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BOARD OF EDUCATION.

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SPECIAL REPORTS
ON
EDUCATIONAL SUBJECTS.

VOLUME 5.

EDUCATIONAL SYSTEMS OF THE CHIEF COLONIES
OF THE BRITISH EMPIRE.

(CAPE COLONY: NATAL: COMMONWEALTH OF AUSTRALIA: NEW
ZEALAND: CEYLON: MALTA.)

Presented to both Houses of Parliament by Command of Her Majesty.



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CONTENTS. §

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[In the case of reports marked thus *, supplementary notes have been added, of more recent statistics inserted, by the Special Inquiries Section of the Board of Education.]

	PAGE
A. Africa—	
1. Cape Colony, The History and Present State of Education in - - - - -	1
Part I., Sections 1-74.	
By Mr. G. B. Muir, B.A., of the Department of Public Education, Cape Town.	
Part I., Sections 75 to end, Part II. and Part III.	
Prepared from official documents by Mr. M. E. Sadler.	
2. *Natal, The System of Education in - - - - -	197
By Mr. R. Russell, Superintendent of Education, Natal.	
B. Commonwealth of Australia—	
1. *New South Wales, The System of Education in - - - - -	211
Prepared from official documents supplied by the Department of Public Instruction for New South Wales.	
2. *Victoria, The System of Education in - - - - -	287
J. Peacock, late Minister of Public Education, Victoria.	
System of Education in - - - - -	409
Anderson, M.A., Under Secretary for Education, Queensland.	
System of Education in - - - - -	447
Official documents by Mr. A. E. Sadler.	

which is also devoted to reports on the Colonies will be found on p. xii. below...

	PAGE
5. *South Australia, The System of Education in	- 467
By Mr. C. L. Whitham, Member of the Board of Inspectors of Schools, South Australia.	
6. *Western Australia, The System of Education in	- 537
By Mr. Cyril Jackson, Inspector General of Schools, Western Australia.	
C. New Zealand—	
New Zealand, The System of Education in	- 625
Prepared by Mr. M. E. Sadler from official documents supplied by the Department of Education for New Zealand.	
D. Ceylon—	
*Ceylon, The System of Education in	- 767
By Mr. J. B. Cull, late Director of Public Instruction, and Mr. A. Van Cuylenburg, Inspector of Schools, Ceylon.	
E. Malta—	
*Malta, The System of Education in	- 817
By Mr. N. Tagliaferro, Director of Education, Malta.	

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other ways. I am indebted to the Agents General in London for New South Wales, Victoria, South Australia, Queensland, Tasmania, Western Australia and New Zealand for much help and valuable information. My special thanks are also due to Mr. J. G. Colmer, C.M.G., Secretary to the Office of the High Commissioner of Canada; to Mr. Just, Librarian in the same Office; to Mr. W. T. R. Preston, Inspector of Emigration Agencies for Canada; to Mr. Spencer Brydges Todd, C.M.G., Secretary to the Department of the Agent General for the Cape of Good Hope in London; to Dr. ThosMuir, F.R.S., Superintendent General of Education at the Cape of Good Hope; to Mr. R. Russell, junr., Secretary to the for Agent General for Natal in London; to Dr. Morris, C.M.G., Imperial Commissioner of Agriculture for the West Indies; to Mr. E. B. Sargant, formerly of the Civil Service Commission; to Mr. C. P. Lucas, C.B., Mr. H. W. Just, C.M.G., and Mr. E. im Thurn, C.B., C.M.G., of the Colonial Office; and to my colleagues Mr. A. E. Twentymen, Mr. R. Balfour, Miss Beard, Miss Green and Miss Matheson.

I have the honour to be, Sir,

Your obedient servant,

MICHAEL E. SADLER,

Director of Special Inquiries and Reports.

December, 1900.

v

As the work has proceeded, those engaged in the preparation of the reports have been increasingly impressed by the varied interest of the subject and by its growing importance. The most striking features of the reports, taken as a whole, may be summarised as follows:—

(i.) During the last two or three years there has been an evident growth of interest in educational questions in nearly every part of the Empire. Within the last twelve months there have been remarkable and significant changes in the educational systems of some of the Colonies.

(ii.) The chief characteristic of education throughout the British Colonies is the freedom with which it has been allowed to adjust itself to the different needs experienced by different parts of the Empire. There has been no centralised control over educational policy, though literary and other traditions have naturally had a strong influence on the scope and methods of instruction. The educational systems described in these volumes are marked by the utmost variety of legislative enactment.

(iii.) But, at the same time, it is impossible not to be struck by indications of an increasing sense of the importance of united effort in such branches of education as bear on the economic welfare or collective interests of the Empire as a whole. This shows itself in an evidently growing desire to compare notes on educational matters and to benefit by the educational experience of other parts of the Empire where similar difficulties have been encountered.

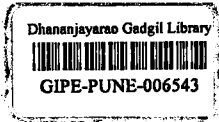
(iv.) There are many signs of uneasiness as to the possible dangers which may result from a tendency to bookishness in elementary education, and from a divorce between school studies and the practical interests of daily life.

(v.) As a corrective of what is hurtful in such a tendency, and in order to secure what is in itself a valuable and generally attractive element in education, there is a vigorous movement in favour of the introduction of various kinds of manual training and of simple forms of technical education into primary schools.

(vi.) There are indications of difficulty in regard to the aim, scope and subject-matter of the education of native races, and some signs of disappointment at the ethical and social results of purely literary forms of primary instruction.

(vii.) Speaking generally, there is comparative weakness in the provision of higher education, and especially of that type of secondary education which in this country is given at the great public schools. As a rule, secondary education has hitherto been left in the main to denominational and private effort.

I desire to take this opportunity of acknowledging the courtesy of the Colonial Authorities in furnishing reports for assistance in many



SYNOPSIS OF CONTENTS.

	Page
1. Cape Colony -	1
PART I.—HISTORICAL SKETCH OF THE GROWTH OF THE SYSTEM -	3
From 1652-1806	3
From 1806-1839	11
From 1839-1865	19
From 1865-1892	36
PART II.—ACCOUNT OF THE PRESENT SYSTEM OF EDUCATION IN CAPE COLONY (WITH STATISTICAL ABSTRACTS, ETC., SHOWING PROGRESS FROM 1892 TO 1899) -	94
Central and Local Authorities	94
Classification of Schools	102
Enrolment and Attendance of Pupils	111
Elementary and High School Curricula, with Inspection Statistics for Elementary Schools -	113
Statistics of Teaching Staff ; Regulations for Corporal Punish- ment, Pupil Teachers, and Teachers' Examinations ; Pupil Teachers' Classes ; Teachers' Classes in Needlework, Draw- ing, Kindergarten, and Woodwork	131
Good Service Allowance and Pensions	161
Inspection	167
Finance	174
Building Loans for Poor Schools	178
Grants for School Buildings	178
Higher Education	183
Agricultural Education	184
The School of Art, Cape Town	189
Resolutions of Parliament on Closing of Rural Schools in Harvest, etc.	190
Note on Instruction in School Music	190
PART III.—THE EFFECT OF THE WAR ON THE SCHOOLS IN CAPE COLONY	192
2. Natal	197
History	199
Education Acts of 1877 and 1894	199
School Attendance	200
Native Schools	200
Administration and Inspection	200
Statistics, 1899	200
High Schools	201
Model Schools	202
Scholarships	202
Farm Schools	203
Expenditure	203
Fees	203
Religious Instruction	203
Curriculum	204
Special Institutions	204

	PAGE
SUPPLEMENTARY NOTES - - - - -	205
Interruption of School Work by the War - - - - -	205
Educative Benefit of Improved Facilities for Travel in Natal - - - - -	205
Danger of attaching undue Importance to Examination Results and to Athletics and Games in School Life - - - - -	206
Kindergarten Teaching, Manual Training, and Instruction in Elementary Science - - - - -	206
Summary of Expenditure on Education in Natal, 1899 - - - - -	207
APPENDICES - - - - -	208
A. Course of Study in European Primary Schools - - - - -	208-9
B. Educational Summary from 1886 to 1899 - - - - -	210

B—COMMONWEALTH OF AUSTRALIA.

1. New South Wales - - - - -	211
HISTORICAL SKETCH - - - - -	213
PRESENT STATE OF EDUCATION - - - - -	219
Classification and Number of Schools - - - - -	219
Compulsory Attendance - - - - -	220
Cost of Education - - - - -	222
Fees - - - - -	223
Instruction - - - - -	223
Public School Savings Banks - - - - -	224
Scholarships and Bursaries - - - - -	224
Training of Teachers - - - - -	225
Classification of Public Schools - - - - -	226
Salaries - - - - -	227
Pensions - - - - -	230
Inspectors - - - - -	230
Private Schools - - - - -	231
Local Supervision - - - - -	232
Technical Education - - - - -	233
Secondary and Higher Education - - - - -	235
Reformatories and Industrial Schools - - - - -	236
Institution for the Deaf and Dumb and the Blind - - - - -	238
SUPPLEMENTARY NOTES - - - - -	238
University Education - - - - -	238
Public Schools' Cadet Force - - - - -	240
Needlework - - - - -	244
Music - - - - -	245
Examination Statistics - - - - -	246
APPENDICES - - - - -	246
A. Regulations under the Public Instruction Act, 1883, including Course of Secular Instruction and Standards of Proficiency for the several classes in Schools - - - - -	248
B. Special Regulations relating to the Public Instruction Department, extracted from the "Revised Regulations under the Public Service Act of 1895" (5th May, 1896) - - - - -	273
2. Victoria - - - - -	287
PRIMARY EDUCATION - - - - -	291
History of Primary Education - - - - -	291
Administration - - - - -	296
School Buildings, Furniture and Accommodation - - - - -	297
Requisites, Books and Apparatus - - - - -	297
Schools and Teachers - - - - -	298
Teachers' Examinations - - - - -	300

	PAGE
PRIMARY EDUCATION—cont.	
Training of Teachers - - - - -	300
Payments to Teachers - - - - -	300
Fees - - - - -	301
Course of Instruction - - - - -	301
Standard of Education - - - - -	302
Inspection - - - - -	302
Payment by Results - - - - -	303
Compulsion - - - - -	304
Attendance - - - - -	305
Finance - - - - -	306-7
Religious Instruction - - - - -	308
Neglected Children and Reformatory Schools - - - - -	309
Defective Children - - - - -	310
EDUCATION IN INSTITUTIONS RECEIVING AID FROM THE STATE - 310	
The Royal Victorian Institute for the Blind - - - - -	310
Victorian Deaf and Dumb Institution - - - - -	310
NON-STATE-AIDED PRIMARY EDUCATION - - - - -	311
SECONDARY EDUCATION - - - - -	312
TECHNICAL SCHOOLS, SCHOOLS OF MINES, AND AGRICULTURAL COLLEGES - - - - -	313
UNIVERSITY EDUCATION - - - - -	314
APPENDICES - - - - -	315
A. The Course of Free Instruction - - - - -	315
B. Programme of Teachers' Examinations - - - - -	321
C. Pupil Teachers' Regulations - - - - -	325
D. Discipline - - - - -	328
SUPPLEMENTARY NOTES - - - - -	328
EDUCATION IN VICTORIA, 1898-99. NOTES BASED ON THE REPORT OF THE MINISTER OF PUBLIC INSTRUCTION AND ON OTHER OFFICIAL DOCUMENTS	
Schools in Operation - - - - -	328
Teachers - - - - -	329
Training - - - - -	331
Subjects of Instruction - - - - -	332
Extra Subjects (Advanced Instruction) - - - - -	339
Results of Examination - - - - -	340
Compulsory Clause - - - - -	341
Attendance - - - - -	342
Finance - - - - -	345
Buildings - - - - -	346
Conveyance of Children to School - - - - -	346
Private Schools (Non-State-Aided Primary Education) - - - - -	346
Scholarships - - - - -	347
Technical Education - - - - -	347
University Education - - - - -	348
Summary of Chief Points of Interest - - - - -	349
EXTRACTS FROM THE PROGRESS REPORTS OF THE ROYAL COMMISSION ON TECHNICAL EDUCATION, APPOINTED 20TH JUNE, 1899 - - - - -	350
Extracts from the First Progress Report, 10th July, 1899.—	
Primary Instruction - - - - -	350

	PAGE
Extracts from the Second Progress Report, 29th November, 1899.—Technical Education. Manual and Practical Instruction in Primary Schools - - - - -	352
General Introduction - - - - -	352
Educational Handwork - - - - -	355
Report on Evidence - - - - -	359
Kindergarten - - - - -	359
Infant Mistresses - - - - -	361
Hand and Eye Training - - - - -	361
Drawing - - - - -	362
Manual Instruction - - - - -	364
Elementary Science - - - - -	364
Agricultural Lessons, etc. - - - - -	367
Domestic Economy, etc. - - - - -	368
Cookery - - - - -	368
Laundry-work, etc. - - - - -	369
Programme of Instruction - - - - -	369
Efficiency of Educational System - - - - -	369
Inspector General - - - - -	369
Inspectors - - - - -	370
Teachers - - - - -	372
Pupil Teachers and Monitors - - - - -	373
Result System - - - - -	373
Recent Changes by Legislation, Regulations, etc. - - - - -	376
Annual Reports - - - - -	378
Certificates of Exemption from School Attendance - - - - -	378
Scholarships and Exhibitions - - - - -	380
Training of Teachers - - - - -	380
Summary of Recommendations - - - - -	382
Conclusion - - - - -	384
Appendix.—Retrenchments in Expenditure of Education	
Department - - - - -	387
Third Progress Report, 10th July, 1900 - - - - -	388
Fourth Progress Report, 17th September, 1900 - - - - -	388
Teaching of Agriculture in Primary Schools - - - - -	388
The Functions of a General Council of Education - - - - -	388
EXTRACTS FROM REPORT OF THE ROYAL COMMISSION ON RELIGIOUS INSTRUCTION IN STATE SCHOOLS - - - - -	393
Decision of Legislative Council on the subject of a Referendum in regard to Scripture Lessons in State Schools - - - - -	408
3. Queensland - - - - -	409
PRIMARY EDUCATION - - - - -	411
Board of Education - - - - -	411
Department of Public Instruction - - - - -	413
Administrative Staff - - - - -	415
School Committees - - - - -	415
Number of Schools in Operation - - - - -	416
Attendance of Children - - - - -	416
Finance - - - - -	416
School Sites - - - - -	417
Private Schools - - - - -	418
Inspection - - - - -	418
Singing, Drawing, Domestic Economy and Cookery - - - - -	419
State School Cadet Corps - - - - -	419
Religious Instruction - - - - -	419
Teachers - - - - -	420-425
Classification and Staffing of Schools - - - - -	422
Free Meals - - - - -	425
Continuation Schools and Classes - - - - -	425

	PAGE
SECONDARY AND HIGHER EDUCATION - - - - -	425
Grammar Schools - - - - -	425
Scholarships and Exhibitions - - - - -	426
University Education - - - - -	430
University Extension - - - - -	431
Sydney University Senior and Junior Examination - - - - -	431
TECHNICAL AND AGRICULTURAL EDUCATION - - - - -	431
INDUSTRIAL AND REFORMATORY SCHOOLS - - - - -	433
INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND - - - - -	434
ORPHANAGES - - - - -	434
SUPPLEMENTARY NOTES - - - - -	436
APPENDICES - - - - -	439
A. Course of Instruction in Queensland Schools - - - - -	439
B. Establishment and Maintenance of Schools - - - - -	442
C. Comparative View of Primary School Operations, 1876-1899	444-5
4. Tasmania - - - - -	447
INTRODUCTION - - - - -	440
PRIMARY EDUCATION - - - - -	451
The Act of 1885 - - - - -	451
The Central Authority - - - - -	451
The Local Authority - - - - -	451
Inspection - - - - -	452
Attendance - - - - -	452
Kinds of Schools - - - - -	453
Classification of Schools - - - - -	454
School Staffs - - - - -	454
Instruction - - - - -	455
Religious Instruction - - - - -	458
Teachers - - - - -	458
Salaries - - - - -	459
Pupil Teachers - - - - -	460
Monitors - - - - -	461
Fees - - - - -	461
SECONDARY EDUCATION - - - - -	463
UNIVERSITY EDUCATION - - - - -	464
TECHNICAL EDUCATION - - - - -	465
5. South Australia - - - - -	467
STATE PRIMARY EDUCATION - - - - -	469
Early History - - - - -	469
Central Board of Education - - - - -	469
Act of 1875 - - - - -	470
Administration - - - - -	470
Course of Instruction - - - - -	471
Education, Compulsory and Free - - - - -	471
Board of Inspectors - - - - -	471
Curriculum - - - - -	472
Holidays - - - - -	473
Scholarships - - - - -	474
Classes of Schools - - - - -	474
Attendance - - - - -	475
Educational Authority - - - - -	475

	PAGE
STATE PRIMARY EDUCATION—cont.	
Boards of Advice - - - - -	476
Inspection and Examination - - - - -	478
Teachers - - - - -	478
School Buildings - - - - -	477
Lands dedicated for Primary Education - - - - -	477
School Decoration - - - - -	478
Superannuation Fund - - - - -	478
STATE SECONDARY AND HIGHER EDUCATION - - - - -	478
Secondary Schools - - - - -	478
State Scholarships - - - - -	479
University Education - - - - -	479
STATE AGRICULTURAL AND TECHNICAL EDUCATION - - - - -	481
PRIMARY EDUCATION BY VOLUNTARY EFFORT - - - - -	487
SECONDARY EDUCATION BY VOLUNTARY EFFORT - - - - -	489
INSTITUTIONS FOR DEFECTIVE CHILDREN - - - - -	493
REFORMATORY AND INDUSTRIAL SCHOOLS - - - - -	494
OTHER INSTITUTIONS - - - - -	496
SUPPLEMENTARY NOTES - - - - -	498
APPENDICES - - - - -	504
A. The Course of Instruction in State Primary Schools -	504
B. Examination of Schools and Compulsory Standard -	517
C. The Training College of the University of Adelaide -	532
D. Cost of Education in South Australia, 1898-9 -	536
6. Western Australia - - - - -	537
A REPORT ON THE PRESENT CONDITION OF EDUCATION - - - - -	539
Administration - - - - -	539
Classes of Schools - - - - -	540
Attendance - - - - -	541
Teachers - - - - -	541
Fees - - - - -	542
Private Schools - - - - -	543
Inspection - - - - -	543
Compulsory Attendance - - - - -	544
Truant and Industrial Schools - - - - -	546
Course of Instruction - - - - -	546
Religious Instruction - - - - -	547
Inspection of Private Schools - - - - -	548
Free Meals - - - - -	548
Continuation Schools - - - - -	549
Secondary Schools—Scholarships - - - - -	549
Defective Children - - - - -	549
Native Children - - - - -	549
HISTORY OF EDUCATION IN THE COLONY - - - - -	561
SUPPLEMENTARY NOTES - - - - -	575
APPENDICES - - - - -	586
A. Subjects of Instruction in Elementary Schools -	586
B. Subjects of Examination for Teachers' Certificates -	604
C. Teachers' Salaries - - - - -	607
D. Regulations regarding Pupil Teachers and Monitors -	609
E. Building Rules - - - - -	614
F. Secondary Schools in the Colony - - - - -	615
G. Public Education Act, 1899 - - - - -	620

C. NEW ZEALAND.

	PAGE
New Zealand - - - - -	625
PRIMARY EDUCATION - - - - -	627
Sketch of the Early History of the System - - - - -	627
The Education Act of 1877 - - - - -	627
The Department of Education - - - - -	627
Finance - - - - -	627
Building and Equipment of Schools - - - - -	628
Educational Statistics for Public (Elementary) Schools, 1899-1900 :-	
(1.) School Attendance - - - - -	629
(2.) Sex and Age of Pupils - - - - -	630
(3.) Classification of Pupils by Standards - - - - -	630
(4.) Subjects of Instruction - - - - -	630
(5.) Number and Size of Schools - - - - -	631
(6.) Number and Sex of Teachers - - - - -	631
(7.) Teachers' Salaries - - - - -	632
(8.) Number of Certificated Teachers - - - - -	632
Teachers' Certificates - - - - -	632
Examination for Teachers' Certificates, 1900 - - - - -	633
Training Colleges for Teachers - - - - -	634
Teachers' Court of Appeal - - - - -	634
Pupil Teachers - - - - -	635
Limits of Compulsory Attendance - - - - -	635
Arrangements for Religious Instruction - - - - -	635
Course of Study in Primary Schools - - - - -	636
The New Regulations for the Inspection and Examination of Schools, 1900 - - - - -	638
Cadet Corps - - - - -	645
Rules for Loan of Model Rifles - - - - -	645
Nature Study and the Teaching of the Elements of Agriculture - - - - -	646
School Books - - - - -	647
Southland Inspectors' Review of Educational Progress - - - - -	647
Free Meals - - - - -	651
Evening Continuation Schools - - - - -	651
Maori Schools - - - - -	651
Education in the Chatham Islands - - - - -	652
Subsidies to Public Libraries - - - - -	653
SECONDARY EDUCATION - - - - -	653
UNIVERSITY EDUCATION - - - - -	654
The University of New Zealand and Affiliated Institutions - - - - -	654
Degrees - - - - -	654
University Finance - - - - -	655
TECHNICAL AND PROFESSIONAL EDUCATION - - - - -	655
Technical Classes - - - - -	655
Schools of Mines - - - - -	656
Higher Technical Education - - - - -	656
Canterbury Agricultural College - - - - -	656
INDUSTRIAL SCHOOLS - - - - -	658
Statistics - - - - -	658
Memorandum on Juvenile Delinquency - - - - -	660
INSTITUTE FOR THE BLIND - - - - -	664
SCHOOL FOR DEAF MUTES - - - - -	664

	PAGE
APPENDICES - - - - -	666
A. Regulations for the Inspection and Examination of Schools, including Syllabus of Courses of Instruction in the Standards - - - - -	666
B. Regulations for Teachers' Certificates - - - - -	688
C. Regulations in regard to Pupil Teachers - - - - -	694
D. Regulations in regard to Normal Schools - - - - -	695
E. Extracts from the Native Schools Code, 1897 - - - - -	696
F. The Public School Teachers Incorporation and Court of Appeal Act, 1895, with Regulations framed under the Act and its Amendment in 1897 - - - - -	707
G. Statistics of Elementary, Secondary and Technical Education, selected from the Twenty-third Annual Report of the Minister of Education in New Zealand presented in August, 1900 - - - - -	715
H. Statement of Expenditure and Recoveries in respect of all Services under the control or supervision of the Minister of Education during the year ending 31st March, 1900 - - - - -	730
SUPPLEMENTARY NOTES - - - - -	733
EXTRACT FROM "PAPERS RELATING TO UNIVERSITY EDUCATION OF ROMAN CATHOLICS IN CERTAIN COLONIES," (1900) - - - - -	733
REGULATIONS AND PARTICULARS OF INDUSTRIAL SCHOOLS. (1899) - - - - -	733
SUMMARY OF MR. RILEY'S REPORT ON MANUAL AND TECHNICAL INSTRUCTION. (1898) - - - - -	736
Introductory - - - - -	736
Kindergarten work in the Standards - - - - -	736
Drawing - - - - -	736
Elementary Science - - - - -	740
Manual Instruction - - - - -	741
Domestic Economy - - - - -	742
Intermediate Agricultural Education - - - - -	743
Technology in Secondary Schools - - - - -	743
Schools of Art and Crafts - - - - -	743
Elementary Agriculture in Rural Schools - - - - -	745
Commercial Education - - - - -	745
Examination and Inspection - - - - -	746
Training of Technical Teachers - - - - -	747
Supply of Technical Teachers - - - - -	748
Illustrated Examples for Artistic Work, &c. - - - - -	748
Technical School Libraries - - - - -	748
Finance and Administration - - - - -	749
Local Authorities - - - - -	749
Recommendations - - - - -	749
Conclusion - - - - -	751
TEXT OF ACT TO MAKE BETTER PROVISION FOR MANUAL, TECHNICAL AND COMMERCIAL EDUCATION (OCTOBER 13TH, 1900) - - - - -	752
REPORT OF MAORI SCHOOLS IN 1899 AND BRIEF RETROSPECT NATIVE-SCHOOL WORK, 1880-1900 - - - - -	750

D.—CEYLON.

	PAGE
Ceylon - - - - -	- 767
PRIMARY EDUCATION - - - - -	- 769
Administration - - - - -	- 769
Laws of School Attendance - - - - -	- 772
Cost of Education - - - - -	- 773
Fees - - - - -	- 774
Voluntary Subscriptions - - - - -	- 775
Endowments - - - - -	- 775
Private Schools - - - - -	- 775
Temple Schools - - - - -	- 777
Inspection - - - - -	- 777
Instruction in Singing, Cookery, Domestic Economy, Drawing, Manual Training, Drill and Physical Exercise - - - - -	- 778-780
Religious Instruction - - - - -	- 781
Teachers: their Training, Appointment, and Mode of Payment - - - - -	- 781
Pensions to Teachers - - - - -	- 787
Pupil Teachers - - - - -	- 787
Free Meals for needy Scholars - - - - -	- 789
Night Schools - - - - -	- 789
Buddhist Schools - - - - -	- 789
Female Education - - - - -	- 790
Mohammedan Girls' Schools - - - - -	- 791
SECONDARY AND HIGHER EDUCATION - - - - -	- 792
TECHNICAL, COMMERCIAL AND AGRICULTURAL EDUCATION - - - - -	- 793
REFORMATORIES AND INDUSTRIAL SCHOOLS - - - - -	- 796
SCHOOLS FOR THE BLIND, DEAF, AND DUMB - - - - -	- 796
SUPPLEMENTARY NOTES - - - - -	- 797
Statistical Summary - - - - -	- 797
The Board of Education - - - - -	- 799
Educational Provision for the Poorer Classes in Colombo - - - - -	- 799
Statement of Accounts of the Department of Public Instruc- tion for 1898 and 1899 - - - - -	- 801
Technical College - - - - -	- 802
Industrial Schools - - - - -	- 802
Extracts from the Report (1899) of Mr. A. Van Cuylenburg, Inspector of Schools, Western Province - - - - -	- 802
Instruc on in English Schools - - - - -	- 802
Village English Schools - - - - -	- 803
APPENDICES - - - - -	- 806
A. Standards of Examination for Schools - - - - -	- 806
B. Schedules of Grants - - - - -	- 814
C. Assistant Teachers and Pupil Teachers - - - - -	- 814
D. Schedule of Specific Subjects - - - - -	- 815

E. MALTA.

	PAGE
Malta - - - - -	- 817
INTRODUCTION - - - - -	- 819
PRIMARY EDUCATION - - - - -	- 820
Census of 1891* - - - - -	- 820
Report of Royal Commissioners in 1838 - - - - -	- 820
Administration - - - - -	- 820
Teaching Staff - - - - -	- 821
Salaries - - - - -	- 821
School Organisation - - - - -	- 822
Subjects of Instruction - - - - -	- 822
Religious Instruction - - - - -	- 822
Night Schools - - - - -	- 822
Inspection - - - - -	- 823
The language difficulty - - - - -	- 823
Discipline - - - - -	- 824
Fees - - - - -	824
SECONDARY EDUCATION - - - - -	- 824
UNIVERSITY EDUCATION - - - - -	- 826
TECHNICAL EDUCATION - - - - -	- 829
SPECIAL SCHOOLS - - - - -	- 829
SUPPLEMENTARY NOTES - - - - -	- 830
University Education - - - - -	- 830
The Lyceum and Secondary Schools - - - - -	- 831
Elementary Education in 1898-99 - - - - -	- 831
Regulations as to the use of the English Language in Malta - - - - -	- 831
Expenditure on University, Secondary and Technical Education in 1899 - - - - -	- 838

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