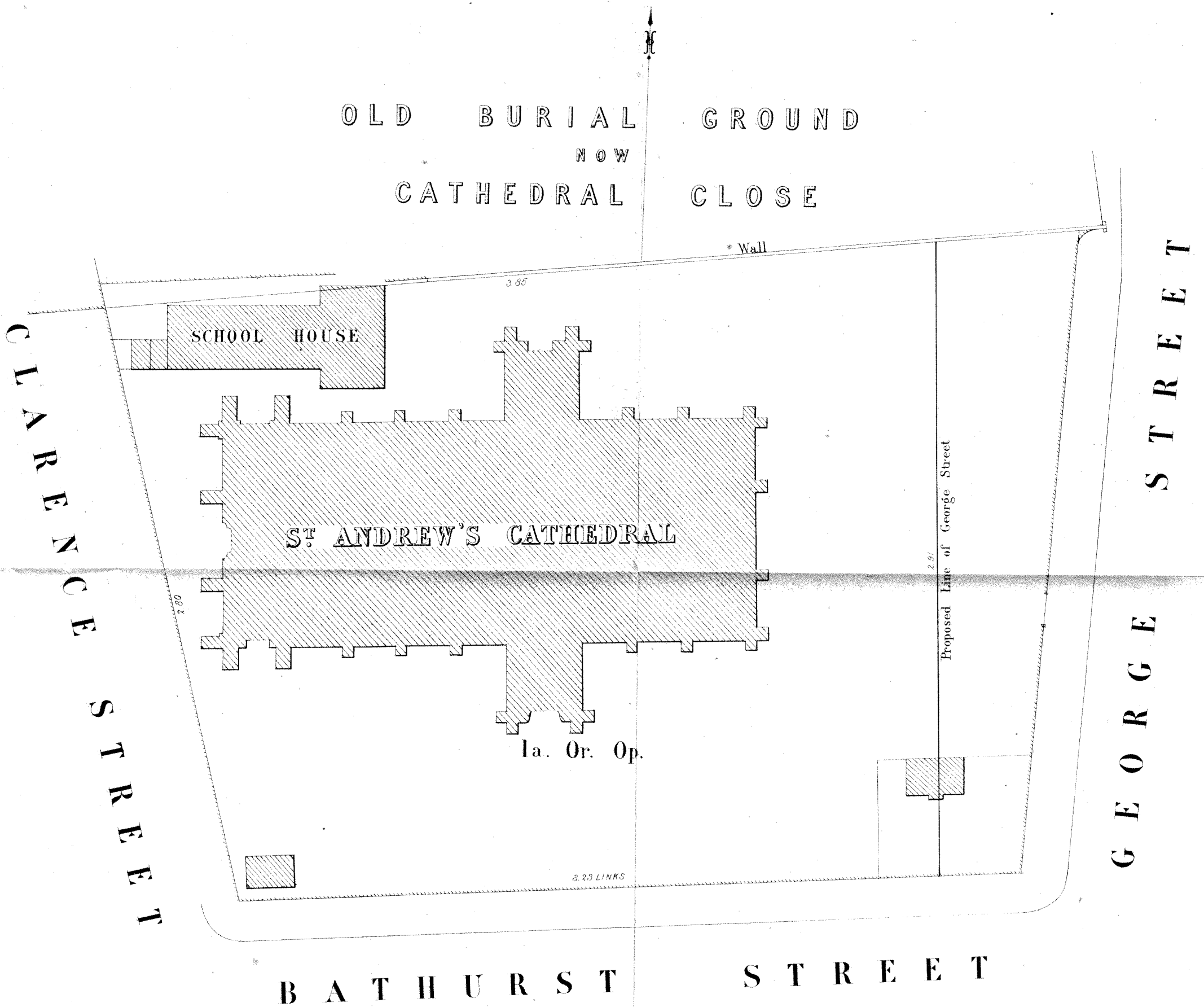
CO. OF CUMBERLAND

CITY OF SYDNEY - PARISH OF ST ANDREW

SECTION 19

SITE OF ST ANDREW'S CATHEDRAL

CONTAINING 1 ACRE



Note This Plan cancels C.76,730 (by Davidson)

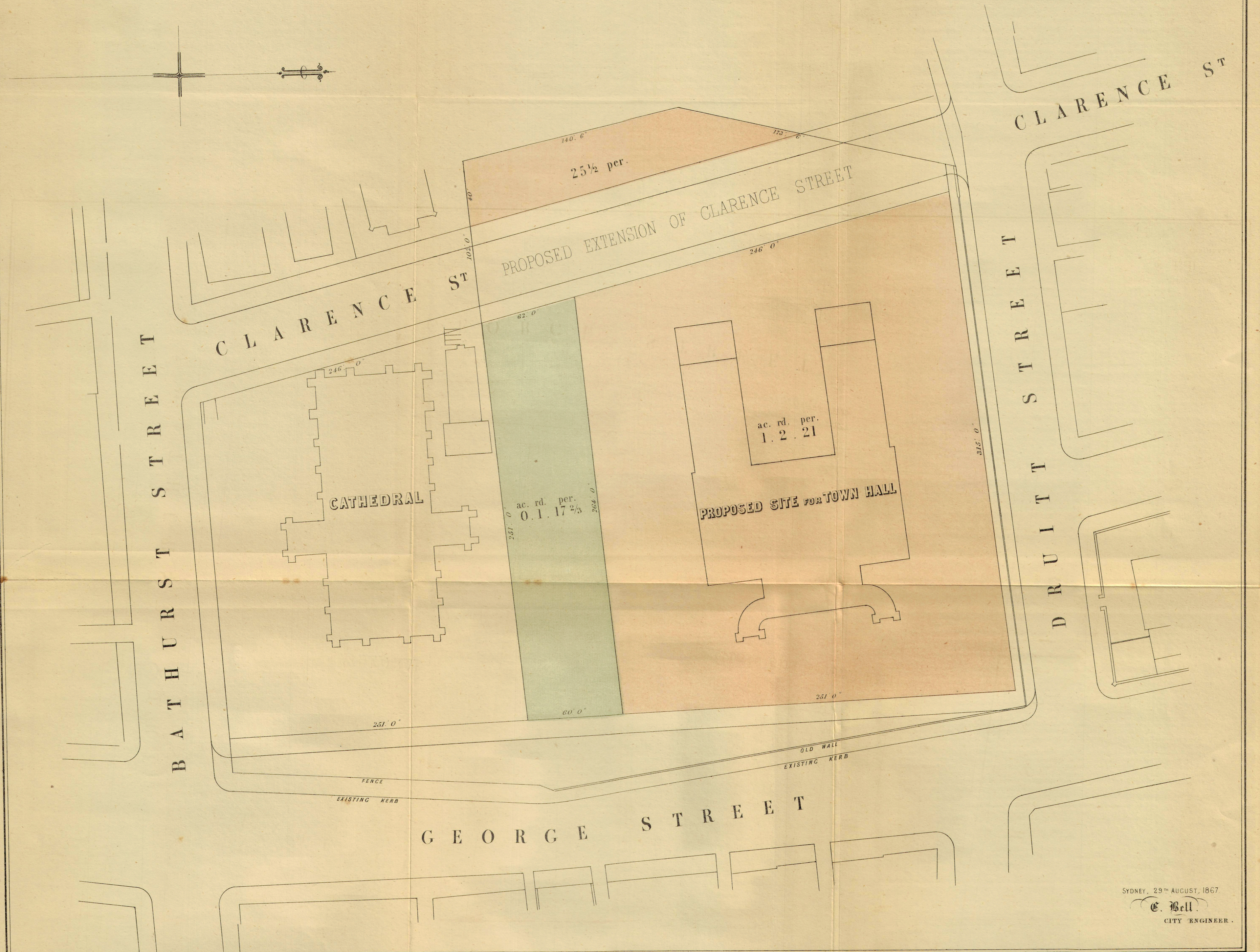
Transmitted with Description and my Letter N^o 55/54 dated 11 October 1855
M.E.L. BURROWES, A. S.

Sig. 157

Select Committee of the Legislative Assembly on St Andrews Cathedral Close Bill.

(Appendix B) to Evidence given by Edward Bell, Esq^{re} 30th August, 1867.

John Lucas Chairman



SYDNEY, 29th AUGUST, 1867
E. Bell.
CITY ENGINEER.

1867.

. LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MARRIAGE LAW.

(PETITION—RIGHT REV. BISHOP OF SYDNEY AND OTHERS.)

Ordered by the Legislative Assembly to be Printed, 15 October, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the Bishop, Clergy, and Lay Representatives of the united Church of England and Ireland, within the Colony of New South Wales, in Synod assembled,—

HUMBLY SHEWETH:—

1. That your Petitioners have had under consideration the Marriage Law now in force in this Colony.

2. That your Petitioners are of opinion that the law, as it now exists, does not contain sufficient safeguards against improper and illegal marriages, and are led to believe that such marriages have not unfrequently been contracted under it.

3. That the attention of your Petitioners has been drawn more especially to two defects in the law, which, having regard to the moral and social wellbeing of the Colony, they are desirous of seeing amended.

4. Your Petitioners have observed that there is in the Act no requirement that previous notice shall be given to the Minister or Registrar who is asked to celebrate a marriage, with a sufficient interval prior to the celebration to enable him, if he shall deem it necessary, to make inquiry into the condition of the parties applying to be married; and further, that the declaration required to be made before Surrogate, Minister, or Registrar, does not require the parties to affirm that they are of the full age of twenty-one years, or, in the event of the minority of one or both of them, that the consent produced is the *bonâ fide* consent of the lawful guardians.

5. Your Petitioners desire to record their conviction, that it would tend to prevent clandestine and illegal marriages if forty-eight hours' notice of every marriage were required to be given to the Minister or Registrar who is desired to celebrate such marriage, prior to its celebration; and if, in addition to this, the declaration to be made by the parties were to include the fact, that both the parties are of the full age of twenty-one years, or should either of them be under that age, that the consent produced is the consent of, and signed by, the parent or guardian duly qualified to grant such consent.

6. Your Petitioners, therefore, pray that your Honorable House will be pleased to take the premises into consideration, and adopt such measures to remedy the evils herein referred to as, in your wisdom, you may deem expedient and necessary.

And your Petitioners, as in duty bound, will ever pray, &c., &c.

F. SYDNEY,
On behalf of the Synod. (L.S.)

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

A B O R I G I N E S .

(PETITION—REV. ROBERT STEEL.)

Ordered by the Legislative Assembly to be Printed, 15 November, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned, the Moderator and Members of the General Assembly of the Presbyterian Church of New South Wales,—

HUMBLY SHEWETH:—

That your Petitioners have frequently had their attention directed to the condition of the Aborigines of this Colony, and that the means of improving it has received their most careful consideration.

That as one of the most important of these means, they have considered it the duty of the Presbyterian Church of New South Wales to endeavour to impart to them a knowledge of the doctrines and duties of the Christian faith, and have for carrying out this object collected and expended considerable sums of money.

That your Petitioners have hitherto been unsuccessful in establishing an independent agency for the religious training of the Aborigines, but have liberally contributed to the support of such an agency established by the Presbyterian Church in a neighbouring Colony.

That your Petitioners, while making a preliminary inquiry into the best mode of Christianizing and civilizing the Aborigines of this Colony, and into the nature of the obstacles which prevent the accomplishment of this most desirable object, have been led to the conclusion that perhaps the most serious obstacle in the way of ameliorating their condition is, the facility they possess in obtaining by purchase and otherwise an unlimited supply of intoxicating liquors.

That the result of this facility is, that they are daily becoming more and more demoralized, they are abandoning great and growing pursuits, and laying aside those orderly habits which they had begun to acquire.

That they are contracting many fatal diseases, which are so rapidly reducing their numbers as to threaten at no distant period their complete extirpation; that they are involved in the commission of numberless crimes, by which the property and lives of the community are endangered; and that the efforts of Missionaries and others to improve their condition are rendered almost entirely unsuccessful.

That your Petitioners are fully aware that the sale of intoxicating liquors to the Aborigines, or even the gift of them, was, until very recently, strictly prohibited by legislative enactments; that this prohibition was attended with the happiest results to the said Aborigines, and was not found to interfere prejudicially with any of the interests of the Colony.

That, therefore, your Petitioners earnestly pray your Honorable House to re-impose the prohibition referred to, or to take such other steps as may to your Honorable House seem most desirable for the purpose of effectually preventing the sale of intoxicating liquors to the Aborigines of this Colony.

And your Petitioners shall, as in duty bound, ever pray.

Signed in name and by authority of the General Assembly of the Presbyterian Church of New South Wales, by—

JAMES B. LAUGHTON,
Clerk of Assembly.

ROBERT STEEL, M.A., Ph. D.,
Moderator.

1867.

—
LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

REPORT FROM THE SELECT COMMITTEE

ON THE

WATERVIEW PATENT SLIP BILL;

TOGETHER WITH THE

PROCEEDINGS OF THE COMMITTEE,

MINUTES OF EVIDENCE,

AND

APPENDIX.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
9 October, 1867.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

—
1867.

[Price, 2s.]

217—A

1867.

EXTRACTS FROM THE VOTES AND PROCEEDINGS OF
THE LEGISLATIVE ASSEMBLY.

VOTES, No. 39. TUESDAY, 10 SEPTEMBER, 1867.

4. Waterview Patent Slip Bill (*"Formal" Motion*):—Mr. Tighe moved, pursuant to Notice,—
- (1.) That the Bill to enable Thomas Sutcliffe Mort, Esquire, to close certain ways or streets on and over his property and other lands at Waterview Bay, and to establish a new road in lieu thereof, be referred to a Select Committee for consideration and report.
- (2.) That such Committee consist of the following Members, viz. :—Mr. Burns, Mr. De Salis, Mr. Dodds, Mr. Farnell, Mr. Graham, Mr. Mate, Mr. Oatley, Mr. Smart, Mr. Wilson, and the Mover.
- Question put and passed.

VOTES, No. 56. WEDNESDAY, 9 OCTOBER, 1867.

9. Waterview Patent Slip Bill :—Mr. Tighe, as Chairman, brought up the Report from, and laid upon the Table the Minutes of Proceedings of, and of Evidence taken before, the Select Committee for whose consideration and report this Bill was referred on 10th September, 1867, together with Appendix.
- Ordered to be printed.

* * * * *

CONTENTS.

	PAGE.
Extracts from the Votes and Proceedings	2
Report	3
Proceedings of the Committee	4
List of Witnesses	5
List of Appendix	5
Minutes of Evidence	6
Appendix	16

1867.

WATERVIEW PATENT SLIP BILL.

REPORT.

THE SELECT COMMITTEE of the Legislative Assembly, for whose consideration and report, was referred, on the 10th ultimo, the "*Bill to enable Thomas Sutcliffe Mort Esquire to close certain ways or streets on and over his property and other lands at Waterview Bay and to establish a new road in lieu thereof*"—beg leave to report to your Honorable House,—

That they have examined the witnesses named in the margin* (whose evidence will be found appended hereto); and that, the Preamble having been proved to the satisfaction of your Committee, by the evidence of these gentlemen, they proceeded to consider the several clauses of the Bill, in which it was not deemed necessary to make any amendment.

*W. G. McCarthy,
Esq., F. H. Reuss,
Esq., T. M'Arthur,
Esq., Mr. W. Fenton,
T. S. Mort, Esq.

And your Committee now beg to lay before your Honorable House the Bill without amendment.

ATKINSON A. P. TIGHE,

Chairman.

No. 3 Committee Room,

Sydney, 1st October, 1867.

PROCEEDINGS OF THE COMMITTEE.

FRIDAY, 13 SEPTEMBER, 1867.

MEMBERS PRESENT:—

Mr. Farnell,	|	Mr. Dodds,
Mr. Tighe,	|	Mr. Burns,
Mr. De Salis,	|	Mr. Graham,

Mr. Mate.

Mr. Tighe called to the Chair.

Printed copies of Bill *referred*,—together with original Petition, praying for leave to introduce the same,—before the Committee.

Present for the Promoter:—

W. G. M'Carthy, Esq., *Solicitor for the Bill*.

William Godfrey M'Carthy, Esq., examined.

Room cleared.

Committee deliberated, and—

[Adjourned to Tuesday, 24th instant, at 11 o'clock.]

TUESDAY, 24 SEPTEMBER, 1867.

MEMBERS PRESENT:—

Mr. Tighe in the Chair.

Mr. Dodds,	|	Mr. Graham,
	|	Mr. Mate.

Committee deliberated, and—

[Adjourned to this day week, at 11 o'clock.]

TUESDAY, 1 OCTOBER, 1867.

MEMBERS PRESENT:—

Mr. Tighe in the Chair.

Mr. Smart,	|	Mr. Mate,
Mr. Farnell,	|	Mr. Oatley,
Mr. Graham,	|	Mr. De Salis,

Mr. Burns.

Present for the Promoters:—

G. C. Davis, Esq., *Counsel*.

W. G. M'Carthy, Esq., *Solicitor for the Bill*.

Counsel *produced* Title-deeds and Descriptions of land, referred to in the Preamble, in proof of Mr. T. S. Mort's title.

Ferdinand H. Reuss, Esq., *Surveyor*, called in and examined.

Witness *produced* Plan of Town of Waterview, and *handed in* a Lithographic Copy,—which was ordered to be appended. (*Vide Appendix A.*)

Witness withdrew.

Thomas M'Arthur, Esq., *Engineer*, called in and examined.

Witness withdrew.

Ferdinand H. Reuss, Esq., *Surveyor*, again called in and examined.

Witness *handed in* "Sketch of Mort's Dry Dock at Waterview." Ordered to be appended. (*Vide Appendix B.*)

Mr. William Fenton, House Agent, &c., called in and examined.

Witness withdrew.

Thomas Sutcliffe Mort, Esq., called in and examined.

Witness *handed in* a letter from Mr. William Russell, to Messrs. M'Carthy, Son, Donovan, withdrawing his opposition to the Bill, on behalf of the Balmain Municipality. Ordered to be appended. (*Vide Appendix C.*)

Witness withdrew.

William Godfrey M'Carthy, Esq., *Solicitor*, again examined.

Room cleared.

Preamble read and considered.

Motion

Motion made (*Chairman*) and *Question*,—That this Preamble stand part of the Bill,—*agreed to*.

Parties called in and informed.

Clauses 1, 2, 3, 4, and 5, severally read, and agreed to.

Schedules A, B, and C, severally read, and agreed to.

Motion made (*Mr. De Salis*) and *Question*,—That the Chairman report the Bill, without amendment, to the House,—*agreed to*.

Chairman to Report.

LIST OF WITNESSES.

	PAGE.
Fenton, Mr. William	13
M'Arthur, Thomas, Esq.	11
M'Carthy, William Godfrey, Esq., <i>Solicitor</i>	7, 15
Mort, Thomas Sutcliffe, Esq.	13
Reuss, Ferdinand Hamilton, Esq., <i>Surveyor</i>	8

LIST OF APPENDIX.

	PAGE.
(<i>To Evidence given by F. H. Reuss, Esq., 1 October, 1867.</i>)	
A.	
Plan of Town of Waterview	17
B.	
Sketch of Mort's Dry Dock at Waterview	18
C.	
(<i>To Evidence given by T. S. Mort, Esq., 1 October, 1867.</i>)	
Letter, dated 29 September, 1867, from Mr. William Russell, on behalf of the Municipality of Balmain, to Messrs. M'Carthy, Son, and Donovan, withdrawing opposition to the Bill	16

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE SELECT COMMITTEE

ON THE

WATERVIEW PATENT SLIP BILL.

FRIDAY, 13 SEPTEMBER, 1867.

Present:—

MR. TIGHE,	MR. MATE,
MR. FARNELL,	MR. GRAHAM,
MR. DODDS,	MR. DE SALIS,
MR. BURNS.	

ATKINSON A. P. TIGHE, Esq., IN THE CHAIR.

William Godfrey M'Carthy, Esq., called in and examined:—

1. *Chairman.*] I believe you are Solicitor for this Bill? I am.
2. Will you be good enough to state the object of the Bill? The object of the Bill, as stated in the prayer of the Petition, is to shut up two streets at Waterview Bay—one of them called Elliott-street, which was originally dedicated by Mr. Mort to the public, on laying out for sale a portion of his property at Waterview Bay, and over which rights of way were given to the different purchasers; the other is a proclaimed street, called Union Road, which leads to the water in Waterview Bay. These streets interfere with the direction of the proposed cutting for the Patent Slip; and, in lieu of them, Mr. Mort proposes to substitute another road, which, as stated in the Preamble to the Bill, is more convenient to the public generally.
3. Have you any plan or sketch shewing the position of these roads? I have, but I did not bring them on this occasion, because I have to apply for an adjournment; my principal witness is Mr. Mort himself, and he will have to produce the deeds, to shew his seizin of the land itself at Waterview; but he has gone out of town without informing me of it, and not thinking, I suppose, that this matter would be brought on so soon.
4. *Mr. Burns.*] Do you know whether there is any opposition to the Bill? We had notice of an intended opposition on the part of the Municipal Council, which is likely, however, to be compromised on certain conditions, which may probably be agreed to by Mr. Mort.
5. *Mr. Dodds.*] Do the purchasers of land who have rights of way over these streets concur in this application? The greater number of them have released their rights of way to Mr. Mort; I believe there are a few exceptions.
6. *Chairman.*] I understand Mr. Mort has purchased back a great portion of the land having right of way over this street? He has.
7. The parties interested are aware that a Bill of this kind is before the House? They must be—it has been advertised more than the usual number of times in the daily papers.

W. G.
M'Carthy,
Esq.
13 Sept., 1867.

TUESDAY,

TUESDAY, 1 OCTOBER, 1867.

Present:—

MR. BURNS,
MR. DE SALIS,
MR. FARNELL,

MR. SMART.

MR. GRAHAM,
MR. MATE,
MR. OATLEY.

ATKINSON A. P. TIGHE, ESQ., IN THE CHAIR.

Mr. Davis, instructed by Mr. McCarthy, appeared as Counsel for the Petitioner.

Ferdinand Hamilton Reuss, Esq., called in and examined:—

Mr. Davis produced deeds marked, respectively, A, B, and C.

F. H. Reuss,
Esq.

1 Oct., 1867.

8. *Mr. Davis* (to the witness).] What are you? A surveyor.
9. You are the surveyor who produced the Schedules A, B, and C? Yes.
10. Will you look at the Schedules A, B, and C, and see whether the three deeds put in included the whole of the parcels put in Schedules A, B, and C? These all refer, not to the plan as it is now, but to the plan before the last Bill.
11. Does it include the piece of land mentioned here? Excepting such portions of streets as are not herein included.
12. Does this Schedule A appear in any of the parcels mentioned in any of these deeds? These deeds cover all these parcels, with the exception of certain streets which are here excluded, and are afterwards included in this Bill.
13. I have to do with nothing but Phillip-street at present—do the parcels in this deed include altogether Phillip-street? No, because there is a portion of a former street (Bay-street) which runs across what is now Phillip-street, which is not mentioned in the parcels in this deed; but otherwise the parcels here include the whole of Phillip-street.
14. What would be the quantity? Only a few perches—about 33 feet square twice.
15. Did it cross Phillip-street twice? No, but there are two streets that cross Phillip-street.
16. I understand you to say that the parcels in this deed include the whole of Phillip-street, that is Schedule A, with the exception of two squares of 33 feet each, in which old streets which have long since been closed up cross what is now Phillip-street? Yes. I believe they were closed by a former Act.
17. In 1855? In 1855, I believe.
18. These two streets, which you say crossed Phillip-street originally, were the streets which were closed, and which were mentioned in the Schedule to Mr. Mort's Dry Dock Act of 1855? They are included.
19. You remember the Schedules to that Act? Yes.
20. Did you draw them? I drew the descriptions.
21. So that this deed and the Schedules of Mort's Dry Dock Act of 1855 include, together, the whole of that piece of land mentioned in that Schedule A? Yes.
22. Then this land mentioned in this deed, A, includes the land surrounding and beyond that which is contained in Schedule A? Yes.
23. Mr. Mort, then, is possessed, according to these deeds, A, B, and C, of a large quantity of land in this neighbourhood? Yes.
24. Did Mr. Mort, at any time, to your knowledge, and when, and under what circumstances, sell any portion of that land? Yes, he has sold portions of the land.
25. And for that purpose were plans prepared? Yes.
26. Have you that plan? Yes. This is the lithographed copy of the plan prepared. I also hand in a sketch of Mort's Dry Dock (*handing in the same. Vide Appendixes A and B.*)
27. On that plan, by which Mr. Mort sold portions of that estate which he possessed at Balmain, were certain streets or roads marked out? Yes.
28. Among others was that in Schedule A, Phillip-street? Yes.
29. That Phillip-street, then, forms part of the Waterview Bay Estate, of which Mr. Mort so sold portions? Yes, exactly.
30. Do you know yourself individually whether lithograph copies of the plan you produce were exhibited for the purpose of inviting purchases? Both the original plan and lithographic copies were exhibited.
31. And I presume the persons who purchased, purchased with reference to this plan? Yes.
32. The plan and lithographic copies were prepared for the special purpose of marking out the lots for sale by Mr. Mort? Yes.
33. That piece, Schedule A, which is marked as Phillip-street on that plan, has anything ever been done with that as a road or street? There were never any works done on it at all.
34. Does it remain in the same condition as at the time when that plan was originally prepared? With the exception of what has been done lately, there was no work carried on there.
35. *Chairman.*] What who has done lately? Messrs. Macarthur and Mort.
36. *Mr. Davis.*] With the exception of what has been done with the view of carrying out these Patent Slip Works, it remains in its natural state? Yes.
37. *Mr. De Salis.*] Are there no houses there? There was a house, but I believe that belongs to Mr. Mort now; it was originally sold by him.
38. *Mr. Davis.*] Is it possible, in the natural conformation of that piece of land, to draw carts or carriages over it, or to use it as a street or road? It could be passed over on foot, but not with carriages or vehicles of any kind.

39. Is there any street running in the same direction as Phillip-street, in the immediate neighbourhood of Phillip-street? Yes.
40. What is the name of it? Wharf Road.
41. It runs parallel with Phillip-street? Yes.
42. What distance is there between the edge of Wharf Road and the edge or boundary of what was laid out as Phillip-street? Between Wharf Road and Phillip-street there is also another street called Short-street, which is about 140 feet from what is laid out as Phillip-street. The west one, that is Wharf Road, is about 180 feet more.
43. With reference to persons wishing to pass along in that direction, is Short-street or Wharf Road equally as convenient as Phillip-street? I believe it is quite as convenient; in fact more so; because you have not to go down into a hollow, and to come out again.
44. Do you know of yourself whether Phillip-street, that is Schedule A, has been used for any purpose at all by persons in that neighbourhood? It has never been used at all.
45. The fact is, I suppose, that none but a surveyor, and a well qualified surveyor, could tell which is Phillip-street? I do not think any one could without that plan.
46. On the ground there were no marks to shew? There were at the time.
47. Pegs, I suppose? Yes, and here and there cut turfs.
48. All these marks have disappeared, and except a person had the proper bearings it would be impossible to find the street? Yes; he would say "Somewhere about here."
49. Do you know of any works that have been intended to be carried out there, or that have been commenced near Phillip-street? I know there is a Patent Slip intended to be erected there.
50. With reference to that piece of land called Schedule A, or Phillip-street, how is it intended that Patent Slip should run? It goes right across it.
51. The Patent Slip, I presume, is erected on a position intended to secure the greatest advantage to that Slip? Yes.
52. It is erected on the place best suited for it, so far as you see the lie of the land? Yes, it appears to me so.
53. From the dimensions of the Patent Slip it is necessary to go right across Phillip-street to cut through it? Yes.
54. And that cutting through it would be an obstacle to the street? It could not be used as a street.
55. It could not be farther used as a street or passage? No.
56. Did you prepare Schedule B? Yes.
57. Schedule B is from your own survey, and drawn by you? Yes.
58. Schedule B, called Union Road, how does that lie with reference to the portion intended to be used as a Patent Slip? It lies along one corner, on the face of the wharfage.
59. The Patent Slip runs at right angles from the water's edge, and Union Road also runs nearly at right angles to the water's edge? Yes, one corner comes very close to where the Patent Slip is now, the Patent Slip without it would be very much inconvenienced because it would have no wharfage at the side.
60. If Union Road were continued it would be a great obstruction to the using of the Patent Slip, inasmuch as there would not be the necessary room for the use of the Patent Slip? Yes. I believe it does not actually form a portion of the Slip.
61. It does not actually form a portion of the Patent Slips, but it is necessary for the effectual working of the Slip that Mr. Mort should have the use of it? Yes, I believe one corner just touches it, if I remember right.
62. This Schedule B, or Union Road, do you know yourself how it became a road, or whether it has been used as a road? It became a road by the subdivision of the Balmain Estate.
63. It became a public road? It was dedicated by the Trustees of the Balmain Estate on the prepared plan by which they sold the land.
64. They, in fact, dedicated that piece of land as a road to the public? They did, or rather to their purchasers.
65. Very much in the same way as Mr. Mort dedicated or marked out Phillip-street? In precisely the same way—I do not believe it is proclaimed.
66. Has it ever been formed or used as a road within your recollection? A very small portion of it; on the top they have a foot-path made to go to a wharf—a sufferance wharf erected by Mr. Mort.
67. On a very small portion then there is a foot-path which runs to a sufferance wharf? Yes, now used as a steam-boat wharf.
68. Further than that, am I to understand you to say that Union Road has not been formed by metal, or in any other way into a street? No, for the last few years it has been closed by a fence. There is no access by it to the water.
69. That is to the public generally along that piece of land, Union Road? No, without getting over the fence.
70. Can you tell us how long that fence has been there? I remember it for five or six years.
71. *Mr. Smart.*] Do you know who erected it? I am not quite sure, but I think it was Captain Rowntree.
72. *Mr. Davis.*] Previous to that, did you know it to be used as a road or street for the purpose of going to the water's edge, of getting down to the bay? No, it used to be bush and impassable.
73. Previous to this fence being erected? Yes, I marked out the line in 1853.
74. You marked out Union Road in 1853? Yes, and then I cut through the bush for it.

F. H. Reuss,
Esq.
1 Oct., 1867.

- F. H. Reuss, Esq.
 1 Oct., 1867.
75. Do I understand that from that time, up to five or six years ago it remained, with the exception of the cutting you made covered with bush? The bush was virtually removed piece by piece and burned by the people around until it was cleared.
76. That is the only way in which it did get cleared? Yes.
77. Then, so far as you know that locality, it was not required for the public as a road to go down to the edge of Waterview Bay? It was not used.
78. It was known to be a road that could be opened in the event of its being required? Yes, but it would require that a wharf should be made before it could be of any use.
79. It would be necessary for the working of this Patent Slip that this Union Road should be closed up? It would.
80. I believe you prepared Schedule C? Yes.
81. Tell the Committee how that Schedule lies: do you find it described in this deed, A? Yes.
82. Does the land described in deed A embrace Schedule C? This deed (*referring to the same*) contains it.
83. Does the piece of land, Schedule C, run to the shore of Waterview Bay? That is the proposed road that runs to the present wharf. It is the present line used extended to the width of 50 feet 75 links.
84. You say Schedule C embrace a piece of land which terminates at the present steam-boat wharf, over which there is now a path used? Yes.
85. By whose permission? By Mr. Mort's permission.
86. But that is extended to the width of 75 links? Yes, the width of the rest of the roads of the Balmain estate.
87. Where does it commence: you say it terminates at the shore? It commences at the termination of Union Road.
88. With reference to the plan marked B, describe to us to the coloring of Schedules A, B, and C? A is pink, and marked 2 roods 1 perch; B, also colored pink, contains 35 perches, and forms a portion of the original Union Road, the portion which has not been used. The portions colored green, marked as containing 2 roods and 25 perches, and $7\frac{1}{2}$ perches, is Schedule C. The portion between the two parts colored green is a portion of the originally laid out Union Road, which it is necessary should be closed, for the purposes of the Patent Slip.
89. And that also is to remain as a portion or a continuation of the proposed substituted road? Yes.
90. Then, on this plan what is marked as the site of the proposed Patent Slip is not in accordance with the present intention? No, the site is moved to clear Union Road, colored pink, but it crosses Phillip-street as before.
91. The edge of the present cutting for the now proposed Patent Slip runs just at the side of Schedule B, Union Road? Just clears it.
92. And when you said just now it would be necessary for Mr. Mort to have wharves at the side of the Patent Slip, the wharf would necessarily, according to the present site of the Patent Slip, run across a portion of Schedule B, if not the whole? Only the wharf, not the Slip itself.
93. Do you know anything about the land on either side of Phillip-street, as to how it is occupied, or under what circumstances it is occupied? It is unoccupied, with the exception of the Dry Dock.
94. Which uses the portion on the southern side? Yes.
95. You have known that estate for some time? Yes.
96. You laid it out? Yes.
97. Is there any great difference in the population of that part of the world from the time when you laid it out? Yes, it has very much increased, indeed the locality has altered so much as to be hardly recognizable.
98. The works that have been erected there have created a population? No doubt they have greatly contributed to it.
99. If the Patent Slip should be erected as proposed, it will necessitate the employment of a large number of people there? Yes, as a matter of necessity.
100. And the natural result will be the increase of population, of the resident population there? Yes.
101. Have you any notion of what will be the expenditure or cost incurred with respect to that Patent Slip, or what will be its value if assessed? I have no idea.
102. Are you never engaged for the purpose of assessing property? Sometimes. I know it would increase the value of property there, but the amount I could not possibly tell you.
103. Among other things would it not raise the rates received by the Municipal Council for general purposes? No doubt.
104. *Chairman.*] Are you the surveyor to the Municipality of Balmain? No.
105. *Mr. Farnell.*] These streets which it is proposed to close, what kind of streets are they, even or undulating? Phillip-street is on the edge of a rock right along.
106. Is it much elevated above the water? A portion of it is much elevated, other portions are very low—you have to come up and go down again.
107. This street which it is proposed to substitute for Phillip-street and Union Road, Schedule C, what sort of street is that? It is an even street for half its width, and the other half is rough. It is a street which has been picked out by the inhabitants as the best street to be used by them to go to the wharf.
108. Would it be less expensive to form this street than either of the two streets it is proposed to close? Phillip-street, I do not think, could be formed at any time, it would be too expensive.
109. Would this street be less expensive to the Municipality, or those engaged in forming it? Yes, less expensive, provided you take the wharf.

110. *Mr. Burns.*] Do you know whether Mr. Mort has made any compromise with the F. H. Reuss, Corporation as to the expense of forming this street? I do not know.
111. *Mr. Farnell.*] You do not know whether Phillip-street, mentioned in Schedule A, has ever been dedicated by any one? Only by Mr. Mort by these plans. F. H. Reuss,
Esq.
1 Oct., 1867.
112. Has it been actually dedicated in any way? It has not been proclaimed, it has only been dedicated by this plan.
113. Is the soil still vested in Mr. Mort? The soil is still vested in Mr. Mort under these deeds, with the exception of certain small portions.
114. Did Mr. Mort hold the land on both sides? On both sides.
115. Mr. Mort has not in any way dedicated this land to the public, Schedule A, Phillip street? Not by any express act, except by making this plan, under which the sales of the land were made.
116. All the persons who had purchased land under that plan sold by Mr. Mort, would merely have the right of using this road? Yes, but it would be no convenience to them.
117. They would be inconvenienced just as much by having this road substituted for Phillip-street? A great deal more.

Thomas Macarthur, Esq., called in and examined.

118. *Mr. Davis.*] You are an engineer, I believe, and connected with Mr. Mort in the Dry Dock at Balmain? Yes. T. Macarthur,
Esq.
1 Oct., 1867.
119. And also in the proposed Patent Slip? Yes.
120. Will you look at the plan before the Committee (*Appendix B*) and point out the site of the proposed Patent Slip, and the advantages which would accrue to the persons carrying it out by closing Schedule C? The Slip will run more north and south than it does at present. The proposed Patent Slip is now carried somewhat more to the west than it appears on the plan, to the extent of half its width.
121. And that is with a view to clear the vessels which would lie at the steamers' coaling wharf, which is also marked on this plan near the proposed substituted road? Yes.
122. If it were not so moved further to the west its working would be impeded by any vessels lying there? Yes.
123. Then it is necessary for the effectual working of that Patent Slip that it should be so moved? Yes.
124. Being so moved, is it necessary that you should be able to close up Schedule C, and if so for what purpose? No vessel could lie off Schedule B while we were taking a vessel on the Slip or launching her.
125. No wharf could be formed at the end of Schedule B if the Patent Slip were erected, because the one would interfere with the other, and Schedule B could not be used as a road without having a wharf on that shore? It could not, and vessels lying there would come foul of one another.
126. With reference to the working of your Patent Slip, is it necessary you should have any wharf or works on any portion of Schedule B? I require the shutting up of Schedule B that I may get my vessels up and down the Patent Slip.
127. It is necessary that Schedule B should be in your hands entirely, so as not to interfere with any vessel brought up and down the Patent Slip? Absolutely necessary, for we could not get vessels on the Slip without it.
128. Then it would be necessary also to have some buoys or floating fixed barges at the termination of Schedule B, in order to get the leverage for your works up the Patent Slip? Yes.
129. Any buoys or fixed barges placed by you there would entirely obstruct the use of Schedule B as a way to the shore of Waterview Bay? Yes, that itself would obstruct it; besides we should require to have land on the north-east side of Schedule B, where we could fix posts for ropes to steady vessels as they were drawn up the Patent Slip.
130. And these would naturally run across Schedule B? Yes.
131. So that unless you are able to have the undisturbed use of Schedule B, you cannot effectually carry out the Patent Slip and all its adjuncts? Not unless we have the whole of that part colored pink.
132. There is, I believe, a steamers' wharf at the end of the piece of land marked Schedule C? Yes.
133. And along Schedule C persons have of their own free choice selected a passage as being the most convenient way? The most convenient way to get to the steamer.
134. Then the Schedule C forms a more convenient way than these two streets put together? Yes—Schedule B has never been used at all.
135. The whole of Schedule B has never been used at all? No.
136. Nor has Schedule A been used? No, not as a road, except in going backward and forward to the steamer by my workmen.
137. You have been many years connected with these works, I believe? I have been about eighteen months.
138. Can you tell us, with reference to the Patent Slip, the amount expended upon it, or the value of it? The value when finished will be about £15,000.
139. When I speak of its value, I mean supposing it were assessed for rates? I do not know about that; I know it will cost me £15,000 to put it in working order.
140. Do you happen to know what amount of rates is now paid to the Balmain Municipality for the piece of land intended to be used for a Patent Slip? I cannot say how much is paid for any one piece, but we pay for the whole of the land connected with the Dry Dock a rate of £180 a year.

- T. Macartthur,
Esq.
Oct., 1867.
141. That includes the valuable property of the Dry Dock and its machinery? For the Dock only, the ground is rated at £180 a year.
142. I suppose for the purpose of working the Patent Slip you will require a great many more laborers? A great many mechanics and laborers will be required in connection with the Patent Slip—We have now as many as 85 men employed on the site of the Patent Slip, and when ready for working may employ 150 mechanics. It depends upon the work we have to do.
143. The result will be that a greater number of these people will come to reside in the neighbourhood? Yes. The land is all improved now around the neighbourhood, and the land is increasing in value.
144. When you say the land is improved, is it improved in reference to the erection of that Patent Slip? Yes. I have now 360 men and boys employed on the establishment, and in connection with the Patent Slip.
145. Are any of these men residing on the property there? Yes, a large number. A few, say from forty to fifty, go to Sydney.
146. *Mr. Farnell.*] What is the depth of water at the intersection of Union-street, Schedule B? There is a rise and fall here of about 5 feet. It is dry at low-tide, at the shore end of Schedule B.
147. What is the depth of water at the end of the proposed street, Schedule C? About 26 feet.
148. That will be more convenient for the people of Balmain as a landing place, or for wharfage purposes than Schedule B, proposed to be closed? Yes, for they can get any size of steamer to lie there but not at Schedule B.
149. Will the construction of this Patent Slip have the tendency to increase the population of Balmain? It has done so already.
150. It causes a large expenditure of money in the neighbourhood? £730 a week average.
151. *Chairman.*] Will it be advantageous to the Colony generally? Yes, we shall then, in conjunction with the Dry Dock and engineering establishment, be able to do the work of any large steamer that comes to these Colonies.
152. There is not at present sufficient accommodation provided? No, not for the general repairs to steamers, especially when vessels require extensive repairs to hull and machinery. Companies and shipowners invariably send their vessels to establishments that are able with appliances to do all the work required, without going to different workshops.
153. Then, it will be a great public convenience and advantage? Yes, it will do a great deal of good to the country generally. It will keep the workmen in employment, and keep skilled labour in the country so that wages will not rise, and it will prevent ships going to other ports to be repaired. At one time we could only make a small shaft of a ton and a half, now we can turn out one of seven tons weight. We have machines here now that will suit any work of the first class, and any tools we may not have large enough ourselves they have at Cockatoo.
154. If this project of Mr. Mort's is carried out, will this Colony have greater and better advantages for shipping and for repairing vessels than any of the neighbouring Colonies? Yes, I believe this will be one of the completest establishments on this side the Line.
155. *Mr. Oatley.*] This additional expenditure will make it more complete? Yes, the dock accommodation is sufficient for large vessels at present, but Slip accommodation is limited for small vessels, and our object is, to be able to give greater facilities, by having a Patent Slip and Dock in connection with the engineering tools, so that repairs may be effected with economy and despatch. We have now sometimes to turn vessels away, from not having sufficient Dock room.
156. *Chairman.*] Where do they find accommodation? They either go away or wait, I have had to refuse work for want of the intended Patent Slip.
157. Can they find it at Melbourne? They have no Dock at Melbourne, only a Patent Slip at Williamstown. The Patent Slip combined with the works here will make it a complete establishment in every respect.
158. *Mr. Oatley.*] You will then be able to take in ships that now go to Cockatoo? Yes, small vessels, as the dues will be less on the Patent Slip, and more convenient than any of the two larger docks.
159. *Mr. Smart.*] Will that Patent Slip be larger than the Patent Slip of the A.S.N Co.'s? It will take on ships of about the same tonnage, but it will not be so powerful a Slip altogether.
160. Not so powerful as the present Patent Slip? No. The intended Patent Slip will be capable of taking up a vessel of 1000 tons burthen.
161. The A.S.N. Co.'s Slip will take on larger vessels now? Yes.
162. It is to facilitate the trade of your Dock that you require this Slip? Yes, we can do work much cheaper and more conveniently for small vessels at the Slip than at the Dock.
163. *Mr. Farnell.*] Is it not necessary to have some sea-room at the approach of the Patent Slip, that is, will you not want a certain distance clear from the shore into the water for the purpose of launching ships from and taking them on to the slip? Yes.
164. And, unless you have that freedom in regard to Schedule C, you could not take vessels on and off? Not if this is kept as a street.
165. If there were a wharf erected at the end of Schedule B, it would interfere with your taking on vessels? If a wharf were there we could not take them on at all.
166. It is necessary to close Schedule B to give you sufficient room for taking on vessels and launching them off? Yes.
167. They go off the slip sometimes with great velocity? Yes, the incline of the Slip is one in twenty, and a vessel goes down it with great force.

F. H. Reuss, Esq., again called in and further examined :—

F. H. Reuss,
Esq.

Mr. Davis produced a document marked F.

168. *Mr. Davis.*] Is the land described in this Release, marked F, identical with the land described in Schedule A to the Act? Yes. 1 Oct., 1867.

Mr. William Fenton called in and examined :—

Mr. William
Fenton.

169. *Mr. Davis.*] What are you? A collector and house agent.
170. And live at Balmain? Yes.
171. How long have you lived there? About fourteen years and a half.
172. Did you see the signatures attached to all these names in this document (*handing Exhibit F to witness*)? Yes. 1 Oct., 1867.
173. Do you know every one of the parties whose names appear there? Yes.
174. Do you know, with reference to all these parties, whether they own property on that Waterview Bay Estate? Yes, some of them have leasehold property.
175. They all hold land on the Waterview Bay Estate? Yes, every one.
176. They own land shown on that plan of Mr. Mort's Waterview Bay Estate? Yes, every one of them.
177. And they either themselves purchased direct from Mr. Mort, or became purchasers from those who had purchased from Mr. Mort, according to the plan of the Waterview Bay Estate? Yes.
178. On which is marked Phillip-street? Yes.

Thomas Sutcliffe Mort, Esq., called in and examined :—

T. S. Mort,
Esq.

179. *Mr. Davis.*] You, I believe, are possessed of a certain property called the Waterview Bay Estate? Yes. 1 Oct., 1867.
180. You are possessed, I believe, of the property displayed on that plan (*Appendix A.*)? With the exception of portions of it which I have sold.
181. You originally possessed the whole? No, there were some parts here (*pointing to the plan*) which were not mine—nearly the whole however.
182. You were possessed of the whole of that which surrounds and includes Phillip-street, Union Road, and Schedule C to this Act, which is the proposed new road? Yes, I am possessed of the waterside part, between Ballast Point Road and the water, not the land on the Parramatta River side.
183. You purchased, I believe, some property from Thomas Stevenson Rowntree? Yes.
184. That was in 1855, Mr. Reuss tells us, and includes the whole of Schedule C? If Mr. Reuss has gone into the matter, I have no doubt he is correct. I did purchase some land from Captain Rowntree.
185. And you had that conveyed to you by Exhibit B? Yes.
186. Do you happen to know how long Captain Rowntree himself was in possession of that land you so purchased from him? Not very long—I think he could not have been more than twelve or eighteen months.
187. You became possessed of the portion of land included in Schedule A under a conveyance from Thomas Holt the younger, Exhibit A? Yes.
188. Do you happen to know how long Mr. Holt was in possession of this land? I should think about twelve months.
189. This is a correct reduced lithograph copy of the plan by which you sold portions of the Waterview Bay Estate? (*Appendix A.*) It is.
190. That shews Schedule A marked there as Phillip-street? Yes.
191. Nothing farther was done by you in reference to its being set apart as a street than having it laid down on the ground by pegs, and on this plan—You never by any deed or otherwise dedicated it to the public? No.
192. The only way by which it was set apart was by marking it on the plan, and having it pegged out? Yes, when the estate was laid out.
193. Is the nature of the ground along which Phillip-street is marked calculated to make a good street or road? No, at the north end it ascends and is very rough and rugged.
194. I believe you propose to erect a Patent Slip on your Waterview Bay Estate? I do.
195. Mr. Reuss has shewn us that there has been a change made in the original intention; that the position of the Slip has been shifted more to the westward, as shewn by the red dotted lines on the plan? Yes.
196. That necessarily runs, as Mr. Reuss tells us, across Schedule A? It does, it runs up to Short-street.
197. Has this Phillip-street ever been laid out as a road or street? No, it is open grass land and rock.
198. In fact, without the aid of Mr. Reuss you would not be able to take the Committee to the land and show them which was Phillip-street? I am afraid I could not walk along it without a director.
199. There is a short distance between Short-street and Phillip-street, and Wharf Road—is Short-street laid out as a street? Not yet.
200. Is Wharf Road laid out as a street? I think it is.
201. Phillip-street is not used as a street? I dare say people go zig zag along the land.
202. Under the idea that there is a place where they can walk, but not with a definite view of using it as a street? There is no cart-road.
203. But there is a cart-road along Wharf Road? Yes.

- T. S. Mort,
Esq.
1 Oct., 1867.
204. Have you given to any persons any rights over this piece of land, or have any persons to your knowledge acquired any rights over this piece of land, except in so far as they may have acquired them by its being laid out on that plan as a road? I sold an allotment on the north side of the western end of Schedule A to a person whose name I forget, but I have purchased it since about six months ago.
205. That is the only piece along that that you sold? It is.
206. With the exception of that you have not sold any land lying on either side of that? No.
207. With reference to Schedule B, you did not own the soil of that? No, that was a road upon the property when I bought it.
208. In what condition was that so far as you recollect? In the same condition as now. It has never been laid out, never been formed; in fact I only know where it is by the plan.
209. It never has been used by the public generally as a way to the shore of Waterview Bay? No. I think people have landed about there under the impression that they had a right.
210. In small boats? Yes, they cannot get up in large boats on account of its shoaling.
211. At the shore extremity of Schedule B what is the condition of the water at high and low tide? I do not know, it is shoal there.
212. Without deepening it would not be available for any purpose except for shallow boats? No it is only silt there; there would be a depth of water there if it were cleared out.
213. Dredged? Yes.
214. Mr. Macarthur has explained to us that it is necessary that this should be closed up, with a view of having posts, buoys, and barges on and off that part for the use of the Slip—It would affect the working of the Patent Slip unless you had the use of that? Yes, it would be quite destructive to our purpose otherwise, much more so than I thought in the first instance. The fact is our timber works running out from the Patent Slip would cross the line of the street Schedule B.
215. So that in the event of any person asserting a right to bring a vessel there, it would impede the run up and down the Patent Slip? I think it would be the dog and the manger principle; it would be a mutual hindrance. They have only 50 feet there.
216. The outlay for the erection of the Patent Slip will be considerable? I cannot tell you what that will be, I know what the estimate is; we estimate it at £15,000, but estimates are generally very wide; I think that is about the rough estimate of it.
217. Can you tell me what is the present rate levied upon the land upon which you propose to form the Patent Slip, so far as you can guess? It will only be a few shillings, if you only take out that little piece of land from the rest, a very trifle per annum.
218. When the Patent Slip is erected, there will be some little difference? I am afraid the Municipality will recognize the difference.
219. You will have to pay the Municipality very much more? I now pay £180 a year for the use of the water-frontage, for really I do not use the roads to the Dry Dock.
220. So that if it is at all in proportion to what you now pay for the Dry Dock, it will be a very high rate? I do not imagine it will be so much as for the Dry Dock, which is a much more costly construction.
221. The rate levied upon the Patent Slip will make a very handsome addition to the rates? A very handsome addition, no doubt, and it will save them from making a road along Schedule A.
222. And also from keeping the street along Schedule B? Yes.
223. I suppose you found a difference in the population of that part of the world, after the Dry Dock was established? It increased very much after the establishment of the Dry Dock, but it has increased much more since the commencement of the Patent Slip and engineering works.
224. That has increased very much the value of land about there? My impression is, that the value of land has increased very largely. I bought a property here, and since this work has been commenced, I have been informed I could get a profit of £500 upon it. There has been a great increase in the number of buildings, not so much on my own land as in its neighbourhood. Even in one month I saw a great increase, and that has, of course, enhanced the value of the neighbouring property. We have, I think, 300 people employed, and they, with their families alone, would form a large increase.
225. The class of people employed there are likely to locate themselves there in preference to residing at a distance? Yes.
226. Their work would necessitate their living near to it? Yes.
227. At the end of Schedule C there is a steam-boat wharf? There is a little jetty there.
228. Where the steamer lies which comes across from Sydney? Yes.
229. I believe the people in the neighbourhood have found a little path which you have permitted them to use, as being a greater convenience than the other? Yes, Schedule C is much more convenient in every respect than either Schedule B or A. I consider this road improves the value of my outside property, and the value of the property of other people, in the same ratio. In fact, Schedule C is a very easy ascent, while B is a very difficult and precipitous one, and the access for boats at the end of Schedule C is much better than to Schedule B, even if B were cleared away, because steamers cannot thread in and out among the vessels lying in the Bay. B would be useless for steamers; small boats might get to it.
230. And you say the construction of a road along Schedule C enhances the value of all property in the neighbourhood to a considerable degree? That is my opinion.
231. The establishment of a Patent Slip would be a great advantage, not only to yourself, but to the port generally? It would be a great advantage to the port, and I hope to myself.

232. The fact is, that it is of more advantage in that locality, as was described to us by Mr. Macarthur, in consequence of its combination with the Dry Dock and the machinery you have available on the premises? Yes, I conceive it gives the port of Sydney an advantage over every port on the south of the Line. I am sure there is no other port south of the Line which will have the same advantages when these works are completed.
233. The closing up of these, Schedules A and B, does not affect the value of property in the neighbourhood, or the convenience of persons holding property there? Not in the slightest; they are advantaged by the opening of the other road. I am not aware of any opposition either.
234. I believe the only parties who instituted opposition in the first instance have withdrawn their opposition? Yes, and instead of my giving them money to do so. I think they should have paid me. I am not quite sure that I am pleased with the arrangement.
- Mr. Burns.*] There was an objection made by the Municipality of Balmain. Yes?
235. They are the only parties who objected? Yes, they wanted me to make Short-street for them. I have agreed to pay the Council £50, and to make a wharf at the end of the jetty of Schedule C.
236. *Mr. Oatley.*] In consequence of the arrangement you have made with them, they have withdrawn their opposition? Yes.
- Mr. Davis* handed in a letter from the Solicitor to the Municipal Council of Balmain (*vide Appendix C.*)

T. S. Mort,
Esq.
1 Oct., 1867.

William Godfrey M'Carthy, Esq., again called in and further examined:—

237. *Mr. Davis.*] You are a solicitor? Yes.
238. You are Mr. Mort's solicitor in reference to the land mentioned in Schedules A and C? Yes.
239. You know Mr. Mort's title to the land mentioned in Schedules A and C? Yes.
240. I believe you have in your possession all the deeds of title anterior to those which were produced to-day, A and B? I have.
241. And under those deeds, so far as you have examined and know them, you believe that Mr. Mort has a perfectly good title to that land in fee simple? I am satisfied there is a perfectly correct chain of title from the grantee to Mr. Mort.

W. G.
M'Carthy,
Esq.
1 Oct., 1867.

WATERVIEW PATENT SLIP BILL.

APPENDIX.

(To Evidence given by T. S. Mort, Esq., 1st October, 1867.)

C.

William Russell, Esq. to Messrs. M'Carthy, Son, and Donovan, Solicitors.

179, Pitt-street,
29 September, 1867.

Re MR. MORT'S BILL.

Dear Sirs,

I am authorized by the Chairman of the Municipality of Balmain to agree to Mr. Mort's offer of £50, and his putting the landing-place in good and substantial order, and giving the roadway in substitution for the proposed closing up of Union-street.

The terms having been thus arranged, I do not intend to appear before the Select Committee.

Yours faithfully,
WILLIAM RUSSELL.

[Two plans.]

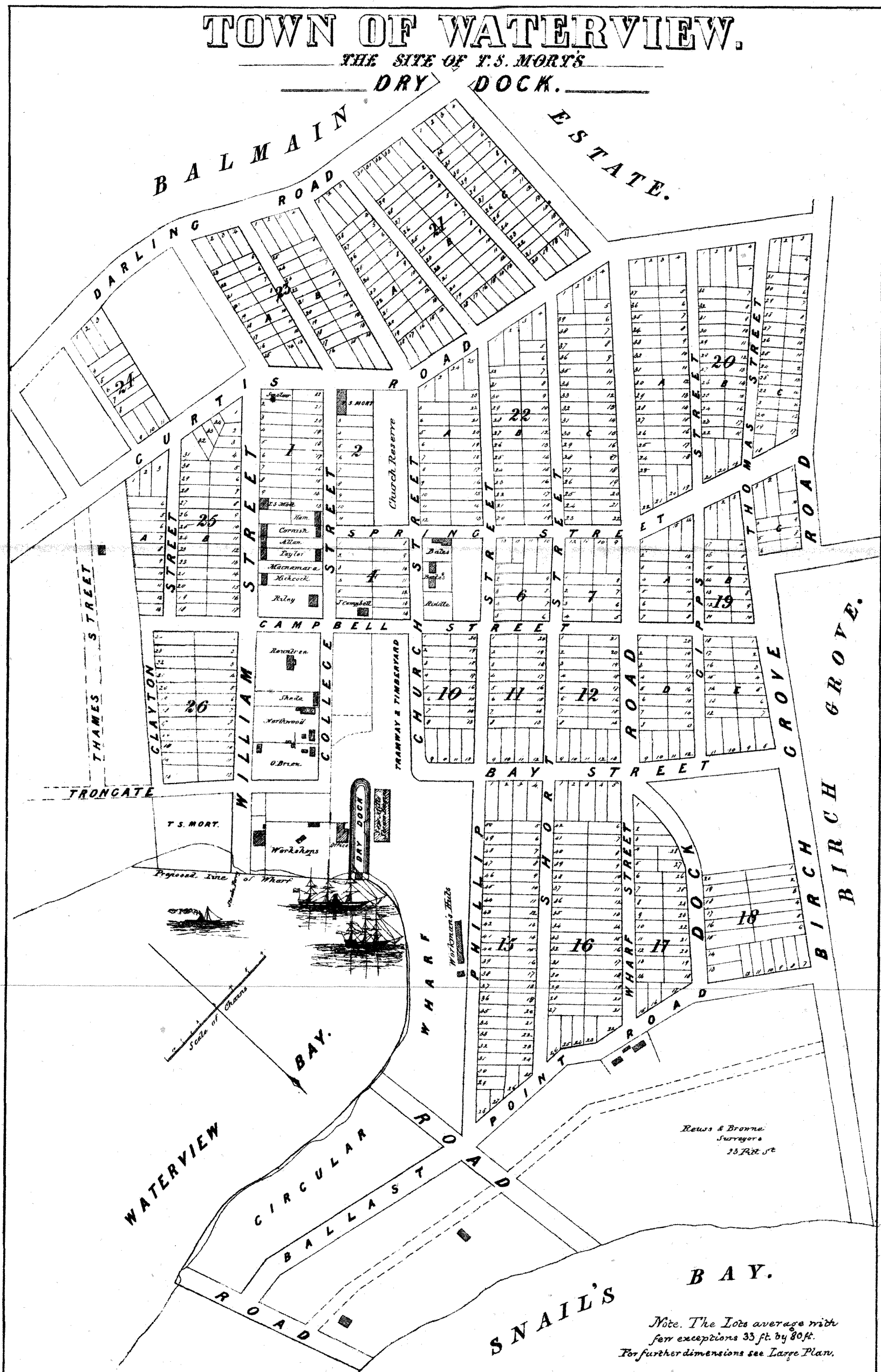
Waterview Patent Slip Bill.— Appendix A.

Appendix to Evidence given by F.H. Reuss, Esq.,
1st. October, 1864.

TOWN OF WATERVIEW.

THE SITE OF T.S. MORT'S

DRY DOCK.



1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

REPORT FROM THE SELECT COMMITTEE

ON THE

OYSTER FISHERIES PROTECTION BILL ;

TOGETHER WITH THE

PROCEEDINGS OF THE COMMITTEE,

MINUTES OF EVIDENCE,

AND

APPENDIX.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
17 October, 1867.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1867.

[Price, 1s. 9d.]

108—a

1867.

EXTRACTS FROM THE VOTES AND PROCEEDINGS OF THE
LEGISLATIVE ASSEMBLY.

VOTES, No. 10. WEDNESDAY, 17 JULY, 1867.

4. Oyster Fisheries Protection Bill :—Mr. Wilson moved, "That" this Bill be now read a second time.
Debate ensued.
Mr. Mate moved, That the Question be amended by omitting all the words after the word "That," with a view to inserting in their place the following words—
"The Order of the Day for the second reading of the 'Oyster Fisheries Protection Bill' be discharged, and the Bill be referred to a Select Committee for consideration and report, with power to send for persons and papers,—and that it be an instruction to the Committee to take evidence and report on the subject of Fisheries generally.
(2.) That such Committee consist of the following Members, viz. :—Mr. Macleay, Mr. Driver, Mr. Wilson, Mr. Thornton, Mr. Farnell, Mr. Macpherson, Mr. Hannell, Mr. Tighe, Mr. White, and the Mover."
Question,—That the words proposed to be omitted stand part of the Question,—put and negatived.
Question,—That the words proposed to be inserted in the place of the words omitted, be there inserted,—put and passed.
Whereupon, Question,—That the Order of the Day for the second reading of the "Oyster Fisheries Protection Bill" be discharged, and the Bill be referred to a Select Committee for consideration and report, with power to send for persons and papers,—and that it be an instruction to the Committee to take evidence and report on the subject of Fisheries generally.
(2.) That such Committee consist of the following Members, viz. :—Mr. Macleay, Mr. Driver, Mr. Wilson, Mr. Thornton, Mr. Farnell, Mr. Macpherson, Mr. Hannell, Mr. Tighe, Mr. White, and the Mover,—put and passed.

VOTES, No. 14. WEDNESDAY, 24 JULY, 1867.

4. Oyster Fisheries Protection Bill :—Mr. Mate (*with the concurrence of the House*) moved, without notice, That the Proceedings of, and Evidence taken before, the Select Committee on "Fisheries Protection Bill" appointed during the Session of 1862,—also the Report from, and Evidence taken before, the Select Committee on "Fisheries Bill" appointed during the Session 1865-6,—and also the Proceedings of the Select Committee on "Fisheries Act Amendment Bill" appointed last Session,—be referred to the Select Committee now sitting on "Oyster Fisheries Protection Bill."
Question put and passed.

VOTES, No. 61. THURSDAY, 17 OCTOBER, 1867.

1. * * * * *
Oyster Fisheries Protection Bill :—Mr. Mate, as Chairman, brought up the Report from, and laid upon the Table the Minutes of Proceedings of, and of Evidence taken before, the Select Committee for whose consideration and report this Bill was referred on 17th July, 1867, together with Appendix.
Ordered to be printed.
* * * * *

CONTENTS.

	PAGE.
Extracts from the Votes and Proceedings	2
Report	3
Proceedings of the Committee	4
Schedule of Amendments	9
Expenses of Witnesses	10
List of Witnesses	10
Minutes of Evidence	1
Appendix	35

1867.

OYSTER FISHERIES PROTECTION BILL.

REPORT.

THE SELECT COMMITTEE of the Legislative Assembly, for whose consideration and report was referred, on the 17th July last, the "Bill to prohibit the dredging for or taking of Oysters during certain months in the year—with power to send for persons and papers,"—beg leave to report to your Honorable House,—

That they have examined the witnesses named in the margin,* and the Bill submitted to them; and, having made certain Amendments in the Bill and in the Title,—beg to lay before your Honorable House the Bill as so amended by them, with an amended Title.†

* E. S. Hill, Esq.
Mr. R. Emerson.
Mr. Geo. Clarke,
junr.
Mr. G. Frazer.
Mr. J. Donavon.
Mr. J. Knight.

† Vide Schedule of Amendments.

The evidence obtained during the inquiry into Fisheries generally, indicates a necessity for an amendment of the Act 28 Vict., No. 10, so far as to allow the use of a net for prawn fishing not exceeding fifteen fathoms in length, and your Committee recommend the same accordingly.

Your Committee were desirous of inquiring into the subject of Fisheries on our Inland Rivers, more particularly in connection with the Murray River Cod, but the difficulty of obtaining information from so great a distance precluded the possibility of collecting evidence during the present Session of Parliament; nevertheless, being of opinion that any present requirements may be met by the passing of a short Act authorizing the Governor, with the advice of the Executive Council, to make such rules and regulations as may be deemed expedient to protect the Murray River Cod,—this your Committee beg leave to recommend to your Honorable House.

THOMAS H. MATE,
Chairman.

No. 2 Committee Room,
Sydney, 16th October, 1867.

PROCEEDINGS OF THE COMMITTEE.

WEDNESDAY, 24 JULY, 1867.

MEMBERS PRESENT :—

Mr. Macleay,	|	Mr. Driver,
Mr. Mate,	|	Mr. White,
Mr. Tighe,	|	Mr. Farnell.

Mr. Mate called to the Chair.

Printed copies of the "Oyster Fisheries Protection Bill" before the Committee.

Committee deliberated as to their course of proceedings.

Chairman requested to move the House that certain papers having reference to this inquiry be referred to this Committee. (*Vide Votes No. 14, entry 4.*)

Ordered,—That T. S. Mort, Esq., and E. S. Hill, Esq., be summoned as witnesses for the next meeting.

[Adjourned to Tuesday next, at 11 o'clock.]

TUESDAY, 30 JULY, 1867.

MEMBERS PRESENT :—

Mr. Mate in the Chair.

Mr. Wilson,	|	Mr. Macleay.
-------------	--	--------------

Papers referred on the 24th instant, before the Committee.

Witnesses summoned not in attendance.

Committee deliberated,—and

Ordered,

That the following witnesses be summoned for the next meeting, viz. :—

E. S. Hill, Esq.,

Dr. Cox, and

Mr. R. Emerson.

[Adjourned to Friday next, at 11 o'clock.]

FRIDAY, 2 AUGUST, 1867.

MEMBERS PRESENT :—

Mr. Mate in the Chair.

Mr. Farnell,	|	Mr. Tighe,
Mr. White,	|	Mr. Macpherson,
Mr. Wilson.		

Chairman read a letter from E. S. Hill, Esq., excusing his non-attendance at last meeting.

Clerk submitted a letter from the Under Secretary for Lands to Clerk of Assembly, dated 31 July, requesting that the two letters enclosed therein, viz.,—

(1.) From John Donavon, Newcastle, dated 24 July, 1862.

(2.) From G. M. Smith, Fullerton Cove, Hunter River, dated — July, 1867, having reference to Oyster Fisheries, be placed in the hands of the Chairman of this Committee.

Same, with enclosures, read and handed in by Chairman.

Ordered,—That the documents be printed and appended to the Report. (*Vide Appendix A.*)

Chairman stated that Dr. Cox, a witness called for to-day, had waited upon him, and requested that he might be excused from attending the Committee to-day—which request he, the Chairman, had complied with.

Edward Smith Hill, Esq., called in and examined.

Paper on the subject of "Protection and Cultivation of Oysters," read before the Acclimatization Society, handed in by witness. (*Vide Appendix B.*)

Witness withdrew.

Ordered,—That E. S. Hill, Esq., and Mr. Emerson be again summoned for next meeting.

Re-assembling of the Committee to be arranged by Chairman.

[Adjourned.]

WEDNESDAY,

WEDNESDAY, 14 AUGUST, 1867.

MEMBERS PRESENT:—

Mr. Mate in the Chair.

Mr. Farnell, | Mr. Macleay,
Mr. Tighe.

E. S. Hill, Esq., called in and further examined.

Witness handed in certain papers containing information on the subject referred.
(*Vide Appendix C.*)

Witness withdrew.

Committee deliberated.

Mr. Richard Emerson called in and examined.

Witness handed in—

- (1.) His Paper on "The Oyster Fisheries of New South Wales" read before the Acclimatization Society. (*Vide Appendix D 1.*)
- (2.) Document shewing the dates of spawning of Oysters in various localities. (*Vide Appendix D 2.*)

Witness produced specimens of the oysters from upwards of twenty beds in different localities.

Witness withdrew.

Committee deliberated.

Re-assembling of Committee to be arranged by Chairman.

[Adjourned.]

TUESDAY, 20 AUGUST, 1867.

MEMBERS PRESENT:—

Mr. Mate in the Chair.

Mr. Tighe, | Mr. Farnell,
Mr. Macpherson.

Clerk submitted an Addendum, including a letter from Messrs. Waldron and Mark to Mr. Emerson, forwarded with Mr. Emerson's Evidence after its revision by him. Ordered, That same be printed and appended. (*Vide Appendix D 3.*)

Mr. George Clarke, junior, called in and examined.

Witness withdrew.

Committee deliberated.

Re-assembling of Committee to be arranged by Chairman.

[Adjourned.]

FRIDAY, 13 SEPTEMBER, 1867.

MEMBERS PRESENT:—

Mr. Mate in the Chair.

Mr. Macpherson, | Mr. Wilson,
Mr. Farnell, | Mr. Tighe.

Clerk submitted letter from Under Secretary for Lands to Clerk of Assembly, requesting that enclosed letter from Mr. J. Donavon, be handed to Chairman. Same read and ordered to be appended. (*Vide Appendix E.*)

Mr. George Frazer called in and examined.

Witness withdrew.

Committee deliberated.

Motion made (*Mr. Wilson*), and Question,—That Mr. John Donavon, of Newcastle, be summoned to give evidence at next meeting,—*agreed to.*

[Adjourned to Friday next, at 11 o'clock.]

FRIDAY, 20 SEPTEMBER, 1867.

MEMBERS PRESENT:—

Mr. Mate in the Chair.

Mr. Farnell, | Mr. Tighe,
Mr. Hannell, | Mr. Wilson.

Mr. John Donavon called in and examined.

Witness produced specimens of the various oysters found at and near Newcastle.

Witness

Witness withdrew.

Committee considered claim made by last witness to be allowed his travelling expenses,—and

Resolved (on motion of Mr. Tighe),—That the sum of £3, claimed by Mr. John Donavon, for attending upon this Committee, be awarded to him.

Motion made (*Mr. Hannell*), and *Question*,—That Mr. Jonathan Knight, of Newcastle, be summoned to give evidence at the next meeting,—*agreed to*.

[Adjourned to Thursday next, at 11 o'clock.]

THURSDAY, 26 SEPTEMBER, 1867.

MEMBERS PRESENT :—

Mr. Mate in the Chair.

Mr. Tighe,	|	Mr. Macpherson,
Mr. Hannell,		Mr. Farnell,
	Mr. Wilson.	

Mr. Jonathan Knight called in and examined.

Witness produced specimens of the oysters cultivated by him, and of those from their natural beds.

Witness withdrew.

Committee considered claim made by last witness to be allowed his travelling expenses,—and

Resolved (on motion of Mr. Wilson),—That the sum of £3, claimed by Mr. Jonathan Knight, for attending upon this Committee, be awarded to him.

Committee deliberated, and

[Adjourned to Thursday next, at 11 o'clock.]

THURSDAY, 3 OCTOBER, 1867.

MEMBERS PRESENT :—

Mr. Mate in the Chair.

Mr. Hannell,	|	Mr. Farnell,
Mr. Tighe,		Mr. Wilson,
	Mr. Macpherson.	

Committee deliberated.

Bill considered.

Preamble postponed.

Clause 1 read and agreed to.

Clause 2 postponed.

Clause 3 read and negatived.

Clauses 4, 5, and 6, postponed.

[Adjourned to Wednesday next, at 11 o'clock.]

WEDNESDAY, 9 OCTOBER, 1867.

MEMBERS PRESENT :—

None.

In the absence of a Quorum, the meeting called for this day lapsed.

FRIDAY, 11 OCTOBER, 1867.

MEMBERS PRESENT :—

Mr. Mate in the Chair.

Mr. Farnell,	|	Mr. Tighe,
	Mr. Macleay.	

Committee deliberated.

Bill reconsidered.

Clauses 2, 4, 5, and 6, read and negatived.

Several new clauses brought up by Chairman.

First new clause proposed (*Mr. Farnell*), to stand clause 2 of the Bill.

Same read as follows :—

“2. The Governor with the advice of the Executive Council may subject to any regulations to be made as hereinafter provided demise by auction or otherwise for any term not exceeding *ten* years any Crown Land being part of the shore and bed of the sea or of an estuary or tidal water above or below or partly above

Oyster beds may be leased.

above and partly below low-water mark for or in connection with the laying down or forming of any oyster bed. Provided always that the lessee shall not possess any exclusive right or title to the occupancy of the shore except for the purposes aforesaid."

Question,—That the clause as read stand clause 2 of the Bill,—*agreed to*.
Second new clause proposed (*Mr. Macleay*), to stand clause 3 of the Bill.

The same read as follows :—

" 3. Every such lease shall be in writing and shall by reference to a map or Form of license. otherwise define the position and limits of such proposed oyster bed and shall be made subject to such conditions and limitations as to the Governor and Executive Council shall seem proper."

Question,—That the clause as read stand clause 3 of the Bill,—*agreed to*.
Third new clause proposed (*Mr. Farnell*), to stand clause 4 of the Bill.

Same read as follows :—

" 4. The lessees shall have by virtue of the lease within the limits therein Lessees rights. described the exclusive right of depositing propagating dredging and fishing for and taking oysters and in the exercise of that right may within the limits aforesaid proceed as follows namely—make and maintain oyster beds and collect oysters and remove the same from place to place and deposit the same as and where they think fit and do all other things which they think proper for obtaining storing and disposing of the produce of their oyster bed."

Question,—That the clause, as read, stand clause 4 of the Bill,—*agreed to*.
Fourth new clause proposed (*Mr. Macleay*), to stand clause 5 of the Bill.

Same read as follows :—

" 5. It shall not be lawful for any person other than the lessees or their assigns their agents servants and workmen knowingly within the limits of any oyster bed to do any of the following things— Penalties for injuring oyster-beds.

" To use any implements of fishing except a line or a hook or a net adapted solely for catching floating fish and so used as not to disturb or injure in any manner any oyster bed or oysters

" To dredge for any ballast or other substance except under a lawful authority for improving the navigation

" To deposit any ballast rubbish or other substance

" To place any implement apparatus or thing prejudicial or likely to be prejudicial to any oyster bed or oysters except for a lawful purpose of navigation or anchorage

" To disturb or injure in any manner except as last aforesaid any oyster bed or oysters

" To interfere with or take away any of the oysters from such oyster-bed without the consent of the lessees—

" And if any person does any act in contravention of this section he shall forfeit and pay any sum not exceeding *five pounds* for every such offence and every such person shall also be liable to make full compensation to the lessees for all damage sustained by them by reason of his unlawful act and the same may be recovered from him by the lessees in any Court of competent jurisdiction whether he has been prosecuted for or convicted of an offence against this section or not."

Question,—That the clause, as read, stand clause 5 of the Bill,—*agreed to*.
Fifth new clause proposed (*Mr. Macleay*), to stand clause 6 of the Bill.

Same read as follows :—

" 6. The Governor with the advice aforesaid may by proclamation in the Oyster-beds or Fisheries may be closed. *Government Gazette* shut up and close for any term not exceeding three years any natural oyster bed the position and limits of such bed being defined in such proclamation by reference to a map or otherwise and whosoever except as herein-after provided shall dredge for take catch or destroy any oysters from any such oyster bed during the time the same is shut up and closed shall forfeit and pay any sum not exceeding *ten pounds*."

Question,—That the clause, as read, stand clause 6 of the Bill,—*agreed to*.
Sixth new clause proposed (*Mr. Macleay*), to stand clause 7 of the Bill.

Same read as follows :—

" 7. Whosoever shall dredge gather or burn for the purpose of converting the shells into lime any live oysters shall forfeit and pay any sum not exceeding *five pounds*." Burning oysters prohibited.

Question,—That the clause, as read, stand clause 7 of the Bill,—*agreed to*.
Seventh new clause proposed (*Chairman*), to stand clause 8 of the Bill.

Same read as follows :—

" 8. The last preceding section shall not apply to any person who shall burn oysters which have been *bonâ fide* dredged or gathered for food and which cannot be sold or used for such purpose. And the burden of proving that oysters were so dredged or gathered shall be upon the person charged with burning the same."

Question,—That the clause, as read, stand clause 8 of the Bill,—*agreed to*.

Eighth

Eighth new clause proposed (*Mr. Macleay*), to stand clause 9 of the Bill.
Same read as follows:—

Regulations may
be made.

“9. The Governor with the advice of the Executive Council may make and proclaim regulations for carrying this Act into full effect. And all such regulations shall upon publication in the *Government Gazette* be valid in law. Provided that a copy thereof shall be laid before both Houses of Parliament within one month from the issue thereof if Parliament be then in Session or otherwise within one month after the commencement of the then next ensuing Session.”

Question,—That the clause as read stand clause 9 of the Bill,—*agreed to*.

Ninth new clause proposed (*Mr. Tighe*), to stand clause 10 of the Bill.

Same read as follows:—

Offences here-
under to be heard
before a Justice.

“10. All offences under this Act may be heard and determined and all penalties attaching thereto may be recovered in a summary way by and before any Justice of the Peace who may order and direct all dredges and other implements found in the possession of any person convicted of any offence under this Act to be forfeited and destroyed and may order all oysters so found to be deposited in some tidal water appointed for that purpose by the Governor with the advice of the Executive Council.”

Question,—That the clause as read stand clause 10 of the Bill,—*agreed to*.

Tenth new clause proposed (*Mr. Macleay*), to stand clause 11 of the Bill.

Same read as follows:—

If penalty not
paid imprison-
ment not exceed-
ing threemonths.

“11. If any penalty imposed by any Justice of the Peace under this Act shall not be paid either immediately or within such time as such Justice may appoint for such payment not exceeding *fourteen days* after conviction then the person so convicted shall be imprisoned for any period not exceeding *three months* unless such penalty be sooner paid.”

Question,—That the clause as read stand clause 11 of the Bill,—*agreed to*.

Eleventh new clause proposed (*Mr. Macleay*), to stand clause 12 of the Bill.

Same read as follows:—

Commencement
and short title.

“12. This Act shall come into operation upon the day of _____ and may be cited as the ‘Oyster-beds Act of 1867.’”

Question,—That the clause as read stand clause 12 of the Bill,—*agreed to*.

Preamble read and considered.

Amendment proposed (*Mr. Macleay*), to omit all the words after the word “expedient” in line 1 to the word “Be” in line 4, and to insert, in lieu thereof, the words—“to encourage the cultivation and improvement of Oyster Fisheries and to prevent the exhaustion of the Oyster-beds in the Colony.”

Question,—That the words proposed to be omitted stand part of the Preamble,—*negatived*.

Words omitted.

Question then,—That the words proposed to be inserted in lieu of the words omitted, be there inserted,—*agreed to*.

Motion made (*Chairman*), and *Question*,—That this Preamble, as amended, stand part of the Bill,—*agreed to*.

Bill as amended agreed to.

Committee deliberated, and

[Adjourned to Wednesday next, at 11 o'clock.]

WEDNESDAY, 16 OCTOBER, 1867.

MEMBERS PRESENT:—

Mr. Mate in the Chair.

Mr. Tighe,

Mr. Hannell.

Committee deliberated.

Title of Bill read and considered.

Amendment proposed (*Mr. Hannell*),—To omit all the words after the word “To” at the commencement, and insert in lieu thereof the words,—“regulate Oyster Fisheries and to encourage the formation of Oyster-beds.”

Question,—That the words proposed to be omitted stand part of the Title,—*negatived*.

Words omitted.

Question then,—That the words proposed to be inserted in lieu of the words omitted, be so inserted,—*agreed to*.

Title, as amended, agreed to.

Chairman submitted Draft Report.

Same read, amended, and agreed to.

Chairman to report.

SCHEDULE

SCHEDULE OF AMENDMENTS.

- Page 1, Title. *Omit* "prohibit the Dredging for or taking of Oysters during certain months in the year"; *insert* "regulate Oyster Fisheries and to encourage the formation of Oyster-beds.
- Page 1, Preamble, lines 1 to 4. *Omit* "in order to prevent the exhaustion of the oyster-beds in the Colony to establish fence-months during which it shall be unlawful to dredge for or otherwise take or detach oysters from such beds"; *insert* "to encourage the cultivation and improvement of Oyster Fisheries and to prevent the exhaustion of the oyster-beds in the Colony."
- Page 1, clause 2, line 14. *Omit* the clause, viz :—
 "2. From and after the commencement of this Act it shall not be lawful for any person to take oysters whether exposed or covered by the tidal water by dredging or otherwise detaching such oysters from their beds in any bay estuary creek river lake lagoon arm of the sea port or harbour inlet or other place along the seaboard of the Colony at any time during the fence-months of November December January and February in each year under a penalty not exceeding *forty shillings* for every bushel or portion of a bushel of oysters so taken And the fact of such oysters being found in the possession of any person during the said fence-months shall be conclusive proof of the taking of such oysters by such person." Oysters prohibited to be taken during fence-months.
- Page 1, clause 3, line 25. *Omit* the clause, viz :—
 "3. Any person found selling or having in his possession exposed for or for the purpose of sale any oysters and any person found carrying oysters in any vessel or boat whether for payment or otherwise at any time during the aforesaid fence-months shall be liable to a penalty not exceeding *forty shillings* for every bushel or portion of a bushel of oysters so found in his possession or charge." Sale and carriage of oysters during fence-months prohibited.
- Page 2, clause 4, line 4. *Omit* the clause, viz :—
 "4. Any Officer of Customs or Police Officer having reasonable grounds of suspecting a violation of any of the provisions of this Act shall have power to enter upon and search any vessel boat oyster-stall or other premises and to apprehend and take before any Justice of the Peace any person found committing an offence under this Act." Power of entry to Police and Customs Officers.
- Page 2, clause 5, line 9. *Omit* the clause, viz :—
 "5. All offences under this Act may be heard and determined and all penalties attaching thereto may be recovered in a summary way by and before any Justice of the Peace who shall order and direct all dredges and other implements found in the possession of any person convicted of any offence under this Act to be forfeited and destroyed and all oysters so found to be deposited in some tidal water appointed for that purpose by the Governor with the advice of the Executive Council." Offences hereunder to be heard before a Justice.
- Page 2, clause 6, line 17. *Omit* the clause, viz :—
 "6. This Act shall come into operation upon the day of _____ and may be cited as the 'Oyster Fisheries Protection Act.'" Commencement and short title.
- Page 2, line 20. *Insert* the following new clauses in lieu of those omitted, viz :—
 "2. The Governor with the advice of the Executive Council may subject to any regulations to be made as hereinafter provided demise by auction or otherwise for any term not exceeding ten years any Crown Land being part of the shore and bed of the sea or of an estuary or tidal water above or below or partly above and partly below low-water mark for or in connection with the laying down or forming of any oyster-bed Provided always that the lessee shall not possess any exclusive right or title to the occupancy of the shore except for the purposes aforesaid." Oyster-beds may be leased.
- "3. Every such lease shall be in writing and shall by reference to a map or otherwise define the position and limits of such proposed oyster-bed and shall be made subject to such conditions and limitations as to the Governor and Executive Council shall seem proper." Form of license.
- "4. The lessees shall have by virtue of the lease within the limits therein described the exclusive right of depositing propagating dredging and fishing for and taking oysters and in the exercise of that right may within the limits aforesaid proceed as follows—namely make and maintain oyster-beds and collect oysters and remove the same from place to place and deposit the same as and where they think fit and do all other things which they think proper for obtaining storing and disposing of the produce of their oyster-beds." Lessees rights.
- "5. It shall not be lawful for any person other than the lessees or their assigns their agents servants and workmen knowingly within the limits of any oyster-bed to do any of the following things—
 To use any implements of fishing except a line or a hook or a net adapted solely for catching floating fish and so used as not to disturb or injure in any manner any oyster-bed or oysters
 To dredge for any ballast or other substance except under a lawful authority for improving the navigation
 To deposit any ballast rubbish or other substance
 To place any implement apparatus or thing prejudicial or likely to be prejudicial to any oyster-bed or oysters except for a lawful purpose of navigation or anchorage" Penalties for injuring oyster-beds.

To disturb or injure in any manner except as last aforesaid any oyster-bed or oysters

To interfere with or take away any of the oysters from such oyster-bed without the consent of the lessees—

And if any person does any act in contravention of this section he shall forfeit and pay any sum not exceeding *five pounds* for every such offence and every such person shall also be liable to make full compensation to the lessees for all damage sustained by them by reason of his unlawful act and the same may be recovered from him by the lessees in any Court of competent jurisdiction whether he has been prosecuted for or convicted of an offence against this section or not."

Oyster beds or Fisheries may be closed.

"6. The Governor with the advice aforesaid may by proclamation in the *Government Gazette* shut up and close for any term not exceeding three years any natural oyster-bed the position and limits of such bed being defined in such proclamation by reference to a map or otherwise and whosoever except as hereinafter provided shall dredge for take catch or destroy any oysters from any such oyster-bed during the time the same is shut up and closed shall forfeit and pay any sum not exceeding *ten pounds*."

Burning oysters prohibited.

"7. Whosoever shall dredge gather or burn for the purpose of converting the shells into lime any live oysters shall forfeit and pay any sum not exceeding *five pounds*."

Last section not to apply to unsold oysters *bonâ fide* dredged for food.

"8. The last preceding section shall not apply to any person who shall burn oysters which have been *bonâ fide* dredged or gathered for food and which cannot be sold or used for such purpose and the burden of proving that oysters were so dredged or gathered shall be upon the person charged with having the same."

Regulations may be made.

"9. The Governor with the advice of the Executive Council may make and proclaim regulations for carrying this Act into full effect And all such regulations shall upon publication in the *Government Gazette* be valid in law Provided that a copy thereof shall be laid before both Houses of Parliament within one month from the issue thereof if Parliament be then in Session or otherwise within one month after the commencement of the then next ensuing Session."

Offences here- under to be heard before a Justice.

"10. All offences under this Act may be heard and determined and all penalties attaching thereto may be recovered in a summary way by and before any Justice of the Peace who may order and direct all dredges and other implements found in the possession of any person convicted of any offence under this Act to be forfeited and destroyed and may order all oysters so found to be deposited in some tidal water appointed for that purpose by the Governor with the advice of the Executive Council."

If penalty not paid imprisonment not exceeding three months.

"11. If any penalty imposed by any Justice of the Peace under this Act shall not be paid either immediately or within such time as such Justice may appoint for such payment not exceeding *fourteen days* after conviction then the person so convicted shall be imprisoned for any period not exceeding *three months* unless such penalty be sooner paid."

Commencement and short title.

"12. This Act shall come into operation upon the _____ day of _____ and may be cited as the 'Oyster-beds Act of 1867.'"

EXPENSES OF WITNESSES.

Name of Witness.	Profession or Condition.	Whence summoned.	Number of days under Examination.	Expenses allowed for Attendance.	Total Expenses allowed to Witness.
John Donavon	Fisherman.....	Newcastle	1	£ s. d. 3 0 0	£ s. d. 3 0 0
Jonathan Knight	Do.	Do.	1	3 0 0	3 0 0
					6 0 0

LIST OF WITNESSES.

	PAGE.
Clarke, Mr. George, junior...	15
Donavon, Mr. John...	24
Emerson, Mr. Richard	11
Frazer, Mr. George...	20
Hill, Edward Smith, Esq. ...	1, 8
Knight, Mr. Jonathan	29

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE SELECT COMMITTEE

ON THE

OYSTER FISHERIES PROTECTION BILL.

FRIDAY, 2 AUGUST, 1867.

Present:—

MR. FARNELL,
MR. MACPHERSON,
MR. MATE,MR. TIGHE,
MR. WHITE,
MR. WILSON.

THOMAS HODGES MATE, ESQ., IN THE CHAIR.

Edward Smith Hill, Esq., called in and examined:—

1. *Chairman.*] This is a Select Committee, appointed to take into consideration and report upon the Oyster Fisheries Protection Bill, introduced into the Legislative Assembly; and they having been informed that you have some knowledge upon the subject, will feel obliged by any information you can afford them? I may state that I have for some years past devoted considerable attention to the subject of the oyster fisheries of this Colony; and have also endeavoured to gather, from various sources, information relative to the production and preservation of this mollusc in other parts of the world. Some time since, the Honorable Edward Deas Thomson requested me to draw up a paper on this subject, to be laid before either the Philosophical or Acclimatization Society; and, in accordance with that request, I prepared a paper, which was submitted to the latter Society, and which I now beg to hand in to the Committee. (*The witness handed in the same. Vide Appendix.*) In the outset, I state:—"The necessity having been admitted for legislation on the subject of the protection and cultivation of the oyster in New South Wales, it becomes now a question, in the first instance, as to the proper time to close and protect them during the spawning season; so that the rocks, bays, and estuaries incidental to the coast line, which have been thoroughly ransacked of their treasures in oysters, may again have a chance of becoming populated with 'this highly approved shell-fish, and which is considered the most wholesome food, in the proper season, rarely disagreeing with the most delicate stomach, highly nutritious, and very digestible.' In the second instance, it will be necessary clearly to determine whether any, or all, of the oyster beds shall remain common property for those who may think proper to dredge and take them away; or whether certain portions of foreshore may be allotted to the proprietors of adjacent lands; or whether, under the auspices of Government, model oyster farms may be established; or that the Government will lease certain places suitable for the systematic culture and reproduction, on scientific principles, of the oyster, the trade in which has annually augmented, and has assumed, commercially, such large proportions, that the question, in the present state of indiscriminate and incessant rifling our oyster beds, is, naturally, 'How long will it last?' Having premised thus far, and before entering upon the subject of my own investigations, which have extended over a considerable time, I may take leave to quote from authentic sources, with a view to afford such information as will enable those who may be desirous to aid in clearly defining the spawning season at the various rivers, estuaries, and bays near to which they may reside on our own seaboard." I then give some particulars with reference to the history of the oyster commercially, which I do not think it necessary to read. "I now proceed to the oysters of New South Wales, and which are not known by any systematic classification, but

E. S. Hill,
Esq.

2 Aug., 1867.

E. S. Hill,
Esq.
2 Aug., 1867.

only named according to the situation in which they are discovered, such as mud, cluster, rock, bed, and drift oysters, or from the localities in which they had been dredged, as Port Stephens, Hunter, George's River, Clyde, &c." The drift oysters are of better quality than the others, and Botany Bay used to supply Sydney with the whole of its live shell for the purpose of burning into lime, and chiefly of drift oysters. "The early destruction of the oyster beds in our harbour, and in Botany Bay, arose from the fact of their easy accessibility, and the constant and wanton use of them for burning into what was termed 'live shell lime,' parties at that time believing that they made an article stronger and of better quality than any other." When a Member of the Legislature in Queensland was here, I called his attention to this paper, and he said—"We have committed an error in our legislation. We allowed the people to take from the deep drift, but forgot to protect our foreshore; now we shall have to legislate for the protection of the whole." "It has been stated, but upon what authority I cannot discover, that the oysters spawn in the same months here as they do in England. Under these circumstances, I have used more than ordinary precaution in my observations, and have sought information from every source at command, for the purpose of ascertaining *about the time* it would be judicious and proper to set apart as a close season; and although the time when I am about to submit may, in certain localities, require some slight alteration, nevertheless, in the main, I do not think any serious alarm need be apprehended, through a slight error of time, taking into consideration that the greater portion of it will be correct, and during which most of the oysters will have spawned, the spat assumed its proper shape, and have a chance to arrive at maturity." Now, I will take up that point of argument, for this cause:—In our Game Bill and in our Fisheries Protection Bill no doubt there is room for a little amendment; but in the main, it is better that we should have half the birds fledged, and able to sustain themselves and shift for themselves, than that we should kill the old birds with the eggs in them. The same rule applies to oyster and other fisheries. No doubt, here, as in other parts of the world, there are vicissitudes of season; and certain seasons retard, although they cannot absolutely stop, the process of spawning. If, like the salmon ova, they are brought into a semi-state of existence, and by some vicissitude remain so, they die if brought into real existence, and there is no provision, no food for them, they die also; but it is better that we should have a larger portion of float-some than a smaller. According to the best authorities, the number of germs or ova brought forth by a mature oyster exceeds one million, and it is better to have half these saved than that the whole should perish. "At Port Stephens the Myall River had continuous beds for miles from its entrance; and also from Sawyer's Point, for miles up the Karuah. These oysters spawn early in October, and to the end of January. At the entrance of Port Stephens heads the rock oysters are about the size of a shilling, but as you get from the heads, and up the Karuah, they are large and thickly scattered, not in a bed, but a continuous stream for twelve or fourteen miles. The Hunter River oysters spawn from about the middle of October to the early part of February; Sydney and Botany Bay, at the latter end of October to the middle of February; George's River, November to February; Port Hacking, November to February; Clyde River, near the mouth, about November to February—higher up, under the influence of cold waters from the mountain country, about three or four weeks later." I have been to the Clyde about twenty times, and have found many of the oysters when caught to be soft and flabby, and I have seen the spat upon the rocks near the place where they have come towards the sea. These, I believe, have been driven by force of current to that cultch, but where the cold water comes down, I am satisfied, oysters do not spawn by one month so early as they do in mid channel, where the water is more tepid, and the sea water has more influence in equalizing the temperature. "Oysters are brought from as far north as the Clarence River. On the 8th February, 1866, I saw a number of bags there ready for shipment; and on the south from Tuross, and probably Merimbula, but I do not recollect any having been brought from as far south as Twofold Bay. The intermediate rivers, both north and south, have oyster beds, more or less; and it must be borne in mind that oysters situated high up rivers, and under the influence of cold mountain water, such as the Clyde and Clarence afford, are from two to four weeks later in their commencement of spawning than those near to the mouth. I have also noted another influence,—when oysters are attached to rocks in shady corners they appear to be somewhat later." Those oysters which I examined at the Clarence I considered to be only recovering from a kind of sickness; I thought they had, perhaps, spawned in October or November, had gone through a kind of probation, and were just recovering when I examined them. In shady corners of the rivers, bays, and estuaries, I have found the oysters a month or six weeks later than in other places; and I noted also in this particular place that the spat caught in the cultch in these cold corners has not come on so rapidly as that which was more exposed to the sun's rays, and which I have no doubt was lodged at the same time. "The rivers most exhausted are those appertaining to Port Stephens, the Hunter, Broken Bay, Sydney, Botany Bay, Port Hacking, the Clyde, and the Tuross." The mention of Tuross reminds me that, as I was coming into town this morning, I met Mr. T. S. Mort, and told him I was to attend this Committee to-day. He said he had also been summoned to attend, but that he could give no information with reference to the breeding of oysters, although he could state something as to their destruction. "I ascertained," said he, "when I went to Bodalla, that some hundreds, perhaps thousands, of bushels of live oysters were burned into lime from the Tuross River." "The present supply," my paper continues, "is equal to the demand, and some new fields untouched, chiefly from the want of steam accommodation or the means of rapid and regular transit. At the same time, the beds which have been so long and continuously worked are getting exhausted; what remains are manifestly deteriorated, and require

require a period of rest." With reference to this point, I can quote from a paper which has been published by the Acclimatization Society, written by Mr. Emerson. He says—"Clyde River: Extensive beds of various kinds of oysters—very good when arrived at maturity; requires a two years' rest; after which it could supply 1500 bushels a week easily for twelve months." At this place the men who formerly sent up 500 bags per month, now do not send above 20 or 30, and the oysters, which were formerly equal to any on the coast, are now flabby and inferior. My paper then proceeds—"Under these circumstances, and were it not for the fact that a close season should be made to apply to all parts of the Colony alike, to ensure perfect security for the due enforcement of the law (for such it must become, sooner or later), in all probability I should have recommended an earlier season by one month, both for the beginning and ending, to the north of Sydney, than I should for the south." I should have recommended, perhaps, certain times for certain rivers, particularly to the north, where influences unexplained in some rivers have caused a divergence; and it has been suggested by Mr. Emerson "that a man should be compelled to work one part of his bed at one season, and another part at another;" but it would require a large staff of surveyors to supervise the beds, and to prevent the cultivators, if one part of the bed failed to give a good supply, from going to another.

E. S. Hill,
Esq.

2 Aug., 1867.

2. *Mr. Wilson.*] I suppose it would be difficult to fix a different time for the north and south, as there could be no guarantee that the oysters were brought from the part they professed to come from? Just so. "I now take leave to suggest, as a close season for New South Wales, the months of November, December, and January, which months will (at all events, in my opinion) cover the greater portion of the spawning season; and in doing so, I have not been unmindful of the necessity to prepare the public mind for a reasonable restriction and limit of the fishing season. And now I invite attention for the purpose of eliciting such further information as will give data for any modification which may be deemed advisable, and absolutely necessary, for the purpose of fixing a more precise period as the close season, and which should embrace all the northern and southern estuaries, wherever our supplies are drawn." That is the conclusion of the paper I prepared for the Acclimatization Society. I have also here a letter which I addressed to one of our journals in 1866, but as the information contained in that is comprised in the paper I have handed in, I do not think it necessary to read it. I mention it merely to shew that I have at various times agitated the matter of the protection of our oysters. I will now make a few remarks on Mr. Emerson's paper, and also refer to a pamphlet I have before me, entitled, "Oysters, and their cultivation. Compiled from authentic sources, by order of the Board of Directors of the South of England Oyster Company, limited." This pamphlet gives a history of the oyster, and the report of gentlemen who had been sent to report upon the French oyster fisheries. Mr. Emerson says—"Some oysters have been known to spawn only once in three years, while others, again, will spawn two or three times in a year, but in all cases they are very much influenced by the weather." That is not an ascertained fact as far as this Colony is concerned; but no doubt in other parts of the world, as well as this, the spawning season extends over a longer period than I have assigned to them here. Some oyster-beds are not always reproductive, and no doubt this passage refers to them:—"With reference to the non-reproductive character of some oyster-beds, there is a remarkable example in the case of the Whitstable oyster-beds, which would soon become exhausted, unless supplied from spat from other sources, which sometimes saves as much as £30,000 to the Company in one year, by rendering the purchase of brood unnecessary.

3. *Mr. Macpherson.*] Is there any evidence of these oysters not being reproductive? Yes. In the pamphlet before me it is stated—"Many of the best known beds of native oysters are to a great extent factitious. They possess no certain power of reproduction, and would soon become exhausted, unless supplied with brood from other beds better situated for the retention of spawn and the production of spat." I am not quoting this with reference to colonial oyster-beds, but to shew not only what applies to oyster fisheries here, but to those in other parts of the world. Mr. Emerson says—"The greater portion of the oyster spawn or spat that escapes destruction will be found attached to the large oysters, and when about two months old, has the appearance of a fish-scale, and has but one perfect shell, the other being only partially developed, and cannot be removed from its place of attachment without destroying it." That is quite true at that particular period of its existence; but how can it be said that the greater portion of the spat will be found attached to the large oysters—many are attached in that way—but what forms new beds? Throw ballast overboard, and at the season of spawning it will be covered with spat, however distant it may be from the beds. "For these reasons I consider that a general close season, as proposed, of three or four months in a year, would be all but useless, as no particular three or four months in the year would cover the spawning season of half of the oysters, and it would be very little protection to those it did cover, as, directly after the close season the oysters may be taken; and from it being impossible to separate the young oysters, their destruction will be inevitable when the old ones are removed." How are they separated in the present mode of unceasing dredging? Now at the present season they are removing them daily—destruction is going on daily. The rivers which have hitherto supplied us are nearly exhausted, and they require a period of rest. There is no question of that. What makes them exhausted? The constant rifling of the beds indiscriminately, and, of course, in taking up the old oysters they kill the young spat.

4. *Mr. Farnell.*] That is, such spat as may be attached to the oyster? Yes.

5. *Mr. Macpherson.*] Do we understand you to say that the period of rest should be the same in all the rivers and at the same time? That may be a matter of consideration hereafter. The object of my paper was, as I have stated, to elicit such further information as will give data for any modification which may be deemed advisable and absolutely necessary

E. S. Hill,
Esq.

2 Aug., 1867.

necessary for the purpose of fixing a more precise period as the close season, and which should embrace all the northern and southern estuaries wherever our supplies are drawn. Mr. Emerson says the Port Stephen bank oysters spawn in May. I take exception to that, as, from personal observation, I know they spawn from October to the end of January.

6. They do not spawn in May? I have seen them in May, but I have never seen them spawn in that month, though I have seen them spawn in the months I have stated.

7. *Chairman.*] Are you aware whether they spawn more than once in a year? I am not aware whether they spawn more than once in a year in this Colony. I have watched them over six or eight months in the year, but I never saw them spawn but once.

8. *Mr. Tighe.*] Have you ever, in your researches, seen any account of their spawning more than once in the year in any country? No. Oysters spawn in England annually in the third year of their growth, over a period of five months.

9. *Mr. Wilson.*] Although there may be a stated period for the generality of the oysters to spawn, I should imagine that you know of no reason why individual oysters should not spawn during the whole of the summer? No.

10. Your remarks refer to the great bulk of the oysters? Yes, it is common with all molluscs, as well as other animals, for individuals to breed out of the ordinary season.

11. Consequently, your remarks refer to the bulk of oysters, and not to individual cases? To the bulk.

12. *Mr. Farnell.*] Do different kinds of oysters spawn at different seasons? We may class our oysters into two or three kinds, perhaps into two—rock and mud.

13. Do the mud oysters spawn at a different season from the rock? We can arrive at no definite conclusion as to the time of spawning of mud oysters. I believe their spawning season extends over a longer period than that of the other kind. As they are not much sought after, I have not taken much pains to investigate their habits, although I was the first to report of a large bed in Jervis Bay when I was dredging along the coast and intersecting the various bays with the view of ascertaining whether we had turbot. I reported the discovery to Sir Wm. Denison and Sir Daniel Cooper. The bed was twenty or thirty acres in extent. I did not go in again for the purpose of ascertaining the time of spawning. My remarks are confined to what we call oysters for home consumption and oysters for export, but I have no doubt the mud oysters spawn somewhere about the season of the other oysters. We used to get large supplies from Parramatta River and George's River, but they are not much sought after now; in fact, they will not keep a long time out of their own element. To suit my argument, we will take it for granted that nothing will be done in the shape of an Oyster Protection Bill. Mr. Emerson says—"One cause of the deterioration of certain oysters beds is, that after the regular oyster gatherers have discontinued working, and left them to recover, settlers and others are continually dredging, thus destroying the young oysters." Of course, settlers and others must not be allowed to do so—it must be a monopoly. "Another great cause of destruction is the taking of oysters and shell to burn into lime. The shell dredgers on the Hunter, for example, go to work on any part of the oyster ground, taking up oysters and shell indiscriminately, thus not only destroying the oysters but the oyster ground as well, removing the whole of the bed, which in many instances is six feet thick of solid shell." I think where there is anything like that thickness of shell, it would afford a good excuse for the destruction of the few live oysters on the surface. This would imply a pure monopoly on the part of one or two individuals, for every one knows it is not the man who catches the fish who makes much of it, but the middleman who sells it. In proof of this, I may mention that the bags which are called three bushel oyster bags, but which will hold four bushels of maize, when filled with oysters are sold on the various wharfs at 6s. or 7s. a bag. The middle-man who exports them gets a large profit, but the dredger obtains only this 6s. or 7s. a bag.

14. Can you give any information to the Committee with reference to the thickness of deposits of dead shells you have met with, and the cause of their accumulation? I do not think deposits are to be found of so great a thickness as six feet, but I have met with them as much as four feet thick. I think they are attributable to the shell beds having been drained by the alteration of the channel, or that the shell-fish have been destroyed by silt overwhelming them. At Cook's River, just across the dam, it may be seen that channels have been altered by fluvial deposit; and there are beds of shell two feet six thick, which are worked by the gatherers on systematic principles, following up the dry bed of the old creek. I presume that these beds on the Hunter have been subject to some such cause, which has produced the same effect. At Port Hacking the same thing has taken place. I was at the latter place last Monday, and, on my return towards Botany Bay, I noticed these shell beds along the course of a huge drain, twelve feet wide, which has been cut through the dry land—these shell beds; but the shells, in this instance, consisted chiefly of the cardium or cockle family, and not of the ostrea or oyster family. Whether what follows in Mr. Emerson's paper is the fact or not, I do not know. If I had received it earlier than last evening, I would have made inquiries respecting it, but I will endeavour to obtain information upon the point for the Committee. He says—"From Broken Bay there are four or five vessels constantly employed in bringing live shell—that is, young oysters—to Sydney, for the lime-burners; they bring about 65,000 bushels annually; in addition to which, about half that quantity is burnt on the river; making a total of 97,500 bushels of young oysters destroyed every year in that place only; and a similar destruction is taking place over nearly all the oyster grounds." So that there is the immense sacrifice of a hundred thousand bushels of oysters in burning "live shell lime," from that source alone, which is not a whit better than dead shell lime. I doubt this statement very much, and will take the trouble to ascertain what reliance may be placed on it. "Oyster beds are often destroyed by freshes in the river covering them with

a deposit of silt; and a shift in the channel of a river will sometimes be another cause of their destruction, by diverting their food." That is quite correct. "Oyster beds are considerably improved by being properly worked, as it extends and enlarges them, and also gives the young oyster room to grow and spread; and the oysters are always of better quality and larger after the ground has been once cleared." That is an ascertained fact in every part of the world. It takes in England, in deep water, twelve men to an acre; while on the margin of the bed, where the water recedes, it takes only two men to the acre; and these men keep the beds clean with pitchforks and rakes. These oysters are marketable in three or four years, and give over twelvefold by this system. On some parts of the Hunter River, where they use rakes and get up the small oysters, these oysters have improved, from the simple fact of their having been disturbed from the silt under which they were resting. Still there can be no doubt there is great waste, owing to the present system of dredging—the oysters being carried on shore, picked and sorted, and the smaller ones left to perish. Now, in order to the production of a good oyster, it is necessary that the bed shall be where there is a supply of fresh water, bringing down with it mud for the supply of food. Two of the "oyster axioms" published in the pamphlet to which I have already referred are—"Oysters breed in salt water, on a clean bottom. Oysters fatten in brackish water, on a muddy bottom." The best oysters they have in England, or perhaps in any part of the world, are the London native oyster, and their excellence is attributable to the fact that they feed on a clean marly bottom, and are not overwhelmed with silt. I have here a work published lately—"Elements of Medical Zoology, 1861, by A. Moquin-Tandon," which contains some very curious information with reference to the breeding of the oyster. It says—"In some of these animals the sexes are united in the same individual: these are named unisexual or androgynous. In this case, either one individual may be sufficient of itself (oyster) for reproduction, or it may require the union of two individuals. When two androgynous individuals unite for the purpose of reproduction, sometimes the two organs fulfil their functions at the same time, and each individual fecundates the other and is itself impregnated." Further on, at page 87, it is stated—"The young oysters are lodged in the mantle of the mother, from whence they sally forth and swim around her, by means of their vibratile cilia, but take refuge between the maternal valves on the approach of the slightest danger." This is from a scientific author, and I give it for what it is worth; but I must say I can scarcely credit it myself. All the authorities to which I have referred, when treating upon the question of spawn, state that the spat attaches itself to shells, stones, and rock, which are called cultch, and has the appearance of a spot of tallow, and in a few days becomes apparently as hard as your nail, or as palpable to the touch. They state that it possesses no power of locomotion when ejected from the mother, but is at the mercy of the waves and current. I was speaking just now with reference to the destruction of the oyster beds. Upon this point I would read an extract from the "Elements of Medical Zoology," page 87. "In 1819 a bank was discovered near one of the islands of Zealand, which for the space of a year supplied the inhabitants of the Low Countries with such abundance of oysters that the price of these shell-fish fell to tenpence a hundred. As, however, this bank happened to be situated almost on a level with low water, the winter being very severe, it was entirely destroyed." This is on the evidence of Deshayes. Deshayes says that the severity of this particular winter destroyed the bed, but we must not forget the fact that it had been ransacked so completely as to bring down the price of oysters to tenpence a hundred. Although the bed had been subjected to the influence of an unusually inclement winter, they had, each year before, to contend with the effects of winter; and, according to S. P. Woodward on shell, "all shells have an outer coat of animal matter called the epidermis. This has life, but not sensation, like the human scarf skin, and it protects the shell against the influence of the weather. In bivalves it is organically connected with the margin of the mantle. I attribute the destruction of the bed rather to the indiscriminate ransacking—the taking away from its reproductiveness—than to the influence of the season. Mr. Emerson says—"If a new oyster bed is opened there is an immediate rush to it, the best of the oysters are forced into the market, the supply for a time exceeds the demand, and a large proportion of those sent up find their way to the lime-kilns." I suppose that could not be helped under any circumstance—supply exceeding demand. "Manning River: Fine oyster beds, worked out, but will recover themselves in two years if left untouched for that time; has been worked out four times." They would not have been worked out if they had had a period of rest. That is one of the rivers I refer to that want a period of rest, and when they have that, we shall find the oyster production greatly increased.

15. *Mr. Tighe.*] How long a period of rest would you recommend? Two years at least. That is not too long a time, as we have many other places whence we could get them in abundance.

16. Would you give a period of rest in succession to the different places, or would you give a period of rest to all at once? I should say, give them rest at once. It is impossible oyster beds can be reproductive if all the finest oysters are taken away.

17. *Mr. Farnell.*] There have been large quantities of oysters produced in the Parramatta River? Yes.

18. Do you think that should be mentioned as one of the places that require a period of rest? I have named that as one. I do not say that during this period you are not to use any oysters at all. Such a prohibition is unnecessary, because there are rivers which still have an abundant supply; but in order to obtain these, we need more rapid communication. I would wish to call the attention of the Honorable Minister for Lands to the circumstance that Mr. Holt has, at Botany Bay, no doubt with permission, run a bridge across from one part to another, and within the bridge his overseer is keeping guard over an oyster bed, and preventing the gatherers from disturbing them. This bed has now been preserved for the last year and a half, though the gatherers try every dodge to get at them, and it strikingly illustrates the power of reproduction of the oyster when left to itself.

E. S. Hill, Esq.
 2 Aug., 1867.

19. *Mr. Wilson.*] How does the overseer keep these men out? By telling them they shall not go in. Mr. Emerson, as I have already stated, speaks of about a hundred thousand bushels of live shell being brought from and destroyed at Broken Bay, and he subsequently says—"Broken Bay: Oysters secondary quality, unlimited in quantity; all the creeks running into it full of them; has been in constant work for the last ten years, and is still sending an undiminished quantity to the market." I do not know whether he means of "secondary quality" for home consumption as oysters, or for live shell lime. He continues—"and of an improved quality latterly." My only object in calling attention to the latter portion of this extract is to point out that if the oysters have been latterly of an improved quality it may be because, as they are brought from near the mouth of the river, from the large numbers accumulated there formerly, they may have been impoverished from want of food; but that so many thousands of bushels having been taken away, there has been a greater supply of food for those that have been left, and they have consequently improved in quality. I do not, however, know whether he refers to the oyster or to the live shell lime.

20. *Mr. Macpherson.*] Do you think it desirable to make it absolutely penal to burn* oysters for lime at all? No, I do not think so, because sometimes it cannot be avoided. It is stated in *this* paper, by Mr. Emerson, that the shell beds in the Hunter River are sometimes six feet thick, and these form the natural cultch for the live oysters, which are taken indiscriminately with the dead shells, and burned. Now, I do not think I should prevent the lime-burner from working a bed of shells of 6 feet thickness, because in working them he might destroy the live oysters on the surface over them. Shell beds in the river are covered with a deposit varying from 1 to 6 feet; these have to be sieved and washed; therefore they could form no cultch till they were exposed. Dry shell beds have to be screened. Do you think it would be desirable to restrict shell-burning to certain localities? No, but I would impose a penalty for burning live shell lime from oysters.

21. You would allow shells for lime to be burned only in certain localities; in others you would prevent them burning at all? No, I would let them burn for shell lime wherever they found beds of dead shells. In some places (dry banks) they have to cut down huge trees to get at them. I have myself found such deposits of them 30 feet above the tide; and, buried 4 feet beneath the surface I have found stone tomahawks, the stone upon which the oysters and other shellfish had been opened, and charcoal remaining from the fire which had cooked them, proving that these large accumulations had been made by the aborigines in times long past.

22. Do I understand you to say that you think it not desirable to place any other restriction on shell-burning than the general restriction as to dredging—the close season? I would not have a close season for dead shell burning.

23. You would make it penal under any circumstances to burn live oysters for lime? Yes. I thought you said at first live shells; that includes all shells, as cockles, whelks, and others. The dogwhelks we should be glad to get rid of, as they destroy the oyster.

24. I allude to oysters. You think it necessary to legislate in such a way as to make it penal to burn live oysters? Yes.

25. *Mr. Wilson.*] Are you aware for what market these shells are principally burned? To supply Sydney with lime, I think. I know it used to be so formerly.

26. I suppose you are aware that on the line of the Southern Railway there are extensive fields of limestone? Inexhaustible.

27. And I suppose, when the railway runs through Barker's Creek, Marulan, where this limestone may be easily obtained, the burning of shells for lime will cease, on account of the superiority of stone to shell lime? Yes, in a great measure; besides, the stone lime would be produced at half of the present cost.

28. *Mr. Farnell.*] People in the vicinity of the rivers where shells abound would still take them and burn them for lime? Yes, but we must guard against that and make it penal to burn live oysters. They might burn whelks, and of course, there might be a few live oysters among the others, but in such cases it would be left to the discretion of the Magistrate to decide whether it was an accidental circumstance or not. In the western district there is not only silurian but magnesian limestone. I had occasion to go, on behalf of the Exhibition Commission, to examine the Wellington Caves, and I not only saw in that country silurian but magnesian limestone. Prior to that, at Gloucester, and coming down towards the Karuah River, I found encrinite limestone. I have also seen limestone away to the north as far as Fitzroy River at Rockhampton. So that we have plenty of limestone, if we had the means of bringing it to Sydney. But besides the waste of oysters, there has been a great destruction of timber in burning shell lime. Formerly they used to burn it in the open air, but they have become more economical of late, and now in many instances it is burned in kilns.

29. *Chairman.*] You have read Mr. Emerson's paper. Do you consider the estimate he gives of the consumption of oysters in Sydney, the export to Melbourne and other places, and of the quantity burned for shell lime, is a fair one? He says—"I estimate the annual supply to Sydney at 31,200 bags, equal to 109,200 bushels, which supply could be doubled if required. The oyster fisheries find direct employment for at least 250 persons, seven small vessels, besides those brought by the steamboats, &c. Our yearly export of oysters, principally to Victoria, I estimate at 63,000 bushels, of the value of £13,500, and our home consumption at 46,200 bushels, value £16,500." I cannot speak as to the truthfulness of the report, but I must say that I look at it with a somewhat suspicious eye. It says here—"The supply could be doubled if required." That means, in effect, it is not necessary to pass a protection Bill. Mr. Emerson says—"Wallis Lake: Extra fine oysters, but requires a rest." Why do they

* NOTE (on revision): I understood Mr. Macpherson to say live shell fish.

they require a rest? Because the men are perpetually dredging and ransacking them. These people have not gone into the consideration of the culture and reproduction of oysters upon any principle, but have looked merely to the present demand and supply.

E. S. Hill,
Esq.

30. *Mr. Farnell.*] Is it not the fact that the people who gather oysters know little or nothing about their culture? It is. I have been among the men who collect oysters and who deal in them, and I have not found one who could give me information with respect to their culture.

2 Aug., 1867.

31. They do not even know their spawning season? No; it is the last thing that troubles them, so long as they can get 6s. or 7s. a bag for them.

32. *Chairman.*] Have you any idea of the number of men and vessels employed in the oyster trade? No. Most of the oysters come by steamers. Mr. Emerson sometimes lets you into the secret, by telling you that the beds in certain places are exhausted, and that the quality of the oysters has deteriorated.

33. *Mr. Wilson.*] The information in Mr. Emerson's paper appears to me to be imperfect in some particulars; for instance, at page 3 he says—"Botany Bay: Small oysters," but he does not add that at one time the finest oysters were brought thence? I presume the places he looked at were, along the shore, under the North Head, or along the shore under the South Head, where they are like small mushrooms stuck upon the rocks; but he has not been long enough in the Colony to know that fifteen years ago we could get from Weiney, Woollaware, Coggerah, and Gawlybays alone a thousand bushels a week if you wanted them. From that quarter and from Bald-face Stag, all the way up George's River as far as Oyster Bay, with tongs or dredges you could get boat-loads of the finest quality. Mr. McEwen, during summer, employs men at the latter place to dive for them.

34. *Chairman.*] Is it your opinion that, if the present system be continued here many years longer, the supply will be so far diminished as not at all to equal the demand? I have no doubt of it.

35. Then you think some restriction is necessary? Absolutely necessary.

36. *Mr. Tighe.*] You think Mr. Emerson is wrong in saying the supply could be doubled, if required, at the present time? No, I do not say that, because there are intermediate rivers that have not been worked, which, if we had the means of rapid communication, would yield an abundant supply. I have no doubt there are nine or ten rivers that have not been worked, and if these were brought into operation no doubt the present production would be doubled; but unless some restrictions were placed on the fishery, these would soon be exhausted; and I take it, the object of the Legislature is not only to provide for the present but for the future supply of the people of this Colony.

37. *Chairman.*] Will you, when you append to your evidence a description of the particular oyster beds, be good enough to state the spawning season at the various rivers and beds? At the various rivers, but I could not do so with reference to the various beds, as many of them are at a depth of six or eight fathoms below the surface. With reference to the deterioration of oyster beds and the effect slime has upon them, I would read an extract from a report made by Professor Gerard Von Yhland of Upsal, who was deputed by the Swedish Government to study oyster culture in France and England. Speaking of an oyster ground at Langston in England, he says—"The water in this part is of a better condition than that in the Bay of Biscay, where, on account of the very soluble chalk bottom, the water near the shore is mixed with slime and never clear, so that it invariably kills about two-thirds of the oysters in the parks on the Ile de Ré." In another part of the pamphlet to which I have before referred, speaking of the value of the oyster, he says—"This oyster when fed becomes exquisite food. In effecting the culture of the sea shores and of the marl ponds I am pursuing a practical principle of great importance, by the conversion of millions of shore oysters (squandered without profit) into food for public consumption. The green oyster to this day has only been regarded as a luxury for the tables of the rich, but I would like to see it used as food for every one." Then again, speaking of shore oysters—"The shore oyster can only be eaten during a few months. The oyster of the mud-ponds, on the contrary, can be eaten during nine months. We thus double the quantity of oysters for the public consumption. Government does not hesitate to modify the laws on this point. When we have learned how to cultivate oysters, the shores will have their crops of these valuable molluscs from Medoc to Bordelais." The two last extracts are from the report of two Frenchmen who were appointed to inquire into the culture of oysters (Messrs. Coste and Kemmerer). With reference to the profits to be derived from the culture of oysters, this pamphlet says, "It appears that this industry, which now forms a source of great riches for that small place, (L'Ile de Ré) only dates from 1858. In the short period which has since elapsed, upwards of 2,000 beds have been formed on an extent of five miles of foreshore. These beds of thirty yards square cost £12 each for their construction. In an admirable statement at the end of his book Dr. Kemmerer shows that in three years the results have been the immense profit of 1,000 per cent., after paying the expenses attendant on the formation of the beds."

WEDNESDAY, 14 AUGUST, 1867.

Present:—

MR. FARNELL,

MR. MACLEAY,

MR. TIGHE.

THOMAS HODGES MATE, ESQ., IN THE CHAIR.

Edward Smith Hill, Esq., again called in and further examined:—

E. S. Hill,
Esq.

14 Aug., 1867.

38. *Chairman.*] Since your last examination have you been able to arrive at the proximate consumption of oysters in Sydney? No, I have not.

39. Have you any idea of the quantity exported to Melbourne? No; I have not been able to get the statistics from the Steam Companies, but, for the purpose of testing the accuracy of some of the statements contained in Mr Emerson's paper, I have obtained some information respecting the imports from the south, to which I shall presently call the attention of the Committee. I have also obtained information respecting the consumption of live oysters for lime, alleged by Mr. Emerson to be brought from Broken Bay; and further, with reference to the thickness of dead shell banks found under water in various rivers. I have made inquiries of all the lime-burners and persons connected with the lime trade, as to the consumption of live shells in lime-burning in Sydney.

40. Have you also obtained information with reference to the number of men and vessels employed in the oyster trade? No, I have not been able to get reliable information as to the number of men and vessels employed in this trade, further than that there are seven or eight vessels, exclusive of steamers, that bring shells from the northern and southern ports. There are several vessels that go to the various rivers for general trade, and these, when they fail to obtain their ordinary cargo, call at other places and load with shells or oysters.

41. Will you favour the Committee with the information you have obtained? I applied at Mr. Edge Manning's office, for the import of oysters which have arrived at Sydney from the south by steamers, and I may state that I do not know of any sailing craft that come from the south to bring oysters alone. The statement was kindly supplied to me, and I now beg to lay it before the Committee. (*The witness handed in the same. Vide Appendix C 1.*) This statement will shew the great falling off in the supply from the oyster beds in these localities. From Shoalhaven, from January, 1865, to December, 1865, we received 677 bags, which, at three bushels to the bag, is equal to 2,031 bushels. At this time it was not the height of the oyster dredging. Beds of great size were then discovered, and next year, from January, 1866, to December, 1866, there were 1,101 bags, or 3,303 bushels, brought to market, while in the next half-year, from January, 1867, to June, 1867, there were only 167 bags, or 528 bushels. You will see that this bears out the statement I have already referred to, made by Emerson,—that when an oyster bed is discovered, there is a rush, the bed is ransacked, and as a consequence, the supply soon falls off to almost nothing. From the Clyde River, from January, 1865, to December, 1865, there were 4,900 bags, or 14,703 bushels; in the following year, 3,104 bags, or 9,312 bushels; and in the next half-year, from January to June, 1867, only 544 bags, or 1,632 bushels. From Ulladulla—a place much boasted of for its oyster beds (though I never thought a great deal of it, because it opens so much to the sea)—for fifteen months up to June, 1867, they brought only 205 bags, or 615 bushels. From Moruya and Tuross River, from May, 1865, to April, 1866, inclusive—that is, twelve months—there were 1,975 bags, or 5,925 bushels; while from May, 1866, to June, 1867, or fourteen months, there were only 1,000 bags, or 3,000 bushels. From Merimbula, where it is alleged there is a bed of oysters of 10 feet thickness, there has been only one small shipment by steamer. In a paper prepared by Dr. Cox for the Acclimatization Society, from information furnished him by Mr. Clark, he says there is an immense bed of oysters at Merimbula River 10 feet thick. This I believe to be an impossibility; they could not live in a bed of that thickness, because the lower ones would be destroyed by those which were superimposed. I have visited that place three times, and it does not look to me like an oyster ground—there is too much sand drift. The next point to which my attention was directed by the Committee was the statement of Mr. Emerson that about 65,000 bushels of live shells were brought annually from Broken Bay to Sydney, to be burnt into lime, in addition to about half the quantity burnt on the river. With reference to this matter, I have visited all the lime-burners in Sydney and at Botany, and I have here the result of my inquiries. (*The witness handed in a paper. Vide Appendix C 2.*) Mr. Emerson also speaks of shell beds in the Hunter of a thickness of 6 feet, and states that in working these beds the men destroy the live oysters. I have obtained from various practical men evidence as to the thickness of the shell deposit, which I also beg to hand in to the Committee. (*The witness handed in the same. Vide Appendix C 3.*) In the paper I have just referred to, prepared by Dr. Cox for the Acclimatization Society, he says—"I am indebted to Mr. Clark, of this city, the largest oyster dealer, for most of the following remarks." At page 47, he says—"By far the largest portion of the oysters imported into Sydney is forwarded to Melbourne, and none but the best are thus exported." He then speaks of "Merimbula, in Twofold Bay." Merimbula is not in Twofold Bay—it is on this side Twofold Bay. He says—"Clyde River: This is a locality where the oysters have failed, not in quantity, but in quality." Now I have proved by the paper which I have handed in that the quantity has failed immensely. No doubt the quality is also impoverished, and this is attributable to the beds having been so much disturbed. Again—"At Merimbula there are beds at least 10 feet deep, but it is a bad bar harbour." I believe, as I have already said

said, that it is impossible for a bed of oysters to be 10 feet deep; and it is not a very bad bar harbour, though of course steamers must wait till the tide rises. In page 48 he says—“Attempts to form artificial beds have failed, and the project has been found to be impracticable.” Now, I do not recollect that anybody has ever attempted to form artificial beds of oysters in New South Wales. I never heard of it, and I think I should have heard if it had been done. Besides, why should people do so, when they could go wherever they pleased and obtain them, and when, according to the statement of Mr. Emerson, we could double the supply if we liked?

E. S. Hill,
Esq.

14 Aug., 1857.

42. *Mr. Tighe.*] Perhaps he means that an attempt had been made in one of the adjacent Colonies? No, in New South Wales. Mr. Emerson states, in page 3 of his paper, that if the Clyde River had two years' rest, it could supply 1,500 bushels a week for twelve months, that is, 78,000 bushels annually. Now, you see from the paper I have handed in what has been the highest supply, and I ask, is not this like speaking at random? In its prime, fourteen or fifteen thousand bushels was its maximum per annum, and for the last half-year the quantity imported has been 1,632 bushels. In the same page he says—“Seven small vessels are employed in all,” while, at page 2, he says—“Four or five are employed at Broken Bay,” leaving, therefore, only the balance to collect elsewhere. Now, I think I have proved from the paper I have handed in, that there is only one at Broken Bay. Again, he says—“Our yearly export of oysters (principally to Victoria) I estimate at 63,000 bushels, of the value of £13,500; and our home consumption at 46,200 bushels, valued at £16,500.” Now, the first cost of the 63,000 bushels would be about £8,400, and of the 46,200—£6,200, computing them at 8s. per bag; and this proves (if the statement has any value) what I before stated,—that it is not the dredger or collector of oysters, but the middle-man, who gets the large profits of this trade. In my previous evidence, I spoke of the unisexual character of bivalves generally, and especially of oysters, and quoted from the Elements of Medical Zoology, by A. Moquin-Tandon, 1861. Since my examination I have spoken to several scientific gentlemen upon the subject, to ascertain whether in their opinion what I had stated was correct. The reply was, they had no doubt they were unisexual or hermaphrodite. I have, however, referred to the Encyclopædia of Anatomy and Physiology, by Professor Owen, 1839 and 1847, under the article “Mollusca,” and I find the following:—“Although comparatively simple, and reduced to the essential formative organs in the acephala, they are, with very few exceptions, placed in distinct individuals—that is to say, one ascidian or oyster possesses only the testicle, and is a male; another, only the ovarium, and is a female.” I quoted also the case of an oyster bank at Zealand, which disappeared in one year; and I attributed its destruction not to the inclemency of the season, but to the fact that it had been rifled to such an extent that the oysters had been sold at 10d. a hundred. This view is supported by “Woodward” on “Recent and Fossil Shells.” At page 48 he says—“The mollusca of temperate and cold climates are subject to hibernation, during which state the heart ceases to beat, respiration is nearly suspended, and injuries are not healed.” Without having, at the time I gave my evidence, any knowledge of this, I said that at the head of rivers like the Clarence and the Clyde, the cold water coming down would retard the spawning of the oyster, which would not emit the spat so soon as those lower down, nearer the sea, where the temperature would be higher and more regular. At page 40, the writer I have just quoted says—“All shells have an outer coat of animal matter called the epidermis.” “The epidermis has life, but not sensation, like the human scarf skin, and it protects the shell against the influence of the weather and chemical agents. It soon fades or is destroyed after the death of the animal, in situations where, whilst living, it would have undergone no change. In the bivalves it is organically connected with the margin of the mantle.” I bring this in support of my argument with respect to the oyster bank at Zealand, to shew that bivalves are protected from extraordinary cold by the epidermis. I was asked, when I was last before the Committee, whether I could obtain information as to the season of spawning in the various beds in the rivers; but this could not be arrived at in less than a year or two, as the men who are engaged in fishing pay little attention to these matters. I have therefore not been able to supply the Committee with that information. The Collector of Customs has written to the officer at Barranjoey, Broken Bay, to get information connected with the oyster boats that come from that quarter, and has kindly promised to furnish me with it. When I receive it, I shall be happy to forward it to the Committee.

43. *Mr. Macleay.*] A letter from John Donavon, oyster catcher, Newcastle, has been laid before the Committee. Have you seen that letter? No. (*The letter was handed to the witness.*)

44. Can you tell us in what way the planting of oyster beds, as suggested in that letter, could be encouraged by the State? It might be desirable for the Government to lease the foreshores in the various bays, but parties having land adjacent should have the first opportunity of availing themselves of the privilege, if they were desirous of cultivating the oyster.

45. Would it not be necessary to give long leases in cases of that kind? Yes, it would be necessary to give long leases to parties who were desirous of cultivating oysters either in the channels or on the foreshores; and it would be advisable, as in the case of the Great Whistable Oyster Company's beds to which I have already referred, to take the brood from other unoccupied places during the fence months.

46. *Mr. Farnell.*] How long would you say the leases should be? I would give from fourteen to twenty-one years.

47. *Mr. Macleay.*] I suppose the object would be to induce people to form these banks for the general good, and not as a means of obtaining revenue? Yes, in the first instance, and to pioneers at a very small charge; others on an increasing scale, that is, those who do not

E. S. Hill, Esq.
 14 Aug., 1867. avail themselves within a time to be named, merely to cover charges for the first seven years, then it might be increased for revenue if advisable. What is the use of going five or six hundred miles for them, when we have had the finest oysters here, and might have them again?

48. It would be necessary, I suppose, to bind the lessees to cultivate the oyster? Yes, of course; they ought not to have a lease of the land, and then allow the land to remain uncultivated. I am not prepared to say what remuneration should be given—that is a matter upon which there would be a great variety of opinion; but I have stated, in my previous evidence, that foreshores in Europe in three or four years have produced about twelvefold. That is according to the statements of Messrs. Coste and Kemmerer, who have been so successful in cultivating beds in France.

49. *Chairman.*] Is it your opinion that, if we adopt this close system, as it is proposed, we shall have an abundant supply—without adopting any plan for leasing the foreshores, or for artificial breeding—for a large number of years? No doubt we should have a large supply; but with the augmentation of our population, the price would be kept so high as to prevent our artisans and working classes from getting them; whereas by adopting the other suggestion, the supply might be so largely increased as to bring the price within their reach.

50. Do you think giving encouragement to the laying down of beds would sufficiently secure the supply, and render a close season or fence months unnecessary? No, it would not prevent the necessity for fence months for the rivers in which these beds may be laid down. There are circumstances which retard the spawning in some of our rivers which do not apply to others; and I believe that ultimately we shall be supplied alternately from the north and south, and so arranged that there will be in the aggregate perhaps not more than a couple of fence months against the consumption of oysters throughout the year; but, until by means of a general close season, we have ascertained the true time of spawning in the various rivers, this cannot be accomplished.

51. I see, in the appendix to your evidence, that you propose as a close season three months in the year—November, December, and January. Are you aware, that in Victoria, in a Bill introduced for the protection of the oyster, they have adopted a longer close season? They have over five months there.

52. From October to March? Yes.

53. *Mr. Macleay.*] Is the use of the oyster in Victoria during these months prohibited; because if so, as they are principally supplied from New South Wales, it is equivalent to stopping the import? No, they only prohibit the taking the oysters in Victoria. We supply them during the interval—or, indeed, throughout the year, as their resources in this trade are not like ours. I propose three months in the year, because I consider it necessary to prepare the public mind for a reasonable restriction; and for another purpose also—to get, from parties living along our seaboard, or in the neighbourhood of these rivers, the fact of the time when the oysters do spawn in the various rivers. There is no doubt that by and by we shall have to make alterations in this Bill, and modify it in some way. I think it would be more desirable to make it a month earlier than a month later.

54. Suppose we made it a month earlier, and omitted the month later? I would rather do that, for I have found the oyster spawning on the 10th October; but I wrote this paper for the Acclimatization Society, or rather at the request of the Honorable Mr. Deas Thomson, to prepare the public mind, and to raise the question, hoping by its publication to obtain information with reference to the season of spawning; but no such information has been yet forthcoming, and I therefore infer that my conclusions are correct.

55. *Mr. Farnell.*] Will you look at this extract from the Cornhill Magazine with reference to the cultivation of oysters, and give your opinion with reference to the correctness of the statements made therein (*handing the following extract to witness*):—"The full cost of an oyster bed is less than £10. As an example of the figures, we may cite the debtor and creditor account of the bank which has been constructed off the coast of Brittany, at St. Brieux, and we shall adopt the official figures of M. Laviciare, Commissary of the Maritime Inscription. These inform us that three fascines, selected by chance from an oyster bank laid down in the year 1850, contained 20,000 oysters each. 'The expenses of laying down the bank in question was £9 4s. 2d., and if each of the fascines (300) laid down be multiplied by 20,000, 6,000,000 oysters will be obtained, and these at 18s. 6d. per thousand will yield a revenue of £5,000,' an immense profit to obtain with so small an outlay."?—This is a correct quotation—I recollect the figures very well. This was for laying down a bank—the result given by Dr. Kemmerer for laying down 2,000 beds on an extent of five miles of foreshore:—Those beds of thirty yards square cost £12 each for their construction, and that in three years the results had been the immense profit of 1,000 per cent. after paying for the formation of the beds. It takes either eight or ten men in three or four fathoms of water to cultivate an acre, and only two men in foreshore. I do not know what it would cost an acre in this Colony.

56. Then as to the profit? I could not say anything about that. The profit on oysters here is immense, but it is not the dredger who gets the profit; it is the middle-man—the man who exports or sells them. There is proof of this in the paper of Mr. Emerson.

57. *Mr. Tighe.*] Do you think it necessary to prohibit the burning of live oysters? Yes.

58. I understood you to say that you had made inquiries at the wharfs and found that it was not customary for the lime burners to burn live shells? No, I said there had not been the quantity that was represented by Mr. Emerson, but they give the same price for them as for dead shells.

59. Then, as it is not done to a great extent, might it not be inconvenient to have a law which might have the effect of preventing a few live oysters being brought to Sydney to be burned for lime, but which would also prohibit the working of these shell deposits? I have provided

- provided against that, as stated in my previous evidence, by giving a discretionary power to the Magistrate. E. S. Hill, Esq.
60. Supposing no great damage were done, would it not be a great inconvenience to a poor fellow to have his cargo seized, and to be tried before a Magistrate, even though only a nominal fine were inflicted? Yes, but you may look at the matter in another light. If you do not make it penal to bring up live oysters for lime burning, how can you prevent the introduction of oysters to market for consumption during the close season? 14 Aug., 1867.
61. *Chairman.*] Do you think it desirable, while legislating upon this subject, to provide protection for other kinds of fish consumed for food? We have some fish that require protection as far as net fishing is concerned, but we cannot protect them from line fishing, because the seasons of the different fish vary; and when people go in a boat to fish, it is not at their option what particular kind of fish shall come to take their bait. The only protection we could give would be with reference to bay fishing with nets.
62. Do you think that is sufficient? Yes. Most of our estimable fish are migratory, going backwards and forwards along our coast. Now is the time that whiting come into the harbour in shoals.
63. These come at certain seasons? They come in the early part of the month.
64. Different fishes have different seasons? Yes, and you cannot have a better guide than that which the blacks have. When certain plants are in bloom they expect certain kinds of fish. February is the month when the sand or sea mullet come in, and I believe, by the by, that that fish is afforded almost providentially to this place for the Roman Catholic population, as it comes in just before Lent, and is sold at about a farthing a pound. In fact, they are so plentiful that they are often used as manure.
65. *Mr. Farnell.*] I would wish to draw your attention to a petition sent to the House, in reference to the length of the nets used in prawn fishing. It is restricted at present to eight fathoms;—the petitioners require a net of fifteen fathoms? Nearly all our prawns are got from the northward, though we get a few from Cook's River; but I would not pretend to say whether the net should be eight or fifteen fathoms, unless I went among the fishermen for a time.
66. Can you give us any information in reference to the proper length of the wings of a net? Taking the length of a net to be a hundred fathoms, the bunt should be about thirty, and the wings about thirty-five each; but the length of the wings is not of much importance.
67. The fishermen object to the restriction—by the present Act the wings are restricted to thirty fathoms in length? I would not object to their being forty fathoms. The chief thing to be regarded is the bunt, because the spring of the rope sends the fish into the centre of the net. The last month in the Fishery Bill should be omitted, and I would have the time fixed a month or two earlier. It has been supposed that the season of the guard fish is later than it really is, because predatory fish such as tailors and pike come into the harbour, and keep the guard fish in.
68. *Chairman.*] Have you any further suggestions to offer to the Committee? No.*

Mr. Richard Emerson called in and examined:—

69. *Chairman.*] I believe you are engaged in the oyster trade in Sydney? I am: Mr. Richard Emerson.
70. And are the author of a paper communicated to the Acclimatization Society of New South Wales? Yes. 14 Aug., 1867.
71. Have you had good opportunities of arriving at a just conclusion with reference to the particulars contained in that paper as to the supply and consumption of oysters? I think so. It is a rough estimate.
72. Only a rough estimate? Only a rough estimate.
73. Is it an estimate framed by yourself, from information you have received? By myself.
74. Will you have the kindness to hand in that paper? (*The witness handed in the same. Vide Appendix D 1.*)
75. *Mr. Farnell.*] Have you yourself visited all these rivers you speak of? Not all of them.
76. Which have you visited? Wallis Lake, Port Stephens, Hunter River, Broken Bay, and George's River—those are all I have visited myself.
77. How long have you been in the Colony? About thirteen or fourteen years.
78. Can you remember the time when mud oysters were dredged for up the Parramatta River? No, I do not know much about that.
79. You do not know of your own knowledge whether the Parramatta River at any time supplied Sydney with oysters? Only from hearsay.
80. You state in your paper that there are some young oysters in the Parramatta River? Yes.
81. How have you ascertained that? I sent a man to try and work them, and I have some specimens here.

82.

* ADDED (*on revision*):—August 15. I have just received a letter from the Collector of Customs, covering one from his officer Mr. A. T. Ross, stationed at Broken Bay; the substance of which is, that one small cutter trades and carries oysters; and four others, taking shingles, maize, firewood, and oysters, and dispose of them to the dealers in Sydney at the rate of 6s. per bag of three bushel size. Has never heard of any of them disposing of the oysters to lime-burners in Sydney, for which purpose they would only receive at the rate of 6d. per basket.—(*Vide Appendix C 4 and C 5.*)

- Mr. Richard Emerson.
14 Aug., 1867.
82. What is your opinion of the leasing of foreshores and the formation of oyster beds? I think if they were leased, the proprietors would, for their own interest, see that the beds were not disturbed during the spawning season, and that they were not worked too closely; that is, if they were people who understood the matter.
83. Would you be inclined to lease the present natural oyster beds, or would you prefer to lease the foreshores with the view of cultivating the oyster? I do not think anyone would attempt to cultivate them at present. At their present price it would not pay anyone, looking to the cost of labour and the abundance of the natural supply; indeed, they are now so plentiful that it does not pay to lay them down and pick them up again.
84. You speak in your paper about oyster beds having two years' rest. If they are so plentiful, why do they require that rest? In some places where they are nearly worked out they require a rest, but in other places they are untouched. If those places which are worked bare were left for two or three years there would again be a fine crop of oysters, and in the meantime the other places might be worked.
85. If a couple of years' rest were allowed, without any cultivation, the oysters would become productive? Yes, the most worked-out parts would have a splendid crop of oysters within that time. As a matter of fact, we always do leave them to recover themselves, but others go in and disturb them.
86. Do you know whether any one has laid down artificial beds for the cultivation of oysters? No, I do not. I have a receiving bed up the Lane Cove River. We lay down oysters there, and bring them up again as we require them.
87. Would there not be a difference in the profits derived from merely laying down and taking up oysters, and from cultivating them? There should be some protection for the ground, for if any one now lays down oysters in this way, any one else could go and take them up.
88. I know there is no protection, but I am asking whether, if we were to give the right of the foreshores of our different rivers for the purpose of cultivating the oyster, it would not pay any person to undertake it. You have not had any experience in that way yourself? No.
89. Do you know any one who has? I know a man named Smith who laid a few along the foreshore at George's River. He just left them, and let them grow.
90. I see by your paper that you estimate the export of oysters to Victoria at 6,300 bushels? Yes.
91. And value them at £13,500? Yes.
92. What is the cost of collecting these 63,000 bushels in the first instance? About 2s. 3d. a bushel.
93. That is given to the person who collects them? Hardly so much—about 2s.
94. You state also that our home consumption is 46,200 bushels, which you value at £16,500? Yes.
95. How is it that the smaller quantity of oysters yields the larger amount of money? The exports to Melbourne are put down at the wholesale, and the home consumption at the retail price. There is a profit on them, retail, of about 200 per cent.
96. Are you an exporter yourself? Yes.
97. Is it the fact that we export the best of our oysters to Melbourne? Generally the best; but some of the worst as well.
98. They are not picked out or sorted? No; they are from different rivers, and some rivers produce better oysters than others.
99. Mr. Tighe.] Do you mean, by better, larger in size? Larger in size, and better in flavour. Some of the smallest oysters are the most valuable.
100. Mr. Farnell.] Do you know from your own experience when the oysters spawn? Yes.
101. Can you tell us in what months they do spawn? I have here a paper which I have prepared from my books, which will afford the information required, and which I will hand in to the Committee. (*The witness handed in the same. Vide Appendix D 2*)
102. By what means do you ascertain whether an oyster is spawning? Just before spawning, oysters are very fat, and when they cast their spawn they fall away to nothing, and are quite unfit for use.
103. They become unwholesome to eat? I do not know whether they become unwholesome to eat; but they become green, yellow, saffron, and all sorts of colours.
104. When oysters are black inside, what state are they in? I should think they had recently spawned, unless they were taken from a bad feeding ground. Oysters in such places are always in that state.
105. They are poor from want of sufficient nourishment? Yes, I should think that was the cause.
106. Do you know when the oyster spawns in the Parramatta River? No, I do not rightly. I know they are good all through the summer—very fat, but I never had much to do with them.
107. How many kinds or varieties of oysters are there in this Colony? I think there are only two kinds—the mud and the other oyster, but there are several varieties, as the mangrove, the whelk, the rock, the bank or bay. The mud oyster will live a very short time out of the water, while the other will live for almost any length of time—in fact, I have had them for three months.
108. Then there are only two species of oysters, and they are divided into several varieties? Yes, according to the bottom on which they are found.
109. I think you state that the oysters have been good at Newcastle for seven years? The bay oyster, but at the same time the back channel oyster has never been good above a month in a year.
110. What I understand by their being good is, that they have not spawned for seven years? Yes, they have never changed—they have been good all the time. If they have spawned, they must have recovered themselves in a day or two. They have been worked out three times during those seven years.

111. With reference to the profit derivable from laying down oyster beds, it is stated, in an extract from the "Cornhill Magazine," which I have in my hand—"The full cost of an oyster bed is less than £10" in France, and then it goes on to say "that three fascines selected by chance from an oyster bank laid down in the year 1859 contained 20,000 oysters each. The expense of laying down the bank in question was £9 4s. 2d., and if each of the fascines (300) laid down be multiplied by 20,000, 6,000,000 oysters will be obtained, and these, at 18s. 6d. per thousand, will yield a revenue of £5,000." Do you doubt the correctness of that? I do not think we could lay them down here so cheaply as that, or that we could sell them at so high a price. The cost of labour during the time of growing has to be taken into account, and also the risk of destruction from silt being brought down by freshes.
112. You are of opinion that it would not pay to cultivate oysters? I think it would pay, but not to such an extent.
113. *Mr. Tighe.*] Have you any difficulty in getting as many oysters as you require? No; the only difficulty is in keeping the supply within reasonable bounds—I can get three times as many as I require. It is simply a matter of putting on more hands. When the supply exceeds the demand the residue is wasted.
114. Is there any probability of the supply of oysters being diminished, unless there is some legislation for their protection, or for the encouragement of their cultivation? From particular places there may be. There are places handy to Sydney, as Newcastle and the Clyde, that are continually being worked at, because they can be obtained from thence earlier and at a lower price, but there are a number of other places not so readily accessible which are left untouched.
115. Are we to suppose that, unless there is some legislation in this matter, the price of oysters will be increased? I think not, for years to come.
116. Then, if the supply of oysters is abundant and likely to be so, what need is there for any legislation at all with reference to it? I do not know.
117. In your opinion, is legislation necessary? Not necessary, but it would be advisable.
118. Why? To give these grounds a chance of recovering themselves, by closing the beds that have been worked out, or are supposed to be worked out. These beds would recover themselves after a two or three years' rest, and would bear a splendid crop. I am sure Newcastle alone, if left for two years, could supply the whole market for nine months, and the Clyde could do the same. It is the only means by which they could recover themselves, as a close season of three months would have no effect.
119. Which plan would you prefer: to lease the foreshores to various persons for the cultivation of the oyster, or to give a period of rest to the various rivers, and to allow any person who desired it to engage in the collection of them? I think the imposition of a small license would be as good a plan as any, as there would not then be so many engaged in the collection. There is now sometimes a larger demand than ordinary for oysters, and a number of men rush into the trade while the demand lasts; and as they have no permanent interest in the matter, they cause great waste and destruction.
120. Do you see any objection to leasing suitable grounds—back bays, and places where there is no navigation—to those who desire to have such leases? No.
121. Do you think it would pay to cultivate the oyster in this manner? No.
122. Have you had any experience in oyster cultivation, either here or at home? No, I only judge from the price he could obtain for them. If a man had a piece of foreshore upon which the oysters had merely to be laid it might pay him, but it would not do so if he had to employ any labour upon it.
123. If you were to give those rivers two or three years' rest in the way you propose, would not the persons who are now employed upon them suffer loss? No; these people are migratory—not one out of twenty resides permanently on the banks of the river. They go, for instance, to the Clyde this year, and to the Clarence next. No loss could accrue to them permanently, for it is only proposed to close those places that are worked out; the fact of their being so worked out showing that there is not employment there for the men.
124. No private loss would ensue? No.
125. You think it would not be attended with any benefit to restrict the taking of oysters to certain months, so as to prevent the oysters coming to market in an improper state, because the time of spawning is not uniform in different rivers? No. When they are in that state they are not brought up—they are then useless, and people go and work other beds.
126. Then, in your opinion, the only benefit of legislation would be to make oysters more plentiful in those particular rivers where they are now nearly worked out? Yes.
127. So far as the general market or consumer is concerned, it would be of no benefit, either as regards price, quality, or anything else? No.
128. *Chairman.*] If your suggestion to give these beds rest were adopted, how could their being worked be prevented? If they were properly closed, and people were prohibited from touching them, the law could enforce that prohibition. By that means you would secure a supply of oysters for ever, because when one bed was worked out that would have a period of rest, and others could then be worked.
129. I should like to know how you would prevent these beds being worked. Is there a sufficient population in the neighbourhood of these beds to act as a protection? The rivers most worked, as the Clyde and Hunter, are populated, and they would give information if any persons attempted to work them when they were closed by law.
130. *Mr. Tighe.*] Do you think it necessary to prohibit the burning of live shell for lime? Yes, in order to increase the quantity of oysters.
131. If as many live shells continue to be burned in the year as are now being burned, would that affect the price of oysters? Not at present; but it will eventually, because the shell gatherers take not only the live oysters on the surface, but the bed on which they rest, and thus prevent their reproduction.

Mr. Richard
Emerson.

14 Aug., 1867.

Mr. Richard
Emerson.

14 Aug., 1867.

132. You think it advisable to prohibit the burning of live shell? Yes.
133. Is it done to any extent? Yes; some are burned in Sydney, and a great many in Broken Bay, and other places. A great many are run up to Sydney in vessels or were run up very lately? You can go to any of the lime wharfs in the city and see them burning in the kilns. The oysters they burn are no good, they are too small, but they would become marketable if they were allowed to remain a year or two.
134. In getting dead shells, are not the live oysters so mixed with them that it would be difficult to work the beds without destroying the young oysters on the surface? The shell men go and dig the whole bed, and leave nothing but the mud, so that they destroy the whole bed. The spawn therefore falls into the mud and perishes.
135. Would you provide that when these men work these banks of dead shells, they should throw the live oysters into the water? That would be of no use—if they take away the shells they must destroy the oyster bed.
136. Would it not be better to lose the few oysters on the top of the dead shells, than to prohibit entirely the working of these valuable banks of dead shells? It is not only the loss of a few oysters, but the destruction of the bed, which will not grow for the next fifty years.
137. Are all the shell beds in this state? No, there are plenty of banks of shells where there are no oysters, and I know plenty of dry banks above low water mark that can be worked.
138. Supposing a bank of shells having a few live oysters scattered on the top, would it not be unreasonable to prevent men working a valuable bank of this kind, for the sake of a few oysters that were growing or that might hereafter grow on the top of that bed? The better way would perhaps be to define what are oysters and what shell beds. There are some places where these men could do no harm, but they now go where the finest oysters are being obtained, and destroy the beds.
139. Suppose the prohibition you recommend were made, how would that affect the price of lime? I do not know anything about that.
140. Do you think it would materially affect it? I do not—there are plenty of dry bank shells. I estimate the quantity of young oysters destroyed in Broken Bay to be equal to the consumption, and they would increase threefold in bulk in another year.
141. *Mr. Furnell.*] Do you know what these men get a bushel for these shells for lime-burning? They get five-pence a basket, which they call a bushel.
142. *Chairman.*] The effect of a close season for three months would be to put a stop to the oyster trade during that period? Yes.
143. Are you aware that in England there is a season when oysters are not brought to market? I know it is supposed to be so, and that in London and other large towns there is no regular sale of them in certain months (more, I opine, from custom than law, as I believe the laws there prohibiting the taking of certain oysters during certain months are by-laws of the different Corporations having an interest in the oyster beds in their respective localities.) In many parts of England they dredge the oysters off the deep sea grounds all the summer, laying them down in their receiving beds ready to supply their markets in winter.
144. You think by the system you propose of giving certain beds a rest for two or three years, the market might be supplied the whole year round with oysters? Yes.
145. You are of opinion that a short close season would not have the effect of preserving the oysters? Not at all.
146. Because, if the beds were worked immediately after the close season, the young oysters would be destroyed? Yes, excepting any that might be attached to the rocks. They attach themselves generally to the older oysters.
147. *Mr. Furnell.*] How long from the time of spawning is it before the young oysters are fit for consumption? Two years from the time of spawning they are fit for use.
148. *Chairman.*] You think the information you have given as to the number of persons and of vessels employed in the oyster fishery is reliable? I am sure there is fully that number.

The witness produced specimens of twenty-one different kinds of oysters, shewing the various qualities and peculiarities of each.

ADDED (on revision):—

I enclose herewith (*vide Appendix D 3*) a letter from Mr. Joseph Waldron, of Lane Cove (who has been an oyster-catcher in Port Jackson the last twenty years), which plainly shows that the destruction of oysters and oyster beds for lime-burning purposes is going on in our immediate vicinity. The oyster beds in Middle Harbour and the various creeks running into it are of an aggregate length of seventy miles (70), with an average width of fifteen yards, without taking into account any beds in mid-channel. These seventy miles of river bank are now covered with young oysters, *small*, but of superior quality, and would increase considerably in size if left ungathered. The shell-men are now working out these beds as hard as they can go, taking all the best of the oysters first, as they are the easiest collected. There would be sufficient oysters there to keep 12 or 15 oystermen regularly employed during their season, if the oysters were allowed to come to maturity, and were not destroyed by the lime-burners. The rock and bank oysters in Middle Harbour are a winter oyster—that is, in *good* order all the winter, and spawn in October. The mud oyster from the same place, and on the *beds* in Parramatta River, are spawning now in August. The mud oysters in the weeds in Parramatta and Lane Cove Rivers, in Iron Cove, and about Rose Bay and Mossman's Bay, are about two months later. The Parramatta and Lane Cove River rock and bank oysters commence to open well in November, and keep in first-class order for about five months from that time, when they spawn, and remain poor all the winter.

In Parramatta River large quantities of mud oysters have been destroyed by the last heavy fresh. On one bed the oysters were so thick that one man had no difficulty in getting 20 bushels a day, out of which 20 bushels there were not more than four dozen of live oysters—the remainder perished.

I am informed by Mr. William Boyd, an old resident at Lake Macquarie, that there is a fine bed of whelk oysters there, which would be very fine and valuable if allowed to remain undisturbed a short time

time longer; but some Chinese are taking them all up, and destroying them, killing eight or ten young oysters on each bunch, for the sake of getting one middling sized one, smashing them with hammers, and will not even throw the refuse into the water. He complains bitterly of the destruction, as he has watched them growing for the last twelve months, and debarred himself or any of his family from touching them till they arrived at their full growth, and now finds himself powerless to prevent their wilful destruction.

Mr. Richard
Emerson.

14 Aug., 1867.

Should the Government decide upon leasing the oyster beds, I submit that each river or estuary be leased separately, with all the oyster beds it contains, for a long term, not less than twenty-one years, with a right of renewal, such leases to be submitted either to auction or public tender. If let on short terms, or in small lots, the lessee's interest will be to get all he can out of them during the currency of such lease, not caring whether the beds are destroyed or not.

And, if it is thought desirable to encourage the formation of artificial beds for the cultivation of oysters, to allow parties to select suitable localities not being natural oyster beds, and to alienate or grant to them a long tenure of the same, providing they commence the formation of such bed at once.

TUESDAY, 20 AUGUST, 1867.

Present :—

MR. FARNELL, | MR. MACPHERSON,
MR. TIGHE.

THOMAS HODGES MATE, ESQ., IN THE CHAIR.

Mr. George Clark, junior, called in and examined :—

149. *Chairman.*] You are engaged in the oyster trade in Sydney? I am.
150. How long have you been engaged in that trade? Twenty years.
151. Are you aware of the annual consumption of oysters in Sydney? I have never gone into the figures with reference to that.
152. Are you aware that a large quantity of oysters are destroyed by burning for lime? I am.
153. Are you acquainted at all with the localities of the various oyster beds of this Colony? I am with several of them.
154. Will you have the goodness to name them? Broken Bay, Newcastle, Port Stephens, Clyde River, Shoalhaven, and the Tuross.
155. Are these localities sufficiently distinct from each other? Quite so.
156. How many miles apart do you suppose? Thirty or forty.
157. Have you any idea of the quantity of oysters exported to Melbourne? I have never gone into that. I have myself exported in one year 2,000 bags.
158. Are you aware what is the spawning season—what are the months in which the oyster spawns? The oyster spawns at different times at different places.
159. Can you give any information on this subject? I find, on looking over my books, that oysters spawn at different times at different places. Last year, 1866, at Port Stephens, they spawned the end of May; at Shoalhaven, near the heads, in April; at the Clyde River, dredge oysters, in May; lower down, at Bateman's Bay, they were good, that is, when the others fell off; at the Clarence River, about April; Manning River, in May. In George's River, the channel oysters spawn about every second year, and I have known them to be three years without spawning. Camden Haven, in May; Broken Bay they go off directly after Christmas, and at the commencement of the year they become quite bad; but there is one portion of the bay, called Mooni Creek, where they keep good till the cold weather sets in—the commencement of winter. These are the chief places I have noted down.
160. Do you think there is any probability of the supply ceasing if the present system is continued of destroying oysters by burning them for lime, and if there is no close season determined upon and kept? A close season of three or four months would not be the slightest benefit, because immediately after the expiration of the term, the catchers would flock to the places that had been closed, and skim them out worse than ever. The only effectual plan would be to close several places up for a certain time.
161. Close certain beds? Yes; those beds that are now nearly worked out, and to make the catchers go further away.
162. How long would you think it necessary to close these beds? From two to three years.
163. *Mr. Macpherson.*] Are these beds so thoroughly known that they could be practically defined? Yes; for instance, if the Clyde River were closed for three years, I believe there would then be a constant supply for two years from thence.
164. You would have it three years closed, and two years in work? Yes. Newcastle the same.
165. *Chairman.*] What is your opinion of the system of leasing or of licensing for oyster catching? If we were to go into artificial oyster breeding, we should certainly require protection in the way of leasing.
166. I am speaking of the present beds, and not of artificial breeding? It would be well, perhaps, to have a small license fee.
167. *Mr. Macpherson.*] Not exclusive leases? No, because there are sometimes all kinds of people going into this business. If there is any unusual demand, people who are not in the trade employ others to get oysters.
168. You would license each individual in the same way as we now do sawyers? Yes.
169. Would you give each a license to work on a particular bed, or would you give a general license—Would you give a separate license for each bed? Not until there was a close season.

Mr. G. Clark,
junr.

20 Aug., 1867.

- Mr. G. Clark, junr. 170. I thought you objected to a close season. Supposing there is no close season, but the Government simply take these beds into their hands, and close certain beds, giving the men liberty to catch in certain beds, but giving no one liberty to catch in others—would you give a license for each bed, or to catch generally in all the open beds? To catch generally.
- 20 Aug., 1867. 171. Your advice would be, that the Government should close some of the beds altogether for a certain time? Yes.
172. And then give licenses to persons to catch in all the beds that are open? Yes.
173. For the Government to give notice that a certain number of rivers were closed, and to leave the catchers at liberty to catch wherever else they liked? Yes, and that would deter other persons from touching those places.
174. You think that would be a preferable system to leasing beds? Yes, that would cause great dissatisfaction.
175. It would have the effect of placing the trade in a few hands? Yes. I should try to monopolize all I could, and of course others in the trade would do the same. It would cause a great deal of bad feeling and unpleasantness.
176. *Chairman.*] Supposing a particular bed were closed by order of the Government, what would prevent persons going to work that bed? The law itself.
177. Merely the law? Merely the law.
178. Is there any population near these beds? Yes.
179. The beds are so situated that they could not be worked without being observed by the inhabitants of the district? No, some person must see them.
180. *Mr. Macpherson.*] In speaking of a license, do you mean to prevent people catching oysters for their own use, or merely to prevent their catching them for sale? It would be no harm to allow them to catch for their own consumption.
181. But you would close certain beds against every one? Yes.
182. You would allow only those who were licensed to bring oysters to market? Yes.
183. You would make it penal under any circumstances, or at any time, to burn live shell for lime? Yes.
184. Would you allow them to burn mussels and whelks? Yes, decidedly; any shells but oysters. We are not making use of any other shell-fish but oysters.
185. Are you not aware that only within the past week an importation of mussels from Van Diemen's Land has taken place? I have imported mussels from Van Diemen's Land for years past.
186. Would you then allow these shell-fish to be destroyed for lime? I have not seen any mussels here at all approaching those imported from Van Diemen's Land. I do not consider ours to be fit for human food. I have seen some attached to oysters brought from Shoalhaven, but I do not think them fit for human food.
187. Then you do not think any shell-fish are worth preserving excepting oysters, and you would make it penal to burn live oysters? Yes, I think it has done a great deal of harm.
188. As the Chairman has observed, do you think there would be some protection besides the law itself, by the presence of the inhabitants in the neighbourhood—do you think that would have the effect of preventing the destruction of these beds? There should be a very stringent law to deter people from taking live shells.
189. How would you manage, because in taking dead shells there must be an admixture of live ones—would you declare that so many live shells in a bushel should constitute a breach of the law—Suppose there were half a dozen live oysters in two or three bushels of dead shells? We could not define it so closely as that.
190. How would you define it? These shell-men go on to a bed where the oysters are thickest, and not only dredge the oysters but destroy the bottom of the river, so that the oysters will not grow there again.
191. *Mr. Tighe.*] We have been told that there are thick beds of dead shells, with a few live oysters on the top? Yes.
192. Would you prevent the shell-men working such beds? Decidedly not. I would only prevent their working live shell beds. I would call those shell banks which are composed chiefly of dead shells, but where there may be only a few live oysters on the surface.
193. Are not oyster beds and shell banks combined? They are sometimes.
194. How would you do in that case? They will know very well when they are getting on to oyster beds.
195. Would you prohibit the shell-gatherers from taking both together—would you require them to sweep off the live shells before they began to work the shell banks? When a man goes on to a shell bank he knows that that is perfectly useless for oysters, and he might work that, oysters and all; but a little further on there may be a large number of oysters, and it is in working there the harm is done.
196. *Mr. Macpherson.*] You think there would be no difficulty in distinguishing the two—that there would be no danger of punishing persons for having a few live oysters among bushels of shells—that there would be no practical difficulty? I think not.
197. *Mr. Tighe.*] How many rivers would you have closed at one time? I think Newcastle, Broken Bay, Clyde River, and Shoalhaven; that would be two rivers to the southward, and two to the north.
198. You would have four rivers closed at once? Yes.
199. For how long? I think two years at the least.
200. During those two years, do you think any harm would arise from allowing oyster-gatherers in those neighbourhoods to sell oysters for home consumption—that is to say, not to export from the Colony, or even to other markets in the Colony, but to allow them to get oysters for the consumption of the neighbourhood. Take, for instance, Newcastle—Would you allow oyster-gatherers to collect oysters for the consumption of Newcastle and its neighbourhood

- bourhood—would you totally close these beds, or would you only close them partially? I think they should be totally closed. I am not aware of the consumption in that district.
201. In the four districts you have named, which are of considerable extent and tolerably well populated, and where the people use oysters as a luxury, how would they be able to get their supply during these two years—would they have to send to Sydney for them? Vessels coming from Port Stephens, Clarence, Richmond, and Tweed Rivers, and Camden Haven, would often call at Newcastle. When there is a southerly wind they often call in at Newcastle and ship their cargoes on board the steamers for Sydney, so that it would not be difficult to get a supply from them.
202. But would there not be an objection to breaking bulk—do you not think it more likely that they would send to Sydney and get their supply from Sydney during these two years? Yes, most likely they would.
203. That would enhance the cost very much to the consumers? It would enhance the cost something; but a bag of oysters could be sent from Sydney to Newcastle for a shilling.
204. Considering it in that point of view, do you think any harm would ensue from allowing oysters to be gathered for home consumption in those districts, during these two years—
205. *Mr. Macpherson.*] Would there not be a great danger of evasion? There would be no great harm if it were done legitimately; but on the other hand, there would be danger of evasion.
206. *Mr. Tighe.*] Do you think it could be very easily evaded, as oysters could only be brought by steamer, and these would have to clear at the Custom House, and must publish their manifests—It would not be easy to bring oysters to Sydney without its being known, so that it could not be so easily evaded as at first sight it would appear? No.
207. *Chairman.*] Would not even the licensing of the oyster fishermen be a check to the evasion of the Act? That would be a great check.
208. *Mr. Tighe.*] What fee would you propose to be required from each oyster catcher? I think a trifling sum would be sufficient.
209. Only a nominal sum—do you think £1 would be too much? I think about £1 would be the proper sum.
210. Would you give a license to every one who applied for it, or would you require any particular qualification? I think there ought to be some qualification, or else there might be so many in a district who would take out licenses that a larger number of oysters would be brought to market than would be required.
211. What qualification would you think necessary? I think the men who have been dredging in these places would be the most fit persons to receive licenses.
212. What would you do when they all died out? I think there should be some certificate of character.
213. I suppose your experience in this country—and I presume it is much the same in other countries—proves that any one may obtain a certificate of character from some person or other, whether it is deserved or not? That is true.
214. *Chairman.*] Would it not be better to state that the men were oyster fishers within the meaning of the Act? Yes. I think there is a great deal of difficulty about this question of licensing. I had not thoroughly considered it, but I abandon it upon consideration.
215. *Mr. Tighe.*] It would suit the people already engaged in the business, because it would prevent competition among them? Yes.
216. And that is about all the good it would really effect? Yes.
217. It would be just as reasonable to require other fishermen to be licensed? Yes.
218. *Mr. Macpherson.*] All that you think would be desirable would be for the Government to close certain beds? Yes.
219. And make it penal to work them? Yes.
220. *Mr. Tighe.*] Partially to close them? Yes.
221. *Mr. Farnell.*] You do not think it necessary to proclaim fence months? I do not think there is the slightest necessity for it—it would do harm rather than good; for immediately after those fence months were over, we should send to those places which were near Sydney, and work them harder than ever.
222. *Mr. Tighe.*] You want these rivers to be closed till the spat becomes properly developed? Yes.
223. *Mr. Farnell.*] Are you aware that the spat or spawn deposits itself in other places than the original beds—that it is carried by the tide or current, and forms fresh beds? Yes, I am aware of that.
224. If during the spawning season persons are allowed to dredge these oyster beds, the spawn is destroyed? Yes.
225. Consequently, we must have fence months in conjunction with the closing of oyster beds for a particular period? I do not think fence months are requisite at all.
226. Does not the spawn of the oyster deposit itself in other places besides that of the oyster bed itself? Yes, the oyster spat attaches itself to all kinds of substances.
227. Do you know anything about the oyster spat—do you know how many oysters are contained in a single spat? I do not.
228. Is it your opinion that the globule forming the spat is one single oyster? There are a great number of oysters contained in one spat, but I do not know how many.
229. *Chairman.*] You are aware that the spat is the substance which contains a large number of young oysters? Yes.
230. *Mr. Farnell.*] And that spat is carried to different places by the current? Yes, it floats until it finds some substance to attach itself to.
231. Do you know at what age an oyster is eatable? From my own knowledge, I do not; but from what I am told—after two years.

- Mr. G. Clark, 232. Do you know how old it is when at its highest state of perfection? I do not.
- junr. 233. Do you know anything about the longevity of the oyster? I do not, but I believe it is about ten years.
- 20 Aug., 1867. 234. We have been informed that there are some of these oyster beds where there is a thickness of 4 feet of shells underlying the oysters—Do you know how they come to be formed? I do not.
235. Do you know how long the oyster is engaged in the operation of spawning, from the commencement until the whole of the spawn is thrown out? I do not.
236. Do you know whether the whole of the spawn is emitted at once, or whether the spawning occupies two or three weeks? I do not. I have seen them throw out the spawn at Mr. Russell's, the ship-builder's. He has laid down some oysters at—— for his own use.
237. You have said something about mussels being imported from Tasmania? Yes.
238. Are they the same description of mussels that we have here? They are not at all like them.
239. Are they the same description that they have in England? They are very much like them.
240. Have you heard that mussels in England destroy the oyster beds? I have heard so.
241. Would the mussels here destroy the oyster beds, if they were to breed fast, or to increase in large quantities? I have not seen mussels much among oysters in this Colony; only in two places—at Shoalhaven and the Clyde.
242. Have you noticed on the banks of these rivers you mention, or of any others, that where the mussels are very thick the oysters decrease in number; or, in other words, that oysters cannot exist where mussels are very thick? I have not noticed that. There was a very fine bed of oysters at the Clyde, as fine a bed as was ever worked, and there were some mussels with them—but very few.
243. You have never seen the mussels in sufficient quantity to kill the oysters? Never.
244. Have you ever noticed the mussels up the Parramatta River? Yes.
245. Have you noticed them so thick upon the rocks that it was impossible for oysters to live among them? They would not have much chance with them there.
246. Are they good for food? I never tried them, but I should not fancy so.
247. You do not think it would do any harm to take those mussels or whelks for the purpose of burning for lime? Not the slightest, and if they destroy the oysters, it would be well to do so; but I never heard any of the catchers complaining that the mussels did the oysters any harm.
248. Do you think it would be desirable to lease the foreshores of the various rivers to persons who would go into the cultivation of oysters? I do not think anybody would take the trouble to have anything to do with the foreshores at present.
249. Are you aware that in England companies are formed that are engaged in cultivating the oyster to a very large extent, and making very large profits? I have read of them, but I do not think they would pay here for a long time to come. The cost of transit and of laying the oysters down would be so great that it would never pay while oysters are so plentiful here.
250. *Mr. Tighe.*] What do you think of the policy of allowing it to be done, supposing people are inclined to run the risk? It might be worth the experiment; but while we can get oysters as we can at present, the trade will never think of such a thing.
251. There is no necessity, then, to legislate in that respect? I do not think there will be for a long time to come.
252. *Chairman.*] Would not the effect of a close season be to prohibit the use of oysters in Sydney during the close months? We could get them from other places. I should get them from New Zealand and Queensland. I have made all my plans for that, in the event of a close season being determined upon.
253. Are you aware that there is a close season in Queensland—that the taking of oysters in certain months is prohibited? I never heard of it.
254. Are you aware whether there is a law in New Zealand to prohibit their being taken in certain months? I believe there is.
255. Supposing the close months in New Zealand should be the same as here, we should be without oysters during those months? If the months were the same in Queensland.
256. Supposing a close season were adopted, for how many months would it be necessary? I consider the oysters are less used in the winter than in the summer months. There are a great many more consumers in the summer than in the winter, and they are far superior in the summer.
257. *Mr. Macpherson.*] You mean that they are best and in the greatest demand in the very months when it is proposed to have the close season? Yes. I find, in looking through my books, that oysters are finest from November to March, from all places.
258. *Mr. Farnell.*] Do you consider oysters wholesome to eat when they are spawning? I never heard that they were not so. I have often served oysters when they have been spawning, to people, and they have never objected to them.
259. What is the appearance of the oyster when it spawns, or just before it spawns? It becomes very fat, and a kind of milky substance comes from the oyster—a thick mucus. Sometimes it is a bluish colour, and sometimes it is perfectly black, but the black is the mud oyster.
260. Is it not sometimes a greenish colour? Yes, I have seen it a slaty green.
261. What is the condition of the oyster after it has spawned? It becomes poor directly—that is how we know when an oyster has spawned.

262. The oyster spawns in different months in different rivers? Yes.
263. Does the oyster spawn earlier in the rivers to the north than in those to the south? I think so.
264. It spawns in different beds in the same river at different times. Yes. I never knew the Newcastle Bay oyster to spawn at all.
265. *Mr. Macpherson.*] If a law of this kind were made, do you not think it would be requisite for the Government to appoint some such officer as an Inspector of Oyster Beds, or how would they learn the right times for closing the different beds—how would they else obtain reliable information? The only way would be to have a very close inspection.
266. *Mr. Farnell.*] Are you aware that large quantities of mud oysters have been taken out of the Parramatta River? Some years ago.
267. Are they now worked out? No, there are a great quantity of oysters there now.
268. *Mr. Macpherson.*] Are they any good—are they used? No. I sent a man some time ago to get some, and he said he could get a great quantity, but they were nearly all destroyed by the late floods. Some time ago we got our supply entirely from the Parramatta and George's Rivers.
269. What are those oysters used for? In those days the oyster we obtained was not like that we get now; it was a small bed oyster—a very pretty oyster, very much like the home oyster.
270. Now the mud oyster is of immense size? Yes, that is a larger description of oyster.
271. What is that used for? It is very little used.
272. *Mr. Tighe.*] Is the oyster you speak of extinct in these rivers? I think it is very scarce.
273. Suppose these rivers were shut up for two years, do you think this oyster would then become plentiful? I think it would take a longer period than two years, for it is more than two years since we had any of those oysters.
274. *Mr. Farnell.*] Do you know at what age the oyster commences to be reproductive? I do not.
275. *Mr. Tighe.*] Do you know when it is full-grown? I know when it is full-grown, but I could not tell the age.
276. *Mr. Farnell.*] Do you know what size an oyster would be at four months' old? I do not.
277. Would it be the size of a pea? I should say a good deal larger. I have seen young oysters thickly attached to the bottom of a vessel that had been lying at a wharf for a fortnight or three weeks, which had no oysters upon it when it first went alongside.
278. Have you ever known any channel or drift oysters to be taken out of the Parramatta River? Yes, very fine ones.
279. Are there any there now? I do not think there are.
280. How much per bushel do the oyster catchers get for their oysters? On the average, about 2s. a bushel.
281. I suppose almost anybody could gather oysters? Yes, after once or twice seeing the operation of dredging.
282. It does not require any great skill? No.
283. *Mr. Macpherson.*] When you speak of 2s. a bushel, do you mean for lime-burning? No; 5d. a bushel is given for shells for lime—a basket is sold for a bushel, but two baskets are equal to one bag of oysters, and the bag is supposed to contain three bushels.
284. *Mr. Farnell.*] If various oyster beds were proclaimed as not being closed, would you throw them open to the public, and allow any one who chose to dredge, upon paying a certain registration fee? I see no objection to that; I do not think it would be right to make a monopoly of it in any way.
285. Do you know a kind of mussel called a pipi, very much resembling an oyster, but having a smooth shell? I never heard of it.
286. Do you know whether a large quantity of live oysters are burned in Sydney for lime? I have seen very large quantities burned—I have seen vessels loaded with dry shells for lime.
287. Are so many coming in now? I have not noticed so many now.
288. When you speak of dry shells, do you mean shells from dry banks? Yes—got on dry land. I had a man working for me at Newcastle, named Brown, and he took a contract to supply 4,000 bushels of shells for lime for a man at Newcastle, and he went to work at one of the finest beds of oysters, where they were very thick and easy to be got at, and took the whole 4,000 bushels from it. These oysters I had paid 7s. a bag for, and would now willingly pay 10s. for, if I could get them.
289. *Chairman.*] If you were compelled to import oysters from New Zealand for a number of months during the year, would not that enhance their value? It would make them dearer.
290. How much per cent. do you suppose? Fifty per cent.—the freight would be so high.
291. *Mr. Tighe.*] Assuming that close months are desirable, would the end be obtained by having certain close months for one part of the country and other close months for other parts of the country—could any arrangement of that kind be made, to avoid the necessity of sending to New Zealand? Certainly it could.
292. Because they do not spawn in all the rivers at the same season, and thus that difficulty could be got over? Yes.
293. *Mr. Macpherson.*] Have you not previously told us that you do not think a close season would be any good? Yes.
294. And still your well-considered opinion is, that a close season of four months would be utterly useless? Yes.

Mr. G. Clark,
junr.

20 Aug., 1867.

- Mr. G. Clark, junr. 295. *Chairman.*] Is there a sufficient difference in the spawning times at various places to allow of some beds to be closed while others were open? I do not think there is. Generally, oysters are poorest in March, April, and May.
- 20 Aug., 1867. 296. That is after spawning? Yes.
297. You are well acquainted with all the different beds of oysters? Yes, and have been for many years.
298. *Mr. Farnell.*] Do you know the close months in England? I do not.
299. Are the oysters here of a different species from those of England? They are different altogether; there is no comparison between them.
300. Have you been at home? Yes.
301. Do you know anything of the oyster trade there? Nothing whatever.
302. *Mr. Tighe.*] Supposing there is no legislation at all here in reference to this matter, do you think it will have the effect of making oysters scarce and dear in a short time? How can it, when there is such an abundance of oysters on our coast?
303. Then what do we want with legislation in the matter? I cannot say.
304. *Mr. Macpherson.*] Except to prevent their being burned for lime? There are plenty of places further away where they have never touched them at all for lime. There are the Richmond and Tweed Rivers.
305. As one having an accurate knowledge of all matters connected with the oyster trade and fisheries, your opinion is, that if the Legislature allow things to go on as at present, oysters will not become either scarce or dear? I am quite satisfied they will not.
306. Then there is no necessity for legislation? I do not see that here is, while there are plenty of oysters to be had by going for them.
307. If you cannot get them in one river, you can in another? In any quantity.
308. And they are not likely to be diminished? Not for the next twenty years. Twenty years ago they said oysters were getting scarce, and then we had nothing like the consumption we have now.
309. *Chairman.*] Are you aware of the number of these oyster beds that are completely worked out? I do not know of any one bed thoroughly worked out. There is no place to which you can go where you cannot get oysters. For instance, at Newcastle, where we consider the oysters are thoroughly worked out, there are places where men can go and get ten bags a day, for which they can get £3. That is in the Back Channel, where the oysters are not opening well. We want to have that closed, because it is nearest to Sydney.
310. *Mr. Macpherson.*] I understand the tenor of your evidence to be, that the Government should have the power of closing certain beds for two or three years, and that the burning of live shells for lime should be prohibited? Yes, I think the burning of oysters for lime should be prevented above everything.
311. *Mr. Farnell.*] Do these oyster gatherers earn a good living? Yes, they earn a deal of money.
312. What are their average earnings during the week? From £2 to £5.
313. Do you think it a more profitable occupation than collecting wattle bark? Yes, I should think so. There are oyster men in the Clyde who, when the oysters are out of season, go to collect wattle bark.
314. Did I understand you to say that the Parramatta and George's River beds were worked out? To a very great extent.
315. Would not the same thing happen in time to the other rivers you have mentioned? After a great number of years, no doubt. We have been getting oysters from George's River for the last thirty years.

FRIDAY, 13 SEPTEMBER, 1867.

Present:—

MR. WILSON,	|	MR. FARNELL,
MR. MACPHERSON,	|	MR. TIGHE.

THOMAS HODGES MATE, ESQ., IN THE CHAIR.

Mr. George Frazer called in and examined:—

- Mr. G. Frazer. 316. *Chairman.*] Are you connected with the oyster trade? Yes.
317. In what manner? Dredging for oysters for the Sydney market.
- 13 Sept., 1867. 318. Are you acquainted with the different beds of oysters? Yes.
319. Would you state to the Committee the beds you are acquainted with? Commencing to the southward—the Tuross, the Clyde, Shoalhaven—I only mention the places I have been in myself—Broken Bay, Newcastle, Port Stephens, the Manning, and the Clarence River.
320. Do you still find plenty of oysters on the beds you have named? On some of them.
321. Will you name those in which there is a falling off in the supply? Broken Bay, Newcastle, Port Stephens, the Clyde, and Shoalhaven.
322. Do you think the supply in those beds is gradually decreasing? Those beds are nearly worked out.
323. Are you aware of the spawning time of oysters? Some beds spawn in different months.
324. Could you give a general idea as to the spawning time? Some beds spawn in the latter end of December, and they go on then till March and May. The weather would make

a difference in the spawning of the oysters. I have seen one bed, at the mouth of a river, ^{Mr. G. Frazer.} spawn in one month, and another, higher up the river, four or five months afterwards.

325. Which, do you think, spawn earliest—the beds to the north or those to the south of ^{13 Sept., 1867.} Port Jackson? The beds to the north.

326. *Mr. Wilson.*] I suppose, in a climate like this, you would find oysters spawning at almost all seasons? Almost.

327. What are the months of the year in which you find most of them spawn? March, April, and May, generally.

328. These are the general months, even down to the south? Yes.

329. To what do you attribute the falling off of the supply in the oyster beds you have named? To the dredging for shells chiefly.

330. With the view of burning the shells for lime? Yes.

331. Are you aware whether there are any oysters now in Botany Bay? There are very few in Botany Bay at the present time.

332. I suppose you have heard that at one time there was a very prolific bed of oysters there? Yes, and very good oysters too at one time.

333. What would you consider the most prudent thing for the Government to do, in order to protect the oyster beds from deterioration? I should close up the ports where the beds are worked out altogether for three years—nothing less than three years would be any good to them. There are plenty of places never worked yet, where there are better oysters than ever came to market.

334. Do not the places they are taken from depend on communication with the market? Certainly.

335. Consequently, if those places with which there is steam and other communication were shut up entirely, and only those places left open which have no communication, it would almost put a stop to the oyster trade? No, they would soon get vessels to run; in fact, the steamboats would run for them.

336. Would not that increase the price of the oysters? That would make it better both for the catchers and the sellers.

337. But not for the public? It would make very little difference to anybody.

338. *Mr. Macpherson.*] You would not shut up all the beds—only some of them? Only certain places where the beds are worked out.

339. Will you name some of them? The Clyde, Shoalhaven, Broken Bay, Newcastle, and Port Stephens.

340. What beds would then be left open moderately accessible to steamers and other vessels? There would be the Tuross to the southward, and there are oysters at Twofold Bay also—

341. *Mr. Wilson.*] Are not the oysters at Twofold Bay very small? Some of them are very small. There would be the Tuross, Twofold Bay, the Clarence, the Richmond, Little River—

342. *Mr. Macpherson.*] Where is that? Between the Clarence and the Richmond. There are a great quantity of oysters there.

343. *Mr. Tighe.*] The Manning? I would close that up too—the Manning has been working for the last ten years. When we leave these places we leave a certain quantity of oysters, and the beds would get better, only that the farmers and other people commence dredging for shells, and give them no chance to grow.

344. *Mr. Wilson.*] Has not Botany Bay been virtually closed for many years, by reason of there not being any oysters there? The shell men take so many that it would not pay a regular oyster gatherer to get them. As fast as they grow they keep sending them to market. The farmers and wood-cutters are now bringing them overland in carts.

345. *Mr. Macpherson.*] Do you include Botany among the places you think ought to be closed? Yes; but there would not be many there, even if it were closed.

346. *Mr. Wilson.*] You would not allow any one to dredge shells for lime? No, certainly not; they should only take the dry bank shells.

347. Do you think it would be well for the Government to lease certain portions of the bays for oyster beds—suppose the Government were authorized to lease a mile of Botany Bay, with a certain depth from high water mark, to individuals, for the purpose of making oyster beds, and allow them to do as they chose? It would make it better for the one party.

348. Would it be at all injurious to any others? These oysters might open well on that bed, and other beds might not open at all, and then one person might have the privilege of getting all the good oysters.

349. I am not speaking of the natural oyster beds—I am alluding to the propriety of the Government leasing portions of our bays and harbours, so that any one may commence the cultivation and rearing of oysters in these particular localities? I do not think it would pay, because oysters are so cheap.

350. Put the paying out of the question altogether—that would be a consideration for any person taking a lease. Do you think the Government should have the power, if a man chose to lease a portion of a bay for that purpose? Certainly.

351. I suppose you are aware that in the countries of Europe, the cultivation and rearing of oysters is carried on to a great extent on that principle? Yes.

352. *Mr. Farnell.*] You would not lease the natural oyster beds? No.

353. *Mr. Wilson.*] If the Government were empowered to lease portions of the bays for oyster beds, do you not think it would have the effect of causing the business of oyster getting to become a more settled occupation, and save oyster gatherers from travelling all over the Colony in pursuit of their occupation? Yes.

354. *Mr. Macpherson.*] Do you consider that the oysters would be protected by having four close months in the year? No, I do not; I do not think it would be of any use at all.

- Mr. G. Frazer. 355. But you think that something ought to be done to make it penal to burn live shells? I think that ought to be stopped.
- 13 Sept., 1867. 356. Do you mean live shells of all kinds, or simply oysters? All dredge shells from the bottom.
357. You would allow them to collect the dead shells? Yes, above high water mark, but not below high water mark.
358. Mr. Tighe.] What is your reason for thinking that four close months would have no effect? There are plenty of oysters now further to the northward that have never been touched; and by closing the ports that are worked out, and going to those that are still untouched, there would always be a constant supply.
359. You said you did not think it would be any use to close the ports for four months—What is your reason for saying that? Because, after the four months were gone by, when you catch the oysters, you catch the young spawn and all.
360. That would be as bad as going on collecting them all the year round? Yes; anything that touches the spawn kills it.
361. If the Government had power to lease for oyster purposes, do you think all the available ground would be taken up? I do not think many would take it—oysters are too cheap. There is only one way to make it available; oysters coming to Sydney that did not open well, could be laid on these beds till they would open better.
362. Supposing people were prevented burning live shells in the ports you speak of—Broken Bay, Port Stephens, Clyde, and Shoalhaven—and the ports were not shut up, do you think that would meet the difficulty? I would prohibit the burning of live shells from this out altogether.
363. And if you did that, you would still require these ports to be shut for three years? Yes, in addition.
364. Suppose these ports are not shut up, will it affect in any way the price and supply of oysters? It will affect the price a great deal, and the supply very often.
365. How will the city market be supplied if all these ports are shut up—would you shut them all up at once? I would shut up all I have mentioned.
366. And in the meantime the dealers would get their supplies from the Tuross, the Clarence, Twofold Bay, Little River, and the Richmond River? Yes, and Port Macquarie.
367. Are there means of communication with those ports now? There are sailing vessels, traders, going there regularly.
368. There would be no difficulty in supplying the market from those ports? None whatever.
369. How would it affect the people engaged in the business at Newcastle, Port Stephens, and the other places you have mentioned—have they got any extensive plant or appliances on their hands that would become useless on the shutting up of these ports? No.
370. Mr. Macpherson.] They do not always go to the same place? No; I have been all over the Colony very nearly.
371. Mr. Tighe.] During these three years would you see any objection to allow the oyster-men to take oysters for local consumption? Certainly. If you allow them to get them for local consumption, they would get them for other consumption too. The consumption is so very small in Newcastle that they could get them from Sydney; the freight is nothing on them, and they would have the pick of the best oysters in the market.
372. After they had been closed three years, how long do you think it would be before it would be necessary to shut up the same ports again? After Newcastle had been shut up for three years, it would be able itself to supply the Colony for six years.
373. Mr. Farnell.] How long have you been dredging? Nine years.
374. Did you ever dredge up the Parramatta River? Never.
375. Do you know whether the Parramatta River at one time supplied the Sydney market to a great extent? They were chiefly mud oysters.
376. Would you name that as one of the places to be closed? There is no sale for mud oysters now.
377. Do you think if the Parramatta River were to be closed, rock oysters would not grow there? They are very small; it would be only when the market was run out they would buy them at all.
378. Do you know how long it is from the time of spawning before an oyster becomes fit for market? On some beds they are full grown in twelve months.
379. They come to maturity in twelve months? Yes, in some beds—it is according to the kind of bottom.
380. Do you know how long oysters will live from the time they come to maturity, before they die off naturally of old age? That would be very hard to say. It is chiefly the freshes that kill them.
381. Mr. Wilson.] How long will an oyster live out of the water? Drift oysters will live six weeks, kept perfectly dry.
382. Mr. Farnell.] From your experience in dredging oysters, I suppose you know when an oyster is spawning? Yes.
383. What is the condition of the oyster when it is spawning? Very fat.
384. Do the oysters in one bed all spawn at the same time, or is the process distributed over any period? I have known them to be spawning for a month.
385. Does not the spawn attach itself sometimes at a distance from the place where the oyster ejects it? Yes.
386. Wherever it comes in contact with something suitable for its development? Yes, the first thing it comes across.
387. You would not close the Parramatta River? No.
388. Do you think that a suitable place for the cultivation of oysters? I think that about the most suitable place there is. There are other places, such as Newcastle.

389. You are not aware that at one time the Parramatta River produced as good rock oysters as are now being procured from these other rivers? I was not aware of that. Mr. G. Frazer.
390. You would prohibit the burning of live oysters for lime? Yes. 13 Sept., 1867
391. But you would not interfere with other shells, such as cockles and whelks? No.
392. Is there any kind of cockle that is destructive to the oyster? No; it is very seldom you find oysters and cockles together.
393. It has been given in evidence that there is a whelk, the dog whelk, which is destructive to oysters—is that the case? Yes, but those whelks all go on dry banks—banks that run dry with the tide.
394. Could you tell the Committee how many kinds of oysters there are? We only call them two kinds, bank oysters and drift oysters. Mud oysters would make three kinds.
395. *Mr. Wilson.*] And rock oysters would be four? They are all called rock oysters that come to Sydney.
396. *Mr. Farnell.*] In dredging for oysters, you sometimes dredge up small oysters with the large ones? Yes.
397. What do you do with the small oysters, when you detach them from the large ones? We never do detach them.
398. The oysters we see in the stalls are detached from the small ones? They generally do that in the shops, or they get detached in the bag carrying them.
399. *Chairman.*] If the Government were authorized to close oyster beds that were falling off in the yield, how could they get the necessary information that they were becoming exhausted? They could get that information from the wholesale dealers in Sydney, that the supply was falling off.
400. Have you any idea of the number of vessels engaged in the oyster trade? No.
401. *Mr. Tighe.*] I suppose there are none engaged solely in that trade? There are two vessels employed solely in that trade at the present time, that I know of.
402. *Chairman.*] Can you form any idea of the quantity of shells destroyed for lime? It would be hard to form any idea. They take all they can get, sometimes it is all oysters they catch, sometimes half shells half oysters. About one-third of the shells that are burnt are live oysters.
403. *Mr. Wilson.*] If the oyster beds were closed for four months in the year, and the burning of live oyster shells were entirely put a stop to, do you think the oyster beds would recover? No.
404. How do you know whether or not the oysters will open—you used the expression that sometimes they do not “open well”—how do you find that out? They always try before they ship them.
405. Do you not think it would be wise to make some provision that, when the oyster dredgers find they will not open well, they should return them to the banks? It is not necessary, because if they do not open well the merchants will not take them.
406. But the catchers might take them, and put them on shore, and burn them for lime? It is very seldom that happens.
407. I do not think you quite understand me. Do you not think that when they find the oysters will not open well, they ought to be compelled to restore them to the bank from which they were taken? Certainly.
408. Where are you dredging now? I have just come from Port Stephens.
409. Is there a good supply there now? No, the beds are nearly worked out.
410. I think you said there was a large supply to be had at Port Macquarie? Yes.
411. Is it on account of the difficulty of the entrance that they are not taken? No; there are plenty of oysters from other places.
412. Easier of access? Yes.
413. Are there any at the Lake? No, they are chiefly mud oysters there.
414. *Chairman.*] What price do the dredgers generally get per bag or bushel? 5s. per bag, supposed to contain three bushels.
415. *Mr. Macpherson.*] Do you know the retail price? Eight, nine, or ten shillings per bag, according to the supply.
416. Do you mean retailed to the general public? No, to the dealers.
417. Then, 5s. is the price to the oyster catchers, and from eight to ten shillings the price in Sydney? Yes.
418. *Chairman.*] Do you know what the limeburners give per bushel or bag? 10d. a bag in Sydney, 2½d. to 3½d. a bushel in Newcastle.
419. *Mr. Farnell.*] Have you any idea how many bushels of oysters are sent to Sydney weekly? About 600 bushels a week.
420. Are the whole of them consumed in Sydney? Not all of them.
421. Can you give any idea how many bushels of oysters are exported weekly or monthly? I could not; I am very seldom in Sydney myself.
422. When you speak of dry banks, do you mean oyster shells or cockle shells? Oyster shells.
423. What is the extent of these dry banks of oyster shells? In some places they are four feet thick.
424. How far are they from high water mark? Just in the scrub close to the beach, about twenty yards from the water.
425. Are you quite certain these oysters have not been carried there? They could not have been carried in such quantities. Sometimes they are half a mile from the beach.
426. Have you ever seen what are called “blacks’ kitchens” on the banks of the rivers, some distance from the water? Yes, I have seen plenty of them.
427. Consisting of oyster shells, cockle shells, and so on? Yes, they have been carried there.
428. Do the shell-gatherers ever collect these? Yes, if they come across them.

FRIDAY, 20 SEPTEMBER, 1867.

Present:—

MR. FARNELL,
MR. HANNELL,MR. TIGHE,
MR. WILSON.

THOMAS HODGES MATE, ESQ., IN THE CHAIR.

Mr. John Donavon called in and examined:—

- Mr. J. Donavon.
20 Sept., 1867.
429. *Chairman.*] Where do you reside? At Bland-street, Newcastle.
430. What is your occupation? I am an oyster catcher.
431. How long have you been engaged in that occupation? I have been engaged in the oyster and shell line about fourteen years. About seven years I have been engaged in the oyster line alone.
432. Are you acquainted with the oyster beds? I am acquainted with all the oyster beds in the Hunter.
433. Will you name them to the Committee? The principal oyster bed—that of the most value—is Bluff Head Bank, adjoining the Long Bank.*
434. *Mr. Hannell.*] That is above Newcastle some three or four miles? Yes. The next is the Beacon at Hell's Gate, the Green-shell Oyster Bed.† I think that is Capt. Livingstone's Island—Thomas Buckingham lives there.
435. Whereabout is that? In the bay.
436. *Mr. Tighe.*] In Fullerton Cove Bay? Yes. Then there is a sandbank running up the centre of the bay. On the point of that sandbank, on the easterly side of it, is White-shell Oyster Bed; it runs from about 5 feet of water to nearly 14 feet in the channel. On the opposite side, by Mud Island, entering the bay, is the Small Green Oyster Bank. In continuation of that, there is a sandbank, the brown-shell oysters running into nearly 14 feet of water, running up to Pelican Island. There is a bed of oysters on the point of Capt. Livingstone's Island, running off where the dredge has been stationed to cut the tail of the point away, and there are some of the most superior oysters of the bay there.
437. *Mr. Hannell.*] Somewhere about Schnapper Island? Yes; and there is the Schnapper Island Bed of oysters; that is a fine bed of oysters, almost equal to the Green-shell Oyster Bed; but the Green-shell Oyster Bed is a more superior bed than any in Newcastle.
438. *Chairman.*] All these beds you have enumerated are in the vicinity of Newcastle? Yes, they run up in the Steamboat Channel within about 5 miles.
439. *Mr. Hannell.*] Can you mention any in the other channel—Platt's Channel? There are three beds in Baker's Channel. There is one at the lower end of Spit Island, between Spit Island and Dempsey's Island. There is one opposite the creek, and extending on the north-west side of the channel, nearly meeting another. One is on the south-east and the other on the north-east side of the channel, extending to about three or four hundred yards from one another.
440. *Mr. Tighe.*] What you mean is, that one is not directly opposite the other? Yes. The north-west one runs down, and on the opposite side is the other bed, going towards the point of Spit Island. These are all independent beds. There is a bed of oysters about half a mile further up, and that bed extends half a mile on the same side. The reach bends round like my elbow, and goes up towards Hexham, and towards the upper end of Spit Island. At the upper or extreme end of Spit Island there is a bed of rocks, and on that bed of rocks there is a different shaped oyster; and when those oysters are in their prime they are next to the Green-shell Bay oysters; they are termed the green-shell oyster of the Back Channel. Then about a mile below that again, there is a continuation almost of one bed, because, although there are different classes of oysters, the beds are not cut off by any sand drift, or anything of that kind. Some are on the rocks opposite Mr. Tyrrell's, and some are on the drift; and those on the drift are superior to those on the rock.
441. *Chairman.*] Are all the beds you have named, now producing an abundant supply of oysters? They are not all producing an abundant supply of oysters. The back channel oysters are inferior; the catchers are now getting about 5s. a bag for them in Sydney. They get, I dare say, at the present time, two bags a day.
442. Are some of these beds what you term worked out—are they exhausted? They are nearly exhausted—some of them.
443. Do you know the time at which the oysters spawn in the Hunter? There is six weeks' difference in their time—that is, between the Back Channel and the Steamers' Channel oysters.
444. *Mr. Hannell.*] That is the South Channel, is it not? Yes.
445. *Mr. Farnell.*] Do you know anything about the other oyster beds in the Colony? No, I only know about Newcastle; I have been in Port Stephens.
446. Do you know anything about the oyster beds there? I never worked on the oyster beds there, more than getting them off the rocks. Newcastle is the chief place I know anything about.
447. You speak of some oysters as green-shell, and of others as white-shell—Are they different kinds of oysters? They are different kinds.
448. How many kinds of oysters are there? There are about six kinds.
449. Do you know in what months of the year the oyster spawns in Newcastle? In the Back Channel they spawn about January and February, and as soon as they have done there, they take the Steamboats' Channel.
- 450.

* NOTE (on revision) :—The principal oyster bed commences at Bluff Head.

† NOTE (on revision) :—The Green-shell Oyster Bank lies north and south in the bay, close by Capt. Livingstone's Island.

450. That is the Main Channel? Yes.
451. When do they spawn in the Main Channel? About February and March.
452. I suppose you perfectly understand when the oyster is spawning? Yes.
453. Do the same kind of oysters spawn at once, or do they continue to spawn over a series of months? I believe it would be hard to define exactly the time they are spawning. I have seen them almost in a state of spawning in the winter.
454. You do not quite understand my question. I wish to know whether an individual oyster ejects its spawn at once, or whether the process of spawning is continued for any length of time? I believe each oyster will throw out its spawn in one day, but they will not all spawn on the same day. It is said that one oyster will throw out 500.
455. *Mr. Tighe.*] Do oysters all discharge spawn—are they all females? No, they are not; there is a distinction between them.
456. *Mr. Farnell.*] Do you know the male oyster from the female? I do.
457. *Mr. Tighe.*] How do you distinguish them? By opening the oyster. Each sex has its own mark—the male is dark on the shell inside, and the female is white.
458. *Mr. Farnell.*] Can you tell us what quantity of oysters is sent from Newcastle to Sydney weekly? At the present time about fifty or sixty bags weekly.
459. How long do you think Newcastle could continue to supply that quantity of oysters weekly to the Sydney market? If there were any protection to the oyster catcher?
460. I mean without protection? There is no oyster man will take any interest in it then.
461. You do not understand my question—I will put it in another way. Are the oyster beds in Newcastle nearly worked out? There are some beds nearly worked out.
462. How long do you think it would take to work out these beds, by supplying the Sydney market with sixty bags weekly? I think in about two or three months the Back Channel would be worked out; but the other beds, if there were not an influx of oyster getters from the Sydney salesmen, would last longer.
463. *Mr. Tighe.*] I am presuming that only sixty bags weekly were taken, how long would they last? The beds would replenish themselves if only sixty bags weekly were taken.
464. *Mr. Farnell.*] Do the oyster getters at Newcastle take the oysters for burning lime? Not the oyster catchers, but the shellmen; they work upon the banks, and take what they come across.
465. Do they take the live oysters? The men would not earn their salt if they stopped to pitch them out when they came across them.
466. Do the shell gatherers take the live oysters to burn them into lime? They have done so.
467. If they continue to do so, how long will it be before these beds will be worked out? The shell gatherers have been carrying on the working of the oyster beds in the bay for the last two years; but no oyster men have been working in the bay, excepting on the points where two or three men have commenced working.
468. Are there as many oysters at Newcastle now as there were five or six years ago? No.
469. What is the reason of that? Both the shell gatherers and oyster men have taken them away; but the shell getters in general, if they are working anywhere near the oyster men, exchange their oysters for shells if the oyster man has any in his boat. The young oysters are sure to be killed.
470. Do you think if the Newcastle oyster beds were closed for a couple of years, the beds would replenish themselves—do you think it would increase the supply? It certainly would, if no one were taking either oysters or shells.
471. Do you think it would be well to prevent the taking of oysters during the spawning season? Certainly, if you take the oysters while they are spawning, there is no chance for those oysters to increase.
472. When oysters spawn, is the whole of that spawn deposited upon the bed? No, but it clings wherever there is anything for it to stick to, as for instance, a bottle or stone—wherever there is a chance the young oyster will fasten, on mangroves, stones, or anything.
473. Do fresh beds form of themselves naturally? I have not seen any fresh beds form in the Hunter, excepting where the Government has laid the stones.
474. There are as many oyster beds now as there were ten years ago in Newcastle? There are the same number of beds in Newcastle now as when I first came to work at them.
475. *Mr. Tighe.*] How long is that since? Fourteen or sixteen years.
476. *Mr. Farnell.*] Are the oyster beds of Newcastle worked out? Nearly exhausted.
477. Could you tell us how long it is from the time of an oyster spawning until the oyster is eatable? Some take them at eighteen months, some at two years and more. You can tell the age of them from the number of rings on the shell.
478. How long is it from the time of spawning until these oysters are marketable? They are marketable in about two years from the time of spawning.
479. Can you tell us at what age the oyster spawns? I believe very young, at about twelve months.
480. Do you know whether the oyster lives long? It has a great many enemies.
481. I am speaking of death from natural decay? I have picked up an oyster at Bluff Head which I suppose to have been seven years old; it was almost the size of my hand, and the shell, oyster and all, weighed nearly three pounds,—a proper drift oyster.
482. How much per bushel do you get for oysters? At the present time we get 1s. 8d. a bushel for Back Channel Oysters in the Sydney market, and 3s. for the green-shell oyster.
483. *Mr. Tighe.*] It takes a larger amount of labour to get one than the other? Yes, you get two bags of one while you will hardly get one of the other.
484. *Mr. Farnell.*] Can you tell us how many bushels of live oysters are taken for burning lime, during a month or year? At the present time there cannot be many bushels of live oysters taken, because they are working on the dead shell banks in the river.

Mr. J.
Donavon.

20 Sept., 1867.

Mr. J.
Donavon.
20 Sept., 1867.

485. *Mr. Hannell.*] Do not you think these beds should remain, in order that when the oysters spawn, the spawn should have something to adhere to? Yes.

486. *Mr. Farnell.*] Have these shell gatherers at Newcastle heard that a Bill was to be brought into Parliament, for the purpose of preventing the taking of live oysters for burning into lime? I believe they heard of the Bill being brought in to prevent the taking of oysters for four months in the year; but if that were done,—as soon as the season was over, and the shell men and oyster men were allowed to go on again, the beds would soon be cleared.

487. I understood you to say that these people were not gathering as many live oysters as they did formerly? Yes, because they are not there.

488. Then it is not the fact of their having heard of this Bill having been brought in that made them desist? Not at all, because a man goes where he can load his boat quickest. I have been a shell man myself.

489. Are there any live oyster beds now that the shell gatherers could take? The shell gatherers in working these beds, if they find any young spawn on them, take the live oysters as well.

490. Do not you think it would be a very good thing to prevent persons taking oysters for the purpose of burning them into lime? I have heard some people in Newcastle say, when they have been talking about it, that they could do without oysters when they could not do without buildings.

491. Are you not aware that we have plenty of stone lime? Yes, but I have heard it is inferior to shell lime.

492. *Mr. Wilson.*] Are you aware that there is a very large bed of limestone near Branxton, on the line of railway? Yes, I believe so.

493. Are you aware whether that is good limestone or not? I know not whether it is.

494. *Mr. Farnell.*] Did you at any time keep an oyster shop in Sydney? For three or four weeks.

495. Can you take oysters all the year round at Newcastle? Yes.

496. That is your usual occupation? That is my occupation.

497. Do you think it would be wise of Government to lease out the oyster beds? It would be wise to lease them—to let them out to different parties, because then, even on the dredging grounds, the oyster men would have to clear their beds of the shells that accumulated, but they would take care to leave the young oysters.

498. Have you tried to cultivate the oyster? I have.

499. Do you think it would be well to lease the foreshores or bays of the river to any persons who would cultivate the oyster? Indeed it would.

500. Would it be better to lease the natural oyster beds, or to lease the foreshores, for the purpose of cultivation—of making artificial beds? It would be well to lease the natural beds, or else put a tax upon every oyster man, and make every oyster man confine himself so that he should not remove more than a certain quantity of oysters through the week. He should also be required to throw his young oysters overboard, and keep his bed clear of shells, and these would go to the limeburners. I think a man should have a lease for twenty-one years.

501. That is for a natural oyster bed? Yes.

502. You spoke of a tax or license for an oyster gatherer—what tax would you impose? Every oyster man ought to pay at the rate of £4 a year, but not for these Back Channel oysters.

503. *Mr. Hannell.*] You do not mean that if a man leased a bed or part of a bay, he should then pay a tax? No.

504. *Mr. Farnell.*] Do you know a person of the name of G. M. Smith, of Fullerton Cove, Hunter River? Yes.

505. Mr. Smith has stated that the destruction of oysters by limeburners, on the Hunter River, is very great:—"The limeburners in remote circles burn the oyster for the shell alone, and in such vast heaps that a few years will destroy them altogether." Do you think that is correct? The limeburner does not tell the shell men to take these oysters, but he takes whatever comes in his way, and it is impossible for him to pick out the young oysters.

506. As an oyster catcher, would you be willing to lease for a period any of the bays in Newcastle, for the purpose of cultivating the oyster? Yes.

507. *Mr. Tighe.*] For what reason do you want to put a tax of £4 a head on the oyster catchers? To prevent the Sydney agents from making a rush upon these beds, and taking all before them. We regular oyster men remain in Newcastle, with our wives and families, and we cannot fly about, from river to river, as some of these men can.

508. Your object in desiring this tax of £4 upon oyster gatherers is to prevent new men coming in and interfering with your trade? Yes.

509. It has no other object than to protect those who are already engaged in the trade? No.

510. That is the only good you would expect it to do? Yes.

511. It would not in any way make the supply of oysters last longer, or do any good in a public point of view? No.

512. Have you named all the principal oyster beds that lie in the Hunter River? I have.

513. Are there none further up, towards Hexham? No.

514. Could oysters not be cultivated in that direction, further up? I do not think they could, because of the settling of the mud.

515. A witness told us, the other day, that oysters required mud? They do require mud, but not too much.

516. *Mr. Hannell.*] Do not you think they could be placed on Spectacle Island, on the flat there? It would take a great deal of labour, and I do not think they would prosper there.

517. There is an extensive flat there? Yes, but they would have to lay down shells and other things there to harden the ground.

518.

518. *Mr. Tighe.*] Are the Lake Macquarie beds worked at present? No beds have been worked there.
519. Are there many oysters there? I believe there are oysters, but I have not been in search of them there.
520. Suppose the Newcastle beds were shut up for a period, do you think the Newcastle oyster catchers could go to Lake Macquarie and work the oyster beds there, they being within a convenient distance? I could not answer that. I have been on the lake and have searched all about, but have not found any, but I should think there must be oysters there.
521. *Mr. Hannell.*] Did you ever see any of the lake oysters? No.
522. *Mr. Tighe.*] Do you know many of the Sydney oyster dealers? Yes.
523. Do you think they have any private reasons for wishing to see the Newcastle oyster beds shut up for a few years? Yes, they have their own ends to serve.
524. It would enhance their own private gains? Yes.
525. Have any of them spoken to you in that way? I have not spoken to any of them on it, but I heard one man dancing and singing, saying—"I will shut you up in Newcastle."
526. Was he an oyster dealer? Yes.
527. He would shut you up? Yes.
528. How would that benefit him? He would get his oysters from the other rivers.
529. And he would supply the Newcastle market with oysters? Yes.
530. Suppose the Legislature passed a law to shut up Newcastle among other places, but that a clause were inserted in the Bill enabling the catchers to obtain a supply for home consumption, would such a clause retard the replenishment of the oyster beds? Not at all.
531. The supply would be so small, comparatively, that it would not prevent the replenishment of the oyster beds? No.
532. You would recommend, in the event of legislation on this subject, the insertion of a clause authorizing the collection of oysters for home consumption during the period that the beds were otherwise shut up? Yes.
533. What would you call home consumption—would you confine it to Newcastle, or apply it to the Northern district generally? To the Northern district generally, because by shutting Newcastle you would shut off the whole Northern district from the supply of oysters, without they paid dearly for them.
534. What would be the quantity requisite to supply the Northern District? As near as I can tell, about twenty bags would supply the district throughout.
535. That would do no harm to the public? No.
536. How long would you shut it up to the public? About eighteen months. If it were shut up longer, the oysters would be finer.
537. Would the oysters be fully grown in eighteen months? No, they would only be about half grown.
538. How long a time would be necessary in order that they should be fully grown? In two years they would be almost fitted for the market.
539. *Chairman.*] As a general rule, they are fit for the market in two years? Yes.
540. *Mr. Tighe.*] You wholly disapprove of the system of fence months—you think that would be of no use? Of no use at all.
541. The only remedy is to shut up the beds for a long period? Yes.
542. You said you thought the shell getters for lime ought not to be allowed to dig up the banks, because the banks formed a sort of resting place for the spat to collect upon. If these shells were dug up, would not the spat still settle somewhere? They would go to sea.
543. Would not something else catch them? Stones, or gravel, or anything laid for the purpose, mangrove trees, or the rocks, would catch it.
544. You think it best that these shell banks should not be disturbed? I think so, because they now take away the shells altogether, and the oysters cease to settle in those places. On Beaver's side, where we used to get full dredges, there are scarcely any left.
545. If Newcastle is shut for three years, will many people suffer private disadvantage, from having their tackling and plant thrown useless upon their hands? Yes, both oyster men and shell gatherers—I suppose thirty or forty people—would feel the effect of it.
546. Do many children now get a living by selling bottles of oysters? Yes.
547. Where do they get their supply from? From the Back Channel.
548. You think these children would be thrown out of a living? Yes; it would be a great evil.
549. Could not the men go to a neighbouring river, to Port Stephens for instance? Port Stephens is as bad as Newcastle—some people have left Port Stephens now, to go to the Clarence.
550. Do you think the oyster men are willing to submit to this deprivation of their business for a period, for the sake of having better crops of oysters afterwards? I do not think they are. It will come sore and hard upon them, and what they are to do I do not know, men with large families. There is one man who has been a soldier, and he has six or seven children, and has been on the river six or seven years, doing nothing else but catching oyster shells for lime; he has no trade, and what is he to do?
551. If you allow matters to take their course as they are at present, and to collect oysters and shells, how long would it be before the place would be shut up from want of oysters? The people could have shells and oysters too if these beds were let out, and they had leases to form beds; there would then be an abundance of oysters in Newcastle. Newcastle could more than supply Sydney and Melbourne. Formerly, I was sending 150 bags a week. I had four boats and eight men on the river, and others were sending about 400 bags, so that about 550 bags of oysters were going every week from Newcastle. That is about four or five years ago.

Mr. J.
Donavon.

20 Sept., 1867.

- Mr. J. Donavou.
20 Sept., 1867.
552. *Mr. Hannell.*] How long did that last? That lasted eight or nine months.
553. *Mr. Tighe.*] Could the same number of men get their living there now at oyster getting? No.
554. Because the supply has diminished, and is diminishing every day? Yes.
555. Then, in the natural order of things, if matters go on as at present, the supply will stop? Yes.
556. Then these men would suffer all the inconvenience we are now speaking of, from shutting up the place for three years? Yes.
557. How long would it be before this state of things came about—would it be in five years? Yes, I expect it would, and even in less, that is, if the Sydney agents send other oyster men down; but if they do not rush other oyster men into Newcastle, the beds will replenish themselves.
558. And you could go on for a long time? Yes. There were fifty boats working in the bay about six months ago, and some of these boats getting three, four, or five bags a day. By myself I have got as many as five bags.
559. *Mr. Wilson.*] Are you aware that the oyster beds in Botany Bay have nearly been exhausted? No, I know only Newcastle.
560. *Mr. Hannell.*] How often do these Sydney agents rush their men to Newcastle in the way you describe? Whenever the oysters of Newcastle are fit for the market.
561. *Mr. Farnell.*] Would you prevent any oyster men coming to Newcastle to catch oysters, except those who are there now? No, I would not like to prevent any man from making a living. There would be room for all these men, if those who have what I may call their natural home there were protected, and had something to fall back upon when the natural beds were worked out.
562. *Mr. Tighe.*] For what extent would you propose that these leases should be granted? There are some beds naturally fenced off by water, from a quarter to three quarters of a mile.
563. Would you let the whole of this to one man? I should like each man to have his own bed where it is naturally fenced off by water, as then two men could not quarrel over one bed.
564. What rent could a man afford to give for a lease of twenty-one years, for a piece (say) a quarter of a mile in length, with the usual breadth? If a man had a bed, and was going to cultivate it, he could not pay much for the first eighteen months or two years, but after that he could afford to pay £8 or £10 a year.
565. Could you not afford to give a great deal more than that for a quarter of a mile of a bed, when you would have the privilege of cultivating oysters as well, during twenty-one years? There are many of the natural beds would be worth £15 a year, but there is not a bed in the Back Channel that would be worth that.
566. In such a case you would cultivate? All the cultivating in life would not bring them into the Back Channel.
567. Then the issue of leases would not promote the cultivation of the oyster? It would in the Steamers' Channel. There is one flat opposite Mr. Hannell's house that could be made into a fine oyster bed, where the running water at low water comes over it.
568. *Mr. Hannell.*] This is a bed you have not previously enumerated? There are no oysters on it—it is only a suitable place to cultivate.
569. What could you afford to give for that from the Limekilns to the outlet at the Waratah shoots? Some part of that creek is not worth anything. It would not be worth a great deal.
570. *Mr. Tighe.*] There are a great many drift oysters at that creek? Just at the junction—just at the entrance. It would take a great deal of trouble to cultivate that—you would have to lay down a great many shells there for a bed.
571. *Mr. Hannell.*] Suppose you had a lease of that for fourteen or twenty-one years? I should be sorry to give more than £5 a year; I should not want some parts at all. Only the flat before your house, just at the entrance, opposite the viaduct, is worth anything for the formation of a bed.
572. *Mr. Tighe.*] What could you give for the Long Bank? I could, after two years, give £10 for that.
573. How many such leases do you think the Hunter River would afford—what amount could be raised, supposing it were let out in leases? The natural beds also?
574. Anything that would let at £10 a year for a lease? The natural beds ought to fetch more than that.
575. What revenue could be derived from the Hunter River, by letting it out? I dare say £200 or £300 a year could be got from the different beds.
576. *Mr. Hannell.*] Take Fullerton's Cove, for instance—What do you think would be the most desirable way to lease that out—to let separate beds to different individuals, or to cut up into sections and sell to the highest bidder? It would be better to lease the beds.
577. How would you protect yourself from the encroachment of your neighbours? Government would have to protect us.
578. *Mr. Wilson.*] The Government could not afford to protect you for £10 a year? Could not a man purchase these beds?
579. *Chairman.*] Could not a man live near his bed? Yes, the same as on a gold claim. If another man goes down a claim on the gold fields, and takes gold from it, he can be punished by the Commissioner.
580. *Mr. Hannell.*] Is not the land all round the bay sold—do you know any private land in the vicinity of Fullerton Cove where a man could live, to be near his bed? Yes, there is at Mud Island.
581. What do you call that? Bennett's Island they call it, near Stockton.
582. That belongs to Mr. Windeyer, I think? I think not.
583. What is the extent of that island? About half a mile.

584. Most of it is covered with water? Yes, there is just room for one house.
585. And all the rest of the land round the bay is private property? Yes, but it is such a distance off from the oyster ground.
586. *Mr. Wilson.*] You have spoken of the enemies of the oyster—what enemies have they? Mr. J. Donavon.
20 Sept., 1867.
- The starfish is a great enemy.
587. *Mr. Hannell.*] How many men are employed now in Newcastle in catching oysters for sale? I think about ten or twelve people in the Back Channel.
588. Do you know how many men are employed in getting shells to burn for lime? I think there are about the same number.
589. And all the lime used in Maitland and Singleton is made at Newcastle? Yes; there are three limekilns at Stockton, two at Honeysuckle Point, and one at Waratah.
590. Are the dry shell banks there all exhausted? Yes.
591. And all the shells used to make this lime are taken out of the water? Yes.
592. Is the greater proportion of the shell used for lime, live shell? The shell men do not want to take live shells if they can fill their boats with others, because the dead shells are lighter than the others, and the live shells load his boat deeper, and he cannot carry so many bushels.
593. But when he goes to load his boat, he takes those he drops across first, and those most easily obtainable? Yes.
594. *Mr. Tighe.*] Are the oysters sold, in bottles, by children, about Newcastle, obtained from the shell gatherers? Yes, they gather about the kilns and pick out the oysters.
595. Then, in point of fact, the live oysters are not burned at all—it is only the shells of the live oysters that are burned? Some of them are burned.
596. Not all of them? I cannot say that all of them are burned, because the children gather round the kiln, and pick out the oysters—that is a little advantage the shell men have got.
597. *Mr. Wilson.*] Are there not myriads of young oysters, that are not fit for sale as oysters, destroyed by shell burners? I dare say a good many are.
598. You said the starfish is an enemy to the oyster? Yes.
599. Do they destroy the large oyster? Yes.
600. How do they destroy the large oyster? By shooting an inky sort of substance on the oyster, which smothers it, and then it opens.
601. What other enemies has the oyster? The crab.
602. How does he open it? He watches it when feeding.
603. And then puts his claw in? No, he puts a stone into the shell, and then touches a particular part and it flies open.
604. Does the crab put the stone in any particular part? I believe it is at the rim of the shell, near the hinge.
605. Has the oyster any other enemies? I think one of his greatest enemies is man.
606. Is the oyster wholesome as food during the spawning season? I have seen no ill effects from oysters being eaten at any time. The oyster is a fine thing, I can assure you. I have known persons who have had severe wounds, to cure them by applying oysters crushed in their own liquor.

THURSDAY, 26 SEPTEMBER, 1867.

Present:—

MR. FARNELL,
MR. HANNELL,

MR. MACPHERSON,
MR. TIGHE,

MR. WILSON.

THOMAS HODGES MATE, ESQ., IN THE CHAIR.

Mr. Jonathan Knight called in and examined:—

607. *Chairman.*] What is your occupation? Oysterman and fisherman.
608. How long have you followed that occupation? I have been fourteen years in this Colony. Mr. J. Knight.
26 Sept., 1867.
609. Have you followed that occupation in any other Colony or Country? I have followed it on the extreme western coast of England.
610. I suppose you have been engaged principally in oyster fishing? I have never soiled my fingers with anything else since I have been in the Colony.
611. Are you acquainted with the oyster beds on this coast? I am acquainted with the Hunter River principally.
612. Will you be good enough to name to the Committee those beds you are acquainted with? There is an extensive bed of oysters near a place called Platt's Channel, one of the back channels or tributaries of the Hunter. It extends for nearly two miles. There is another bed in a place called Baker's Channel; it is an adjoining channel, divided by a place called Spit Island. There are several beds there. There is a bed at a place called the Beacons, as you go across the Flats at the left hand side of the River Hunter, close to the Beacon. The largest bed is in Fullerton's Cove or Limeburners' Bay. There are other small patches on the channel leading to Bullock Island, and other small patches on some of the

Mr. J. Knight. the small creeks in the neighbourhood of Newcastle. There is also a long spit from the point of Bluff Head up to Limeburners' Bay, or nearly so, which produces some fine oysters ; but the principal of these beds are destroyed, in a sense of the word, in consequence of their being scraped too close. They have been in the habit of burning thousands and tens of thousands of bushels of pure oysters, fit for any market, for lime.

26 Sept., 1867.

613. Some of these beds are becoming exhausted, I suppose? They are. At Fullerton Cove, which produced some of the finest oysters in the Hunter, there is a foot deep of mud, in consequence of the oysters having been taken away. There is an area of at least ten acres, which was once a mass of oysters, now destroyed in consequence of having been taken away to burn for lime.

614. Are you acquainted with the spawning season? Yes.

615. Could you name the months? I think there is a difference of a month or six weeks, according to the locality. There is a great quantity of oysters on the ballast that has been thrown down to prevent sand accumulating in the Hunter. Where they are making the Ballast Wharf, the stones are covered with oysters, some of them very fine ones. I think these spawn a little earlier than the rest, in consequence of being closer to the Heads and having a greater flow of water.

616. Can you name the months? The oysters are first-rate up to the very last of December.

617. Mr. Hannell.] On all the oyster beds? Yes. November and December, I fancy, are the two best months in the year for the eating of oysters. I do not think they are spawning then, for I have never found them milky till about February. I think January and February are the principal spawning months, and then, in March and April, after they have spawned, they are not fit for any market—they are nothing but slime.

618. Chairman.] Do you think the taking them for lime is the principal cause of the exhaustion of the beds? Yes, that and the floods. After the usual tides, the oyster squirts out the dirty water and refreshes himself; but the rapidity with which the water comes down in a flood brings down the sediment, and destroys the oyster. There are thousands destroyed by every fresh.

619. Do you think, if the taking of oysters for lime-burning were prohibited, these beds would keep up a supply equal to the demand? I think so, if there were some new beds formed. There are thousands of mangrove oysters to be had, and if these were merely shifted to proper beds, as I can shew from specimens I have here, there would be an abundant supply, and the oysters would be greatly improved. I fancy that the mangrove oyster is the mother of all the oysters in the Hunter.

620. Do you think it would be advisable to proclaim certain months of the year as close months? I think it would be very beneficial to the community at large and to the men themselves, though they might feel it a little at first.

621. If we did that, it would prevent the supply of oysters to Sydney all the year round, would it not? Perhaps when the Hunter was closed, Sydney might be supplied from other rivers which were not spawning at that time—from the Clarence, the Manning, and other places.

622. Do you think it would be well to close some of these exhausted beds for a certain length of time, say one, two, or three years? I do not think that would be beneficial. I think the dredge does good, by dispersing the oyster. In some of these beds, where they have been very thick, the oysters are good for nothing, as I can shew you, where we could get seven or eight bags a day.

623. Does not dredging, or taking the oysters during the spawning season, destroy many of the young? Tens of thousands, or millions.

624. If these beds were left undisturbed for a couple of years, would not these young oysters grow and improve? They would, but I think the dredge would do good by dispersing them. There might be some beds in the Hunter which it might benefit to close, and others would be better for being dispersed. The oysters have improved wonderfully since they have been scraped about.

625. Mr. Farnell.] You have stated that January and February are the spawning months? Yes.

626. You would prevent dredging during those months? Yes, I should say so.

627. Would it not destroy the oysters equally to allow of dredging after spawning? For two months after spawning the oyster would not be fit for any market; there is nothing of them.

628. I am speaking with reference to the spat—If you were to dredge in the months of March or April, or even of May and June, would not the spat be destroyed? That spat is so minute that I do not think the dredge would injure it at all.

629. What does the spat attach itself to? Generally to old shells, or to any solid body adjacent.

630. In dredging these oyster beds, would you not dredge up the spat with the oysters? If they were turned back they would not be injured.

631. Do you not sometimes dredge up the spat on oysters that are marketable? No doubt—the spat is so small as to be hardly discernible. The cluster oysters adhere to each other, and in four or five years the old ones die out, and the others congregated on the top become full grown; and these, in their turn, are covered by spat and young oysters.

632. Then, in dredging after spawning, you destroy the spat deposited on the oysters? No doubt, and I do not see how that is to be remedied.

633. Do you know how long a time elapses from the deposit of the spat until it becomes a full grown oyster fit for market? I should say four years.

634. You do not think it would be advisable to proclaim any of these rivers or any of these beds closed (say) for one or two years? I do not think it would be beneficial. I think it would

would be an advantage to extend some new beds. There is plenty of ground there which would produce an oyster better than it is in its primitive state; that is, if they were protected.

Mr. J. Knight.

26 Sept., 1867.

635. The protection you would give would be by proclaiming fence months? Not that alone. If I were now to lay down a lot of stones, or shells and oysters, in some isolated place, where there had never been an oyster before, when they became in a fit state for market, some other man would perhaps come and take them, and I could not help myself. I fancy it would be beneficial even if we had to pay a little—we should be able to produce a tenfold better article, and ten times the quantity.

636. Would you issue licenses to oyster growers? I should issue a thing of this description—a man should be confined to a certain bed, the same as is done on the coast of England and France.

637. You would lease the oyster beds? Yes.

638. *Mr. Wilson.*] Do you mean that you would lease the natural beds, or that you would lease the shores of the bays and inlets? I would lease the shores where there are no oysters now.

639. *Mr. Macpherson.*] Not the natural beds? No, I would leave them to the persons who took leases to get their spawn from. Adjoining Bullock Island there were thirty acres covered with oysters of first-class quality, the whole of which have been taken away and burned for lime.

640. *Mr. Farnell.*] Do you know any other oyster beds besides those of Newcastle? No, I do not.

641. What quantity of oysters do the Newcastle oyster catchers send to the Sydney market weekly? They have fallen off lately wonderfully. I have known two or three hundred bags to be sent, two or three years ago. At the present time, I should think not more than fifty or sixty bags weekly.

642. Are the beds at Newcastle nearly worked out? The bay is completely cooked. I do not think you could get a bag a day there.

643. Are there many persons in Newcastle now gathering live oysters for limeburning? A great many are engaged in getting shells. The children pick out some of the oysters, but I should think there are some hundreds of bushels of shells burned for lime weekly at Newcastle.

644. What proportion of that consists of live oysters, should you think? I should think one-sixth of small oysters not marketable.

645. Do you think it would be wise to prohibit the burning of live oysters for lime? I should think that would be the primary object of an Act.

646. Do you know what quantity of oysters is required for the consumption of the Sydney market? No, it is supplied from other rivers than the Hunter. I think the Sydney market could take a great many more than it can get.

647. Do you export any oysters from Newcastle to Melbourne? Yes.

648. How many bushels a week? I generally serve two steamers—sometimes they do not want them, sometimes they do. When they do not want them, I have a place near my house where I throw them down until they are required. I send away about ten bags by each steamer every fortnight, the "You Yangs" and the "Blackbird."

649. Do you take the whole of that quantity from Newcastle? From the river Hunter.

650. You do not employ any persons to get oysters from any other rivers? No, only my son and myself are employed.

651. You do not get any from other rivers, either to the north or to the south? No.

652. *Mr. Hannell.*] I believe you have tried the experiment of cultivating oysters? Yes.

653. With what success? I will shew you. The witness produced specimens of various kinds of oysters, shewing the difference between the natural and cultivated oyster. The whelk oyster is formed by the spat becoming attached to the whelk, and when he becomes too heavy to be carried, the whelk goes into deep water and dies.

654. *Mr. Wilson.*] Are those oysters which you say are to a certain extent cultivated much superior to the ordinary oyster? Yes. This (*pointing to a certain specimen*) is four years old. I can determine the age of an oyster by the number of rings on the shell.

655. How many besides yourself are occupied in oyster getting as a living? I should think fifty.

656. What extent of the bay or flats could be cultivated for oyster beds? I should think 40 or 50 acres.*

657. *Mr. Tighe.*] Fullerton Cove alone is more than 200 acres? Yes, but it is muddy after you get up a certain distance—only the channel could be cultivated, where the bottom is good.

658. *Mr. Hannell.*] You think it would be a boon to persons employed in this way to have leases? Yes.

659. What do you think they could afford to pay? A certain time should be allowed them to prepare the beds, say two or three years; and after that, when they became remunerative, they should be charged a reasonable rent.

660. *Mr. Wilson.*] What extent do you think each bed should be? I think two acres would be plenty.

661. Would you consider it proper that a nominal rent should be paid for the first three years, with the view to acknowledge the right of the Government to the land? Yes.

662. What would you then consider a fair rental when the oyster beds became remunerative—what would you consider an oyster man able to pay after these three years? I should say he would be able to pay 50s. or £3 an acre; and as it became more remunerative, he would be able to pay a little more.†

663.

* NOTE (on revision):—Hundreds of acres.

† NOTE (on revision):—£2 10s. per acre, on a lease of twenty-one years, after three years' planting.

- Mr. J. Knight. 663. What would you consider a sufficient length of lease to give an oyster man? I should say twenty-one years.
- 26 Sept., 1867. 664. How would you advise that these beds should be marked or defined, to keep people from trespassing? Merely by sticking up beacons.
665. You would not allow the shore to be leased where it would be likely to interfere with the traffic? Not at all.
666. And you would require that the boundary of each lease should be distinctly marked by posts? Yes, and the oyster men should renew the posts as they fell away.
667. You would require them to keep up the posts, or otherwise would not allow them to prosecute for trespass? Just so.
668. You think it would be beneficial to people engaged in this trade, if the shores of bays and inlets suitable for the cultivation of the oyster were leased in this way? I think it would be, and to the community at large as well.
669. *Mr. Hannell.*] And you think it would be advisable to stop the taking of oysters in the months of January, February, March, and April? Yes.
670. *Mr. Macpherson.*] Do you mean throughout the Colony? No, I am speaking only of the river Hunter.
671. *Mr. Wilson.*] Would you interfere with the private leaseholders, as to what they should do with their beds—would you not leave it entirely to their judgments to look after their own interests? Yes.
672. Your proposition to have four close months would apply only to public beds? Yes.
673. *Mr. Macpherson.*] I think you have told us that the beds at Newcastle are nearly worked out? Some portion of the old beds, and I therefore think it would be remunerative to lay down fresh ones, because men could collect the small oysters; and, by removing them to certain places where there was a good bottom, they would improve.
674. By making four close months for Newcastle only, do you consider that that would be sufficient to recover these public beds? It would assist them.
675. Do you not think it would assist them more effectually by closing them absolutely for three or four years? I do not; for by removing the *débris* of some of these beds, and scattering the oysters, they would form different colonies, and the beds themselves would be improved.
676. Then what is the object of having four close months? It would be beneficial to keep the people off them altogether.
677. If it will be beneficial to keep them off for four months, will it not be beneficial to keep them off for a longer period? I do not think so.
678. You think, in Newcastle, the four close months should be January, February, March, and April? Yes.
679. Do you think it would be advisable to make the four close months apply to all the Colony? No, I do not; for I think the season would be different further north or further south. The oyster does not come to perfection so soon in cold as in warm climates.
680. You think, if there were legislation in the matter, the Government should ascertain the special spawning season in each river? Yes.
681. *Mr. Hannell.*] How old must an oyster be before it is fit for market? Four years.
682. *Chairman.*] Can you distinguish the difference of sex in the oyster? I think they are distinguishable in the spawning season. The melter, or male, is then milky, and throws a milky fluid over the colony. I do not see how they can copulate in any other way.
683. You cannot tell by anything particular in the shell inside? Some of these shells are all spotted, but they are spotted all alike.
684. You do not know whether they are males or females? I could not say.
685. *Mr. Tighe.*] Do you know whether there is a difference of sex at all? I am confident of that. The male emits a sort of milky fluid, the same as the male of fishes generally.
686. We have been informed that they are all of one sex, and that they reciprocally impregnate each other? I do not think that can be so—I think there are two distinct sexes.
687. *Mr. Farnell.*] How old is an oyster when it spawns? It does not spawn until it is an adult, and I believe it becomes an adult in four or five years. I do not think it spawns more than once.
688. *Mr. Macpherson.*] And dies afterwards? And dies afterwards; for I have noticed in a cluster of oysters that the old ones have died, and that the younger ones that have congregated at the top have been alive and in good condition. The top oysters always open the best, and this I attribute to their getting the most food. They subsist, I believe, on the animalcules in the water.
689. *Mr. Farnell.*] Do you know whether it throws out its spawn at once, or whether the spawning is extended over any period? I believe the spat is all shot out at once, in the same way that the skate shoots out its young ones.
690. Have you any idea how many spawn an oyster throws out—how many oysters? I have read, from reliable sources, that they are supposed to throw out from half a million to a million of spat. I know the adult oyster must be very productive, because the ballast which has been thrown down in the Hunter is now covered with oysters.
691. Do the floods in the Hunter affect the oyster? Yes, they kill a great many if the floods continue for any length of time. If they are only for a few days, they improve the oysters.
692. If a flood were to occur during the spawning season, would it not carry the spawn away? I do not think they would spawn then—it would throw them back. You would be astonished to see the change in the oysters after a fresh; those which are nothing but skin become brimful, though they are rather watery, and not good solid oysters.

693. *Chairman.*] What part of the coast of England are you acquainted with? Corn-Mr. J. Knight. wall.
694. What are the close months there? Oysters are not allowed to be taken to market ^{26 Sept., 1867.} when there is no "r" in the month.
695. That is thought to be quite sufficient to secure a supply for the market? The beds are all protected, and the tenants are not allowed to send above so many bushels from each bed.
696. The proprietor who leases a certain bed can only take a certain quantity? He cannot touch one during the close months.
697. Although it is his own bed? He cannot touch one.
698. *Mr. Hannell.*] Are there any places on the shore of the Hunter, or in the bay of Newcastle, that could be made available for oyster beds? Plenty.
699. What is your opinion of that flat at Spectacle Island, below Raymond Terrace, where they get shrimps? Oysters might be grown there by throwing down mangroves or hurdles made of swamp oak, which would not be liable to be eaten by the cobbera until a bed was formed.
700. Do you think generally, from the mangrove shores—from Hexham to where it is half dry at low water—would be a suitable spot for oyster beds? Yes, if there is anything like a firm bottom there.
701. *Mr. Macpherson.*] Do you know whether the oyster beds in England belong to private individuals, or are leased by Government? I think they have been held by parties so many years that they are considered to belong to the persons who have the land adjacent. They are generally leased to persons who fetch oysters from other places and lay them down, and pay a rent to the proprietors.
702. Have you the least idea of the rates at which they let—you spoke of from £2 10s. to £3 an acre for the beds here? Yes, after three years.
703. Do you know the rate at which these beds are let in England? At a great deal more; but then the price obtained for oysters in England is much higher than it is here. I have known as much as a guinea to be given for a peck.
704. Have you any idea of the rate? A bed of three or four acres in some cases would fetch as much as £50 or £100, but they are old established places which have been planted where there are adult oysters for spawning, and the men go over the beds and pick out the marketable oysters about the size of a five-shilling piece. These small kinds, which are called natives, are cultivated on the coast of Kent.
705. That is upon a portion of the coast which is dry at low tide and covered at high? Yes.
706. This process of planting the oysters is done at low tide? Yes, so that the men can pick them up when they require them. The tides in England rise thirty or forty feet.
707. So that they can occupy the whole of the bed as far as the tide runs? Yes.
708. All that you propose here is to throw down the oysters in certain places, and to dredge for them when they are fit for market? We should not require to dredge for them. None but the tenant should be allowed to touch these oysters.
709. It would not interfere with boats passing? No.
710. You would merely prohibit the public from dredging for them and carrying them away? Yes.
711. *Mr. Wilson.*] Of course, in England, where close months extend to private beds, that is in the interest of the proprietor to prevent the beds being exhausted by the leaseholder? Yes.
712. And the restriction as to the number of bushels to be taken from a bed, that is also in the interest of the proprietor? Yes.
713. In a country such as this there would be no necessity for these restrictions? Not the least. In the course of a few years, I believe the oysters in the Hunter River alone would be abundant enough to supply Melbourne, Sydney, and all round.
714. *Chairman.*] Do you think two acres would be a sufficient extent to afford a comfortable subsistence for a man with a family, through the whole year? Yes, after the first three years, when it came into full bearing.
715. *Mr. Farnell.*] What would the oyster men do during the close months? They might turn their hand to fishing.
716. Is there any other occupation they could follow? A good many have small farms on the river, which they could cultivate.
717. *Mr. Tighe.*] Would Lake Macquarie be a suitable place for letting out for oyster beds? I do not know much about the Lake.
718. *Chairman.*] Do you think it would be advisable to pass any law for the protection of any other description of fish? There is a law in force, I believe.
719. Do you think that requires amendment? I do not think it is carried out. The guard-fish net has done more harm to the waters of the River Hunter and George's River than all the fishermen together, by being used all through the year.
720. Then would you recommend that, during a certain portion of the year it should be prohibited? Yes, all the summer months.
721. What would you call the summer months? I should say from this or next month through the following six months—say from October to May, and from June to October I would allow it to be used.
722. Is there not a restriction as to the size of the mesh? Yes. I have made a net of the proper mesh—two inches in the bunt, and in the wings three inches. That will take marketable fish.
723. *Mr. Tighe.*] Has the Bill done any good? It has never been properly carried out.

Mr. J. Knight. 724. *Chairman.*] What is your opinion with reference to prawn-fishing? I think the length of the net is not sufficient—8 fathoms. The boat trawls down the centre of the river, and the net does not touch the bottom within 10 or 15 feet. If the net were 20 or 22 yards long, it would be sufficient.

725. *Mr. Macpherson.*] Is not the size of the present mesh so large to enable them to catch marketable guard-fish, and to allow a great number to escape? *I think the mesh of the seine used in Parramatta River, and also in the Hunter, is 2 inches from the two outside knots to the knot in the centre; an inch mesh should be the proper size—that is the size I make them. The prawn-net should be smaller than that.

726. *Mr. Farnell.*] Do you think the prawn-net should exceed the length of 15 fathoms? No, I think that would be plenty long enough for any purpose.

727. If it were of that length, it would not have any effect in catching and destroying small fish? Not the least.

728. Do the fishermen ever catch small fish with prawn-nets? Yes, they used to do so, and thousands of good fish were left to rot on the beach.

729. That would not take place with a net of 15 fathoms length? No, it would not.

730. The present law states that the bunt of a net shall not exceed 30 fathoms in length, and that the mesh in the bunt when wet shall not be less than an inch and a half—Do you think that a fair length and a fair size for the mesh? Yes.

731. Would you extend the length of the wings of the ordinary fishing net—Each wing under the present law must not exceed thirty fathoms? That is plenty long enough.

732. Is it your opinion that it is a wise prohibition to prevent stalling? It is one of the best regulations ever made. Some years ago they used to stall them in Botany and Parramatta River. They used to take all the prime fish, and left the rest stinking on the beach.

733. I understood you to say that the fishermen now infringe or break the present law? Yes; they take two nets in one boat, and stick them down by the side of one another. If they were allowed to have only 180 yards of net in the boat, it would prevent that.

734. Would it not be to the interest of the fishermen themselves to give information of those persons who break the law? The reason it is not done is, that we do not like to be unneighbourly. If a man were to bring a thing of the sort before a Justice of the Peace, he would be looked upon as a black sheep.

735. *Mr. Wilson.*] Could you not form into little societies, for the purpose of promoting your general interests? I believe the fishermen are the greatest opposers to each other, both in the market and everywhere else.

736. *Mr. Farnell.*] Do you send fish to the Sydney market? No. I have caught very few fish the last few years—I have been engaged principally in oyster fishing.

737. I suppose the supply of fish in the Hunter is very small? It is getting very bad.

738. *Mr. Wilson.*] Do you fish outside at Newcastle? Some men go fishing with lines for schnappers.

* NOTE (on revision):—I think the mesh ought to be 1½ inch—that will be small enough.

OYSTER FISHERIES PROTECTION BILL.

APPENDIX.

A.

(Documents handed in by Chairman, 2 August, 1867.)

The Under Secretary for Lands to The Clerk of the Legislative Assembly.

Department of Lands,
Sydney, 31 July, 1867.

Sir,
I am directed by the Minister for Lands to forward to you the enclosed letters, having reference to the cultivation and preservation of oysters; and I am to request that you will be so good as to place the same in the hands of the Chairman of the Select Committee on the Oyster Bill.

From J. Donavon,
24 July, 1867.
From G. M. Smith,
July, 1867.

I have, &c.,

MICL. FITZPATRICK.

[Enclosure No. 1.]

Newcastle, 24 July, 1867.

Sir,
Seeing by the papers that you have taken an interest in the oysters of the Colony, and have brought forward a Bill for the protection of the same, has emboldened me to address this letter to you, to see if the Government, of which you are a Member, would still take a greater interest in the oysters of the Colony, by granting me a certain bank known as the Long Bank, for the cultivating and bringing forward of oysters in bed; and still further, that me, or any oyster-man, during the fence-months, should be permitted to transfer seed from places where the oysters can never be any good. Most honorable sir, thousands, I may say hundreds of thousands, of young oysters are lost for the want of cultivating. It would be no use of me, or any one, to cultivate oysters without the Government would protect us. Sir, I do not ask for any of the dredging grounds—they should be free for all oyster-men; but the Long Bank is no dredging place, it being dry at low water. The Long Bank reaches from Bluff Head to the Limeburner's Channel. Sir, I hope you will not reject this letter, but that you will think favourably of it and

Your humble servant,

JOHN DONAVON,

Oyster-catcher, Blane-street, Newcastle.
Fourteen years Shell-getter and Oyster-man.

[Enclosure No. 2.]

Fullerton Cove,
Hunter River, July, 1867.

Sir,
May we call your attention to the fact that the destruction of oysters by lime-burners, here and on the Hunter River, is very great. The lime-burners in remote creeks burn the oyster for the shell alone, and in such vast heaps, that a few years will destroy them altogether.
If not too late for the Bill now before Parliament, the burning of the living oyster for lime-burning purposes ought to be sternly enforced, as contrary to law.
I hope that the above remarks will reach you in time.

I am, &c.,

G. M. SMITH.

The Honorable
The Postmaster General, M.L.C.,
Sydney.

B.

(To Evidence given by E. S. Hill, Esq., 2 August, 1867.)

PAPER by Mr. E. S. Hill, on the Protection and Cultivation of the Oysters in New South Wales. Read before the Acclimatization Society of New South Wales, 25 March, 1867.

THE necessity having been admitted for legislation on the subject of protection and cultivation of the oyster in New South Wales, it becomes now a question, in the first instance, as to the proper time to close and protect them, during the spawning season, so that the rocks, bays, and estuaries incidental to the coast line, which have been thoroughly ransacked of their treasures in oysters, may again have a chance of becoming populated with "this highly-appreciated shell-fish, and which is considered the most wholesome food in the proper season, rarely disagreeing with the most delicate stomach, highly nutritious, and very digestible."

In the second instance, it will be necessary clearly to determine whether any or all the oyster beds shall remain common property for those who may think proper to dredge and take them away, or whether certain portions of foreshore may be allotted to the proprietors of adjacent lands; or whether, under the auspices of Government, model oyster farms may be established, or that the Government will lease certain places suitable for the systematic culture and reproduction on scientific principles of the oyster, the trade in which has annually augmented, and has assumed commercially such large proportions that the question, in the present state of indiscriminate and incessant rifling our oysters beds, is naturally, "How long will it last?"

Having

Having premised thus far, and before entering upon the subject of my own investigations, which have extended over a considerable time, I may take leave to quote from authentic sources, with a view to afford such information as will enable those who may be desirous to aid in clearly defining the spawning season at the various rivers, estuaries, and bays near to which they may reside on our own seaboard.

"Oysters have been sought as a luxury by all European nations, but in London the artisan class have long recognized its value as an aliment, and immense numbers of the coarser description are annually sold in the streets of London, by hawkers and small stallkeepers. Thus consumed by all classes, the demand has gradually exceeded the supply; prices have risen, beds have been exhausted, and at the present moment (1865) the best native oysters are £6 a bushel wholesale.

The French have recognized the oyster as an article of food, and the gradual exhaustion of the natural beds. Mr. Coates, under the auspices of Government, in the year 1857, established model oyster farms in the Bay of St. Brieuc.

The following observations may be considered to represent the amount of knowledge possessed concerning the oyster, and the condition of the science of oyster cultivation at home.

The oyster spawns annually, from the month of May to the month of September, in the third year of its growth.

The number of germs or ova brought forth by a mature oyster exceeds one million.

The spawn when first ejected, is in the language of the "dredgers," "floatsome," and requires some prominent object to which to attach itself, such as shells, stones, &c., which under these circumstances are termed cultch.

When observed in its early stages adhering to the cultch, the spawn has the appearance of spots of tallow, in which the shell is seen rapidly to develop itself, and to form very soon a complete miniature oyster.

In this state it is called "spat," 25,000 of which, as nearly as can be estimated, go to the bushel.

Spat in the second year is denominated "brood," of which 4,800 to 6,400 make a bushel.

In the following year "brood" becomes "ware,"—from 1,800 to 2,400 to the bushel; and the fourth year oysters, from 1,200 to 1,400 per bushel.

The food of the oyster is supposed to consist of minute infusorial animals with which sea water abounds.

When kept in an aquarium, the oyster may be observed to lie with its shell slightly apart, and by means of the ciliary organs of its beard or branchial fringe, to create a continuous current of water, which thus brings within its reach the nutritive particles of which it stands in need, as well as to pass excrementitious matter, like all other molluscous animals.

It has long been known that the oyster is greatly improved in its condition and edible qualities by being transported from situations in the open sea to places where an abundant supply of fresh water is discharged.

In the London market, oysters are divided into two great classes—natives and commons.

Native oysters are bred in the waters of the Thames estuary and the creeks of its affluents, both on the Kent and Essex side.

The superiority of the native oyster consists in the relatively large size of fish compared with that of the shell, its remarkable succulence, delicate flavour, and compact shape, as well as the hardness and brilliancy of its shell. The price at which natives sell is accordingly very high in comparison with that of other kinds.

By the term "commons" are known all other oysters, which are, however, distinguished from each other by the name of the locality from which they are taken, such as Channel oysters, Jersey oysters, West Country oysters, &c., &c.

Oyster beds are of two kinds as regards the quality of their produce, namely, beds of common and beds of native oysters.

Of two kinds as respects their proprietorship, namely, public beds and private beds.

Of two kinds as to their origin and system of management, namely, natural and artificial.

It is at present impossible to say to what cause or combination of causes is to be ascribed the great superiority of natives over all other oysters. The most remarkable circumstance connected with the native beds is that they are all situated on the London clay, or geological formations of similar character."

I now proceed to the oysters of New South Wales, and which are not known by any systematic classification, but only named according to the situation in which they are discovered, such as mud, cluster, rock, bed, and drift oysters, or from the localities in which they had been dredged, as Port Stephens, Hunter, George's River, Clyde, &c.

Mud oysters are found in patches, consisting of bunches, or single, at various depths of from two to eight fathoms, attached to the sides of tidal embankments, on the base of rocks, and on the margin of the fringe weeds. These are considered coarse and rank in flavour; more, I apprehend, from the great size to which they attain, and the season in which they are taken, than from any particularly strong flavour. These oysters will not keep, like others, for any length of time out of their element.

Cluster oysters, although similar in appearance to, and in the structure of, the mud oyster, are found on the margin of the fringe weeds in deep bays, at a depth of from two to three fathoms, in large and regular beds, adhering to each other in bunches of ten to twenty. These oysters, in the proper season, are excellent, and of a delicate flavour, and must not be confounded with oysters dredged up in the ordinary way as cluster oysters, like those of Port Stephens and other places, where they are found attached.

Rock oysters are those found pertinaciously adhering to the rocks of our harbours and bays along the coast, which rocks have formed a natural "cultch" for the "floatsome" or spawn to attach itself. The flavour of this oyster, at the proper season and age, is admitted to be of a superior quality.

Bed oysters are those usually dredged up from the bottom of rivers and estuaries, and which, in many places, are formed in beds of large dimensions, whilst in some rivers they are sparsely scattered for miles. These form the staple of our home consumption, and of our exportation, many of which, according to locality, have a peculiar character among oyster dealers, known by the colour and shape of the shell, as well as their quality.

Drift oysters are those attached to the common whelk, and moved about at the will of that shellfish, and are found on the margin of the receding tide. These oysters formerly were highly prized, from their peculiar plumpness, clear colour, and fine condition, rendered so probably from the situation they occupied, and clean feeding grounds. Our harbour and Botany Bay used at one time to furnish a good supply.

The early destruction of the oyster beds in our harbour and in Botany Bay arose from the fact of their easy accessibility, and the constant and wanton use of them for burning into what was termed "live shell lime," parties at that time believing that they made an article stronger and of better quality than any other.

What should be the close season? This has been a difficult matter to determine, and as the months at home range from May to September, it was presumed and taken for granted that ours should be diametrically opposite. Few of the oyster "droghers," or the dealers in this article, could give any reliable information. So long as their ends were accomplished—supply and demand, it appeared immaterial.

It has been stated, but upon what authority I cannot discover, that the oysters spawned in the same months here as they do in England. Under these circumstances I have used more than ordinary precaution in my observations, and have sought information from every source at command, for the purpose of ascertaining about the time it would be judicious and proper to set apart as a close season; and although the time when I

am about to submit may, in certain localities, require some slight alteration, nevertheless in the main I do not think any serious alarm need be apprehended through a slight error of time, taking into consideration that the greater portion of it will be correct, and during which most of the oysters will have spawned, the spat assumed its proper shape, and have a chance to arrive at maturity.

At Port Stephens, the Myall River had continuous beds for miles from its entrance, and also from Sawyer's Point, for miles up the Karuah. These oysters spawn early in October, and to the end of January.

The Hunter River oysters spawn from about the middle of October to the early part of February; Sydney and Botany Bay, at the latter end of October to the middle of February; George's River, November to February; Port Hacking, November to February; Clyde River, near the mouth, about November to February; higher up, under the influence of cold waters from the mountain country, about three or four weeks later.

Oysters are brought from as far north as the Clarence River. On the 8th February, 1866, I saw a number of bags full there, ready for shipment; and on the south, from Tuross and probably Merimbula, but I do not recollect any having been brought from as far south as Twofold Bay.

The intermediate rivers, both north and south, have oyster beds more or less; and it must be borne in mind that oysters situated high up rivers, and under the influence of cold mountain water, such as the Clyde and the Clarence afford, are from two to four weeks later in their commencement of spawning, than those near to the mouth. I have also noted another influence,—when oysters are attached to rocks in shady corners they appear to be somewhat later.

The means usually employed for getting oysters are—the dredge, tongs, by divers, and collecting from the rocks.

The rivers most exhausted are those appertaining to Port Stephens, the Hunter, Broken Bay, Sydney, Botany Bay, Port Hacking, the Clyde, and the Tuross.

The present supply is equal to the demand, and some new fields untouched, chiefly from the want of steam communication or the means of rapid and regular transit. At the same time, the beds which have been so long and continuously worked are getting exhausted; what remain are manifestly deteriorated, and require a period of rest.

Under these circumstances—and were it not for the fact that a close season should be made to apply to all parts of the Colony alike, to ensure perfect security for the due enforcement of the law (for such it must become, sooner or later), in all probability, I should have recommended an earlier season by one month, both for the beginning and ending, to the north of Sydney, than I should for the south.

I now take leave to suggest, as a close season for New South Wales, the months of November, December, and January, which months will (at all events, in my opinion) cover the greater portion of the spawning season; and in doing so, I have not been unmindful of the necessity to prepare the public mind for a reasonable restriction and limit of the fishing season. And now I invite attention for the purpose of eliciting such further information as will give data for any modification which may be deemed advisable, and absolutely necessary for the purpose of fixing a more precise period as the close season—and which should embrace all the northern and southern estuaries, wherever our supplies are drawn.

C 1.

(To Evidence given by E. S. Hill, Esq., 14 August, 1867.)

OYSTERS RECEIVED IN SYDNEY.

	From Shoalhaven.	From Clyde River and Bateman's Bay.	From Ulladulla.	From Moruya and Tuross River.
1865.				
January	86 bags	589 bags	.....	.....
February	44 "	825 "	.....	.....
March	36 "	854 "	.....	.....
April	49 "	203 "	.....	.....
May	21 "	200 "	.....	.....
June	54 "	329 "	.....	10 bags
July	29 "	259 "	.....	17 "
August	44 "	506 "	.....	154 "
September	35 "	107 "	.....	316 "
October	26 "	297 "	.....	305 "
November	90 "	296 "	.....	369 "
December	163 "	346 "	.....	320 "
				148 "
1866.				
January	163 "	578 "	.....	76 "
February	146 "	554 "	.....	100 "
March	208 "	588 "	.....	103 "
April	195 "	466 "	7 bags	57 "
May	48 "	199 "	15 "	15 "
June	11 "	80 "	.....	129 "
July	.....	43 "	22 "	92 "
August	23 "	112 "	.....	313 "
September	56 "	129 "	.....	175 "
October	135 "	124 "	.....	106 "
November	84 "	93 "	113 "	45 "
December	32 "	138 "	26 "	.....
1867.				
January	58 "	271 "	.....	.....
February	22 "	131 "	.....	.....
March	56 "	118 "	22 "	1 "
April	13 "	.....	.....	20 "
May	24 "	17 "	.....	66 "
June	3 "	7 "	.....	38 "

C 2.

INFORMATION afforded to the undersigned, by the Proprietors of Lime-kilns, on the subject of Live Oysters used for burning into Lime.

- Mr. Kenedy, Moore's Wharf, West End, Limeburner. No live oysters have come to him in bulk the last six years. No vessels come to him from Broken Bay. Perhaps, on an average throughout a year, 100 bushels may be brought from various sources.
- Mr. Taylor, Street's Wharf, Sussex-street, Limeburner.—Mr. Taylor, jun. Had one vessel* trading to Broken Bay, which brought, in the five months, about 3,000 bushels live oysters, very small (vessel wrecked), but although they gave the same price per basket, they would rather, and found it more profitable to have dead shell. That 65,000 bushels come from Broken Bay is untrue. Mr. Huxley, the foreman, states they get shells from Broken Bay, but no great quantities of live oysters among them.
- Mr. Hogg, Druitt-street, Limeburner.—W. Baker, foreman. They get oysters from the town, which had gone bad, and a few, but no great quantities, of living oysters among the cargoes by vessels. It is absurd and untrue that 65,000 bushels come from Broken Bay.
- Mr. Meader, Druitt-street, Limeburner. Has had no live oysters during the time he has been lime-burning; but from town, occasionally, gets a few baskets which had gone bad.
- Mr. Gardiner, Pacific Wharf, Limeburner. The only live oysters which I have had have been a few among a cargo of shells, but none from Broken Bay. That 65,000 bushels come from that place annually is untrue.
- Mr. Murphy, Murphy's Wharf, Sussex-street South, Limeburner. The foreman states,—They get no live oysters for limeburning, but occasionally get shells from the dealers, and oysters which have gone bad. That it is certainly untrue that 65,000 bushels of oysters are burned for lime in Sydney from any source.

Sydney, 7th August, 1867.—E. S. HILL.

* This vessel was wrecked in Broken Bay, under Mount Elliott, in the gale which wrecked the "Cawarra."

C 3.

EVIDENCE as to the thickness of Shell Deposit.

- Mr. John Puckeridge, of Botany Bay, states,—That the dead shell beds vary from 18 inches to 3 feet. Where they are found thicker, it is usually at the mouth of a creek where a wash had been throwing them up; these in patches he had seen as thick as 4 feet. All dead shells in rivers are underground, and require washing. Those on dry banks require digging, clearing, and screening. No live oysters are now used for lime-burning; but at one time all the live oysters were taken away from the bays in Botany to Sydney, and burned into live shell lime.
- Three of the men employed at the lime-kilns before named had been half their lives at that work, and give similar evidence to the above.
- Capt. Wm. Mulhall, who has been on the Hunter, and knows the river and its shell banks, says,—That he has seen immense dry banks of shells accumulated by the Blacks of old, but no inner beds more than 2 or 3 feet thick, and these covered by a deposit.
- Sydney, 7th August, 1867.—E. S. HILL.

C 4.

LETTERS respecting alleged burning of Live Oysters at Broken Bay for Lime.

Custom House, Sydney,
15 August, 1867.

My dear Sir,

I wrote to Ross about the oysters, and enclose his answer, from which it would seem that there is little foundation for the report that live oysters are brought from Broken Bay, to be sold to lime-burners.

Yours very truly,

E. S. Hill, Esq.,
Woollahra.

W. A. DUNCAN.

C 5.

[Enclosure in foregoing.]

Customs Station, Broken Bay,
10 August, 1867.

Sir,

I have the honor to inform you that I received your letter, dated 5th instant, upon Friday, 9th, and, in reply, I beg leave to state that there are no oyster beds about Broken Bay; but in the direction of Cowan and Broulee there are drift and also rock oysters, from which places there is one small cutter that trades regularly, and the other four take shingles, maize, firewood, and oysters, and dispose of them to the dealers in Sydney, for which they receive 6s. per bag—size of bag, three bushels. Their names are as follows:—"Sarah," "Surprise," "Margaret Ann," "Fairy," cutters; "Elk," ketch-rigged; and discharge, for the most part, at Market Wharf. I may state that I have never heard of them disposing of the oysters to any lime-burner in Sydney, for which they would only receive at the rate of 6d. per basket. And I can give, at any time you may think proper to call for the information, the time they have been in at Broken Bay with oysters, bound for Sydney.

The schooner "Colonist" had been towed across the bar by the "Black Swan" steamer, and proceeded on her voyage to Newcastle upon 9th instant.

I have, &c.,

ALEXR. THOMSON ROSS.

To W. A. Duncan, Esq.,
Collector of Customs,
Sydney.

D 1.

(To Evidence given by Mr. Richard Emerson, 14 August, 1867.)

PAPER on the Oyster Fisheries of New South Wales, by Mr. R. Emerson. Read before the Acclimatization Society of New South Wales, 25 June, 1867.

THE oysters of New South Wales may, for all practical purposes, be divided into two kinds. The mud oyster, which resembles the English oyster, is found in beds, in comparatively still water, generally unattached, or in clusters of two or three, having a soft shell, easily separated, and growing to a large size: Specimens have often been found measuring twelve inches by eight, with a depth of six inches. These oysters require great care to keep them alive when once taken out of the water—some of them will not survive for one day. They are not in demand, though there are extensive beds of them at several places along the coast, as at Pittwater, Brisbane Water, Botany Bay, Port Aitken, Wogonga, Jervis Bay, Sydney Harbour, and Panbula. The Western Port, Port Albert, and Port Phillip oysters in Victoria, and the Spring Bay oyster in Tasmania, are all of this species. The other kind of oyster, whether named rock, cluster, drift, bank, whelk, channel, mangrove, half-tide, or bay oysters, are of one species, and all have in common a very hard shell; they will live out of the water from three to six weeks, and improve. The beds or grounds are all situated in salt-water creeks extending inland and communicating with rivers; or in estuaries where there is a strong tide-way. They are mostly attached to each other in bunches, the roots of which are firmly fixed in the bed, some adhering to rocks, boulders, mangrove stumps, snags, and whelks, but are never found unattached. The oysters of this class will require a very different system of protection to the former. The spawning season differs in each river—in some, each bed has a different time. In many places, the bank and deep water oysters differ as much as six months in their time of spawning. Some oysters have been known to spawn only once in three years, while others, again, will spawn two or three times in a year; but in all cases they are very much influenced by the weather; for when any are ready to spawn, a cold, rainy, south-east wind setting in will throw them back for a month. The greater portion of the oyster spawn or spat that escapes destruction will be found attached to the large oysters, and when about two months old, has the appearance of a fish-scale, and has but one perfect shell, the other being only partially developed, and cannot be removed from its place of attachment without destroying it. For these reasons I consider that a general close season, as proposed, of three or four months in the year, would be all but useless, as no particular three or four months in the year will cover the spawning season of half of the oysters, and it would be very little protection to those it did cover, as directly after the close season the oysters may be taken; and from it being impossible to separate the young oysters, their destruction will be inevitable when the old ones are removed. The proposed close time is also not a general spawning season, but occurs when most of the oysters are in the finest condition, the Camden Haven, Manning, and George's River (deep water oysters), and the Port Stephens bank oysters, spawning in May. One cause of the deterioration of certain oyster beds is, that after the regular oyster-gatherers have discontinued working, and left them to recover, settlers and others are continually dredging, thus destroying the young oysters. Another great cause of destruction is the taking of oysters and shell to burn into lime. The shell-dredgers on the Hunter, for example, go to work on any part of the oyster grounds, taking up oysters and shell indiscriminately, thus not only destroying the oysters, but the oyster ground as well, removing the whole of the bed, which in many instances is six feet thick of solid shell, leaving nothing to which the spat can attach itself, and thus thousands of bushels of oysters are destroyed, and the beds are gradually reduced in size. From Broken Bay there are four or five vessels constantly employed in bringing live shell (that is, young oysters) to Sydney for the lime-burners. They bring about 65,000 bushels annually; in addition to which, about half that quantity is burnt in the river, making a total of 97,500 bushels of young oysters destroyed every year in that place only, and a similar destruction is taking place over nearly all the oyster grounds. Oyster beds are often destroyed by freshes in the rivers covering them with a deposit of silt; and a shift in the channel of a river will sometimes be another cause of their destruction, by diverting their food. Oyster beds are considerably improved by being properly worked, as it extends and enlarges them, and also gives the young oysters room to grow and spread; and the oysters are always of better quality and larger after the ground has been once cleared. I consider the most effectual way of protecting the oyster beds, and to ensure an efficient and never-failing supply, would be to prohibit the burning of oysters into lime; to work one-third of the oyster beds at a time, changing once every year, so that each oyster bed will have two years' rest, which would be sufficient time to replenish themselves; and one-third of the beds properly worked would yield a supply of excellent oysters, very far in excess of the present demand. It would also be advisable to place some restriction on the taking of oysters, either by issuing licenses or by leasing the beds for a term of years. There is much injury sustained, and thousands of bushels of oysters thrown away, from the want of some such regulation. If a new oyster bed is opened, there is an immediate rush to it, the best of the oysters are forced into the market, the supply for a time far exceeds the demand, and a large proportion of those sent up find their way to the lime-kilns. It would also be desirable, if facilities could be given to persons desirous of forming artificial receiving and feeding beds for oysters, to be permitted, under certain regulations, to select suitable localities for their formation, to be legally secured to them. By the establishment of such places, a large quantity of oysters would be saved that are at present thrown away. The natural oyster beds of New South Wales are both numerous and extensive. I append the following list of some of them:—Tweed River: Very fine oysters; never been worked. Richmond River: Very fine oysters; never been worked. Clarence River: Small oyster, very good, and extensive beds. Camden Haven: Recently opened, fine oysters, very large beds, reported able to fully supply the market for five or six years. Manning River: Fine oyster beds, worked out, but will recover themselves in two years if left untouched during that time; has been worked out four times. Wallis Lake: Extra fine oysters, but requires a rest. Port Stephens: Numerous beds of large extent; has been worked continually for fifteen years, and is still in good working condition. Hunter River: Most productive oyster beds in the Colony; oysters small, but very good; has been worked out five times, but always recovers with a two years' rest; is now in full work, after an eighteen months' partial rest, and is supplying about one thousand bushels a week, besides probably double that quantity destroyed by the shell-gatherers. I estimate the supply from the last working at 168,000 bushels. Lake Macquarie: Small extent. Broken Bay: Oysters secondary quality, unlimited in quantity; all the creeks running into it full of them; has been in constant work for the last ten years, and is still sending an undiminished quantity to the market, and of an improved quality latterly. Sydney Harbour and Parramatta River: Chiefly mud oysters; in some parts worked out, and others died out, the oysters having perished on the beds. There are some young mud oysters in the Parramatta River, but they are not sought after. Botany Bay: Small oysters. George's River: Very fine oysters; requires a rest. Port Aitken: Small rock and mud oysters; none coming to market. Shoalhaven: Very good oysters, but indifferent keepers. Crookhaven: Very good oysters; extensive beds. Jervis Bay: Large beds; mud oysters; none sent to market. Wogonga: Small drift and large mud oysters. Tuross River: Good oysters. Clyde River: Extensive beds of various kinds of oysters, very good when arrived at maturity; requires a two years' rest, after which it could supply 1,500 bushels a week easily for twelve months. Durass Lake: Small extent, very fine oysters; wants a rest. Panbula: Abundance of good oysters; not worked. Berramagui: Very fine oysters; large beds; not worked. Polack Lake: Large beds; never been worked. Nelson River: Large beds; never been worked. Warego Lake: Very extensive beds; never worked; been prospected, and the oysters found very good. Merimbula: Good oysters; not many sent to market. Ulladulla: Large oysters, and very good. Twofold Bay: Small oysters, but in great quantity. In conclusion, I may observe that at present there is no scarcity, but on the contrary, a redundant

redundant supply of oysters. I estimate the annual supply to Sydney at 31,200 bags, equal to 109,200 bushels, which supply could be doubled if required. The oyster fisheries find direct employment for at least 250 persons, seven small vessels, besides those brought by the steam-boats. Our yearly export of oysters, principally to Victoria, I estimate at 63,000 bushels, of the value of £13,500; and our home consumption at 46,200 bushels, valued at £16,500.

D 2.

Dates of Spawning of the various Oysters.

I FIND, upon referring to old records, that the Clyde River oysters (dredged) spawned in March 1864 and 1865, and in May, 1866. At the same time, the rock and bank oysters in this locality were very fine, and the oysters in Mogo Creek on the one side and Durass Lake on the other were not spawning, as the men left the Clyde in each year for those places.

The Shoalhaven flat oysters spawned in April, 1864 and 1865; the catchers then went, some of them to Broughton Creek higher up the river where the oysters were not spawning, they remaining good till August, when they began to fall off, and the flat oysters were all right again. The Clarence River (dredged oysters) spawned in May, 1865, and March, 1866. Port Stephens deep water oysters spawned in May, 1864, 1865, 1866, and 1867; the Limeburner's Creek oyster in December, 1866. The deep water oysters were bad again in August, 1866; at that time the bank oysters were very fine. The whelk oyster spawned in October, 1866.

In Broken Bay the Browra Creek oysters spawn in January; the Botonga, Moorey, and Mullet Island oysters keeping good all through the summer, till the cold weather sets in, when they fall off. The Browra, Mangrove Creek, and Mother Mall's oysters opening well again. I can find no record during seven years of the Newcastle Bay oysters spawning or being in bad condition; the Back Channel oysters from the same place being in bad condition nearly all the year round. About ten years ago the bay oyster went poor and watery, and continued so for three years, being quite unfit for use during that time, whilst the Back Channel oysters were good for the whole of those three years.

The George's River Channel oysters spawned in January, 1863; in 1864, not at all; in March, 1865; in 1866 they did not spawn at all, and in 1867 in the latter end of April.

The Manning River oysters spawn regularly in May. The Camden Haven deep water oysters spawned that year in May, and the Bank oysters in July.

D 3.

Joseph Waldron and William Mark to Mr. Emerson, respecting Oysters at Middle Harbour.

Sir,

Lane Cove, 19 August, 1867.

As we are aware you take great interest in the culture and improvement of the oyster in this Colony, we think it only right you should be informed of the following facts:—

On Thursday last we went to Middle Harbour with the intention of procuring some oysters to forward to Sydney, but were greatly disappointed to find a number of shell-men taking not only shells but also all the young oysters, to burn into lime, to supply the contractor for the Asylum at Bedlam with lime.

This bed has never been worked, and there would have been sufficient oysters for the winter's supply if this destruction had not been permitted.

There are five men at work, getting about 100 bushels per day, all oysters, not shells alone.

We think it is shameful that oysters should be destroyed in this wholesale manner. The spot is being thoroughly cleared, leaving nothing but the bare rocks.

We are obtaining a few, and will send you some this week, with a few mud oysters.

Yours, &c.,

his

JOSEPH X WALDRON.

mark

his

WM. X MARK.

mark

Witness—S. SMITH,
219, Pitt-street.

P.S.—You can make what use you like of this letter.

E.

(Documents handed in by Chairman, 13 September, 1867.)

The Under Secretary for Lands to The Clerk of the Legislative Assembly.

Department of Lands,

Sydney, 3 September, 1867.

Sir,

I am directed by the Minister for Lands to forward to you the enclosed letter from Mr. J. Donavon, on the subject of the cultivation of oysters, and to request that you will have the goodness to hand the same to the Chairman of the Select Committee on the Oyster Fisheries Bill.

I have, &c.,

MICHL. FITZPATRICK.

[Enclosure.]

Newcastle, 27 August, 1867.

Sir,

Not having received any letter from you in answer to my last correspondence to you, I take upon me to write again, and to tell the reasons why I ask for the Long Bank for the protection and cultivation of oysters. The great destruction to the natural oyster beds is the shell-getter—not only by taking the oysters, but by cleaning the beds so bare of shells that the young spat or spawn has no chance to settle in its natural bed; besides, at the end of the four fence months the shell-getters can commence operations again, by taking all before them (that is, shells and oysters) to the kilns for lime. Now, sir, I do not wish to stop the shell-getter from making a living, or any one else; all I ask is for this bank which bears at low water, on which I do not believe there could be got at this present moment two bags of oysters from end to end; and also that me or any other oyster-man who wishes to form beds may be permitted during the four fence months to transplant oysters from where they can never become good, to where they will prosper and where shell-getters dare not come. This, sir, is the time of free selection, and I see that there is to be another new Land League, by which I see those who pay their passage to the Colony are to receive free grants of land. Now, sir, I came to the Colony and cost no Government anything for my passage, and all I want is a sand-bank that bears at low water known as the Long Bank, as any other land would be no use to

Your humble servant,

JOHN DONAVON,

Blane-street, Newcastle.

Chairman of Committees now sitting on the Oyster Bill.—J.B.W. [Urgent.]

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

R E P O R T

FROM THE

DIRECTOR OF THE BOTANIC GARDENS, SYDNEY,

ON THE

STATE AND MANAGEMENT OF THE ORANGE PLANTATIONS

IN

SPAIN AND PORTUGAL.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,

10 *March*, 1868.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

[*Price*, 6*d.*]

393—

REPORT ON THE STATE AND MANAGEMENT OF THE ORANGE
PLANTATIONS IN SPAIN AND PORTUGAL.

THE DIRECTOR OF THE BOTANIC GARDENS to THE SECRETARY FOR LANDS.

SIR,

I have the honor to furnish the following Report on the present state of the Orange Plantations in Portugal and Spain, being the result of inquiries made by me relative to their condition in these countries, during the months of August and September last.

Previous to my leaving Sydney for Europe, I received a letter from Sir John Young to the Secretary of State for Foreign Affairs, requesting that I might be furnished with credentials to the English Ministers at the Courts of Madrid and Lisbon, with the view to my receiving their aid in carrying out the object of my visit.

Letters of this character were readily granted to me, by Lord Stanley, to Sir Philip Crampton, the Ambassador to Spain, and Sir Augustus Paget, who held a similar position in Portugal. Desirous of being otherwise assisted in the inquiry which I was about to undertake, by the opinion of some one on whose judgment I could rely, I induced my brother, Dr. Moore, the Director of the Royal Botanic Garden at Dublin, to accompany me throughout the whole of my extensive tour. At Paris, while *en route* to Spain, I was fortunate enough to meet Don José do Canto, with whom I had held a correspondence for some years previous on botanical matters. This gentleman is one of the largest proprietors on the Island of St. Michael—one of the Azores Group—upon which the best oranges are produced that are sent to the English market. His estate is chiefly occupied by orange plantations; he has therefore paid very great attention to everything which has already affected, or is likely to affect their culture. He informed me that most serious damage had been done to very many of the plantations upon the Island of St. Michael, by a disease the real nature of which was still unknown, and that no proper remedy had been discovered for its prevention; and added, that the orange had been attacked in an equally fatal manner in many parts of Portugal, but whether by a disease of the same character as that at the Azores he was unable to say.

He urged me to visit these islands after I had seen the Portuguese plantations, that I might ascertain whether the disease in either country was typical of that from which the tree suffered in Australia; and said that, in the event of my not doing so, he would himself, on his next visit to the Azores, minutely investigate the subject, and furnish me with the result of his inquiries. This gentleman's gardener, Mr. Reith, whom I know to be one of the most intelligent men in the profession, in a letter dated 6th June last, states:—"Your task of investigating and discovering a remedy for the disease in the orange will be a difficult one; for, like that in the potato and vine, it is one not well understood, but I feel confident that deep planting is the chief cause. Here, a white fungus attacks the roots, which all plants are subject to in this climate. The only remedy that I have discovered is, to cut off the diseased roots, and expose the others for a short time to the air."

This information, although extremely meagre, is introduced to show that the orange is suffering from some undiscovered cause, in a place so long famous for its production.

On reaching Madrid, I ascertained that Sir Philip Crampton was absent with the Court some distance from that city; and as it was dangerous to proceed further without special credentials from the authorities, in consequence of the then revolutionary state of the country, I applied for these, which were sent to me after a delay of some days. During the interval, I employed my time in seeking for information relative to the districts in which the orange is principally grown, and securing the services of a good interpreter. From all that I could learn, the provinces of Andalusia, Valencia, and Murcia, promised to prove the most fertile for my object. But before proceeding to visit either of these parts of Spain, I decided on going to Portugal, *viâ* Ciudad Real and Badajos.

Badajos. On my way thither, I did not observe any orange gardens until within a few miles of Lisbon. In the absence of Sir Augustus Paget, letters of introduction which I had to several gentlemen in that city proved of much service, as they enabled me to obtain the most reliable information from those best acquainted with the orange districts. Those I found extended more or less from Oporto on the north to Faro on the south, and a disease of a most fatal character had destroyed an immense number of trees, but chiefly about Lisbon, Setubal, and Evora; and further, a Commission had been appointed to inquire into the origin and nature of this disease, but from which no satisfactory results had been arrived at, nor even a report furnished, so far as I could ascertain, as inasmuch as scarcely two proprietors of orange plantations agreed as to the cause of the disease.

I determined to prosecute my further inquiries among the practical cultivators. About Lisbon there was little to do in this way, as only a few solitary trees remain, where formerly, on the road towards Cintra, large plantations existed; but Setubal and Evora afforded me an ample field for my labours. The whole country about the former of these towns is occupied by orangeries, the old trees being more or less affected, in a similar manner, in many respects, as those which perished in our Colony. In every quarter the appearance of the orchards reminded me of those about Ryde, some few years ago, when they were going fast to destruction. The foliage yellow, the tops of the branches dead; the bark dry, shrivelled, and peeling off; a small portion at the base of the stem, on one side, soft, and the wood underneath rotten and discoloured, the roots on the same side being in a similar condition, emitting an offensive smell.

Every tree examined, which was at all affected, presented these characteristics in a greater or less degree.

Both the decayed part of the stem and the roots were minutely examined by lenses of much power; but it was only when the roots were in a very putrid state that any evidence of fungus was observed. Whether this was the cause or effect of the disease it was impossible to determine. No remedy which had been tried had proved effectual. That generally adopted is, on its first appearance (indicated by a resinous gum exuding from the base of the stem), to carefully remove the earth on this side, cut out all the unhealthy parts of the stem and roots, and to take these, together with the soil which had been in contact with them, some distance off, and burn them. Such parts of the plant as are operated on left for some time exposed to the air, and then, fresh, richly manured earth placed about them.

Some cultivators, instead of exposing the roots to the air, cover the wounds with pine pitch or coal tar, and immediately cover the parts with fresh earth. Both plans only retard—they do not cure the disease. In other respects, all the information which I could gain respecting the orange from the Portuguese will be gathered from the following summary of replies which were given in answer to questions categorically put:—

1. Oranges have been cultivated in Portugal for upwards of a century.
2. There is no record of their ever having been diseased until within the last ten or twelve years.
3. Old trees have suffered more from disease than young ones.
4. Many young plantations are now quite healthy, although situated close to those of older growth much affected by the disease.
5. It is not known in what part the disease commences. Some persons believe that the young roots are first attacked; others, that it begins at the base of the stem.
6. The upper parts of the stem, the branches and leaves, continue in apparent health long after many of the roots are quite rotten.
7. Sometimes only one-half of a tree will die, and the other half bear good fruit for two or three years, and then perish.
8. Excepting in very light soils, the ground is always trenched from fifteen to eighteen inches deep before planting.
9. In the best managed orchards, the trees are all top-dressed with a rich compost, at least once in every two years.
10. In every case, constant irrigation during the dry season is considered to be indispensable.
- 11.

11. Plants from seed do not bear fruit until they are from nine to ten years old. Those from buds—the only other way of propagating adopted here—in from four to five years.

12. The seedling orange is considered to be a better and more permanent stock than the lemon.

13. The tree attains here a considerable age, and few were known to die until the present disease appeared.

14. Only one crop a year is obtained, or considered desirable. When a second crop occurs, which is very unusual, it is deemed a calamity, as the tree in consequence is much weakened, the fruit in that case being of a very inferior description, and generally blown off by the strong winds which prevail here during the spring season.

15. Trees from seed have usually several stems; those from buds, one only.

16. The trees are only pruned to the extent of cutting out the dead branches.

17. The common or sweet orange is almost the only kind cultivated.

From Portugal I proceeded to the Province of Andalusia in Spain. About Cadiz, and Jerez—the districts nearest to the coast—the country is wholly occupied by vineyards; but at Seville, and between that city and Cordova, some distance in the interior, oranges are extensively cultivated; and most of the plantations are in beautiful condition, no disease, as yet, being happily known in this quarter. The foliage and fruit are, however, subject to the white or mealy bug, by which they are both much injured, causing the latter, while in a green state, to exude a gummy substance, by which large quantities are rendered unsaleable. The fruit of both the bitter and sweet kinds are almost wholly exported to other countries, there being very little local consumption. The poorer classes use the juice of the sweet orange for flavouring a much relished dish called “olla,” which consist of pumpkins, cabbages, lettuces, and turnips, boiled up together, with or without meal of any kind; while the pulp of the bitter orange is universally employed as a stomachic, by being eaten in the early part of the morning, dipped in salt. The juice, added to a little magnesia and butter, is considered to be an excellent remedy for all bilious disorders. In the neighbourhood of Seville, as well as of Palma, Mairena, Gibraleon, and at Cordova, the plantations are mostly on soil of a light loamy nature, in low and comparatively flat situations; but the trees look equally well, if not better, on the slopes of the Sierra Morena—a mountain range near the latter city, where the soil is of a much stronger character. In every case constant irrigation was resorted to, and to such an extent that, in some places, I observed the water standing on the surface around the trees, and retained there by means of basins formed by ridges of earth; the whole extent of the ground being so thoroughly saturated as to be quite unfit to walk upon.

The heat at this time was so excessive as to be almost unbearable. Here, trees from buds are considered preferable to those from seed, both because they bear sooner and the branches have fewer spines; the fruit, in consequence, being less liable to injury. The bitter orange is preferred as a stock, but the citron and lemon are also used for this purpose. The largest trees were about 18 feet in diameter and 25 feet in height. These are said to yield an average crop of 2,000 fruit annually, which are sold for about 40 reals, or 8s. of English money. The soil is annually well forked up, and top-dressed with good rotten manure, which is never placed in contact with the stem. When the trees show any evidence of bad health, they are strengthened by the fruit being pulled off at an early stage. This is continued until they quite recover their vigour. So far as I could learn, only the bitter, and one variety of the sweet orange, were usually cultivated in this province. The fruit of the latter is, however, exported under different names, to indicate the locality or particular place of growth. The rind is comparatively smooth and thin; but whether the latter or both of these qualities is peculiar to the fruit under all circumstances, or whether it only becomes so on the tree attaining a mature age, I could not ascertain. Orange plantations were observed to extend beyond Cordova, a distance inland of some sixty or more miles. The great orange-producing parts of Spain, however, are further to the eastward of this; much of the rich, low, cultivated land in the Province of Valencia and Murcia, towards and along the Mediterranean coast, being occupied with this fruit. I therefore proceeded to examine these districts, and entered the former province *viâ* Almansa, passing through the beautiful valley called Huerta de Manuel—one of the most extensive, rich, and best cultivated parts of the country. On every side oranges appeared, and all apparently affected by some disease; signs of decay being evident in the yellow foliage, and in the great number of dead and dying branches.

At

At Valencia I found the acting British Vice-Consul to be a gentleman greatly interested in orange culture, and from him I obtained much valuable information and assistance. Guided by his aid and advice, I was enabled to visit the districts where the trees were the most seriously affected by the disease, and I then had an opportunity of examining it in all its stages. I found that, both in the young and in the old trees, the main characteristics of the disease were the same, and corresponded in most respects with what I had previously observed in Portugal, where it would appear to have commenced, in the first instance, in the same manner as here. It or any other disease was entirely unknown until about five or six years ago.

Usually I was informed that, before the plant presents any appearance in branches or foliage of being affected, the disease has made serious progress in the root and stem. Its presence is first indicated either by a black gummy substance exuding from one side of the stem, a little above the ground, or, in the bark at the very base of the stem becoming soft and discoloured. In either case, when these symptoms appear, certain portions of the bark, wood, and roots, are already in a decomposed state, and emit a most offensive smell. When the stem at the base is attacked, and the disease extends in a lateral direction, or round the stem, the tree seldom or never recovers: when, on the contrary, it proceeds upwards, affecting one side of the stem only, it may be checked, and effectually eradicated, by cutting out every part that is diseased both in stem and roots, covering the wounds with a liquid preparation of lime and sulphur; removing all the soil which had been in contact with the diseased parts, and supplying its place with a rich compost of fresh soil, enriched either by guano or good rotten manure, and thoroughly incorporated by lime and sulphur in a powdered state. This process, I was assured, when carefully done, and attended to on the first appearance of the disease, had saved every plant on which it had been tried. The plan which I noticed in Portugal, of cutting out the affected parts and taking away the soil from the diseased side of the tree, and leaving the roots exposed to the air for eight or ten days during summer, and longer during winter, then filling up the space with fresh, richly manured soil, is also in very general use; but as a remedy it is slow, tedious, and uncertain, and on this account not nearly so valuable as the former method, presuming that to have the effect described. The application of lime and sulphur, and the beneficial results arising from their use, would naturally lead to the inference that the disease, in this part of Europe, is attributable to a minute fungus, whose insidious *mycelium* or spawn penetrates the softer tissues of the roots, extending in the course of development upwards to the stem, and unless speedily arrested, causing the death of the tree.

In many of the plantations I noticed both the large and small kinds of scale or coccus so common in the Colony, as well as the white or mealy bug, which is regarded as a much greater evil than either of the others, as it causes the fruit to become spotted and discoloured, and quite unsaleable. All of these pests were known in this quarter previous to the present destructive disease making its appearance. The districts where the disease prevailed to the greatest extent were those of Briana and Villareal, to the east; and Scilla, Alcira, and Carcagente, to the west. There were in these places many fine plantations as yet unaffected, and the trees were in perfect health; but all, whether *healthy or otherwise, were subjected to constant irrigation* during the summer months. This is accomplished in many ways,—by damming up rivers or small watercourses, but usually by means of wells of an immense size, the water being drawn up by antique-shaped earthenware vessels, holding each about half a gallon, fixed between two endless ropes kept rotating by a rude wheel worked almost continually by horses or mules. The water is emptied into shoots which are conducted into such parts of the plantation as may be necessary, so that every tree is kept thoroughly soaked. Notwithstanding that this system of irrigating oranges has been pursued here from their first introduction, there are now many intelligent growers who believe that it may be done to too great an extent; as a proof of which, I had pointed out to me fine orchards occupying the drier situations, in which the trees were altogether healthy. Some persons even attributed the cause of the disease to excessive irrigation; but in Andalusia, where its fatal effects are as yet unknown, the orange grounds are kept as thoroughly and as continually saturated with moisture as any that I had met with.

It is principally the sweet orange which is grown in the Valencia and Murcia country; but the small mandarin, which is the only variety yet introduced into Spain,
and

and called Tangerine, is now beginning to be extensively cultivated, as the fruit sells readily in the Madrid market. Further to the westward, towards Gibraltar, about Algeciras and San Roque, a greater number of kinds are grown than in this quarter. There, the blood and Bahia or navel orange are as general as the common and Tangerine varieties.

The mode of cultivation hitherto practised in Spain seemed to me to be similar throughout. All growers appeared to follow one well-beaten track. It is only since the disease has proved so disastrous that there has been the slightest improvement either in the culture or in the propagation of the plants. Greater attention appears now to be paid to both. Formerly, young trees from buds on stocks of citron or lemon were preferred. These, at two years old, are now scarcely saleable, even at the low price of two reals, or about 6d. each; while those of the same age, on stocks of the bitter orange, are readily purchased at twelve reals, or about 2s. 6d. each. Although the Spaniard is averse to change any old custom, yet the fact that the trees on stocks of the bitter orange were seldom or never touched by the disease could not fail to fix his attention, and the result has been to bring plants propagated in this manner into great demand. One of the many remarkable instances of trees of this description resisting the disease was pointed out to me in what had been a very fine plantation, near Alcira. Here every tree was almost either dead or dying, with the exception of a group of about a dozen, all on the bitter orange, which were entirely unaffected, and in fine healthy condition, while some of those surrounding them which had suffered so severely from the disease were raised from seed; others budded both upon the citron and lemon. Although my investigations were continued into the Catalonian province as far as Barcelona, I failed to get any additional information on the subject, as this fruit is not grown to any extent east of Tarragonia; and, scanty as the results of my inquiries may be considered, yet they contain all that is of interest or value relative to the culture of the orange, and the disease so seriously affecting it, in Spain and Portugal. In the general management of the orange our colonists have little to learn from the people of those countries, who, in this, as in most other respects, continue to tread in the footsteps of their forefathers. The mode of working the soil, and the implements used, being of the most primitive description, are now apparently the same as in ages past; the farmer and gardener depending more for the success of their crops on the influence of those powerful agents, heat and moisture, both being supplied in a most bountiful manner—the former naturally, the other by artificial means—than on any process usually adopted by the English cultivators. Hitherto, in the Murcia and Valencia plantations, ninety per cent. of the worked orange trees were upon citron stocks; about eight per cent. upon lemons, which were the first attacked by the disease, as were the lemon trees themselves, and with such fatal effects that this fruit has almost ceased to be exported from these districts—at one time the most productive. Only about two per cent. are upon the bitter orange, arising from a deeply-rooted belief which long prevailed, that this kind of stock would give a degree of bitterness to the fruit of any other variety which might be worked upon it. As time, however, has proved this idea to be fallacious, and as, moreover, trees on stocks of this description were scarcely affected by the prevailing disease, they are now, as I have previously observed, preferred (at least in Spain) to any other kind. I could not learn that any regular system of pruning was adopted; all that seemed to be done in this respect was to keep the trees clear of dead or decaying branches. The usual distance between the trees in the majority of plantations was about eighteen feet each way, and all were planted in straight lines. In many places the trees must be of very considerable age; but on this point I could not obtain any reliable information. The largest which came under my observation in any country were not more than about twenty-six feet high, with well-proportioned breadth. Trees of this size are calculated to bear annually about two thousand oranges. Towards the latter end of November the fruit is sufficiently ripe to gather for exportation. If a second crop is produced, which is seldom the case, the fruit rarely arrives at perfection, as it is almost invariably blown off by the high winds in early spring, which not unfrequently cause serious damage to the young and bearing wood. To guard against this, protection is given in exposed situations, either by high walls or by plantations of trees of a more robust character than the orange. Both in Portugal and in Spain the orange is more or less infested with the same kinds of coccus or scale which are or have been so frequent upon trees in the Colony, and are regarded by some colonial orange-growers

growers as the cause or origin of the disease from which so many orchards have been destroyed. In Europe the presence of these insects is not so considered, as they were known to attack the orange long before the present fatal disease appeared. Two kinds of coccus were sent to me by Mr. Pye, from his orchards, near Parramatta. I had them brought under the notice of Professor Westwood, of London, who pronounced them to be allied, if not identical. The small white kind, the *coccus vitis*, and the larger one, commonly called the black scale, to the common mussel coccus of naturalists, both very common in Europe.

In addition to these pests, the Spanish trees are subject to the white or mealy bug, which greatly injure both foliage and fruit, and from which, I believe, the trees in the Colony are yet quite exempt. In Europe, that peculiar form of disease, by which the fruit in the Colony is sometimes attacked, called "Maori," is entirely unknown. Some fruit so affected, kindly sent to me by Mr. Pye, I submitted to the inspection of the Fellows present at a meeting of the Linnean Society; and although some excellent cryptogamists were there, and examined the fruit very carefully, no distinct form of fungus could be discovered, although it was the general opinion that some fungus, in an incipient state, was the cause of the cuticle of the fruit becoming discolored.

In concluding this Report, I would briefly advert to the oranges which I found growing under artificial cultivation—especially those in the Gardens of the Tuilleries at Paris, and those at Sans Souci, one of the Royal residences at Potsdam, near Berlin, in Prussia—as being the best. The latter, under such circumstances, perhaps the finest in every respect in the world. Those at Paris varied in height, as nearly as I could calculate, from twelve to eighteen feet, the largest about eight feet in diameter, while some of those at Potsdam were at least twenty-five feet in height, and from ten to twelve feet in diameter. All without exception were growing in wooden tubs of large size. The trees at Sans Souci, as I saw them in July last, were in magnificent condition. Placed in two perfectly straight rows, upon a noble terrace, with a fine range of glass (their winter quarters) as a back-ground; some in flower, others with fruit nearly ripe, compact and symmetrical in form, free from insects of every description, and in perfect health, they presented one of the most agreeable sights that I ever beheld, and would have gladdened the heart of any orange-grower. How these trees—said to be between two and three hundred years old—can be kept in such beautiful order, is to me really marvellous. The tubs in which they grow are so constructed that they can be taken apart without disturbing the roots. This permits of the superfluous roots being taken away, and fresh soil added, when such an operation is necessary, which is seldom the case. The course of treatment which is usually adopted is, to remove annually a few inches of the soil from the top, and replace it with a rich preparation of other soil and manure; to water copiously during the summer and growing season, occasionally with water in which strong manure has been some time in steep; to gradually reduce the watering as the season advances, until when removed into their winter quarters, and during the time they remain there, *i.e.*, under the protection of a glass conservatory, they scarcely receive any water at all. They have thus a season of active growth, and a season when the roots and foliage cease to perform their functions, and the plant is at perfect rest. This alone must tend greatly to longevity. There is, however, another important feature in the management of these trees, which is strongly conducive not only to their general health but also to longevity, *viz.*, the annual pruning or cutting back which they receive. In all places where oranges are thus artificially cultivated, it is necessary to place them under house protection of some kind for some months in the winter season; and as accommodation of this kind is only sufficient to hold plants of a certain size, it follows that when the plants attain this size they cannot be allowed to grow larger, and the consequence is that, by a judicious system of cutting back the shoots, the plants are kept compact in habit and robust in appearance, and always very nearly about the same height and width, and cannot, under such circumstances, exhaust themselves by bearing heavy crops of fruit.

I have been induced to mention these latter facts, as proving that the constant state of activity in which the orange is kept, and the heavy crops which it is allowed to bear under the ordinary system of cultivation followed in the Colony, must seriously affect both the health and duration of the plant.

I have, &c.,

CHARLES MOORE.

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

PETROLEUM.

(CORRESPONDENCE, &c., RESPECTING EXISTENCE OF, IN NEW SOUTH WALES.)

Ordered by the Legislative Assembly to be Printed, 5 July, 1867.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 3 December, 1866, That there be laid upon the Table of this House,—

“ Copies of all Correspondence between the Government and
“ Mr. William Fane De Salis, respecting the existence of
“ Petroleum in New South Wales ; likewise a paper therein
“ referred to, explanatory of the geological formation of
“ Petroleum, by Professor Lesley, together with any reports
“ on the subject from the Government Inspector of Coal
“ Mines.”

(Mr. J. Stewart.)

SCHEDULE.

NO.	PAGE.
1. Under Secretary for Lands to Examiner of Coal Fields, forwarding letter from Mr. W. F. De Salis, with enclosures and sub-enclosure. 25 May, 1866	3
2. Examiner of Coal Fields to Under Secretary for Lands, enclosing copy of a letter to Mr. W. F. De Salis. 4 July, 1866	4
3. Under Secretary for Lands to Mr. W. F. De Salis, in reply to No. 1. 16 July, 1866	4
4. Under Secretary for Lands to Examiner of Coal Fields, in reply to No. 2. 16 July, 1866	5
5. Under Secretary for Lands to Examiner of Coal Fields, to furnish Professor Lesley's pamphlet. 7 December, 1866	5
6. Examiner of Coal Fields to Under Secretary for Lands, forwarding extracts from the proceedings of the American Philosophical Society. 26 April, 1867	5

PETROLEUM.

No. 1.

THE UNDER SECRETARY FOR LANDS to THE EXAMINER OF COAL FIELDS.

Department of Lands,
Sydney, 25 May, 1866.

SIR,

In forwarding to you the accompanying copy of a letter received from Mr. W. F. De Salis, of Uxbridge, England, respecting a paper he states he transmitted to you by last mail, containing a scientific account of the strata in which petroleum is found in Kentucky and Pennsylvania, I am directed by the Secretary for Lands to request the favour of your report, as early as may be practicable, as to the existence of similar indications in this colony, as suggested by Mr. De Salis, and also the proposed republication of Mr. Lesley's pamphlet.

I have, &c.,
MICL. FITZPATRICK.

[Enclosure in No. 1.]

Wm. Fane De Salis, Esq., to The Honorable the Minister for Lands.

Dawley Court, Uxbridge,
20 March, 1866.

Sir,

I have the honor to forward herewith, for your perusal, a copy of a letter which I address by this mail to Mr. Keene, Government Inspector of Coal Mines, transmitting to him a paper by the well known American geologist Professor Lesley, which appeared in the proceedings of the American Philosophical Society for May, 1865, and which contains a reliable scientific account of the strata in which petroleum is found in Kentucky and Pennsylvania.

In forwarding you the above letter, and inviting your attention to its contents, permit me at the same time to observe that in Europe there is as yet an almost entire absence of correct knowledge with regard to the geological conditions under which petroleum may be expected to be found, Sir Roderick Murchison having only very recently stated to me in a letter, which found its way into the colonial papers, that the whole question of petroleum and its formation was yet to the learned "an unsolved enigma." Under these circumstances, I venture to submit to you that it would tend much to disseminate in the Colony correct views regarding mineral oil, and the localities where it may reasonably be expected to be discovered, if you would direct the republication of Professor Lesley's pamphlet, and at the same time invite Mr. Keene, whose scientific attainments and perfect knowledge of the New South Wales coal measures appear to render him the person best qualified in the Colony for that object, to report to you upon the pamphlet in question, and at the same time to state his views upon the probable existence of oil wells in the Colony, and the localities where, reasoning from known geological facts, oil bearing basins or horizons are most likely to be found.

Permit me also at the same time to point out to you that the course I suggest will involve but a very trifling expense, and may materially assist towards the discovery of what I believe will prove to the Colony a most valuable export and article of production.

I have, &c.,
WM. FANE DE SALIS.

[Sub-enclosure.]

Wm. Fane De Salis, Esq., to W. Keene, Esq.

Dawley Court, Uxbridge,
18 March, 1866.

Dear Sir,

I duly received your letter of the 19th October last, giving some interesting information regarding the bituminous deposits as yet discovered in the Colony, and advising that you had forwarded to me, per P. and O. Company, a small package of various petroleum shales, to be delivered to Sir Roderick Murchison. This package duly came to hand, and I at once took it to the Practical Museum of Geology, in Jermyn-street, where it was placed by Sir Roderick in the hands of Dr. Percy, the analyzing chemist of the establishment, to be by him examined and reported on. I regret, however, to say that the demands on Dr. Percy's time, from various parts of the world, are so great, that when I last called at the Museum he had not yet had time to examine the specimens; so soon, however, as I receive his report, I will duly forward to you a copy. In the meantime I need only say that his present opinion is, that the samples sent were too small in size to yield any very reliable results.

The

The bituminous specimens from the Lower Hunter, Mr. Reeks, Secretary of the Museum, and myself, compared with a bituminous shale taken from mould in North Wales, where extensive petroleum distilleries are now worked, and to all outward appearance we could see no difference in the two specimens—a fact which presents encouraging features for the coal owners on the Hunter.

As regards petroleum oil and the geological conditions under which it is found in America, I have, through the kindness of Sir Roderick, obtained much interesting information, he having placed at my disposal a paper by Professor Lesley, which appeared in the proceedings of the American Philosophical Society for May, 1865. This document being printed for private circulation only, was not to be bought; as, however, it appeared to be the only paper as yet published giving any reliable scientific account of the strata in which petroleum is found in America, Sir Roderick was kind enough to give me his own copy, which I have now much pleasure to forward herewith for your perusal.

On referring to this document, you will observe that in America there are three petroleum basins or horizons, as the American geologists term them, viz. :—

- 1st. The East Kentucky basin or horizon.
- 2nd. The Pennsylvania basin.
- 3rd. The Canada basin.

The first of these oil basins or horizons appears immediately to underlie the Great Coal formation of Kentucky, which, I need hardly tell you, is several thousand feet in thickness. At Paint Creek the oil issues from the base of the coal measures out of a conglomerate corresponding to our millstone grit, and here it would appear, in the course of ages, to have filtered through, from the superincumbent coal strata, until caught by the conglomerate, which, in this locality, constitutes a liquid-bearing, impermeable formation.

2. The second basin or horizon is the most important, as comprising the well-known Oil Creek and Petrolea proper. Here geologists have been entirely misled by the unqualified statement which has gone forth, that the petroleum strata of Oil Creek belong to the Devonian series. Now, it may be true that the liquid-bearing or impermeable stratum at Oil Creek, whence the petroleum exudes when pierced by the boring rod, belongs to the Devonian series; but it should also be stated that coal measures of enormous thickness at one time doubtless existed at Oil Creek, and overlaid it, as is evidenced by the fact that the conglomerate already named, as well as the lowest seam of the Pittsburg or Kentucky coal measures, cap the range of hills which overhang Oil Creek. It is, therefore, clear that coal measures, probably as thick as those at Pittsburg on the Ohio, at one time overlaid the site of Oil Creek. These, in the course of the geological changes occurring on the surface of the earth, have been removed by denudation. The vast stores, however, of oil now extant in Petrolea, would be the drainings or distillations under pressure, resulting from superincumbent oil measures which have now disappeared,—not, however, without leaving incontestible proofs of their existence in the remains of the lower strata of the Pittsburg coal measures, which form the summit of the adjacent hills.

The correctness of these suppositions will, I think, be quite clear to you when you examine the interesting section of the Stratification of the American Continent, from Pittsburg, on the Ohio, to Oil Creek, in Petrolea, given in Professor Lesley's paper (page 61), to which I refer you.

3. As regards the third petroleum basin or horizon extant in Canada, I am in possession of no information regarding it beyond this—that the oil there is said to issue from strata of the Silurian age, and is stated to be purer and clearer than that at Oil Creek, but far less abundant. Further investigation will no doubt ascertain the true source of this mineral oil. In the meantime, I am strongly of opinion that it will appear to be derived from vegetable matter, comprised in superincumbent carboniferous deposits of a former period, now obliterated, but the vestiges of which it will be for future geologists to discover.

I may add, for your guidance and information, that, in discussing this subject with Sir Roderick, when I pointed out to him the facts that the hills at Oil Creek were capped with the strata belonging to the lowest series of the coal measures, he said it was quite possible the geologists who had as yet examined Petrolea were mistaken in terming these deposits Devonian; for that they might, and possibly did, belong to the lowest series of carboniferous limestone, and that the large fossil trees and plants stated by the *Times*' correspondent to be found at Oil Creek favored this supposition.

My object, however, in now addressing you is not to enter into any theoretical discussion as regards the origin of petroleum, or the strata in which it is deposited. I am anxious to promote the practical interests of the Colony, by placing in your hands data upon which you may form a correct conclusion with reference to the existence of petroleum in Australia, and the localities where it will most likely be found. All I have to observe in the matter is, that the geological data presented to us by Professor Lesley appear to warrant the assumption that there is a fair probability of petroleum springs being discovered in the Colony, and that we may expect that petroleum would be struck in the first liquid-bearing or impermeable horizon lying below existing Australian coal measures, or below other strata, where, in former conditions of the earth's surface, coal deposits have existed, but have been removed by denudation.

Persuaded as I am of the great importance the discovery of mineral oil would prove to New South Wales, I have forwarded to the Minister for Lands and Works a copy of this letter; and I have at the same time suggested to him that it would end much to disseminate in the Colony correct views regarding the geological conditions under

PETROLEUM.

under which petroleum may be expected to be found, if he would direct the republication of Professor Lesley's pamphlet, and at the same time invite you to report your views thereon, as also upon the probable existence of petroleum in New South Wales, and the localities where, reasoning from known geological facts, oil-bearing horizons are most likely to be found. I have also pointed out to the Minister for Lands and Works, that the publication of Professor Lesley's pamphlet would involve but a small expense, and, taken together with your report, it would constitute a most interesting as well as useful document to be presented to both Houses of Parliament, for the information of the Members of the Legislature and the public, upon what I believe will hereafter prove a highly valuable export from the Colony.

I am, &c.,

WM. FANE DE SALIS.

No. 2.

THE EXAMINER OF COAL FIELDS to THE UNDER SECRETARY FOR LANDS.

Newcastle, 4 July, 1866.

SIR,

In attention to your letter of the 25th May, 1866, forwarding me copy from Mr. De Salis of a letter he addressed to me, and which I duly received by the previous mail, I beg to communicate to you, for the information of the Honorable the Secretary for Lands, the following copy of a letter addressed by me to Mr. De Salis in reply; and which I hope will be found satisfactory.

2. The request in your letter, that I will examine and report as to the existence of similar indications in New South Wales, is engaging my attention.

3. You will observe, that I have noticed in my letter to Mr. De Salis his suggestion of the republication of Mr. Lesley's paper, and which paper I hold at your disposal, if the Government should wish to republish it in its entirety.

I have, &c.,

WILLIAM KEENE,
Ex. C. Fields.

(Enclosure in No. 2.)

William Keene, Esq., to Wm. Fane De Salis, Esq.

Newcastle, N. S. Wales,
22 June, 1866.

My dear Sir,

Your letters of March 18th and 26th duly reached me by the mail of last month.

2. Your *resumé* in your letter of the 26th, of Professor Lesley's paper on Petroleum, and your observations thereon, place before me the American deposit, and their resulting springs, in a very clear light, and will at once facilitate my researches here.

3. The season is very unfavourable for field work at present, and I am somewhat overburdened with work, which can only be done by myself, but I will examine in the next summer the deposits and outcrops which I know to exist over a great extent of country, with a view to research for oil springs, and will report the work when done.

4. I do not think that the Government will reprint Professor Lesley's paper, but in any case, I will bring into my report such parts of Mr. Lesley's paper and sections, as I may find applicable to our own case, and in illustration of it.

5. Map and sections of my own examinations shall also accompany my report, and I beg you to accept my best thanks for having sent me Mr. Lesley's paper, and I am very sensible of Sir Roderick Murchison's kindness in having given it to you for that purpose.

6. The Hartley Kerosene Works have sent oil to market, and the oil is approved of by those who use it.

7. I shall send large specimens, pillars of coal, to the Paris Exhibition, which I hope you will see, and if I can open the Inganee Seam formerly worked on your land, and send some coal from it, I will do so.

I have, &c.,

WILLIAM KEENE.

No. 3.

THE UNDER SECRETARY FOR LANDS to W. F. DE SALIS, Esq.

New South Wales,
Department of Lands,
Sydney, 16 July, 1866.

SIR,

With reference to your letter of the 20th March last, respecting a paper by Professor Lesley, containing a scientific account of the strata in which petroleum is found in Kentucky and Pennsylvania, I am directed to inform you, that, as suggested by you,

you, the matter has been referred to Mr. Keene, Examiner of Coal Fields, for his report, as to the existence of similar indications in this Colony, and that it is now receiving his attention.

2. I am to add, that for the reasons stated in Mr. Keene's letter to you of the 22nd ultimo, of which he furnished this Department with a copy, the Secretary for Lands does not consider it advisable to republish Mr. Lesley's pamphlet, as proposed by you. See enclosure to No. 2.

I have, &c.,

MICL. FITZPATRICK.

No. 4.

THE UNDER SECRETARY FOR LANDS to THE EXAMINER OF COAL FIELDS.

Department of Lands,
Sydney, 16 July, 1866.

SIR,

In acknowledging the receipt of your letter of the 4th instant, forwarding a copy of a communication addressed by you to Mr. W. F. De Salis, relative to the pamphlet by Professor Lesley, which contains an account of the strata in which petroleum is found in Kentucky and Pennsylvania, I am directed to inform you that, for the reasons stated in that communication, the Government do not consider it advisable to reprint the pamphlet alluded to, as proposed by Mr. De Salis, to which effect that gentleman has been apprised.

I have, &c.,

MICL. FITZPATRICK.

No. 5.

THE UNDER SECRETARY FOR LANDS to THE EXAMINER OF COAL FIELDS.

Department of Lands,
Sydney, 7 December, 1866.

SIR,

An order having been made by the Legislative Assembly for copies of the correspondence that has taken place between the Government and W. Fane De Salis, Esq., respecting the evidence of petroleum in New South Wales; as also for the pamphlet (therein referred to) by Professor Lesley, explanatory of the geological formation of petroleum, I am directed to request that the pamphlet in question, which is at present in your possession, may be forwarded to this department when you can conveniently spare it.

I have, &c.,

MICL. FITZPATRICK.

No. 6.

THE EXAMINER OF COAL FIELDS to THE UNDER SECRETARY FOR LANDS.

Newcastle, 26 April, 1867.

SIR,

I have the honor to forward herewith the pamphlet containing Professor Lesley's report describing "the method of the existence of the petroleum in the eastern coal field of Kentucky," a summary of which will be found in the copy of the letter of the 18th March, forwarded by Mr. De Salis to the Honorable the Secretary for Lands. See enclosure to No. 1.

2. I also annex copy of a report received from Mr. De Salis of the examination of Australian coals for their oil producing qualities; but as this examination and analysis was made from small hand specimens, sent by me to Sir Roderick Murchison without any view to analysis, the results must not be looked upon as entirely reliable for operations on a large scale.

3. We owe much, however, to Sir Roderick Murchison, and to Mr. De Salis, for having taken sufficient interest in the specimens sent to have had them examined at the London School of Mines.

4. A further letter from Mr. De Salis, under date of the 18th July, 1866, gives particulars of a visit he had made to the Coal Basin of the south of France, with the special object of examination of the petroleum deposits in situ.

5. I am well acquainted with the most important bituminous deposits of the south of France, and have visited the mines of St. Etienne.

6. At Luxe, in the department of the Landes, near Bayonne, there is a considerable bed of bitumen, and at Bastenne, a few miles distant from Luxe, the finest liquid bitumen has been obtained, and abundantly supplied to London for the various purposes to which it is applicable. I send you specimens taken by myself from both these localities, and that from Bastenne shows unmistakably that the bitumen is derived from animal

animal molluscous life; but these bitumens occupy a very different geological position from the described American deposits, as well as those of New South Wales. They are in the cretaceous beds, high above the coal measures, but this only proves that we may look for bitumen through a great range of deposits; and I believe that we may find bituminous shales, and brown oil coals in any of the series of the seams we have now in work in New South Wales, from the highest to the lowest of the beds. The brown petroleum coal of Hartley, and the rich oil shales of American Creek, Wollongong, are in the upper measures, whilst at Burragorang there are two very distinct deposits, one nearly at the base, the other in the uppermost beds of the carboniferous series. At Colly Creek, Liverpool Plains, the brown cannel belongs also to the lower beds, rendered accessible by the upheaval of the igneous rocks, but I have as yet seen no indication of an oil spring. Many appearances which have been pointed out to me, or I have myself found, proceed from a film of coloration of the water surface by iron, mistaken in appearance for oil.

6. Believing, as I do, that the knowledge of the uses to which mineral oil can be applied, is yet in its infancy, and that it is destined to play a large part in the operations of industry, it must be satisfactory to us to know, that although we do not possess springs, we do possess the means of producing the oil to an unlimited extent.

7. To excite to the discovery of mineral springs, I respectfully suggest that research be encouraged by the offer of a reward for the discovery of any spring, proved to produce crude oil, at the rate of from 50 to 100 gallons per 24 hours.

8. I have the intention of visiting several localities where oil shales, coal, and perhaps springs may be found. I had planned to carry out this intention in the course of last year, but the work with which I was charged, first for the Melbourne, and then for the Paris Exhibitions, prevented me from doing so, for it required incessant and personal superintendence to prepare such exhibits as would fairly represent our wealth in coal and its accompanying minerals. This labour was followed by a severe illness, from which I am now recovering, and I hope to resume my examinations very shortly. I will report the result for the information of the Honorable the Secretary for Lands, with such plans and sections may be needful in explanation thereof.

I have, &c.,

WILLIAM KEENE,
Examiner of Coal Fields.

[Enclosure No. 1.]

EXTRACTS from the Proceedings of the American Philosophical Society.

MR. LESLEY took occasion, in presenting this communication of Mr. Sheaffer, to describe the method of the existence of the petroleum in the eastern coal-field of Kentucky, which he had lately visited.

The whole surface of that part of the state of Kentucky, watered by Paint Lick Creek and its tributaries, is a mass of hogback ridges, sharp conical hilltops, and profound rock gorges with steep or vertical walls, bordered by a broken highland of coal measures. The highest hilltops of which are about 700 feet above the beds of the deepest gorges, or cañons.

The wildest and most beautiful scenery meets the eye at every turn; long walls of rock, with their edges against the sky; extraordinary piles of pulpit-rocks, standing isolated at the junction of two streams; overhanging tablets of sandstone, two hundred feet long, and thirty feet thick, projecting twenty feet beyond their supporting cliffs, and a hundred and fifty feet above the spectator's head; dark forest gorges, heading up in caves, over the roofs of which fall high cascades; and in the decomposable faces of the cliffs, bear dens, and robber-caverns, and pit-holes of all sizes, sometimes so numerous as to give the traveller the impression that he might make out old inscriptions, with a genuine meaning in them, if he tried.

From the disintegration of this world of friable sandrock, from the slow cutting of the waters of all the forks of Paint, down through from 200 to 250 feet of such strata, in the lapse of geological ages, have come the incredible quantities of loose, yellowish sea-sand, which form the terraced banks of the Sandy River, fill up its valley-bed, and give to it its name.

There are other similar sandrocks,* running horizontally through the hill sides, higher up in the coal measures, and forming crags and cliffs, caves, tables, pulpits, and ship rocks, of the same picturesque pattern; but they are comparatively thin, and of small account compared with the vast stratum through which the cañons of the Upper Paint waters have been excavated, as the cross section (Fig. 1) will best show. Nothing

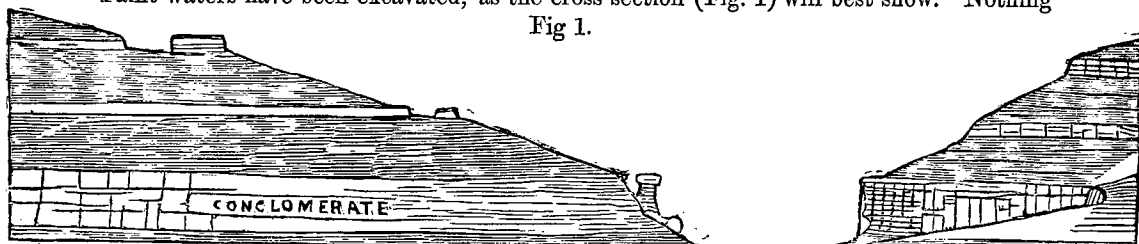


Fig 1.

* On Low Devil Creek, a head of Red River, at the 236th mile of the Base Line Survey, and therefore 50 miles west of Paintsville, the Tionista (Freeport?) Sandstone lies 80 feet above the Conglomerate, and is well filled with plant impressions, and has thin coal-seams wedged in between its layers. S. S. Lyon. iv, p. 532.

in fine, is more remarkable about these waters than the absence of boulders and fragments of rock in the beds of the ravines, the smoothness and gentleness of the main streams, and the incredible abundance of sea-sand; and that these features should coexist with the presence of lofty cliffs on every side, from which it would naturally be expected that thousands of fragments would fall and encumber the slopes. But, on the contrary, the homogeneous and friable nature of the strata has permitted the ordinary meteoric agencies, rain, frost, sunshine, and wind, to wear them down piecemeal, powdering up whatever *débrâcle* occasional uncommon storms might produce, and passing off the entire *débris* into the lower country of the Sandy and Ohio rivers, for there is no evidence that glacial action has ever had a hand in forming this topography.

The *Coal Measures* of the Paint Lick country contain at least four coal beds; one of them underlying the conglomerate, and the others overlying it. They are none of them large, but they will serve the purpose of local consumption; and when fully explored may prove to be much larger and better than is now known, for the country is in so wild and undeveloped a condition, and the coal beds of the Lower Coal Measures, to which these beds belong, are so variable, that they may be expected to present different aspects of size and quality on every different hillside.

The following scheme of the beds, showing their Kentucky and their Pennsylvania names in opposite columns, will be useful to enable one to understand them without confusion:—

TOP HILL SAND ROCK = THE MAHONING SANDSTONE.

Coal No. 4 = Pomeroy Coal = Upper Freeport Coal.
Coal No. 3 = Coxes's W. Liberty = Lower Freeport Coal.

MIDDLE SAND ROCK = THE FREEPORT SANDSTONE.

Coal No. 2 = Main Peach Orchard = Kittanning Coal.
Coal No. 1, C = Clarion Coal.
Coal No. 1, B = Wheeler's? = Brookville Coal.
Coal No. 1, A = Tionista Coal.

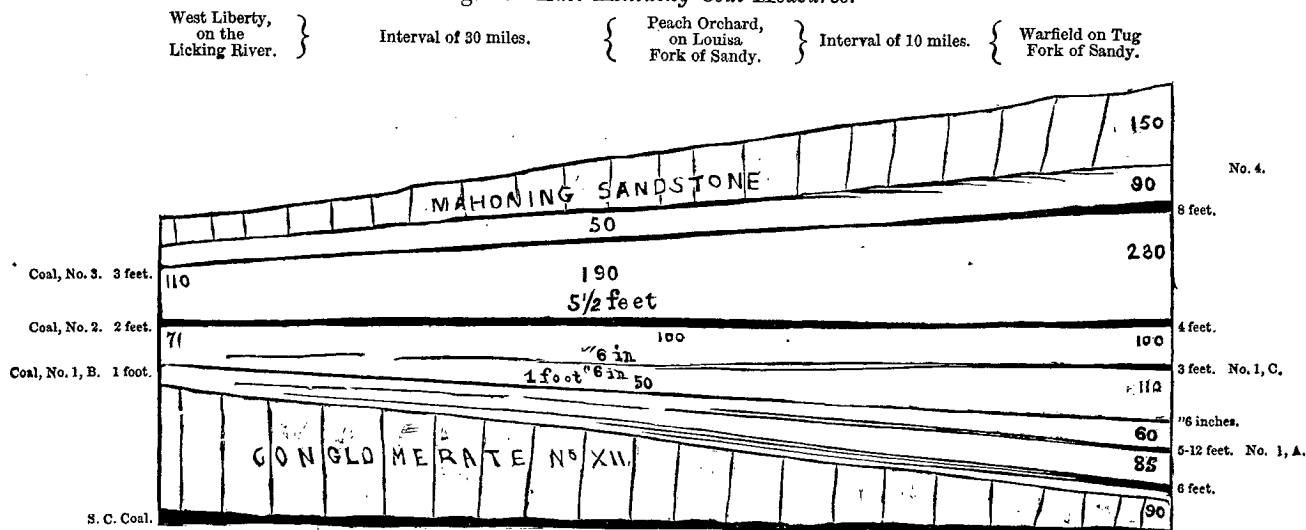
MILLSTONE GRIT = No. XII = THE GREAT CONGLOMERATE.

Coal Sub-conglomerate = No. XI. Coal.

A few of the hills, being capped by the Mahoning Sandstone, contain all seven of these horizontal layers of coal; but the majority of the hills are only high enough to take in Coal-bed No. 2, the Kittanning bed.

It seems to be well made out, especially by the labours of Mr. Lesquereux, that the coal measures become thicker, and the coal-beds larger and farther apart, as one pursues them from the Licking Waters, in Magoffin and Morgan Counties, eastward, across Paint Creek, Jenny's Creek, and Louisa Fork, towards Tug Fork and the Virginia country. The accompanying diagram, Fig. 2, gives three of Lesquereux's comparative sections; one at West Liberty; one at Peach Orchard, on Louisa Fork; and one at Warfield, on Tug Fork of Sandy.

Fig. 2.—*East Kentucky Coal Measures.*



The main coal of the Peach Orchard Mines, $5\frac{1}{2}$ feet thick, seems to be the same bed with that mined on Paint Lick Creek, Wheeler Branch, a mile or two west of Paintsville, at an elevation of 195* feet above the creek, 4 feet thick (without parting slates), and dipping locally 2° towards S. 80° E.

About the other beds we know absolutely nothing at all, except that one or more of them becomes of great size (6 to 10 feet thick) in the neighbourhood of Prestonburg.

The *Sub-conglomerate Coal*, which is a respectable 4-foot bed in Middle Kentucky,† crops out all along the foot of the conglomerate cliffs, in the cañons of Upper Paint Lick waters,

* Kentucky Reports, vol. i, p. 210.

† See Joseph Lesley's Report in Kent. Rep., vol. iv, p. 474. The bed near Proctor, Owsley County, is 42 to 50 inches thick, and is one of a system of Sub-carboniferous Coal Measures, consisting of five (5) beds.

waters, just above water-level, and of variable thickness, being sometimes only a few inches thick, sometimes yielding two feet of coal, and sometimes showing an outcrop of mere black slate, three or four feet thick.

This is, perhaps, the 6-inch bed of coal which the three wells at Lyon's Steam Mill, at the mouth of Open Fork, are said to have passed through, not many feet beneath the water-level; but I think it more probable that it is a second and lower bed belonging to the sub-conglomerate system, but of still less practical importance.

A bed of Iron Ore (blue carbonate of iron) everywhere accompanies the coal and black slate just under the conglomerate rock. But this, also—although well developed in Middle Kentucky—seems to be of small importance on Paint Creek. Near the Lyon Well I saw it as a stratum of balls, 2 to 4 inches thick, enveloped in shales, and lying about 5 feet below the bottom plate of the conglomerate.* The shales are themselves ferruginous, and bog iron-ore springs issue from the edge of the stratum, in many places, forming puddles of yellow slime, which the people call sulphur, but which is merely iron rust, commonly mixed, also, with oil.

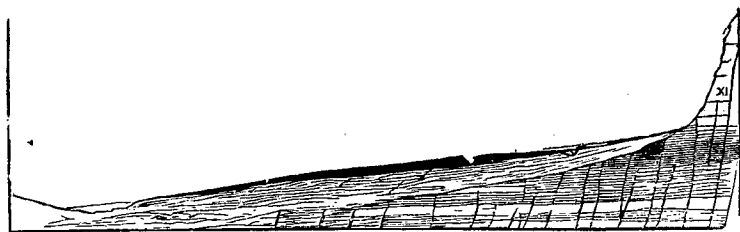
There are two other places for iron ore in the series, but they have not been explored in this neighbourhood. The *Buhrstone ore* of Clarion and Venango Counties, in Pennsylvania, and of the Hanging Rock Region of Ohio, and of Grayson and Carter Counties, in Kentucky, ought to come in between Coal-bed No. 1, C, and Coal-bed No. 2; but the Kentucky geologists conclude, from their observations, that this remarkable deposit did not extend itself so far south in this direction.

Another bed of iron ore, however, exists on the hills on the east branch of Jenny's Creek, which probably spreads itself more or less through all the hills of the country. It underlies 30 feet of sandstone and 2 feet of shale; and it consists of a roof of pyritiferous sandstone, 8 inches; black bituminous shale, 1'10; iron ore, 2 to 4 inches; coal, 2'6; underclay, 1 foot.† The inclosure of the iron ore between two bituminous beds is not favourable to its quality. This is probably the same ore stratum which underlies the Top Hill Rock (Mahoning Sandstone), on the Licking waters,‡ and the Red River branches, where it is from 18 to 29 inches thick, and of good quality.§ The situation in the series is precisely that occupied by the Summit Ore stratum of Armstrong County, in Pennsylvania. It deserves to be carefully studied.

Petroleum is the mineral that excites most interest at present in all this region, and the shew which it makes upon the surface is extraordinary. It issues in numerous places from the base of the cliffs which form the walls of the cañons, through which flow the main Paint and its many branches. It saturates the slopes and banks of loose sand. It flows off, when the sand is stirred with a stick, as a shining scum upon the surface of the stream. It has been caught against booms and barrelled for sale. It unites, also, with the sweepings from the sub-conglomerate ore and coal shales, and forms slimy ore bogs and muck heaps, where the base of the conglomerate is at any greater height than usual above the waterbed, and the slope from it is, therefore, longer than usual. Such is the case at the Old Oil Springs, on the north line of the May & Ross Survey, where it crosses the Oil, Little or South Fork of Paint; and again 200 yards lower down, at Pendleton's Oil Spring.

A black reservoir of tar-like oil here occupies the centre of a sloping bog, and is kept always full from a spring at its upper limit, near the top of the slope and the foot of the cliffs, about 20 feet above the level of the stream. Figure 3 shows the conformation of the ground; *a*, the spring; *b*, the reservoir; *c*, the bed of Paint Creek.

Fig. 3.—The old Oil Springs, Paint Creek, Kentucky.



A mile further down the stream, but on the opposite or right bank, and apparently 35 or 40 feet above the water, on a steep slope, close under projecting cliffs, is a similar spring, which has not produced any extensive bog, for want of a level receptacle, but which has yielded "large quantities" of oil in past years, and from which the petroleum continues to run slowly all the time. Fig. 4 shows the contour of the ground and the overhanging cliffs, at two places near the spring.

Three miles further down the stream, and within a mile or less of its junction with the North or Open Fork, at Lyon's Well, the oil is to be seen coming from the edge of the coal and ore-shales, just under the cliffs, which here tower to an amazing height, especially upon the west, or Emigh Survey side; the survey cornering upon the stream close by, at a stump, at the mouth of a little run. Fig. 5 represents, in a formal manner, this section, and a pile of conglomerate crag, called the Crow's Nest, between one and two hundred feet high, wonderfully tower-like and regular, opposite.

There

* Some charlatan had given the neighbours to believe that it was an ore of platinum. Just as Owen describes "the Swift mine" of silver near the Tennessee line, as turning out, on examination by him, to be merely dark grey kidney clay ironstone. Vol i, p.222. In Estill County, the ore varies from 7 to 24 inches, but rests directly on the sub-carboniferous limestone. Vol. iv, p. 471.

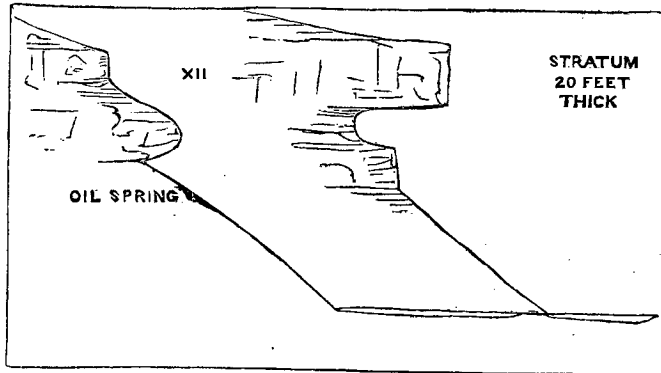
† Lyon's Report, vol. iv., p. 543.

‡ Idem, p. 538, 537.

§ Idem, p. 535.

There are here, immediately underneath the lowest plate of conglomerate (20 feet thick), 5 feet of shales, then 2 feet of yellow sandstone, then $1\frac{1}{2}$ to 3 inches of ball ore,

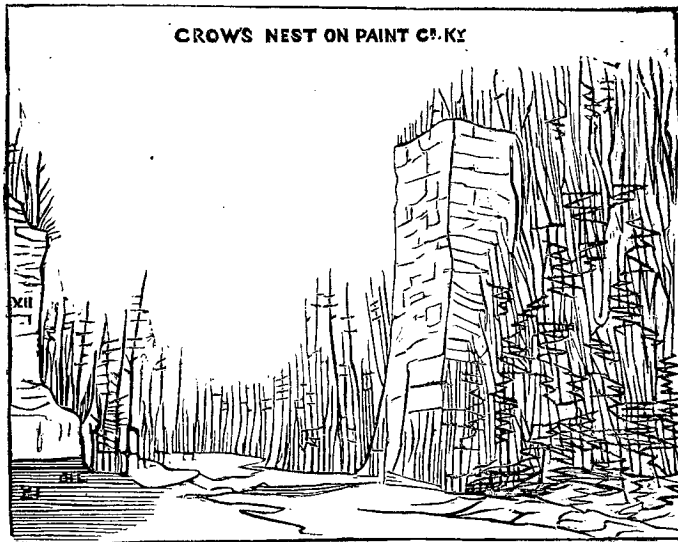
Fig. 4.—On Little Paint Creek, Kentucky.



then black and blue slates to the creek level. A mile or two up the creek, and perhaps half a mile above the mouth of the Mine Fork, there are in these black slates two distinct beds of coal, 6 feet apart: the upper 10 inches, the lower 24 inches thick; and oil flows from them continually in small quantities. The extraordinary erosion of these valleys could not be studied anywhere to better advantage than at the junction of the Mine Fork with the South Paint. The topography is exactly reversed. The nose of rock making the fork, itself one of the most romantically picturesque piles of pulpit rocks to be found in the United States,* points up stream instead of down, the tributary Mine Fork meeting the main stream fair in the face. (Fig. 6.)

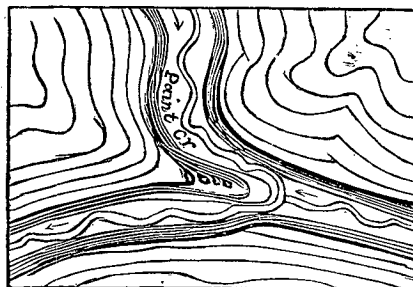
From the Crow's Nest down to the Lyon Well, and further on down the Main Paint, the same appearances repeat themselves. Here are to be seen the old "stirring places," where, before the rebellion broke out and put an end to all manner of trade in Kentucky, Mr. George and others collected oil from the sands, by making shallow canals one or two hundred feet long, with an upright board and a reservoir at the lower end,

Fig. 5.



from which they obtained as much as two hundred barrels per year, by stirring the sands with a pole. The same method has been employed, with like success, as far down Paint

Fig. 6.



Creek as the cliffs continue high; that is, to within six or eight miles of Paintsville.

At

* I have given the crag at this point the name of the Propylon, because of its remarkable likeness to that feature of Egyptian architecture.

At Davis's, where the road crosses Paint Creek, just below the mouth of Little Glade Run, and in the midst of the finest cliff scenery,—the conglomerate being here 230 feet thick, and the streams flowing at the bottom of it, between long straight vertical walls,*—the black petroleum is perpetually welling out, not only from under the conglomerate, but from crevices in the bare faces of the rocks, and accompanied, as elsewhere, by yellow peroxide of iron. In the holes scooped out of the sand and mucky banks of the run, the oil rises visibly to the surface in clots, looking not unlike dead tadpoles, which, slowly forming discs, widening and uniting with each other, and covering the puddles with an iridescent coating, flow off into the stream. The painted water is no curiosity, for we have been familiar with it as a guide to coal-beds, and especially to the sub-conglomerate ore-bed of No. XI, these many years, although we never suspected its connection with petroleum; but the clots of black petroleum are very curious and characteristic.

It is evident, from the description given above, and the same description will answer for a large number of similar springs in the numerous gorges through which the Licking waters find their way westward into the Blue Grass country of Middle Kentucky, that the petroleum of the oil springs of Paint Creek has had its home in the great conglomerate at the base of the coal-measures; *still has*, we may say; for it is still issuing, in apparently undiminished quantities, from the same. How it came to be originally packed away there; how long a time it has lain there; how much of it has managed to sink slowly down through the mass, and collect itself as a layer at its bottom level, just over or in the ore and coal-shales; how much of it still remains disseminated through the mass; how recently the streams have succeeded in cutting down their cañons to the bottom of the sand mass, so as to afford an exit for that proportion of the petroleum which had there collected to begin its escape; how far the petroleum, in its downward progress, has passed through the ore and coal-shales, and has found still lower horizons to stop it, and is there waiting for the oil-well borers to come and give it issues to the surface; and to what extent, on the other hand, the deeper and older petroleums (of which I shall speak hereafter) have found fissures from below, up which to ascend to mingle with this petroleum of No. XII: these are questions of the greatest practical importance, which no one, so far as I know, has distinctly stated; and they can only be fully answered after long practical investigation.

A conglomerate age or horizon of petroleum exists: this is the main point to be stated. It must be kept in view apart from all other ages or horizons of oil, whether later or earlier in order of geological time. I have no doubt that some of the petroleum flowing or pumped from old salt wells in South-western Pennsylvania comes from this horizon of No. XII. The rock itself is full of the remains of plants, from the decomposition of which the oil seems to have been made. I noticed in the great rock pavement, at the Lyon's Well, over which the creek water flows, many sections of tree branches and stems, mashed flat, each section being, say 6 inches long by $\frac{1}{8}$ inch wide in the middle; and when a jack-knife was thrust down into the slit, so as to clear it of mud, the black tarry oil would immediately exude and spread itself over the water. A pointed hammer spalling off flakes of the rock on each side, shewed not only that the slit itself was full of thick oil, but that the whole rock was soaked with it, except along certain belts (an inch or less wide and very irregular), which, for some unexplained reason, remained free from the oil.† Similar specimens of "oil-rock" were obtained in other parts of the valley, and may be got almost anywhere. Mr. Lyon was so much impressed with the quantity of petroleum thus held permanently by the sandrock itself, apart from the immediate presence of the plants, that he actually erected a powerful rock-crusher, and sunk a shaft, by blasting 38 feet, intending to drift in the directions in which he found the saturation to prevail, and to distil the rock after it had been reduced to powder. Of course such a project was most unprofitable; but it well illustrates the abundance of the petroleum held by the friable sandrock. Some of the great blocks of rock which have fallen from the cliffs too recently to be as yet decomposed, are literally full of the marks of the broken macerated driftwood of that period. For hundreds of square miles this vast stratum of ancient sea-sand is a thick packed herbarium of coal-measure plants. My brother, in his report of the counties further west, writes:—‡ "Thin streaks of coal are jammed in between the layers of the base of the conglomerate, and even inlaid in the heart of the solid rock, all along the line." But if the loose sands of the banks of Paint Creek, derived, as they are, from this sandrock, can at the present day receive and retain vast quantities of petroleum, in spite of the perpetual washings to which they are subjected, we can easily conceive of the wide, flat sandy shores of the coal islands of the ancient archipelago of the coal era becoming completely charged with the decomposed and decomposable reliquæ of both the plants of the land and the animals of the sea.

The conglomerate is very irregular in its internal composition, or "false-bedded," even to angles of 15° or more. Instances are given below, taken from near Davis's House.

* Some of the walled sides of the Little South Fork of Red River are said to be impracticable for seven miles, where it is walled in, nearly perpendicularly, to the height of 200 to 300 feet without a break. The head of the Hotel branch of Graining Block Creek terminates abruptly against a cliff 250 feet high, the chasm being about the same width.—S. S. Lyon's Report, K. R. iv, p. 531; 229th mile Base Line Survey.

† My specimens still show this very remarkable peculiarity, although I have had them in a dry, warm room for weeks.

‡ K. R., vol. iv, 1853, p. 454.

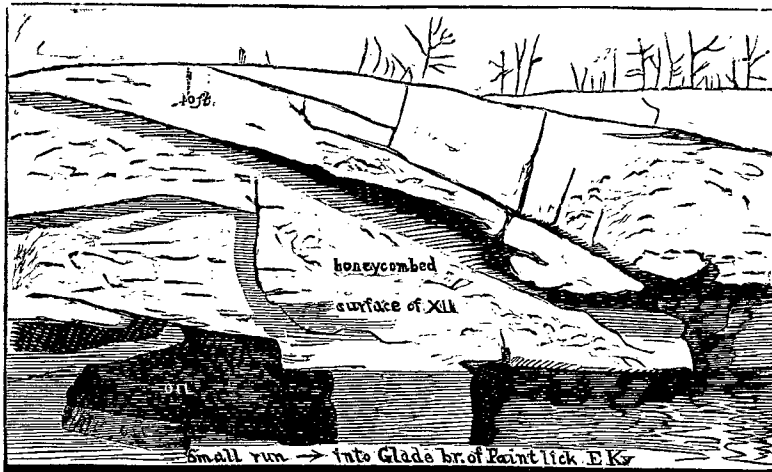
House. Under the rock, in Fig. 7, Davis's principal oil spring issues, as shewn in Fig. 9;
Fig. 7.



it formerly oozed from *x*. The whole lower, shadowed, or overhung portion of the rock, in Fig. 8, exudes oil from its false-bedding joints, as if these surfaces had received and preserved an extra quantity of the organic matter.

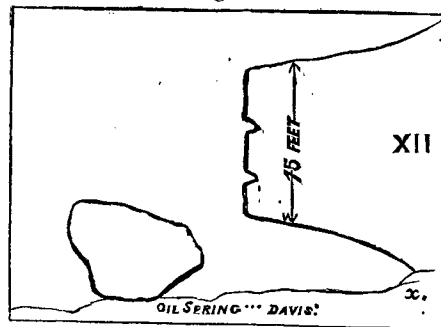
The conglomerate is, however, still more irregular in the thickness of the whole mass, as was demonstrated on a large scale in 1857 and '8, by Joseph Lesley's survey of the west edge of the coal area, from the Ohio River to the Tennessee State line. He carefully measured the thickness of the sandrock No. XII, and the shales below it, No. XI, in every county through which the survey passed. On the Ohio River, XII is 90 feet thick, over a few shales, with a thin coal-bed. On the North Fork of Licking, XII is 150 feet thick, over only 8 feet of shales, "with a well-defined bed of iron ore and a foot of coal." On Miner's Fork, 148 feet of XII lies directly on the limestone. In Estill County, XII is 196 feet, over 50 feet of XI shales, with a workable ore-bed and 27 inches of coal. At Standing Rock, XII is 210 feet, over 50 feet of XI. From this on,

Fig. 8.



southwards, XII is never over 80 feet thick, while the XI shales increase to 225 feet with two workable and three thin coal-beds, with three distinct ore shales.* At Proctor XII is only 60 feet, while the XI shale mass is even 296 feet thick.†

Fig. 9.



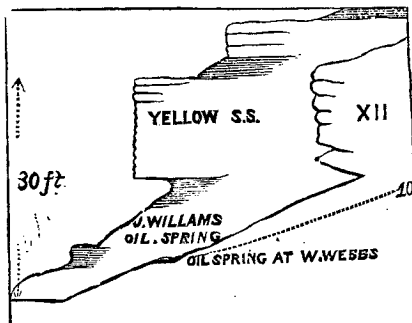
Now, I measured the cliffs on Paint Creek in many places, and found the most striking variations. At Davis's, XII is 230 feet thick, the whole of it visible, in a wall composed of two members. Sometimes an upper unbroken wall, of 50 or 60 feet, is retired a little behind the lower and still more massive wall, which rises directly from the bed of the stream. I shall allude to this division afterwards. But the bottom plate is distinctly seen at the water, and the top plate forms perfectly level overhanging eaves to the gorge, on both sides. Only four or five miles above Davis's, at Wash. Webb's fording, the top plate of XII is only 85 feet above the water, and an oil spring issues 10 feet above the water, from under what seems to be the lowest member of XII, 30 feet thick, for at James Williams's opposite, shales and oil appear. (See Fig. 10.) At Lyon's place, at the mouth of Open Fork, two or three miles above Webb's, the top plate of XII is 140 feet above the

* Kentucky Report, vol. iv, p. 454.

† Idem., p. 478.

the creek; and although the water runs over sandrock, yet shale is struck a few feet down in the well, and the sub-carboniferous limestone at a lower depth; while the rocks are normally horizontal up stream, and the ore and coal shales of XI are visible half a mile distant in that direction. I have not the least doubt of the rapid variability of No. XII. And this accounts for the great variations in the aspect of the valley at different places,

Fig. 10.



the appearance and disappearance of cliffs, the commencement and termination of cañons, and the alternate ascent and descent of the margin of arable land upon the hill sides above.

Oil wells, then, if bored in the Paintsville country, or in the upper parts of the valleys of the Paint Creek waters, on the Lewis Survey, cannot calculate on any fixed thickness of No. XII to go through. They may find this mass of sandrock 50 feet thick or 250 feet thick; and the difference must materially affect their production of oil, supposing the oil to reside in this sandrock, or to be collected at its base.

The division of No. XII into two numbers is also important, because this ought to give two horizons of petroleum instead of one.

It is remarkable that, all through Pennsylvania, the Conglomerate No. XII shews a tendency to subdivision into two or more massive sandrock members, separated by somewhat softer or even soft shaly formations. It is evidently a general feature of its character, produced by some universally acting undiscovered cause. But one of its defects is to establish a second line of oil springs at a much higher elevation in the cliffs than the one I have been describing. At Davis's, where the upper member of XII is retired a hundred yards or so at the top of an intermediate slope, the oil is said to exude at all times as abundantly from the base of this upper member as it does from the base of the lower member. This is at an elevation of at least 150 feet above the creek.

So also, under the numerous cascades which the top plate of the upper member of XII makes, for miles up the valley, there are similar exudations, as if the top member was charged, like the bottom member, with petroleum.

Lower horizons of petroleum.—Under the country of Paint Creek and the Licking waters lie the rocks of the Devonian system, the upper part of which is the well-established horizon of the N. W. Pennsylvania oil, and the lower part of which is the equally well known horizon of the Canada and Michigan slate oil. If we can get, therefore, the thickness of the measures between the bottom of the Conglomerate No. XII and the top of the Devonian formation, and also the thickness of the Devonian formation itself, we can approximate to the calculations of the normal depth of oil wells, if bored to reach, first the Pennsylvania oil, and secondly the oil of Canada.

This, then, is the first question:—How deep should the Lyon Well, or the Hinckley Well, or the Spradley Well, or any other well starting from the bottom of the conglomerate, descend, to strike the upper face of the Devonian sandstone; and how much deeper must it continue to go to reach the blue limestone on which the Devonian system rests? When this first question is answered, it does not follow that the oil will be struck at precisely those places in the Devonian system at which it is struck in Pennsylvania, Virginia, or Canada; for that would depend on the continuance, over immense distances, of certain individual oil-bearing rock members of that system. Thirdly, the quantity of oil at any such level will be a local peculiarity, dependent originally on the local abundance of organic matter, both animal and vegetable; and, secondarily, on the local thickness, coarseness, and general fractured condition of the oil-bearing rock.

To answer this question, it is necessary to state the order of the formations, as follows, descending:—

- XII. Conglomerate sandrock.
- XI. Sub-conglomerate or lowest coal measures.
- XI. Sub-carboniferous limestone.
- X. Upper Devonian (Catskill), white sandstone.
- IX. Upper Devonian, red sandstone and shales.
- VIII. Middle Devonian (Chemung), clay sandstones.
- VIII. Lower Devonian (Portage) (Hamilton, and Upper Helderberg), olive shales and black slates, viz:—
 - Genessee slate.
 - Tully limestone.
 - Hamilton slate.
 - Marcellus slate.
 - Corniferous and Onondaga limestone.
 - Scoharie grit.
 - Cauda—Galli grit.

VII.

VII. Oriskany sandstone.

VI. Upper Silurian (Lower Helderberg), limestones.

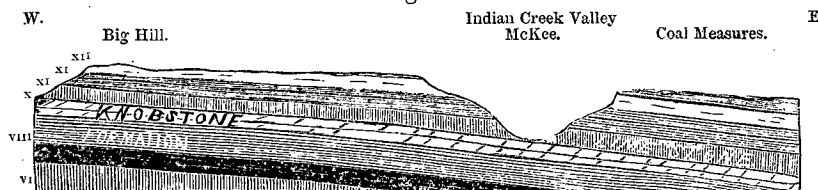
Onondaga Salt Group.

Galt Group.

Niagara Group.

V, IV, III, II, I, it is not needful here to specify. Enough has been said, perhaps, respecting the conglomerate, and respecting the No. XI ore and coal shale system under it. No. XI limestone is the next important formation to consider. Just the reverse of No. XII and the other sandstone formations, which have their greatest thickness along the Atlantic seaboard, this "sub-carboniferous limestone" of the Great West, *thins away eastward* (or north-eastward) almost to nothing; is scarcely 10 feet thick where it enters Maryland, and not two feet thick in Eastern Pennsylvania. But in Southern Virginia it is quite large, and in Middle Kentucky it is twice as thick as No. XII, but, like it, subject to great variations. Only 70 feet thick on Tygert's Creek, in Greenup County, on the Ohio River, it increases to 400 feet in Clinton County, on the Tennessee State line. It is composed of alternating white, grey, and buff-coloured layers of rock, varying in quality from the most argillaceous claystone to the purest limestone. Its lowest strata contain, in many places, large dark green flint pebbles, which seem to have been extensively quarried by the aborigines. Traces of lead are found through its centre beds. The drainage through it is peculiar. The valleys excavated in it are dish-formed, broad, and shallow, and rarely have streams flowing through them; for the waters of the springs above are carried down through sinkholes and cracks in the cavernous limestone, and after reappear only to plunge again and again before they finally gush out in copious, clear, and never-failing springs, along the junction of its base with the next underlying knobstone formation, near the mouths of the valleys as they open towards the Blue Grass country. We have thus valleys which are technically dry, the bottom being a mere series of dry, crater-shaped holes, where cattle graze.* In Bath County (70 miles west-northwest of Paintsville), the valleys are terraced with two lines of springs, an upper line of warm soft water coming from the coal shales under XII (85 feet thick), and a lower line of cold hard water, issuing from the base of the XI limestone,† 140 feet thick. In Powell County (60 miles west of Paintsville), the limestone is thick and cavernous; sinks and caves are seen on every hand; the cavern roofs fall in and let down the upper ore and coal measures, so as often to balk the miners of their bed, over large areas.‡ On Rock Lick and War Fork, in the north corner of Jackson County (about 45 miles W.S.W. of Paintsville), the great thickness of both the XI shales and the XI limestone will be apparent from the following section: §

Fig. 11.



It might be argued that this limestone formation is not itself much, if any, concerned in the question of oil, from the fact that the formation is absent in the oil districts of the Ohio River on the Pennsylvania State line; as well as from the fact of its clayey and cavernous constitution, no oil horizon being as yet known in common clay rocks, nor any positive proof having been yet afforded of its collection in caverns so extensive and communicative, and so well drained as those which characterize this formation. But, on the other hand, it may be urged: 1, that we do not know to what extent the formation of caverns in it may be confined to the belt of country in which its outcrops permit the cavern-producing waters to escape with their dissolved material; 2, that the Rathbone Well, in Virginia, 700 feet deep, and the Lyon Well, now to be described, both penetrate the limestone, and find in it flows of oil; and its crevices may, therefore, in some regions, play the part of the crevices in the sandrocks which yield petroleum; and, 3, that it is crowded with animal organic forms, as can be seen from the following section, copied from Mr. Lyon's Report, K. R., vol. IV, p. 528:—

Section obtained on the 218th mile of S. S. Lyon's Base Line.

	Feet.
XII. Thick, remarkably false-bedded, fine sharp grit-rock	10
„ Thin-bedded, sharp grit-rock	11
„ Whitish sandy shales	22
XI. Ore beds; and gray shales	2
„ Thin-bedded, buff limestone, <i>indistinct fossils rare</i>	8
„ Thin-bedded, earthy limestone, <i>Retepora, Archimedes, Pentremites</i>	2
„ Thick-bedded drab-limestone	13
	XI.

* Copied, in substance, from J. Lesley, Ken. Rep., iv, 452.

† Idem, p. 466, 467. See, also, the description under the head of Rockcastle County, page 482.

‡ Ken. Rep., iv, p. 472. Between Roundstone Creek and Kentucky River Valleys, in Rockcastle County, where the conglomerate XII is very thin, and only in fragments on the upland, a remarkable number of holes occur in it, only to be accounted for by reference to the cavernous nature of the underlying limestone, on which it almost immediately rests, the shales of XI having run down from 240 to 40 feet. The No. XI limestone measuring variously 115, 145, 182, 220, and 240 feet, the last in the south-east corner of the county. The "cavernous" member of XI is described as being about 100 feet down from the top of the limestone. I think it possible that the downthrow (of XII) of 150 feet at Davis's Fording may be due to the same cause.

§ J. Lesley, K. R., iv, p. 481.

	Feet.
XI. ? Aluminous and calcareous shales	10
" Flaggy, whitish oolite limestone; large <i>Pentremites pyriformis</i> ...	10
" Soft earthy buff limestone; irregular angular fracture	11
" Semi-oolitic crystalline limestone, producing red soil	22
" Rough concretionary blue-grey limestone	10
" Grey limestone with buff-coloured segregations	2
" Bright buff earthy limestone; no fossils	4
" Irregular thin green-grey; no fossils, few chert beds at the top...	24
" Thick-bedded semi-oolitic limestone; top, no fossils, segregations and beds of green flint; lower part, <i>Pentremites</i> , <i>Crinoidea</i> , <i>Bellerophon</i> , <i>Fish</i> ...	22
" Blue earthy limestone and shales, containing <i>Corals</i> , <i>Spirifera</i> , <i>Terebratula</i> , <i>Retepora</i> , <i>Crinoidea</i>	38
" Soft yellow earthy limestone	56
X. Soft greenish silicious shale (knobstone)	32
" Hard greenish silicious shale	16
" Hard fine-grained sandstone	16
" To the bed of Cow Creek, in all	291

The Lyon Well was bored at the point of Paint Creek, where its South, or Little (Oil) Fork, and its North, or Open Fork, unite. The well-house stands on a plate of rock a few feet above the water-bed. A well was blasted through 20 feet of massive sandrock, under which the auger went down through 2 feet of shale, followed (at intervals not now remembered by Mr. Lyon, whose record of the well is lost) by micaceous sandstone, 33 feet of shale, blue sandstone, white marble, and blue limestone, to a depth of 213 feet.* Shews of oil were obtained at 124 feet, 160 feet, 193 feet, and 213 feet. The pump rods came up covered with oil as thick as softsoap, so that a pint of it could be scraped off at a time.† The oil obtained at 124 feet was of a specific gravity of 15°, while that obtained at 213 feet had a gravity of 30°‡. The limestone and "marble" were tested with acids, and undoubtedly mark the place of the upper layers of the Sub-carboniferous Limestone of XI, which nowhere crops out to the surface in all this sandy country.§

The depth of the S. C. Limestone below the conglomerate may be stated, therefore, from the imperfect record of this well, to be 150 feet; which suits the recorded thickness of the Shales of XI, measured further to the westward. The thickness of the Limestone of XI may be reckoned at about the same, so that the Lyon Well would have struck the top of the Devonian Knobstone formation if it had been continued to a depth of from 300 to 350 feet.

It is as yet beyond our ability to distinguish the several original sources of the petroleum obtained at different depths from any one well. The specific gravities of the oil decreasing with the increase of depth, is a fact which shews conclusively that a chronic evaporation or distillation of the whole mass of oil in the crust of the earth (within reasonable reach of the surface) has always been and is still going on,|| converting the animal and plant remains into light oils, the light oils into heavy oils, the heavy oils into asphalt or albertite; the process being accompanied at every stage with the generation of gas. Therefore, the quantities of lubricating oil coming out from the conglomerate, along the valleys of Paint Creek, prove the existence of immense quantities back from the cliffs in the rock itself, under all the highlands. And for the same reason, the heavy oils obtained first from Lyon's and Donnell's, and Warner's wells, followed by lighter oils from a greater depth, prove the existence of yet uncalculated quantities of still lighter oils, at still greater depths; and of a world of gas-pressure which ought to make its presence known wherever there have been rents in the crusts, downthrows, fallings-in, or serious slopings of the stratification; in a word, any sort of natural vent.

Burning springs are instances of this very thing. One on Licking River, 4 miles above Salyersville, the court town of Magoffin County, and only about 12 miles in an air line southwest from the Lyon Well, has been celebrated since the settlement of Kentucky.¶

Another

* The men on the ground told me that 30 feet of blue slate rock was the first bored through, beginning say, 10 feet beneath the bed of the creek; then a thin but very hard rock. They said that this belt of slate was struck in the three wells on the creek above and below the Lyon Well, viz., the Donnell Well, bored 200 yards below the Lyon Well, and 200 feet deep, the second Lyon Well, and the Warner Well, both near together, about half a mile up the Oil Fork, and 100 to 140 feet deep, quitting in hard rock. In the Lyon Well, they thought they struck a very hard thin rock about 140 feet down, and another 260 feet down, whereupon the auger fell 4 inches, and the gas blew the oil to the surface, and it began to flow. Such details from memory are worth little.

† I saw several barrels of oil in the well itself resting on the surface of the water. There are from 60 to 100 feet of pipe jammed in the hole, as it was dropped by accident when the well was abandoned on account of the unsettled state of the country.

‡ Mr. Lyon has been a distiller of coal oil, and had a distilling apparatus in his well-house, so that his testimony is entirely intelligent.

§ It is, no doubt, the "Marble Limestones" of the main street of Mount Vernon, in Rockcastle County, a fine-grained white limestone, much esteemed by limeburners there, lying 40 to 50 feet below the top of the formation, and giving origin to a distinct horizon of springs. K. R., iv, p. 482.

|| See my paper on the Petroleum Vein of Northwestern Virginia, published in the Proceedings of the American Philosophical Society, Philadelphia, May, 1863, vol. ix., p. 185.

¶ This spring was described to me by Mr. Patrick, whose house (16½ miles from Paintsville by road) stands half a mile higher up the valley. It stands about 15 feet above water-level, in a dry place, the ground being burnt around it. The gas roared continually, and, when fired, would blaze 40 feet high. No oil was known there until a well was bored, from which the principal part of the gas now blows off, roaring and fluttering in it, so as to be audible for one or two hundred yards, scaring timid horses, before the well is within the rider's sight, and distinguishable by the smell for a quarter of a mile to leeward. The rock was found to be fissured in all directions to a depth of 3 or 4 feet, so that a knife could be thrust into the cracks. The auger went through about 150 feet of sandstone, &c., and is said to have got oil at every change of rock, and to have dropped 1½ inches at the end, where oil and water rushed up, so that from 500 to 1000 barrels were estimated to have run off per year. The rebellion put an end to operations. A second well was put down 100 yards distant down the stream, 130 feet deep, more or less, which got oil; and a third well at Patrick's house, 160 to 170 feet deep, which only got a small shew of oil with some gas. These are the only wells in the county, except a fourth at the extreme west end of it.

Another still stronger burning spring exists at a distance of 35 miles in the opposite direction, one mile above Warfield, in the bed of the Tug Fork of Sandy, on the Virginia State line.*

These facts alone would suffice to prove the ground under the Paint Creek country charged with gas. But we have nearer evidence.

The Spradling Well, 4 miles up the creek from Paintsville, and 9 miles down the creek from Lyon's Well, on the Mud Fork of Paint, $\frac{3}{4}$ of a mile above its mouth, blows gas continually, which burns when lit.†

The whole of this section of Eastern Kentucky is, in fact, an underground oil region. Judge Harris's well, opposite Prestonburg, in Floyd County, 12 miles up Sandy River, above Paintsville, was bored about 600 feet deep for salt, and abandoned on account of the great flow of oil in 1845. The only record preserved was the fact of going through black slate. Oil issued also from the Mayo Well, bored about 100 yards distant. These are the only wells in all that valley. On Shelby Fork, of Sandy, in Pike County, oil flowed from a salt well.

It is still doubtful whether the Knobstone formation, which immediately underlies the Limestone, is the receptacle of this wide-spread petroleum, or whether we must seek the true horizon in the Blackslate formation, which underlies the Knobstone in its turn.

No. X Knobstone formation (consisting of two parts, an upper Sandstone division, and a lower shale division) outcrops in a belt overlooking the Blue Grass country, and measures from 350 to 550 feet in thickness. The upper portion is a thin-bedded, olive-coloured, generally fine-grained sandstone, furnishing good grindstones sometimes, and always building-stone. The lower and larger portion is an olive-coloured mud rock, with pretty generally disseminated nodules of earthy iron ore, from which come most of the chalybeate springs of Eastern Kentucky. The upper member seems to correspond to No. X and the upper half of No. VIII, in which lie the three oil sandrocks of Venango County, Pennsylvania (No. IX being entirely unrecognizable). But the difference of thickness throws us out of all our calculations; for these 350 to 550 feet in Kentucky stand as the representatives for at least 2,000 feet in Northwest Pennsylvania, and for 12,000 feet in the anthracite coal country. The Venango County First, Second, and Third Sandrocks, which have become so celebrated, occupy three horizons in the upper, or as perhaps we should rather call it, the middle part of VIII, lying at maximum depths of 200, 400, and 600 feet respectively beneath Oil Creek Valley bed, but 700, 900, and 1,100 beneath the bottom of the conglomerate, which there caps the hilltops on each side of the valley. The section represented in Plate II will show this relationship of distances farther down the Alleghany River, at Brady's Bend, where the conglomerate has reached the level of the valley bed, and is, therefore, in the same relative position as on our Paint Creek waters. But if, as is pretty certain to be the fact, the Shales of XI and the Limestone of XI, taken together, are only 300 or 400 feet thick, and the Knobstone is 350 to 550 feet thick, then the top of the black slates under the sandstone *might* be struck at the depth of the *First* Venango Sandrock (700 feet), and certainly would be at the depth of the *Third* (1,100 feet), or even of the *Second* (900 feet).

It is evident, therefore, that all reference to the "Three Sandrocks" of the Oil Creek country is useless for countries to the southwest of it, and will be made only by those who are ignorant of the general bearings of the subject.

We can only say, that part of the 350 to 550 feet of Knobstone form., X and VIII, represents the Oil Creek formation, and, perhaps, contains one or more like horizons of oil; but whether in one two, three, or what number of oil-bearing sandrocks, separated by oil-preserving shales, nothing but actual experiment can determine.

It is probable that the wells which penetrate the Limestone XI get their petroleum partly from the conglomerate above, descending with the drainage waters. But it is still more likely that they get their principal amount of petroleum from the Knobstone formation below, by a system of fissures similar to that of the Venango Oil region. In any case they are bound to prove productive; and I have not the least doubt that wells, sunk 600 to 800 feet along the Paint Creek Valley, will produce reasonably profitable amounts of Upper Devonian petroleum, steadily, for an indefinite number of years; and this petroleum will be, of course, light oil, and not the heavy oil of the Paint Creek Valley surface.

The

* This Burning Spring is in 15 feet water, the whole of which is kept in a state of ebullition by the gas, which, when fired, will blaze up as high as a man. When the stream is frozen over, holes are broken in the ice to fire the gas. Two wells have been bored in Warfield, 20 rods apart, in one of which the auger dropped 14 inches, at about 300 feet, six years ago, and the poles were greased with the ascending oil. The other well flows oil into the stream. Each gets salt water at about 800 feet. There seems to be a fault across the Fork, which throws the big coal-bed under for nearly 4 miles.

† D. D. Owen thus describes a burning spring in Clay County, in his *Kent. Rep.*, vol. i, p. 217, as "a constant stream of gas escaping in copious volumes through a pool of water, in a narrow bottom. A lighted match suffices to set the gas on fire, which flashes instantaneously into numerous jets across the pool, continuing to burn until the gas or a gust of wind blows it out. Judging from the colour of the flames and the odour of the gas, it seems to be a mixture of heavy and light carburetted hydrogen with some free or uncombined hydrogen. The commotion in the water rendered it too turbid, without filtration, to test it satisfactorily for its saline constituents. Bicarbonate of iron seems to be its principal constituent. The gases must here reach the surface from some deep-seated source, through an extensive fissure of the rocks concealed by the debris from the hills,—perhaps from some bed of coal or iron ore exposed to surheated steam, or other heat. . . . The elements must be contained in the interior of the earth on a vast scale, since the Burning Spring has continued to evolve these gases with unremitting energy ever since the country was known to the first settlers." Through sand and shales of the coal measures, seven salt wells, yielding 130,000 bushels of salt per annum, penetrate to a depth of 1,000 feet, getting brine at 121, 240, 293, and 552 feet; at which last depth the strongest is obtained, the auger dropping into cavities from which the brine, black with a carbonaceous sediment, gushes out, and afterwards grows clear.

The amount of petroleum capable of being held by rocks themselves is far greater than people imagine. They hold it in three ways: 1. By being more or less gravelly and porous throughout; 2. By being cracked in systems of cleavage planes throughout; 3. By being traversed by large fissures, which are, probably, all of them merely enlargements of cracks along the cleavage-planes.

Every foot of gravel-rock may be considered to consist of three-fourths quartz, &c., and one-fourth cavity, cleaned out by long percolation, and now occupied by water and oil. The proportion which the oil bears to the water in the gravel is unknown, but must be far greater than in the 30 feet of sandrock (taking one of the Venango oil rocks as a base of calculation) at the top of which the gravel lies; for the oil will settle in these top layers of gravel, while the water remains in the body and lower layers of the sandrock. If the proportion in all be 1 to 100 (for the sake of the calculation), the proportion in the gravel may be 1 to 10, and in the few inches at the extreme top, even 10 to 1. If we should suppose only the uppermost four inches of the whole formation charged with pure oil, that would give an absolute layer of oil one inch thick under-spreading the whole country as far as the sandrock extends, or about 4000 millions of square inches under every square mile, or, in other words, $17\frac{1}{2}$ millions of gallons = 551,706 barrels. *Each sandrock* should be able to supply from *each square mile* of its area, the whole present oil produce of the United States for ninety days before it is exhausted, and that without any reference to the accumulation of petroleum in fissures.

Let us carry the calculation a little further, by taking now the fissures into consideration.

The Paint Creek country is one of the most undisturbed on earth. But the drying and hardening to which they are subjected through geological ages crack all rocks, and necessarily in three directions. Two of these directions are always and necessarily nearly vertical, one of them again, being the direction of the primary or master system, going down straighter and deeper, and giving origin oftener to large fissures and down-throws.*

All clefts in sandrocks must, as a general thing, remain more or less open; and they are the great channels of rapid underground drainage. Fissures in shaly mudrocks are closed as fast as made by the plasticity of the mass, and by the perpetual percolation of fine clay into them. Those which penetrate coal-beds, for instance, are almost all filled up with clay from the overlying shales; while many of the fissures in the coarser sandrocks are only choked with loose sand or small water-worn pebbles. All these are permanent reservoirs of salt water and oil.

The law governing the number of these cleavage-planes is a simple one; the distance of the clefts from one another is, in the main, proportionate to the massiveness of the strata which they divide; that is, the cleavage planes of the great beds of massive sandrocks lie much further asunder than those of the thin-bedded sandstones; while those subdividing beds of shale are still closer to each other and more numerous.

The law governing the size or width, and also the length and depth of the fissures, is an analogous one: the great sandrocks exhibit clefts sometimes many inches in width, and running many yards or hundreds of feet continuously. The pressure of these rocks sometimes carries their cracks down (or up) through the softer and thinner beds, and the strain of the dip will even cause these cracks to descend many fathoms below where they originated.

Some of the main fissures are known to be four inches wide. Suppose them to be of all sizes, from four inches to a quarter of an inch in width, and at various distance asunder, from 5 to 50 feet, and to be limited to the sandrock itself, say 30 feet in height; suppose we take the contents of the fissures equal to $\frac{1}{1000}$ th mass of the rock. Now, supposing the oil to occupy but $\frac{1}{10}$ th of the space in each fissure, the rest being occupied by water and gas, we have a yield of oil from each square mile of each sandrock, in addition to that above, amounting to nearly 50,000 barrels of oil. This is at the lowest calculation. In the case of a well yielding one or more thousand barrels of oil per day, for a year or years, we have only to imagine a single four or five-inch fissure crossing the upper and lower rocks to a height or depth of one or two hundred feet, and extending a mile or two in length, the oil contents of which will amount to millions of barrels, apart from all side supplies. Along the line of one such fissure, it is easy to see that a dozen first-class flowing wells might last for several years. By ordinary wells it would be practically inexhaustible.

It is not upon these exceptional fissures that the future trade will rely, but upon the myriads of cleavage-planes and cross-cracks which break up the whole crust into cubes, so far as it consists of sandrocks. The number of grand open fissures must be very small; the number of first-class flowing wells is yet extremely small,—one or two dozen out of five or ten thousand wells in the Oil Creek region. I judge that not more than

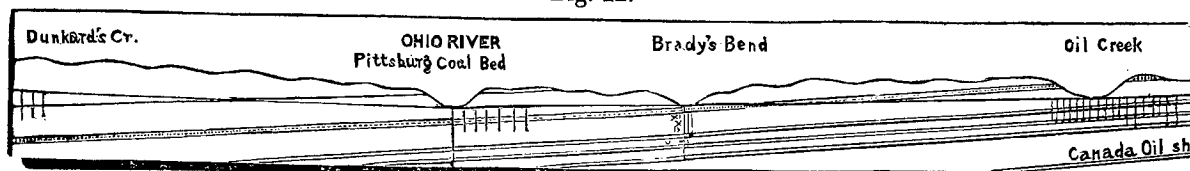
* The downthrow at Davis's, the petroleum vein on Hughes' River, and other faults and fissures of magnitude in this part of the Bituminous Coal area, all belong to the same almost east and west system of cleavage-planes observable in the Alleghany River country.

In one great fissure (4 feet wide) of this east and west system on Hughes' River, the Devonian petroleum which underlies the Kanawha country (precisely as it underlies the Paint Creek country) has collected itself and hardened into asphalt, before the Kanawha valleys were scoured out. There stands this vertical, east and west running vein of solid petroleum, an evidence both of the abundance and of the antiquity of the Devonian petroleum. It contains at least 200,000 tons of asphalt (allowing it to go only 600 feet deep beneath the valley which it crosses); able to yield by distillation 178 gallons of refined oil to the ton of 2400 lbs., and therefore over *eleven millions of barrels* of refined oil; a quantity which would allow a Noble and Delamater Well to spout 6000 barrels per day for five years.

than one well in ten or twelve yields more than one barrel of oil per day. The large majority of the wells must necessarily depend for their supplies upon the slow circulation of the mingled fluids, salt water and oil, for ever going on, exhausting and refreshing itself in the porous and cracked body of the sandstone formations. But in this very fact we have a guarantee for the genuineness of the area under discussion as an oil region, the certainty of obtaining petroleum by boring, and the protracted continuance of the supply for many years. All sand and gravel beds are mere sponges, perpetually saturated with oil and water, the mingled fluid being slowly driven towards every available outlet by the gas which is generated with and from the oil. Such spongy rocks must be enormous reservoirs of petroleum, which it is in fact almost impossible for man to exhaust, as I have shewn above.

The *Canadian petroleum* occupies a still lower horizon than the Venango County petroleum, the distance between them in New York and Pennsylvania being variously estimated at from 2,000 to 3,000 feet. Its general relationship to the higher horizons is shewn in Fig. 12. The Venango oil rocks run up nearly a thousand feet over

Fig. 12.



the level of Lake Erie; the black slates and corniferous limestone of the Canada oil come up from below the bottom of the lake to the north. Wells at Erie strike the oil at 900 feet.

But in Kentucky the black slates of the Canadian oil region underlie the Knobstone formation, and are, therefore, as I have shewn, only from 650 to 950 feet beneath the conglomerate in the bed of Paint Creek.

How far this black slate formation has supplied the Knobstone above it with petroleum, is a question that our science is not at present qualified to answer, but that it is a distinct horizon of oil every one grants. It has yielded copiously in Canada. Several wells, in Middle Kentucky, sunk in it, have yielded a constant flow.* It is, in fact, a great deposit of mud, charged with carbon to such extent that many of its layers will burn like coal, and even thin beds of true coal exist in it here and there. These are of course the remains of vegetation; but that they have furnished all the 5, 10, or 15 per cent. of carbon which we find in the formation, is doubtful, in view of the early age in which it was deposited, the abundance of animal life in the limestones under it and in some of its own layers, and the peculiar quality of the Canada oil which proceeds from it or from the limestone under it.

The total concealment of the Devonian system beneath the Great Bituminous Coal Area, renders it impossible to speculate with confidence upon the details of those changes in its constitution, which we know occur, in passing from its eastern outcrop (along the Alleghany Mountain) to its western outcrop in Ohio and Kentucky. With the exception of the two anticlinals of Chestnut Ridge and Laurel Hill, which, in their passage from Pennsylvania into Virginia lift above water-level a few hundred feet of the top measures, in the Gaps of Two Lick, Yellow Creek, Black Lick, the Conemaugh, the Loyalhanna, and the Youghioghany, we are entirely dependent upon oil and salt well-boring records for any knowledge of the condition of things in the Devonian underground; how far its salt water and oil-bearing sandrocks extend, each one for itself; the rate at which the intervals diminish in a west-southwest direction; and in what parts of the formation the greatest diminution of thickness takes place.

But, unfortunately, almost all the old records of salt borings are lost; and very few new wells have been sunk by men who knew the importance of keeping any other than a contract account for number of feet sunk. It is impossible to estimate the loss which geology has suffered during the last six years from this reckless ignorance. The inaccessible Devonian strata have been probed by between ten and twenty thousand augers, to depths varying from a hundred to a thousand feet, and no record kept of all that priceless information. It was allowed to flow off into the ocean of forgetfulness, as the oil itself was allowed at first to flow by thousands of barrelsful per day into the Gulf of Mexico. And even now, that men of intelligence have waked to the importance of the fact, most wells are still sunk by contract, without any provision for compelling a careful record of the strata. Nor is there any bureau in the State, any society, or any individual, publicly known to charge themselves with putting to common use, or even with excepting for preservation, what few records are made and kept.

It is with peculiar satisfaction, therefore, that I can publish in the Proceedings of this Society, an authentic record of the deepest recent well in Clarion County, Pennsylvania, and, in fact, the deepest that I know of in the country lying south of Oil Creek Valley.

* In Estill County, one well was ruined by the force of gas. Another, bored by S. T. Vaughn, 405 feet, went through soil 15 feet, black slate 100, light clay limestone 100, grey limestone 190 feet, when the auger dropped, salt water gushed out, and soon gave place to the present constant stream of oil. K. R., iv, p. 472.

Valley. We owe it to the enlightened forethought of one of the master minds of Western Pennsylvania, Mr. Wm. M. Lyon, joint owner with Shorb & Co., of the large Rolling Mill on the south bank of the Monongahela River, and of numerous furnaces and forges in the middle and western counties of the State. At one of these, Sligo Furnace, on Licking Creek, Piney Township, 10 miles S.S.W. of the county seat of Clarion, and 23 miles in a straight line S.S.E. of Oil City, a well was sunk for oil, which has reached the depth of about one thousand feet, passing through the following rocks:—

Salt Well, Sligo Furnace.

	Ft.	In.
From surface to rock	14	07
Soft light-coloured slate	22	05
Black slate	4	07
Hard sandrock	7	05
Soft black slate	6	00
Hard sandrock	6	00
Sand rock and slate	3	03
COAL	1	09
Coarse sand rock	2	00
Fine hard "	21	05
Coarse soft " and water at 128 feet	93	02
Hard slate	10	00
Soft "	74	08
Soft red slate	2	00
Soft sandrock	10	00
Slate	90	00
Close-grained blue sandrock, salt 38 per cent.	20	00
Slate	49	00
Hard blue sandrock and salt	27	00
Soft slate, sooty substances, with smell of oil	84	00
Soft red slate	5	00
Hard sandrock [first Venango rock?]	10	00
Blue slate	21	00
Red "	29	00
Blue "	77	00
Red "	2	06
Brown "	30	06
Alternately hard and soft slate, oil	45	00
Slate	22	06

Last boring done not measured. The hole is less than 1,000 feet.

N.B.—The mouth of the well is 175 feet below the Buhrstone Ore-bed level (all the rocks being nearly horizontal); below the ore, 30 to 40 feet, lies the Clarion coal; above the ore, 25 feet, the Kittanning coal; above this again, 50 feet, the general surface of the country.

Now it is evident that the mass of sandrock from 68.09 to 183.04, represents No. XII, the Millstone Grit, or Great Conglomerate, 116 feet thick, from the midst of which (128—68=60 feet below its top layer) there was a flow of salt water. The 74 feet of soft slate under it, and then 2 feet of red slate, seem to represent No. XI. There is no sign of the Sub-carboniferous (XI) Limestone of the West here; although no test for lime seems to have been thought of, and, therefore, the close-grained blue sandrock, 29 feet, may be calcareous. The "red slates," at 750—755, 786—815, and 892—894, look like representatives of Formation IX. The "hard sandrock," 10 feet, at 755—765, is the only one in the section which can be considered as occupying a position analogous to that held by the first sandrock of Oil Creek. It lies (755—183=) 572 feet below the base of the conglomerate (taken as above at 183), which is more than 100 feet less than its observed distance beneath the conglomerate on Oil Creek; but the discrepancy may be accounted for *partly* by the extra thickness here of the conglomerate. Neglecting the "sooty substance, with smell of oil" at 750, the first shew of oil is at 970 feet, or (970—183=) 787 feet below the base of the conglomerate, corresponding to the Second Oil Rock of Oil Creek, which is about 900 feet beneath the conglomerate. The piece of the Third Oil Rock, and principal horizon of oil on Oil Creek, will, therefore, be at least 150 feet beneath the extreme depth to which this well has been sunk.

Mr. Lyon has furnished also a complete record of another important well, 891 feet deep, sunk into the extreme upper part of the Devonian Measures, on the Alleghany River, at Freeport, 25 miles above Pittsburg, and, therefore, 50 miles due south of Oil City.

Strata bored through in Salt Well, on Alleghany River, 25 miles above Pittsburg. Working coal stratum 3'6" thick in the hill, 35 feet above surface at the well.

	Ft.	In.
Well, through loam and sand	31	00
Rock, blue and hard	0	10
Blue sandrock, with 8 to 10" iron ore	16	10
Grey sandrock, softer	20	06
Blue slaterock	18	8
Blue sandrock	14	10
COAL	10	103
Fire clay	6	8
White slate	9	6
LIMESTONE	4	0
White slaterock	3	0
White sandrock	16	0

Blue

PETROLEUM.

19

			Ft.	In.
Blue slate			3	6
COAL			0	6
Fire clay, or white slaterock			21	0
Blue sandrock, very hard and fine			12	6
Blue slate ,, with balls of iron ore			10	0
Black slate			24	0
Blue slate, harder			5	0
COAL			4	4
Fire clay			6	8
Blue slate			12	6
LIMESTONE	F. L.?		10	6
Fire clay			7	0
COAL			3	4
Fire clay			2	0
LIMESTONE			5	0
Fire clay			1	6
Hard blue sandrock, fine grain			9	6
White sandrock	T. S.?		37	0
Corrected measurement, for stretching and shrinking of the rope, to be added			16	0
Blue sandrock, with nodules of iron ore... ..	XII?		89	10
Black slaterock			10	2
Blue slate ,,			6	0
White sand			18	0
Blue slaterock			29	0
White sand			7	8
Blue slate, soft			3	0
Grey sandrock			4	0
Blue slate ,,			6	0
Hard grey slaterock			19	0
Blue rock, 34'00—very hard, 41'9			75	9
Grey rock			39	11
Black slate and COAL			3	3
Grey sandrock			3	9
Blue sand and white, very sharp			8	9
Grey sandrock			9	0
Blue sandrock			3	0
LIMESTONE	S. C.?		3	0
Slate, and nodules of iron ore			28	8
Blue sandrock			21	11
White slate			10	10
Blue sandrock			79	09
LIMESTONE (supposed)			7	08
Blue sandrock, hard			23	10
White sandrock, coarse			4	02
Blue slate			4	10
Blue sand			10	02
White slate, with iron ore			11	08
Light blue sandstone			14	08

In the above section, begun in the Freeport Series, it seems necessary to take the 10'6" limestone at 242'—253' as the Ferriferous Limestone of the Clarion Series, and the 37' white sandrock at 281'—318' as the Tionista sandstone. The Conglomerate, No. XII, will then be represented by the 89' of "blue sandrock with nodules of iron ore," or the two "white sands" further down, or by both, in which last case we have a total thickness of XII (494—334=), 160 feet. From this to the bottom of the well is (891—494=) 400 feet; not enough by 200 or 300 feet to reach even the first of the Venango County oil sandrocks. But in these 400 feet we see black slate and coal (at 645), and limestone (at 672), apparently representing the sub-conglomerate coal shales and sub-carboniferous limestone of Kentucky, No. XI. Thick strata of so-called "blue" sandrock, seem to take here the place of No. X; and the bottom of the well may, perhaps, with propriety be said to stop in the upper layers of VIII. Everything depends upon the rapidity with which the Devonian and sub-carboniferous formations are thinning in their course, south-westward, from Northern Pennsylvania towards Kentucky. The coarse white sandrock at 845—849 must be observed.

It is at Tarentum, near this section, and on nearly the same level with it, that the old salt-wells were so much tormented with oil that their proprietors contracted for its constant removal with Mr. Samuel M. Vier, of Pittsburg, seven years before Dwight struck oil at Titusville. From his skimming of these wells, Mr. Vier made what he called "carbon oil," which he refined by a process of his own, and sold quietly with the camphens and burning fluids of the east, until it won the market. At first his oil was sold in twenty-five cent bottles as a medicine; and then as an oil for lamps. To Mr. Vier, who had made a large fortune, and retired from the field at its beginning, the oil-well excitement was, of course, a matter of great amusement. But the history of his process is the best illustration we could have of the permanent supply to be expected from those Alleghany River wells which penetrate deeply enough the Devonian measures.

Mr. Lyon furnishes the record of one more well still further south, and only 354 feet deep, and entirely in the Coal Measures, which, however, ought to be preserved, continuing, as it does, upward to the water-level at Pittsburg, our knowledge of the minutiae of the Palaeozoic column, from otherwise inaccessible depths, to where it can be studied in the open air. The absence from this section of any thick coal-bed, corresponding to the large coal-beds of the Freeport series, is very remarkable.

Record

Record of Boring at Superior Iron-works at Manchester, adjoining Alleghany City, opposite
Pittsburg, McClure Township, Alleghany County, Pennsylvania.

Material.	Ft.	In.	Ft.	In.	Material.	Ft.	In.	Ft.	In.
Surface	14	...	14	...	Blue clay	13	2	187	6
White hard slate	10	6	24	6	Dark slate and fire clay	9	10	197	4
Hard freestone	3	6	28	...	Dark slate	2	...	199	4
Soft black slate or shale	8	...	36	...	Slate and fire clay	8	6	207	10
„ with streaks sulphur	14	3	50	3	Quartz ... ..	...	1	207	11
Soft dark sandstone	1	...	51	3	Slate with hard ribs	8	...	215	11
Hard „	1	2	52	5	Hard white crystallized slate	17	...	232	11
Dark slate	9	1	61	6	COAL	10	...	233	9
Dark fire clay ... ..	...	9	62	3	Fire clay	4	3	238	...
Light slate	3	2	65	5	Hard crystallized slate	2	...	240	...
Fire clay ... ..	...	7	66	...	Soft fire clay	4	...	244	...
Dark slate	1	6	67	6	Soapstone	5	6	249	6
Slate with hard rib	9	...	76	6	Fire clay	4	6	254	...
Fire clay	5	4	81	10	Hard clayrock	11	...	265	...
Sandstone	1	2	83	...	Dark slate	9	...	274	...
Fire clay	7	...	90	...	Hard light slate	1	6	275	6
Blue slate	2	10	92	10	Dark slate	2	6	278	...
Freestone	2	2	95	...	Dark sandrock	3	6	281	6
Light blue slate	17	6	112	6	„ hard and soft ribs	4	...	285	6
Dark clay	5	3	117	9	White sandrock	1	6	287	...
COAL	1	9	119	6	Hard „	2	...	289	...
Blue clay or slate	8	6	128	...	Dark „	25	...	314	...
Fire clay	18	...	146	...	Wild coal ... ..	...	4	314	4
Sandstone	8	4	154	4	Black shale	3	...	317	4
Fire clay	2	...	156	4	Fire clay	9	...	326	4
Hard sandstone	2	...	158	4	Slate	4	...	330	4
Poor iron ore... ..	...	6	158	10	Dark clayrock	10	...	340	4
Dark slate	3	6	162	4	Hard dark sandrock	2	8	343	...
Dark sandstone	10	...	172	4	Dark slate	11	2	354	2
Very hard „	2	...	174	4					

Mr. Chase has obtained the following record of a salt well bored in 1840-1, at Latrobe, in Westmoreland County, on the Pennsylvania Railroad, 30 miles east of Pittsburg. It is called Saxman's Salt Well, and has been long abandoned. The Pittsburg coal-bed, 8 feet thick, lies 10 feet above the level of the mouth of the well:—

Soil, &c.	15 feet.
Slaterock, blue, soft	1
Sandrock, blue, close, 3; somewhat softer, 3	6
Slaterock, sandy, blue, 2; slate, blue, 5	7
Sandrock, blue, 7 (white flint 2 inches)	7
Black, slate-like COAL, 1 ¹ / ₁₀	2 = 38
LIMESTONE, with some ore and mud veins	19
Slate and sandrock, mostly blue, some almost black, silvery sand came up, gas vein struck at 85 ¹ / ₁₀ , which boiled for two hours and then stopped	69 = 126
COAL, ¹ / ₈ ; black slate, ¹ / ₂₀ ; black limestone, ¹ / ₂₀ ; black slate, 3; dark limestone, 1	8
Slate, blue, 5 ¹ / ₈ ; limestone, 1	7
Sandrock, hard, 5 ¹ / ₄	5 = 146
Sand slate, blue, 40; sandrock, blue, soft, 8; hard, 12; hard and black, 13; dark blue, 10 (gas vein struck at 229 ¹ / ₂ strong); coarse-grained, blue, soft, 1; blue and shaly, some black specks, 29	113 = 259
Slate, hard, blue, rocky, 9; soft, blue (some black), 26	35 = 294
Sandrock, dark blue, hard	4
Slates, blue, brownish, and black, some like hard coal	28
Slate, blue mixed with limestone	2
LIMESTONE, hard, free, with some sand	5 = 333
Slate, blue, 4; red, like kiel, 14; soft blue (soapstone), 5; dark, some sandy, 11	34 = 367
LIMESTONE, black, mixed with ore	1
Slate, dark blue, sandy	2
COAL, ¹ / ₁₆	1
Slates, blue, some sandy, 37 ¹ / ₈ ; blue and red, 2; red kiel, soft, 15; blue, becoming sandy downwards, with some hard layers, 11; and some salt water at 430 (at 428 hard shells resembling white flint)	66 = 437
Slate, sandy, hard blue	16
Sandrock, soft, almost black, 8; close-grained, hard, blue and black, 23; very hard, blue (the hardest yet struck in the well), 4; salt water increasing gradually from 465 to 475 feet	35 = 488
Slates, blue and black, with two thin layers of hard sand, 12; alternations of slates and sandrocks, 15; sandrock, blue, with hard shells, 6	33 = 521

This should bring us nearly to the Freeport Series, or top of the Lower Coal Measures. The hard "shells," or crusts of white flint, found at different depths in this and many other wells, and broken by the auger-bits only with extreme difficulty, are deserving of particular investigation. They seem to form impervious sheets of precipitated silica, effectual barriers against any general movement, upwards or downwards, of the underground drainage. The red clays (kiel) at 347 and 417, are the two "Red Bands of the Barren Measures." The coal at 370 lies between them; and its place is in the hillside at Pittsburg, not far above the mouth of the Manchester well, last given.

By a combination of these four records, therefore, we have a complete section of strata extending from the Great Pittsburg coal-bed down through the Barren Measures, Lower Coal Measures, Great Conglomerate, No. XI or Lowest Coal Measures, Sub-carboniferous Limestone, No. X sandstone, No. IX red shale, and the Devonian shales and soft oil-bearing sandstones of No. VIII.

[Enclosure No. 2.]

EXAMINATION of Australian Coals for their oil producing qualities.

No. 1. "Illawarra Soft Coal." This is of a bituminous nature, when ignited it burns freely and leaves a white ash; it is very tough to powder, but when a portion was distilled at a gentle heat (considerably below redness) gas was evolved, and oil gradually distilled over. The delivery tube became choked twice by the condensation in it of a semi-solid substance (paraffin). The conclusion drawn from the above experiment was that this coal is well fitted for distillation, the oil appearing to be plentiful, the color good, and the odour not so offensive as is frequently the case.

No. 2. "Burraborang Coal." A similar result was obtained in this case, the oil being somewhat darker in color, but this might perhaps have been due to a rather higher temperature being employed at first. This coal is of a brown color, and tough, but does not possess a laminar structure like the last, the fracture being uneven and dull.

No. 3. "Hartley." This coal has a similar appearance to the last, it leaves a moderate quantity of white ash on burning; in distillation it seems to fuse almost completely, and, unlike the first two, leaves a kind of coke. It shews no trace of the original form of the pieces. The amount of oil yielded by this coal appears much greater than by the two former ones.

No. 4. "Lower Hunter." This coal has a very slight resinous lustre and a slightly anechoidal fracture; its behaviour on distillation is much the same as the preceding, fusing and giving off a large quantity of oil, perhaps more than any of the preceding samples.

No. 5. "Colly Creek." This has a dull resinous fracture, but brighter than any of the preceding, rather conchoidal and more brittle; at the commencement of the distillation the oil was nearly colorless; the quantity, however, seemed to be less than the last.

No. 6. "Stony Creek, Black Cannel." Conchoidal fracture, hue blackish, like plumbago, but not so bright. The oil produced did not seem to be so plentiful as from some of the previous coals; the color was dark and the consistence tarry, and when cold could be removed in a cake of a semi-solid nature. The coke left preserved the original form of the pieces of coal, but did not adhere together.

No. 7. "Hartley, 1,062." Compact, tough, somewhat conchoidal fracture, semi-resinous, dull lustre, color like Hartley. On distillation it yielded a large quantity of dark colored oil of a strong foxy smell.

[Enclosure No. 3.]

W. F. De Salis, Esq., to W. Keene, Esq.

Dawley Court, Uxbridge,
18 July, 1866.

My dear Sir,

Having recently had an opportunity of examining the petroleum deposits of the south of France, I take this opportunity to give you the result of my investigation, in the hope that it may assist you in determining whether there is any prospect of similar workable deposits being found in any part of the New South Wales Coal Basin.

From the enclosed section you will perceive that in the south of France the presence of petroleum is due to the lava and basalt (A on the section) which constitutes the basis of the Auvergne volcanic range of mountains having penetrated and upheaved the St. Etienne or Lyons coal measures (B in section), and I beg your special attention to the fact that we are told the same thing has occurred on Mr. Loder's run, Liverpool Plains; where, however, traprock instead of lava is stated to me to have burst through the lower coal measures of the Newcastle basin, and thus to have constituted the range which there develops itself. There, accordingly, a combustible bituminous shale has been found, and I may add, that a shepherd reports he has found similar shale on the Peel River Company's property, distant about 22 miles. I beg also your attention to the fact, that at Hartley, where the richest petroleum yielding mineral has been found, the Blue Mountain Range (which divides the valley in which Hartley lies from the plains of the County of Camden) owes its existence to an igneous mass, partly trap and partly granite, having upheaved the coal measures belonging to the Illawarra basin, which are (as you know no doubt) distinctly visible in many of the deep gorges of the ranges.

My own deduction from the facts I present to you, in connection with the bituminous or petroleum deposits of the south of France, is, that I should be very hopeful of a valuable mineral deposit existing in the neighbourhood of Mr. Loder's run, and on the Peel River property at the points where the trap range divides the coal measures; and I trust that, in conformity with the communication made by me to the Minister for Lands and Works, you may be instructed by the Government specially to inspect and report upon these localities, which certainly appear to me to hold out fair prospects of yielding a mineral which would, without doubt, prove a most valuable export to the Colony.

For your guidance, I forward you herewith a small specimen of the south of France petroleum; it exudes from the ground at the base of the mountain, as marked on the section, in a semi-fluid state, and it is also found lying in beds, about 10 feet thick, in an unctuous state, much intermixed with gravel and small stones, and it was from one of these deposits that I took the specimen herewith enclosed. We have heard

by this mail from Mr. Merewether, to whom I forwarded, through the Chairman of the A. A. Company, a copy of the letter I addressed to you on the subject of petroleum, under date 18th March, 1866. Mr. Merewether pays me the compliment to say that my letter goes further to clear up the mystery overlying the true source of the common petroleum deposits than anything he has yet read; and he adds, that he had called on you in the hope of being able to obtain from you the loan of Professor Lesley's pamphlet, but had failed to see you, owing to your absence in Sydney. I trust, however, that he may soon have had another opportunity of meeting you, and conferring with you on a subject of such interest to the Company he represents.

Yours, &c.,

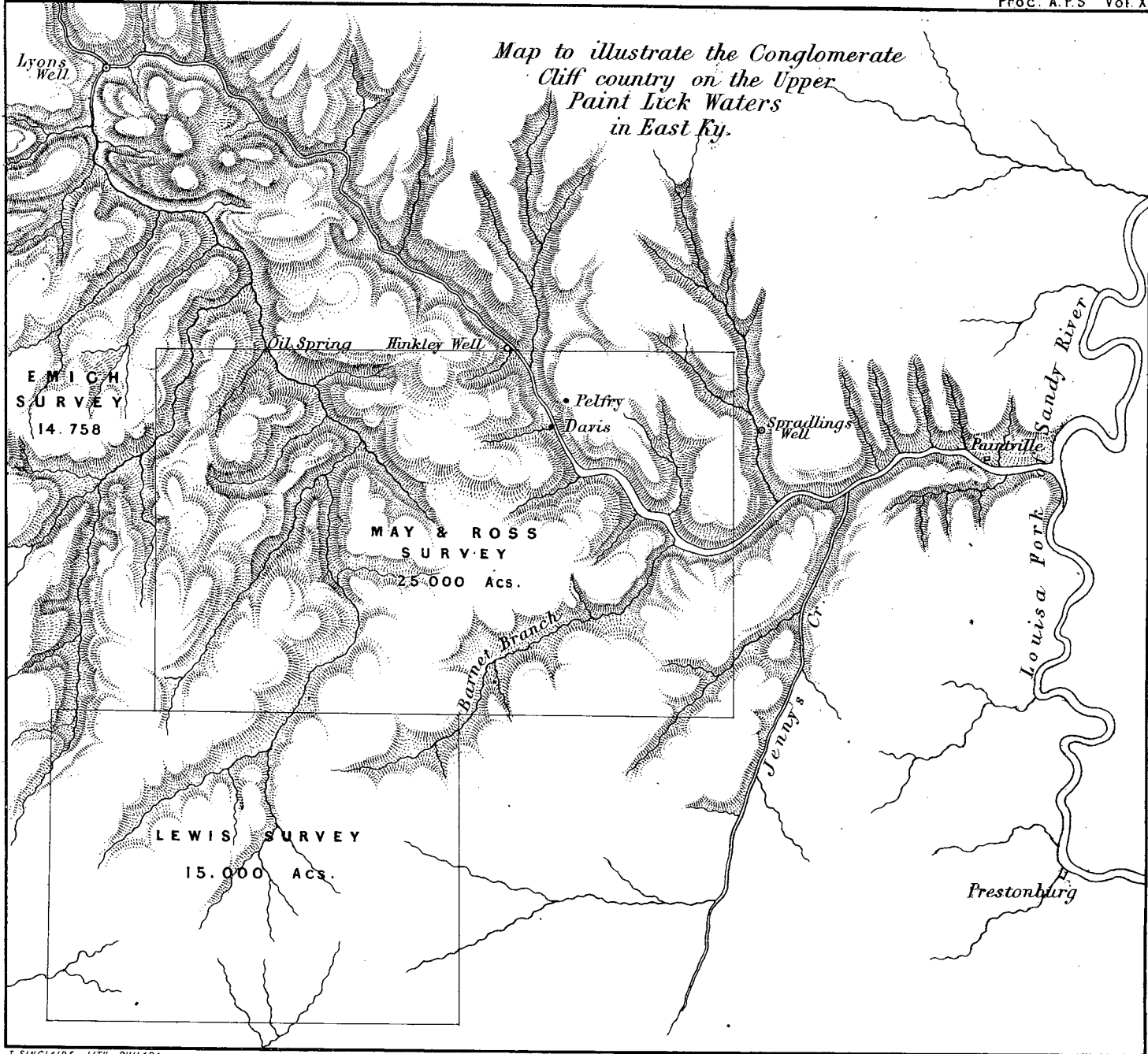
WM. FANE DE SALIS.

P.S.—The petroleum, or rather bitumen sample is sent to Mr. Merewether, through the A. A. Co., who will shew it to you.

[Three Lithographed Sketches.]

[Price, 1s. 6d.]

Sydney: Thomas Richards, Government Printer.—1868.



T. SINCLAIR'S LITH. PHILADEL.

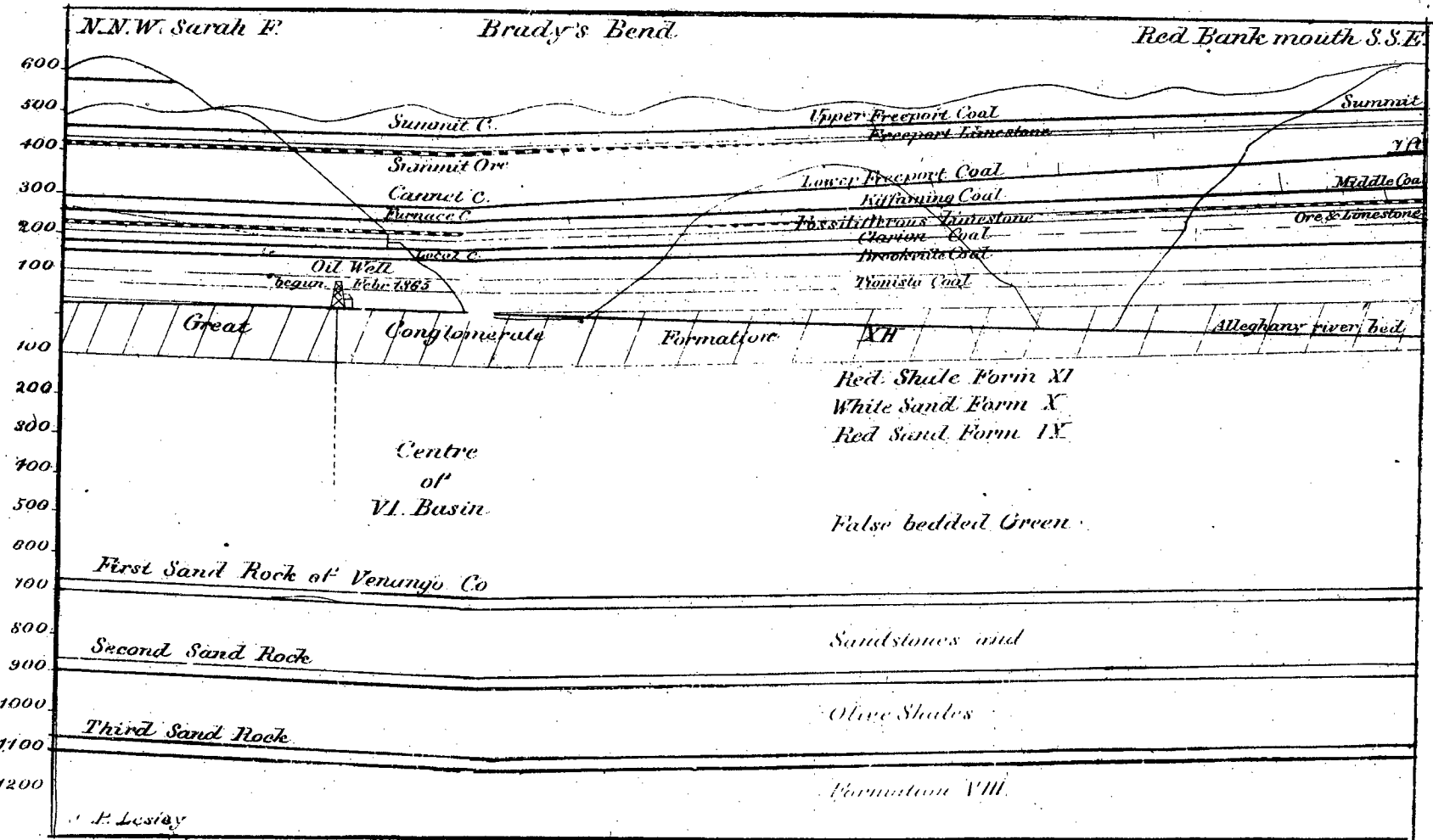
(Sig 47)

Lithographed at the Surveyor General's Office, Sydney, Oct. 1867

Fig. 47

Pro A. P. S. Vol. X. Plate 2.

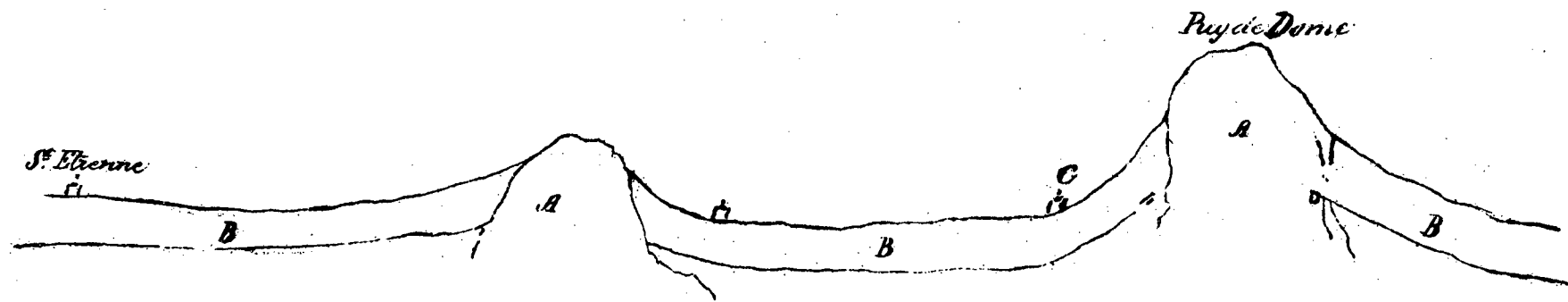
J. P. Lesley



J. P. Lesley



Section from S^t. Etienne (the centre of the great Coal field of the South of France) to
 Clermont situated at the base of the Puy de Dome the highest extinct Volcano of
 the Auvergne Mountains



- A Basalt and lava constituting the Auvergne Volcanic Mass
- B S^t. Etienne Coal Measures.
- C Petroleum deposits near Clermont-Ferrand

Fig. 47



1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

FLOOD RELIEF, HUNTER RIVER DISTRICT.

(RETURN RESPECTING.)

Ordered by the Legislative Assembly to be Printed, 3 December, 1867.

RETURN to an *Order* made by the Honorable the Legislative Assembly of New South Wales, dated 24 July, 1867, That there be laid upon the Table of this House,—

“ A Return shewing,—

“ (1.) The Amount expended or contributed by the Govern-
 “ ment during each year from the 1st January, 1854, to the
 “ 31st December, 1866, for the relief of distress, the purchase
 “ of seed, the reconstruction or repair of roads, bridges,
 “ embankments, or other public works, in consequence of
 “ Floods in the Electoral Districts of West Maitland, Hunter,
 “ East Maitland, Morpeth, and Lower Hunter.

“ (2.) An Estimate of the loss sustained by the suspension of
 “ the traffic of the Great Northern Railway, from the like
 “ cause in the same period.”

(Mr. Burns.)

FLOOD RELIEF, HUNTER RIVER DISTRICT.

RETURN shewing the Amount expended or contributed by the Government, during each year, from 1st January, 1854, to the 31st December, 1866, for the relief of distress, the purchase of seed, the reconstruction or repair of roads, bridges, embankments, or other public works, in consequence of Floods, in the Electoral Districts of West Maitland, Hunter, East Maitland, Morpeth, and Lower Hunter.

PARTICULARS.	YEAR.	AMOUNT.	AMOUNT.	TOTAL.	
Relief of Distress—		£ s. d.	£ s. d.	£ s. d.	
Electoral District of	West Maitland	1857	281 14 4	2,602 10 4	2,971 10 6
		1858	22 19 8		
		1861	66 1 6		
		1864	2,180 12 1		
		1865	51 2 9		
	The Hunter	1857	13 0 0	
		1857	66 1 0	201 1 1	
	East Maitland	1858	60 0 0		
		1861	75 0 1		
	Morpeth and Lower Hunter ...	1857	126 14 3	154 19 1	
		1858	8 18 0		
		1864	19 6 10		
	Purchase of Seed	
Repairs, &c., of Roads, Bridges, and Public Works—					
Electoral District of	West Maitland	1864	309 9 0	795 16 2	3,333 18 4
		1866	486 7 2		
	The Hunter	1858	9 6 8	
		1857	51 3 0	2,201 3 0	
	East Maitland	1860	1,150 0 0		
		1864	1,000 0 0		
	Morpeth and Lower Hunter ...	1857	100 0 0	327 12 6	
		1860	100 0 0		
		1864	127 12 6		
	TOTAL	

NOTE.—The information contained in this Return has been obtained chiefly from the records of the Audit Office.

The Treasury, New South Wales,
31st October, 1867.

SUMMARY

FLOOD RELIEF, HUNTER RIVER DISTRICT.

3

SUMMARY of Expenditure for Repairs of Damages, caused by Floods, on the Great Northern Railway, from March 27th, 1858, to June 30th, 1867.

On what work Expended.	1858.		1861.		1864.		1867.		Total.												
	Labour.	Material.	Labour.	Material.	Labour.	Material.	Labour.	Material.													
Excavation, Wallis' Creek	£ 2	s. 8	d. 0						£ 3	s. 9	d. 0										
Do., do.	1	1	0																		
Extra Labour				15	8	6	16	13	8												
Ballasting Line				92	13	0	6	8	0												
Deepening Outlet Wallis' Creek				11	4	0	17	16	0												
Repairs Four-mile Creek							10	11	0												
Balasting Permanent Way							54	3	9	200	0	0									
Repairs							50	19	3												
Do.							108	10	3												
Do.							148	11	3												
Refreshment for Labourers							4	12	0												
Repairs										317	15	3									
	3	9	0	119	5	6	51	8	8	366	16	6	200	0	0	317	15	3	1,058	14	11

N.B.—During the intervening years, not mentioned in this Return, there is no account of any outlay for Flood Repairs.

HENRY DEBOOS.

NOTE.—The above Return is not in the form required by the Order of the Legislative Assembly, as it has not been possible to name the Districts in which the expenditure took place.

ESTIMATE of Loss sustained by Suspension of Traffic on Great Northern Railway in consequence of Floods.

I BELIEVE the Northern Line was only opened in 1857; I joined it in 1859. Previous to that period I cannot find any record, although I believe there was a suspension of Traffic during 1857.

For the years as under, I estimate the loss of Traffic at about:—

1861	...	...	...	£ 120
1862	...	...	...	"
1863	...	...	...	"
1864	...	...	...	1,083
1865	...	...	...	"
To July 10th, 1867	...	...	...	950

J. L. BEESTON,
Traffic Manager,
Great Northern Railway.

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

REPORT FROM THE SELECT COMMITTEE

ON THE

WEST MAITLAND WATER SUPPLY AND
EMBANKMENT BILL ;

TOGETHER WITH THE

PROCEEDINGS OF THE COMMITTEE,

AND

MINUTES OF EVIDENCE.

ORDERED BY THE LEGISLATIVE ASSEMBLY TO BE PRINTED,
16 *January*, 1868.

SYDNEY: THOMAS RICHARDS, GOVERNMENT PRINTER.

1868.

[*Price*, 6*d.*]

357—

1867-8.

EXTRACTS FROM THE VOTES AND PROCEEDINGS OF
THE LEGISLATIVE ASSEMBLY.

VOTES, No. 104. TUESDAY, 14 JANUARY, 1868.

6. West Maitland Water Supply and Embankment Bill (*"Formal" Motion*):—Mr. Lee moved, pursuant to Notice,—
- (1.) That the West Maitland Water Supply and Embankment Bill be referred to a Select Committee for consideration and report.
- (2.) That such Committee consist of the following Members:—Mr. Tighe, Mr. Dodds, Mr. Campbell, Mr. Nowlan, Mr. R. Stewart, Mr. Pemell, Mr. Farnell, Mr. Burns, and the Mover; with power to send for persons and papers.
- Question put and passed.

VOTES, No. 106. THURSDAY, 16 JANUARY, 1868.

4. West Maitland Water Supply and Embankment Bill:—Mr. Lee brought up the Report from, and laid upon the Table the Minutes of Proceedings of, and Evidence taken before the Select Committee for whose consideration and report this Bill was referred on 14 January, 1868.
- Ordered to be printed.

* * * * *

CONTENTS.

	PAGE.
Extracts from the Votes and Proceedings	2
Report	3
Proceedings of the Committee	4
Schedule of Amendment	4
Witness	4
Minutes of Evidence	5

1867-8.

 WEST MAITLAND WATER SUPPLY AND EMBANKMENT BILL.

 REPORT.

THE SELECT COMMITTEE of the Legislative Assembly, for whose consideration and report was referred, on the 14th January, the "*West Maitland Water Supply and Embankment Bill*," beg leave to report to your Honorable House,—

That they have examined the witness named in the margin* *W. H. Mullen, Esq. (whose evidence will be found appended hereto), and that the Preamble having been satisfactorily proved by the evidence of this gentleman, your Committee proceeded to consider the several clauses of the Bill, in which it was deemed necessary to make certain Amendments.† † Vide Schedule of Amendment.

And your Committee now beg to lay before your Honorable House the Bill as amended by them.

BENJAMIN LEE,
Chairman.

No. 2 Committee Room,
Sydney, 16 January, 1868.

PROCEEDINGS OF THE COMMITTEE.

THURSDAY, 16 JANUARY, 1868.

MEMBERS PRESENT:—

Mr. Lee,	Mr. Dodds,
Mr. Farnell,	Mr. Burns,
Mr. Nowlan,	Mr. R. Stewart.

Mr. Lee called to the Chair.
Original Petition praying for leave to introduce the Bill *referred*—together with printed copies of the Bill,—before the Committee.

Present for the Promoters,—W. H. Mullen, Esq., *Solicitor*.

William Henry Mullen, Esq., *Solicitor for the Bill*, called in and examined.

Room cleared.

Committee deliberated.

Preamble read and considered.

Motion made (*Chairman*), and *Question*,—That this Preamble stand part of the Bill,—*agreed to*.

Mr. Mullen called in and informed.

Clauses 1 to 3 read and *agreed to*.

Clause 4 read, formally amended, and *agreed to*.

Clauses 5 to 15 read and *agreed to*.

Clause 16 read, formally amended, and *agreed to*.

Clauses 17 to 24 read and *agreed to*.

Clause 25 read, formally amended, and *agreed to*.

Clauses 26 to 37 read and *agreed to*.

Clause 38 read.

Amendment proposed (*Mr. Farnell*), to *insert*, after the word “way,” in line 50, the words “by distress and sale of the offenders goods”—*agreed to*.

Clause, as amended, *agreed to*.

Clause 39 read and *agreed to*.

Chairman to report the Bill, as amended, to the House.

SCHEDULE OF AMENDMENT.

Page 8, clause 38, line 50, *after* “way” *insert* “by distress and sale of the offenders goods”

WITNESS.

William Henry Mullen, Esq.

PAGE.

5

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE SELECT COMMITTEE

ON THE

WEST MAITLAND WATER SUPPLY AND
EMBANKMENT BILL.

THURSDAY, 16 JANUARY, 1868.

Present:—

MR. LEE,
MR. DODDS,
MR. BURNS,MR. NOWLAN,
MR. FARNELL,
MR. R. STEWART.

BENJAMIN LEE, ESQ., IN THE CHAIR.

William Henry Mullen, Esq., called in and examined:—

1. *Chairman.*] Are you Solicitor for the promoters of the Bill to enable the West Maitland Municipal Council to provide that town with pure water and to protect it from inundation by flood? I am. W.H. Mullen,
Esq.
2. Are you aware that that corporate body are in a position to commence such works as early as possible after the necessary power has been given by Parliament? They are. 16 Jan., 1868.
3. The Petition from that body says, among other things, that it is necessary for them to enter upon lands beyond their municipal boundaries, to enable them to construct such works on a sufficiently high level to supply such town—Are you aware that that is a correct statement? It is.
4. That such land is required? It is required.
5. The Bill provides for ample compensation being arrived at, on a certain basis, for such land when taken? Yes.
6. Are you aware of any petitions or objections against this Bill? None whatever.
7. In addition to the power for constructing waterworks, the Bill also seeks for power to construct embankments to prevent inundation—Can you inform the Committee to what extent that embankment would require to be carried, and what has already been done in that way? Within the municipal boundary an embankment for that purpose has already been completed; beyond that is a place called Graham's Paddock, near Oakhampton, where there is a very low level, through which the water generally finds its way to all the low lands behind Kelly's place, and from there under the Long Bridge and the Swamp behind St. Mary's Church round to Wallis' Creek. That embankment, I should say, would require to be about a quarter of a mile in extent. On one occasion, Mr. Graham, the owner of the land, was willing to allow the embankment to be made, but he required a compensation which the Council did not then feel inclined to pay him.
8. It is a fact that the Municipal Council have already embanked within their limits, to prevent inundation from ordinary floods? Yes.
9. And the town is now liable to be inundated by flood through land over which they have no control, and they now seek to go there for that purpose? Yes.
10. And to pay for such land, by arriving at its value by arbitration? Yes.
11. Would it be a great public benefit to the town of West Maitland to have this Bill passed? Very great indeed.

- W. H. Mullen, Esq.
16 Jan., 1868.
12. Both with respect to the water supply and the power to continue the embankment? Yes.
13. *Mr. Dodds.*] Is there any power in this Bill to enable the parties to extend the supply of water beyond the town of West Maitland? None; but that could be easily arranged by our municipality and that of East Maitland. After we have carried the work to our limit, it could be extended upon a compromise to be made between the two municipalities.
14. Seeing that East Maitland and Morpeth will both require supplies of water, would it not be better to deal with the whole question under the same Bill? It is impossible; the Municipal Council of West Maitland can only claim this for their own limits; they cannot control the other Councils in any way.
15. Can it not be done, provided we are willing to bear a portion of the expense? That can be done at any time from free-will, but we have no power to compel you.
16. *Chairman.*] If this Bill were passed and the required powers granted to West Maitland, would it not also be an advantage to East Maitland and Morpeth, provided they came to terms with West Maitland? It could be easily done.
17. *Mr. Burns.*] You are aware that in the Municipalities Act, as introduced by the Government, there were clauses of a general character, which would have met the circumstances of West Maitland, if they had been passed? Yes, I am aware of these two clauses, but they were struck out.
18. Are you aware that the ground of objection to those clauses being, in the general Act, that there was an unwillingness on the part of the House to pass such clauses generally, but there was an expression of opinion that it might be done specially? Yes, that is why this Bill has been introduced.
19. There are no means within the Municipality of getting a supply of pure water? None whatever.
20. The place most suitable for that is near Oakhampton? Outside the boundary near Anderson's.
21. Beyond the boundary of West Maitland? Yes, Hall's Creek is the boundary of the town.
22. The land where you propose to construct the waterworks is elevated? The highest portion to be found there.
23. And specially suitable to the purpose? The only suitable place, according to the surveyor's report.
24. Have you any estimate of the expense? The report from Mr. Bell, the City Engineer of Sydney, who was employed by the Municipal Council of West Maitland to make the survey, estimated the expense at about £13,000.
25. The Corporation of West Maitland have gone to a great deal of trouble in preparing statistical and other information with reference to this matter, have they not? They have.
26. And they propose by this Bill to levy a special rate to pay the interest on the capital invested in the works? Yes; I think you will find by the Bill that it is proposed that only those places shall be rated where the mains are laid down. It is proposed at first to lay a main along the High-street, and all the houses within a certain distance will be bound to pay the rate, but no houses in any by-street will be bound to pay, unless the Corporation puts it in their power to get the water; there will be no tax on those who do not get the benefit at once.
27. I believe West Maitland lies on low, swampy land? Yes.
28. And in hot weather the water is liable to be bad? Yes, it is very bad at present.
29. Therefore it would be highly desirable that the inhabitants should have a supply of pure water from the proposed works? Yes.
30. The Corporation, I believe, have taken steps, within its boundaries, to prevent the inundation of the town? As far as they could, they have done so.
31. If this Bill should become law, they propose to continue the embankment right through up to the point where the town is still liable to inundation? No, not along the bank, only where it is necessary—for about a quarter of a mile below Mr. Graham's house, near Button's Falls; there is about a quarter of a mile of very low land there, through which the water flows upon the adjacent lands.
32. How far are Button's Falls from West Maitland? About two miles and a half.
33. In times past, has not a very large amount of property, crops, and goods generally, been destroyed by the water coming over there? Yes, very large.
34. And the passing of this Bill will give the Corporation of West Maitland power to prevent similar losses? As far as they can possibly be prevented, it would.
35. The land at Campbell's Hill, near Oakhampton, belongs, I believe, to Mr. Anderson? Yes.
36. Have you had any conversation with him on the subject of this Bill? Personally, I have not.
37. Do you know if there is a willingness on his part to allow the land to be taken, and to have the compensation settled by arbitration? Only from report; I believe he is willing.
38. You are not aware of any objection on his part to this Bill? None whatever; in fact, it is looked upon as a public boon.
39. You propose to take land for embankments, as well as for waterworks, at different places? I think you will find by the Bill that the place is particularly mentioned. We have not made it a general question at all. In drawing the Bill, I put in the particular spot.
40. To what distance beyond the boundaries is it proposed that the Corporation's authority should extend? From Hall's Creek to Button's Crossing-place, a distance of about three miles—clause 24.

41. Are the Corporation prepared to take action in the construction of waterworks and embankments, immediately after this Bill is passed? Yes, as soon as the necessary steps are taken to raise the money. W. H. Mullen,
Esq.
42. You are aware of no opposition to this Bill? None whatever. 16 Jan., 1868.
43. *Chairman.*] The power to levy a water rate will only apply to such streets as the mains may have been laid down in? That is all.
44. No rate can be levied in any street until a main is laid down in that street? No. I would like to draw your attention to the clause—clause 31. The Council, in going through the Bill, fixed a limit of thirty-three yards from the mains. Thirty-three yards is about the depth of the allotments on the main street, so that that will take in every house in the High-street, while houses at a greater distance, which do not receive a corresponding benefit, will escape the rate until the Corporation lay down mains in the other streets.
45. *Mr. Dodds.*] What is the population of the town of West Maitland? About 6,000.
46. Are you prepared to state whether the water at this place, where they propose to take it from the Hunter, has ever been injuriously affected by the influence of the tide? It never has, within my experience of sixteen years.
47. It is always fresh? Always fresh.
48. *Mr. Burns.*] From common report, it has never been affected? No.
49. *Mr. Dodds.*] In making these embankments under the Bill, are parties on the opposite side likely to be affected injuriously? I cannot see how it can affect them, because they have protected themselves already; in fact, they have kept the flood from themselves and thrown it upon us.
50. *Mr. Burns.*] I believe the landowners on the other side have been for some time embanking right along? Yes, since 1864.
51. The only effect of this Bill, as far as the embankment is concerned, will be to confine the water to the channel of the river, instead of allowing it to spread? Yes, to the river itself.
52. *Mr. Dodds.*] Does this Bill provide for limiting the amount to be borrowed to the expense of the works? Clause 28 limits the amount to £20,000.
53. *Chairman.*] The preamble sets forth that it is absolutely necessary that the land required for the construction of the reservoir for the supply of water should be taken from the hands of private individuals—Are you aware, from the report of the Surveyor, Mr. Bell, that that is the only land suitable for the purpose? The only available land, taking expense into consideration, because where the water is proposed to be taken, at Dickson's Falls, it is the closest point, near Anderson's Hill, where it could be taken with advantage to the town.
54. It is necessary for the purpose of carrying out the work that that land should be taken? Yes.
55. *Mr. Nowlan.*] Is Anderson's Hill higher than Campbell's Hill? Yes, according to Mr. Bell's report it is.
56. *Chairman.*] It is impossible from any other source to obtain, at any reasonable cost, any supply of water for the population of West Maitland? Yes, this is the only suitable site.
57. *Mr. Farnell.*] How far is Dickson's Falls from the boundary of the Municipality of West Maitland? I should say from Hall's Creek it is not more than half a mile.
58. Has the Municipality of West Maitland employed a civil engineer to take levels and prepare sections and plans for the proposed works? Yes, Mr. Bell, the City Engineer of Sydney, was employed.
59. Have they been laid before the Council and approved of? Yes.
60. And this Bill, so far as regards the locality for bringing the water from, is founded on Mr. Bell's report? Yes. In that report, mention was also made of lands within our own boundary, but it was found that, from the great distance it would have to come, instead of having one force pump to force the water to Anderson's Hill, it would require three.
61. Is there any place, within the boundary of the Municipality of West Maitland, from which it could be supplied with pure water? None.
62. Are there any other places outside the boundary? None whatever.
63. I heard you say something, just now, with reference to expense—that the water could be procured from some other place, but that it would be more expensive? That would be from the same locality—Dickson's Falls, and then it would have to go through private lands and force the water nearly a mile to the top of Campbell's Hill.
64. This will affect private rights to a large extent? No, only one person's land.
65. It only passes through one individual's land? I think so; only through Mr. Anderson's property.
66. Is Mr. Anderson the only proprietor of land between Dickson's Falls and West Maitland? No, there are a great many other farms.
67. Do you propose to compensate those persons through whose land you take these mains? Certainly, by the eighth clause. There are clauses in the Bill providing for arbitration.
68. Are private rights in any way affected by the proposition to protect West Maitland from inundation? One property only.
69. *Mr. Nowlan.*] That is the Oakhampton paddock? Yes, Graham's paddock, down by the shooting butts.
70. *Mr. Farnell.*] You have complied with all the conditions necessary for the introduction of a private Bill, such as publication of notices and so on? Yes.
71. And all persons have had ample notice to enable them to make any objections? Yes, the notices have been duly published in the *Gazette*, *Herald*, and *Mercury*.
72. At what amount did Mr. Bell estimate the cost of the work? £13,000.

- W.H. Mullen, Esq.
16 Jan., 1868.
73. And I think you propose by the Bill to enable the Municipality to borrow £20,000? Yes.
74. The borrowing of this money will only affect the Municipality itself? Yes.
75. Do you propose that the Government should join in guaranteeing the interest on giving security? No.
76. The rates will be the security for the loan? Yes.
77. Does that in any way run counter to the present Municipalities Act? No, I think not. We have power to mortgage the whole of our rates.
78. You propose to levy rates only within a certain distance of the mains? Yes.
79. What is the reason for exempting persons beyond 33 yards from the main? The object of that is, that as the allotments in the High-street generally run about that depth, and the houses are built on the main street, they will be the only houses liable to be rated; and houses beyond that, who could not get the benefit of having water supplied, will not be compelled to pay until after the Municipality lay down mains in the by-streets.
80. You are going to leave it optional with all persons residing more than 99 feet from the main to take the water or not? Yes; if they desire to have the water laid on they will have to pay 5s. a room, but we thought it would be hard upon them to compel them to pay the taxation, when the Council is not in a position to give them a supply.
81. I suppose there is no doubt as to the purity of this water? None that I know of.
82. Has there been any chemical test applied, at the instance of the Municipality? No.
83. How is West Maitland supplied with water now? From wells, water-casks, and the river.
84. Is the water supplied to West Maitland from the river the same as that you propose to supply? It will be the same flow of water; but Dickson's Falls are above the town, and the river up to that point does not receive any impurity from fellmongering, tallow chandleries, water-closets, and so on, which it does now where the water is at present obtained. With the exception of one boiling establishment at Windermere, there is nothing at all to render the water impure.
85. At the present time, then, a large number of the people of West Maitland are compelled to use water impregnated with the impurities you mention? Yes, they have to do it.
86. *Mr. Dodds.*] How is the town of West Maitland off with regard to fresh water from wells? I should say, on an average, there is about one well to every ten houses.
87. *Chairman.*] Is the water in the generality of the wells of a soft or hard nature? Very hard indeed.
88. *Mr. Dodds.*] It is to be compulsory on parties, where main pipes are laid down, to take the water? Yes.
89. Is the amount of rate fixed? 5s. a room.
90. *Mr. Stewart.*] Is the proposed source of supply above the level of the town, or will the water have to be raised? It will have to be raised by a force-pump.
91. Is the expense of machinery for pumping included in the £20,000 power is given to borrow? Yes.
92. Will the taxation, at the rate you propose, on one street, meet the interest on that amount? It will pay the interest on the amount proposed to be borrowed in the first instance—£13,000; the calculation is that it will pay about 8 per cent.
93. *Mr. Farnell.*] Does the Municipality propose to supply water to persons outside its own boundaries? Not at present.
94. Is there any power given by this Bill to supply it by special arrangement? No.
95. *Chairman.*] Is there anything to prevent it? Nothing whatever.
96. *Mr. Dodds.*] Would the by-laws of the Municipality enable them to extend it beyond the limits? I imagine they would have the power to extend it wherever they liked, as long as the adjoining Municipalities were content to have their streets dug up to lay the mains; that would be entirely within their control.
97. *Chairman.*] Do the Council contemplate fully compensating every person through whose land this water may be carried? Yes.
98. Does the eighth clause fully provide for that? It does in every possible way.
99. I am to understand that, if the inhabitants of Morpeth or East Maitland are willing to enter into an agreement with the Municipality of West Maitland, to supply their towns with water, there is sufficient power to do so? Yes, if they were willing parties.
100. *Mr. Farnell.*] Are you aware that the Corporation of the city of Sydney have power to levy water rates on persons out of their own limits? I hear it is the law here.
101. Does this Bill give the Municipality of West Maitland the same power? No; it is specially provided that none but those who receive the benefit shall bear the burden of taxation.
102. *Mr. Dodds.*] The same provision is made for compensating parties where land is taken for embankment? Yes, by arbitration; and when we do claim the land, they have a month's notice given them to make any objection, and the Minister has the power to revoke it if he sees strong grounds.

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

WEST MAITLAND WATER SUPPLY AND EMBANKMENT BILL.

(PETITION—CERTAIN FREEHOLDERS AND FARMERS, HUNTER RIVER.)

Ordered by the Legislative Assembly to be Printed, 28 February, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the undersigned Landholders and Tenants, residing on the Hunter River, in the District of Maitland,—

RESPECTFULLY SHEWETH:—

That your Petitioners are informed that “A Bill to provide for the better supply of West Maitland with pure and wholesome water and to enable the Municipal Council thereof to embank and otherwise provide against inundation by flood and for other purposes therein set forth”—has been introduced into your Honorable House—has been read a first time, and the second reading of the said Bill fixed for the twenty-fifth day of February instant.

That your Petitioners respectfully call the attention of your Honorable House to the twenty-fourth clause of the said Bill, by which the Promoters of the said Bill seek for powers to enable them to construct an Embankment outside the limits of the Municipality of West Maitland, namely,—“from Hall’s Creek to Button’s Crossing-place—a distance of about three miles.”

That your Petitioners desire respectfully to point out to your Honorable House, that the line of this projected Embankment lies immediately opposite to the extensive and valuable estates of Bolwarra, Lorn, and Liddesdale, some thousands of acres in extent, and all of which estates are now occupied by tenant farmers.

That these estates are even now liable to flood, and that the construction of the proposed Embankment would have the effect of more completely inundating and ruining the several estates, and driving away a large and industrious population.

And your Petitioners, therefore, respectfully pray that your Honorable House will not grant the Promoters of the said Bill such extensive powers of embankment, until some general scheme for the drainage of the Hunter River District has been decided upon, and that the property and interests of your Petitioners may be protected.

And your Petitioners, as in duty bound, will every pray.

Dated this 18th day of February, A.D. 1868.

[Here follow 27 Signatures.]

1867-8.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

WEST MAITLAND WATER SUPPLY AND
EMBANKMENT BILL.

(PETITION—CERTAIN RATE-PAYERS, WEST MAITLAND.)

Ordered by the Legislative Assembly to be Printed, 28 February, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned Ratepayers, of the Borough of West Maitland,—

HUMBLY SHEWETH :—

(1st.) That your Petitioners disapprove of the Bill which is before your Honorable House, entitled the " West Maitland Water Supply and Embankment Act."

(2nd.) That the Promoters of the Bill have pushed it forward with much haste, affording your Petitioners no opportunity of examining its clauses before passing Committee.

(3rd.) That the power sought to assess your Petitioners beyond the limitation assigned by your Honorable House, is oppressive in principle, and although excessive, will be wholly inadequate to the purpose contemplated, and must, therefore, prove ruinous in the end.

(4th.) That the principle of granting powers beyond the Municipality for the purposes of embanking is to be watched with the greatest jealousy; and, in the present instance, threatens obvious destruction to those houses near the river, within the Municipality.

(5th.) That the present unusual depression of the district, the questionable necessity for water supply, and the obvious injury from partial and injudicious embankment, obstructing, as it has, the promised measures of the Government, render the time chosen most inopportune.

(6th.) Your Petitioners, therefore, pray that your Honorable House will not pass the said measures into law.

And your Petitioners, as in duty bound, will ever pray.

[Here follow 116 Signatures.]

00

1867-8.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

WEST MAITLAND WATER SUPPLY AND EMBANKMENT BILL.

(PETITION—CERTAIN RATE-PAYERS OF THE BOROUGH OF WEST MAITLAND.)

Ordered by the Legislative Assembly to be Printed, 9 March, 1868.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Petition of the undersigned Ratepayers, of the Borough of West Maitland,—

HUMBLY SHEWETH:—

(1st.) That your Petitioners disapprove of the Bill which is before your Honorable House, entitled the “ West Maitland Water Supply and Embankment Bill.”

(2nd.) That the Promoters of the Bill have pushed it forward with much haste, affording your Petitioners no opportunity of examining its clauses before passing Committee.

(3rd.) That the powers sought to assess your Petitioners beyond the limitations assigned by your Honorable House, are oppressive in principle, and although excessive, will be wholly inadequate to the purpose contemplated, and must, therefore, prove ruinous in the end.

(4th.) That the principle of granting powers beyond the Municipality for the purpose of embanking is to be watched with the greatest jealousy; and, in the present instance, threatens obvious destruction to those houses near the river, within the Municipality.

(5th.) That the present unusual depression of the district, the questionable necessity for water supply, and the obvious injury from partial and injudicious embankment, obstructing, as it has, the promised measures of the Government, render the time chosen most inopportune.

Your Petitioners, therefore, pray that your Honorable House will not pass the said measure into law.

And your Petitioners, as in duty bound, will ever pray.

[*Here follow 100 Signatures.*]

1867.

LEGISLATIVE ASSEMBLY.

NEW SOUTH WALES.

RICHMOND BRIDGE TOLLS.

(PETITION—RESIDENTS, NORTH RICHMOND AND ADJACENT PARTS.)

Ordered by the Legislative Assembly to be Printed, 29 November, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The humble Petition of the undersigned Landed Proprietors and Residents of North Richmond, Enfield, Kurragong, and those parts of the County of Cook which are approached by the Richmond Bridge over the river Hawkesbury,—

RESPECTFULLY SHEWETH :—

That by an Act passed in the twentieth year of the reign of Her present Majesty, intituled, "An Act to incorporate a Company to be called The Richmond Bridge Company and to erect and maintain a Bridge over the River Hawkesbury at the Richmond Ferry in direct continuation of the Public Road and to take Tolls thereat for a term of years and for other purposes therein mentioned," certain persons therein named were incorporated as a Company, under the name, style, and title of The Richmond Bridge Company, and the said Company were thereby empowered to demand and receive the Tolls specified in the Schedule marked C, annexed to the said Act.

That by another Act, passed in the twenty-fifth year of the reign of Her said Majesty, intituled "An Act to amend the Richmond Bridge Company's Act of 1857"—the said first-mentioned Act was amended, by substituting an increased rate of Tolls to be charged on the live stock mentioned in the Schedule thereto.

That your Petitioners are informed and believe that, at certain Bridges in the Colony, constructed over rivers similar to the Hawkesbury, no charges or tolls whatever are asked or demanded; and in this category they would enumerate the Denison Bridge at Bathurst, and the Bridge at Singleton over the Hunter River. And further, that at certain other bridges and ferries at which Tolls are authorized to be taken, the rates of such Tolls are only one-half of those charged and demanded at the Richmond Bridge; and, as coming within the last class, your Petitioners name the Maitland Bridge, the Pyrmont Bridge, the Penrith Bridge, and the Ferry at Windsor.

That your Petitioners feel the scale of Tolls authorized by the said recited Acts as pressing hard upon them; and, without wishing to interfere with the vested rights of the shareholders of the Richmond Bridge Company, they would respectfully crave the assistance of your Honorable House in removing the burden they complain of.

Your Petitioners, therefore, humbly pray that your Honorable House, taking the premises into your consideration, will be pleased to pass a resolution which will have the effect of placing your Petitioners in as favourable a position, with regard to the Tolls chargeable at the said Richmond Bridge, as other landholders and residents of the Colony whose properties or residences are similarly situated to those of your Petitioners.

And your Petitioners will ever pray, &c., &c., &c.

Dated this 25th day of November, 1867.

[Here follow 154 Signatures.]

1867.

LEGISLATIVE ASSEMBLY.
NEW SOUTH WALES.

VINES AND GRAPES IMPORTATION PROHIBITION BILL.
(PETITION—PROPRIETORS OF VINEYARDS AND OTHERS.)

Ordered by the Legislative Assembly to be Printed, 5 December, 1867.

To the Honorable the Legislative Assembly of New South Wales, in Parliament assembled.

The Memorial of the undersigned proprietors of vineyards and others, interested in the cultivation of the vine, in New South Wales,—

RESPECTFULLY SHEWETH:—

That the growth of the vine, and the production of wine, has become of great social and commercial importance to the Colony, and it is desirable that vineyards should be protected from the possible introduction of the disease which has been so destructive to the vineyards in Madeira, and those of the South of Europe, for so many years past.

Your Petitioners have been informed, by direct communication from an eminent vineyard proprietor in the neighbouring Colony of Queensland, that the disease known as the *Oidium* exists in that Colony, and believe it is the duty of the Legislature to take such measures as may be necessary to prevent the disease being brought into New South Wales.

Your Petitioners are also deeply impressed with the belief, that many Colonists who have been, and now are travelling in the South of Europe, will, on their return to Australia, bring with them cuttings from the vineyards which have been, and now are, more or less infected with the disease.

That it has come to the knowledge of your Petitioners, that many cuttings have been lately brought into the Hunter River District from Europe, which have been destroyed at the urgent request of the President of the Hunter River Vineyard Association. For these reasons they pray that your Honorable House will meet this imminent danger with the least possible delay, and pass an Act which shall authorize the Officers of Customs and Police to seize and destroy all "vine cuttings and fresh grapes" which may be attempted to be introduced into New South Wales from the neighbouring Colonies or other parts of the world.

Your Petitioners, now possessing all varieties of vines for wine and table grapes from all parts of the world, and the same being in a sound and healthy state, are the more earnest in requesting your Honorable House to give effect to their reasonable demands.

And your Petitioners, as in duty bound, will ever pray.

[Here follow 537 Signatures.]

SA