

The Director of Education.	41
Mr. Inspector Masters (Northern District).....	214
Mr. Inspector Lovell (South- ern District).....	284
Hobart Truant Officer	336
Launceston Truant Officer.	285
Other persons	823
Total.....	4645

The truant officers also made 1,737 visits to Private Schools.

The subjects taught in the Primary Schools are :

1. Essential Subjects—(a) Reading, (b) Writing, (c) Arithmetic

2. Secondary Subjects—(a) Geography, (b) Grammar, (c) English History, (d) Sacred History, (e) Elementary Science, (f) Object Lessons, (g) Freehand Drawing, (h) Needlework, (i) Drill, (j) Physical Exercises.

Tasmania has a university, but is devoid of Secondary Schools. The following extract from the last published report of Inspector Lovell very clearly points out the necessity for High Schools as a link between the Primary Schools and the College : " On the whole there are clear evidences that a valuable service is being rendered to the community by our State Schools. They by no means undertake to supply all that is necessary for a liberal education, much less to provide a mental equipment for any particular calling in life. What is attempted—and nothing more can be attempted—is to lay the indispensable foundation of all education. For the purpose in view the curriculum of State Schools is liberal enough, and, under all the limitations of the case, cannot well be extended. Primary schools are not institutions for cramming children with " useful knowledge ;" their highest aim is, or should be, to help young people to realize their faculties and to stimu-

late the desire for education. What is really wanted to secure the full function of an elementary school work is some State provision in the way of secondary education, not on mediæval, but on modern lines. There are numbers of parents able to support their children for two or three years after the completion of their State School course, who would rejoice to secure for them, at a small fee, the opportunity of obtaining advanced instruction. Nor would I disregard the case of those boys and girls who are under the necessity of " going out to work " at an early age ; for such as these similar teaching might be provided in night classes. The oracular dictum one sometimes hears, that " the State has fulfilled its duty when it has provided efficient Primary Schools," cannot be regarded as a tenable objection to the pleas for higher education. State intervention at all in the matter of education rests simply upon a strong ground of expediency, and this being so, expediency alone can determine how far State education should extend ; at all events it is quite arbitrary to draw a line at the elementary school system and say, " thus far and no farther." But, in fact, the justification for the State provision of higher education is already conceded virtually by the public endowment of a University, only we are at present in the position of an eccentric person who spent much money in making a ladder, but who refused to have any middle rungs put into it. Our educational ladder is similarly defective ; it has its lower rungs, and every one may mount them ; and it has its upper rungs, but they are of use only to those who have their own means and appliances for reaching them.

The Director of Education, in his