

NEW SOUTH WALES
GUIDE TO THE STATE ARCHIVES

RECORD GROUP NCE
COUNCIL OF EDUCATION, 1866 - 1880.

PRELIMINARY INVENTORY

THE ARCHIVES AUTHORITY OF NEW SOUTH WALES

SYDNEY

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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 fifth in a sequence. It was prepared by Mr. A. J. Hutchins, B.A., of the Archives Office of New South Wales and is based on preliminary work by Miss Margaret Bull, B.A., formerly of the Archives Office.

It must be emphasized that this inventory, like its predecessors, is still preliminary. Any suggestions for its improvement 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

I. Administration under two Boards, 1848 - 66

In 1848 a dual system of control of education in New South Wales was established. Essentially this system was a compromise, an attempt by Governor Fitzroy to reconcile the conflicting interests of Church and State in Education. Prior to 1848 a number of issues had arisen from the confused relations of Church and State - denominational education against secular education, ecclesiastical control against State control, sectarianism against unity; the dual system perpetuated this rivalry by allowing the National and Denominational Boards to compete with each other for public support.

Rivalry was not confined to the two Boards, for the clerical authorities not only competed with the National Board, but with each other. The structure of the Denominational Board intensified clerical rivalry, as there were, in effect, four administrative units, representing each of the four main Churches. The Board was appointed to control the distribution of the Parliamentary grant, the establishment of schools, and the appointment of teachers and local councils. In practice, however, in all matters except the distribution of money the Board merely carried out recommendations made by the heads of the respective denominations. Even more conducive to discord was the provision that Board appropriations were determined by Parliament in proportion to the respective numbers in each denomination at the last census. As the proportion of these numbers changed, even slightly, the Government grants appeared unequal, and divided the denominational groups within the Board⁽¹⁾.

Complaints by the Denominational Board, and the realization by the public and Parliament that the period of quarreling over educational ways and means had led to some neglect of education itself, were responsible for the appointment, in 1854, of a Select Committee on Education. The Committee recommended that "a commission should be appointed by the Executive Government", the Commissioners to report "on the state of education, and the conditions of the schools generally". The final report of the Educational Commissioners showed that education in Denominational Schools was in a deplorable condition. School sites were condemned as unsuitable, buildings were unsatisfactory for educational work, and books and apparatus in short supply. "The blame of this abominable neglect (rested) mainly with the local managers". Teachers were generally ignorant and incompetent, and instruction "deplorable in the extreme", few schools being "worthy of the name".⁽²⁾

It was obvious that the educational system of the State was in need of drastic revision, and Parkes, in moving the second reading of the Public Schools Bill, was on sound grounds when he criticized the unnecessary expense of the dual system. The rivalry between denominations led in many cases to the establishment of three rival denominational schools wherever a new denominational school was established in a district. Parkes was able to point to districts supporting three schools, where the aggregate enrolments did not reach one hundred children. Combination of these schools would obviously effect a considerable saving and lead a more effective organization of pupils.⁽³⁾

II. The Public Schools Act (1866)

The main provision of the Act established a Council of Education in which was vested the centralized administration of public education in New South Wales. The Act provided for ministerial control (the position of Colonial Secretary and Minister of Education becoming a dual one)⁽⁴⁾ without creating a new public department, implying that educational grants were so large in proportion to the population that it had become imperative that the Council be administered by some person responsible to Parliament. 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.⁽⁵⁾ The National Board of Education and Denominational School Board were dissolved, "all lands, moneys, securities and personal property" of the former being vested in the Council of Education.⁽⁶⁾

The major powers of the Council were the control of expenditure and 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")⁽⁷⁾ and the appointment, training and examination of teachers.⁽⁸⁾

The Council was empowered to establish public schools where a minimum enrolment of twenty-five children was assured,⁽⁹⁾ (although until 1875, local promoters of public schools were required to contribute one-third of the cost of erection). There was provision, in less populated districts, for education to be supplied by itinerant teachers under Regulations framed by the Board;⁽¹⁰⁾ board and lodging were to be supplied for children in remote areas receiving education away from home.⁽¹¹⁾

The Act provided for the establishment of State - supported Denominational Schools, wherever thirty children of a single creed were in regular attendance;⁽¹²⁾ instruction was to be on the same basis as that of State - supported public schools, and the school was to be subject to regulations and inspection in the same way. Religious instruction in public schools was provided by clergymen or religious teachers, who were to instruct children in their own religion for a certain period daily.⁽¹³⁾ In certified denominational schools instruction was "to be left entirely under the control of the heads of denominations to which any such school shall belong"⁽¹⁴⁾

Under the Act, every teacher was to be employed by the State, and provision was made for the establishment of a Training School for male and female teachers.⁽¹⁵⁾ Upon completion of training, teachers were to be "classified according to their attainments and skill in teaching".⁽¹⁶⁾

By a clause in the Act, the appointment of School Boards (which, prior to 1866, had been locally appointed), was vested in the Governor-in-Council, upon nomination by the Council of Education. These Boards were powerless to interfere in the course of instruction given, their only function being to regularly visit, inspect, and report upon the school placed under their supervision" to (ensure) its more efficient maintenance".⁽¹⁷⁾

Existing schools were granted twelve months to conform to the provisions of the Act, which was to take effect from January 1867. If, at the

end of that time, the attendance of a school did not reach the required minimum, it was to be closed⁽¹⁸⁾ The bill passed both Houses and received Royal Assent on 22nd December, 1866⁽¹⁹⁾

III. Administration of the Public Schools Act.

The first Council of Education consisted of George Allen, M.L.C., Mr. William Arnold, Speaker of the Legislative Assembly, James Martin, M.L.A., Henry Parkes, M.L.A., and Professor John Smith of Sydney University, all positions being purely honorary; Parkes was elected as first President of the Council (a position he held until his retirement in October 1870); William Wilkins was appointed Secretary of the Council.

The Council was faced with the task of organizing a new educational system acceptable to Parliament and the people. New schools had to be established, a suitable curriculum drawn up, Regulations framed, (a special clause of the Act gave the Council power to draw up Regulations subject to the approval of Parliament), and arrangements made for the more effective training of teachers. The issue of certificates to Denominational Schools, the closing of unsuitable schools, and the dismissal of incompetent teachers required careful treatment, as these matters were frequently made the subject of debate in Parliament.⁽²⁰⁾

The Council, in addition to inheriting the Model School at Fort Street and the Training Department and its training scheme, adopted the National Board's system of inspection, the methods of classification of teachers, and the pupil-teacher system, although, under the Council, these systems were all developed and made more efficient.

(a) The pupil-teacher system

As the term implies, pupil-teachers were partly teachers and partly pupils. They were teachers in the sense that they gave instruction in class, and pupils in the sense that they received daily instruction from the Head Teacher of the School in which they were employed, such instruction being considered part payment for their services. In addition they were paid a small annual salary, but did not share in the distribution of school fees.⁽²¹⁾

Pupil teachers were required to be not less than thirteen years of age at the time of their appointment, and their apprenticeship extended over a period of four years. They were only appointed after they had shown evidence, during a three months probationary period, that they possessed an "aptitude and general fitness for the office of teacher".⁽²²⁾

After 1866, pupil teachers could be employed in schools with an average attendance of fifty pupils, under a Teacher holding a second class certificate in Section B. All pupil teachers were required to sit for an examination each year, their promotion being dependant upon their success in these examinations. From 1867, the Council decided to admit them to the Training School upon completion of their apprenticeship, and, from that date, candidates-in-training consisted, to an increasing degree, of ex pupil-teachers.⁽²³⁾

(b) The Training Department

After the passing of the Public Schools Act, 1866, the two Denominational

Training Schools were disestablished, teacher training for all schools administered by the Council being undertaken at the Model School, Fort Street.⁽²⁴⁾ Applicants were admitted to the Public Training School after an initial examination, and upon meeting the following requirements:

- (1) They were to be (except in the case of pupil teachers) at least eighteen years of age, but not more than forty.
- (2) They were to possess "active habits, energy of character, and unblemished reputations".
- (3) They were to profess an intention "to adopt and follow the profession of Teacher in Schools aided or supported by the Council".
- (4) They were required to be free "from any bodily infirmity likely to impair their usefulness as teachers".
- (5) They were required to acknowledge their willingness "to accept a situation in any locality as the Council may see fit".⁽²⁵⁾

From 1867 entrance examinations were held quarterly, and the period of training was fixed at "one month, three months or six months, as may be found necessary", although in practice, training did not extend beyond three months.⁽²⁶⁾ At the same time a Board of Examiners was appointed to set and mark examination papers, a Mr. Gardiner being appointed to the office of Examiner.⁽²⁷⁾

In the matter of teaching qualifications the Council decided to recognize only those teaching certificates granted by the late Board of National Education, as these certificates closely corresponded to teacher requirements under the new regulations, and as they involved some practical teaching experience.⁽²⁸⁾

In the Annual Report on the functioning of the Training Department (1869) the Training Master, remarking on the type of person applying for admission into training, made the following observations, based on the "personal statements" submitted by applicants:⁽²⁹⁾

1. That, even including pupil teachers whose term of apprenticeship has expired, only thirteen per cent have received special training for the office of teacher.
2. That thirty-four per cent have been engaged for various periods in the work of teaching, but in most cases privately and in a desultory manner; while
3. More than fifty per cent are entering the profession for the first time, and, in too many instances, as a last resource - from no particular love for the work or conviction of their fitness, and, as the experience of past years proves, with the intention of quitting it in the event of any more congenial employment offering.

In an attempt to improve the standard of teachers, the Training Master made two recommendations:

1. That candidates should be housed on the premises, under the direct control of the Training Master and other responsible officers.
2. Teacher Training should be extended to a six-monthly period.

Commenting on the inadequate training period, he pointed out that training "should be an apprenticeship to the art of teaching, during which he (the teacher) shall have facilities for studying the nature of the material on which he will have to operate, frequent and regular opportunities of observing the methods of instruction employed by the best teachers, and of practising occasionally himself".⁽³⁰⁾ There was no Practising School attached to the Training Department, practical work being carried out in the Model School itself, where "under the direction of the Head Mistress, one day per week during the session (was) set apart for that purpose".⁽³¹⁾ The only additional experience which the trainees gained in classroom management was attendance, for two half-days a week, in certain public schools.⁽³²⁾

These arrangements were "not calculated to prepare the candidate for efficiently conducting (his) own school", the Model School differing markedly in organization from the ordinary country school. Thus "when the time arrives for him (the teacher) to commence actual work, difficulties present themselves which he has neither anticipated nor fitted himself to meet". In advocating that a Practising School be attached to the Training Department, the Training Master pointed out that, despite the desirability of establishing a Training School, until "the position of the Teacher generally, his emoluments and status, have been placed upon a more satisfactory system than at present", it was "unadvisable to establish a Training School after the Model of those in the Mother Country".⁽³³⁾

In 1870 the Training Master commented that "if a mixed school, a fair representative of what a country school should be, could be formed in Sydney, attendance at it occasionally would enable (candidates) to form more correct ideas of what is required from country teachers, for while the Model School is an excellent example of its kind, there is scarcely a doubt that many candidates in foolishly trying to establish their own schools on the same basis make great errors".⁽³⁴⁾

From 1870 the standard of candidates improved. This was attributed by the Training Master to "a greater number of pupil-teachers having been trained during that year (i.e. 1871) than during any previous one". He remarked that "these young people are a credit to the teachers in whose schools they have passed their apprenticeship".⁽³⁵⁾ In 1871, of the pupil-teachers trained, sixty per cent of the males and eighty three per cent of the females obtained the highest grade;⁽³⁶⁾ the Training Master attributing these results to superior "method and tact", rather than to superior "mental qualifications".⁽³⁷⁾

At the end of June, 1872, the period of training was extended from three to six months, the shortage of fully qualified teachers being responsible for this alteration. Students were also divided into Upper and Lower Classes. The Upper Division, upon successful completion of the required examinations, was awarded second class certificates; the Lower Division was restricted to various divisions of class three ⁽³⁸⁾

By 1873, the Council had found that the Training School was not equipped to provide teachers for small country schools. Early in 1873, about forty

schools of this kind were without teachers on account of the difficulty of procuring suitable persons for such appointments, and the need for teachers was becoming daily more urgent. It seemed desirable, therefore, "than an effort should be made to procure candidates for the office of teacher in small schools from residents in Country districts". As an experiment, the Council therefore authorized Inspectors to:

- (1) Invite applications from persons resident in country districts, and accustomed to living in the bush, and
- (2) direct suitable applicants to attend a suitable school located nearby to receive elementary instruction and to acquire some practical experience.⁽³⁹⁾

Successful applicants were to be paid £4 monthly during attendance, subject to the Inspector's certificate of satisfactory conduct, attention and progress. In filling vacancies in small schools preference was to be given to persons so trained, while admission to the Training College was held out as a reward for three years successful work in a bush school.⁽⁴⁰⁾

In 1875, under revised Regulations framed by the Council, the period of training was lengthened in some cases to twelve months, the extension being safeguarded by the customary qualifying clause "as may be found necessary". At the same time, training was made a condition of permanent appointment, for it was definitely laid down that every applicant for employment as a teacher, unless previously trained in some recognized Training School, should undergo a course of training before being permanently appointed.⁽⁴¹⁾

In their report for 1877 the Council again drew attention to the impossibility of forming a "reliable estimate of the personal character or professional value of students". Under authorization of Section 15 of the Public Schools Act, they purchased seventeen and a half acres at Ashfield for the establishment of a Training School, the proposal being "to commence erection of the requisite buildings as soon as the plans were prepared."⁽⁴²⁾ No action, however, took place on the project until after the passing of the Public Instruction Act of 1880.⁽⁴³⁾

(c) The system of Inspection

The system of inspection employed by the Board of National Education was continued by the Council. Generally, Inspectors were required to report annually on the condition of each school within their districts: Their responsibilities included:

- (1) certification of denominational schools,
- (2) examination of teachers and pupil-teachers,
- (3) submission of reports on building sites, and
- (4) submission of reports for each school concerning the school's general condition, discipline, and the attainment of pupils (listed in accordance with the requirements of the Standard of Proficiency sanctioned by the Council.)⁽⁴⁴⁾

Inspectors were authorized to implement the provisions of the Public Schools Act and the Regulations made by the Council, with the proviso that their decisions were subject to appeal to the Council.

To implement this policy, the Colony was divided into nine districts in 1867 - Albury, Armidale, Bathurst, Camden, Cumberland, Goulburn, Maitland, Newcastle and Sydney, an Inspector being appointed to each district.⁽⁴⁵⁾ Additional District Inspectors were appointed for Braidwood and Mudgee (1871) and Grafton and Yass (1875).⁽⁴⁶⁾

(d) The establishment of provisional and half time schools.

(i) Provisional Schools

The provision of aid to provisional schools enabled the Council to effect improvements in schools originally of a private character. The conferring of aid by the Council was conditional on the Council receiving the right "to introduce a more complete organization, more regular discipline and a more systematic course of instruction". Subject to inspection, they were to be the means by which education was to be "introduced into localities which would otherwise remain altogether destitute, or be supplied with instruction of a very inferior character". Instruction in the provisional schools was conceded by the Council to be inferior to that received in either public schools or certified Denominational Schools "in most essentials", their sole purpose being to provide some rudimentary instruction.⁽⁴⁷⁾

In 1869 the Council reported that "these schools continue to be supported by all denominations, and tend to supply many destitute and thinly - settled localities with the means of elementary education. Though popular, comparatively little can be said for their efficiency, the results being, in most cases, except in reading and writing, low, and the instruction, to a great extent, confined to these subjects, with the addition of arithmetic". The aim of the Act was that "they should eventually be expanded into Public Schools, and in several instances this transformation has been accomplished. In a pioneering point of view, they aid considerably the regular schools; but they have a further use, not perhaps at first sight apparent, namely that of being a species of probationary or experimental school for teachers. Worked as they are in many instances by those who do not possess the necessary qualifications for the efficient discharge of the teacher's office, these persons strive, by study and experience, to qualify themselves for the Training School. Should they show a decided aptitude for teaching, they are encouraged and aided by the Inspector; should it be otherwise, the expense of a fruitless training is avoided".⁽⁴⁸⁾

In spite of the Council's requirements, provisional schools were "regarded by their supporters as virtually Denominational". Teachers generally functioned independently of the Council, until Regulations (1875) "prescribed the character and management" of provisional schools, and vested the appointment of teachers in the Council.

Within two years these provisions had effected a marked improvement,⁽⁴⁹⁾ the Council remarking that the only difficulty remaining being the situation "where school sites remain private property; the promoters, if dissatisfied with restriction upon their actions imposed as conditions of aid, can withdraw their school from the Council's supervision".⁽⁵⁰⁾

(ii) Half-time schools.

While Public and Denominational Schools already existing provided for

the primary education of the great body of the population, half-time schools carried the benefits of instruction into remote and neglected districts which could not be reached by the more regular agencies.

Half-time schools under itinerant teachers could be established wherever twenty children of school age resided within a certain radius, and could be collected together in groups of not less than ten children in each group. Aid was not granted towards the establishment and maintenance of half-time schools unless suitable school houses and sufficient and proper furniture were provided. The Council's regulations were to be observed, and returns furnished in the same form and manner as those required of Public Schools.⁽⁵¹⁾

The number of schools under the control of any teacher was limited to two, the teacher being "expected to divide his time between the schools under his charge, with a view to effecting the greatest good". Instruction was to be conducted in accordance with procedure adopted by Public Schools, and itinerant teachers were held responsible to District Inspectors.⁽⁵²⁾

IV. Secular and clerical opposition to the Public Schools Act.

The most important single factor in the Council's success in gaining public support was the granting, by the Public Schools Act of 1866, of increased financial facilities to the Council of Education for the establishment of new schools, while denying the same facilities to Church bodies. The Council's report of 1867 stated that there was "strong evidence of a wide - spread desire on the part of parents to take advantages of the increased facilities that, if left to their own unbiased judgement, the laity of all Denominations would join in making applications for the establishment of Public Schools."⁽⁵³⁾

The Churches were by no means indifferent to the State's control of education. The majority of the Protestant clergy, although dissatisfied with the powers granted to the Council, and its partiality towards State schools, agreed to take the little State-aid offered to them. On the other hand, the Roman Catholic attitude to State education was made obvious when in 1867 a Catholic Education Association was formed "to provide funds for the establishment and maintenance of primary schools until the Government (should) establish for Catholics, as they have for other denominations, such schools as they could in safe conscience frequent".

The Roman Catholic Church was obviously determined to control the education of its children. A bitter attack on the inequality of the Council was made by Bishop Polding, who wrote: "there is certainly no established superiority in the side of the public schools, notwithstanding their lion's share of the Parliamentary vote.... their well-appointed Model School, the brighter prospects they can offer to teachers, their readily granted free teaching, amounting almost in the case of careless and profligate parents to the bribe of additional indulgences to themselves". Nor could they prove of the "vague indifferent, unreal Christianity to which secular schools expose their children."⁽⁵⁴⁾

Roman Catholic leaders attacked the system as a negation of civil and religious liberty, for "to infringe the Christian citizen's right to teach his children his own religion is a subversion of the social contract, to reintroduce the idea that the State is of more consequence than the individual, to subject the individual to the majority, to have no standard of right and wrong but the shifting opinions of the multitude"⁽⁵⁵⁾

It became clear that, as long as the State gave some aid to Church schools, there was a cause of controversy, "a rallying-cry for both secularists and denominationalists".

In the Legislative Assembly, the first move to amend the Public Schools Act was a Bill, put forward by Mr. Forster, in December 1872. Forster moved "that...(the) Bill, among other things, should provide for the extension and stricter enforcement of the principle of secular education, and for discontinuance upon reasonable notice, after a certain period fixed by law, of assistance from public funds for Denominational Schools". This was the beginning of a series of attempts to deprive Denominational Schools of State support, which only terminated with passing of the Public Instruction Act (1880).⁽⁵⁶⁾

In reply, Parkes pointed out that the closure of the Denominational Schools would impose an additional burden on a section of the people, who would be obliged to pay for their own schools, and contribute to the support of the Public Schools as well. Moreover, with the growth of a sense of injustice, the old feud would arise in a worse form. Parkes's defence of the Public Schools Act received the support of the press, and despite the introduction of sectarianism, Parkes's amendment was carried by twenty six votes to nine.⁽⁵⁷⁾

Two years later opposition of an organized character came from outside the House. In 1874 the Public Schools League came into existence, mainly through the energies of William Greenwood, a Baptist minister. This faction, which aimed at making education national, secular, compulsory and free, challenged Parkes's right to be regarded as the supreme arbiter of educational progress in New South Wales, and undoubtedly had some influence on the form of the "Bill to make more adequate provision for Public Education", which Parkes finally introduced on 12th November 1879.⁽⁵⁸⁾

Greenwood estimated that there were at least 25,000 children of school age who were receiving no instruction at all, the Act being powerless to prevent their non-attendance at school. Sectarian rivalry prevented the establishment of schools in places where they were really needed, while the existence of schools of different denominations tended to perpetuate national dissension.⁽⁵⁹⁾

In addition, the Council of Education, on the advice of the Government, had not been too severe in closing certain Denominational Schools which had fallen a little below the minimum requirements fixed by the Act. Parkes was now forced to agree strictly to enforce these requirements, in accordance with the principle that in any locality where there were only sufficient children to support one suitable school, there ought not to be a number of inferior ones.

A regulation under the Act made it necessary for one third of the money required for erecting a new Public School to be subscribed locally. This rule was justified at the time of its framing, due to the financial embarrassment of the Government. This restriction was now waived. There was a genuine need for such a change, for the establishment of a number of schools had been delayed for years, due to the inability of local residents to raise the required quota. Beyond these amendments, however, Parkes was not willing to venture ⁽⁶⁰⁾

On 18th June 1875, G.R. (later Sir George) Dibbs moved a resolution similar to that moved by Mr. Forster in 1872. Dibbs, a member of the Public Schools League, appeared to possess a strong argument in favour of compulsory school attendance, since he could demonstrate "that in other places, where compulsory attendance had been introduced the increase in school attendance had been considerable".⁽⁶¹⁾

Parkes aimed at maintaining a course midway between the extremists of both parties - the Secularists and Denominationalists. He felt that proposed alterations of the Act would lead to results entirely different from what its supporters expected. Indeed, instead of leading to the reconciliation of classes it would erect "an iron wall to keep classes apart". In particular, he applied his arguments against people wishing to withdraw all aid from Denominational Schools, and he was able, in this instance, to point to Victoria, where aid withdrawal had not resulted in the closure of Denominational Schools, but rather on their remaining open on a fees basis. The House divided on 21st July, and Dibbs's motion was rejected by twenty-one votes to seven.⁽⁶²⁾

The following year (1876) an error in submitting a Bill (the Public School Amendment Bill) to the Legislature by Sir John Robertson resulted in a most important contribution to educational development being abandoned. The Bill proposed that the Council of Education should be represented by a Minister for Education, and that teachers should become public servants under the Crown. Provision by local bodies of portion of the cost of school buildings was to be discontinued, and all aid to Denominational Schools gradually withdrawn. Night schools were to be established, teaching at home by parents and others subsidised, and bursaries provided to enable public school pupils to attend the Grammar School and University. Children under fourteen years of age were not to be employed unless that they had received a certificate of educational proficiency.⁽⁶³⁾ This Bill, opposed by Parkes as "patchwork legislation", was ruled out of order on the ground that it had been improperly introduced.⁽⁶⁴⁾

Early in 1878 Greenwood moved:

- (1) That, in the opinion of this House, the existing provision of primary education in this Colony is not adequate by the requirements of the public welfare.
- (2) That as early as possible a measure should be introduced by the Government, providing for the compulsory attendance at State Schools, within a reasonable distance, of all children not physically or mentally incapacitated, between the ages of six and fifteen years, unless receiving suitable education elsewhere, or able to read or write; for the abolition of fees for all subjects of instruction included in the compulsory standard; and for the discontinuance, after due notice, of aids from public funds in support of Denominational Schools.

Greenwood pointed out that the amount spent on education had increased three fold in five years, yet the enrolment had only risen two per cent, and average attendance only a fraction. In Victoria, under the compulsory system, the attendance was thirteen per cent of the population, whereas in New South Wales it was only eight per cent.

Defects in the educational system were becoming more apparent, and an altered public opinion was expressing itself in the press and on the platform. School inspectors regularly directed attention to the difficulties teachers had in securing attendance, and were unanimous in their support of a compulsory clause.

The movement against Denominationalism, too, was increasing in influence, having behind it many members of the Anglican and Nonconformist Churches. There was no doubt that no matter what its claims to State support, Denominationalism was the cause of much friction and dissension. In America and the British colonies the tendencies of legislation were in the direction of complete nationalization of education. Change was inevitable, notwithstanding that the withdrawal of support to Denominational Schools might irritate a minority.⁽⁶⁵⁾

Educational reform was hastened by the Pastoral Letters of Archbishop Vaughan, which were directed against secular education in general, and specifically against the public school system of New South Wales. The certified Catholic Denominational Schools had long been regarded by the Roman Catholic Church as Catholic in name only, allowing no room for complete religious education, but as long as they remained nothing could replace them. Many Roman Catholics, too, could not see the difference between the Denominational and Public Schools ("because in fact it was not discernable"), and there did not appear to be any way of making it apparent.⁽⁶⁶⁾

The Roman Catholic Bishops of the Colony met in Sydney under the presidency of Archbishop Vaughan in June 1879, and, as the outcome of their deliberations issued a Joint Pastoral⁽⁶⁷⁾ Wishing to deter Catholic parents from sending their children to public schools, the bishops had condemned schools founded on the "principles of secularist education" designating them as "seedplots of future immorality, infidelity and lawlessness, being calculated to debase the standard of human excellence, and to corrupt the political, social, and individual life of future citizens". The Joint Pastoral was followed over the succeeding three months by a series of five further Pastorals, written by Vaughan himself. These made no attempt to explain away the first; if anything they added fuel to the flame.

The reaction was immediate. The "salutary epidemic of reasonable alarm" which Polding had wanted "thoroughly propagated" ten years before had begun at last to take effect. As a consequence of the Bishop's denunciation of Public Schools Roman Catholic parents began to withdraw their children from them. Within the first week after the Joint Pastoral's appearance the attendance of Catholic children at seventeen of the leading Public Schools around Sydney had dropped twenty per cent.⁽⁶⁸⁾

Parkes was provoked by the Joint Pastoral. There is little doubt that Vaughan's "sweeping condemnation of State education" contained in the Pastoral hastened the end. The Public Instruction Act of 1880 provided, *inter alia*, that there were to be the same provisions for religious instructions in the Public Schools as there had been since 1848, and that after 1882 all State aid to Denominational Schools was to be withdrawn. Thus was established the complete State system of education in New South Wales. Henceforth, all Church schools were to be outside the control, maintenance and assistance of the National system, and denominationalism in the State system was completely repudiated.⁽⁶⁹⁾

I. Correspondence

A. LETTERS RECEIVED

NCE/1 MISCELLANEOUS LETTERS RECEIVED, 1867-75.

229 vols., approx. 77 feet.

This is the main series of letters received by the Council of Education. Letters are extremely miscellaneous in content and include:

- (1) Applications for the establishment of public schools under provisions of the Public School Act (1866), together with, in some cases, lists and/or statistics of prospective school children.
- (2) Inspectors' reports concerning:
 - (a) the suitability of persons submitting applications as promoters of public schools to act on local Public School Boards;
 - (b) the supply of information necessary to determine whether the establishment of a public school is justified (e.g. the distance of the proposed school from the nearest public school, and confirmation of promoters' estimates of school attendances);
 - (c) public school buildings of either a temporary or permanent nature. If existing buildings are to be converted for school use reports contain a physical description of these buildings (i.e. material with which constructed, dimensions, accommodation), and note necessary repairs;
 - (d) proposed building sites and work in progress;
 - (e) the character and qualifications of teachers nominated by Local School Boards;
 - (f) applications for positions as teachers and pupil-teachers.
- (3) Letters received from Local School Boards concerning repairs to school buildings, the use of alternative accommodation pending construction of a public school, requests relating to the appointments and replacement of teachers, notifications of appointments of Board members, and suggested alterations to building plans (submitted for their consideration by the Councils).
- (4) Letters received from teachers about repairs to school premises, tendering resignations, applying for leave, and forwarding returns of school fees received and distributed.
- (5) Letters and memoranda received from the Architect to the Council (concerning building specifications), and the Examiner (concerning teaching appointments).

- (6) Letters and memoranda received from the Drawing Master, including weekly diaries of duties performed, returns of schools visited, reports on candidates examined, and forwarding teachers' examination results in drawing and perspective.
- (7) Reports and memoranda received from the Training Master concerning training methods and qualifications of candidates admitted into training. Requisitions, lists of articles supplied, lists of candidates-in-training (showing the name, age, religion and marital status of each candidate), and reports on individual candidates are also included.
- (8) Letters and reports received regarding the Training School. These include annual reports on the functioning of the Training School (relating to the number of applications received for admission, the number of candidates accepted and the general standard of applicants and candidates-in-training), programmes of subjects taught, and schedules of applications for admission with an indication of each applicant's disposition (i.e. whether admitted to the Training School, the Model School, or considered ineligible for training).
- (9) Letters received from the Bank of N.S.W. concerning the state of the Council's account.
- (10) Letters received from ecclesiastical authorities recommending appointments to Local Boards, forwarding lists of schools for certification, and concerning distribution of the Church and Schools Estates Fund.

The subject of each letter received is normally written on the top of the letter, together with the date of receipt by the Council and the Council's in-letter registration number. In the event of a reply being sent by the Council, the out-letter registration number is shown in red ink.

Accession details:

Transferred from the Department of Education in February 1940.

Arrangement:

Alphabetical by name or location of school, officer (e.g. Drawing Master), or institution (e.g. Training School); then chronological by date of receipt. From 1867 to 1872 letters received from denominational schools were filed after letters received relating to public, provisional and half-time schools.

Indexes:

By name or location of school in NCE/13, CONTENTS LISTS TO IN -LETTER BOOKS, 1867-9 (1/477-8).

Location: 1/735-1/1016

Shelf List: see appendix B.

NCE/2

EXAMINER'S REPORTS AND MEMORANDA RECEIVED, 1867-72;
1874-5.

10 vols., 4½ feet.

Examiners' reports, submitted to the Secretary of the Council, concern the examination of teachers and pupil-teachers. Examiner's reports were made on a printed form, and show, for each teacher or pupil-teacher examined, name of teacher, place of appointment and date of examination. The Examiner assessed each teacher's attainments in Reading, Writing, Arithmetic, Grammar, Geography, School Books, School Management, Linear Drawing, Vocal Music and (after 1868) the Art of Teaching and English Literature. Where applicable, alternative subjects taught were also assessed. Each teacher's classification at the date of examination was shown, together with any recommendations made by the Examiner regarding reclassification.

Memoranda concerning results of initial examinations of applicants for admission to the Training School, the general standard of candidates-in-training, and observations on District Inspectors' general reports were also supplied by the Examiner. Senior Inspectors' reports about the teaching standards of Denominational School teachers and pupil-teachers (1867-8) are also included, together with schedules of teachers appointed by the Council.

The Examiner submitted annual reports to the Council which summarized inspection reports, the system of training and examination of teachers, the attainments and practical skill of candidates-in-training, and pupil teacher reclassifications. A detailed analysis of pupil-teacher examination results was also furnished.

Accession details:

Transferred from the Department of Education in February 1940.

Arrangement:

Memoranda before reports; memoranda are arranged in roughly chronologically order and reports alphabetically by name of teacher or pupil-teacher examined.

Register:

Memoranda are registered in CONTENTS LISTS TO IN-LETTER BOOKS, 1867-9 (1/478)

Related series: NBE/3: RESULTS OF TEACHER EXAMINATIONS, 1867-78 (3819).

Shelf List:

<u>ARCHIVES</u> <u>LOCATION NO.</u>	<u>Council of Education</u> <u>Vol. No.</u>	<u>DATES</u>
1/832	98	1867-8
1/836 (part)	103	1869
1/858	126	1870
1/864	132	1868-70
1/865	133	1869-70
1/892	100	1871
1/936	205	1872
1/989 (part)	261	1874
1/1017 (part)	289	1874-5

NCE/3

RESULTS OF TEACHER EXAMINATIONS, 1867-78

1 vol., 2 inches.

Shows for each Examiner's report received: number of report, name of teacher examined, school at which employed, and the teacher's examination number, present classification and classification sought. The marks obtained by each teacher in Reading, Writing, Arithmetic, Grammar, School Books, the Art of Teaching, Teaching Skill and, where applicable, any alternative subjects in which the teacher was examined, are included, together with a brief notation about classification recommendations made or recommended by the Examiner.

Accession Details:

No transfer details available; presumably transferred from the Department of Education in February 1940.

Arrangement:

Chronological by registration number of Examiners report received.

Related Series:

NBNE/2:
EXAMINER'S REPORTS AND MEMORANDA RECEIVED,
1867-72; 1874-5.

Location: 3819.

NCE/4

REPORTS AND MEMORANDA RECEIVED CONCERNING TRAINING SCHOOL APPLICANTS, 1867-74.

Parts of 20 vols., approx. 8 feet.

Contains applications for admission to the Training School, and reports and memoranda from the Senior Inspector, the Examiner, the Secretary to the Board and the Training Master concerning Training School candidates.

After a manuscript application was acknowledged by the Secretary, the applicant completed a printed application form, which showed each candidate's marital status, age, place of birth, religion, period of residence in the Colony, and teaching experience. Character references were required, and each candidate supplied the names of two guarantors to repay training costs, should the candidate leave the employ of the Council within a three year period from date of commencement of training.

Before admission to the Training School the Examiner made a preliminary report on the character and attainments of each candidate in Reading, Writing, Arithmetic, Grammar, Geography and Dictation.

A final report, made by the Training Master upon completion of the training period, commented briefly on each candidate's health, neatness, punctuality and regularity, earnestness, energy, dilligence, demeanour, intelligence, and marks obtained. The Examiner's final report assessed the candidate's attainments in specific subjects, teaching skill and conduct. On this basis a classification recommendation was made.

After 1868, reports on candidates include a remark from the Head Master or Head Mistress of the Model School. These reports remarked on the candidate's period of attendance, appearance and demeanour, attentiveness and diligence, habits and manners, leadership qualities, organizing ability and knowledge of teaching method, concluding with a general estimate of each candidate's value as a teacher.

An Inspector's report on each candidate-in-training was included after 1869. Each candidate was examined in Reading Skill, and an estimate made of his teaching skill.

Accession Details:

Transferred from the Department of Education in February 1940.

Arrangement:

Alphabetical by name of candidate.

Location: see shelf list (Appendix C)

PUPIL-TEACHER APPLICATIONS AND RECLASSIFICATION
REPORTS, 1867-76.

Parts of 12 vols., approx. 4 feet.

Manuscript and printed applications for employment as pupil-teachers under the Council. Each application form contains information about the applicant's educational history, continuation of studies after leaving school, previous and present employment and outlines the applicant's qualifications for a position as pupil teacher. Each applicant was required to sign a guarantee to observe the Council's Regulations, and, from 1869, a surety form was signed by the successful candidate's parents or guardians, undertaking to maintain the candidate during his period of instruction.

Applicants were submitted to an initial examination by the Examiner, whose reports listed applicant's subject attainments, contained an opinion of the applicant's suitability as a teacher, and noted any physical disabilities of prospective candidates.

After 1871 an Inspector's report on each candidate was included. This report contained information on each candidate's age, health and appearance, "apparent character" (on the evidence of testimonials supplied by the candidates), ability to read and aptitude for teaching. The Inspector was also required to furnish a general estimate of the suitability of each candidate.

From 1874, reports by Teachers and the Assistant Examiner formed the basis for the reclassification of pupil-teachers. Each Teacher's report concerned the pupil-teacher's health, conduct (both in and out of school), efficiency and usefulness; the Assistant Examiner's reports outlined pupil-teacher standards in specific subjects. The pupil-teacher's classification at the time of the examination and the Examiner's recommendation and general remarks concerning reclassification are shown on each report.

Some applications for teaching positions and memoranda from the Secretary of the Council and District Inspectors about pupil-teachers are also included.

Accession details:

Transferred from the Department of Education in February 1940.

Arrangement:

Alphabetical by name of applicant or candidate.

SHELF LIST:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATE</u>	<u>CONTENTS</u>
1/765 (part)	31	1867	ALCOT-WYLIE
1/799 (part)	65	1868	ALLSOP-PROST
1/800 (part)	66	1868	GOOCH-WOODFORD
1/860 (part)	128	1869-70	ADAMS-DRONSFIELD
1/861 (part)	129	1869-70	FARR-WRIGHT
1/891 (part)	159	1871	BARRY-LANGE
1/932 (part)	201	1872	SHAW-YOUNG
1/933	202	1874-4	JOWETT - NORMILLE
1/934	203	1873-4	NORMILLE-YOUNG
1/984 (part)	256	1874	TRERRY - YOUILL ALLARDYCE- WILLIAMS
1/989 (part)	261	1874	ADAMSON-TOOHER
1/1018 (part)	290	1874-6	ADAM-HYLAND

NCE/6

INSPECTORS' ITINERARIES AND WEEKLY DIARIES, 1867-72.

Parts of 12 vols., approx. 4 feet.

District Inspectors were required to submit to the Secretary of the Council yearly itineraries (programmes of duties) of school inspections and teacher examinations, and weekly diaries, in which they were required to account for their activities for each day of the preceding week (showing, for example, names of schools visited and teachers examined).

Inspectors' itineraries were forwarded to the Examiner for approval, and Examiner's memoranda to the Secretary about alterations to itineraries are included in some cases.

Accession details:

Transferred from the Department of Education in February 1940.

Arrangement:

Alphabetical by name of district; then chronological.

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATE</u>	<u>DISTRICTS</u>
1/760 (part)	26	1867	ALBURY-GOULBURN
1/761 (part)	27	1867	GOULBURN-SYDNEY (Asst. Inspector)

<u>LOCATION NO</u>	<u>COUNCIL OF</u> <u>EDUCATION</u> <u>VOL. NO.</u>	<u>DATE</u>	<u>DISTRICTS</u>
1/802 (part)	68	1868	ALBURY-GOULBURN
1/803 (part)	69	1869	GOULBURN-SYDNEY (Asst. Inspector)
1/835 (part)	102	1869-70	ALBURY
1/836 (part)	103	1869-70	SYDNEY (Asst. Inspector)
1/838	105	1869	ARMIDALE-SYDNEY (Asst. Inspector)
1/862 (part)	130	1870	ALBURY-SYDNEY (Asst. Inspector)
1/893 (part)	161	1871	ALBURY-SYDNEY (Asst. Inspector)
1/927 (part)	195	1872	ALBURY
1/928	196	1872	ARMIDALE-MUDGEES
1/929 (part)	197	1872	NEWCASTLE-SYDNEY (Asst. Inspector).

NCE/7

LETTERS AND MEMORANDA RECEIVED FROM INSPECTORS,
1867-74

Parts of 16 vols., approx. 6 feet.

Letters and memoranda received from the Senior Inspector, the Assistant Inspector and District Inspectors by the Secretary of the Council.

Letters and memoranda received include reports on the suitability of proposed school sites, applications for the establishment of public, provisional and half-time schools, the certification of denominational schools, teacher requirements and the desirability of employing pupil-teachers in schools, recommendations for provisional classification of teachers in certified denominational schools, returns of candidates sitting for examinations, requisitions, for office stationery, teaching materials and general supplies, notifications of resignations and deaths of members of Public School Boards and returns of bonus payments made to training candidates for small schools. Applications from inspectors for leave of absence, and suggestions for subjects, to be considered at periodic Inspectors' Conferences are also included.

Blank cover memoranda received show, in each case, the Inspector's blank cover registration number. In the event of the Inspector's memoranda being in reply to a letter or memorandum of the Secretary, the registration number of the original communication is also quoted. In some cases memoranda in reply are written on the back of the Secretary's communication.

Accession Details:

Transferred from the Department of Education in February 1940.

Arrangement: Alphabetical by district; then chronological.

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL NO.</u>	<u>DATE</u>	<u>DISTRICTS</u>
1/759	25	1867	ALBURY-MAITLAND
1/760	26	1867	MAITLAND-SYDNEY
1/831 (part)	97	1867	ALBURY-SYDNEY (Re quarterly returns)
1/803 (part)	69	1868	ALBURY-BATHURST
1/804	70	1868	BATHURST-SYDNEY (Senior Inspector)
1/837 (part)	104	1868-9	ALBURY-BATHURST
1/835 (part)	102	1869	BATHURST-SYDNEY (Senior Inspector)
1/862 (part)	130	1870	ALBURY
1/863	131	1870	ALBURY-SYDNEY (Asst. Inspector)
1/893 (part)	161	1871	ALBURY
1/894	162	1871	ARMIDALE-SYDNEY
1/927 (part)	195	1872	ALBURY
1/928	196	1872	ARMIDALE-MUDGE
1/929 (part)	197	1872	NEWCASTLE-SYDNEY (Asst. Inspector)

NCE/8

INSPECTORS' REPORTS (SYDNEY DISTRICT), 1872; 1875; 1877.

3 vols., 1 foot.

Primary and infant school inspection reports for all Public and Denominational Schools in the Sydney District.

Primary school inspection reports normally consist of a manuscript memorandum, a "general inspection" report and/or a "regular inspection" report.

Inspectors' manuscript memoranda contain general observations on the state of schools inspected - particularly relating to accommodation difficulties, the condition of school buildings, and the conduct and proficiency of pupils. The date and type of inspection and the names, classifications, salaries and fees received by teachers are often included. Inspectors' recommendations are sometimes attached.

"General inspection" reports include the following information: ownership of school buildings, school dimensions and general condition, number of school classes, student regularity and punctuality, the general behaviour of pupils, subjects taught and teaching methods, concluding with attendance returns for each age level.

"Regular inspection" reports note student proficiency (for each class) in Reading, Writing, Arithmetic, Object Lessons, Singing and any extra subjects taught. Remarks on the "attention, mental effort, mental culture, and general proficiency" of each class are also given.

Reports of inspections of Infants' Schools in the Sydney District take the form of memoranda, and cover: the type and location of each school, the date and type of inspection, pupil attendance, general remarks on teachers and teaching methods employed, pupil proficiency, and the condition of school buildings, concluding with general remarks and observations.

Examiner's memoranda, submitted for consideration by the Council, summarize Inspector's reports and comment on recommendations made.

Accession Details:

Transferred from the Department of Education in February 1940.

Arrangement:

Alphabetical by location of school

Location : 1/474-6.

Shelf List:

<u>Location No.</u>	<u>Dates</u>
1/474	1872
1/475	1875
1/476	1877.

NCE/9

REGISTER OF SCHOOL INSPECTIONS, 1874-80.

1 vol., 2½ inches.

This volume is a register of a school inspection carried out by inspectors of the Council of Education. Each entry shows the locality of the school inspected, the type of inspection (i.e. general, regular or incidental), the date of inspection (with, in some cases, the Inspector's programmed date of inspection), the report date and the date of receipt of the report by the Council.

The subjects and registration numbers of letters sent as a result of Inspectors' reports (e.g. concerning authorization of teachers' fee scales, the withdrawal of certificates from denominational schools, cautions to and removals of teachers, and matters submitted to Local School Boards) are shown, and a brief note on the general condition of a school may also be included.

Accession Details:

Transferred from the Department of Education in May 1938.

Arrangement:

Chronologically by year; within each year, inspections are arranged alphabetically by name of district, then alphabetically by location of school.

Location: 1/464.

NCE/10

APPLICATIONS FOR EMPLOYMENT, 1867-72; 1874-5.

Parts of 9 vols., approx. 2½ feet.

Manuscript applications for positions under the Council. Positions applied for (in addition to teaching positions) include those of Inspectors, Solicitors to the Council, Training Master, Chief Clerk, Architect to the Council, Accountant, Messenger, and Office Cadet.

Applications, many of which came from past employees of the Board of National Education or the Denominational School Board, normally show: Applicant's present position, details of examinations passed under the late Board of National Education, previous teaching appointments and experience. Character references are occasionally included.

Accession Details:

Transferred from the Department of Education in February 1940.

Arrangements:

Applications for each position are filed together, within each group of applications the arrangement is chronological.

Index:

In CONTENTS LISTS TO IN-LETTER BOOKS, 1867-9 vol.2 (1/478).

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATES</u>
1/765 (part)	31	1867
1/766	32	1867
1/800 (part)	66	1868
1/831 (part)	97	1869
1/861 (part)	129	1870

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATES</u>
1/889 (part)	157	1871
1/932 (part)	200	1872
1/1016 (part)	288	1874-5
1/1017 (part)	289	1875

NCE/11

LETTERS RECEIVED FROM GOVERNMENT DEPARTMENTS,
1866-72.

Parts of 5 vols., approx 1½ feet.

Letters received by the Council, mainly from the Colonial Secretary (notifying appointments of Council members, advising that the Governor and Executive Council had approved Local School Board appointments. and requesting the Council to supply returns of meetings convened and members' attendances), the Government Printer (mainly estimates of printing cost, and concerning returns for inclusion in Blue Books), the Treasury (notifications of amounts deposited to the Council's credit in the Bank of N.S.W.), and the Department of Lands (concerning provision of Crown Land for public school building purposes).

Accession details:

Transferred from the Department of Education in February 1940.

Arrangement:

By department; within each department the arrangement is chronological.

Register:

CONTENTS LISTS TO IN-LETTER BOOKS, 1867-9, vol. 2 (1/478).

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATES</u>
1/831 (part)	97	Dec. 1866- Dec. 1868
1/585 (part)	126	1869-70
1/899 (part)	167	1871
1/926 (part)	194	1872
1/927 (part)	195	1872

NCE/12

LETTERS AND MEMORANDA RECEIVED FROM OFFICE
STAFF, 1869-75.

Parts of 9 vols., approx. 2 feet.

Memoranda from the Accountant to the Secretary concerning requisitions, pledges, salaries, the building fund, receipts, disbursements and cheques received from the Cashier concerning bank statements and weekly balance sheets; and memoranda, letters, and statements received from the Auditor. Routine leave applications are included, as are applications for cadetships in the Council's Office (1875).

Accession Details:

Transferred from the Department of Education in February 1940.

Arrangement: Chronological

Register: see CONTENTS LISTS TO IN-LETTER BOOKS, 1867-9 vol. 2 (1/478).

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATES</u>
1/830 (part)	96	1867
1/858 (part)	126	1870
1/889 (part)	157	1871
1/927 (part)	195	1872
1/982 (part)	254	1873
1/984 (part)	256	1873-4
1/985 (part)	257	1873-4
1/1016 (part)	288	1874-5
1/1017 (part)	289	1875

NCE/13 CONTENTS LISTS TO IN-LETTER BOOKS, 1867-9
2 vols., 1 foot.

Contents lists to letters, reports and memoranda received by the Council of Education. Each entry shows: name of writer, subject of communication and the page reference of the entry in the appropriate volume.

Volume 1 and part of volume 2 list the contents of miscellaneous letters received (concerning schools). Separate contents lists were maintained for letters received from the Council's Architect, the Moderator of the Presbyterian Church, the Wesleyan Educational Committee, Roman Catholic bishops, Anglican diocesan bishops, the Examiner, District Inspectors, and Government Departments. In 1869 all letters from ecclesiastical authorities were grouped under the heading "denominational letters".

In addition, contents lists were kept for letters received relating to the Training School, applications for situations, pupil-teacher applications, and minutes and memoranda of the Secretary, Accountant and Cashier.

Accession Details:

No transfer details available; presumably transferred with MISCELLANEOUS LETTERS RECEIVED from the Department of Education in February 1940.

Arrangement:

These volumes serve, in effect, as registers or indexes to letters received relating to schools, from particular authorities, or about specific subjects; whether the volumes serve as register or an index depends upon the arrangement of the letters received in the appropriate in-letter volumes. Thus, for example, in the case of miscellaneous letters received (concerning schools), which were arranged alphabetically by name or location of school, then chronologically by date of receipt of communication, the relevant contents lists serve as separate registers for each school; whereas, for pupil-teacher applications, which were arranged alphabetically by name of applicant, the relevant contents list functions as an index.

Related series:

- NCE/1 MISCELLANEOUS LETTERS RECEIVED, 1867-75.
- NCE/2 EXAMINER'S REPORTS AND MEMORANDA RECEIVED, 1867-72; 1874-5.
- NCE/4 REPORTS AND MEMORANDA RECEIVED CONCERNING TRAINING SCHOOL APPLICANTS, 1867-74.
- NCE/35 PUPIL-TEACHER APPLICATIONS AND RECLASSIFICATION REPORTS, 1867-76.
- NCE/7 LETTERS AND MEMORANDA RECEIVED FROM INSPECTORS, 1867-74.
- NCE/10 APPLICATIONS FOR EMPLOYMENT, 1867-72.
- NCE/11 LETTERS RECEIVED FROM GOVERNMENT DEPARTMENTS, 1866-72.
- NCE/12 LETTERS AND MEMORANDA RECEIVED FROM OFFICE STAFF, 1869-75.

Location: 1/477-8

Shelf List:

<u>LOCATION NO.</u>	<u>CONTENTS</u>
1/477	ABERDEEN-MOONBI CREEK (SCHOOLS)
1/478	MOORWATHA (School) - GOVERNMENT LETTERS.
NCE/14	<u>LETTERS RECEIVED CONCERNING SALARY AUGMENTATIONS, 1873.</u>

1 vol., 4 inches.

Letters received, in reply to the Council's circular of 31 May, 1873, concerning the salary augmentation scheme provided for its employees. Letters are mainly covering letters enclosing assurance policies, receipts indicating that policies are up to date, and applications for full allowances on account of contribution to the Teachers' Mutual Insurance Association.

Accession Details:

Transferred from the Department of Education in February 1940.

Related Series:

NCE/19 LETTERS AND MEMORANDA SENT CONCERNING SALARY AUGMENTATIONS, 1873-80.

Location: 1/930.

NCE/15

LETTERS RECEIVED CONCERNING THE ESTABLISHMENT OF A SUPERANNUATION FUND FOR TEACHERS AND OFFICERS, 1868-9.

2 vols., 1 foot.

Volumes contain a memorial from teachers and officers in the employ of the Council and letters received by the Secretary regarding the establishment of a Superannuation Fund for Council employees. Included are printed returns completed by all officers supplying information necessary for a general scheme to be drawn up. Each form supplies the following information: name of teacher, place of employment, date of birth, length of service, present salary, marital status, and details of each officer's present and general state of health.

The Council instructed an actuary to draw up a Superannuation Scheme, and letters and reports were received from the actuary concerning information required for a scheme to be drawn up, and the management and investment policy of the proposed fund. Upon tabulation of returns from officers, a report was submitted containing tables of approximate average contributions required from officers in different age ranges.

The premiums required for the establishment of the scheme proved too high, the Council had no available funds to reduce them, and plans for the establishment of a fund were shelved.⁽⁷⁰⁾ The Council did, however, establish a Teacher's Mutual Insurance Association (on a purely voluntary basis) in 1869.

Accession Details: Transferred from the Department of Education in February 1940.

Arrangement: Chronological

Location: 1/801-2.

Shelf List:LOCATION NO.DATES

1/801

10 Jul - 17 Aug. 1868

1/802 (part)

17 Aug. 1868 - 17 Mar. 1869.

NCE/16

LETTERS RECEIVED BY THE SECRETARY, 1867;1874;1879.

3 vols., 1½ feet.

Letters received by the Secretary of the Council, William Wilkins. Some of the letters are of a personal nature (notably congratulations on his appointment); the majority request Wilkins's assistance in applications for positions under the Council, recommend applicants for situations, report irregularities in Public Schools, and relate to teachers and local patrons.

The volumes which cover the periods 1868-73 and 1874-8 may be missing; however, as neither of the first two volumes have been completely filled, it appears probable that the Secretary's Letters Received for these periods were never bound.

Accession Details:

Transferred from the Department of Education in May 1938.

Arrangement: Chronological.Location: 1/731-3Shelf List:LOCATION NO.DATES

1/731

8 Jan - 11 Mar 1867

1/731

7 Jan - 7 Dec. 1874

1/733

1 Jan. - 30 Sep. 1879.

B. LETTERS SENTNCE/17 OUT-LETTER BOOKS, 1868-80.

247 vols., approx. 53 feet.

Press copies of letters and memoranda sent by the Secretary of the Council concerning the notification and/or implementation of decisions made by the Council, and routine administrative arrangements.

Out-letter books cover the entire range of the Council's functions and include letters and memoranda sent to teachers, Local School Boards, District Inspectors, the Examiner, the Training Master, Government Departments, the Bank of N.S.W., and the Council's Architect.

Accession Details:

Transferred from the Department of Education in May 1938.

Arrangements: Chronological.

Location: 1/450 - 1/726.

Indexes:

In front of each volume, arranged alphabetically; each entry indicates the subject of the letter sent.

Shelf list: see Appendix D.

NCE/18 SECRETARY'S PRIVATE OUT-LETTER BOOK, 1867; 1874-5.

Part of 1 vol., 1 inch.

Press copies of letters sent by the Secretary of the Council of Education. The majority of letters are marked "private", and include reprimands to inspectors and teachers (arising out of allegations of misconduct), notifications of teacher suspensions, references supplied, to teachers upon leaving the service, and information concerning the Public Schools Act (1866) supplied to clergy and Local School Boards.

Under the Act, property of the Board of National Education was vested in the Council, and copies of letters sent to the Supreme Court regarding conveyance of property of the late Board are also included.

Accession Details:

Transferred from the Department of Education in May 1938.

Arrangements: (See over)

Location: 1/355 (part)

Arrangement:PAGE NOS.DATES COVERED

701 - 721

8 Jan. - 22 Nov. 1867

722 - 1016

22 Apr. 1874 - 28 Nov. 1876

688 - 699

26 Feb. - 3 Mar. 1875.

NCE/19

LETTERS AND MEMORANDA SENT CONCERNING SALARY AUGMENTATIONS, 1873-80.

4 vols., 8 inches.

In May 1873, in order "to encourage and assist the Teachers in its service to make some provision for their old age, and for their dependent families", the Council resolved to contribute an amount, not exceeding two and one half per cent of income received from salary and fees, to that paid by an employee upon any annuity, insurance policy, government security, Savings Bank deposit, or any other form of approved security.⁽⁷¹⁾

Letters and memoranda sent by the Council acknowledge receipt of assurance policies and guarantee forms, forward information concerning the operation of the scheme, and reply to applications to withdraw moneys deposited and/or substitute policies.

Accession Details:

Transferred from the Department of Education in February 1940.

Arrangement: ChronologicalIndexes: in the front of each volume

Related series: NCE/14 LETTERS RECEIVED CONCERNING SALARY AUGMENTATIONS, 1873 (1/930)

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATES</u>	<u>OUT- LETTER REGISTRATION NOS.</u>
1/520	31	25 June 1873 -	73/1 -
		22 Jul. 1874	74/133
1/548	62	22 Jul 1874 -	74/134 -
		21 Sept. 1875	75/363
1/594	109	22 Sept. 1875 -	75/364 -
		2 June 1879	79/5
1/701	215	3 Jan. 1879 -	79/52 -
		28 Apr. 1880	82/165
			(Dept. of Public In- struction)

II. Administrative and Financial Records

NCE/20 SCHEDULES OF GRANTS IN AID TO DENOMINATIONAL SCHOOLS
1856-74.

1 vol. ¼ inch.

This volume contains separate schedules of grants in aid toward:

- (1) the repair and building of Denominational School premises (7 May 1856 - 26 April 1874).
- (2) the purchase of furniture in Denominational Schools (9 November 1858 - 12 October 1870).

Schedules of aid granted are subdivided into separate sections for Anglican (in the Sydney, Newcastle and Goulburn dioceses), Presbyterian, Wesleyan, and Roman Catholic schools.

Schedules contain information on the locality of each school obtaining a grant, the purpose of the grant, the number of the cash book in which the grant was entered, the amount of the grant, and the minimum cost of erection, alteration, repair or furnishing, towards which the grant was part payment.

Accession Details:

Transferred from the Department of Education on 23 March 1953.

Arrangement:

Each schedule is divided into sections for such denomination. Within each section the arrangement is alphabetical by location of school, then chronological by date of grant.

Location: 1/459.

NCE/21 REGISTERS OF MATTERS DEALT WITH BY THE PRESIDENT,
1873-7.

2 vols., 5 inches.

Registers of decisions made by the President of the Council of Education relating to the routine administration of education. The continually expanding administrative demands upon the Council required the delegation of day-to-day administration of minor matters (e.g. teaching appointments, sanctioning leaves of absence, making provision for minor repairs to school premises). On 5th October, 1871 the Council empowered the President to transact routine business. Decisions made by the President between meeting of the Council were to be ratified by the Council at its next meeting. (72)

Each entry shows: name of school, name of writer, the date, registration number and subject of the letter, and the decision made.

Accession Details:

Both volumes were transferred from the Department of Education, vol. 1 in May 1938 and vol. 2 in January 1955.

Arrangement: Chronological

Location: 1/465-6

Shelf List:

<u>LOCATION NO.</u>	<u>DATES</u>
1/465	15 Aug. 1873 - 21 May 1875
1/466	25 May 1875 - 28 Dec. 1877

NCE/22

COUNCIL MEETING AGENDA PAPERS, 1867-73; 1880.

Parts of 9 vols., 2½ feet.

In addition to agenda of business to be tabled before the Council for their consideration, agenda papers include minutes and memoranda of the Secretary (e.g. submissions concerning staff appointments, the adequacy of Inspectors' itineraries and Denominational School attendances), and reports, drawn up by the Secretary, on subjects referred for his attention by the Council (e.g. the introduction of military drill into elementary schools and critiques of text books the Council is considering purchasing for distribution).

Minutes and memoranda of a financial nature were received from the Accountant (e.g. regarding the distribution of amounts received from the Church and School Estates, and the Cashier's weekly balance sheet statements), while the Council's Architect submitted plans and memoranda concerning the erection and alteration of public schools.

Accession Details:

Transferred from the Department of Education February 1940.

Arrangement: Chronological

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATES</u>
1/833	99	7 Jan 1867 - 14 Dec. 1868
1/830	96	1868 - 9 (includes Secretary's minutes)
1/836	102	21 Dec. 1868-29 Dec. 1869
1/834	100	21 Dec. 1868 - 6 Dec. 1869
1/858 (part)	126	1870

1/889 (part)	157	1871
1/927 (part)	195	1872
1/982 (part)	254	1873
1/2110 (part)		19 Jan. - 30 Apr. 1880

NCE/23 ROUGH MINUTE BOOKS, 1867; 1874-80.

4 vols., 1 foot.

Rough minutes of weekly and extraordinary meetings of the Council of Education. Included are the names of members present at each meeting, together with the subject of each minute submitted for the Council's consideration. Brief notes on decisions reached were also made by the Secretary.

Accession Details:

Transferred from the Department of Education in May 1938.

Arrangement: Chronological

Related series:

NCE/24 MINUTE BOOKS, 1868-9; 1871-80 (1/448-445).

Location: 1/330; 1/445-7

Shelf List:

<u>LOCATION NO.</u>	<u>DATES</u>
1/330 (part)	7 Jan. - 4 Jul. 1867
1/445	22 Jan. 1874 - 29 Mar. 1875
1/446	3 Apr. 1876 - 10 Jan. 1878
1/447	17 Jun. 1878 - 30 Apr. 1880.

NCE/24 MINUTE BOOKS, 1868-9; 1871-80.

8 vols., 2 feet.

Minutes of weekly and extraordinary meetings of the Council show: meeting dates and members present, and include a brief precis of each matter tabled for consideration by the Council, together with the Council's decision. Business dealt with by the Council included:

- (1) Applications for the establishment of public, provisional and half-time schools (and the specification of conditions to be met prior to the provision of aid).
- (2) Correspondence concerning teacher appointments, transfers resignations and removals, and the institution of enquiries into complaints against teachers.

- (3) Consideration of appointments to Local School Boards and submissions received from Boards requesting financial assistance for alterations to school premises.
- (4) Applications from teachers and District Inspectors for closure of public and denominational schools (attendance having fallen below statutory requirements).
- (5) Inspectors' reports concerning qualifications of teachers nominated by Local School Boards, school inspections, examinations of teachers and pupil teachers, teacher classifications and the suitability of building sites.
- (6) Architect's memoranda regarding the building, alteration and repair of public and certified denominational schools and reports on building tenders submitted.
- (7) Examiner's reports and memoranda concerning the examination and classification of teachers and pupil-teachers at the Training School.
- (8) Applications for employment under the Council.

Estimates of expenditure and weekly Cashier's statements of cheques issued were also tabled, and at each meeting the Council ratified the President's minutes (business dealt with by the President between Council meetings.)

Minutes of Council meetings held before March 1868, and between March 1869 and 16th June 1871, are missing. The functions of the Council ceased on 31st April, 1880, the provisions of the Public Instruction Act (1880) taking effect.

Accession Details:

Transferred from the Department of Education in May 1938.

Arrangement: Chronological

Indexes:

NCE/25 INDEXES TO MINUTE BOOKS, 1867-70: 1873-6 (1/456-8).

Related series:

NCE/23 ROUGH MINUTE BOOKS, 1867-80 (1/445-7)
 NCE/17 OUT-LETTER BOOKS, 1868-80 (1/450-730)
 NCE/21 REGISTERS OF MATTERS DEALT WITH BY THE
 PRESIDENT, 1873-7 (1/465-6)

Location: 1/448-455.

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATES</u>
1/448		2 Mar. 1868-24 Mar. 1869
1/449	5	15 Jun. 1871- 19 Sep. 1872
1/450	6	26 Sep. 1872 - 11 Nov. 1873
1/451	7	17 Nov. 1873 - 25 Jan. 1875
1/452	8	1 Feb. 1875 - 1 May. 1876
1/453	9	8 Mar. 1876 - 29 Oct 1877
1/454	10	5 Nov. 1877 - 23 June 1879
1/455	11	30 June 1879 - 30 Apr 1880.

NCE/25 INDEXES TO MINUTE BOOKS, 1867-70; 1873-6

3 vols., 4½ inches.

Indexes to minutes of the Council of Education show, for each minute tabled for consideration, the name of the officer or the locality of the school concerned, the subject of the minute, and the page reference in the appropriate Minute book.

Accession Details:

Transferred from the Department of Education in May 1938.

Arrangement:

Alphabetical by name or locality of school or district (e.g. Armidale), subject (e.g. pupil teachers)

Related Series:

NCE/23 ROUGH MINUTE BOOKS, 1867; 1874-80

(1/330; 1/445-7)

NCE/24 MINUTE BOOKS, 1868-9; 1871-80 (1/448-455)

Location: 1/456-8

Shelf List:

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION VOL. NO.</u>	<u>DATES</u>
1/456	1	1867- Mar. 1868
1/457	3	1869 - 70
1/458	6	1873 - 6

NCE/26 REGISTER OF APPLICATIONS FOR SCHOOL SITES, 1874-8

1 vol., 2 inches.

Each entry shows: proposed location of school site, date of application, and, where applicable, date of grant.

Accession Details:

Transferred from the Department of Education, presumably in February 1940.

Arrangement:

Chronological by date of application.

Index: in front of volume

Location: 5/3813.

Appendix A

RELATED SERIES IN OTHER RECORD GROUPS

(i) Records of the Colonial Secretary

NCS/279 COPIES OF LETTERS SENT TO THE COUNCIL OF EDUCATION, 1867-73.

2 vols., 4 inches.

Mainly copies of letters sent to the Secretary of the Council of Education, William Wilkins, notifying the Council of the appointment of Local School Board members, accepting resignations of Local School Board members, requesting returns to be supplied by the Council, and advising of financial allocations for public instruction. Letters sent relating to examinations into teaching standards at Denominational Schools (e.g. the Protestant and Roman Catholic orphan schools at Parramatta), the distribution of the revenue of the Church and Schools Estates allocated for educational purposes, and the appropriation of Crown Land for public school sites are also included.

In the event of the Colonial Secretary replying to a communication received from the Council of Education or from another government department (and passed on to the Council for information to be supplied), the Colonial Secretary's in-letter registration number for the original letter is shown.

Arrangement: Chronological

Indexes:

In front of each volume; arranged alphabetically by person, town (e.g. Albury), or subject (e.g. Public School buildings).

Location: 4/3703-4.

Shelf List:

LOCATION NO.

DATES

4/3793

4 Jan. 1867 - 1 Mar. 1872

4/3704

5 Mar. 1872 - 9 Dec. 1873

(ii) Records of the Lands Department

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

1 vol., 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 B

SHELF LIST: NCE/1 - MISCELLANEOUS LETTERS RECEIVED, 1867-75

COUNCIL OF EDUCATION

<u>DATE</u>	<u>LOCATION</u>	<u>VOLUME NOS.</u>	<u>DESCRIPTION</u>
1867	1/735	1	ABERDEEN - BARGO
	1/736	2	BARGO - BRAIDWOOD
	1/737	3	BRAIDWOOD - CAMDEN
	1/738	4	CAMDEN - CLEVELAND ST.
	1/739	5	CLEVELAND ST. - DARKWATER CREEK
	1/740	6	DARKWATER CREEK - ERMINGTON
	1/741	7	ERMINGTON- GERRINGONG
	1/742	8	GERRINGONG - GUNDAROO
	1/743	9	GUNDAROO - KANGALOO
	1/744	10	KANGALOO - LISMORE
	1/745	11	LISMORE - MACQUARIE PLAINS
	1/746	12	MACQUARIE PLAINS - MARULAH
	1/747	13	MARULAH - MOULAMEIN
	1/748	14	MOULAMEIN - NEWCASTLE
	1/749	15	NEWCASTLE - PANBULA
	1/750	16	PANBULA - PICTON
	1/751	17	PICTON - REDBANK
	1/752	18	REDBANK - ST. MARY'S SOUTH CREEK
	1/753	19	ST. MARY'S SOUTH CREEK - SPRINGFIELD
	1/754	20	SPRING FLAT - TERALBA
	1/755	21	TERARA - UNDERBANK

	1/756	22	UNDERBANK - WATTLE FLAT
	1/757	23	WATTLE FLAT - WOODBURN
	1/758	24	WOODBURN - YOUNG. 1867 MISC.
	1/765 (part)	31	MISCELLANEOUS.
	1/831 (part)	97	MISCELLANEOUS
1868	1/767	33	ABERDEEN - ARMIDALE
	1/768	34	ARMIDALE - BATHURST
	1/769	35	BATHURST - BOTANY
	1/770	36	BOTANY - BRUSHGROVE
	1/771	37	BRUSHGROVE - CAMPERDOWN
	1/772	38	CAMPERDOWN - CLEVELAND
	1/773	39	CLEVELAND ST. - CROWN FLAT
	1/774	40	CROWN FLAT - DRAWING MASTER
	1/775	41	DRAWING MASTER - FISH RIVER CREEK
	1/776	42	FISH RIVER CREEK - GLEBE
	1/777	43	GLEBE - GUNDAGAI
	1/778	44	GUNDAGAI - HILL END
	1/779	45	HILL END - KEMPSEY
	1/780	46	KEMPSEY - LIMEKILNS
	1/781	47	LISMORE - EAST MAITLAND
	1/782	48	EAST MAITLAND- MIDDLE CREEK
	1/783	49	MIDDLE RIVER HILL - MOUNT WILLIS
	1/784	50	MOUNT WILLIS - NEWCASTLE

	1/785	51	NEWCASTLE - PADDINGTON
	1/786	52	PADDINGTON - PICTON
	1/787	53	PICTON - RICHLANDS
	1/788	54	RICHLANDS - ST. LEONARDS
	1/789	55	ST. LEONARDS - SOFALA
	1/790	56	SOFALA - TARALGA
	1/791	57	TARALGA - TRAINING MASTER
	1/792	58	TRAINING SCHOOL - WAGGA
	1/793	59	WAGGA - WILLIAM ST.
	1/794	60	WILLIAM ST. - WOOLLA - WOOLLA
	1/795	61	WOOLLA WOOLLA - YOUNG 1868 MISC.
	1/799 (part)	65	MISCELLANEOUS
1869	1/805	71	ABERDEEN - BANK OF N.S.W.
	1/806	72	BANK OF N.S.W. - BINDA
	1/807	73	BINDA - BRANXTON
	1/806	74	BRANXTON - CAMPBELLTOWN
	1/809	75	CAMPBELLTOWN - CLEVELAND ST.
	1/810	76	CLEVELAND ST. - CUDGE- GONG
	1/811	77	CUDGEGONG - EMU PLAINS
	1/812	78	EMU PLAINS - FREEMAN'S REACH
	1/813	79	THE GAP - GUNDAROO
	1/814	80	GUNDAROO - HUNTER'S HILL
	1/815	81	HUNTER'S HILL - KIAMA

	1/816	82	KIAMA - LUDDENHAM
	1/817	83	MACDONALD RIVER - MERRENDEE
	1/818	84	MERRENDEE - MUDGE
	1/819	85	MUDGE - NEW COUNTRY FLATS
	1/820	86	NEW COUNTRY FLATS - PANBULA
	1/821	87	PANBULA - PICTON
	1/822	88	PIPE CLAY CREEK - RICHMOND
	1/823	89	RICHMOND - SOUTH CREEK
	1/824	90	ST. PHILLIPS - SOFALA
	1/825	91	SOFALA - TARLO
	1/826	92	TARLO - ULMARRA
	1/827	93	ULMARRA - WATERLOO
	1/828	94	WATERLOO - WINDSOR
	1/829	95	WINDSOR - YASS
	1/830	96	YASS - YOUNG 1869 musc.
1869-70	1/858 (part)	126	1869-70 MISCELLANEOUS
1870	1/839	107	ABERDEEN - BANK OF N.S.W.
	1/840	108	BANK OF N.S.W. -BOORAL
	1/841	109	BORO - BURRAWANG
	1/842	119	BURRANDONG - CLEVELAND ST.
	1/843	111	CLEVELAND ST. - DRAWING MASTER
	1/844	112	DUBBO - FREDERICKTOWN
	1/845	113	FREEMAN'S REACH - GUYONG
	1/846	114	GRENFELL - HARDWOOD ISLAND

	1/847	115	HANBURY - JEMBAICUMBENE
	1/848	116	JEMBAICUMBENE - LIMEKILNS
	1/849	117	LIMEKILNS - MERIMBULA
	1/850	118	MERIMBULA - MURRIMBURRAH
	1/851	119	MURRUMBURRAH - PALMER'S ISLAND
	1/852	120	PALMER'S ISLAND - QUEANBEYAN
	1/853	121	QUORROBOLONG - SAUMAREZ
	1/854	122	SAUMAREZ - SUTTON FOREST
	1/855	123	SWAN CREEK - ULLADULLA
	1/856	124	ULLADULLA - WILLIAM ST.
	1/857	125	WILLIAM ST. - YASS
	1/858	126	YAYPO - YOUNG Misc.
1871	1/866	134	BAERDEEN - AVONDALE
	1/867	135	AVONDALE - BERRIMA
	1/868	136	BERRIMA - BROOKFIELD
	1/869	137	BROOK'S PT. - CANTERBURY
	1/870	138	CARAWELL - COOMBING
	1/871	139	COONABARABRAN - DUBBO
	1/872	140	DUMARESQUE - FORT ST.
	1/873	141	FORT ST. - GOULBURN
	1/874	142	GOULBURN - HARTLEY VALE
	1/875	143	HARTLEY VALE - KANGALOO
	1/876	144	KANGALOO WEST - LITTLE BOMBAY AND COLOMBO

	1/877	145	LITTLE BOMBAY AND COLOMBO - MARENGO
	1/878	146	KARENGO - MORPETH
	1/879	147	MORPETH - NEWPORT
	1/880	148	NEWPREA - PANBULA
	1/881	149	PANBULA - PITTOWN
	1/882	150	PLATTSBURG-ROCKY RIVER
	1/883	151	ROSEBROOK - SINGING MASTER
	1/884	152	SINGING MASTER - TALOUMBI
	1/885	153	TALOUMBI - TYNEDALE
	1/886	154	TYNEDALE - WATERLOO
	1/887	155	WATERLOO - WOLGAI
	1/888	156	WOLLAMBA - YOUNG 1871 Misc.
1872	1/895	163	ABERDEEN - ARALUEN
	1/896	164	ARALUEN - BATHURST
	1/897	165	BATHURST - BON'S FLAT
	1/898	166	BOBUNDARAH - BREWARRINA
	1/899	167	BREWARRINA - CABRAMATTA
	1/900	168	CABRAMATTA - CHIPPENDALE
	1/901	168	CHRISTCHURCH - COOMBING
	1/902	170	COOMBING CREEK - DARLINGHURST
	1/903	171	DARLINGHURST - DUMMORE

	1/904	172	DURAL - FISH RIVER
	1/905	173	FISH RIVER - GONGOLGON
	1/906	174	GOOD HOPE - GRENFELL
	1/907	176	HARDWOOD IS. - JERILDERIE
	1/908	177	JERILDERIE - KILLALEE
	1/909	178	KINCUMBER - LUDDENHAM
	1/910	179	LUMPY SWAMP - MENINDIE
	1/911	180	MERIMBULA - MOSQUITE IS.
	1/912	181	MOSS VALE - NARRANDERA
	1/913	182	NARELLAN - OBERON
	1/914	183	OBLEY - PARRAMATTA
	1/915	184	PATERSON - PROSPECT
	1/916	185	PROSPECT - ROSEBROOK
	1/917	186	ROSEHILL - ST. PHILLIP'S
	1/918	187	SALLY'S FLAT - SMITHFIELD
	1/919	188	SMITH'S FLAT - SUSS EX ST.
	1/921	189	SUTTON - TRUNKEY
	1/922	190	TUCKI TUCKI - WALLABADAH
	1/923	191	WALLABADAH - WAVERLY
	1/924	192	WAVERLEY - WINDSOR
	1/925	193	WINGEN - WYAGDON
	1/926	194	WYAGDON - YOUNG. MISC. 1872
1873	1/937	206	ABERDEEN - BANKSTOWN UPPER
	1/938	207	BARGO - BLANDFORD
	1/939	208	BLAYNEY - BUNDYWALLA

	1/940	209	BUNGENDORE - CHATSWORTH IS.
	1/941	210	CHRISTCHURCH - COW FLATS
	1/942	211	COWPER - DRILL INSTRUCTOR
	1/943	212	DRILL INSTRUCTOR - FITZGERALD'S VALLEY
	1/944	213	FIVEDOCK - GLENMORE
	1/945	214	GLEN MORRISON - GUNDAROO
	1/946	215	GUNDILLION - HUNTER'S HILL
	1/947	216	HUNTINGDON - KINCUMBER
	1/948	217	KINCUMBER - MAITLAND
	1/949	220	MOUNTAIN VIEW - NEWTOWN
	1/950	222	PARRAMATTA - RAINBOW REACH
	1/951	223	RAINBOW REACH - SALLY'S FLAT
	1/952	224	SALLY'S FLAT - STRONTION PARK
	1/953	225	SUGERLOAF - TRAINING SCHOOL
	1/954	226	TRAINING SCHOOL - WALLSEND
	1/955	227	WALNER - WINGEN
	1/956	228	WINGHAM - YOUNG
1874	1/959	231	ABERDEEN - BALMAIN
	1/960	232	BALMAIN - BENDEMEER
	1/961	233	BENDEMEER - BRANDON HILL
	1/962	234	BRANDON HILL - CAMDEN

	1/963	235	CAMDEN- CLEVELAND ST.
	1/964	236	CLEVELAND ST. - CUNDLE TOWN
	1/965	237	CUNDLE TOWN - ELING FOREST
	1/966	238	ELING FOREST - GLEN MORRISON
	1/967	239	GLEN MORRISON - GUNDAGAI SOUTH
	1/968	240	GUNDAGAI SOUTH - HORNSBY
	1/969	241	HORNSBY - KINCUMBER
	1/970	242	KINCUMBER - MAITLAND WEST
	1/971	243	MAITLAND WEST - MILLFIELD
	1/ 72	244	MILLFIELD - MUDGEE
	1/973	245	MUDGEE - NEWTOWN
	1/974	246	NEWTOWN - PARRAMATTA
	1/975	247	PARRAMATTA- RAYMOND TERRACE
	1/976	248	RAYMOND TERRACE - SANDY CREEK
	1/977	249	SANDY CREEK - SPRING CREEK
	1/978	250	SPRING CREEK - THURGOONA
	1/979	251	THURGOONA - WAGGA
	1/980	252	WAGGA - WILCANNIA
	1/981	253	WILLIAM ST. - WYRALIAH
	1/982	254	WYRALIAH - YOUNG 1874 Miscellaneous
	1/985 (part)	257	MISCELLANEOUS 1873-74,
1875	1/930	262	ABERGLASSYN - BANK OF N.S.W.

1875

1/991	263	BANK OF N.S.W. - BINDA
1/992	264	BINGARA - BREWARRINA
1/993	265	BREEZA - CAMPBELLTOWN
1/994	266	CAMPBELLTOWN - CLEVELAND ST.
1/995	267	CLEVELAND ST. - COONAMBLE
1/996	268	COORANBONG - DENMAN
1/997	269	DENNIS IS. - EUNONYHARESYAH
1/998	270	EUNONYHARESYAH - GERRINGONG
1/999	271	GHINNI GHINNI - GUILDFORD
1/1000	272	GULGONE - HILLAS CREEK
1/1000	272	GULGONE - HILLAS CREEK
1/1001	273	HILL END - KELSO
1/1002	274	KELSO - LITLE RIVER
1/1003	275	LIVERPOOL - MARYLAND
1/1004	276	MAXTON - MORUYA
1/1005	277	MORUYA - MYALL RIVER
1/1006	278	NARELLAN - OSWALD
1/1007	279	OXLEY IS. - PEEL
1/1008	280	PEELWOOD - QUEANBEYAN
1/1009	281	QUEANBEYAN - RYLSTONE
1/1010	282	ST. ALBANS - SINGLETON
1/1011	283	SIX MILE SWAMP - TARAGO
1/1012	284	TARALGA - THREE CREEK
1/1013	285	TRAINING SCHOOL - WATERLAND
1/1014	286	WATERLOO - WINDSOR
1/1015	287	WINGHAM - YOUNG
1/1016	288	YOUNG. MISCELLANEOUS 1874-5.

Appendix C

SHELF LIST: NCE/4 - REPORTS AND MEMORANDA RECEIVED
CONCERNING TRAINING SCHOOL APPLICANTS, 1867 - 74

<u>LOCATION</u>	<u>Ccl of Ed.</u> <u>Vol.No.</u>	<u>DATE</u>	<u>DESCRIPTION</u>
1/761 (part)	27	1867	ADRIAN - BAYLISS
1/762	28	1867	BAYLISS - FRIPP
1/763	29	1867	FRIPP - MILNE
1/764	30	1867	MILNE - WIGRAM
1/765 (part)	31	1867	WINGRAM - YOUNG
1/795 (part)	61	1867-8	ADRIAN - BESTON
1/796	62	1867-8	BESTON - FARR
1/797	63	1868	FARR - LAPPAN
1/798	64	1868	LAPPAN - QUICK
1/799 (part)	65	1868	RARRERTY - WRIGHT
1/837 (part)	104	1868 - 9	TRAINOR - YOUNG
1/858 (part)	126	1870	ACHESON - BEATTY
1/859	127	1870	BEEBY - MAHONY
1/860 (part)	128	1870	MARTIN - YOUNG
1/889 (part)	157	1871	ABEL - DOYLE
1/890	158	1871	DRIVER - PONNALL
1/891 (part)	159	1871	PRICE - WRIGHTSON
1/957	229	1873-4	ADAMSON - ELPHIN STONE
1/958	230	1873-4	ENGLISH - MITCHELL
1/935	204	1873-4	MURRAY - WOODFORD.

Appendix D

SHELF LIST: NCE/17 OUT-LETTER BOOKS, 1868-80.

<u>LOCATION NO.</u>	<u>COUNCIL OF EDUCATION</u>	<u>DATES</u>	<u>OUT-LETTERS REGISTRATION NOS.</u>
1/480		1 Jun.- 7 Jul.1868	68/3398 - 4504
1/481		15 Oct.- 3 Dec.1868	68/7713 - 8688
1/482		3 Dec.1868 - 14 Jan. 1869	68/8689 - 69/352
1/483	U	14 Jun.- 20 Jul.1869	69/4517 - 5487
1/484	V	20 Jul.- 18 Aug.1869	69/5488 - 6476
1/485	W	18 Aug.- 22 Sep.1869	69/6477 - 7544
1/486	X	22 Sep. - 26 Oct.1869	69/7545 - 8728
1/487	Y	26 Oct.- 1 Dec.1869	69/8732 - 9821
1/488	Z	1 Dec.1869 - 14 Jan. 1870	69/9822 - 70/280
1/489	E1	6 Jul.- 15 Aug.1870	70/4115 - 5080
1/490	J1	21 Jan. - 23 Feb.1871	71/649 - 1640
1/491	1	2 -17 Jan.1872	72/1 - 807
1/492	2	15 Jan.- 6 Feb.1872	72/808 - 1575
1/493	3	7 - 28 Feb.1872	72/1576 - 2492
1/494	4	1 - 28 Mar.1872	72/2493 - 3465
1/495	5	28 Mar - 26 Apr 1872	72/3466 - 4411
1/496	6	26 Apr.- 21 May 1872	72/4412 - 5346
1/497	7	22 May - 10 Jan.1872	72/5347 - 6186
1/498	8	11 - 29 Jun.1872	72/6187 - 7051
1/499	10	17 Jul.- 6 Aug.1872	72/7910 - 8844
1/500	11	5 - 27 Aug.1872	72/8846 - 9782
1/501	12	26 Aug.- 19 Sep.1872	72/9783 - 10694
1/502	13	18 Sep.- 7 Oct.1872	72/10695 - 1146
1/503	14	10 - 28 Oct.1872	72/11465 - 12117
1/504	15	26 Oct.- 12 Nov.1872	72/12118 - 12769

1/505	16	12 - 26 Nov. 1872	72/12770 - 13528
1/506	17	26 Nov.- 10 Dec.1872	72/13529 - 14207
1/507	18	12 - 28 Dec.1872	72/14208 - 14902
1/508	19	28 Dec.1872 16 Jan.1873	72/14903 - 73/715
1/509	20	15 Jan.- 1 Feb.1873	73/716 - 1389
1/510	21	31 Jan.- 14 Feb.1873	73/1390 - 2052
1/511	22	18 Feb.- 5 Mar. 1873	73/2059 - 2742
1/512	23	5 - 20 Mar.1873	73/2743 - 3387
1/513	24	20 Mar. - 3 Apr 1873	73/3388 - 4165
1/514	25	4 - 29 Apr.1873	73/4166 - 5043
1/515	26	30 Apr. - 15 May.1873	73/5044 - 5748
1/516	27	16 - 30 May.1873	73/5749 - 6477
1/517	28	31 May. - 12 Jun.1873	73/6478 - 7201
1/518	29	13 - 31 Jun.1873	73/7202 - 7893
1/519	30	28 Jun.- 12 Jul 1873	73/7894 - 8624
1/521	32	12 - 23 Jul.1873	73/8625 - 9336
1/522	33	26 Jul.- 8 Aug.1873	73/9337 - 10001
1/523	34	8 - 22 Aug.1873	73/10002 - 10732
1/524	35	26 Aug.- 11 Sep.1873	73/10733 - 11504
1/525	36	11 - 24 Sep.1873	73/11505 - 12234
1/526	37	25 Sep - 8 Oct.1873	73/12235 - 12941
1/527	39	20 - 31 Oct.1873	73/13657 - 14464
1/528	40	31 Oct.- 14 Nov. 1873	73/14465 - 15186
1/529	42	28 Oct.- 8 Dec.1873	73/15883 - 16599
1/530	43	12 - 20 Dec.1873	73/16600 - 17364
1/531	44	20 Dec.1873 - 2 Jan. 1874	73/17365 - 74/67
1/532	46	9 - 22 Jan. 1874	74/793 - 1535
1/533	47	22 Jan. - 7 Feb. 1874	74/1536 - 2297
1/534	48	10 - 24 Feb. 1874	74/2298 - 3072

1/535	49	24 Feb.11 Mar.1874	74/3074 - 3960
1/536	50	15 - 26 Mar. 1874	74/3961 - 4729
1/537	51	26 Mar. - 10 Apr. 1874	74/4730 - 5501
1/538	52	10 - 23 Apr.1874	74/5502 - 6263
1/539	53	23 Apr. - 5 May 1874	74/6264 - 7446
1/540	54	6 - 14 May 1874	74/7447 - 8249
1/541	55	15 May - 28 Jun.1874	74/8250 - 9035
1/543	56	27 May-9 Jun 1874	74/9036 - 9822
1/543	57	9-18 Jun 1874	74/9823 - 10570
1/544	58	18 - 29 Jun.1874	74/10571 - 11341
1/545	59	29 Jun.- 7 Jul.1874	74/11432 - 12262
1/546	60	7 - 16 Jul.1874	74/12263 - 13071
1/547	61	16 - 2 Jul.1874	74/13072 - 13812
1/549	63	2 Jul - 6 Aug.1874	74/13813 - 14540
1/550	64	6 - 14 Aug.1874	74/14541 - 15283
1/551	65	14 - 27 Aug.1874	74/15284 - 16046
1/552	66	27 Aug.- 7 Sep.1874	74/16047 - 16810
1/553	67	7 - 15 Sep.1874	74/16812 - 17666
1/554	68	15 - 26 Sep.1874	74/17667 - 18607
1/555	69	26 Sep - 6 Oct.1874	74/18608 - 19450
1/556	71	16 - 28 Oct.1874	74/20209 - 20977
1/557	72	28 Oct.- 7 Nov. 1874	74/20978 - 21753
1/558	73	7 - 18 Nov.1874	74/21754 - 22553
1/559	74	18 Nov. - 1 Dec.1874	74/22554 - 23296
1/560	75	30 Nov. - 14 Dec.1874	74/23297 - 24075
1/561	76	14 - 29 Dec.1874	74/24076 - 29841
1/562	77	29 Dec.1874 - 9 Jun. 1875	74/24842 - 75/588
1/563	78	8 - 20 Jan.1875	75/589 - 1380

1/564	79	21 Jan - 2 Feb.1875	75/1381 - 2157
1/565	80	2 - 21 Feb.1875	75/2158 - 2903
1/566	81	11 - 24 Feb.1875	75/2904 - 3654
1/567	82	24 Feb.- 10 Mar. 1875	75/3655 - 4408
1/568	83	9 - 20 Mar. 1875	75/4409 - 5193
1/569	84	20 Mar. - 5 Apr.1875	75/5194 - 5955
1/570	85	5 - 14 Apr. 1875	75/5956 - 6710
1/571	86	14 - 27 Apr. 1875	75/6711 - 7479
1/572	87	27 Apr. - 6 May.1875	75/7480 - 8224
1/573	88	6 - 18 May.1875	75/8225 - 8929
1/574	89	18 May 1 Jun.1875	75/8900 - 9662
1/575	90	1 - 10 Jun.1875	75/9664 - 10452
1/576	91	10 - 21 Jun.1875	75/10453 - 11294
1/577	92	22 - 9 Jun 1875	75/11295 - 12055
1/578	93	30 Jun. 8 Jul.1875	75/12056 - 12806
1/ 579	94	8 - 16 Jul.1875	75/12807 - 13609
1/580	95	16 - 27 Jul.1875	75/13610 - 14330
1/581	96	27 Jul.- 4 Aug.1875	75/14331 - 15644
1/582	97	4 - 13 Aug.1875	75/15045 - 15820
1/583	98	13 - 25 Aug.1875	75/15821 - 16613
1/584	99	25 Aug.- 2 Sep.1875	75/16614 - 17730
1/585	100	2 - 13 Sep.1875	75/ 17332 - 18231
1/586	101	14-23 Sep.1875	75/18232 - 18943
1/587	102	23 Sep.- 5 Oct.1875	75/18944 - 19680
1/588	103	5 - 14 Oct.1875	75/19681 - 20388
1/589	104	14 - 23 Oct.1875	75/20390 - 12108
1/590	105	23 Oct.- 2 Nov. 1875	75/ 21083 - 21773
1/591	106	2 - 11 Nov.1875	75/21774 - 22477
1/592	107	11 - 22 Nov. 1875	75/22478 - 23207

1/593	108	23 Nov.- 2 Dec.1875	75/23208 - 23935
1/595	110	2 - 14 Dec.1875	75/23937 - 24668
1/596	111	14 - 21 Dec.1875	75/24669 - 25418
1/597	112	22 - 30 Dec.1875	75/25419 - 26093
1/598	113	3 - 11 Jan.1876	76/1 - 749
1/599	114	11-21 Jan.1876	76/750 - 1509
1/600	115	18 Jan. - 4 Feb.1876	76/1511 - 2212
1/601	116	4 - 16 Feb.1876	76/2213 - 2922
1/602	117	16 Feb.- 1 Nov.1876	76/2923 - 3694
1/603	118	1 - 14 Mar.1876	76/3695 - 4454
1/604	119	14 - 29 Mar.1876	76/4456 - 5210
1/605	120	31 Mar. - 13 Apr.1876	76/5211 - 5965
1/606	121	13 Apr. - 3 Mar 1876	76/5966 - 6688
1/607	122	3 - 16 May 1876	76/6689 - 7400
1/608	123	17 - 30 May 1876	76/7401 - 8104
1/609	124	31 May - 12 Jan.1876	76/8105 - 8840
1/610	125	12 - 23 Jun.1876	76/8841 - 9597
1/611	126	23 Jun.- 17 Jul.1876	76/9599 - 16374
1/612	127	7 - 19 Jul.1876	76/10375 - 11198
1/613	128	19 - 29 Jul.1876	76/11199 - 11976
1/614	129	29 Jul.- 10 Aug.1876	76/11977 - 12692
1/615	130	10 - 21 Aug.1876	76/12693 - 13442
1/616	131	21 Aug.- 5 Sep.1876	76/13443 - 14180
1/617	132	5 - 19 Sep.1876	76/14181 - 14915
1/618	133	19 Sep.- 4 Oct 1876	76/14916 - 15641
1/619	134	4 - 18 Oct.1876	76/15642 - 16394
1/620	135	18 - 30 Oct 1876	76/16395 - 17177
1/621	136	30 Oct.- 11 Nov. 1876	76 /17178 - 17911

1/622	137	11 - 23 Nov.1876	76/17912 - 18630
1/ 623	138	24 Nov. - 7 Dec.1876	76/18631 - 19340
1/624	139	7 - 20 Dec.1876	76/19341 - 20038
1/625	140	20 Dec.1876 9 Jan.1877	76/20039 - 77/401
1/626	141	9 - 22 Jan.1877	77/402 - 1180
1/627	142	22 Jan.- 2 Feb.1877	77/1181 - 1868
1/628	143	2 - 13 Feb 1877	77/1869 - 2543
1/629	144	13 - 22 Feb.1877	77/2544 - 3211
1/630	145	22 Feb. - 7 Mar 1877	77/3212 - 3842
1/631	146	7-21 Mar.1877	77/3843 - 4494
1/632	147	20 Mar. - 5 Apr.1877	77/4495 - 5164
1/633	148	5- 19 . Apr.1877	77/5165 - 5924
1/634	149	19 Apr.- 1 May 1877	77/5925 - 6573
1/635	150	1 - 15 May 1877	77/6574 - 7265
1/636	151	15 - 28 May 1877	77/7266 - 7964
1/637	152	29 Mar.- 7 Jun.1877	77/7965 - 8666
1/638	153	8-19 Jun.1877	77/8667 - 9331
1/639	154	19 - 28 Jun.1877	77/9332 - 9931
1/640	155	28 Jun.- 10 Jul.1877	77/9932 - 10570
1/641	156	10 - 20 Jul.1877	77/10571 - 11281
1/642	157	20 - 28 Jul.1877	77/11282 - 11900
1/643	158	3 Jul. - 9 Aug.1877	77/11901 - 12558
1/644	159	9 - 21 Aug.1877	77/12559 - 13147
1/645	160	21 - 39 Aug.1877	77/13149 - 13772
1/646	161	30 Aug.- 10 Sep 1877	77/13774 - 14779
1/647	162	11 - 20 Sep.1877	77/14378 - 14989
1/648	163	20 Sep.- 4 Oct.1877	77/14992 - 15605

1/649	164	4- 16 Oct. 1877	77/15607 - 16317
1/650	165	15 - 22 Oct. 1877	77/16318 - 16892
1/651	166	23 Oct.- 1 Nov. 1877	77/16893 - 17451
1/652	167	3 - 15 Nov. 1877	77/17452 - 18035
1/653	168	16 - 26 Nov. 1877	77/18036 - 18617
1/654	168	27 Nov.- 1 Dec. 1877	77/18618 - 19226
1/655	170	7 - 18 Dec. 1877	77/19227 - 19807
1/656	171	19 Dec. 1877 - 2 Jan. 1878	77/19812 - 78/66
1/657	172	2 - 12 Jan. 1878	78/67 - 685
1/658	173	15 - 23 Jan. 1878	78/686 - 1409
1/659	174	23 Jan.- 4 Feb. 1878	78/1410 - 2043
1/660	175	5 - 13 Feb. 1878	78/2044 - 2675
1/661	176	13 - 21 Feb. 1878	78/267 - 3268
1/662	177	22 Feb.- 6 Mar. 1878	78/3269 - 3892
1/663	178	7 - 18 Mar. 1878	78/3893 - 4602
1/664	179	18 - 27 Mar. 1878	78/4603 - 5271
1/665	180	28 Mar. - 8 Apr 1878	78/5272 - 5969
1/666	181	6 - 18 Apr. 1878	78/5970 - 6590
1/667	182	17 Apr.- 2 May 1878	78/6591 - 7028
1/668	183	2 - 13 May 1878	78/7209 - 7855
1/669	184	13 - 23 May 1878	78/7856 - 8485
1/670	185	23 - 31 May 1878	78/8486 - 9134
1/671	186	3 - 12 Jun. 1878	78/9135 - 9791
1/672	187	12 - 21 Jun. 1878	78/9792 - 10470
1/673	188	21 Jun.- 2 Jul. 1878	78/10471 - 12186
1/674	189	2 - 11 Jul. 1878	78/12187 - 12860
1/675	190	11 - 24 Jul. 1878	78/ 12861 - 13704

1/676	191	24 Jul.- 6 Aug 1878	78/13705 - 14577
1/677	192	6 - 18 Aug.1878	78/14578 - 15395
1/678	193	19 - 31 Aug.1878	78/15396 - 16267
1/679	194	31 Aug.- 16 Sep.1878	78/16268 - 17121
1/680	195	16 - 25 Sep.1878	78/17122 - 17986
1/681	196	27 Sep.- 10 Oct.1878	78/17987 - 18811
1/682	197	10 - 23 Oct.1878	78/18813 - 19647
1/683	198	24 Oct.- 6 Nov. 1878	78/19648 - 20463
1/684	199	6 - 18 Nov.1878	78/20464 - 21326
1/685	200	19 - 28 Nov. 1878	78/21327 - 22219
1/686	201	29 Nov.- 12 Dec.1878	78/22220 - 23063
1/687	202	11-27 Dec.1878	78/23064 - 23894
1/688	203	27 Dec.1878 - 10 Jan 1879	78/23895 - 79/703
1/689	204	11-23 Jan.1879	79/704 - 1568
1/690	205	23 Jan.- 7 Feb.1879	79/1569- 2445
1/691	206	8 - 20 Feb.1879	79/2446 - 3305
1/692	207	20 Feb.- 5 Mar. 1879	79/3306 - 4132
1/693	208	4 - 13 Mar. 1879	79/4133 - 4969
1/694	209	13 - 26 Mar 1879	79/4970 - 5834
1/695	210	26 Mar.- 10 Apr. 1879	79/5835 - 6705
1/697	211	10 - 26 Apr. 1879	79/6706 - 7543
1/698	212	28 Apr.- 12 May 1879	79/7544 - 8383
1/699	213	12 - 22 May 1879	79/8384 - 9278
1/700	214	23 May - 3 Jun.1879	79/9279 - 10050
1/702	216	3 - 14 Jun.1879	79/10081 - 10906
1/703	217	14 - 26 Jun. 1879	79/10908 - 11807
1/704	318	26 Jun.- 10 Jul.1879	79 /11808 - 12634

1/705	219	10 - 23 Jul.1879	79/12635 - 13475
1/706	220	23 Jul.- 15 Aug.1879	79/13476 - 14309
1/707	221	6 - 16 Aug.1879	79/14311 - 15182
1/708	222	18 - 29 Aug.1879	79/15183 - 16027
1/709	223	29 Aug.- 16 Sep.1879	79/16028 - 16846
1/710	224	11 - 25 Sep.1879	79/16847 - 17689
1/711	225	26 Sep. - 8 Oct.1879	79/17690 - 18553
1/712	226	8 - 20 Sep.1879	79/18554 - 19388
1/713	227	20 Oct.- 4 Nov.1879	79/19389 - 20204
1/714	228	4 - 19 Nov.1879	79/20205 - 21041
1/715	229	19 Nov.- 3 Dec.1879	79/21042 - 21879
1/716	230	3 - 17 Dec.1879	79/21880 - 22655
1/717	231	17 Dec.1879 - 22 Jan.1880	79/22656 - 80/89
1/718	232	3 - 16 Jan.1880	80/99 - 945
1/719	233	16 - 30 Jan.1880	80/946 - 1747
1/720	234	30 Jan.- 14 Feb.1880	80/1748 - 2491
1/721	235	14 - 27 Feb.1880	80/2492 - 3291
1/722	236	27 Feb.- 13 Mar.1880	80/3292 - 4112
1/723	237	15 - 31 Mar.1880	80/4113 - 5037
1/724	238	13 Mar. - 12 Apr.1880	80/5039 - 5841
1/825	239	12 - 26 Apr.1880	80/5842 - 6636
1/726	240	26 - 30 Apr.1880	80/6638 - 7222

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10. Public Schools Act (1866), S12
11. Public Schools Act (1866), S14
12. Public Schools Act (1866), S9
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25. Council of Education. Directions to candidates attending the Public Training School p. 1.

26. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. p. 213.
27. In addition the Examiner was "to revise Inspectors' reports on schools; without interfering with the substance, he would take steps for securing reasonable similarity in the form and terminology employed, in order that comparison may be facilitated". Secretary's memorandum regarding appointment of Examiner, 10th August, 1867 in Council of Education: Miscellaneous letters received Vol. 19, (1/830, p.377).
28. Council of Education. Annual report, 1867, p. 9.
29. Training Master: Annual Report on the functioning of the Training Department (1869) in Council of Education: Miscellaneous letters received, vol. 58, p. 19 (1/792).
30. Council of Education. Annual report, 1868 p. 22.
31. Council of Education. Annual report, 1869 p. 5.
32. Smith, S.H. and Spaul, G.T. History of Education in N.S.W. p.213.
33. Council of Education. Annual report, 1868 p.26.
34. Memorandum from Training Master to Secretary, 16 December 1870, in Council of Education: Miscellaneous letters received, vol. 123, p.413 (1/855).
35. Training Master: Annual report on the functioning of the Training Department (1871), in Council of Education: Miscellaneous letters received, Vol. 153, p.414 (1/885).
36. Training Master: Annual report on the functioning of the Training Department (1871), in Council of Education: Miscellaneous letters received, vol. 153, p. 414 (1/885).
37. Training Master: Annual report on the functioning of the Training Department (1871), in Council of Education: Miscellaneous letters received, vol. 153, p. 415 (1/885).
38. Training Master: Annual report on the functioning of the Training Department (1872), in Council of Education: Miscellaneous letters received, vol. 226, no 73/26 (1/954).
39. Council of Education. Annual report, 1873, p. 10.
40. Smith, S. H. and Spaul, History of Education in N.S.W. p. 214.
41. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. pp. 214-5.
42. Council of Education. Annual report, 1877, p. 18.
43. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. p. 215.
44. Council of Education. Annual report, 1867, p. 28.
45. Council of Education. Annual report, 1867, p. 28.

46. Council of Education. Annual reports, 1872, p. 6, and 1876 p. 183.
47. Council of Education. Annual report, 1868, p. 8.
48. Council of Education. Annual report, 1869, p. 4.
49. Council of Education. Annual report, 1875, p. 13.
50. Council of Education. Annual report, 1877, p. 13.
51. Council of Education. Regulations, 1867, 11 nos. 1 and 9
52. Council of Education. Annual reports, 1868, pp. 9-10.
53. W. J. Relton, W. J. The defeat of denominationalism in N.S.W. State Education, p. 123.
54. Relton, W. J. The defeat of denominationalism in N.S.W. State Education, pp. 123-4.
55. Relton, W. J. The defeat of denominationalism in N.S.W. State Education p. 124.
56. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. p. 153.
57. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. p. 154-5.
58. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. p. 155.
59. Smith, S. H. and Spaul G. T. History of Education in N.S.W. p. 155.
60. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. pp. 156.
61. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. p. 158.
62. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. pp. 159-60.
63. Linz, C. C. The establishment of a National System of Education in N.S.W., p. 56.
64. Smith, S. H. and Spaul, G. T. History of Educatin in N.S.W. p. 163.
65. Smith, S. H. and Spaul, G. T. History of Education in N.S.W. pp. 165 et seq.
66. Fogarty, p. 250 R. Catholic Education in Australia.
67. Moran, Cardinal R. F. History of the Catholic Church in Australasia.
68. Fogarty R. Catholic Education in Australia, pp. 250-1.
69. Relton, W. J. The defeat of denominationalism in N.S.W. State Education p. 127.
70. Council of Education. Annual report, 1868, pp. 18-19.
71. Council of Education. Annual reports, 1873, p. 12
72. Council of Education. Minute Book, 1871 -2, p. 230 (1/449).