



NEW ZEALAND
GOVERNMENT GAZETTE
(PROVINCE OF NELSON).

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By His Honour's command,
ALFRED DOMETT, Provincial Secretary.

VOL. VI.

NELSON, SATURDAY, OCTOBER 2, 1858.

No. 16.

Provincial Secretary's Office,
Nelson, October 2, 1858.

HIS Honour the Superintendent directs the publication of the following Reports for general information.

ALFRED DOMETT,
Provincial Secretary.

REPORT OF COMMITTEE OF CENTRAL BOARD OF EDUCATION.—AUGUST, 1858.

Your committee having taken into consideration the Report of the Inspector, with especial reference to the observations there made respecting the inadequate provision for schoolmasters' salaries, and the best means of meeting the apprehended deficiency; and also having investigated the general financial condition of the board, and the various claims already made upon its funds, as well as the further demands which may be anticipated, beg to offer the following remarks and suggestions:—

It appears that, in consequence of the alterations in the Education Act, which imposed the duty of collecting the rate upon the Executive Government, the late Central Board directed their Secretary to communicate upon the subject with his Honour the Superintendent; and that for the first three months of the present educational year an arrangement has been made by which the sum of £250 per month is to be paid to the account of the Board, namely, £100 in anticipation of the rate (estimated to produce £1,200), and £150 on account of the grant of £1,800 made by the Provincial Council for the year 1858.

That the balance-sheet of the last board

shows an expenditure of £2,815, and liabilities amounting to £165, or altogether £2,970.

That, assuming the grant to be continued at the same amount as at present, during the board's term of office, and the rate to realize the estimated amount, a sum of £3,000 will be at the disposal of the board, less the liabilities, or, in other words, the sum of £2,835, being £135 less than the last year's expenditure; whilst, at the same time, two new districts have been proclaimed, and applications already received for five additional schools, the annual cost of which cannot be reckoned at less than £500.

That whilst the Inspector, in his Report, has very properly called the attention of the board at the outset to these circumstances, it does not appear to your committee at present desirable to propose any measures for altering the existing law, until its provisions have been brought into operation and tested by practice; but that, with this exception, its recommendations be adopted by the board.

That the attention of your committee having been called, in connection with this subject, to the necessity of making some general arrangement respecting masters' salaries, they offer the following rules as embodying the principles which should be kept in view in making any such arrangement; and recommend an application to his Honour the Superintendent for his assistance in laying these views before the Council, and obtaining the requisite funds for giving effect to them.

1. That, in schools where the average daily attendance does not exceed twenty,

the master's salary be £80 per annum; and where it does not exceed thirty, £85 per annum.

2. That, in all schools where the average attendance amounts to sixty days out of one hundred school days, and subject to the Inspector's Report, a yearly gratuity of from £5 to £10 or £15 be given, according to the state of the funds and other circumstances.

3. That where no house accommodation is provided for the master, and no grant made for that purpose, an allowance of £10 be made for rent.

4. That the funds will not allow of establishing separate schools for girls, in cases where the local committees may think them desirable, unless in the schools already in operation there should be an average daily attendance of twenty girls at least; but that wherever arrangements can be made for the services, occasional or otherwise, of teachers for the distinctive branches of female education, the board should meet all contributions for this purpose by an equivalent grant, not exceeding £15 in any case.

That, in accordance with these suggestions, the Estimate for the present Educational Year would be as follows, taking the last Returns of the Inspector as a basis for the calculations, and taking the Nelson town schools as exceptional cases, to be separately decided afterwards on their own merits:—

	£	s.	d.
Nelson schools	600	0	0
12 schools, at £80	960	0	0
8 ditto, at £85	680	0	0
5 new schools (2 at £80, 3 at £85)	415	0	0
<i>Permanent Charges, &c., of Central Board—</i>			
Inspector, £250; Secretary, £50	300	0	0
Rents to School Society, £87; other do., £35	122	0	0
Printing, advertising, stationery, room fittings, &c.	48	0	0
Remaining vote for books, &c.	50	0	0
	520	0	0
25 schools, books, repairs, fittings, &c., at £10	3,175	0	0
10 gratuities, at £15	250	0	0
10 allowances for house rent	150	0	0
25 grants to occasional teachers, at £10	100	0	0
	250	0	0
	£	3,925	0

From the above calculation, it appears that by reducing all salaries exceeding £85, by

suppressing the female school at Motueka, and two or three occasional female teachers, making no allowance for books or repairs, granting no gratuities or allowances for rent, and relinquishing all idea of female assistance, at the same time calculating that the new schools will not be in operation until the first three months have elapsed, it may be possible, for the present year, to meet the increasing demands upon us without any additional grant; yet it is submitted that this is not the object to be kept principally in view; but that the efficient working of the scheme and the promotion of general education are the first considerations; that the success which has attended our efforts, and the desire to participate in its benefits, are the chief causes which render an additional outlay necessary; and that to render our operations less effective for the purpose of extending them would be at variance with the objects and constitution of the board. The plan we have submitted, whilst it fixes the salaries at the lowest rate possible, and one which we would willingly have raised, still furnishes a prospect of increase and of reward for meritorious exertion; and it leaves it optional in every district to make whatever additions the public feeling may judge necessary to secure the most efficient masters possible.

We, therefore, recommend that the foregoing scale of salaries be adopted by the board, and that application be made to his Honour the Superintendent to place such further sum upon the Estimates as may enable the board to extend their operations, and make such further arrangements as may render the schools really effective and satisfactory.

DONALD SINCLAIR,
Chairman.

REPORT OF THE INSPECTOR OF SCHOOLS, FOR THE HALF-YEAR ENDING JUNE 30, 1858.

SIR—In presenting the Returns for the two last quarters, which complete the second year during which the present plan of education has been in force, I am happy to be able to repeat and confirm my former impressions as to the generally satisfactory results which have attended it. In spite of the inconveniences produced by the uncertainty so long prevailing with respect to the Education Amendment Act, which prevented the collection of the rate for many months after the proper period, thus crippling the operations of the board, and allowing the salaries of the schoolmasters to fall into arrear, the schools have steadily progressed, and show altogether a larger number, and generally a better attendance, than heretofore. The public feeling with regard to the system has been further tested by meetings

held at Collingwood and in the Wairau, where the proposal to constitute those places educational districts was unanimously adopted; proposals which it was almost the last act of the late board to confirm and put in practical operation.

From the causes I have alluded to, the "Education Loan" also has not been available for the uses intended until very lately; and but little progress has therefore been made in remedying the various deficiencies which it was granted to supply; and looking to the fact that the local committees had nearly completed their term of office, it has been thought as well to defer any considerable expenditure until the new committees had met and carefully reconsidered the whole subject. Where no change of opinion has taken place, the proposed expenditure receives a double sanction; and where any alteration in this respect has occurred, it is obviously desirable that the design and its execution should be in the hands of the same persons. We may expect, therefore, that, in the course of the present year, very much will be done towards improving the state of the school-houses, some of which were insufficient for the increasing numbers in attendance, and others in a very dilapidated condition, requiring extensive repairs; and also in providing that accommodation for the masters, the want of which has been the greatest hindrance to obtaining the services of competent teachers, or retaining them after their engagement. "As is the master, so is the school;" and it may be added, as a general rule, as the remuneration, so will the master be. The first effect of these improvements will, however, be to render the positions of the different masters less unequal than they have hitherto been; as, with apparently equal salaries, some have been provided with houses and land, whilst others have been without either of these advantages. This subject has been several times pressed upon the attention of the Central Board during the last year; and a circular notice having been sent to each of the local committees, it has been left to the newly elected board to make some definite arrangements for the future. Although the board possessed this power under the provisions of the act, yet it has not been hitherto exercised; but the differences were so striking, even where the duties both in quality and amount were the same, the dissatisfaction of the less salaried masters so evident, and the demands from the various local committees for equal grants so well founded, that the interposition of the board became unavoidable. In settling this question, two principal points will have to be considered; the amount of disposable funds being first ascertained; viz., the requirements of the school and the qualifications of the master.

Our schools may conveniently be divided into three classes; the first consisting of those where all the branches of a good English education are well and efficiently taught to a sufficient number of scholars; the second, where some of these are wanting, either from the master's inability to teach them thoroughly, or from the want of scholars sufficiently advanced to avail themselves of his instructions; the third, where the backward state of education in the district admits, for the most part, of elementary instruction only. The classification of the masters must evidently follow that of their schools; not as necessarily determining the extent of their acquirements, but as fixing the remuneration for the qualifications which are really required and called into active use. Circumstances now and then occur which render it desirable for men highly educated and thoroughly qualified in every respect to accept a post below their capabilities; whilst it would be very unwise on that account to reject their offered services.

The Nelson Town School is at present the only one where the instruction given, the number of scholars, and the regular attendance, entitle it to rank in the first class; and where the improvements still in progress may before long justify us in looking upon it as in some sort a normal or model school for all the rest. There is among many of the country masters a real anxiety to improve the condition of their schools, and often expressed regrets that the irregular attendance and the general indifference to everything beyond the mere rudiments of learning, act as serious impediments and discouragements; and these are great drawbacks; but in spite of these, where the master's heart is in his work, the effect is always visible in the improvement of the children, their increasing numbers, their more regular attendance, and the general satisfaction of the neighbourhood.

The improvement in the public feeling on this important subject will be mainly due to the exertions of the masters themselves; for no parent, however careless or prejudiced, can long resist the evidence afforded by the increased intelligence and improved behaviour of his children, or the striking contrast which distinguishes the educated and the well-trained from the ignorant and the neglected.

The two years which have passed since the present system was first put in operation have sufficed to establish it in its leading principles, to ascertain the favourable opinion of the majority, and to give to its supporters greater confidence in its permanence, expectation of its improvement, and assurance of its ultimate success. Four new schools are either already determined upon, or under consideration; the principal difficulty in the way relating to the

funds required for supporting them. Aware as I am of the evils of constantly interfering with plans whilst still in progress, before they have been fairly tested, and their real effects fully known, I am still of opinion that conferring some discretionary power upon the districts of regulating their contributions according to their special wants, or their convictions of what ought to be done, would be very desirable; especially in smaller districts, where the want of education for their children is most felt; acting indeed in many instances as a direct hindrance to their increase in wealth and population; but where, at the same time, the funds at the disposal of the board do not allow them to undertake what practically amounts to the whole expense of the schools. As it is, the districts already formed, with those now contemplated, will oblige the board to adopt an insufficient scale of salaries, which will be only in part made up for, in some cases, by the erection of comfortable dwellings for the masters, or by increasing the accommodations of those they already occupy.

A disposition has been shown in some places to have separate schools for the boys and girls. This is one of the arrangements which have been left to be determined by the local committees; although in reality the decision in every instance must depend upon the funds which the board is able to supply for that purpose. Where, therefore, the number of children is such as to justify the board in voting the additional salary to a schoolmistress, the question whether the schools shall be upon the "mixed" or "separate" system, is one for the exclusive consideration of the district itself: but where this is not the case, it is manifest that no grant can be made to one school, which the board is not prepared to make equally to all others under similar circumstances. There are, however, considerations and facts which go far to show that in the majority of cases the benefits of the "separate" system, are not so great as they may at first appear; that they may be secured without its adoption, and that it is not without its disadvantages. It is indeed in all cases to be wished that girls should learn many things which only a female can teach; and wherever it is possible to obtain the assistance of the master's wife or daughter, corresponding inducements should be held out to secure it; but it does not appear at present possible to go much beyond this, even if it were desirable to do so. Mr. Stow, who has given much attention to the subject, and whose opportunities of forming a judgment have been great, is clearly in favour of the mixed method. In his "Training System," he observes that "the point is not a mere negative question, but fraught with important consequences. The softening and humanizing effect of female

society on the male creation is well known. It influences the fireside, the social circle, the public meeting. It restrains rudeness and impropriety of every kind; and while the men are thus improved, the females are not less benefited in their intellectual character. What is true in regard to grown-up persons, is equally so in respect of the young: and if men and women ought to act properly towards each other when they meet, and meet they must, then children cannot be trained too early to practise this virtue."

Every one is satisfied that boys are improved by the presence of girls; a wholesome restraint is evidently felt. It is not so apparent that girls are improved by the presence of boys; but we believe it is mutual, though not so obvious. The youth of the Scottish peasantry have been educated together; and upon the whole, the Scots are the most moral people on the face of the earth. In Dublin, the separation of the sexes has been found positively injurious; a larger number of girls turn out badly who have been educated alone, than of those who have been brought up otherwise.

In France the separation of the sexes in youth is productive of fearful evils. It is stated on the best authority, that of those girls educated in the schools of convents apart from boys, a large majority go wrong. It is impossible to raise girls intellectually so high without boys as with them; and it is impossible to raise boys morally so high without the presence of girls. The girls morally elevate the boys; the boys intellectually elevate the girls. But more than this, girls brought up with boys are more *positively* moral; as the boys are more *positively* intellectual by the softening influence of the female character. When separated, neither sex has participated in the improvement designed by Providence, by boys and girls being born and brought up in one family. Family training is the best standard for school training, which should imitate it as closely as possible. Up to twelve years of age, nearly all lessons may be given to both girls and boys in the same class with mutual advantage. Beyond that age they gradually and naturally diverge; but absolute separation for any lengthened period is positively injurious.

In the model schools of the Glasgow Normal Seminary, the most beneficial effects have resulted from the more natural course. In twenty-three years about 1,500 students have passed through them, and not one case of impropriety has occurred. Only five marriages have taken place among the students, two of which were between parties previously acquainted; so that hasty or imprudent marriages are evidently not encouraged by the plan. Thus far Mr. Stow, who states further,

that the prejudice in England against it is fast yielding to an opposite feeling; that the Wesleyan Conference have come to the resolution of adopting it, and that he was constantly receiving letters from clergymen and managers of schools, expressing their satisfaction with the improvement which had followed its adoption.

Whilst these considerations may lead some of our committees to look upon the "mixed" system more favourably, they do not lessen its dangers when carried on without proper superintendence. The "mixed" system requires a more careful selection of masters, both as to their intellectual and moral qualifications; greater vigilance from the committees and a more frequent inspection; but these demands are really so many advantages, so many arguments in its favour; for no system can work well where these are wanting, and the best devised plan and the most elaborate precautions are useless, without that personal supervision and active interest which give spirit and life to the whole.

Whether then from a conviction of its advantages or from the necessity of the case, we may assume that in the great majority of our schools, the mixed system which educates all the children together, will be still adopted. This, however, renders proper arrangement of more than usual importance, and at this time when a considerable sum is about to be expended in building new schoolrooms and repairing and improving the old ones, I have thought a selection from the general rules and directions of "the Committee of Privy Council on Education" might be made useful. The first point to be determined is the number of children to be provided for, on which I would remark, that in a young and growing colony like our own, provision should be made on the most ample scale that our means will allow. The necessity for this is already shown by the enlargements now being made in our places of worship; in our school-rooms it is not less obvious. They are in some districts the only rooms at all fitted for public meetings or social gatherings of any kind, which until their increasing population, wealth, and intelligence require institutions for these express purposes, are free from the objections and temptations to excess in other places of public resort.

1. In planning a school-room, it must be borne in mind that the capacity of the room depends, not merely on the area, but on the area, the shape, and the positions of the doors, windows, and fire-places. The best form is an oblong; the best width, for any number between 48 and 144, is from 16 to 18 feet. This gives sufficient space for each group of desks to be ranged (with its depth of three rows)

along one wall, for the teachers to stand at a proper distance from their classes, and for the classes to be drawn out in front, when necessary.

2. A school not receiving infants should be divided into at least four classes.

3. A school-room should therefore contain at least four groups of parallel benches.

4. Each group should not contain more than three rows.

5. No group should be more than 12 feet wide.

6. An allowance of 18 inches each will suffice for the junior classes, but not less than 22 inches for the senior classes. Thus, at 18 inches per child—

Δ bench	7ft. 6in.	will accommodate	5 children;
"	9 0	" "	6 "
"	10 6	" "	7 "
"	12 0	" "	8 "
at 22 inches—			
"	7 4	" "	4 "
"	9 2 ^s	" "	5 "
"	11 0	" "	6 "

Each group should be divided from the adjacent group by an alley, in which a light curtain can be drawn forward or back.

7. It will be sufficient to provide an alley, 18 inches wide, for the passage of children at one end only of each group, at the other end a space of three inches for the curtain will suffice.

8. If the schoolroom be not lighted from above (when dormers are generally preferable to skylights) the windows should be placed as *high as possible*. This plan interferes less than any other with the side walls, which are wanted for the children's benches, maps, pictures, diagrams, &c.

9. All windows should be made to open. Care should be taken to avoid draughts of air; and a few large, well-placed inlets for light are better than many small ones.

10. The time-table of a school should be so arranged, that classes engaged in occupations comparatively silent (as writing, slate arithmetic, drawing, committing to memory, and the like) should be interposed between those who are reading aloud or receiving oral instruction.

11. A class-room, for at least two classes, should also be provided. (This is always useful; but is particularly so in mixed schools, where a mistress can be procured to give occasional instruction in female branches of education. Also, where, as in one instance has already been done, ladies in the neighbourhood have united for this purpose. It may also be used as a village library and reading-room, when not in use.)

The following inside dimensions are given as appropriate for—

Pupils.	ft. in.	ft.	ft.	ft.
48	27 3	16	12	8
72	39 3	18	13	8
72	42 6	18	18	12
120	61 9	18	20	14
216	{ 65 3 37 9	18 } 17 }	12	14
240	67 0	30	20	14

The benches and desks should be so constructed as to admit of being readily removed; but not so as to be pushed out of their places by accident.

These directions, which I have much abbreviated, retaining only what appeared absolutely essential, are accompanied by plans, sections, modes of ventilation and warming, measurements of desks and benches, &c.; which can only be thoroughly understood by referring to the diagrams attached; copies of which the board can easily furnish where required.

With reference to the subjoined returns, a few observations are required. The number of boys and girls continues nearly equal; but the total number shows a gradual increase in each quarter; being for the four quarters of the last year, respectively, 850, 953, 970, 998. From the return of school-days, it will be seen they vary from 47 to 67. In England, four weeks in the year are allowed for holidays; and the schools are open six days in the week. Here in some schools the Saturday's holiday is thought a sufficient equivalent, whilst in others the usual vacations are given, varying altogether in length from two to four weeks. A greater uniformity in this respect is desirable; and at least once in the year a longer interval of rest than usual tends to increase the efficiency of the master when he resumes his duties. The *daily attendance* in the different schools varies considerably. Taken by itself, it shows the number receiving daily instruction; compared with the total number on the books, it assists in testing the efficiency of the school, or the educational state of the neighbourhood. It enables us to divide our schools into three classes: in the first, the two town schools, which have more than 100 children in daily attendance; in the second, nine schools, with a daily number of between 20 and 30; in the third class, eleven schools, with an attendance ranging from 10 to 20.

The *comparative average* enables us to compare the attendance at the different schools, irrespective of numbers. The Government grant in England is regulated by the number of children in regular attendance. The lowest attendance recognized is four days per week for 48 weeks, with an allowance of 16 days for sickness and bad weather, or 176 days in the year. This, reduced to our own standard, gives

a minimum attendance of about 60 days in one hundred. It will be seen that half of our schools are above this average, some considerably so, and the result is highly satisfactory. A second class range from 50 to 60. Some of these show a slight falling off, others are stationary, and others again are decidedly improving. In the third class, where the average falls below 50, and in proportion to the falling off, there is manifestly room for enquiry, alteration, and improvement. In some instances the returns from which these tables are compiled have been transmitted rather irregularly, but with this explanation of their real bearing and uses, they may be expected to be more punctually forwarded in future.

In the return, No. 2, showing the ages of the children and the instruction given, it is observable how large a number are, from their age and want of previous opportunities, receiving instruction of the most elementary character only. This is the part of the masters' duties which requires more patience and faith in the future results of his labours than any other; yet, it is only by laying his foundation well and surely here, that he can hope for any real results afterwards. If the child is accustomed from the first to connect pleasant ideas with his work, and, from thoroughly understanding and mastering each successive step, to take an interest in all he does, the so-called drudgery of teaching is soon at an end, and the master becomes more and more his fellow student and helper. As a general rule, throughout the schools the reading lessons are fairly explained and well understood. The practice of mental arithmetic has in some schools been well followed up. The readiness and accuracy it confers in performing all the usual operations of arithmetic wherever it has been thoroughly introduced, are very striking; as are also its beneficial effects upon the general character of the school. In this respect, the Nelson boys' school is particularly distinguished. In some schools, however, its use is little more than nominal; and the difficulty the children find in adding together two simple figures, or taking one number from another, is a proof that sufficient attention has not been given to this point. The use of dictation is also spreading. Beginning with single words, and gradually going on to simple sentences and extracts, and even to writing out the substance of the reading lesson of the day, the children from the first take much interest in it. It at the same time improves their writing, their spelling, and their power of expressing themselves. It tests their recollection of what they have read, it increases their attention whilst reading; and whilst it thus fixes facts upon their memory, gives a ready command of words

for communicating them. As the character of our schools improves, I hope to see this very useful practice become universal.

The teaching of geography and grammar has now become general. In some schools one, in some the other of these branches takes the lead, according to the bias of the master; in most it is still elementary; but it is everywhere gaining ground. So also is an acquaintance with history, which allies itself so naturally with a knowledge of geography.

The introduction to geography, written expressly for the use of children in New Zealand, and published at the Auckland College press, has been found very useful in this respect. Where the supply has not allowed of making it a class-book, it has been sometimes employed as a text-book by the teacher, who, with a large map open by his side, to refer to at every fresh name mentioned, reads a few paragraphs, and then, by a regular series of questions, ascertains how far the lesson is understood or recollected by the class. In connection with this, it is useful, after a question has been rightly answered by one pupil, to require the answer from another without repeating the question. It keeps up the general attention, and rouses the indolent to exertion. On first trying this plan, I found, in many cases, a great want of mental activity. No one attended but the child spoken to; and, purposely avoiding any difference in tone of voice or manner, I have put a question which had already been rightly answered over and over again, and proved the general inattention by the repeated mistakes. The good-humoured expression of a fear that they are very sleepy or tired, or have the misfortune of being deaf, makes a call upon their attention in the first instance, and then a short explanation of the reasons for having up ten or a dozen boys at once, instead of singly, and that what is said to one is meant for all, has an immediate effect; and perseverance in this plan for ten minutes produces from every child in the class a ready

and satisfactory answer as soon as called upon. In this way, the reading of a short chapter in some one of the many introductions to history now published, forms an agreeable change and relief to the usual school routine; particularly when it is preceded by questions to find out how much of the former lesson has been recollected; and I was much pleased, on my last visit, to find in several instances how completely and thoroughly a lesson of this kind, given on a former occasion, had been understood and recollected. With regard to other branches of education, the elements of Geometry have begun to be taught at the Nelson school; Drawing has been introduced into that at Richmond; and Singing both there and at Hope school. The utility of all these, and the great advantages to be derived from them, are now fully appreciated elsewhere, and will, I trust, shortly lead to their general introduction among ourselves; and I hope to be able in my next annual report to speak of a marked improvement in these respects. Meanwhile, the Return, No. 3, will put it in the power of any one to verify at once the estimate there given by the masters of the state of the schools; as in each school a register is kept, of which the present return is an abstract, the accuracy of which can be directly tested in each individual present.

The Return, No. 2, shows the number of children under tuition in the schools as compared with the total number in the same districts, as given by the Census of 1856. The next census will enable me to make this comparison in a more accurate manner, and with much greater detail; but even in its present state, it furnishes an approximation which may not be without its use.

I have, &c.,

J. D. GREENWOOD,
Inspector.

To the Chairman of the
Central Board of Education,
Nelson.

RETURN

RETURN No. 1.

TABULAR VIEW of the PUBLIC SCHOOLS in the Province of NELSON for the 1st and 2nd Quarters of the Year 1858.

SCHOOLS.	1ST QUARTER.					2ND QUARTER.						
	Boys.	Girls.	TOTALS.	School Days.	Average Daily Attendance.	Days in 100.	Boys.	Girls.	TOTALS.	School Days.	Average Daily Attendance.	Days in 100.
1 Nelson—Boys'	52	}	127	61	38	89	55	}	134	59	45	80
2 " " 2nd division	75			61	50	87	79			66	83	
3 " " Girls'	10	12	22	48	13	57	8	12	20	60	12	57
4 Clifton, Suburban-north	8	6	14	48	7	50	10	9	19	67	11	67
5 Hillside, "	24	18	42	59	20	54	27	23	50	64	28	56
6 Stoke	51	.	51	53	26	57	46	.	46	60	26	58
7 Richmond—Boys' . . . . .	.	46	46	53	25	54	.	43	43	60	25	65
8 " " Girls'	15	17	32	65	12	37	15	14	29	66	18	64
9 Appleby	6	13	19	62	11	63	15	21	36	56	20	62
10 Ranzau	21	23	44	64	22	61	19	19	38	65	23	60
11 Hope	22	20	42	47	24	57	21	19	40	60	22	60
12 River Terrace	24	33	57	48	28	53	25	36	61	61	28	46
13 Spring Grove	27	28	55	51	27	51	27	28	55	51	27	51
14 Lower Wakefield	20	16	36	58	20	56	18	15	33	47	16	50
15 Upper Wakefield	14	14	28	54	19	68	12	15	27	65	18	69
16 Waimea Village	14	16	30	52	21	78	14	16	30	65	20	68
17 Sarau, Moutero	12	9	21	53	11	51	12	9	21	62	11	51
18 Lower Moutero	31	.	31	63	15	49	33	.	33	64	13	48
19 Motueka—Boys' . . . . .	.	40	40	52	18	46	.	41	41	63	14	37
20 " " Girls'	14	14	28	58	12	45	11	19	30	62	12	40
21 Panga Totara	17	19	36	59	9	27	13	18	31	65	10	32
22 Riwaka	22	18	40	64	22	63	22	19	41	65	23	57
23 Motupipi												
TOTALS	479	491	970	.	557	.	482	516	998	.	600	

RETURN No. 2.

COMPARISON, from the CENSUS RETURNS of 1856, of CHILDREN BETWEEN FIVE and FIFTEEN YEARS of AGE, in VARIOUS DISTRICTS, with those now RECEIVING EDUCATION in the PUBLIC SCHOOLS of the same Districts.

DISTRICTS.	Census.	At School.	Percentage.	Remarks.
Town of Nelson	596	274	46	Many private schools.
Suburban-north	65	39	60	
Suburban-south	77	50	60	
Waimea-east	329	192	58	
Waimea-south	284	186	65	
Waimea-west	92	28	30	With Moutero & Riwaka.
Motueka	288	186	64	
Massacre-bay	75	40	53	
TOTALS	1,806	995	55	

By the same Census, the whole population of these districts was 6,579; giving an average of 1 to 6½, nearly, receiving school education. This may be considered as a tolerably correct average; the number educated at home and at private schools compensating for the increase of population within the last eighteen months.

J. D. G.

RETURN No. 3.

COMPARATIVE VIEW of the AGES and PROFICIENCY of the CHILDREN in the PUBLIC SCHOOLS of the Province of NELSON,
for the Year ending June 30th, 1858.

SCHOOLS.	Ages of Children, from Under Five Years to Fourteen and upwards.										Reading.			Slate.	Writing.			Arithmetic.			Geography.	Grammar.	History.	Music.	Observations.
	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	1.	2.	3.		1.	2.	3.	1.	2.	3.					
	1 Nelson—Boys'	6	16	11	4	4	4	6	18	24		11	.	2	18	13	22						15	14	33	33	11	.	Mental Arithmetic, Dictation, Geo- metry.
2 " 2nd division	15	20	17	12	7	3	1	.	1	.	57	15	.	18	37	.	24	.	.	27	38	27	.	.	Mental Arithmetic, Dictation.
3 " Girls'	26	13	29	10	14	10	7	4	3	.	65	24	26	23	43	30	17	56	20	3	27	38	27	.	Mental Arithmetic. Do. do.
4 Clifton, Suburban-north	3	4	1	8	3	2	1	1	1	1	11	7	1	6	11	6	2	11	2	1	8	8	.	.	Mental Arithmetic, Dictation.
5 Hillside "	6	4	2	1	2	1	.	.	1	2	11	7	1	20	7	15	8	19	11	.	17	14	.	.	Mental Arithmetic, Dictation.
6 Stoke	3	10	7	6	8	4	6	4	2	2	29	21	11	20	7	15	8	19	11	.	17	14	.	.	Mental Arithmetic, Dictation, Draw- ing.
7 Richmond—Boys'	12	1	12	5	2	1	4	2	3	3	27	11	13	13	7	11	13	9	9	3	21	20	7	12	Mental Arithmetic, Dictation, Draw- ing.
8 " Girls'	20	1	7	6	5	5	5	3	2	1	24	20	10	.	9	22	6	21	2	.	9	9	9	12	Mental Arithmetic, Dictation.
9 Appleby	12	4	8	4	4	1	3	1	1	1	17	15	5	10	5	15	.	13	3	2	10	13	.	.	Mental Arithmetic, Dictation.
10 Ranzau	10	3	5	4	3	3	3	1	2	2	22	30	8	6	10	26	10	29	9	5	20	38	6	19	Mental Arithmetic, Dictation.
11 Hope	6	4	8	10	5	5	7	8	2	2	22	27	5	19	3	13	7	30	5	.	6	38	16	.	Do. do.
12 River Terrace . . . . .	.	9	6	11	7	8	5	6	5	6	18	50	5	11	7	42	1	29	15	1	38	38	.	.	Do. do.
13 Spring Grove	11	4	9	8	13	8	6	4	3	5	22	22	7	.	14	18	5	17	12	2	19	20	.	.	Do. do.
14 Lower Wakefield	9	5	3	13	2	4	2	4	.	.	9	13	7	22	3	5	6	13	4	.	22	10	.	.	Do. do.
15 Upper Wakefield	8	4	4	4	5	4	3	5	1	.	11	24	.	.	.	.	.	13	7	.	20	20	.	20	Do. do.
16 Waimea Village	6	2	5	4	5	4	3	5	2	2	.	.	.	.	.	.	.	11	1	.	6	.	.	.	Do. do.
17 Sarau, Moutero	3	5	3	2	8	1	2	2	2	3	9	9	3	15	3	3	.	19	5	6	19	16	13	.	Do. do.
18 Lower Moutero . . . . .	.	6	3	4	1	2	3	7	2	.	21	17	2	13	15	15	7	10	7	1	6	6	7	.	Do. do.
19 Motueka—Boys'	9	3	2	5	4	4	6	1	2	3	14	14	9	15	6	12	7	10	7	1	13	2	6	.	Do. do.
20 " Girls'	3	3	3	11	4	6	1	2	3	4	27	19	.	13	17	12	1	18	11	.	13	2	6	.	Do. do.
21 Panga Totara	4	6	4	4	2	3	2	6	1	6	27	19	.	9	13	27	.	24	12	3	19	19	11	.	Do. do.
22 Riwaka	5	5	5	6	5	5	5	4	5	4	24	24	1	9	13	27	.	23	8	.	9	16	.	.	Do. do.
23 Motupipi	4	7	6	3	3	4	3	4	2	6	20	15	10	6	.	15	3	23	8	.	.	.	.	.	Do. do.
TOTALS	175	133	149	147	125	113	81	75	49	56	467	401	144	229	222	314	99	411	158	41	322	320	113	83	

RETURN No. 4.

COMPARATIVE RETURN of AGES and PROFICIENCY in December, 1856,
and June, 1858.

	1856.	1858.	REMARKS.
<i>Ages.</i>		308	
4 to 6	151	396	
6 to 8	134	238	
8 to 10	110	156	
10 to 12	76	105	
12 to 14	29		
TOTALS	500	1,207	
<i>Reading.</i>		467	
Beginning	306	401	
Moderate	156	144	
Good	38		
TOTALS	500	1,012	
<i>Writing.</i>		222	
Beginning	49	314	
Moderate	115	99	
Good	45		
TOTALS	209	635	
Arithmetic	200	610	
Geography	100	322	
Grammar	50	320	
History		113	
Music		83	
Mental Arithmetic			General, in 1858.
Dictation			Do. do.
Geometry			Begun in Nelson School, 1858.
Drawing			Do. Richmond do. do.

It will be observed that the column for 1858 includes all who passed through the schools during the past year. These returns being made up from data furnished by the different masters, will form a starting point from which to estimate the progress of the schools in future.

J. D. G.