

NEW SOUTH WALES

GUIDE TO THE STATE ARCHIVES

RECORD GROUPS NBNE and NDSB

THE ADMINISTRATION OF EDUCATION
UNDER TWO BOARDS, 1848-66:

A PRELIMINARY INVENTORY OF THE RECORDS OF
THE BOARD OF NATIONAL EDUCATION AND
THE DENOMINATIONAL SCHOOL BOARD

THE ARCHIVES AUTHORITY OF NEW SOUTH WALES

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Preface

Modern methods for the control and organization of official archives began to be fully developed in New South Wales in 1953. In that year the Archives Department of the Public Library of New South Wales assumed responsibility for the State archives, following upon the earlier work of the Mitchell Library.

In 1954 a conference of Australian archivists under the guidance of Dr T. R. Schellenberg, then Director of Archival Management in the United States National Archives, agreed on the basis of a plan for inventories of pre-Federation State archives in official custody. The intention was that all these inventories would ultimately be published as a guide to Australian official pre-Federation archives.

The Archives Authority of New South Wales, upon its establishment under the Archives Act of 1960 to have the custody and control of the State archives, decided to follow a similar plan of publication as circumstances should permit. This present inventory is the seventh in a sequence which has now been extended to include, when appropriate, inventories of post-1900 records. It was prepared by Mr A. J. Hutchins, B.A., of the Archives Office of New South Wales.

Any suggestions for the improvement of this inventory will be welcomed by the Archives Authority so that it may ultimately appear in more permanent form as part of a comprehensive guide to Australian pre-Federation archives.

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Introduction

EDUCATIONAL PROVISION IN THE COLONY, 1833-48

After the resignation of Archdeacon Scott and the dissolution of the Church and School Corporation in 1833⁽¹⁾ "the maintenance of schools devolved partly on the Government";⁽²⁾ lands vested in the Corporation reverted to the Crown, to be disposed of in such manner as should appear "most conducive to the maintenance and promotion of Religion and the Education of Youth in the said Colony".⁽³⁾

By 1833, 35 primary or parish schools administered by chaplains of the Church of England and regarded as Church property had been established by the Corporation. The appropriation for these schools for 1834 was £5,736; for the same year, no sum was voted for any primary school connected with the Presbyterian Church, and only £800 for schools connected with the Roman Catholic Church. The system of appropriations was, therefore run on strictly denominational lines and the support of the government was manifestly inequitable.⁽⁴⁾

Governor Bourke advocated withdrawing State aid from these primary schools, considering that, in its relations with religious bodies, the State should not pursue a policy of discrimination; his unwillingness to allow education to remain under the control of State-aided churches arose from the belief that "in a thinly scattered population of mixed religious applications this could only result in a multiplicity of small rival schools".⁽⁵⁾

Bourke proposed "that schools for the general education of the Colonial Youth, supported by the Government, and regulated after the manner of the Irish Schools;⁽⁶⁾ which since the year 1831 receive aid from Public Funds, would be well suited to the circumstances of this County", in the belief that "the Colonists would be well pleased to find their funds liberally pledged to the support of schools of this description".⁽⁷⁾

Although at this time no provision was made for the withdrawal of government aid from existing Church schools, and the proposed National Schools were to be considered experimental, Bourke's scheme aroused considerable opposition from the Protestant clergy, led by Bishop Broughton, who succeeded in obtaining support from the Dissenters and Presbyterians. In the face of concerted opposition Bourke shelved his scheme; the scheme was, however, never formally abandoned.⁽⁸⁾

Until adequate support was assured interim measures were adopted. The Church Act of 1836 provided that whenever a sum of not less than £300 was raised by private subscription and applied towards the building of a church, chapel, or a dwelling for a clergyman or minister, the Governor could, with the advice of the Executive Council, issue from the Treasury any sum not exceeding the private contribution, provided that not more than £1000 was to be made available for any one church, i.e., the Government would match private contributions to a limit of £1000, when a minimum sum of £300 had been raised. The second section of the Act applied the same principle to clergymen's stipends. ⁽⁹⁾

The Act as passed contained no reference to the provision of funds for

the establishment of schools. Bourke, however, interpreted the spirit of the Act to include schools, and this pound-for-pound (or "half and half") system of State aid marked the introduction of what came to be called the "denominational system".⁽¹⁰⁾

The adoption of this practice granted equal privileges to all religious denominations, but led to the formation of several small sectarian schools in the same district; in many instances, when a school was formed under the auspices of one church in a small country town or district, the adherents of one or more of the other churches considered it necessary to form a school of their own. This competitive practice was clearly uneconomic.⁽¹¹⁾

The "half and half" system did not come into active operation until 1838, when a pound-for-pound Government subsidy was granted to seventeen Presbyterian and five Roman Catholic schools. In effect, from this date, there were two types of school in operation: those which had existed before 1836, where the Government paid the master's salary and a halfpenny a day for each child whose parents could not afford to pay school fees; and those which had been formed under the "half and half" system stemming from the Church Act of 1836.⁽¹²⁾ By 1841, 43 schools (32 Anglican and 11 Roman Catholic) were operating under the old system, while 46 schools were operating under the "half-and-half" system.⁽¹³⁾

Bourke's successor, Sir George Gipps, did not propose to continue granting State aid to denominational authorities, regarding subsidies as contributing towards a duplication of educational facilities while not benefiting the majority of children in the Colony, who were receiving little or no educational instruction.

In a minute accompanying his estimates for 1840, Gipps noted that:

The great dispersion of the population of New South Wales renders perhaps more than in any country upon earth, a system of education necessary, that shall be as comprehensive as possible. In large towns, or in a densely populated country, separate schools for each denomination of Christian may easily be established, and in a qualified manner may answer the object of that institution but to insist in New South Wales that each separate denomination shall have its separate school is (let the fact be disguised as it may) in reality to say, that even in our capital, a large proportion of the population shall remain uneducated; and out of School there shall, for the poorer classes of society, be scarcely any education at all. Schools are indeed at the present moment springing up in most of our country towns, but their existence will, in all probability, be but ephemeral; for they will stand one in the way of the other, and by competing when they ought to combine, defeat the common object of them all.⁽¹⁴⁾

In 1844 a Select Committee of the Legislative Council was appointed, under the chairmanship of Robert Lowe, "to enquire and report upon the state of Education in this Colony, and to devise the means of placing the Education of Youth upon a basis suited to the wants and wishes of the community."⁽¹⁵⁾ The Commissioners reported that:

The present state of Education in this Colony your Committee

considers extremely deficient. There are about 25,676 children between the ages of 4 and 14 years; of these only 7,642 receive instruction in public schools, and 4,865 in private schools, leaving about 13,000 children who, as far as your Committee know, are receiving no education at all. The expense of Public Education is about £1 per head; an enormous rate after every allowance has been made for the necessary dispersion of the inhabitants, and the consequent dearth of instruction a far greater proportion of the evil has arisen from the strictly denominational character of the private schools.

The first great objection to the denominational system is its expense; the number of schools in a given locality ought to depend on the number of children requiring instruction which that locality contains. To admit any other principle is to depart from those maxims of wholesome economy, upon which public money should always be administered.

....(We are) convinced of the superiority of a general to a denominational system ... (and recommend) that one uniform system ... be established for the whole of the Colony.(16)

The Legislative Council endorsed the Commissioners' report by a majority of one vote.(17) Gipps did not, however, sanction the appropriation of money in accordance with the Council's recommendation, since

without the cooperation of the Ministers of Religion it seems to me scarcely possible to establish any system of Education with a prospect of its being extensively useful, and I need scarcely remark that the Clergy throughout the Colony are at present even less disposed to cooperate in the establishment of a general system than they were on ... (previous) occasions''.(18)

Despite the Council's reaffirmation of its decision in 1846 and 1847(19), no further action was taken until 1848, when a General Education Board (later called the Board of National Education) was nominated by Governor FitzRoy and entrusted with a grant of public money(20) Several factors made FitzRoy's action possible. Public opinion, influenced by the articles of Robert Lowe and W. A. Duncan in their newspapers (the Atlas & Weekly Register respectively) was favourable to the introduction of a general scheme,(21) while the failure of the district councils to perform their allotted educational functions was also a contributing influence.(22)

The Act of 1842 which had created the first elective Legislative Council had made provision for the establishment of local government in the form of district councils, whose duties included the establishment and support of schools within their areas(23) District councils had, however, no power to levy rates without passing a local Act to that effect. The bill to allow district councils to levy rates independently, introduced by Gipps in July 1844, was rejected by the Legislative Council on the grounds that district councils were "totally unsuited to the circumstances of the Colony"(24) In the same year the Lowe Report also stated its disapproval of the assignment of educational functions to district councils.(25)

In addition, in a letter to Governor FitzRoy dated 3rd May 1847, Bishop Broughton indicated his willingness to effect a compromise on

educational policy.⁽²⁶⁾ Broughton was prepared to accept the establishment of Dual Boards in return for increased State aid. The period 1843-4 had seen "the most complete exhaustion of the resources of the Church within the Colony";⁽²⁷⁾ in 1847 money was necessary and could only be obtained by the Church relinquishing its uncompromising stand;⁽²⁸⁾ for

If they were to save the Church schools, they must compromise with the Legislative Council in allowing the Irish System to be introduced and run concurrently with the existing denominational schools. ⁽²⁹⁾

On 4th January, 1848, the General Education Board was formed "for the regulation and inspection of schools to be conducted under Lord Stanley's System",⁽³⁰⁾ with the hope that:

1. Schools would be established in localities where populations were too small to allow the establishment of separate schools.
2. Children would be gathered into large rather than small schools, enabling satisfactory salaries to be paid to teachers.
3. Normal schools might become practicable for training teachers.
4. The inspection of schools might be facilitated.⁽³¹⁾

"The religious instruction of the children in these schools", ran the official announcement, "will continue as heretofore to be under the direction of clergymen of the different denominations to which the schools respectively belong. Until a code of regulations prepared under the suggestions of the Board shall have been framed and published for general information, aid will continue to be granted to the several schools now receiving contributions from the public funds upon the terms set forth in the Regulations of 24th September 1841,⁽³²⁾ subject nevertheless to the limitations contained in the notice of 18th June 1847".⁽³³⁾

The dual system allowed a denominational system of schools, under a Board of Commissioners, comprising one representative of each of the major religious denominations,⁽³⁴⁾ to exist independently of the National Board, both systems being supported by public funds.⁽³⁵⁾

The Board of National Education

On 4th January, 1848, the Governor appointed Messrs J. H. Plunkett (Attorney General), Sir Charles Nicholson (Speaker) and W. S. Macleay, F.R.S., as a "General Education Board" for the regulation and inspection of schools to be established and conducted under Lord Stanley's System.⁽³⁶⁾

In March 1848, at the instigation of Plunkett, the Board appointed H. C. Beverley temporary Secretary in a part-time capacity at a salary of £50 per annum.⁽³⁷⁾ The Secretary's functions were to keep the Board's minutes, pay accounts, draft and file correspondence, and collect the necessary information for the annual returns for the Blue Book. By early 1849 it had become obvious that the volume of work required the employment of a full-time Secretary, and W. C. Wills, then Secretary to the Lord Mayor of

Sydney, was appointed to the position at a salary of £250 per annum⁽³⁸⁾

The legal authority of the Board to set up and maintain schools on the model of the Irish National system was founded on the Act II Vict. no. 48 to incorporate the Board of Commissioners for National Education. Under Section 1 the Board of Commissioners was promulgated "One Body Politic and Corporate, by the name and style of 'the Board of National Education'"; section 2 declared it "lawful for the Governor, with the advice of the Executive Council, to remove any member or members of the said Corporation and to appoint other or others"; and by section 3, the Board was granted "power and authority to form and make by-laws, rules and orders", which were to be published in the Government Gazette. Incorporation allowed the Board to stratify and regulate its internal structure and gave it control over the expenditure of public money. The Board was enabled to hold land in its own right and to secure full legal title for the transfer of school sites and buildings.⁽³⁹⁾

Much of the initial work of the National Board was occupied by administrative concerns: books had to be ordered from Ireland, plans drawn up for a Model School, and regulations drafted. At the end of its first year the Board was responsible for only four schools,⁽⁴⁰⁾ and stated that until the arrival of textbooks and teachers to take charge of the Model School from Ireland they were not in a position to process applications for new schools.⁽⁴¹⁾

(a) The work of the Board's Agents

The Board was faced with the problem of establishing a system for communicating with the people for whom National Schools were intended. A temporary expedient, prior to the establishment of a more organized system, was the posting, in offices of Clerks of the Benches, of the Board's regulations, with "a few additional remarks pointing out how schools on National principles could be established".

On 28th May, 1849, the Board appointed two agents, George Rusden (Southern Agent) and John Kinchela (Northern Agent) to advertise the National system throughout the Colony, assist in the establishment of schools, and exercise some of the functions of inspectors.

The agents were instructed⁽⁴²⁾ (See Appendix B) to make every effort to establish new schools, although they were not to give assistance if it was not required or criticize existing schools established by any other organization. They were to arrange public meetings, display the Board's regulations and books, assist in the selection of patrons, and furnish descriptions of proposed school sites, information on the practicability of establishing industrial and boarding schools, and statistics of prospective schoolchildren.

Within three months of setting out Kinchela died and Rusden undertook the complete agency for Eastern Australia. In two years he completed five tours: between July 1849 and February 1850 he rode between Sydney through Albury and Melbourne to Portland and back to Sydney; during March-April 1850 and between February and July 1851 he toured the Hunter Valley; between May 1850 and January 1851 the Moreton Bay and New England districts, and in August 1851, he undertook the work which Kinchela had begun at Bathurst.

A similar procedure was adopted for each district visited: letters sent ahead were aimed at stimulating local interest, enabling Rusden to convene a meeting soon after his arrival in a township; before the meeting he attempted to interview influential citizens, secure a suitable chairman, and make tentative proposals for patrons; at meetings he displayed the books and regulations of the Board, spoke if requested, and, if the meeting resolved to erect a school, assisted the patrons in making their initial application to the Commissioners. If his itinerary permitted he stayed on in the district for a few days to see that interest did not subside, that promised subscriptions were collected and that a building contract was let.

By August 1851, when Rusden resigned to become Chief Clerk in the Colonial Secretary's Office in Victoria, twenty-two schools had been brought under the National System, and applications had been received for the establishment of schools in another nineteen districts. (43)

(b) Regulations of the Board

At a meeting held on 29th April, 1848, the Commissioners framed "regulations and directions to be attended to in making applications to the Commissioners of National Education for aid towards the Building of School Houses or for the support of Schools"; (44) subsequently, in 1853, a set of expanded and elaborated regulations was published.

The Commissioners were prepared to grant aid towards the building and support of elementary and industrial schools (with the proviso that aid could only be granted to a limited number of the latter, which were to be located "at certain distances from each other") (240) on the condition that at least one-third of school building costs was to be subscribed by local residents. (45)

Applications for aid were to include the names of not less than three persons willing to act as Local Patrons "under the superintendence and directions of the Board" (46) while the Commissioners reserved the right to appoint and remove Local Patrons as they saw fit. (47)

If a Crown land grant was unobtainable, applications were to describe the proposed school site and the nature of its title; a conveyance of the fee simple (or lease where specifically agreed upon) was to be made to the Board of Commissioners. Upon approval of the application a plan and specification, together with an estimate of expenditure, was to be supplied by the Local Patrons. Upon the plan being approved by the Board, the Local Patrons were notified of the extent of the Board's grant. (48)

The Commissioners were prepared to contribute part of the expense of fitting up or furnishing a School House in the initial stage; thereafter provision for keeping the School House repaired and furnished was to be made locally. (49) The Commissioners also supplied "at a stated price" the first stock of School Books (renewable by the Board at four-yearly intervals) and school requisites (e.g. paper, slates, quills etc). (50)

Ordinary school business, which all children, irrespective of denomination, were required to attend, was laid down in a timetable approved by the Commissioners. (51) Special religious instruction was provided (for

children whose parents wished them to receive it) from "approved religious teachers" of the respective denominations⁽⁵²⁾ in a separate room set aside for that purpose.⁽⁵³⁾ Religious instruction was to occupy "one day in each week or part of a day (independently of Sunday)". This provision was elaborated in the 1853 regulations, by which religious instruction was to occupy one hour each day (as designated in the timetable)⁽⁵⁴⁾, the teacher, in the event of any inconvenience being caused, was granted the power to direct classes to be held at times other than those specified in the timetable.⁽⁵⁵⁾

The appointment of teachers was vested in the Commissioners,⁽⁵⁶⁾ although they were prepared to give consideration to any suggestions put forward by Local Patrons.⁽⁵⁷⁾ A "Normal Establishment" was to be provided "for training Teachers and Educating persons destined to undertake the charge of schools";⁽⁵⁸⁾ no permanent teaching appointment could be made unless the prospective appointee was certified by the Commissioners or one of their authorized examining officers.⁽⁵⁹⁾

The Board reserved the right to dismiss any teacher they considered unfit to hold office,⁽⁶⁰⁾ and regarded the conduct of any teacher taking part in political meetings as "incompatible with the performance of his (teaching) duties"⁽⁶¹⁾. For fear of raising religious controversy the Board was not prepared to employ or continue as a teacher a minister of religion or any person who acted in public as a religious instructor.⁽⁶²⁾

The Commissioners established a minimum wage for teachers of £40 p.a.,⁽⁶³⁾ this basic income to be supplemented by school fees payable by parents under regulations framed by the Local Patrons of each school.⁽⁶⁴⁾ Provision was also made for the possibility of augmenting teachers' salaries by the raising of "subscriptions".⁽⁶⁵⁾

Normally aid was not granted by the Board unless a minimum school attendance of thirty pupils was guaranteed, although the Commissioners were prepared to pay teachers of schools whose enrolments were below this figure a sum equivalent to the percentage of the enrolment to the minimum requirements of the Board, with the proviso that such aid was "deserving" (i.e., that the school contributed towards "meeting the requirements of the locality" and was efficiently managed).⁽⁶⁶⁾

The main objective of the National System was "to afford facilities to persons of every denomination for the efficient education of their children in the same school, without prejudice to the conscientious convictions of any. "Adequate provision was to be made for the two components of a complete education - secular and religious. Beside a "common core" of secular subjects taught, provision was made for general and special religious instruction, general (i.e., undenominational) instruction being given by teachers to all children whose parents did not object.⁽⁶⁷⁾

From 1857 the Commissioners supported schools of two types - vested and non-vested, the property of the former being vested in the Commissioners, while in "the latter this ownership was not claimed".

An initial grant-in-aid to non-vested schools was conditional upon a schoolhouse being provided, and continuance of aid upon the satisfactory maintenance of the school house and furniture by means of local contributions, the satisfactory conduct of the school in accordance with the Board's regulations, and a guaranteed minimum attendance of thirty school children. Aid to non-vested schools was limited to salaries and books.⁽⁶⁸⁾

(c) The duties of Local Patrons

The Board recommended that "Local Patrons should include at least one representative of the "leading religious denominations"; a secretary was to be appointed to conduct correspondence with the Board, while a treasurer was to be appointed to manage locally subscribed funds. (69)

The duties of local patrons were:

1. To make due provision for keeping the School buildings in constant repair.
2. To take care that they are not used for improper purposes.
3. To cause a sufficient quantity of suitable furniture and apparatus to be provided.
4. To see that the School is properly supplied with books and that the sums collected for the "Book Fund" are rightly and economically expended.
5. To inspect periodically the School Registers and records, and to countersign the Returns made to the Board.
6. To use their influence with parents to induce them to send their children regularly to school.
7. To fix the rate of School Fees to be paid by the scholars ... to be appropriated ... to the purchase of books, maps, slates, and other school requisites.
8. To see that the school is open on all the usual school days, and that the Teacher is present at his work.
9. To observe whether the Teacher regularly and punctually discharges his duties; to report his conduct to the Board when he is at fault; and to protect him from frivolous and vexatious complaints.
10. To sign the Teacher's monthly abstract of Salary, provided they are of opinion that his duties have been regularly and punctually performed.
11. To report at the end of the year upon the condition of the school and the conduct of the Teacher.
12. To correspond with the Commissioners on all subjects connected with the school. (70)

Functions of the National Board

Teacher Training

(i) The Establishment of Model Schools

The 1844 Commission recognized the need for the establishment of

adequate training facilities, and the Board, after inspecting the Sheriff's Prison⁽⁷¹⁾ and the South Wing of the General Hospital as possible buildings to house the Model School, applied in June 1848 for the Military Hospital, Fort Street, which would become vacant in that year.⁽⁷²⁾ In May 1850 the school was opened, and two months later Daniel O'Driscoll, who had been trained in the Model (Normal) School at Marlborough Street, Dublin, and had taught for six years with the Irish Board of Education, was appointed Headmaster in a temporary capacity.⁽⁷³⁾ Although the temporary appointment of teachers restricted the school's use as a Model School, by August the average number of children in attendance was 128, and within a year this figure had risen to 300.⁽⁷⁴⁾

The Board regretted that they could not regard the school as a Model School, still less as a Training School,⁽⁷⁵⁾ and added:

It has been stipulated with all the teachers hitherto appointed that they will be subject to the test of an examination at the Model and Training School, when established, and will be required to undergo such instructions and discipline there, as may be thought proper to improve their qualifications as teachers.⁽⁷⁶⁾

When Wilkins arrived to take charge of Fort Street in 1851 he found it "defective in organization, in discipline and in the methods of teaching employed";⁽⁷⁷⁾ within a year of Wilkins' appointment, Fort Street had so improved that the Board considered that before long it would "fully justify its title of a Model School" and would "establish a new era in the popular education of the Colony".⁽⁷⁸⁾

A branch Model School in William Street was opened under Wilkins' direction on 6th October 1851,⁽⁷⁹⁾ and by the following year candidate teachers were taught at the Model Schools "during one month for the purpose of making themselves acquainted with the (teaching) methods in operation" in these schools.⁽⁸⁰⁾

After the Commissioners' enquiry of 1856, Wilkins suggested the introduction of Model Schools into country districts, organized on the pattern of small schools scattered throughout the Colony. He argued that:

What is really required is a school circumstanced as nearly as possible like that which the candidate will be called upon to instruct. Such a school should exhibit the best organization for such circumstances and be capable of serving as a model for the teacher just commencing his labours.⁽⁸¹⁾

The following year Wilkins again stressed this point, suggesting Mudgee and Bathurst as possible localities; a Model School was subsequently established at Mudgee in 1858.⁽⁸²⁾ The advantages resulting from the establishment of country Model Schools were discussed at the Inspectors' Conference of 1860.⁽⁸³⁾ In considering the functions which these schools would perform the Inspectors concluded (reflecting Wilkins' opinion)

....that a district Model School should differ as little as possible in its arrangements from an ordinary vested school except as regards the abundance and perfection of its material appliances. The Model School in Sydney, although useful as a place of

instruction, fails as a means of training simply because all the arrangements differ from those of the country schools to which candidates are appointed. In a district Model School, therefore, there should be but one teacher with perhaps a pupil teacher. It would be, of course, necessary that the Master should be most highly distinguished in personal attainments and skill in teaching.

Because National Education was intended to cater for a dispersed country population, training in these smaller schools would provide facilities most useful to colonial teachers. An essential advantage would be the smaller classes, where opportunity "to teach mixed grades was an essential condition not available in the larger city schools".⁽⁸⁴⁾

Despite constant agitation by Wilkins for the establishment of additional model schools - Wilkins wishing to establish a model school in each inspectorial district - the lack of funds prevented any further extension of the system ⁽²⁴⁴⁾ after the establishment of a model school at Albury in 1864.

(ii) The appointment of teachers and the training of candidates for teaching positions.

After its establishment in 1848, the Board was content, at least on a temporary basis, to accept the recommendations of Local Patrons concerning teaching appointments, provided that the candidate possessed a certificate of character and loyalty. Although this proved a convenient arrangement (since the Board had no means of training candidates itself) it was inadequate as a method of recruiting a large number of teachers. The predominate weakness of local selection was its limited area of choice, since Local Patrons had only the resources of their own district to draw on.

As the number of schools increased, so did the corresponding demand for teachers, and the Board, in September 1849, advertised in the Sydney Morning Herald⁽⁸⁵⁾ that they were prepared to receive applications for teaching positions from teachers trained in the Irish National System. As the burden of recommending teaching staff fell increasingly upon the Board, and as they gained experience in the standard of Local Patrons' appointees, the Commissioners began to insist upon more rigid "checks" for teachers recommended in local areas.⁽⁸⁶⁾ By 1850 they were asking nominees, wherever possible, to attend a Board meeting for questioning prior to their appointment; where this was impossible they required a letter from the nominee, in his own hand, setting out his qualifications.

Upon his appointment as Headmaster of the Model School in 1851 Wilkins submitted that to meet effectively the Board's requirements teachers previously appointed to schools should attend Fort Street for a month⁽⁸⁷⁾ "to qualify subsequently for a permanent position".⁽⁸⁸⁾

The inadequate training period meant that poorly qualified applicants were unable to improve their qualifications, much less obtain the teaching skill necessary to impart their knowledge. Another deficiency was the appointment of teachers without sufficient knowledge of the principles of National Education.⁽⁸⁹⁾

By 1851 it had become obvious that an improvement in teaching standards was necessary. In that year "a Teachers' class, for the instruction of candidates after the usual school hours"⁽⁹⁰⁾ was introduced. By January 1853 Wilkins considered that the Training Department of the Model School had "attained a sufficient development to be considered separately from the Elementary School".⁽⁹⁴⁾

Despite the success of the evening class, which served as "an assertion of the principle that a teacher must be 'learned' as well as trained, that he must possess culture"⁽⁹¹⁾ the Board considered it necessary to attend the training period "until they (i.e., candidates for teaching positions) had progressed sufficiently to encourage the belief that they would become useful teachers";⁽⁹²⁾ it was not until 1859, however, that "eligible" candidates were retained in training for a period of three months.⁽⁹³⁾ Despite the extension of the training period Wilkins was still not completely satisfied, reporting in 1859 that "each candidate ought to remain in the Model School for at least six months"⁽⁹⁵⁾.

As early as 1852 the need for additional training facilities resulted in the attendance of candidates at country schools (notably Wollongong National School) for the duration of the training period; candidates were subsequently inspected by Wilkins, who furnished a report "on their respective merits".⁽⁹⁶⁾

The instructions given by Wilkins to the Headmaster of the Model School concerning the training of candidates indicated the scope of the course in the late 1850's. Candidates were to know the Board's regulations and routine, as well as secure a thorough comprehension of the principles involved in the various subjects and processes taught. A report was to be made on personal qualifications, knowledge of school organization, ability to classify pupils and construct timetables and programmes of lessons. The ability to command and the means of securing discipline were assessed. Reports were supplied, for each teacher, on his instructional skill in each subject, together with an estimate of his practical skill.⁽⁹⁷⁾

As the number of pupil-teachers increased, the need for candidates decreased, since it was often the case that "the senior pupil teachers, in point of attainment, ranked somewhat above the average of candidates in training".⁽⁹⁸⁾

(iii) The Pupil-Teacher System

Soon after his arrival in the Colony Wilkins⁽¹⁰¹⁾ wrote that "considerable difficulty was experienced in providing teachers for vacant schools". In order to remedy this state of affairs he "suggested to the Board the expediency of adopting this system of employing pupil-teachers".⁽⁹⁹⁾

Pupil-teachers were to be at least thirteen years of age, and free from any "bodily infirmity" likely to impair their usefulness as teachers. Upon passing an examination set by the Inspector,⁽¹⁰⁰⁾ they were apprenticed for a four-year period, serving as assistant teachers in large schools; upon further experience they were "to assume the office of Master".⁽¹⁰³⁾ The advantage of this system was that "while it raises Teachers, they are men whose greatest ambition is to be successful in their profession."⁽¹⁰⁴⁾

Pupil-teachers were paid partly in instruction given by teachers,⁽²⁴³⁾ who were bound by the indentures of apprenticeship to give an hour and a

half's instruction to pupil-teachers on every schoolday without remuneration, and partly by means of a fixed yearly salary payable by the Board, conditional upon teachers certifying to the moral character of pupil-teachers, and to their passing an annual examination before an Inspector.⁽²⁴²⁾ In return for this instruction pupil-teachers were required to assist in the preparation of lessons and take charge of a class whenever necessary.⁽¹⁰²⁾

By January 1853 Wilkins was able to report that "of the two classes of persons, Pupil Teachers and Candidates for situations, who have undergone a course of training, the former has made the greatest advance. The conduct of the Pupil Teachers has, indeed, been pleasing in the highest degree ... The senior Pupil Teachers, in point of attainments, rank somewhat above the average of candidates in training".⁽¹⁰⁵⁾

The success of the training programme was indicated by Wilkins' suggestion to the Board that pupil-teachers should fill vacancies at Fort Street in 1854, even though their apprenticeship was not completed.⁽¹⁰⁶⁾ He also suggested that some pupil-teachers whose conduct was irreproachable, and who qualified at a higher examination, should be promoted to miss one year of their course.⁽¹⁰⁷⁾ In passing this resolution⁽¹⁰⁸⁾ the National Board indicated their confidence in the quality of teachers being trained under the pupil-teacher system.

Wilkins announced in 1856 that "the most certain means of obtaining a supply of trained teachers for National Schools, is the appointment of pupil-teachers", and that "the success of the system in the Model Schools seemed to justify its extension to country districts."⁽¹⁰⁹⁾ Applications for pupil-teacherships had been received from many country schools prior to 1856, and as early as October 1854 Wilkins had suggested to the Board that "this seems a desirable opportunity to extend the pupil-teacher system, and I therefore submit that it would be well to take advantage of it".⁽¹¹⁰⁾ Although nothing had resulted from Wilkins' previous suggestion, by 1856 several pupil-teachers had completed their apprenticeships and were either employed as assistants or were in charge of schools,⁽¹¹¹⁾ and the success of the scheme led the Commissioners to "sanction the appointment of Pupil Teachers in Country Schools."⁽¹¹²⁾

Applications for apprenticeships in country schools were to be submitted from local patrons of any school "in which the average daily attendance of Scholars for the last four quarters preceding the date of application is not less than seventy, provided that the Teacher held a certificate of merit, not lower than Class II, Section A."⁽¹¹³⁾ Conditions of apprenticeship were similar to apprenticeships already granted, apprentices receiving a fixed annual salary conditional upon their passing annual examinations and certification, by the indentured Teacher, of their good moral character.⁽¹¹⁴⁾

The Development of Inspectoral System

The first inspections of National Schools were conducted by the Secretary of the Board, W. C. Wills, who "was instructed (in July 1849) to visit the National Schools in Sydney and report weekly the results of his inspection"⁽¹¹⁵⁾. Wills was not required to assess the adequacy of instruction given, nor to offer advice to teachers, his main functions being to check the school attendance, the physical condition of the school, the attention of the pupils,

and determine whether or not the Board's regulations were observed. (116)

The Board's agents functioned, in effect, as inspectors until June 1851. After Rusden's resignation Dr D. A. Mackaen, LL.D., a linguist and "professor of classics", accepted a position as inspector in a temporary capacity in February 1852 (117) but he was notified that his services were "no longer required" in September of that year. (118)

When religious instruction was provided by the appointment of catechists (119) (January 1853) it was expected that they would, in addition to their religious functions, relieve "in some measure, the want of regular inspectors; the results of their observations having to be reported to the Board monthly". (120) This provision proved inadequate, since only the Presbyterian and Roman Catholic churches actually appointed catechists. (121) The Board reported:

....to a certain extent therefore the experiment has been satisfactory, but as all the leading denominations have not joined in it, its operation is partial; and as we have in view the thorough supervision and inspection of our schools by other means, it is probable that this arrangement may be modified. (122)

In March 1854 the Board instructed Wilkins to inspect schools in the Hunter Valley. In submitting his report (123) on the twenty-one schools inspected Wilkins suggested the appointment of an inspector and the introduction of an inspectorial system. In June (124) of that year the Board

appointed Mr Wilkins, previously our Headmaster, to be Inspector and Superintendent of National Schools in the Colony for the purpose of carrying this plan [referring to a plan to classify teachers according to their attainments] into effect. (125)

General Instructions published by Wilkins included a detailed account of the Inspector's relationship with the Board, the details regarding correspondence, and an indication that "special instructions will be issued at the commencement of each year as to the course of inspection in each district" (126) The instructions provided for four types of inspection: "primary" and annual inspections were to follow previous notice to the school, "secondary" inspections were to take place chiefly in larger (in particular Model) schools, while "incidental" inspections were to be made "as often as possible when not expected". (127) The three aspects of a school to be inspected were Organization (the material condition of the school), Discipline (the moral condition of the school), and Instruction (the intellectual condition of the school).

Although for a number of years Wilkins alone had to follow his own directions, these Instructions became a guide in defining the functions of additional inspectors appointed as National Education expanded. (128)

A suggestion that patrons should inspect schools in rotation and present an annual report to the Board was passed by the Board in 1856. (129) The Commissioners encouraged patrons to regularly visit their school, (118) but this responsibility was often misplaced. Frequently, reports that "the local patrons have not visited the school" (130) only added to the problems resulting from the inadequate inspectorial qualifications of patrons. The final report of the School Commissioners noted the need for professional superintendence

by Inspectors,⁽¹³¹⁾ and recommended that Inspectors should be appointed to particular districts. When the Legislative Assembly failed to implement the Commissioners' report, these recommendations became an unofficial blueprint for a system of inspection in National Schools.⁽¹³²⁾

Wilkins, in his capacity as Inspector and Superintendent was given authority to enforce the Board's regulations, and make suggestions to teachers and local patrons on any matters relating to their respective functions. At the end of each year he was required to prepare a General Report on the condition of National Schools in the Colony.⁽¹³³⁾

In June 1856 Wilkins requested the appointment of an Organizing Master to assist him in the supervision and organization of country schools, suggesting that Mr McIntyre be appointed to the position.⁽¹³⁴⁾ Wilkins' suggestion was adopted by the Board.

During 1857 non-vested schools were introduced into the National System, and the regulations for these schools provided for the Commissioners and their officers to be allowed "to visit and examine the schools whenever they see fit". Due to the number of additional schools to be inspected, Wilkins suggested⁽¹³⁵⁾ the appointment of another inspector⁽¹³⁶⁾ and the division of the Colony into inspectorial districts.

An additional organizing Master was appointed in 1858, and in February the system was reorganized, two additional inspectors being appointed. Wilkins himself was to supervise all schools in the Metropolitan and Southern Districts; Mr Gardiner, who had been Headmaster of Fort Street, was made District Inspector and took charge of schools in the Northern District; while Mr McCann, who had spent four years as Organizing Master, was appointed Sub-Inspector, and was to superintend schools in the Western Districts of the Colony.⁽¹³⁷⁾ The following year Mr Forbes was appointed Inspector of the Southern District, relieving Wilkins of this duty.⁽¹³⁸⁾

In 1861, due to the large increase in the number of schools under the Board, two additional inspectorships were created and the inspectorial districts rearranged.⁽²⁴¹⁾ The State was divided into Metropolitan, Northern, Western and Southern districts, with the South Coast and Hunter Valley requiring the services of additional inspectors. Due to the illness of Mr Forbes, three additional inspectors were appointed. Mr McIntyre, who had "performed with great zeal and efficiency"⁽¹³⁹⁾ his duties as Organizing Master, was appointed to the Northern District, Mr Patterson, who had extensive experience in the Model School of Trinity College, Dublin, was appointed to the Central and South Coast and Mr Dwyer, a teacher trained in Ireland, with seven years experience in Colonial Schools was appointed inspector of Western District schools.⁽¹⁴⁰⁾

In 1865 the practice was adopted of "rotating" inspectors, i.e., despatching inspectors through each other's districts. The purposes behind this innovation were:

1. to give Inspectors experience of other schools besides those they were accustomed to visit.
2. to enable the Board to compare the judgment of independent observers upon schools reported to be efficient or otherwise.

3. to ascertain if the estimates of Inspectors, avowedly based on the same principles and guided by the same standards, exhibited any remarkable degree of divergence.⁽¹⁴¹⁾

Despite the appointment of an Assistant Inspector for the Metropolitan area in 1862,⁽¹³⁵⁾ by 1865 the continuing⁽¹⁴²⁾ expansion of the National System required (as a "pressing necessity") a further extension of the means of inspection.⁽¹³⁶⁾

The Classification of Teachers

As an incentive to efficiency within schools Wilkins introduced the English idea of classifying teachers "according to their attainments and skill", for⁽¹⁴⁴⁾:

An improved position of the teachers, with a systematic classification affording constant incentives to exertion, in order to rise in the scale of salary and status appeared, also, to us absolutely necessary, and an organization of this nature is, as already mentioned, in progress, the good effects of which have not had time for development.⁽¹⁴⁵⁾

By the end of 1854 Wilkins had introduced a scheme for classifying teachers. Three classes of certificates were to be granted, from Class III (the lowest) to Class I (the highest). Each class was subdivided into two sections, (a) and (b), each division so created being accorded a separate salary scale. Teachers' attainments were to be tested "in all the subjects usually taught in National School" by means of a written examination, and their teaching skill by an inspection of the school to which they were attached, the issue of a classification certificate being contingent upon satisfactory results being obtained. Teachers who did not submit to an examination received "permission to teach", and were paid at the lowest salary rate.⁽¹⁴⁶⁾ Teachers in Class II (b) and under were to sit for an examination annually "to induce the teacher to maintain his previous knowledge and to supply a stimulus to constant study".⁽¹⁴⁷⁾ In 1860 teachers in Class II (a) were also required to attend examinations annually, and inspectors and headmasters of Model Schools were appointed Examiners. A report on each teacher was to be forwarded by Wilkins to the Board. ⁽¹⁴⁸⁾

Success in the examination did not necessarily entitle a teacher to higher classification, although failure could lead to a loss of classification unless a "very satisfactory reason could be assigned for the decrease in attainments". Teachers who wished to be examined with a view to obtaining a higher certificate were required to notify the relevant district inspector of their intention and notify him of the alternative subjects in which they wished to be examined. ⁽¹⁴⁹⁾

The examinations were divided between two groups of subjects. The "ordinary subjects" were the "elementary branches which it is necessary for each teacher to be acquainted with - Reading, Writing, Arithmetic, Grammar, Knowledge of School Books and Art of Teaching"⁽¹⁵⁰⁾ These subjects were obligatory. To obtain the highest (Class I) certificate excellence was required in the obligatory subjects, together with fair practical skill and a thorough knowledge of one or more of the following 'alternative' subjects:

- A. The Art of Teaching: Including the knowledge of organization and Discipline of Schools, and of the best methods of imparting instruction.
- B. Literature: Including a critical knowledge of the English Language and Literature; the Classical Languages, or the Modern Languages, e.g. French and German.
- C. The Exact Sciences: Geometry, Trigonometry and Mathematics generally.
- D. The Natural Sciences: Zoology, Botany etc.
- E. The Experimental Sciences: Chemistry etc.
- F. Art: Drawing and Music.⁽¹⁵¹⁾

The 1860 course of higher learning introduced to the normal school by Wilkins provided the lectures for these (optional) alternative subjects, and teachers presenting the courses were required to examine their students in conjunction with the certificate examination.⁽¹⁵³⁾

In 1861, out of one hundred and seventy-three classified teachers, only four had qualified for the Class I certificate, while forty-six had qualified for the Class II certificate. ⁽¹⁵³⁾

William Wilkins

Born in 1826, William Wilkins was one of the first students enrolled at Battersea College, where he trained under Sir James Kay Shuttleworth, acquiring a first-hand knowledge of the theories and practice of education in early nineteenth century Europe.

By 1846, after teaching for four years, he was ranked among the best four teachers by the Committee of the Privy Council. He became Assistant Master and Head Master of three large schools, and, at the age of twenty three he was appointed Headmaster of St Thomas Charles House School in London.⁽¹⁵⁴⁾ The following year, although he was not trained under the Irish National System, and had not been "accredited by two or more Commissioners of that system as to moral character and competency"⁽¹⁵⁵⁾ he accepted an appointment with the National Board as Headmaster of the Model School.⁽¹⁵⁶⁾

Wilkins was appointed Headmaster on 28th January 1851, and within the first week of appointment submitted a draft timetable, reported on several teachers undergoing training and took responsibility for all matters concerning teaching and correspondence with the Board.⁽¹⁵⁷⁾ In 1854 he was appointed Inspector and Superintendent of Schools.⁽¹⁵⁸⁾ His duties in this office may be indicated by his programme for 1856. Seven months of the year were spent examining pupils and teachers at various centres throughout the State as well as superintendence of the Model School. The other five months were taken up by four inspectorial tours of the County of Cumberland and the Northern and Southern districts.⁽¹⁵⁹⁾ Other duties included Training Master of the Model School, and Lecturer at the Normal School.⁽¹⁶⁰⁾

By 1860 Wilkins had to point out to the Board the incompatibility of his positions as both Director of the Model School and Inspector of Schools.⁽¹⁶¹⁾ In a lengthy letter, he listed the duties he had to perform, nine in all, each of which demanded much of his time. For this reason he asked to be relieved of the more clerical tasks, and together with other changes made at this time, he was appointed Chief Inspector of Schools.⁽¹⁶²⁾

As Head Master at Fort Street, Wilkins tightened control on those teachers at the school whose activities he disapproved, and enforced a probationary period of training on applicants for positions until he was satisfied of their qualifications.⁽¹⁶³⁾ The Board bore testimony to his efficiency in 1851 when they stated:

Mr. Wilkins ...(with) great zeal and aptitude ... has already introduced, at the school in Fort Street, improved methods of teaching which, we trust, will ere long fully justify its title of a Model School and establish a new era in the popular education of the colony.⁽¹⁶⁴⁾

In his capacity as, successively, Chief Inspector, Acting Secretary (1863-4) and Secretary (1865-6) Wilkins issued instructions for each position created under the Board. Organizing Masters, Head Masters, Inspectors and teachers were clearly informed of their duties, these precise instructions resulting in an increasingly centralized control over the scattered system. In addition he personally examined and inspected the most inexperienced trainee teachers before any progression in the service was approved.⁽¹⁶⁵⁾

Wilkins relied to a certain extent on the Instructions and details of administrative procedure operating in Ireland,⁽¹⁶⁶⁾ and this relieved him of the duty of originating the essential details of the National System. Although the Statement explanatory of the National System which was written for the information of the outlying districts outlined administrative practices similar to the Irish System, Wilkins was careful to suggest administrative practices "as might be rendered desirable by local circumstances."⁽¹⁶⁷⁾ As a result of Wilkins' administrative arrangements "the system of the colony differed from the system in Ireland, although identical in all leading principles"⁽¹⁶⁸⁾

The Denominational School Board

On 4th January, 1848, a Board, consisting of the Hon. C. D. Riddell (Chairman), George Allen, M.C., Thomas Callaghan and Thomas Barker, was appointed,⁽¹⁶⁹⁾ and directed to select a Secretary and draw up a code of regulations for "the conduct and inspection of schools of the different denominations ... the appointment and remuneration of schoolmasters; the system and extent or degree of education to be taught in the schools; and the terms on which the children of paupers will be admitted - in fact, all that relates to the fiscal and temporal part of education."⁽¹⁷⁰⁾

The funds at the disposal of the Board were:

1. An annual Parliamentary grant.
2. A proportion of the Church and Schools Estates Revenue⁽¹⁷¹⁾ (in 1862 this amounted to £936, as against a parliamentary grant of £30,000).⁽¹⁷²⁾

One-tenth of the parliamentary grant was set aside "for the purchase of school documents, books and apparatus, and to assist in providing school furniture", while the remainder was to be applied to "the payment of salaries, the cost of inspection and of training establishments, the purchase, building, and repairing of schoolhouses, the travelling expenses of teachers, and any contingencies that the Board may consider chargeable upon the fund."⁽¹⁷³⁾

The Denominational Board structure created, in effect, four separate administrative units, representing each of the four main denominations. The amount of money appropriated to each denomination was fixed by Parliament according to the proportion of the population belonging to that denomination, as determined by the last census statistics. In all matters other than the distribution of money the Board carried out recommendations made by the heads of the respective denominations.⁽¹⁷⁴⁾ For example, Inspectors could be appointed at the request of "Heads of Denominations" (although they were, at least theoretically, responsible to and removable by the Board),⁽¹⁷⁵⁾ and members of Local Boards were nominated by "Heads of Denominations".⁽¹⁷⁶⁾ The situation with regard to teaching appointments (which were to be "named by the heads of the different denominations, subject to the approval of the Board") was described in these terms in the final report of the Select Committee on Education:

In practice, the usual course is for the teacher to be nominated (and dismissed) by the clergyman superintending the school... the system pursued in the Denominational Schools with respect to the appointment and dismissal of teachers is bad in every respect; it may lead (and has frequently led) to great abuse of power on the part of the clergy, and at the same time, it virtually deprives the Central Board of all control over the schools. Its effect upon the character of the teacher is depressing in the extreme.⁽¹⁷⁷⁾

Functions of the Board

i) Inspection of Schools

On the local level every school was to be under the control of a Local Board, nominated by the "Heads of Denominations". These Boards were to consist of not less than three, not more than five members.⁽¹⁷⁸⁾ One of the functions of these Boards was the transmission of "returns of half-yearly inspections" to the Denominational Board.⁽¹⁷⁹⁾ The Denominational Board itself inspected schools, usually without prior notification,⁽¹⁸⁰⁾ although these inspections appear to have been almost entirely discontinued after 1852 (e.g., the Board reported in 1854 that they regretted "that they (had) been unable to make any personal inspection of schools during the year";⁽¹⁸¹⁾ subsequent annual reports contain no reference to Board inspections).

In 1856 the Board reported that school inspection systems had been introduced by the respective church authorities in Church of England schools (in the Sydney Diocese only) and Roman Catholic schools.⁽¹⁸²⁾ Only two years later, however, the Board referred to "the urgent necessity which exists of making some provision of efficient inspection of schools under their charge".⁽¹⁸³⁾ The Board intimated that their inability to make any progress in this direction was due to the grant placed at their disposal being "barely

sufficient to meet the many urgent demands made upon them for the payment of teachers' salaries and for the purchase of books".(184)

In 1860 the services of the Church of England Diocesan Inspector, W. J. Cuthbert, who had been employed in this capacity since 1855,(185) were terminated, and inspection left in the hands of the clergy and Local Boards;(186) periodic tours of inspection by the Training Master of Church of England schools were conducted in the Sydney diocese. The following year (1861) an Inspector of Roman Catholic schools (W. P. Casey) was appointed.(187)

(b) Teacher training and classification

The purpose of the Board in establishing Model Schools in 1848 was to give to each denomination "some degree of uniformity of System, to provide against incompetent parties being appointed Teachers, to ensure a ready supply of competent candidates for the office, and to excite the emulation of schoolmasters by placing before them the best Model both of School and Teacher that the Denomination could afford". (188)

In 1857 the Board stated that the establishment of a Training School in Sydney was one of "the most important objects they had in view" in requesting that an additional sum to be placed on the estimates for that year. At that time also they were considering a suggestion by the Bishop of Sydney for the classification of teachers in charge (or proposed to be placed in charge) of denominational schools, although they considered that this scheme would be pointless "unless the Board had it in its power to place higher salaries than those now ranging at the disposal of the more successful competitors." (189)

In the proposed estimates for Church of England schools in the Sydney Diocese for 1858 the Bishop of Sydney proposed holding classification examinations and grading teachers into four classes, with a salary scale graduated according to attainments. Teachers who refused to sit for the examinations were to be unclassified, "registered teachers", retaining their positions but receiving "the lowest rate of remuneration".(190) At the same time the Bishop stressed the necessity of introducing a system of pupil-teachers, "to provide assistance to masters of Catholic schools".(193)

1858 also saw the reorganization of the St James' Model Schools - "a matter of great importance, when it is considered that a large proportion of the future teachers of Church of England schools will be trained in that institution";(194) and in 1860 the Board was able to report "the establishment of a regular Training School" in connexion with the St James' Model School.(195) In an appendix to the annual report, Isaac Coburn, the Training Master, outlined admission requirements for teaching candidates. Candidates were required to produce testimonials of their moral and religious character, and were examined, prior to admission, in "scripture, history, arithmetic, grammar, geography, and other ordinary subjects of instruction in Primary schools". Upon satisfactory results candidates were admitted to one months probationary training, half of which was spent in the Model School in actual teaching. If reports on candidates were favourable they were allowed to complete the training course.

The Training Master stated that candidate teachers attended the training course for a period of between one and six months, and that the average time in training was little more than two months - due partly to the necessity of filling vacant teaching positions. Coburn also stressed the fact that "unless some means of regular inspection and classification ... be soon devised, all the efforts that may be made at the beginning will fail, prematurely and effectively, to raise the standard of elementary education in our Schools".⁽¹⁹⁶⁾

By July 1861 there were several Church of England schools conducted "with a fair amount of ability and efficiency" by masters who had received their only training in the Model School"; no provision had, however, been made for pupil-teachers "owing to the utter inadequacy of the funds provided to meet the demands made upon them".⁽¹⁹⁷⁾

On 29th August 1861 Bishop Polding informed the Board of a plan to convert St Mary's Seminary for occupancy as a Roman Catholic Metropolitan Model and Training School; ⁽¹⁹⁸⁾ the Board's annual report for 1862 stated there were two establishments for training teachers in connexion with the Board: "viz., that for Church of England schools, in the Sydney Diocese, at St. James' Model School, and at St. Mary's Model School, Hyde Park, for Roman Catholic Schools".⁽¹⁹⁹⁾

The unsatisfactory nature of educational conditions at the time is shown in a report, dated 24th February 1862, by the Inspector of Roman Catholic schools, W. P. Casey:

There are not half a dozen pupil-teachers in all our schools, and it cannot be otherwise, when we come to consider the scanty pittance they are offered, viz. fifteen or twenty pounds a year, while they could get much more by turning to any other occupation.. The classification of the teachers as soon as possible is of the greatest importance to the improvement of the schools; until it is done, and salaries fixed according to merit, the progress of attainments in the schools will be very slow.⁽²⁰⁰⁾

The same difficulty was recognized by the Training Master for Church of England schools, who reported in 1864:

I am of opinion that, when a more thorough and permanent classification of our teachers is practicable, and is carried out, there will be much less difficulty in obtaining proper candidates to be trained as teachers. I feel convinced that a greater number of superior men than at present apply, would then offer themselves as candidates.

He stated that in partly classifying teachers sent out from the Training School two criteria had been applied:

1. The literary attainments of teachers, and their ability to teach and manage a school.
2. The number of classes employed corresponded "with the scale of salaries allotted to Church of England schools".

Teachers were divided into four classes; if a school position corresponding to a teacher's classification was unavailable, the teacher was appointed to a school with a lower salary, to be promoted when a suitable vacancy arose.

Although the Training Master considered that it would be possible "to commence a more permanent classification - a classification based in the first place upon searching examinations, and afterwards to be confirmed and modified by the Inspector's report on the teacher's practical skill and the management of his school",⁽²⁰¹⁾ and reiterated the following year that "the time has now arrived when arrangements can be made for a proper classification of all teachers - those in charge of schools as well as those to be afterwards appointed",⁽²⁰²⁾ he reported to the Dean of Sydney in 1866 that "no further steps have been taken in the year [1865] in the classification of our teachers".⁽²⁰³⁾

Johnathan Keily, the Training and Organizing Master for Roman Catholic schools reported to the Board in July 1863 that "there has been no classification made of (candidate) teachers in connection with the said school (i.e., St. Mary's Seminary) up to the present time".⁽²⁰⁴⁾ In a later letter (August 1863) Keily stated

I conceive ... that there has been ... no basis hitherto laid on which such classification could by any possibility be founded. The only basis on which to found classification is the existence of a scale by which to regulate the stipends to be awarded to teachers in proportion to their efficiency

He announced a theoretical scheme for the classification of teachers consisting of three classes, each of which contained two further divisions.⁽²⁰⁵⁾ This classification scheme appears to have been adopted by 1864 at least for candidate teachers appointed to teaching positions.⁽²⁰⁶⁾

The Select Committee on Education, 1854-5.

By 1854 the main feature of the dual system was the rivalry between two Boards competing for public favour and patronage; in that year a Select Committee on Education composed of Wilkins, Samuel Turton and Henry Levinge was appointed by the Legislative Council "to enquire and report whether any measure can be adopted for improving the means of education and for diffusing the benefits more extensively throughout the Colony".⁽²⁰⁷⁾

In a progress report the Committee stated that it was inadvisable to continue examining witnesses, recommending that a Commission should be appointed to visit "the several districts in which schools, supported wholly or in part by public funds, are situated," and submit reports on "the state of education and the condition of the schools generally".⁽²⁰⁸⁾ As a consequence the Select Committee was reappointed and the scope of its work extended.⁽²⁰⁹⁾

The Commissioners visited almost every Denominational and National School in the State, their enquiries being thorough and extensive. Their final report of December, 1855, stated that education in both National and Denominational schools was in a deplorable condition.⁽²¹⁰⁾ In particular the Commissioners criticized unsatisfactory school buildings and inadequate provision for their repair.⁽²⁰³⁾

Although it would appear ... that 107 schools are in good repair, it must not be conceived that they are adapted to the purpose they are intended to serve, the fact being that only 44 schools out of the 202 visited are of that character. There appears to be no public fund from which the expenses of repairing school houses could be defrayed and the instances are rare in which any dependence can be placed upon the disposition of the people to provide for that object. Again, the material of which some schools are constructed is quite unsuitable. Many are built of slabs, floored with mud, and roofed with bark ... in short they resemble the miserable homes of the lower classes ... Some schools are held in churches, others in cellars, and many in hovels. Some are placed in unwholesome swamps, some on the summits of hills where water cannot be procured. Some are too remote from the people, and others are hemmed in on all side by buildings.⁽²¹¹⁾

The Commissioners considered that the responsibility for "this abominable neglect rested mainly with the local managers, who do not appear to be alive to the indecency they are encouraging by their inattention". The inadequacies of Local Boards did not end here, however, the Commissioners remarking⁽²¹²⁾ that:

Inspection by the Local Boards is very rare. In very many instances the existence of a Local Board was unknown to the Teachers, and, as a general rule, the interference of the lay members is confined to signing abstracts of salary. As regards controlling the teacher by their supervision, and encouraging him in the performance of his duty by their support and countenance, Local Boards have not been of the slightest utility. The number of instances that came under our notice in which the influence of the Local Boards had been beneficially extended in favour of the schools is not above six; and even in these the praise is generally due to an individual member, and not to the body collectively; while the number of cases of utter neglect exceeds half that of the schools.⁽²¹³⁾

The level of instruction and discipline in National and Denominational Schools received considerable attention in the Commissioners' report:

.... the condition of the School as regards instruction is deplorable in the extreme. Prepared as we were to find serious defects in the mode of instruction, and of course unsatisfactory results in the progress of the children, the actual state of things surprised and grieved us, and we are reluctantly compelled to report that few schools are worthy of the name. Whether viewed in relation to the extent of the instruction imparted, or the advancement of the children in each subject, the result is equally disappointing. The obstructions presented by the want of proper school buildings, furniture, apparatus and books have undoubtedly been the means of preventing many subjects from being taught, and of hindering the progress of the scholars ...⁽²¹⁴⁾

The most serious criticism of Denominational schools concerned the quality of religious instruction provided. The Denominationalists considered that their schools gave religious instruction "of a quality that it was not

possible to give in the National schools where there were children of different sects";⁽²¹⁵⁾ the Commissioners found, however, that children attending National Schools received more adequate instruction in this regard than children attending church schools. In addition, it was found that there were, in Anglican schools, over one thousand children of other religions, and in Roman Catholic schools there were about three hundred Protestant children. The question arose of how these children could receive adequate religious instruction which was not contrary to their parents' faith.⁽²¹⁶⁾

The Commissioners recommended the appointment of Inspectors, who were to be "practically acquainted with the business of teaching, and ... (who were to have) acquired some distinction in the profession". Each inspector was to have the power to make such alterations in the management of ...(schools) as ... he deems expedient". The Commissioners considered the institution of proper Normal Schools essential, and recommended that students should attend for a minimum period of one year. They criticized the low status accorded to teachers, considering that "the teacher's material reward is the state of poverty and misery; his only distinction is to be a member of a profession despised by all".

"It was to be incumbent upon the State to create, as it were, a higher order of teachers, who, in their turn, should raise the business of education to its proper rank among the other liberal professions."⁽²¹⁷⁾

The Public Schools Act, 1866

During the nineteen years that the National and Denominational systems vied for their reputations, difficulties faced the newer National System which provided many opportunities for attacks by the rival Board. Apart from occasional criticism of the "infidel and godless" system, economic difficulties increased the embarrassment caused by lack of the funds needed to establish new schools - a condition constantly criticized by the Denominational Board. Lack of qualified teachers, of adequate training facilities in the early years, especially highly trained personnel to inspect the scattered schools, hampered the success of the National System, while patrons rapidly lost interest in the development of the schools for which they were responsible.⁽²¹⁸⁾

After the findings of the 1855 Commission were presented, the plight of Colonial schools, attributed to dual control, constituted a challenge to the legislative authorities. The placing of all schools under the one authority would, it seemed, remove most of the disorders inherent in the system which had been established. This, at all events, was the direction in which the Colony began to move.

The interim nature of National Education was emphasized by the increased interest in further legislation during the 1850's.⁽²¹⁹⁾ Cowper's Bill of 1859 (in which he proposed to adopt something like the machinery of the Privy Council System in England,⁽²²⁰⁾ and the Bills of 1862 and 1863 for the Promotion of Primary Education (based on the Victorian Common Schools Act)⁽²²¹⁾ were unsuccessful, principally because they failed to meet the wishes of the public on the question. J. D. Lang commented on their "entire failure"

in his historical account of the Colony, and Bridges, writing on these measures in 1898, summed up their fate in these terms:

Several attempts to introduce a general system were made, but as the proposals were largely tinged with denominationalism, received little support either from the legislature or from the public. (222)

The Denominational Board, being a compromise itself to the wishes of the churches, provided no acknowledged central control over all Denominational schools. With a growing acceptance by the public of the principles of the National System, that system was strengthened against the criticisms of the rival Board. (223)

Parkes observed in 1866 that the dual system was unnecessarily expensive, of inferior quality, divisive in its effects and limited in its supply. (224) He was convinced that the reconstitution of education under the National Board had resulted in an adequate prototype for a State system of education, and that administrative reforms initiated by Wilkins should form the proper basis for future development. (225)

The main provision of the Public Schools Act (1866) established a Council of Education in which was vested the centralized administration of public education in N.S.W. The Act provided for ministerial control (the position of Colonial Secretary and Minister of Education becoming a dual one) (226) without creating a new public department. The Council was to consist of five members "appointed by the Governor with the advice of the Executive Council", who were to hold office for four years, although provision was made for the removal of officers by the Government upon the advice of the Executive Council. (226) "The Board of National Education and Denominational School Board were dissolved", all lands, moneys, securities and personal property of the former being vested in the Council. (227)

The major powers of the Council were the Control of expenditure of government grants for elementary education, the establishment and maintenance of public schools, the granting of aid to "certified" Denominational schools (i.e. schools with "at least 30 children in regular attendance), and the appointment, training and examination of teachers. (228)

Records of the Council of Education are described in the published preliminary inventory Record Group NCE, Council of Education, 1866-1880 (Sydney, Archives Authority of New South Wales, 1964).

Records of the Board of National Education

1. Correspondence

A. Letters Received

NBNE/1 MISCELLANEOUS LETTERS RECEIVED, 1848-66.

63 volumes; 26½ feet.

This is the main series of letters received by the Board of National Education, dealing chiefly with the establishment, maintenance and inspection of National and non-vested National Schools, and the provision of teachers and teaching material. More specifically, letters received include:

(1) Petitions, applications and related documents received from local committees requesting

- (a) that existing schools (including denominational schools) be placed under the patronage of the Board, or
- (b) that National Schools be established within districts. Printed applications for the establishment of National Schools show the number of children residing in the district, the number of children belonging to each religious denomination (i.e., Church of England, Roman Catholic, Wesleyan, Presbyterian, and Other Denominations), the extent of the school site, the estimated cost of school construction, and the proposed amount to be raised by local subscription. In some cases sketches of the ground plan and elevation of school buildings were forwarded.

Related documents include nominations of teaching staff (by local committees and patrons), schedules of prospective school-children (showing for each child, name, age, religion, father's occupation etc), and minutes of public meetings held to consider making application to the Board for the establishment of National Schools.

In 1857 the Board extended National Education in the Colony, on a plan similar to that adopted in Ireland. The Commissioners of National Education were prepared to give assistance to schools which were, in origin and ownership, other than National - subject only to conditions making them responsible to the Board for adequate instruction of the same nature as that prescribed for National Schools, and limiting special religious instruction to those children whose parents specifically requested it.

The more important requirements laid down by the Board, prior to the granting of aid, were:

- (a) aid to non-vested schools was to be limited to "salary (i.e. teachers' salaries) and books".

- (b) the school was to be "efficiently and permanently supported" and a "competent teacher ... appointed".
- (c) the school and school furniture was to be kept in good repair by means of local contributions, the school was to be conducted in accordance with the regulations of the Commissioners and the instructions of the Inspectors; the school was required to have a minimum attendance of 30 children.
- (d) while the Local Patrons or managers appointed teachers, the Commissioners could revoke aid if dissatisfied with teaching standards.
- (e) the Commissioners and their officers were to be allowed to visit and examine non-vested schools "whenever they saw fit".
- (f) ordinary instruction was to follow the routine adopted in National Schools, "but the Commissioners will not exercise any control over the use of the school at any other time".

Printed application forms for the establishment of non-vested National Schools contain the following information: size of school-house, number of rooms, construction materials, interior dimensions, name of the owner of the building and the form of title in force, a brief inventory of school furniture (desks and forms, apparatus), and the number of pupils in attendance (or likely to attend in the event of the school's not yet having opened). Applications contain the names of teachers appointed, noting in each case, their age, marital status, religion, details of teaching experience and formal teacher training.

(2) Applications for teaching positions, complaints against teachers, and correspondence relating to the appointment, resignation, and retirement of teachers and pupil-teachers.

(3) Agent's reports (1849-51), detailing assistance given to local organizers in obtaining support for the National System, encouraging the convening of public meetings, and assisting local patrons in obtaining the Board's support in the establishment of National Schools. Reports note subscriptions collected towards the construction of National Schools, contain estimates of the cost of school construction, notify the appointment of local patrons (with, in some instances, an assessment of their qualifications for the position), evaluate proposed school sites, and enumerate difficulties and opposition encountered.

(4) Prior to 1862 this series contains Inspectors' reports on applications for the establishment of National Schools and non-vested National Schools. Reports assess the location of the proposed schools, particularly in relation to the nearest National Schools, and the competency of patrons and teachers recommended by Patrons. Confirmatory estimates of prospective schoolchildren,

establishment costs, and progress reports on school construction were also supplied.

For the period 1862-3 the majority of Inspectors' reports were separated from the ordinary run of correspondence. Wilkins, in his capacity as Chief Inspector, summarized and commented on Inspectors reports; and reports for this period are occasionally filed as enclosures to Wilkins' blank cover memoranda to the Secretary of the Board. (See NBNE/6: BLANK COVER MEMORANDA AND LETTERS RECEIVED BY THE SECRETARY FROM THE CHIEF INSPECTOR (1862-3); BLANK COVER MEMORANDA SUBMITTED TO THE BOARD BY THE SECRETARY (1864-6). From 1864 Inspectors' reports are again incorporated in the present series.

Inspectors and Organizing Masters (229) also submitted periodic reports on schools visited, assessing teaching standards and the educational attainments of schoolchildren.

(5) Miscellaneous letters received from Roman Catholic and Presbyterian catechists (monthly returns); from the Surveyor General (concerning the surveying of intended sites for National Schools); from the Secretaries of the Education Office, Dublin (concerning the Board's application for books and a Training Master); from the Board's Architect (Henry Robertson) (230) and local promoters (concerning school sites, designs of and alterations to school premises); from teachers and Local Patrons (regarding repairs to school premises and the supply of books and teaching equipment); from contractors (submitting tenders); and from Inspectors (Joint reports of Inspectors' Conferences "relating to the administration of the National System, the conduct of schools, and the qualifications of Teachers").

(6) Letters received from William Wilkins in his capacity as, successively, Headmaster of the Model School, Inspector and Superintendent, and Chief Inspector. For the period 1851 - May 1857 the only means of locating Wilkins' correspondence with the Secretary of the Board is through the indexes in the front of each volume of the present series; from June 1859 to October 1862, however, a more convenient method of finding correspondence is through Wilkins' out-letter books (NBNE/18: PRESS COPIES OF LETTERS SENT BY THE INSPECTOR AND SUPERINTENDENT OF NATIONAL SCHOOLS AND CHIEF INSPECTOR). For Wilkins' letters and blank cover memoranda to the Secretary, 1862-3, and to the Board (in his capacity as Secretary), series NBNE/6 should be consulted.

(7) Teachers' Examination (classification) reports received from the Board's Examiners (i.e., the Head Master of the Model School and District Inspectors). From 1864 most classification reports were split off to form a separate series (NBNE/3: REPORTS ON TEACHERS AND PUPIL-TEACHERS); a large number of reports, however, continued after this date to be filed within the present series.

From 1863, when an in-letter received a reply from the Board's Secretary, the out-letter registration number was shown on the original letter received in each case.

Arrangement:

Volumes A1-Z1 (1/381-424) are arranged chronologically by date of receipt; volumes A2-S2 (1/425-43) are arranged more or less alphabetically by location of school, then chronologically by date of receipt.

Indexes:

Indexes arranged alphabetically by name of writer or location of school and indicating the subject of each letter received, are located in the front of volumes A1-Z1 (1848-63). For indexes to volumes A2-S2 (1864-6) see NBNE/2: CALENDAR OF MISCELLANEOUS LETTERS RECEIVED, 1864-6.

Related series:

NBNE/23 ROUGH MINUTE BOOKS, 1849-66
NBNE/24 FAIR MINUTE BOOKS, 1848-58; 1863-6

Accession details:

Transferred from the Department of Education in February 1940.

Shelf List:

See Appendix C

Location:

1/381 - 443.

NBNE/2 CALENDAR OF MISCELLANEOUS LETTERS RECEIVED, 1864-6.

1 volume; 3 inches.

This volume is a listing of all letters received concerning schools, and from "offices" and private persons, in effect indexing NBNE/1 MISCELLANEOUS LETTERS RECEIVED, 1864-6 (1/425-43) For each letter received, the mixed notation assigned to the appropriate volume (e.g. C2), the page number, and the subject of the letter is shown.

The volume may conveniently be divided into two parts:

- (a) Calendar of letters received concerning schools and from "offices".

Entries relating to schools are arranged under the name of the school concerned (although the names of schools are not arranged alphabetically).

Entries under the heading "offices" (pp.733-7) are made out for letters received from officers of the Board (e.g. the Solicitor to the Board, the Board's Architect), the Union Bank, the Bank of N.S.W. and church authorities (e.g., the Synod of Australia). In some cases the name of the sender is not shown, only the subject matter of the letter being noted (e.g., finance, city schools).

A separate calendar of letters received from the Examiner is located on pages 727-9.

(b) Calendar of letters received from private persons ("sundries")

Letters received include applications for the establishment of vested and non-vested schools, applications for teaching appointments, requests for increases in salaries.

Arrangement:

See above; the arrangement into (a) and (b) is by no means strictly logical, e.g., applications for non-vested schools may be listed either in part (a) or part (b).

Index:

A cumulative index to the whole is located in the front of the volume, arranged alphabetically by location of school or name or position of writer, showing the page numbers on which appropriate entries are located.

Accession details:

Transferred from the Department of Education on 5th May 1938.

Location:

1/444.

NBNE/3 REPORTS ON TEACHERS AND PUPIL-TEACHERS, 1864-6.

2 volumes; 9 inches.

In 1864 the Board considered it expedient to discontinue the practice then in existence of requiring Inspectors to revise the examination papers of teachers, and to appoint a special officer for this duty. It was induced to take this step partly with a view to relieve the Inspectors of a labour for the proper performance of which, in connexion with other duties of an onerous nature, they had not sufficient time; but chiefly to remove from the teacher's minds all grounds of suspicion as to the perfect impartiality of the reports upon their papers. The appointment of Examiner was accordingly conferred upon A. Oliver, Esq., B. A., Universities of Sydney and Oxford (231)

The following year the office was discontinued, the duties of the Examiner once again reverting to the Inspectors. In a memorandum submitted to the Board on the discontinuance of the office, Wilkins stated: (232)

It seems to be very improbable, that a sufficient Vote for National Education will be proposed to Parliament for 1866; and in view of the necessity for rigid economy in the expenditure for next year, I think it desirable to suspend the rule requiring Teachers to undergo examination annually. This step will render the further employment of the Examiner unnecessary after the termination of the present year, and I therefore submit that notice should be given to that gentleman that, on the score of economy, his office will be discontinued.

Although Mr. Oliver has not, on the whole, performed his duties punctually or well, it is probable that a little more stringency on my part would have prevented some of his errors. I do not therefore think that the mode in which he has discharged those should be stated as a reason for the cessation of his services. (233)

The commencement of this series appears to parallel the appointment of Mr. Oliver. However, even after this date, many reports continued to be filed in NBNE/1: MISCELLANEOUS LETTERS RECEIVED. A listing of reports filed in NBNE/1 is located in NBNE/2: CALENDAR OF MISCELLANEOUS LETTERS RECEIVED, 1864-6, pp. 727-9.

The majority of reports received are examination reports supplied by the Examiner (Alexander Oliver) and Examiners to the Board (the Headmaster of the Model School and District Inspectors) for the classification of teachers and pupil-teachers. Printed forms, headed "Estimates of Examination Papers" show name of examinee, date of examination, and, in some cases, the school to which the teacher or pupil-teacher is attached. The present classification and the classification to which the candidate aspires are normally shown.

Teachers and pupil-teachers were examined "ordinary subjects", i.e., Grammar, Geography, Arithmetic, School Management, Lesson Books, Reading, Writing, and, where applicable by the Board of Examiners in "alternative subjects" (e.g., Euclid, Algebra, Physics). (245) For each examinee the marks obtained and the possible marks to be obtained in each subject are shown, and a quantitative estimate made of the examinee's practical skill. A "grand total" was computed, and the Examiner appended brief remarks (usually classification recommendations) to each report. Also included are manuscript reports from District Inspectors enclosing examination marks obtained by teachers and pupil-teachers in reading and practical skill in teaching and the attainments and practical skill of candidate pupil-teachers. In some cases a more detailed analysis of the examinee's results was supplied. Additional reports on probationary pupil-teachers were furnished by headmasters.

The Headmaster of the Model School, Fort Street, submitted tabulated reports on candidate pupil-teachers (assessing conduct, personal appearance, general intelligence, and "calibre as a teacher"), and, in some cases, more detailed reports on candidates' performances. Memoranda submitted by the Chief Inspector and Examiner to the Commissioners concerning the general standard of candidate pupil-teachers are also included.

Arrangement:

Roughly chronological.

Related series:

NBNE/6: BLANK COVER MEMORANDA AND LETTERS RECEIVED FROM THE CHIEF INSPECTOR (1862-3); BLANK COVER MEMORANDA SUBMITTED TO THE BOARD BY THE SECRETARY (1864-6).

Accession details:

Transferred from the Department of Education in February 1940.

Shelf List:

<u>Location</u>	<u>Dates</u>
1/365	June 1864 - July 1865
1/366	July 1865 - Dec. 1866
1/376	Oct. 1865 - Oct. 1866

NBNE/4 LETTERS RECEIVED FROM THE COLONIAL SECRETARY AND GOVERNMENT DEPARTMENTS, 1848 - 51; 1856-66.

4 volumes; 1¼ feet.

Letters received mainly concern the Board's applications for land grants to establish National Schools. Letters received include approvals of land grants for school sites received from the Colonial Secretary, the Department of Lands and Public Works and (from 1859) the Department of Lands, notifications of referral of applications to the Surveyor General for report (approval for the disposal of Crown Land being based on the Surveyor General's report), and descriptions of land applied for (supplied by the Surveyor General's Office). In the event of proposed sites being unavailable (due to alienation for other purposes), alternative sites may be suggested. Letters relating to the transfer of government premises to the Board for educational purposes are also included.

Letters received on other matters include notifications of staff appointments, requests for information concerning the provision of religious instruction in National Schools, requests for annual reports, and reports on specific subjects (e.g., the establishment

of schools for native children). Circulars enclosing directions for the preparation of annual estimates of expenditure and transmitting details of annual provisions for the work of the Board were also received.

Letters were also received from the Audit Office (requirements for submitting accounts) and the Treasurer (regulations governing the deposit of public moneys.).

Prior to 1856 letters received from the Colonial Secretary and government departments may be found in NBNE/1: MISCELLANEOUS LETTERS RECEIVED.

Arrangement:

Chronological.

Indexes:

In front of volumes 1-3 (1/377-9), arranged alphabetically by location of school, department, subject, or person.

Related series:

NCS/: PRESS COPIES OF LETTERS SENT TO THE NATIONAL BOARD, 1848-66 (for description see RELATED SERIES IN OTHER RECORD GROUPS)

NBNE/16: COPIES OF LETTERS SENT BY THE BOARD TO THE COLONIAL SECRETARY, 1848 (Archives location: part of 1/328); after 1848 letters sent to the Colonial Secretary and government departments were incorporated within NBNE/20: PRESS COPIES OF LETTERS SENT BY THE SECRETARY OF THE BOARD, 1850-65 (Archives location: 1/336-44).

Accession details:

Transferred from the Department of Education in February 1940.

Shelf List:

<u>Location</u>	<u>Dates</u>
1/377	1848-51
1/378	18 Sep. 1856 - 28 Dec. 1858
1/379	13 Jan. 1859 - 13 Jan. 1860
1/380	1 Dec. 1863 - 20 Nov. 1866.

NBNE/5 LETTERS RECEIVED FROM THE SOLICITOR TO THE BOARD, 1849-51.

Part of 1 volume; 1 inch.

Letters received from William W. Billyard, Solicitor to the Board of National Education. Letters received concern title deeds to property, mortgages, leases, and the conveyance of land which the Board wished to acquire for the establishment of National Schools.

From 1852 letters received from the Board's Solicitor were incorporated within NBNE/1: MISCELLANEOUS LETTERS RECEIVED.

Arrangement:

Chronological.

Accession details:

Transferred from the Department of Education in February 1940.

Location:

Part of 1/369.

NBNE/6 BLANK COVER MEMORANDA AND LETTERS RECEIVED BY THE SECRETARY FROM THE CHIEF INSPECTOR (1862-3); BLANK COVER MEMORANDA SUBMITTED TO THE BOARD BY THE SECRETARY (1864-6).

7 volumes and parts of volumes; 1½ feet.

Volumes 1 and 2 (1862-3) contain letters and blank cover memoranda received by the Secretary of the Board, W. C. Wills, from the Chief Inspector, William Wilkins.

Letters and blank cover memoranda concern applications for the establishment of vested and non-vested schools, the qualifications and classifications of teachers and pupil-teachers, applications for positions, applications by teachers and Local Patrons for increases in teachers' salaries, complaints against teachers, the division of the Colony into inspectorial districts, and teaching standards. In his capacity as an Examiner to the Board Wilkins also reported on the suitability of candidates for teaching positions (normally in collaboration with the Headmaster of the Model Training School, Mr. Harris).

Blank cover memoranda summarize and collate school inspection reports (see NBNE/7: BLANK COVER MEMORANDA RECEIVED BY THE SECRETARY FROM INSPECTORS). For each school inspection report Wilkins notes whether the inspection was primary, secondary, incidental or annual, and summarizes inspector's suggestions and recommendations. In some cases Wilkins suggests additional or alternative courses of action which may be pursued by the Board.

In some instances the original communications received by Wilkins or referred for his attention (e.g., Inspectors' reports, Training

Master's annual reports - to which Wilkins appended his "opinion as to the manner in which the Training Master has performed the duties of his office during the past year") are enclosed with the relevant memorandum. Marginal notations by the Secretary of the Board are occasionally included. Volume 2 contains memoranda sent by Wilkins to the Board in his capacity as Acting Secretary.

Volumes 3-7 (1864-6) contain blank cover memoranda submitted to the Board for their consideration by the Secretary of the Board, William Wilkins. The system of enclosing relevant correspondence is discontinued, and the subject matter of memoranda becomes more restricted, relating mainly to Inspectors' reports, Examiners' reports on teachers and pupil-teachers, and reports on rival candidates for teaching positions.

Prior to 1862 Wilkins' letters and memoranda to the Secretary of the Board may be located in NBNE/1: MISCELLANEOUS LETTERS RECEIVED. A more convenient method of locating correspondence during the years 1859-62, however, is through NBNE/18: PRESS COPIES OF LETTERS SENT BY THE INSPECTOR AND SUPERINTENDENT OF NATIONAL SCHOOLS AND CHIEF INSPECTOR.

Arrangement:

Chronological.

Indexes:

Alphabetical by location of school, subject or person in the front of volumes 1/357-8; a list of Secretary's memoranda is located in the front of volumes 1/361-4.

Related series:

The original memoranda referring matters for Wilkins' attention may be found in NBNE/21: SECRETARY'S MEMORANDA TO WILKINS, vol. 5, 1862 (Archives location: 1/349).

NBNE/3: REPORTS ON TEACHERS AND PUPIL-TEACHERS

Accession details:

Transferred from the Department of Education in February 1940.

Shelf List:

<u>Location</u>	<u>Dates</u>
1/357	1862
1/358	1863
part of 1/360	1864
part of 1/361	Jan.-June 1865
part of 1/362	July-Dec. 1865
part of 1/363	Jan.-June, 1866
part of 1/364	July-Dec. 1866.

NBNE/7 BLANK COVER MEMORANDA RECEIVED BY THE SECRETARY
FROM DISTRICT INSPECTORS, 1862-6.

6 volumes and parts of volumes; 1 foot eight inches.

Brief memoranda received from District Inspectors on the desirability of establishing National Schools in districts where no prior educational provisions had been made (supplying, in some cases, statistics of likely school attendances), and forwarding suggestions for and descriptions of suitable school sites. Where Board approval was given for school construction, reports of inspections of work in progress were also submitted. Inspectors' memoranda concerning the closure of vested and non-vested schools (normally because of insufficient attendances) were also furnished.

Inspectors' memoranda assess the efficiency of teaching staff, adjudicate in disputes between teachers and Local Patrons, recommend the supply of books and equipment, and report on the scale of fees adopted by Local Patrons, the qualifications of rival candidates for teaching appointments and teachers recommended for appointment by Local Patrons, the replacement of Local Patrons, and furnish annual school inspection programmes. Correspondence relating to Inspectors' salaries and travelling expenses are also included. Weekly diaries of Inspectors' activities were also forwarded to the Board.

Some, but by no means all, of these memoranda required Wilkins to submit a further memoranda to the Board before any further action could be taken. Wilkins' memoranda may be found in NBNE/6: BLANK COVER MEMORANDA AND LETTERS RECEIVED BY THE SECRETARY FROM THE CHIEF INSPECTOR (1862-3); BLANK COVER MEMORANDA SUBMITTED TO THE BOARD BY THE SECRETARY (1864-6).

Prior to 1862 Inspectors' memoranda may be located in NBNE/1: MISCELLANEOUS LETTERS RECEIVED.

Arrangement:

Volume 1 (1/359) arranged chronologically by date of receipt of memoranda.

Volume 2-6 (1/360-4): for each District Inspector weekly diaries are grouped together, followed by memoranda received; the arrangement within these two groupings is chronological.

Indexes:

Alphabetical index by school location or name of writer in the front of volume 1/359. A listing of memoranda received from each District Inspector is located in the front of volume 1/360-4.

Accession details:

Transferred from the Department of Education in February 1940.

Shelf List:

<u>Location</u>	<u>Dates</u>
1/359	1862-3
1/360	1864
1/361	Jan-June, 1865
1/362	July-Dec. 1865
1/363	Jan-June 1866
1/364	July-Dec. 1866

NBNE/8 APPLICATIONS FOR CLERICAL VACANCY, 1861

Part of 1 volume; 1 inch.

Applications normally show qualifications and details of previous employment. In some cases testimonials are also enclosed.

Arrangement:

Alphabetical by name of applicant.

Index:

Precedes applications.

Accession Details:

Transferred from the Department of Education in February 1940.

Location:

Part of 1/367.

NBNE/9 APPLICATIONS FOR AND REPORTS ON CANDIDATES FOR POSITIONS AS TEACHERS AND PUPIL-TEACHERS, 1856-66.

6 volumes and parts of volumes; 2½ feet.

Printed forms completed by applicants for positions as teachers in National Schools constitute the majority of applications received. The first page of the form sets out the formal application, signed by the applicant, while the verso of each shows: name of applicant, marital status, age, place of birth, religion, whether previously trained as a teacher, period of residence in the Colony, where employed as a teacher, names of persons supplying character references.

From August 1856 teachers' application forms include an undertaking to sit for the necessary examinations, to attend the Model Training School, and to observe the Board's regulations. Also included are directions to candidates concerning applications and examinations. After 1860 forms show the rate of allowance due to the candidate if appointed and classified.

Applicants were referred to the Training Master or a district inspector for a preliminary examination in reading, arithmetic, grammar, and geography; on the basis of this examination the Training Master reported on the eligibility of candidates for admission to the Training Department. At the same time candidates were required to give details of their educational background, present occupation, and previous teaching experience.

If the candidate was successful in his preliminary examinations he was admitted to the Training Department or a District Model School for a period of at least a month to acquaint himself "with the details of the system". At the end of this period candidates were examined "with a view to classification as National School Teachers", and these "estimates of examination results" supplied by the Board's Examiners (noting the classification assigned to each examinee) are included. Upon classification teachers could either be appointed to schools or, if they gave "promise of future usefulness", retained in training for a period of one or two months.

Throughout the training period the Training Master reported to the Secretary upon each candidate's conduct, intelligence and demeanour, and assessed his ability to manage a school, maintain discipline, "value as a teacher", and teaching method. The Training Master also recommended that promising candidates should be retained for further instruction. In some cases district inspectors reported on the practical skill shown by candidates. Reports on the practical skill and attainments of pupil-teachers are also included.

Prior to 1864 only applications and character references are included.

Arrangement:

Volumes 1/371-2 and 1/375 are arranged in roughly chronological order by date of receipt of papers; volume 1/369 is arranged alphabetically by name of applicant within each category; volumes 1/373-4 and 1/376 have no apparent order. All papers concerning a particular candidate are normally filed together.

Indexes:

In front of volumes 1/371-6; separate indexes immediately precede applications for (a) positions as pupil-teachers and (b) the position of District Inspector in volume 1/369.

Related series:

Prior applications for situations may be found in NBNE/1:
MISCELLANEOUS LETTERS RECEIVED

Accession details:

Transferred from the Department of Education in February
1940.

Shelf List:

<u>Location</u>	<u>Dates</u>	<u>Remarks</u>
1/369	1856-62	Pupil-teacher applic- ation
	1862	Applications for posit- ion of District Inspector
1/371	Jan.1852-Oct. 1857	
1/372	May 1857-Apr. 1861	
1/373	Mar.1861-Nov. 1863	
1/374	May 1864-Mar. 1865	
1/375	Mar. 1865-Mar.1866	
1/376	Sep. 1865-Oct. 1866	

NBNE/10 REPLIES TO CIRCULAR CONCERNING TEACHERS' CLASSIFIC-
ATION, 1866.

Part of one volume; 4 inches.

Manuscript replies to printed circular No.66 sent by the Board to teachers at National Schools. Although a copy of the circular is not included, it appears that teachers were required to supply the following information:

- (1) whether they had received a certificate of classification. If so they were required to forward the certificate to the Board.
- (2) whether teachers had been employed for three years in the service, and, if so, did they know the date of their last examination.
- (3) the date on which their classification was determined and the subjects in which they were examined.

Letters received in reply to the circular contain the required information when known, and also include applications for higher classifications ("deserving" teachers being entitled to promotion after three years service). Grounds for applications of this nature (e.g., increased efficiency, larger number of children taught) are normally stated.

Certificates, signed by the Secretary of the Board, state the classification assigned to each teacher, and, for each of the succeeding three years (i.e., after classification) include a brief

account of the condition of the school conducted by the teacher concerned. In some cases notifications of alterations of classifications, also signed by the Secretary of the Board, were appended, noting the Examiner's estimate of the teacher's proficiency and showing the subjects in which the teacher was examined and the results obtained.

Arrangement:

Alphabetical by location of school.

Index:

Alphabetical by location of school, in front of volume.

Accession details:

Transferred from the Department of Education in February 1940.

Location:

Part of 1/368.

NBNE/11 SCHEDULES OF SCHOOL FEES CHARGED IN NATIONAL SCHOOLS, 1860-2

Part of 1 volume; ¼ inch.

Manuscript letters and tabulated schedules received by the Secretary of the Board from the Western, Northern and Metropolitan District Inspectors "showing the rate of fees charged in the National Schools of the (respective) district, the principle upon which these charges have been levied (e.g., number of pupils, age of children), the character of the localities in which these schools are situated (e.g., village, town), and also certain General Remarks bearing upon these points".

Also included are letters received from Patrons of National Schools in reply to a circular of the Board (1860) concerning the amount of fees charged, the uses to which these school fees are put, and the possibility of altering the scale of fees to a uniform rate to be established by the Board.

Arrangement:

Schedules precede letters received from Local Patrons.

Index:

Precedes schedules.

Accession details:

Transferred from the Department of Education in February 1940.

Location:

Part of 1/367

NBNE/12 NATIONAL SCHOOL ANNUAL REPORTS, 1860.

Part of 1 volume; 1 inch.

On 27th February 1856 Dr. J. W. Walker, an active member of the local board of the Camden National School suggested that patrons should visit their schools in rotation, at the end of each year forwarding a report to the Commissioners outlining the school's progress in that year.⁽²³⁴⁾ This plan was adopted, and in March a circular from the Board to local boards (Circular No. 20, dated 20th March 1856)⁽²³⁵⁾ informed them of the subjects upon which information was required by the Board. These subjects were:

- (1) the condition of the school house.
- (2) whether the school land was fenced in and whether proper out-buildings erected.
- (3) the supply of school books, furniture, and apparatus.
- (4) the conduct of the teaching staff.
- (5) the progress of the children - their regularity, cleanliness, and order.
- (6) the attendance of clergymen for the purpose of providing religious instruction.
- (7) suggestions "considered beneficial to the conduct of the school".

In some cases the local patrons supplied additional information (e.g., number of children on the rolls, average daily attendance). Marginal annotations by the Secretary of the Board are also included in some cases.

Arrangement:

Alphabetical by school location.

Index:

Alphabetical index precedes reports.

Accession details:

Transferred from the Department of Education in February 1940.

Location:

Part of 1/367.

NBNE/13 NATIONAL SCHOOL RETURNS, 1859

Part of 1 volume; 3 inches.

Manuscript National School returns compiled by Local Patrons in reply to the Board's circular No. 26 (dated 15 February 1859) in pursuance of an Order of the Legislative Assembly, dated 24th November, 1858, that "there shall be laid upon the table of this House, a (tabulated) Return from all Schools in New South Wales, wholly or partly maintained by Public Funds". (236)

Each return supplies the following information: location of school; construction materials and condition of building; dimension of building and classrooms; average number of children attending (both male and female); maximum and minimum ages of Pupils; number of classes and hours of instruction; number of children in the district between the ages of five and fifteen not normally attending the National School; amount of school fees received (for the twelve months ending 30th September 1858) and fees charged "to each pupil"; moneys received from other sources (which were to be specified) towards the support of the school; average annual cost of education per pupil; list of subjects taught to each class and teaching apparatus employed; names, ages, and dates of appointment of teaching staff (teachers, assistant teachers, and pupil-teachers); qualifications of teachers (name of training institution, time in training, classification, teaching experience and previous occupation "if not trained as a teacher"); salaries and fees received by each officer; and details of religious or moral instruction given.

Arrangement:

Alphabetical by school location.

Index:

In front of volume.

Accession details:

Transferred from the Department of Education in February 1940.

Location:

Part of 1/367.

NBNE/14 NATIONAL SCHOOL TENDERS, 1849-58.

Part of 1 volume; 1½ inches

Tenders received by the Board of National Education and the Architect to the Board of construction of and repairs to National Schools, the supply and repair of school furniture, the supply of paper, and the printing of books, Circulars, and regulations.

Letters to the Board's Architect were forwarded to the Board with, in some cases, marginal annotations by Robertson, the Architect. In the event of a tender (or part thereof) being accepted an annotation is made to this effect.

From 1859 tenders may be found in NBNE/1: MISCELLANEOUS LETTERS RECEIVED.

Arrangement:

Chronological.

Accession details:

Transferred from the Department of Education in February 1940.

Location:

Part of 1/369.

NBNE/15 SEMI-OFFICIAL LETTERS RECEIVED BY THE SECRETARY OF THE BOARD, Jan. - June 1864.

1 volume; 4 inches.

This volume includes letters received by Wilkins from teachers, district inspectors, the Examiner, and private persons. Letters from teachers concern their appointment, resignation, transfer, dismissal and reclassification (on the basis of length of service), while requests for additional school books, extensions and repairs to school buildings are also included. There are also several letters from ex-teachers under the Board, dismissed for improper conduct and applying for reinstatement, and correspondence with teachers and district inspectors concerning disputes between teachers and local patrons and/or denominational authorities. District inspectors also reported on meetings of local committees convened with a view to establishing National Schools in particular districts. Testimonials were received from teachers and private persons respecting the suitability of applicants for pupil-teacherships, while letters received from the Examiner concern the distribution of examination papers and report on the standard of individual examination papers received.

Although some of these letters were addressed to Wilkins in a private capacity, many are routine memoranda from teachers, district inspectors and the Examiner. These letters appear to have been included in this volume rather than the series to which they would normally have been assigned due to their size - being written on notepaper rather than foolscap writing paper.

In some instances letters were subsequently referred to the Board. Where this has occurred the date of the meeting at which the letter was tabled is noted.

Arrangement:

Roughly chronological.
NBNE/22:

Related series:

PRESS COPIES OF SEMI-OFFICIAL LETTERS SENT BY
THE SECRETARY OF THE BOARD, Oct. 1863-1866.

Accession details:

Unknown, probably from Department of Education

Location :

1/356

B. LETTERS SENT

NBNE/16 COPIES OF LETTERS SENT BY THE BOARD TO THE COLONIAL
SECRETARY, 1848.

Part of 1 volume; ¼ inch.

Copies of letters sent to the Colonial Secretary concerning the publication of regulations of the Board for the conduct and inspection of schools, the appointment of a Secretary of the Board, the establishment of a Model School in Sydney (enclosing a list of suitable sites), the proposed expenditure of the Board's vote, and requesting that "the Board should be incorporated for the purpose of taking and holding land for the sites of School Houses and other purposes."

Also included is a copy of a letter sent to the Commissioners for the Superintendence of National Schools in Ireland transmitting details of the establishment and objectives of the National System in New South Wales, and notifying them that an application has been made for "a married couple ... trained in the Dublin Normal School, the husband to be Master of our Model School for Boys and the wife to be Mistress of the Model School for girls", and that an order has been placed "for a complete series of the books of your Board".

Arrangement:

Chronological.

Accession details:

Transferred from the Department of Education on 5 May 1938.

Location:

Part of 1/328.

NBNE/17 COPIES OF LETTERS SENT BY THE BOARD TO PRIVATE PERSONS, 1848-9

Part of 1 volume; $\frac{1}{4}$ inch.

Letters sent to private persons concerning applications for the position of Secretary of the Board, the supply of teaching materials to National Schools, and covering letters enclosing rules and regulations of the Board to local committees for the establishment of National Schools.

Arrangement:

Chronological.

Accession details:

Transferred from the Department of Education on 5 May 1938.

Location:

Part of 1/327.

NBNE/18 PRESS COPIES OF LETTERS SENT BY THE INSPECTOR AND SUPERINTENDENT OF NATIONAL SCHOOLS AND CHIEF INSPECTOR (WILLIAM WILKINS), 1859-62.

5 volumes; 1 foot 2 inches.

Press copies of letters sent to the Board include reports on the qualifications of candidates for teaching positions under the Board (in Wilkins' capacity as an Examiner to the Board). Each report assesses the candidate's manner, conduct, punctuality and attainments in specific subjects, and includes an appraisal of the examinee's teaching ability. The majority of these reports were compiled in collaboration with the Headmaster of the Model National School, Mr. Harris.

In addition, Wilkins was required to report on matters referred to him by the Secretary of the Board, W. C. Wills - e.g., the removal of unsatisfactory Local Patrons, the appointment and transfer of teachers and allegations of misconduct by teachers (see description of series NBNE/21: SECRETARY'S MEMORANDA TO WILKINS, 1855-7; 1859-62, for an additional indication of the variety of subjects referred to Wilkins for report by the Board). Reports were supplied on subjects considered and suggestions made at periodic Inspectors' conferences, particularly in relation to the administration of the National System, the conduct of schools, and teachers' qualifications. Memoranda were also furnished on school inspection reports, noting Inspectors' suggestions and recommendations and indicating additional or alternative courses of action which could be pursued by the Board.

Letters and memoranda sent to Inspectors concern arrangements and instructions for conducting examinations, notify Inspectors

of the Board's decisions in connection with applications for the establishment of vested and non-vested schools, relate to repairs to school buildings and the supply of teaching equipment, transmit general instructions to Inspectors outlining their responsibilities, notify Inspectors of rules, regulations, orders and directions of the Board, and request reports on specific subjects and/or clarification or alteration of reports prior to submitting them to the Board.

Letters were also sent to Local Patrons (e.g., concerning teaching appointments) and teachers (e.g., regarding classifications and transfers.)

After 1862 memoranda sent to the Board by Wilkins may be found in NBNE/6: BLANK COVER MEMORANDA AND LETTERS RECEIVED BY THE SECRETARY FROM THE CHIEF INSPECTOR (1862-3); BLANK COVER MEMORANDA SUBMITTED TO THE BOARD BY THE INSPECTOR (1864-6). Prior to 1859 letters and memoranda sent by Wilkins will be found in NBNE/1: MISCELLANEOUS LETTERS RECEIVED. In some cases where reports were submitted to the Board in the period 1859-62 (e.g., reports on the Training Department) only the covering letter accompanying the report was entered in the appropriate press copy book. In these cases the relevant report(s) may only be found in NBNE/1: MISCELLANEOUS LETTERS RECEIVED.

Arrangement:

Chronological.

Indexes:

In front of volumes, arranged alphabetically by school location, writer, or subject.

Related series:

NBNE/20: PRESS COPIES OF LETTERS SENT BY THE SECRETARY OF THE BOARD, 1864-5 (Archives location: 1/342-4).

Accession details:

Transferred from the Department of Education in February 1940.

Shelf List:

Vol. No.	Location	Dates
1	1/350	30 May 1859 - 20th July 1860
2	1/351	21st July 1860 - 25th Mar. 1861
3	1/352	27th Mar. - 4th Sept. 1861
4	1/353	4th Sept. - 31st Dec. 1861
5	1/354	1st Jan. - 18th Oct. 1862

NBNE/19 PRESS COPIES OF UNREGISTERED LETTERS SENT BY WILLIAM WILKINS TO PRIVATE PERSONS, 1859-66.

1 volume; 2 inches.

Contains letters sent in reply to requests for information concerning teaching positions, examinations, and salaries, to Board members concerning the convening of special meetings, and to local committees concerning regulations for the establishment of National Schools. Some of the letters sent appear to have no relevance to the work of the Board.

This volume also includes press copies of letters sent by Wilkins in his capacity as Secretary to the Council of Education.

Arrangement:

Chronological.

Accession details:

Transferred from the Department of Education in May 1938.

Location:

Part of 1/355.

NBNE/20 PRESS COPIES OF LETTERS SENT BY THE SECRETARY OF THE BOARD, 1850-65.

9 volumes; 2 feet 6 inches.

Press copies of letters sent include letters to:

1. Local Patrons (concerning the provision of teachers, the building and repair of school premises, irregularities at schools).
2. The Solicitor to the Board (requesting reports on the legality of deeds of conveyance, and enquiring into the possibility of acquiring property for the establishment of National Schools from private persons).
3. Teachers (notifying appointments and transfers, conveying acceptances of resignations tendered, and concerning allegations of misconduct and the supply of school books and teaching apparatus).
4. Inspectors (requesting reports on specific matters - e.g., "the morals and habits of teachers", applications for the establishment of National Schools or the closure of established schools - attendances having fallen below the minimum statutory requirements).

5. The Architect to the Board (requesting that plans and specifications for National Schools be drawn up).
6. The Auditor General (furnishing accounts of moneys disbursed).
7. The Denominational Board (concerning the supply of teaching material by the National Board).
8. The Colonial Secretary (requesting the appropriation of Crown Land for National School sites, supplying National School returns for inclusion in "Blue Books", transmitting estimates of expenditure and annual reports).
9. The Lieutenant Governor, Victoria (enclosing drafts, made out in favour of local patrons, for the payment of contractors).
10. The Headmaster, Fort Street, (concerning qualifications of candidates for teaching positions).

Volumes 1/343-4 (1864-5) serve, in effect, as a continuation of series NBNE/18: PRESS COPIES OF LETTERS SENT BY THE INSPECTOR AND SUPERINTENDENT OF NATIONAL SCHOOLS AND CHIEF INSPECTOR, since Wilkins was appointed, successively, Acting Secretary (1863-4) and Secretary (1864-6).

Arrangement:

Chronological.

Indexes:

In front of volumes (except 1/338; 1/340).

Related series:

NBNE/17: BLANK COVER MEMORANDA AND LETTERS RECEIVED BY THE SECRETARY FROM THE CHIEF INSPECTOR (1862-3); BLANK COVER MEMORANDA SUBMITTED TO THE BOARD BY THE SECRETARY (1864-6).

NBNE/23: ROUGH MINUTE BOOKS, 1849-66.

NBNE/24: FAIR MINUTE BOOKS, 1848-58 1863-6.

Accession details:

Transferred from the Department of Education in February 1940.

Shelf List:

<u>Location</u>	<u>Dates</u>
1/336	Nov. 1850 - Oct. 1851
1/337-8	Dec. 1852 - Mar. 1854
1/339-40	Apr. - Nov. 1858
1/341	Dec. 1860 - Aug. 1861

<u>Location</u>	<u>Dates</u>
1/342	Mar. - Sept. 1864
1/343	Sept. 1864 - Feb. 1865
1/344	Feb. - July 1865.

NBNE/21 SECRETARY'S MEMORANDA TO WILLIAM WILKINS, 1855-7; 1859-62.

5 volumes; 1 foot 2 inches.

Memoranda from the Secretary of the Board, W. C. Wills, to the Inspector and Superintendent of National Schools, the Acting Headmaster, Fort Street National School, and Chief Inspector, William Wilkins.

Memoranda transmit resolutions and instructions of the Board, and refer matters for Wilkins' consideration and report. Matters referred include reports on qualifications of candidate teachers; proposed improvements to the Model School, Fort Street; reports on the general condition of National Schools; District Inspectors' school inspection reports; scales of school fees adopted; teacher qualifications and classifications; allegations of misconduct by teachers; and proposed teacherships in National Schools.

Arrangement:

Chronological.

Indexes:

In front of volumes, arranged alphabetically by location of school, subject or name of person.

Related series:

For replies to memoranda by Wilkins see:

NBNE/1: MISCELLANEOUS LETTERS RECEIVED.

NBNE/6 (part): BLANK COVER MEMORANDA AND LETTERS RECEIVED BY THE SECRETARY FROM THE CHIEF INSPECTOR, 1862-3.

Accession details:

Transferred from the Department of Education on 5th May 1938.

Shelf list:

<u>Location</u>	<u>Dates</u>
1/345	1855-7
1/346	1859
1/347	1860
1/348	1861
1/349	1862

NBNE/22 PRESS COPIES OF SEMI-OFFICIAL LETTERS SENT BY THE
SECRETARY OF THE BOARD, OCTOBER 1863-1866.

Part of 1 volume; 2 inches.

Press copies of semi-official letters sent by Wilkins, mainly to teachers, district inspectors, the Chairman of the Board, the Examiner and the Headmaster of the Model School, Fort Street. Many of these letters were marked "Private" and/or "Confidential", and, although many letters (particularly to inspectors and teachers) enclose instructions and directions for a particular course of action to be undertaken, the letters have a less formal manner than is evident in official letters and memoranda sent by Wilkins. This is particularly apparent where reports have reached Wilkins that teachers have behaved in an irregular manner; in such cases Wilkins remarks in his letters to the teachers involved that his letter is unofficial, and that should the irregularities not cease the matter would be treated in an official manner.

Wilkins' letters to teachers notify them of procedures instituted by the Board with respect to such matters as the banking of school fees and the procedure for applying for travelling expenses. Where a school has become vacant (the previous teacher having left the service or having been transferred) Wilkins indicates to teachers that they may apply for the position. Letters of a more routine nature concern the provision of books and the supply of teaching equipment, and notify the teacher that a pupil-teacher has been assigned to his school. References given to teachers upon leaving the Board's employment are also included.

District inspectors were required to report on the qualifications of teachers, inquire into allegations of irregular conduct on the part of teachers, and investigate the possibility of establishing National Schools in their district. Where schools had fallen vacant, Wilkins consulted inspectors on their staffing, in some instances comparing the qualifications of candidates for positions. Wilkins also adopted the policy of keeping inspectors informed of parliamentary intentions with regard to educational provision and some of these letters comment on the possibility of additional legislation being introduced. In particular Wilkins was concerned with the possibility that the Cowper government might increase its grant to the Denominational Board while reducing funds necessary to the National Board for the establishment of new schools and the erection of new school buildings and "so effectively stop its (i.e., the National Board's) progress". In an attempt to avoid this situation Wilkins requested district inspectors to notify supporters of the National System within their district (in particular the people of towns which had applied for the establishment of new National Schools) with a view to their protesting to their local members.

Wilkins wrote to Board members (and in particular, the Chairman of the Board, G. K. Holden) in connection with derogatory articles about the National System printed in newspapers, the possibility

of retaining the services of teachers found guilty of irregular conduct, the amount required to pay pressing claims for salaries and contingencies, and the possibility of petitioning the Parkes-Martin coalition government for additional funds to be placed at the Board's disposal.

Wilkins' letters to the Examiner reflect his concern at the backlog of unmarked examination papers and the standard of papers set, while his letters to the Headmaster of the Model School, Fort Street, concern training arrangements and the provision of satisfactory text-books.

This volume also contains statistical tables and returns compiled in 1866 by Wilkins with reference to the proportion of children of each religious denomination on the rolls of the National and Denominational Boards at December 1862 and March 1866; returns of "expenditure in purchase of land, erection and repair of buildings, 1849-66", and "the value of (National School) property held in New South Wales handed over to Victoria and Queensland" are included, together with a comparative estimate of cost of education per child under the National and Denominational Boards. "Notes on the History of the National System of Education in N.S.W." (in effect a chronology of the major developments in the National System, 1848-61) and a note on the fallacy of the argument that the Denominational System is less expensive to administer than the National System (illustrated by details of inaccuracies present in the Denominational Board's annual reports) were also prepared.

The remainder of this volume contains letters written by Wilkins in his capacity as Secretary to the Council of Education, 1874-6.

Arrangement:

Chronological.

Related series:

NBNE/15 SEMI-OFFICIAL LETTERS RECEIVED BY THE SECRETARY OF THE BOARD, Jan.- June 1864.

Accession details:

Unknown, probably from Department of Education.

Location:

Part of 1/355.

C. ADMINISTRATIVE AND FINANCIAL RECORDS

NBNE/23 ROUGH MINUTE BOOKS, 1849-66.

4 volumes; 10 inches.

Rough minutes of weekly and extraordinary meetings of the Board of Commissioners of National Education.

Rough minutes show date of meeting and names of Commissioners present. Minutes for 1849 normally indicate the substance of letters received and matters tabled and resolutions of the Board; later minutes are very brief and appear to function more as a rough agenda of matters to be raised at meetings, in some cases neither specific details of matters to be considered by the Board nor the Board's decision are given.

These volumes do include an alphabetic "tabulation of places where schools have been applied for to be established under the superintendence of the Board of National Education", August 1854 (showing place, amount pledged for building purposes, teacher's salary, number of children in the district where the school is sought, the amount of money locally subscribed, and remarks). In some cases, also, minutes of special meetings held to enquire into complaints against officers of the Board (e.g., "against the Inspector and Superintendent" - June 1860) are also included.

Arrangement:

Chronological.

Related series:

NBNE/24: FAIR MINUTE BOOKS, 1848-58; 1863-6.

Accession details:

Transferred from the Department of Education on 5th May 1938.

Shelf list:

<u>Location</u>	<u>Dates</u>
1/327	10 May 1849 - 10 Apr. 1855
1/328 (part)	16 Apr. 1855 - 28 May 1860
1/329	23 June 1860 - 6 Jan. 1865
1/330 (part)	13 Jan. 1865 - 28 Dec. 1866

NBNE/24 FAIR MINUTE BOOKS, 1848-58; 1863-6.

3 volumes; 8 inches.

Fair minutes of weekly and extraordinary meetings of the Board of Commissioners of National Education.

Fair minutes show dates of meetings, names of Commissioners present, the substance of letters and blank cover memoranda received and other matters tabled for the consideration of the Board; resolutions of the Board are included in each case.

Minutes cover the entire range of the Board's administrative functions, and pertain to: the appointment of teachers and pupil-teachers, the classification of teachers (in consequence of reports received from the Board's Examiners), allegations of teachers'

misconduct and inefficiency, applications for grants-in-aid for the repair of school buildings, the Secretary's memoranda on Inspectors' reports or on specific subjects referred to him for report (e.g., the general administration of the National Education Office), the Board's Architect's memoranda concerning the construction of schools, and applications for employment.

A large proportion of business at meetings was the consideration given by the Board to formal applications for the establishment of National Schools (either vested or non-vested), to Local Patrons' suggestions for National School sites and teaching appointments, and to financial considerations (e.g., the preparation of annual estimates of expenditure).

Minutes of meetings held between 13th April 1858 and 10th September 1863 are missing.

Indexes:

NBNE/25: INDEXES TO FAIR MINUTE BOOKS, 1848-53;
1863-6.

Related series:

NBNE/23: ROUGH MINUTE BOOKS, 1849-66.

Notes:

- (1) Minutes of the meeting of 14th March 1848 contain regulations issued by the Board for schools under its control.
- (2) Minutes of the meeting of 14th December 1857 contain regulations for the establishment and conduct of non-vested National Schools.

Accession details:

Transferred from the Department of Education on 5th May 1938.

Shelf list:

<u>Location</u>	<u>Dates</u>
1/331	14th Mar. 1848 - 31st Dec. 1853.
1/333	7th Jan. 1854 - 12th Apr. 1858
1/334	11th Sept. 1863 - 31st Dec. 1866

NBNE/25 INDEXES TO FAIR MINUTE BOOKS, 1848-53; 1863-6.

2 volumes; 3 inches.

Indexes of matters considered by the Board show: name of school concerned and/or subject of matter tabled, and contain a page reference to the appropriate volume; occasionally resolutions of the Board may be included in place of the subject entry.

Vol. I (1/332) indexes FAIR MINUTE BOOK, 1848-53 (1/331).

Vol. II (1/335) indexes FAIR MINUTE BOOK, 1863-6 (1/334).

Arrangement:

Alphabetical by name of school, subject or person.

Accession details:

Transferred from the Department of Education on 5th May 1938.

Shelf List:

<u>Location</u>	<u>Dates</u>
1/332	1848-53
1/335	Sept. 1863-6.

NBNE/26 ABSTRACTS OF RECEIPTS AND DISBURSEMENTS, 1864-6.

1 volume; 3 inches.

This volume contains:

1. Fee Fund Abstracts (1865). Schedules showing for each school concerned, receipts and disbursements of school fees to teachers. Schedules contain the following information: location of school, date, total fees paid by parents of girls, boys, and infants respectively, amount of fees available for distribution among teachers, names of teachers employed, teachers' salaries, amount of fees paid to each teacher, signatures of teachers (as receipts for payment), and dates of payment. Each form is signed by the Headmaster and examined and certified by a Local Patron.

A second form of schedule is used for disbursements of fees to employees of the Board other than teachers and private persons. Each form shows date of payment, services performed, and name of recipient.

2. Building Fund Abstracts (1864-6). Schedules showing disbursements from the Building Fund for the erection and repair of National Schools. Disbursements, which are made payable

to the Local Patrons of the schools concerned, show: location of school, work completed, date and registration number of letter authorizing the work, and the amount to be paid to the Local Patrons. At the foot of each schedule is a receipt for payments made, signed by the tradesman concerned and the Local Patrons.

Also included are certificates, showing that the money disbursed from the Building Fund, on account of the contract for the erection of National Schools, has been actually expended thereon. This is also signed by Local Patrons and the tradesman concerned.

3. Fee Reserve Fund Abstracts (1865).

Schedules showing receipts and disbursements from the Reserve Fee Fund to various persons for services rendered. Each printed form shows date of performance of service, amount due and to whom, together with a form of receipt for moneys paid.

Prior to the period 1864-6 abstracts of receipts and disbursements may be found in NBNE/1: MISCELLANEOUS LETTERS RECEIVED.

Arrangement:

Chronological.

Indexes:

An alphabetical index immediately precedes BUILDING FUND ABSTRACTS.

Accession details:

Transferred from the Department of Education in February 1940.

Location:

1/370.

Records of the Denominational School Board

NDSB/1 INFORMATION COMPILED BY THE SECRETARY FOR THE FORMATION OF REGULATIONS BY THE BOARD, 1848.

1 volume; ½ inch.

This volume represents two aspects of the work of the Secretary of the Board prior to the drawing up of a code of regulations for the conduct and inspection of denominational schools receiving government aid.

The first part of the volume consists of notes made by the Secretary (C. E. Robinson) on the efficiency of different systems of religious education in Prussia, France and Great Britain; the second part concerns a draft report on replies received to a questionnaire form sent to clergymen of the Anglican, Roman Catholic, Presbyterian and Wesleyan denominations.

The questionnaire form covers the following subjects: the number of schools receiving government aid, the competency of teachers, the number of children attending schools, the tenure of school-houses (whether built by Trustees, the Church, the Government, or privately owned), the amount of weekly school fees paid by parents (and the question of uniformity of school fees), the minimum number of scholars considered necessary to entitle a school to government aid, and the advisability of establishing a Local Visiting Board. Rules and regulations, hours of study and courses of instruction in force in schools were noted, and suggestions to the Board on the subject of education in the Colony included.

Summaries of answers received from 36 Anglican, 32 Roman Catholic, and 7 Presbyterian clergymen, and the General Superintendent of Wesleyan Ministers were compiled, and a draft of a report for submission to the Board prepared, in which the Secretary summarized replies received, indicating the climate of opinion among the clergy.

Arrangement:

Logical (see description).

Accession details:

Transferred from the Department of Education on 5th May 1938.

Location:

1/305

NDSB/2 MISCELLANEOUS LETTERS RECEIVED, 1848-9; 1851-66.

14 volumes; 4 feet 6 inches.

Letters received by the Secretary of the Board from the Colonial Secretary, the Auditor General, heads of denominations and other clergy, schoolmasters, inspectors, and private persons.

Letters received from heads of denominations, which constitute the largest proportion of inwards correspondence, include recommendations for appointments to teaching positions (including, in some instances, a statement of the proposed teacher's qualifications and/or a certificate of competency from a training institution); notifications of teachers' dismissals, transfers, and resignations; estimates for improvements to schools; plans and recommendations for the distribution of funds for teachers' salaries; requests for the supply of school books; and notifications of appointments of Local School Boards. Letters received concerning proposed allocations by the different denominations of unexpended balances of Legislative Council votes (i.e., for the purpose of effecting improvements to existing schools or erecting new schools) are included, together with correspondence relating to the allocation of the Parliamentary vote in proportion to denominational populations as shown by the last census.

The routine nature of correspondence received from heads of denominations is indicated in a letter sent by the Secretary of the Board to the Colonial Secretary, dated 19th March 1855.⁽²³⁷⁾

I am advised to assure His Excellency that the Board are much concerned to know that the report of the Commissioners is of so unfavourable a character, but at the same time the Board, with due respect, do not consider that any responsibility attaches to them for the mismanagement of the Schools in as much as they are conducted solely under the direction of the Head of the Establishment, aided by the Clergymen, and the respective local Boards, the duties of the Denominational School Board being entirely ministerial, to control the appointment and watch over the proper expenditure of the money voted by the Legislative Council, duties which they have not failed to perform to the best of their ability.

From 1858 manuscript letters from heads of denominations were replaced by standard printed forms in many cases (e.g., notices of teachers' resignations, proposed teaching appointments, proposed alterations in stipends).

Other inwards correspondence includes notifications of annual appropriations made to each denomination and requests for the supply of estimates of expenditure by the Board (from the Colonial Secretary); statements of expenditure (from the Auditor General); applications for salary increases and the supply of school books and other teaching materials (from teachers); requests for the dismissal of teachers for alleged misconduct; the appointment of full-time teachers and additional financial support for schools (from Local Boards and private persons); and applications for employment. Progress reports of the Commissioners to Enquire into the State of Education throughout the Colony (1855) are also included.

Arrangement:

Letters received were registered by annual single number until May 1852, and arranged accordingly. Thereafter, a reference is made on each letter to the date of the Board meeting at which the letter was considered, and the letters arranged chronologically by date of meeting.

Related series:

NCS/1: COPIES OF LETTERS SENT TO THE DEMON-
INATIONAL BOARD, 1848-66.

NDSB/4: MINUTE BOOK, 1864-6

Accession details:

Unknown.

Shelf list:

<u>Location</u>	<u>Dates</u>
1/310	1848
1/311	1849
1/312	1851
1/313	Jan. 1852 - Feb. 1855
1/314	Mar. 1855 - Oct. 1857
1/315	Oct. 1857 - Aug. 1859
1/316	Sept. 1859 - May 1861
1/317	May 1861 - Sept. 1862
1/318	Dec. 1862 - Dec. 1863
1/319	Dec. 1863 - Dec. 1864
1/320	Jan. 1865 - Aug. 1865
1/321	Aug. 1865 - May 1866
1/322	May 1866 - Nov. 1866
1/323	Nov. - Dec. 1866

NDSB/3 INSPECTORS' REPORTS, 1856 - 66.

3 volumes; 1 foot.

Reports of inspections of Roman Catholic primary and high schools, and Church of England primary schools, both city and country. Reports, written on standard printed forms contain, for each school, information on the materials with which school buildings were constructed; classroom dimensions; the state of repair of furniture and apparatus; the quality of instruction, discipline and organization; the punctuality of school children; the name of the teacher and the condition of his residence; the number of pupil-teachers and amounts paid to them; subjects taught and schoolbooks used; the number of children of each sex on the roll and present during the inspection; the number of children being taught each subject; the number of children possessing a "good knowledge of each of(the) subjects";

and general remarks and recommendations made by Inspectors. In 1866 a slightly less elaborate form came into use; the information recorded, however, remained basically the same.

Volume 1 also includes periodic reports from the Inspector of Roman Catholic schools (W. P. Casey) containing general remarks on the condition of Roman Catholic schools (i.e., the state of repair of school buildings, the lack of playground facilities, the use of school premises for other than educational purposes, and insufficient encouragement being given to pupil-teachers), and a more complete description of individual schools inspected (e.g., commenting on the teacher's qualifications, detailing tests administered to children, with a breakdown of results according to the childrens' ability to handle the tests).

Arrangement:

Chronological.

Accession details:

Transferred from the Department of Education in 1940.

Shelf List:

<u>Location</u>	<u>Dates</u>	<u>Remarks</u>
1/324	1861 - Sept. 1866	R. C. Schools
1/325	Oct. - Dec. 1866	R. C. Schools
	1856 - Oct. 1865	C. of E. Schools
1/326	Oct. 1865 - 1866	C. of E. Schools

NDSB/4 MINUTE BOOK, May 1865-66.

2 volumes; 5 inches.

Minutes of weekly and special meetings of the Denominational School Board show date of meeting, members present, matters tabled for the Board's consideration, and the Board's decision in each case.

Detailed minutes cover every aspect of the Board's "ministerial" responsibilities, including confirmation of the appointment, dismissal, and transfer of teaching staff, consideration of inspectors' reports, requisitions for furniture and teaching equipment, and applications for additional grants in aid from denominational authorities (e.g., for the erection or improvement of school buildings).

At each meeting payments authorized by the Board were noted, and at ordinary meetings the Board's old account and current account passbooks were submitted and the balance in each account noted. In some cases letters received and sent were copied up, (for example letters received concerning the manner in which the Board was required by the Colonial Treasurer to account for moneys advanced from Consolidated Revenue under Parliamentary appropriation).

Arrangement:

Chronological.

Accession details:

Unknown.

Shelf List:

Location

Dates

1/307(a)

June 1856 - Oct. 1865.

1/307

May 1865-66.

Related Series in Other Record Groups

(i) Records of the Colonial Architect

CA/1 BUILDINGS FILES: NATIONAL SCHOOL, FORT STREET, 1848-9.

Part of 1 volume; ¼ inch.

Contains letters of a routine nature received from the Colonial Secretary concerning the conversion of the Military Hospital into a National School, and the method of paying the contractor, Mr. McBeath. McBeath's tender and bond for due performance of the contract are included, together with a "schedule of tenders for performance of Alterations, Repairs and Additions to the late Military Hospital" (showing names of parties tendering, particulars of tenders, price, sureties proposed), and a schedule of work performed, ca. August 1849.

Arrangement:

Roughly chronological.

Location:

Part of 2/613.

(ii) Records of the Colonial Secretary

LAND FOR NATIONAL SCHOOL SITES, 1849-53.

(Special bundle)

1 bundle; 1 inch.

Letters received from the Chairman of the Board of National Education applying for grants of Crown Land for the erection of or extensions to National Schools. A description of the proposed site (provided by the Local Patrons) is included in each case, together with, in some instances, a copy of the original letter received by the Board from Local Patrons.

Applications were forwarded under blank cover to the Surveyor General for report; reports are noted in the margin or on the verso of each application. Other marginal annotations may indicate the name of the surveyor responsible for the report, the inletter registration number of the report in the Surveyor General's Department, and the dates on which deeds were executed and despatched.

The file also contains letters received from the Superintendent, Port Phillip, concerning the allocation of Crown Land for National School building sites.

Arrangement:

Roughly chronological.

Location:

2/1853.1.

LAND FOR CHURCH SCHOOLS, PARSONAGES, AND CEMETERIES,
1827-54.

(Special bundle).

7 boxes; 1 foot 9 inches.

Applications and related correspondence for grants of land and the issue of deeds for the erection of churches, parsonages, chapel schools and burial places.

Arrangement:

Roughly chronological.

Shelf List:

<u>Location</u>	<u>Church</u>	<u>Dates</u>
2/1845	Independent or Congregational	
2/1846	Church of England	1827-40
2/1847	Church of England	1841-52
2/1848	Church of England	1846-52
2/1849	Church of Scotland	1831-54
2/1850	Wesleyan	1834-51
2/1851	Church of Rome	1925-51

COMMISSION OF ENQUIRY INTO THE STATE OF EDUCATION,
1855

(Special bundle).

1 bundle; 2 inches.

This file contains progress reports of the Commissioners, showing the number of schools visited, with a breakdown into the number of schools of each denomination inspected, the number of children attending the inspected schools, and a general note on school conditions. More specifically, reports remark on individual schools inspected, commenting on the quality of instruction given, the educational standard of school-children, and the condition of the school buildings and equipment.

Appended to progress reports are statistical returns of schools inspected by the Commissioners. Returns show, for each school inspected; date of inspection, location of school, denomination, the number of children for whom accommodation is provided, the dimensions, state of repair, and tenure of the School House, the quality of school furniture and whether the school is provided with the necessary out-buildings, the year the school opened, the number of schoolchildren of each denomination on the school's books, the average daily attendance, the number of children paying fees and the weekly fee rate, the number of schoolchildren in attendance of the Commissioners' inspection, the system on which the school was conducted (i.e., individual, monitorial, or mixed),

the adequacy of school fittings, apparatus, and books, the number of hours spent each day in school, the number of days per week and per year on which the school was closed, the series of records and registers maintained, the number of classes taught, the number of teachers employed, and the length of schooling provided.

The file also contains copies of letters received by the Secretary of the Denominational Board from the Bishop of Newcastle, the Governor of Presbyterian Schools, and Archdeacon McEnroe concerning progress reports of the Commissioners, with particular reference to allegations of mismanagement by the Denominational Board.

Arrangement:

Roughly chronological.

Location:

4/1158.2

N.S.W. CIVIL ESTABLISHMENT: RETURNS OF NATIONAL SCHOOLS ("BLUE BOOK" RETURNS), 1851-6 (Special bundle).

1 bundle; ¼ inch.

Returns of officers employed in the office of the National School Board, compiled for publication in the Returns of the Colony ("Blue Books"), 1851-6. For each officer employed returns show: position held, date of appointment, person appointing, the instrument under which the appointment took place, salary, date of first appointment under the Colonial Government, etc.

Arrangement:

Chronological.

Location:

4/7379

THE REMOVAL FROM OFFICE OF THE CHAIRMAN OF THE NATIONAL BOARD (J.H. PLUNKETT), 1858. (Special bundle)

1 bundle; 2 inches.

In compliance with S.3 of the Act of Incorporation, which prescribed that all rules and regulations of the Board to take legal effect were required to be printed in the Government Gazette within one month of being drawn up by the Board, regulations of the Board providing for the establishment of non-vested National Schools were transmitted to the Colonial Secretary, Charles Cowper. Cowper objected personally to the regulations, considering that the Board had exceeded its authority in framing them; in the ensuing delay (i.e., prior to publication of the rules) Plunkett wrote to the press

on the subject.⁽²³⁸⁾ Despite protests, Plunkett was removed from office by the Governor-in-Council.

This bundle contains letters received by the Colonial Secretary from Plunkett transmitting the Board's regulations, protesting against the undue delay in publication and his removal from office, replying to allegations that the Board, in framing the regulations, was exceeding its authority, "inasmuch as the New Rules are in exact accordance with the system of Lord Stanley, as administered under the sanction of the British Legislature", and resigning as a Justice of the Peace and from the Committee of Management of the Roman Catholic Orphan School, Parramatta.

In addition, the file includes letters received from the Board of National Education (conveying the Board's resolution concerning the removal of Plunkett), petitions urging Plunkett's reinstatement from private persons and G. K. Holden (a member of the Board), and minutes of proceedings of the Executive Council (15 February 1858) "with respect to a letter from Mr. G. K. Holden relating to certain correspondence about New Regulations framed by the Board of National Education". In many cases copies of the relevant Colonial Secretary out-letters are also on file.

The majority of these documents were ordered to be printed on 25 March 1858. Marginal annotations to some of this correspondence were not printed.

Arrangement:

Roughly chronological.

Location:

4/7176.1.

SUPPLY OF SCHOOL BOOKS TO THE NATIONAL BOARD BY THE COMMISSIONERS OF NATIONAL EDUCATION, DUBLIN, AND MISCELLANEOUS MATTERS, 1849-54; 1858 (Special bundle).

1 bundle; ¼ inch.

Copies of correspondence transmitted to the Colonial Secretary by the Secretary of State, Lord Grey, concerning the "loss of an assortment of books (through damage) sent out by the Commissioners of National Education in Dublin in 1850 for use in National Schools in Victoria", including "copies of correspondence which has passed between this Department, the Colonial Agent, and the Secretaries to the Education Board in Ireland" concerning recovery of the loss sustained. General correspondence relating to the supply of school books from Ireland is also on file.

Letters were also received from the Chairman of the Board (an estimate of expenditure for the National School Establishment 1850), and from the National Board (concerning the non-arrival of the Master and Mistress of the Boys' and Girls' Model School,

Sydney, reporting on the number of applications for the establishment of non-vested schools and applying for additional funds to meet the situation).

Arrangement:

Roughly chronological.

Location:

4/7176.3

COPIES OF LETTERS SENT TO THE DENOMINATIONAL SCHOOL BOARD, 1848-66.

1 volume; 3 inches.

Copies of letters sent to the Secretary of the Denominational Board notifying the appointment of Board members, requesting the Board to draw up a code of regulations, approving the appointment of a Secretary, notifying authorization of grants for the payment of teachers (to be deducted, in each case, from the grant made to the church involved), granting aid from the Surplus Fund (showing, in each case, the name of the school involved and the amount allocated), and transmitting details of the vote granted by the Legislative Council to each denomination for each financial year. Details of appropriations granted to the Board from the revenue derived from the Church and Schools Estates for "purposes connected with Public Worship and Education" were sent, together with correspondence relating to annual estimates of expenditure by the Board.

Routine correspondence includes requests for annual reports and returns for the Blue Book to be supplied, and, in some instances, requiring statistical or procedural information to be supplied to overseas Educational Authorities. In addition, letters sent reply to the Board's requests for further provision for the erection and repair of school buildings and for increases in teachers' salaries. Correspondence concerning alterations in the system of supplying accounts of the Board to the Auditor General are also included.

Arrangement:

Chronological.

Index:

Subject index in front of volume.

Location:

4/3701.

COPIES OF LETTERS SENT TO THE BOARD OF NATIONAL EDUCATION, 1848-66.

1 volume; 3 inches.

Copies of letters sent requesting the Board to draw up rules for the conduct and inspection of schools, appointing a Secretary to the Board, arranging for the payment of school books printed by the Irish National Board (through the Colonial Agent General), authorizing the advancement of passage money for the Master and Mistress of the Boys' and Girls' Model School, providing free passage to English teachers appointed as headmasters of National Schools, authorizing payment of salaries appointed by the Board, and approving a permanent appropriation from the revenue of the Church and Schools Estates for special religious instruction to be provided by catechists.

Letters sent also concern alterations to the late Military Hospital, Port Phillip, the method of payment upon completion of the contract, and the payment of additional claims by the contractor (Mr. McBeath). A large proportion of letters sent are notifications of appropriations of Crown Land for National School building sites.

Arrangement:

Chronological.

Location:

4/3702.

(iii) Records of the Lands Department

CATALOGUE OF PLANS OF LAND FOR NATIONAL AND PUBLIC SCHOOLS, 1849-87,

1 volume; 2 inches.

Shows, for each plan drawn: locality of school (i.e., local name, parish and county), catalogue number, description of plans (i.e., plan of public school and/or reserve, area of land), registration number of plan, name of surveyor, and date of plan. The plans referred to are held either in the Archives Office of New South Wales or in the Department of Lands.

Arrangement:

Roughly chronological.

Location:

4/6186

Appendix A

THE IRISH NATIONAL SYSTEM

Governor Bourke advocated the introduction of schools based on those established in Ireland (in September 1831) by the then Secretary for the Colonies, Lord Stanley, in his capacity as Chief Secretary for Ireland.

The Board of Commissioners appointed to enquire into the State of Education in Ireland reported in 1824 that existing schools were incapable of meeting educational requirements, and finally recommended the establishment of a system (later called the Irish National System), which had been recommended by a prior Board of Commissioners in 1812.

The fourteenth report of this Board (1812) stated the Commissioners' intention of framing "a system, which, whilst it shall afford the opportunities of education to every description of the lower classes of the people, may at the same time by keeping clear of all interference with the particular religious tenets of any, induce the whole to receive its benefits as one individual body under one and the same system, and in the same establishments".

The Commissioners considered that the scheme would be acceptable "if all interference with the particular religious tenets of those who are to receive that instruction shall, in the first instance, be unequivocally disclaimed, and effectively guarded against". It was to "be explicitly avowed and clearly understood as its leading principle, that no attempt shall be made to influence or disturb the peculiar religious tenets of any sect or description of Christians."

To administer these schools a Board of Commissioners for National Education was established, although the local administration of each school was left to the 'patron', the original sponsor of the school. The cardinal feature of the scheme was the attempt to educate together children of diverse faiths by providing a general, literary education which, while Christian in spirit, was undenominational. To this end the Commissioners had provided textbooks which, while Christian in content, were free of dogma. Facilities were, however, provided for the separate religious instruction of the children of each faith. (239)

Appendix B

THE NATIONAL BOARD INSTRUCTS ITS AGENTS

(General Instructions for the Agents in Establishing National Schools, 23rd June, 1849. Second Report of the Board of National Education, Votes and Proceedings, N.S.W. Leg. Council, 1850).

1. The Commissioners of National Education, in confiding to you the duty of establishing National Schools throughout the districts beyond the limits of location and in the districts of Moreton Bay on Port Phillip, desire that you will make yourself thoroughly conversant with the several rules and regulations published by the Board, dated 10th May, 1848.
2. In Bringing under the notice of persons desirous of establishing schools under the direction of the Board, the peculiar features of the National System, you will explain the adaption of that system to the circumstances of a scattered population, and one comprising various religious denominations.
3. You will be careful to explain, on all suitable occasions, that whilst the National system interferes with the tenets of no particular denomination, the books provided for the instruction contain a large amount of scriptural instruction and moral precepts, embodied in extracts from the Old and New Testaments; the teaching therefore under the system, may justly be considered of a religious, though not of a sectarian character.
4. You will also further point out, that the system provides for the admission to the Schools, at stated times, of the several ministers of religion, or religious instructors of the several denominations to which the children may belong.
5. In localities where no Clergymen reside or visit, any persons appointed by the parents or pastors are to have access to the children at stated times, for the purpose of giving religious instruction.
6. You will exhibit to those who are desirous of becoming acquainted with the character of the schools, the books as authorized by the Board particularly the books of scriptural lessons, Nos. 1,2,3,4; the books of sacred poetry, and the book of lessons on the evidences of Christianity.
7. The intention of the legislature in establishing schools beyond the boundaries, is chiefly to provide means of instruction in localities where hitherto no education has existed. It is therefore not probable that you will be often called upon to advocate the establishment of National schools where schools established under the auspices of any religious denomination are already in existence.
8. Should it happen however, that you are called upon to take part in the formation of a school, in any locality where a Denominational School already exists, the Commissioners do not wish that you should evince

any spirit of hostility toward the institution already established, or lend yourself to the influence of any party, who may not voluntarily and cordially manifest their desire to adopt the system of National Schools.

9. Your duties will be, not to deprecate any other system of Education, but to explain the peculiar principles of that of the National Board, and to disabuse the minds of those who are misinformed or prejudiced as to its real character.
10. In the selection of local patrons, it will be desirable that they should not all consist of members of the same religious commission if possible, but whilst the Commissioners anxious that such a rule when practicable should be observed, they are desirous that it should be carried out without any express interference, or direct suggestion on your part. There will be no objection for a clergyman of any particular denomination becoming a Local Patron, although it will be desirable that ministers of some other communion should be associated with him in office.
11. In following the route which will be laid down for you, you will by previous correspondence endeavour to provide public meetings and take other preliminary steps for the establishment of Schools, so that you may prosecute your journey without unnecessary delay or detention in any particular locality.
12. You will furnish copies of the regulations and blank schedules to parties requiring them:- you will take care that wherever schools are formed, a Secretary be appointed, who will conduct the correspondence on the part of the local Board with the Commissioners in Sydney.
13. You will endeavour to ascertain, and communicate confidentially to the Commissioners, your opinion, in every instance, as to whether the Local Patrons are suitable persons to be entrusted with the appropriation of any moneys which may be granted to them by the Board.
14. In every instance where it is agreed upon that a school shall be established, you will obtain a description of the proposed site for the School House, and furnish a sufficiently correct description of it, if possible, to the Board, to enable them to apply for a grant for the same from the Government. It is proposed that not less than two half-acres, which should be contiguous, with a reserve of another acre, should be the area of land for School purposes in the Settled Districts; nor less than 10 acres should be the area of land appropriated for School purposes beyond the boundaries.
15. You will also, invite consideration as to the practicability of establishing Industrial Schools according to clause 6, cap. 5 of the printed rules and regulations.
16. You will endeavour to ascertain the practicability of establishing boarding houses in connection with Industrial Schools, and the probable rate at which the children might be boarded.
17. You will in every case where a school is formed, point out as an indispensable preliminary, the raising of a local subscription, the amount of which will determine that which will be contributed by the Board.

18. As a general rule, the Board considers that 30 children should be the minimum number to justify them in granting aid for the establishment of a school.
19. You will keep a careful and minute diary of your proceedings. In prosecuting your journey you will endeavour, in as ample a manner as possible, to collect statistical information as to the number, age, sex and religious denomination, and social condition of the children in the Districts.
20. You will address a letter to the Board, giving a detail of your progress and proceedings, at least once in every week. Your letters are to be carefully written, half margin; they must be accurately dated and numbered. The paragraphs must also be numbered.
21. You will inform the persons who may be selected to act as Local Patrons, that they will have an opportunity afforded them of recommending as schoolmasters and schoolmistress, any persons residing on the spot, whom they may consider competent to the duties of the office, subject however to the conditions specified in chapter 3, clauses 1, 2, and 3 of the rules and regulations of the Board, of date 10th May, 1848.
22. You will also explain the conditions and terms upon which fees are to be received from children educated at National Schools, as set forth in the circular letter of the Board, of date 3rd July, 1849.

Appendix C

SHELF LIST - NBNE/1:

<u>LOCATION</u>	<u>Reel</u>	<u>BOARD OF NAT. EDUC. VOL. NO.</u>	<u>INCLUSIVE DATES</u>
1/381	4001	A	19 Jan 1848 - 10 Sep 1849
1/382	4001	B	7 Sep 1849 - 6 Mar 1850
1/383	4002	C	14 Feb. - 14 Aug. 1850
1/384	4002	D	21 Aug. 1850 - 2 Jan 1851
1/385	4003	E	30 Jan. - 13 Jun. 1851
1/386	4003	I (?)	28 Oct. 1851 - 2 Apr. 1852
1/387	4004	J	25 Apr. - 20 May 1852
1/388	4004	K	6 Sep. 1852 - 31 Jan. 1853
1/389	4005	L	29 Jan. - 15 Jul. 1853
1/390	4005	N	5 Jul. - 16 Dec. 1853
1/391	4006	N	30 Dec. 1853 - 15 Jul. 1854
1/392	4006	O	15 Jul. 1854 - 21 Feb. 1855
1/393	4007	P	22 Feb. - 17 Jul. 1855
1/394	4007	S	3 Dec. 1855 - 14 Apr. 1856
1/395	4008	T (?)	11 Apr. - 20 Aug. 1856
1/396	4008	U	17 Jun. - 31 Dec. 1856
1/397	4009	V	7 Jun. - 31 Jun. 1857
1/398	4009	W	1 Jul. - 31 Dec. 1857
1/399	4010	X	1 Jan. - 25 May 1858
1/400	4010	Y	25 May - 29 Jul. 1858
1/401	4011	Z	3 Jul. - 4 Nov. 1858
1/402	4012	B1	5 Nov. 1858 - 28 Dec. 1858
1/403	4012	C1	1 Jan - 31 Mar. 1859
1/404	4013	D1	1 Apr. - 30 Jun. 1859

1/405	4013	E1	24 Nov.	-	2 Sep 1859
1/406	4014	F1	7 Oct. 1859	-	2 Mar. 1860
1/407	4014	G1	3 Mar	-	10 May 1860
1/408	4015	H1	12 May	-	6 Jul. 1860
1/409	4015	L1	1 Aug	-	23 Oct 1860
1/410	4016	J1	20 Oct.	-	7 Dec. 1860
1/411	4016	K1	1 Jun.	-	5 Apr. 1861
1/412	4017	L1	5 Apr.	-	14 Jun. 1861
1/413	4017	N1	4 Jun.	-	26 Aug. 1861
1/414	4018	O1	2 Sep.	-	5 Nov. 1861
1/415	4018	P1	4 Nov.	-	30 Dec. 1861
1/416	4019	Q1	1 Jan.	-	31 Mar. 1862
1/417	4019	R1	19 Mar.	-	20 Jan. 1862
1/418	4020	S1	17 Jun.	-	22 Sep. 1862
1/419	4021	T1 (?)	19 Sep.	-	31 Dec. 1862
1/420	4022	U1	30 Dec. 1862-		20 Mar. 1863
1/421	4022	V1	2 Sep.	-	5 Nov. 1861
1/422	4023	X1	7 Ju.	-	11 Sep. 1863
1/423	4023	Y1	1 Sep.	-	23 Nov. 1863
1/424	4024	Z1	2 Nov.	-	31 Dec. 1863

<u>LOCAT- ION</u>	<u>BOARD'S Reel NO.</u>	<u>SCHOOLS</u>	<u>APPROX. DATE</u>	<u>REMARKS</u>
1/425	4025 A2	ABERDEEN - MURRUNDI	Dec 63 - Feb 64	Care should be exercised in using these volume
1/426	4025 B2	NEWCASTLE - WALLALONG ALBURY - WARIALDA	Jan - Mar 64	
1/427	4026 C2	WESTBROOK - WOLLA WOLLA ALBURY - YOUNG	Mar - May 64	as their arrange- ment is not strict- ly
1/428	4026 D2	WINGHAM-WORREGEE ALBURY - WOLLOMBI	Apr - July 64	alphabetical

<u>LOCAT- ION</u>	<u>BOARD'S NO.</u>	<u>SCHOOLS</u>	<u>APPROX. DATE</u>	<u>REMARKS</u>
1/429 <u>Real</u> 4027	E2	TARLO - YOUNG ALBURY - WALLSEND	Jul - Sep 64	within each letter (e.g., Walcha may be found after Woodburn).
1430 4027	F2	WATTLE FLAT - YOUNG APPIN - ROCKLEY	Aug - Nov. 64	
1/431 4028	G2	REDBANK - YOUNG ALBURY - YOUNG	Oct - Dec 64	
1/432 4028	H2	ALBURY - WENTWORTH- VILLE	Dec. 64 - Mar 65	
1/433 4029	I2	ABERDEEN - WOLLONGONG ALBURY - BOLONG	Feb - Mar 65	
1/434 4029	J2	BISHOPSBRIDGE - WILLIAM ST.	May - Jun 65	
1/435 4030	K2	DUNGOG - WOLLONGONG ABERDEEN - ORANGE	Jul 65	
1/436 4031	L2	PALMER IS. - SOUTH PASS ALBURY - HARGRAVES	Jul - Sep 65	
1/437 4032	M2	HEXHAM - WALCHA	Sep - Nov 65	
1/438 4033	N2	WALCHA - YASS ALBURY - MUDGE	Nov - Dec 65	
1/439 4034	O2	ARMIDALE - OXLEY	Jan - Apr 65	
1/440 4035	P2	PIDDINGTON - YASS	Mar - Jun 66	
1/441 4036	Q2	GOSFORTH - WOODBURN	Jun - Aug 66	
1/442 4037	R2	ADELONG - YASS ALBURY	Sep - Dec 66	
1/443 4038	S2	ABERDEEN - WOLUMLA	Oct - Dec 66	

Appendix D

INSTRUCTIONS TO DISTRICT INSPECTORS

National Education Office,
Sydney

29th August, 1861.

Sir,

I have the honor to acquaint you that, with the sanction of the Board of National Education, I propose to issue the following instructions to the District Inspectors: viz:

- (i) "In reporting upon application for aid, Inspectors are to reserve their final report until they are able to state definitely that all the requisite conditions are complied with, or that there is no present prospect that such results will be attained. For the purpose of carrying out this instruction they are authorized to communicate with the Local Patrons, or promoters of schools, as to the various steps necessary to be taken by these parties, to bring their applications within the scope of the Board's Regulations.
- (ii) Whenever applications for aid are referred to them, Inspectors are to consider it part of their duty to watch over these cases, and to endeavour, by their advice and assistance, to bring the business to a satisfactory termination.
- (iii) In their Reports upon existing Schools, Inspectors will add after the subject "Local Supervision" in the written summary, the heading "Recommendations"; and, under it, state what action they consider necessary on the part of the Board".
- (iv) The first of these Instructions seems to me necessary in order that no business may be laid before the Board until it is ripe for decision, and that by this means, the amount of correspondence may be reduced. The instruction No. VI-8. (Printed Instructions) requires to be rescinded as far as relates to the new instruction, now submitted for the Board's approval. The second instruction is a consequence of the first, and the third is simply a more definite form of an existing regulation (XXVI)

I have the honor to be,

Sir,

Your most obedient Servant,

W. Wilkins,
Chief Inspector.

INSTRUCTIONS TO INSPECTORS IN VISITING AND REPORTING
UPON NATIONAL SCHOOLS

1. Inspectors are to bear in mind that they are not administrators of the National System of Education, and that they possess no authority, except what is expressly delegated to them by the Board. They are in the first place Inspectors of Schools, and, as such, their chief duty is to place before the Commissioners in clear, faithful, and comprehensive Reports, the means by which they may interfere usefully and efficiently for the improvement of their schools. Secondly, as agents for the Board they are to require obedience to the Regulations, but they are not upon their own authority to alter any existing rule or frame new ones. Their powers are confined to suggesting remedies for defects, and corrections for observed abuses.
2. Inspectors are to avoid all public discussions of a religious or political nature; they may lecture, - as a mode of giving information to the public upon the National System, but are on no account to enter into a public controversy respecting its merits with parties holding different views.
3. While Inspectors are required to discharge their public duties impartially and conscientiously, and irrespective of all local interests or party influences of any kind, they are to exhibit a courteous and conciliatory demeanour towards all persons with whom they are called upon to communicate. In private life, and in social relations as members of the community, they are required to support in a modest becoming manner, the bearing, character, and standing of a gentleman, and scrupulously to avoid everything calculated in any degree to detract from the respectability of their position, or lessen the influence of their office.
4. Inspectors are expected to treat as confidential the letters addressed to them from the Secretary's office, particularly those relating to cases of special inquiry, the conduct of Teachers or the management of Patrons; and they are not, in any case, to give publicity to the contents of such communications, any further than their nature and purport obviously demand.
5. In all correspondence with the office, whether in the form of Reports, Letters, or Returns, Inspectors are to study to express themselves with clearness, propriety, and precision, and to habituate themselves to a style of penmanship, at once neat and entirely legible.
6. Inspectors are requested to comply with the following directions in their correspondence:-
 - (a) Communications are to be addressed to the Secretary.
 - (b) The word "Inspection" is to be written in the left hand corner of the outside cover.
 - (c) All communications are to be made on paper of the foolscap size.
 - (d) The name of the school, to which the communication refers, should be stated at the head of the letter.

- (e) If the communication does not relate to any particular school, the subject of it should, if practicable, be briefly set forth at the head of the letter.
 - (f) Different subjects should not be entered upon in the same communication; as a general rule, each should have a separate letter.
 - (g) The rank, whether Sub-Inspector or District Inspector, and the name of the District of which he has charge, are to be added after the writer's signature.
 - (h) Inspectors are, as much as possible to avoid making themselves the channel of communication between Local Patrons or Teachers and the Board; and whenever applications or letters are addressed to them, they are to acquaint the writers that all communications should be forwarded to the Secretary. This rule however, should not prevent the Inspectors from giving information when it is sought.
7. Special instructions will be issued at the commencement of each year, as to the course of inspection in each District.
 8. Should an Inspector, from unavoidable causes, be unable to visit all the Schools he is directed to inspect, he is to make a special report of the circumstances, together with his explanation of the cause.
 9. Inspectors are not to visit schools during the ordinary vacations, or on specified holidays. In connexion with this rule, they will make themselves acquainted, in the case of every school under their charge, with the days alluded to, and will further direct the Teachers to specify them in the Time Table. They will also direct that when schools are closed from other causes, the Teachers shall give such previous notice as will prevent loss of time in visiting them.
 10. Should an Inspector unexpectedly find the school closed, he will collect all information in his power, and report to the Board the fact of the closing of the School at an unusual time.
 11. The inspection of a school will henceforth be distinguished as Primary, Annual, Secondary, and Incidental. In the case of new schools, or schools to which new Teachers have been appointed since the previous inspection, the first inspection must always be of the Primary kind.
 12. In the Primary and Annual Inspections, Inspectors should give due previous notice of their intention to visit schools; but in all other cases, they should visit as unexpectedly as possible, and with this view, should arrange the course of inspection so as not to remain long in the same neighbourhood.
 13. Incidental visits should be made as often as possible; in fact, Inspectors should never pass near a school without entering, and ascertaining its condition.
 14. The annexed Forms A and B should be used in the Primary and Annual Inspections; in the Secondary Inspection, a written report should be furnished, describing the general condition of the School and the mode

in which it is conducted by the Teacher, as regards Organization, Discipline, and Instruction; and on the occasion of an Incidental visit, Inspectors will record the fact in a letter, together with their opinion on the state of the School.

15. From four to five hours at least must be employed in the actual work of inspection, under the Primary or Secondary Forms.
16. When the Inspector visits with a view to his Primary inspection, he should himself examine all the classes; but on other occasions, he should call upon the Teacher to conduct the Examination and carry on the usual routine of the school in his presence.
17. On entering a National School the Inspector will first address himself to the Teacher, who is entitled to the utmost courtesy and consideration. If the Teacher be not previously known to the Inspector, the latter will formally introduce himself and exhibit his credentials.
18. The Inspector will then observe if the Board's fundamental regulations are strictly complied with: he will notice the Tablets on the walls, General Lesson, Notice to Visitors, Table of Minimum Attainments, Time Table, &c., and the books in the hands of the children: he will ascertain whether the occupations in which the scholars are actually engaged correspond with those prescribed on the Time Table: and will then inspect the Registers with a view to ascertain their correctness.
19. Having completed this cursory, but searching general examination of the School, the Inspector will direct his attention to the following points in succession. The order in which the various subjects are taken is immaterial, so long as none are neglected.

A. Organization

- (a) Situation: whether central and suitable, healthy and pleasant.
- (b) Schoolroom: form and dimensions, state of repair, cleanliness.
- (c) Playground: extent; nature of the soil; if fenced in; furnished with proper outbuildings; how appropriated.
- (d) Furniture: the quantity, condition, arrangement, suitability; mention the more important deficiencies.
- (e) Apparatus: the quantity, condition, and suitability; mention the deficiencies.
- (f) Books: Quantity and condition; state the deficiency (if any) and cause thereof. Are books not sanctioned by the Commissioners used in the School? If so, name them.
- (g) Classification: Inquire whether the pupils are carefully and intelligently classed according to their respective ages and capacities, with special reference to the "Table of Minimum Attainments".

- (h) Occupation: Observe whether a Time-Table has been suspended in the Schoolroom; ascertain whether it has been constructed in accordance with the Board's Regulations; examine the subjects mentioned therein, and compare them with the "Table of Minimum Attainments". State whether, in your opinion, the occupations of the pupils are judiciously arranged. Above all, satisfy yourself that the Time-Table is strictly acted upon. See if the Vacations and Holidays are noted upon the Time-Table. Examine the Programme of Lessons for each class, and state your opinion of its suitability and genuineness.
- (i) Registers: Examine and compare the entries in the Class Rolls, Daily Report Book, Admission Register, and duplicate Quarterly Returns for the four previous quarters. In case of non-agreement or incompleteness, ascertain and report specifically whether the fault arises from ignorance, neglect, or intentional falsification. In any case advise the Teacher and direct him to correct or complete the Registers forthwith. Compare the average daily attendance with the numbers on the Roll. Inquire whether the entries are made daily and weekly as directed in the Register and Quarterly Returns. Examine the Quarterly Return of the current quarter. Inspect the Teacher's account of fees, and state whether it is kept in such a manner as to justify the belief that his return on that head is reliably correct. Examine and Audit the account of receipts and expenditure of the Book Fund, and report whether the money has been properly and judiciously expended. Suggest to the Teacher the desirability of keeping a stock of books on hand for sale to his pupils.

B. Discipline

- (j) Punctuality: Observe whether the Teacher conducts all the operations of the School with punctuality; notice the arrival of the children, whether at the prescribed time. State what means are employed by the Teacher to produce punctuality.
- (k) Regularity: Inspect the Class Rolls to ascertain whether the attendance is regular. If not, state the causes of irregularity, and the means adopted to bring about improvements in that particular. Is there anything in the conduct of the School that would tend to encourage irregular habits?
- (l) Cleanliness: Of the Schoolroom, of the Teachers, of the Pupils; observe if the children are regularly inspected before going into school. Examine the desks and seats, and observe if they are cut, broken, or marked with ink; see if the maps, &c., are kept free from dust and stains.
- (m) Order: See whether the furniture, apparatus, books, &c., are arranged in orderly and becoming manner; whether the operations of the school are carried on gently and without unnecessary noise; whether the childrens' demeanour, manners, and conduct are modest and well regulated. Give your impression of the moral tone of the school.

- (n) Government: Observe whether the Teacher rules chiefly by moral influence or by corporal punishment; and whether his bearing, language, and manners towards the pupils are such as ought to characterize one who holds so responsible an office.

C. Instruction

- (o) Subjects: Note the subjects taught whether they are appropriate, and whether they accord with the "Table of Minimum Attainments". Note in particular whether the principles of the General Lesson are regularly and earnestly inculcated.
- (p) Methods: Observe whether they are judicious, and suited to the ages and capacities of the children. State the general character of the methods employed, e.g., whether analytic or synthetic; whether collective or individual teaching be the more common; and whether the Teacher skilfully questions the pupils, and uses the elliptic form of instruction.
- (q) Attainments: Ascertain the progress of the children in each class in all the subjects taught, having constant reference to the "Table of Minimum Attainments", and state whether the instruction has had the effect of developing the intelligence of the children.
20. The Inspector will next inquire into the qualifications and efficiency of the Teacher, having regard to his demeanour before the class, his skill as a disciplinarian, his power of securing the attention of the pupils to his instructions, his choice of subjects and methods, his manner, tact, and moral influence. The ability of the Female Teacher to instruct in needlework should also be inquired into, as well as her probable influence in forming the characters of the girls entrusted to her charge. As the school buildings, furniture, apparatus, and other property belonging to the Board, are placed in charge of the Teacher, the Inspector should ascertain if a responsible amount of care is taken to preserve them from injury.
21. The Inspector should give a list of the Local Patrons, with their respective denominations. If any denomination be not represented in the Local Board, he should state the reason, and explain if any and what steps have been taken to fill up the vacancy. It should further be explained, whether the Local Patrons have made any definite arrangements for supervising the school, and whether they visit regularly. If any record be kept of their visits, the Inspector should embody the information in his report, and state further whether the Local Patrons manifest an intelligent and abiding interest in the prosperity of the School.
22. In forming a final judgment on the state of a School, the Inspector, at each inspection, should principally have regard to -
- (a) The material state and general keeping of the School.
 - (b) The moral character of the School.
 - (c) The subjects and methods of instruction.
 - (d) The proficiency of the pupils.

- (e) The qualifications of the Teachers - whether they be competent, efficient and influential, faithful in the observance of all suggestions left for their guidance; prompt in the correction of abuses, and eager for improvement, duly impressed with the importance of their office, and earnest and content in the discharge of their duties.
 - (f) The general tone of the School, whether its air, aspect, and spirit, be satisfactory or the reverse.
 - (g) Local supervision: whether regular and efficient.
23. The Inspector will enter the date of his visit in the Report Book, stating whether it be a Primary, Annual, Secondary, or Incidental inspection. No other remark is to be added, but the Inspector will sign his name and title.
 24. Inspectors are required to keep "Note Books", in which they will enter, at each separate visit, all the details of inspection, and this in so full a manner that these notings may be afterwards taken, if necessary, as a faithful record of the proceedings, and as a justification of the Report forwarded to the Board.
 25. Whatever suggestions or observations may be deemed requisite, are to be made by the Inspector to Teachers at the close of the inspection, and fully explained at the same time. The more important ought to be made in writing, the Inspector retaining a copy and appending it to his Report.
 26. In every instance where the Inspector observes any violation of rule, or existing defect, he is to suggest to the Local Patrons or Teachers - as the case may require - the necessity for its correction, and state in his report that he has done so, explaining further, how, and in what spirit, his suggestions were received. He will further state plainly what action he considers necessary on the part of the Board to effect any desired improvement in the conduct of the school.
 27. Without seeming officiousness, unbecoming intermeddling, or too much curiousness, Inspectors should as far as possible, inform themselves of the general character borne by Teachers in their respective neighbourhoods, the estimation in which they are held by the people, their social position, and their conduct as members of society.
 28. Each Inspector is required to make himself thoroughly acquainted with the fundamental principles of the National System, the Regulations of the Board, and the general history and progress of its administration from its origin to the present time.
 29. It is also expected of him that he should not only study to strengthen and enlarge his knowledge of the different branches of Literature, Philosophy and Science, connected with or bearing upon, the duties of his office, but that he should likewise make himself familiar with the state of popular education in other countries. He is further to acquire and as opportunity offers, to keep up and improve acquaintance with the opinions and writings of the eminent educationists of the time.

30. Each Inspector will forward weekly of his proceedings during the preceding week.
31. When Inspectors are to be absent from their Stations for more than seven consecutive days, they are to intimate the address to which communications for them may be forwarded.

By order of the Board of National Education,

W. C. WILLIS,
Secretary.

(from Misc. letters received: 1/414) folio 34.

Appendix E

INSTRUCTIONS TO CANDIDATES IN TRAINING AT THE MODEL NATIONAL SCHOOL

It is assumed that no person will seek the office of teacher merely for the sake of the emolument. On the contrary, it is hoped that every candidate has been promoted in his desire to undertake the charge of a School by higher motives;- by a love of the work, by a sense of its importance to society, by a feeling of his own suitability for the office, and not without deep reflection upon the grave responsibility it involves. To persons influenced by such motives, no amount of trouble or inconvenience that enables them to augment their qualifications, will appear too great; and they will earnestly endeavour, by all the means in their power, to add to their stores of knowledge, and to acquaint themselves with improved modes of managing schools. Candidates who are thus disposed will find the Teacher's Office delightful and rich in those mental gratifications which good men prize; while to the mere hireling it will only prove irksome and disagreeable.

The Commissioners, in their published Regulations, thus define the qualifications of the Teacher:-

"A Teacher should be a person of Christian sentiment, of calm temper and discretion, imbued with a spirit of peace, of obedience to the law and loyalty to the Sovereign; and should not only possess the art of communicating knowledge, but be capable of moulding the minds of youth, and of giving a useful direction to the power which education confers".

And it is added, these are the qualities "which the Commissioners are anxious to find, to encourage, and to reward".

The following Instructions are intended to assist candidates in preparing themselves for an efficient discharge of their duties. It should be borne in mind, however, that the matters here noted for their consideration form only an outline of the course of training. Having, carefully studied the Board's Regulations, their next duty should be to observe the mode in which the System is practically carried out in the Model School. For the purpose of attaining this object effectually it is recommended that Candidates should enter in a Note Book points which seem to require explanation, and to request the advice of the Acting Head Master thereupon, at a reasonable time.

1. Candidates are to arrive at School not later than a quarter to nine in the morning. They are to proceed immediately to the Library and enter, in a book provided for the purpose, the exact time of their arrival. As punctuality is, one of the principal qualifications of a teacher, much stress will be laid upon the attention paid by candidates in this particular; every moment of time lost will be counted and taken into consideration in forming an estimate of their probable usefulness.
2. Absence from School will only be excused on the ground of illness, and when such absence exceeds one day a medical certificate must be furnished. In all cases, the Acting Head Master must be satisfied that the assigned case is sufficient to justify the Candidate's non-attendance. Irregular attendance on frivolous or insufficient grounds will be regarded as a positive disqualification.

3. Candidates are next, according to the directions of the Acting Head Master to proceed to the playground and assist in the supervision of the pupils, or to repair to the Schoolroom and observe the preparations made for commencing the School business.
4. When the children "fall in", candidates are to take note of the system of drill, with the view to the adoption, in their own schools, of so much of it as may be necessary to maintain order and train the children to habits of obedience. In this, as in many other matters, it is more important that Candidates should thoroughly comprehend and include the spirit, than simply acquire the mere mechanical form.
5. The arrangements for preserving neatness and cleanliness of person and dress, order and decorum in marching into school, and tidiness in disposing of hats and caps, are also to be closely remarked, and imitated by candidates in their own Schools.
6. The discipline in the Schoolroom is the next feature to be attended to; and when the lessons have commenced, candidates are to notice minutely the following matters:- the style and arrangement of the desks and forms; the nature of the apparatus, blackboards, maps, map-stands, diagrams, pictures, slates, pencils, pens, inkwells, pencil-cases, and books; the classification of the pupils; their occupations as defined in the time-tables and table of Minimum Attainments; the means of securing order and obedience; the mode of governing the school; and the subjects and methods of instruction. In reference to the last point; it should be remembered that a good teacher will not only adopt methods he may see in efficient operation; but will also adapt them to the circumstances in which he may be placed.
7. During the morning recess, instituted to obviate the necessity of permitting pupils to leave the schoolroom, Candidates are to remain in the playground. They are to avoid conversing with Teachers on duty, or distracting their attention in any way. As a general rule also; candidates should avoid loud speaking and noise of every description, in order that the quiet, subdued tone that ought to pervade the schools, may not be disturbed, and that its moral effect upon the children may not be weakened or interrupted.
8. The calling of the rolls is the next point for observation.
9. The precautions for the orderly dismissal of the School and the decorous conduct of the children in going to their homes, are next to be regarded.
10. Should the Acting Head Master place a candidate in charge of the playground during the mid-day recess, he will be guided, in discharging that duty by the directions drawn up for his use. He will first, however, study the order on the subject in the Order Book.
11. But should it be considered expedient that candidates should join the Teacher's class at mid-day, or the normal class in the evening, it is expected that they will exhibit a becoming modesty of demeanour, and a willingness to avail themselves of the opportunity of improvement thereby afforded. They will carefully observe the subjects of study selected as most desirable for Teachers to be acquainted with, and the methods adopted in imparting instruction.

12. The preparations for resuming the School duties in the afternoon are next to be noted.
13. When placed in charge of a class, candidates are to consider themselves responsible for the order and good conduct of the children, for the due preservation of the materials in use, and for the proper employment of the time. They are never to leave the class unless relieved by another Teacher. The tact and skill exhibited by a candidate in his management of a class, his ability as a disciplinarian, and the appropriateness of his methods of teaching, are all considered in judging of his qualifications.
14. Candidates are especially recommended to study the "General Lesson", the principle of which the Commissioners require to be strictly inculcated in all schools under their superintendence. This lesson should be read and explained to the whole School three times a week at least.
15. Whatever information may be required by Candidates should be obtained from the Acting Head Master only, and it is therefore obviously improper to question the younger Teachers on matters respecting which they can have no definite knowledge.
16. Instruction will be given by the Acting Head Master to Candidates, upon the mode of keeping the School registers, of compiling the quarterly and annual returns, and of forwarding, in proper form, abstracts of salary. The importance attached by the Board to correctness in these particulars, may be inferred by the fact, that fines, loss of classification, and dismissal, are punishments inflicted for neglect or want of truthfulness.
17. At the close of the months probation, Candidates are examined by the Inspector, or, in his absence, by the Acting Head Master. The following are the regulations adopted by the Board for such examinations:-
 - (i) Candidates are required to hand to the Inspector a list of the subjects upon which they are prepared for examination, in order that he may frame suitable questions.
 - (ii) The examination will be conducted in the Inspector's Office, and in no other place.
 - (iii) Candidates will not be allowed to leave the room without the Inspector's permission. Half an hour will be allowed at mid-day for refreshment.
 - (iv) The examination questions will be written by the Inspector, who will give them, one at a time, to the Candidates. Every answer must be completed before another question is given.
 - (v) The Inspector will take care that no Candidate leaves the office, while the answer to any question remains unfinished.
 - (vi) Candidates are not permitted to refer to book or manuscripts. Any breach of this rule will be immediately reported to the Board.

(vii) Candidates' papers are to be handed to the Inspector as soon as finished, and are under no circumstances to be taken out of the office, except when laid before the Board.

18. The Candidate's conduct, while in training, is then reported upon by the Acting Head Master, and the Inspector reports to the Board respecting his qualifications in general.
19. Candidates' wives are to attend at the Model School on a day fixed for the purpose, in order that the Acting Head Mistress may inquire into their ability to teach needlework.
20. Before leaving in the afternoon, candidates are to enter in the Time Book the exact time of their departure, having first reported to the Acting Head Master that every duty confided to them has been discharged. During the day they are not allowed to leave the school grounds without permission from the Acting Head Master.

In N.S.W. Leg. Ass. Votes and Proceedings 1859-60 vol. 4, pp. 30-2.

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30. Smith, S. H. and Spaul, G. T. History of Education in N.S.W., 1788-1925, p.86.
31. ibid. p.89.
32. Sir George Gipps published a series of regulations, dated 24th September, 1841, to control the system of state aid to schools. By these regulations, state aid to schools was limited. In schools established since the year 1836, the subsidy was fixed (a) in towns with a population of two thousand inhabitants and upwards at "one penny for each day's actual attendance of every child" whose parents could not afford to pay, and (b) in towns with a population of under two thousand, at one penny and a farthing per day, or one penny and a halfpenny where no school was within five miles; the state aid was not to exceed the support from private contributions, nor to exceed £25 per quarter per school, unless the number of the children or the poverty of the parents rendered a special exception necessary. In schools established prior to the year 1837, the payment by government of rent and of fixed salaries for teachers, appointed after the 1st January, 1842, was abolished from that date; all repairs to buildings, etc., were to be paid out of the subsidy or contributions; it was announced that the payment of one halfpenny per day for children, whose parents paid nothing, was to be abolished as soon as possible. Inspectors were appointed also under the regulations to prevent any impositions and to check the attendance at School. Intro. H.R.A., 1, 23, XIII.
33. Smith, S. H. and Spaul, G.T. op. cit. p.87.
34. ibid.
35. Austin, A. G. Australian Education, 1788-1900. p.47.
36. Smith, S. H. and Spaul, G. T. op. cit. p.86.
37. N.S.W. Returns of the Colony, 1848, p.259. (Archives Office location-4/281).
N.S.W. Returns of the Colony, 1849, p.414. (Archives Office location: 4/282).
38. Wills was appointed Secretary on 12th February, 1849. (N.S.W. Returns of the Colony, 1849. p.414).
39. 11 Vic. No. 49. An Act to Incorporate the Board of Commissioners for National Education (15 June 1848).

40. i.e. Kempsey, Hinton, Botany Bay and Dunmore. Linz. C.C. The Establishment of a National System of Education, p.47.
41. Austin, A. G. Australian Education, 1788-1900. p.47.
42. For Agent's instructions see Appendix B.
43. Austin, A. G. Australian Education, 1788-1900, pp. 49-50.
44. B.N.E. Fair Minutes, 29 April 1848 (Archives Office location: 1/331).
45. B.N.E. Regulations, 1848, I, 1.
46. ibid. 1853, p.2.
47. ibid. 1848, I,3.
48. ibid. 1848, I,4.
49. ibid. 1848, I,8.
50. ibid. 1848, I,9.
51. ibid. 1853, Appendix F.
52. ibid. 1853, D, 2.
53. ibid. 1853, A,17.
54. ibid. 1853, D,2.
55. ibid. 1853, D,2.
56. ibid. 1848, III, 1.
57. ibid. 1848, III, 2.
58. ibid. 1848, III, 3.
59. ibid. 1848, III, 3.
60. ibid. 1848, III, 6.
61. ibid. 1853, C, 6.
62. ibid. 1853, C, 4.
63. ibid. 1848, III, 5.
64. ibid. 1853, B, 2.
65. ibid. 1853, B, 2.
66. Austin, A. G. Australian Education, 1788-1900, p.110.

67. Statement explanatory of the System of National Education, 1858.p.3.
68. Austin, A. G. Australian Education, 1788-1900 p.110.
69. Statement explanatory, p. 5.
70. ibid. pp. 21-4.
71. B.N.E. Fair Minutes, 8 April 1848 (Archives Office location 1/331),
quoted in Le Claire, L. op. cit. p. 154.
72. B.N.E. Fair Minutes, 23 June 1848 (Archives Office location: 1/331),
quoted in Le Claire, op. cit. p. 154.
73. B.N.E. Fair Minutes, 17 September 1850 (Archives Office location:
1/331).
74. B.N.E. Annual Report, 1849, p.2.
75. ibid. 1848, p.2.
76. ibid. 1848, p.3.
77. ibid. 1851, p.1.
78. ibid. 1850, p.2.
79. ibid. 1852, p.4. Appendix 1. Additional Model Schools were later estab-
lished at Cleveland St. and Paddington. B.N.E. Annual Report 1858,
p.12.
80. Wilkins to Secretary, B.N.E. in B.N.E. Annual Report, 1853, p.3.
81. B.N.E. Annual Report, 1856, p.3.
82. Le Claire, L. op. cit. p. 157.
83. Joint Report of the Inspectors (1859) to Secretary, B.N.E. 13 January
1860 in Miscellaneous letters received (Archives Office location: 1/407,
p. 217).
84. Le Claire, L. op. cit. p.158.
85. S.M.H. 3 September 1849.
86. B.N.E. Fair Minutes, 30 July 1849 (Archives Office location: 1/331).
87. Wilkins to Board, 29 March 1851 in Miscellaneous letters received
(Archives Office location: 1/385, p.273).
88. B.N.E. Fair Minutes, 18 February 1851 (Archives Office location:
1/331).
89. Le Claire, L. op. cit. p.159.

90. B.N.E. Annual Report, 1851, p. 3.
91. Patterson, M. "William Wilkins". Schooling, June 1926, p. 3, quoted in Le Claire, L. op. cit. p. 160.
92. B.N.E. Annual Report, 1852, p. 2.
93. ibid. 1859, p. 2.
94. ibid. 1853. p. 3. Appendix I.
95. William Wilkins: General Report on the Condition of National Schools in B.N.E. Annual Report, 1859, p. 21.
96. B.N.E. Fair Minutes, 28 January 1852 (Archives Office location: 1/331).
97. Wilkins to Headmaster, Model School (T. Harris), 23 January, 1862, in Press copies of letters sent by the Inspector and Superintendent of National Schools and Chief Inspector (Archives Office location: 1/354; letter No. 62/95).
98. B.N.E. Annual Report, 1852, p. 4.
99. ibid. 1851, p. 2.
100. Le Claire, L. op. cit. p. 163.
101. Wilkins' suggestions concerning regulations governing the appointment of pupil-teachers may be found in Miscellaneous letters received (Archives Office location: 1/396, pp. 6-7).
102. Le Claire, L. op. cit. p. 164.
103. B.N.E. Annual Report, 1853, p.3. Appendix 1.
104. ibid. 1853, p.4. Appendix 1.
105. Wilkins to Secretary, 28 January 1853 in B.N.E. Annual Report, 1853, p. 3.
106. Le Claire, L. op. cit. p. 165.
107. Wilkins to Board, 5 October 1858 in Miscellaneous letters received (Archives Office location: 1/401, p. 333).
108. B.N.E. Rough Minutes, 11 October 1858 (Archives Office location: 1/328).
107. Wilkins to Board, 5 October 1858 in Miscellaneous letters received (Archives Office location: 1/401, p. 333).
108. B.N.E. Rough Minutes, 11 October 1858 (Archives Office location: 1/328).

109. Report on the condition of National Schools in 1856 in B.N.E. Annual Reports, 1857, p. 8.
110. Wilkins to Board, 11 October 1854, in Miscellaneous letters received (Archives Office location: 1/392, p. 223).
111. Report on the condition of National Schools, in B.N.E. Annual Report, 1857, p. 8.
112. B.N.E. Annual Report, 1857, p. 14.
113. Regulations governing the appointment of pupil-teachers in country schools, S. 1, B.N.E. Annual Report, 1857, p. 15.
114. ibid. S. 4.
115. B.N.E. Fair Minutes, 10 July 1849.
116. Bowmer, D. S. The development of the Inspectorial System in the Public Schools of N.S.W., 1848-1905.
117. Mackaen to Board, 14 February 1852, quoted in Bowmer, D.S. op.cit. p. 37.
118. Fair Minutes, 13 September 1852, quoted in Bowmer, D. S. op. cit. p. 38.
119. In 1854 part of the funds of the Church and Schools Estate Revenue was granted towards the supply of special religious instruction in National Schools, through the appointment of "catechists" (normally clergy) selected by the heads of denominations. B.N.E. Annual report, 1854, pp. 2-3.
120. B.N.E. Annual Report, 1854, p. 2.
121. Rough Minutes, 9 June 1856 (Archives Office location: 1/328).
122. B.N.E. Annual Report, 1854, p. 2.
123. Wilkins to Board, 27 March 1854, in Bowmer, D. S. op. cit. p. 50.
124. Fair Minutes, 10 June 1854 in Bowmer, D.S. op. cit. p. 54.
125. B.N.E. Annual Report, 1854, p. 2.
126. Regulations for Inspectors, 1854 in Le. Claire, L. op. cit. p. 181.
127. ibid.
128. Le Claire, L. op. cit. p. 182.
129. B.N.E. Fair Minutes, 17 March 1856 (Archives Office location: 1/333).
130. Inspector to Board, 18 February 1858, in Miscellaneous letters received (Archives Office location: 1/399).

131. Bowmer, D. S. op. cit. p. 57.
132. ibid. p. 59
133. ibid. p. 70-1.
134. ibid. p. 78.
135. Le Claire, L. op. cit. p. 187.
136. B.N.E. Rough Minutes, 11 October 1858 (Archives Office location: 1/328).
137. ibid. 21 June 1858 (Archives Office location: 1/328).
138. ibid. 12 March 1860 (Archives Office location: 1/328).
139. B.N.E. Annual Report, 1857, p. 3.
140. Le Claire, L. op. cit. p. 190.
141. B.N.E. Annual Report, 1865, p. 3.
142. Le Claire, L. op. cit. p. 191.
143. Wilkins, W. National Education, p. 57.
144. B.N.E. Annual Report, 1855, p. 2.
145. ibid.
146. B.N.E. Annual Report, 1854, p. 5. Appendix C.
147. Le Claire, L. op. cit. p. 197.
148. ibid.
149. ibid.
150. ibid.
151. B.N.E. Annual Report, 1854, p. 5. Appendix C.
152. Le Claire, L. op. cit. pp. 197-8.
153. B.N.E. Annual Report, 1861, p. 13.
154. Linz. C. C. op. cit. p. 63.
155. ibid. p. 41.
156. ibid. p. 63.
157. B.N.E. Fair Minutes, 6 February 1851 (Archives Office location: 1/331).

158. B.N.E. Fair Minutes, 17 July 1854 (Archives Office location: 1/331).
159. Wilkins to Board, 14 January 1856, in Miscellaneous letters received (Archives Office location: 1/394 p. 183).
160. Le Claire, L. op. cit. p. 132.
161. Wilkins to Board, 13 July 1860, in Press copies of letters sent by the Inspector and Superintendent of National Schools and Chief Inspector (Archives Office location: 1/360, letter No. 60/139).
162. Le Claire, L. op. cit. p. 132.
163. Fair Minutes, 2 April 1851 (Archives Office location: 1/331).
164. B.N.E. Annual Report, 1851, p. 1.
165. Wilkins to Board, 3 February 1854 in Miscellaneous letters received (Archives Office location: 1/391).
166. Wilkins to Board, 22 February 1858 in Miscellaneous letters received (Archives Office location: 1/399, p. 169).
167. R. Flanagan. History of N.S.W. vol. II, p. 428.
168. Wilkins, W. op. cit. p. 24.
169. Col. Secretary - Hon. C. D. Riddell, 4 Jan. 1848.
170. Col. Secretary - D.S.B., 4 Jan. 1848.
171. D.S.B. Rules, 1865, p. 3.
172. D.S.B. Annual Report, 1862, p. 3.
173. D.S.B. Rules, 1865, p. 4.
174. Relton, W. J. The failure of the dual system of Education in N.S.W. p. 133.
175. D.S.B. Rules, 1865, p. 5.
176. ibid. p. 8.
177. Griffiths, D. C. Documents on the establishment of education in N.S.W., 1789-1880, pp. 06-7.
178. D.S.B. Rules, 1865, p. 8.
179. D.S.B. Annual Report, 1850, p. 2.
180. D.S.B. ibid. 1849, p. 2.
181. ibid. 1858, p. 3.

182. ibid. 1855, p. 2.
183. ibid. 1858, p. 3.
184. ibid. 1857, p. 2.
185. ibid. 1856, p. 3.
186. W.M. Cowper to Secretary, D.S.B. in D.S.B. Annual Report, 1860, p. 4.
187. D.S.B. Annual Report, 1861, p. 4.
188. ibid. 1848, p. 2.
189. ibid. 1857 p. 3.
190. ibid. 1856, p. 3. Appendix.
193. ibid. 1856, p. 11. Appendix.
194. ibid. 1856, p. 4. Appendix.
195. ibid. 1860, p. 3.
196. Training Master to Bishop of Sydney, 31 May 1861 in D.S.B. Annual Report, 1860, p. 8. Appendix.
197. W. M. Cowper to Secretary, D.S.B. 1 July 1861, in D.S.B. Annual Report, 1860, p. 4.
198. D.S.B. Annual Report, 1860, p. 6. Appendix.
199. ibid. 1862, p. 2.
200. ibid. 1861, p.9.
201. John Huffer (Training Master) to Dean of Sydney, 4 May 1864 in D.S.B. Annual Report, 1863, pp. 52-3.
202. Huffer to Dean of Sydney, 1 February 1865 in D.S.B. Annual Report, 1864, p. 55.
203. Huffer to Dean of Sydney, 1 March 1866, in D.S.B. Annual Report, 1865, p. 26.
204. Jno. Kelly to Secretary, D.S.B., 6 July 1863, in D.S.B. Annual Report, p. 54.
205. Kelly to Secretary, D.S.B., 24 August, 1863 in D.S.B. Annual Report, 1863, p. 54.

206. Keily to Secretary, D.S.B., 13 July 1864 in D.S.B. Annual Report, 1864, p. 55.
208. Relton, W. J. op. cit. p. 138.
209. Griffiths, D. C. op. cit. p. 90.
210. Smith, S. H. and Spaul, G. T. op. cit. p. 118.
211. Griffiths, D. C. op. cit. p. 91.
212. Austin, A. G. Select documents in Australian Education, 1788-1900, 164-5.
213. ibid. p. 165.
214. ibid. p. 167.
215. ibid. p. 166.
216. Relton, W. J. op. cit. p. 139.
217. ibid.
218. Austin, A.G. Select documents in Australian Education, 1788-1900, p. 167.
219. Le Claire, L. op. cit. p. 263.
220. ibid. p. 264.
221. Morris, D. Henry Parkes and the development of Public Education in N.S.W., 1850-90, p. 150.
222. ibid. p. 152.
223. Bridges, F. Education in N.S.W.: a historical sketch, 1898, p. 4. quoted in Morris, D. op. cit. p. 154.
224. Le Claire, L. op. cit. p. 264.
225. Austin, A. G. Australian education, 1788-1900, p. 119.
226. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. p. 135.
227. ibid. p. 155.
228. Public Schools Act (1866), S.2.
229. The principal duties of Organizing Masters were to assist teachers in improving the organization, discipline, and instruction of their respective schools. Organizing Masters were subordinate to Inspectors (although they performed the same functions), and reports of each school inspected by them were sent to the relevant Inspector. They were not empowered to enforce any change in the working of a school but simply to point out to a teacher any deviation from the Board's regulations, and

to suggest improvements in the management of schools. Only two Organizing Masters were appointed, Mr. McIntyre (Hunter Valley) in 1856, and Mr. McCann (Western District), in 1858. Both Organizing Masters were subsequently appointed to inspectorships. Le Clare, L. op. cit. pp. 192-3.

230. Early in 1850 the Board called for applications for the part-time position of Architect to the Board, and in February of that year Henry Robertson was appointed to the position (Fair Minutes, 12 February 1850. Archives Office location: 1/331). Robertson was called upon to perform a variety of services; he prepared a lithographed plan for country schools, reported on all plans submitted by Local Patrons, advised on building costs, prepared plans for school furniture, inspected work in progress, acted as an agent between constructors and the Board, and advised the Board if inferior material was being delivered (Fair Minutes, 14 May 1850. Archives Office location: 1/331).
231. B.N.E. Annual Report, 1864, p. 3.
232. ibid. 1865, p. 3.
233. Blank cover memorandum submitted to the Board by the Secretary, 29 September 1865 (Archives Office location: 1/362, p.31).
234. Walker to Board, 27 February 1856, in Bowmer, D. S. op. cit. p. 95.
235. B.N.E. Annual Report, 1855. Appendix, p. 5.
236. Votes and Proceedings, 1862, vol. 2. p. 753.
237. Secretary, D.S.B. to Col. Secretary, 19 March 1855, in Col. Secretary special bundle: Commission of Enquiry into the State of Education, 1855. (Archives Office location: 4/1158.2).
238. Linz. C.C. op. cit. p. 49.
239. Rusden, G. W. op. cit. pp. 148-050.
240. The Board was not solely interested in elementary education. Although most of their time was spent, of necessity, in establishing elementary schools, the Regulations provided for the establishment of boarding schools to cater for the scattered population. The Agents were asked to assess the advisability of establishing boarding schools in particular areas, and Wagga and Wollongong applied for permission to accommodate boarders (Fair Minutes, 29 May 1852). Because the expense of establishing boarding schools generally was prohibitive the Board was forced to do nothing substantial, and had to neglect "the opportunity to create an efficient and stable system of rural education". (Austin, A. G. Australian Education, 1788-1900. p. 62).
241. The Commissioners divided the Colony into five inspectorial districts, viz:
 1. Metropolitan, including the counties of Cumberland and Camden.

2. Hunter River, including the valley of the Hunter, and its tributaries, and the country lying along the affluents of the Hawkesbury, flowing into it from the Nepean.
3. Northern, lying north of the Liverpool Ranges, and the spur running down to Port Stephens.
4. Western, including the country lying south and west of the former districts, and north of a line drawn westerly from the head of the river Abercrombie to the western boundary of the Colony.
5. Southern, comprising all the remainder of the Colony. Statement Explanatory, p. 33.

242. Statement Explanatory. p. 20.

243. Applications for the apprenticeship of pupil teachers could be received from the Local Patrons of any school in which the daily attendance of scholars for the half-year preceding the date of appointment, was not less than fifty, provided that the teacher held a classification certificate not less than Class I, Section B.

244. B.N.E. Annual Report, 1858, p. 13.

245. In 1860 a Board of Examiners was appointed to set and mark examination papers in their respective subjects fields, and furnish a report on the qualifications of teachers applying for a first or second class certificate. This Board of Examiners comprised:

Dr. Woolley _____ Logic, Mental Philosophy

Prof. Pell _____ Mathematics, Natural Philosophy

W. J. Stephens, M.A. _____ Classics, English Literature

Rev. Henry J. Hose _____ Modern Language

Prof. Smith _____ Experimental Sciences

S. R. Piltard, Esq. _____ Natural Sciences

W. J. Cordner, Esq. _____ Music

J. Fowles, Esq. _____ Drawing

B.N.E. Annual Report 1861, p. 46

B.N.E. Annual Report 1860, p. 2.