



NEW ZEALAND
GOVERNMENT GAZETTE
(PROVINCE OF NELSON).

Published by Authority.

All Public Notifications which appear in this Gazette, with any Official Signature thereunto annexed, are to be considered as Official Communications made to those Persons to whom they may relate, and are to be obeyed accordingly.

By His Honour's command,

ALFRED DOMETT, Provincial Secretary.

VOL. VII.

NELSON, FRIDAY, SEPTEMBER 9, 1859.

No. 17.

Provincial Secretary's Office, Nelson,
September 5, 1859.

HIS Honour the Superintendent directs it to be notified, that the undermentioned gentlemen have been nominated to form the Central Board of Education, under the provision of the "Education Amendment Act, 1858," viz. :—

- By the Government, Alfred Domett, Provincial Secretary;
- By the Committee for the City of Nelson, Donald Sinclair;
- By the Committee for Suburban-north, Edmund Wastney;
- By the Committee for Suburban-south, Hugh Martin;
- By the Committee for Waimea-east, Fedor Kelling;
- By the Committee for Wakefield, Edward Baigent;
- By the Committee for Spring-grove, William White;
- By the Committee for Waimea-west, Dr. Monro;
- By the Committee for Moutere, J. Hewetson;
- By the Committee for Riwaka, D. Jennings;

- By the Committee for Motueka, A. Saunders;
- By the Committee for Motupipi, I. M. Hill;
- By the Committee for Collingwood, W. M. Stanton;
- By the Committee for Wairau, W. Wells.

ALFRED DOMETT,
Provincial Secretary.

Provincial Secretary's Office, Nelson,
September 4, 1859.

HIS Honour the Superintendent directs the publication of the following letter and report, for general information.

ALFRED DOMETT,
Provincial Secretary.

LETTER FROM THE CHAIRMAN OF
THE CENTRAL BOARD OF EDUCATION.

Central Board of Education, Nelson,
September 1, 1859.

SIR—I have the honour to forward the enclosed returns of numbers and attendance in the public schools for the last half year; together with the report of the Inspector, and the com-

parative statements therein referred to of their progress and actual condition.

These returns are on the whole satisfactory, whilst they show that much still remains to be done. As duplicates of the accounts from which they have been compiled are kept in each school, the accuracy of these returns may be tested in every case by reference to them.

In consequence of the additional funds placed at the disposal of the Board, they have had much pleasure in being able to carry out the recommendations made by their committee at the beginning of their term of office, and transmitted to your Honour, respecting the allowances to masters for rent, and also the gratuities in certain cases therein specified.

They have also received a valuable and much needed supply of books, &c., which they have been allowed to purchase at a very considerable reduction on the usual selling price, by the Committee of Privy Council on Education in England. They desire to express their hearty thanks for this permission, of which they propose to avail themselves in future to a much greater extent; and have accordingly placed funds in the hands of the Inspector for that purpose. They will thus be enabled to carry into effect the expressed intentions of their lordships, that the scholars may be encouraged to purchase such books as may be directed to be used, at the lowest possible cost; a measure from which they anticipate the same beneficial results which have followed upon its adoption elsewhere.

The Board regrets to state that difficulties have arisen on the part of one of the Trustees of the Nelson School property to the transfer already agreed upon; and as the conditions now proposed are in excess of those which the Board is empowered to accede to under the Act, there seems no present prospect that this long-pending question is likely to be definitively settled.

In other cases, where no such obstacles exist, considerable progress has been made. An eligible site has been purchased at Stoke, and another equally advantageous at Wakefield. At Fox-Hill a central position for a school has been offered to and accepted by the Board, the inhabitants of the district being willing to contribute liberally towards the erection of a suitable school-house. In Waimea West two well planned and substantial school-rooms and

masters' residences have lately been completed. In the Motueka District a new school-room has been built and opened for the reception of scholars; a master's house has been built at Riwaka, and the Board hopes shortly to heart that the buildings now in progress at Collingwood and Beaver are completed, and ready for the purposes of instruction.

I have, &c.

DONALD SINCLAIR,
Chairman.

To His Honour,
J. P. ROBINSON, Esq.,
Superintendent.

REPORT OF THE INSPECTOR OF SCHOOLS, FOR THE HALF-YEAR END- ING JUNE 30, 1859.

The completion of the third year during which the present system of education has been in operation affords a fitting opportunity, whilst giving an account of the existing state of the Schools, to review the past; to ascertain what has been already done; and to inquire what remains to be done for the future. I propose, therefore, to make such remarks upon the annexed yearly returns of the number of children taught in our schools, and of the nature of the instruction received there, as will show, by comparison with the similar returns of last year, what progress has been made since that time; to point out the defects which strike me as still interfering with their usefulness or impeding their progress; and to mention those improvements in their management and discipline which my acquaintance with them has suggested to my mind.

I regret that the extracts from the Census Returns to the end of 1858, published by the General Government, do not furnish such information as would enable me to make an accurate estimate of the state of education in each district; but the particulars which are in possession of the local Government have been furnished to me from the office of the Provincial Secretary; and these in some measure supply the want, although still rather imperfectly: the classification of ages being different from that which has been found most useful for educational purposes; and several districts being grouped together which have no connection with each other; so that the results would be without interest to the inhabitants, as failing to show their relative progress or positive deficiencies. I have extracted from these returns the number of children in the various districts under twelve years of age, and have added the corresponding numbers in the schools by way of comparison:—

DISTRICTS.	MALES.		FEMALES.		TOTAL Males & Females between 6 and 12 Years of Age.	TOTAL Males & Females between 6 and 12 Years of Age in Schools.
	Under 6 Years.	Under 12 Years.	Under 6 Years.	Under 12 Years.		
Nelson	292	210	301	211	421	228
Suburban-north	34	20	32	20	40	18
Suburban-south	41	29	32	30	59	46
Waimea-east	136	94	132	108	202	133
Waimea-west	84	38	47	39	77	24
Waimea-south	109	94	137	108	202	158
Motueka, &c. (including Moutere, Riwaka, Motu- pipi, and Collingwood)	127	85	116	107	192	163
TOTALS	823	570	797	623	1,193	770

In order to facilitate comparison, I have in my return followed a similar classification, dividing the children into three classes; those under six years of age; those between six and twelve; and those above the last-named age. It will be seen at once how small a proportion the first and third of these classes bear to the second; and I shall offer some remarks on this difference, and on the practical considerations which arise out of it; but for my present purpose, that of comparing the numbers under instruction with those given by the Census, only the second column is available. Thus, in the Town of Nelson, out of 298 children in our schools, 228 are in this middle class, against 421, the total number given in the Census; leaving 193 to be accounted for, as taught in private schools, or at home, or as receiving no education at all. The same remark will hold good generally of the other districts.

The attendance at our Schools, looking at our quarterly returns, seems now to have generally reached its normal proportion to the population; and any future increase, beyond what may be expected from this cause, must be looked for principally from improved arrangements and greater efficiency in the schools themselves; which, so far as my observation extends, are invariably followed by a more numerous and more regular attendance of scholars. This attendance, as is evident from a mere inspection of the table given above, varies considerably. Thus, in Waimea West it is only one-third of the total number; whilst in Waimea East it amounts to two-thirds, and in Waimea South rises to three-fourths of the whole. The causes of such diversity would form a fit subject for local inquiry; how far

distance, a scattered population, bad roads, the natural features of the country, or, lastly, the situation and character of the school, would account for this difference. I regret that the information I am able to afford does not give more details; and would suggest the advantage of ascertaining in each district the proportion which the children naturally connected with each school bear to those who actually attend it; and would further express a hope that the Government Census may be so arranged in future as to assist in this object.

I proceed to compare the amount of instruction given in our schools with the corresponding return of last year; the numbers for comparison in both cases being so nearly the same (owing to some of our late returns being in arrear or not received in time), as to render the results embodied in the Return, No. 3, visible at a glance. It must, however, be borne in mind that every year a considerable proportion of the best scholars leave school, the numbers being made up by fresh entries, and by draughts from the lower classes. Thus, in READING, the middle class remains as to numbers much as it did last year; but the upper or "good" class, has received from it an addition of 68, and those leaving school will probably increase this number to more than 100; which will thus represent the number which has passed from the first class to the second, and from the second to the third.

The use of the SLATE, as a preparatory step to writing with pen and ink, and as a means of pleasantly and profitably occupying the time of the younger children, has rather diminished; the present return giving a total of 211 against 229 for 1858. I am sorry to add that

in answer to my inquiries upon this subject, I have sometimes been told that the shilling required for the purchase of a slate was the great and indeed sole obstacle in the way of its general use.

To WRITING, the same observations will apply as to Reading, and it will be perceived that the numbers in each class have increased; whilst I think the quality also has improved. Another year I propose to submit to the Board specimens of the writing designated "good;" which may also assist in showing the progress in spelling, and in the power of reproducing grammatically and consecutively what has been read to them.

In ARITHMETIC, the progress is more marked, and is principally owing to the practice of *Mental Arithmetic*, now general. Where this has been steadily persevered in, and taught as an exercise of the mind, and not merely by rote, its good effects in giving general quickness and aptitude as well as in making all the common operations of arithmetic easy to perform and understand, are very obvious. "It was through this medium," says Wood, in his account of the Edinburgh Sessional Schools, "that that energy was infused into the pupils which afterwards pervaded every department." In some of our Schools there is still much room for improvement in this respect: the Scholars' attention and interest have not been sufficiently awakened; the Master failing to recognize the important aid he might thus gain in every other branch of his work. The old method of teaching arithmetic, which was the merely mechanical repetition of certain operations with figures, producing results by a sort of mental legerdemain, for which no reason could be assigned, is now at an end. Of late years works have been published, clearly explaining the principles of the various processes. I have distributed some of these; and have now received others, which will enable all, with a fair share of information and with very little trouble to understand and explain thoroughly what they teach.

In GEOGRAPHY and in GRAMMAR the numbers have materially increased, and a demand for additional maps has arisen, which the Board has now given me the means of meeting. In HISTORY but slight progress has been made, owing to the want of books; a want which I shall now in some measure be able to supply.

In two or three Schools a disposition has been shown to encourage DRAWING and MUSIC. Unfortunately, few Masters possess the requisite qualifications; and, where they do, a fear has been more than once expressed that an undue amount of attention might be given to these, to the prejudice of more necessary but less interesting duties. This is a question which falls

entirely within the province of the local Committees to decide; but I may mention within what limits it appears desirable to encourage them. The Society of Schoolmasters in England some time ago came to the conclusion that when one writing lesson out of three was omitted, and a lesson in drawing substituted, the writing was not only not injured but improved by the change; and, where the writing is already good, I believe every other lesson might be thus altered with advantage, and for the younger children, who cannot be kept to their books during the whole of the school hours, the pencil and slate furnish a never-failing source of amusement, and afford great assistance to the Master, by occupying the Pupils who embarrass him the most. The attempts to introduce Music more systematically have hitherto met with but very partial encouragement; and where it is practised, it is mostly confined to a few verses sung in unison at the opening or closing of the School. At Richmond, where alone something more has been done, a little additional time after the regular school hours has been devoted to this purpose.

In thus briefly remarking on the various subjects which are taught in our Schools, I have at the same time alluded to the particulars in which, generally speaking, they may still be improved; my private notes showing their relative progress and my own recommendations in various respects.

A few remarks on the plan I have followed in inspecting the schools, my reasons for it, and my views on the course which their present state and character seem to point out as most desirable, will conclude this Report.

I have from time to time purposely varied my mode of examination: a plan which has been rendered very easy of adoption by its frequent recurrence; this Province being, so far as I am aware, the only place where the number and contiguity of the Schools admit of a Quarterly inspection. Thus at one time I take the classes in order, examining them on every subject they are learning, and taking notes of their individual proficiency; at another I request the Master to examine, asking any additional questions which occur to me, or supplying what strikes me as deficient; and I sometimes vary the examination by giving a collective lesson, and then going over the same ground by means of question and answer. I believe that an occasional alteration in the common school routine is very useful; and think the old plan of setting children to learn their lessons from books, is still adopted too exclusively; and that an occasional reading by the Master for ten minutes, or a short explanation of some interesting subject, followed by

questions to find how much of it has been retained, might be introduced more frequently than it is. I would especially recommend, in the absence of a sufficient supply of books, short readings on History, accompanied by frequent references to the Map; some short story or anecdote illustrative of moral worth; or simple sketch of some great historical character; or account of some great natural object or event. My own recollections point to this mode of giving instruction as producing impressions of the most lasting character; and I cannot refrain from giving two eloquent passages from a great German writer, Jean Paul Richter, in corroboration of this view. "The sublime is a step to the temple of Religion, as the stars are to that of Infinity. Let the name of God be heard by the child in connection with all that is great in Nature: the storm, the thunder, the starry heavens, and death; a great misfortune, a great piece of good fortune, a great crime, a greatly noble action. These are the sites on which to build the wandering Church of childhood." "Like a Greek temple, man receives his greatest light at the entrance and from above; and we may in vain look, at any subsequent period, for such a soil for cultivation, as we find in the nature of a young child."

It will be observed on reference to the columns showing the ages of the children, how very large a proportion those between 6 and 12 bear to the whole number. In England, scholars are not allowed to enter the schools under six years of age; but here they are admitted a year earlier. If these were added on one hand, and those who have reached the age of 12 on the other, this middle class would amount to about nine-tenths of the whole. At the ages of 5, 6, 7, and 8, the numbers are nearly equal, being about 150 each; at 9 and 10, they fall off about one-fourth; at 11 and 12, one-half; and after that age, those who remain are principally girls. This points out

the necessity of the Master's devoting the chief part of his time and attention to his middle classes—to those under 10 years of age. The other children have, to some extent, acquired the habit of working by themselves, and the power of continued application, and require only occasional supervision; the younger ones demand constant attention and watchfulness, in order to turn to the best account their limited opportunities of improvement, before they are called away to the business of life. It is the decided conviction of those most competent to form an opinion, that in the school years, from six to ten, every child of average abilities may be taught to read intelligently, to spell well, to write legibly, and to master the first four rules of arithmetic, simple and compound, sufficiently for all the usual purposes of after life. I therefore consider the state of the middle and lower classes as the best test of the real efficiency of the School; and look upon any great gaps in the admirable course of reading provided by the Irish lesson books, as *prima facie* ground for doubt and inquiry.

Having, in former reports, gone at some length into this subject, and pointed out the means of effecting the end proposed, I can only again repeat my firm conviction that the teacher's duty is not so much to give a certain amount of information, as to excite in the child a desire for it, a wish to use his faculties in gaining it for himself; "to give just views of his obligations, to prepare him for the duties of life; to cultivate habits of order, attention, obedience and self-control, cleanliness, kindness, and forbearance; to exercise his powers of thinking, and train him to the right use of language, the peculiar gift of man, the organ of reason; to give the means of employing that leisure, and filling up that vacuity of mind, which, in hours of leisure, leads to temptation."

J. D. GREENWOOD,
Inspector.

RETURN

RETURN No. 1.

QUARTERLY RETURN of SCHOOLS for the Quarters ending March 31st and June 30th, 1859.

SCHOOLS.	MARCH QUARTER.						JUNE QUARTER.					
	Boys.	Girls.	TOTALS.	School Days.	Daily Attendance.	Comparative Average per Cent.	Boys.	Girls.	TOTALS.	School Days.	Daily Attendance.	Comparative Average per Cent.
Nelson—Boys'	153	.	153	56	107	82	150	.	150	57	116	88
" Girls'	14	127	141	55	94	83	4	62	66	57	60	85
" 2nd division . . . . .	.	.	.	.	.	.	18	47	65	57	41	75
Clifton	7	10	17	50	11	64	8	8	16	64	10	63
Hillside	11	11	22	49	14	62	9	10	19	62	11	58
Stoke	28	27	55	55	32	58	33	25	58	55	38	56
Richmond—Boys'	39	.	39	54	23	68	42	.	42	61	29	78
" Girls' . . . . .	.	48	48	54	28	82	.	50	50	61	32	82
Appleby	13	14	27	51	12	44	13	15	28	63	15	52
Ranzau	16	17	33	57	12	37	18	18	36	61	18	58
Hope	12	19	31	57	17	71	13	22	35	63	23	74
River Terrace	21	21	42	49	20	49	21	17	38	58	16	43
Spring Grove	26	39	65	53	33	51	24	38	62	60	28	47
Lower Wakefield	27	28	55	54	24	50	27	28	55	48	26	50
Upper Wakefield	19	19	38	48	23	61	18	17	35	52	17	43
Waimea-west	10	16	26	47	12	45	9	16	25	63	13	54
Sarau	14	15	29	48	20	70	20	18	38	60	22	60
Lower Mouere	12	14	26	61	16	61	15	16	31	60	18	58
Motueka—Boys'	38	.	38	51	26	72	42	.	42	57	23	66
" Girls' . . . . .	.	31	31	50	19	66	.	33	33	58	17	67
Pangatotara	16	15	31	47	12	43	19	15	34	61	9	28
Riwaka	24	31	55	50	26	58	24	29	53	58	26	58
Motupipi	17	13	30	64	20	65	19	12	31	65	9	26
Collingwood	19	19	38	53	27	84	14	16	30	54	21	74
TOTALS	536	534	1,070	.	628	59	560	512	1,072	.	638	60

J. D. GREENWOOD,
Inspector.

RETURN No. 2.

EDUCATIONAL RETURN of the AGES and PROFICIENCY of the CHILDREN in the PUBLIC SCHOOLS of the Province of Nelson, for the Year 1858-9.

SCHOOLS.	Number.	AGES.			READING.			WRITING.			Drawing.	ARITHMETIC.			Geometry.	Geography.	History.	Grammar.	Music.	
		Under 6 Years.	6 to 12 Years.	12 and above.	1.	2.	3.	Slate.	1.	2.		3.	1.	2.						3.
1 Nelson—Boys'	167	5	147	15	67	65	35	30	65	67	14		38	17	30	12	68	24	68	
2 „ Girls'	71	5	56	10	4	51	16		24	31	12		59	8			66	23	66	11
3 „ „ 2nd division	60	60			60															
4 *Clifton .																				
5 Hillside .	22	9	10	3	10	9	4		7	9	7		12	3	1		12	3	7	
6 Stoke .	62	6	46	10	24	18	20	21	13	14	14		20	6	5		19	11	11	
7 Richmond—Boys'	41	5	26	10	10	15	16	8	4	18	11	17	14	15	5		28	10	22	5
8 „ „ Girls'	45	10	25	10	7	28	12	7	8	17	6		17	6			23	11	23	14
9 Appleby .	37	6	25	6	15	13	8	8	1	14	8		12	5	5		12		12	
10 Ranzau .	50	12	28	10	18	22	10	10	13	9	9		10	3			16	4	16	
11 Hope .	52	10	29	13	17	18	6	12	4	30	5	6	13	18	8		12	2	34	12
12 River Terrace .	47		37	10	17	24	6	15	11	11	9		37	5			24		13	
13 Spring Grove .	86	11	57	18	33	34	9	23	12	30	3		15	21	3		28	5	28	18
14 Lower Wakefield .	51	1	43	7	27	24	10	5	14	14	5	5	22	9	4		15	10	15	
15 Upper Wakefield .	35	8	21	6	15	8	11	20	2	6	5		13	3	3		21	8	12	
16 Waimea-west .	30	2	24	4	8	22		7	6	9			6	9			15		15	
17 Sarau .	38	6	27	5	26	9	1	8	13	11			9	6			7		7	39
18 Lower Moutere .	32	7	21	4	12	14	6	9	6	12	2		17	5	1		18		10	
19 Motueka—Boys' }	75	13	45	17	36	26	15	20	20	23	11		28	14	10		7		7	
20 „ „ Girls' }																				
21 *Pangatotara .	69	3	32	34	28	18	22	17	17	16	14	9	20	13	17	5	26	26	41	
22 Riwaka .	31	4	21	6	9	11	11		4	9	7		15	9	2		13		13	
23 Motupipi .	30	6	17	6	17	7	6	9		6	5		7	3	3		6		6	
24 Collingwood .																				
TOTALS . . .	1,069	151	724	194	427	415	212	211	238	348	140	37	360	170	92	17	422	137	410	99

*Not received, or not in time.

NOTE.—In Reading and Writing columns, 1 means beginning, 2 moderate, 3 good; in Arithmetic, 1 means first four rules, 2 compound ditto, 3 proportion, practice, &c.

J. D. GREENWOOD, Inspector.

RETURN, No. 3.

COMPARATIVE RETURN between 1857-8 and 1858-9.

SUBJECTS, &c.	No. in 1857-58.	No. in 1858-59.
Reading—1. Beginning	467	427
2. Moderate	401	415
3. Good	144	212
Slate	229	211
Writing—1. Beginning	222	238
2. Moderate	314	348
3. Good	99	140
Drawing		37
Arithmetic—1. First Four Rules	411	360
2. Compound ditto	158	170
3. Proportion, &c.	41	92
Geometry		17
Geography	322	422
History	113	137
Grammar	320	410
Music	83	99
TOTALS	1,012	1,054

J. D. GREENWOOD,
Inspector.