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

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HIS Honor the Superintendent directs the publication of the following Reports and Returns, for general information.

ALFRED DOMETT,
Provincial Secretary.

EDUCATION.

INSPECTOR'S REPORT.

June, 1861.

October, 1861.

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

Although the accompanying Tables have been before the Board for the last three months, I have hitherto deferred presenting my Annual Report, for several reasons. The unusual continuance of wet weather, and other causes, which I have already stated to the Board, made my last quarterly inspection of the schools less complete and satisfactory than I could have wished; whilst the state of the roads and the epidemic complaint, lately prevalent among the younger members of the community, here as well as in other parts of

New Zealand, rendered the attendance of the children very irregular, and below the usual average. The Board also having requested me to lay before it my notes on the present state of the schools, I was anxious to bring them down to the latest possible date; and as the three months now last past complete the full period of five years from the first establishment of the present system of education, and the masters' returns on the condition of their respective schools during the past year enabled me to compare their impressions with my own, and to test their accuracy; I deferred making my Report until I had done so.

The Education Act under which the public schools of this Province are carried on has now been in operation for a sufficient length of time to test its merits and to allow us to form an opinion as to its chances of permanency. Its general principles are—an equal educational rate of £1 per annum upon all householders, with an addition of 5s. for each child between the ages of five and fourteen; schools free and open to all without further payment; Local Committees elected by the rate-payers, and having full powers of management and control; (with such reservations as the differences of religious belief render necessary;) appointing and removing masters, laying

down rules for the management of the schools and determining the plans of instruction to be followed in them; and lastly a Central Board composed of members elected by the Local Committees, to which is given the expenditure and distribution of the funds, with a general power of control and supervision by means of an Inspector over the whole.

There is hardly any part of this system which has not been more or less objected to, but none of these objections appear to have obtained such general support as to justify any material alteration in the present arrangements; whilst on some points formerly in dispute the experience of the last five years has been practically decisive.

The Committee appointed to inquire into the subject during the last Session of the Provincial Council left untouched all the principles which I have above enumerated as essential; and their recommendations have been to a great extent adopted by the Board in such a form as not to contravene the provisions of the Act.

Bearing in mind the possible contingency of a failure in the Provincial Revenue, or its appropriation to other purposes, and the assurances which have been given me in some districts that the inhabitants, if they had the power, would gladly raise additional funds for objects which the Board had not the means of carrying out; I suggested to the Committee that it might be worth consideration how far the rate could be made local, instead of general, with the power of varying its amount according to circumstances: leaving the distribution of the Provincial Grant alone to the Board: and these remarks have been appended by the Committee to their Report. In one respect also the constitution both of the Committees and the Board might be modified with advantage, by assimilating it to that of the Road Boards, where a certain number only of the members retire by rotation, and are replaced annually.

The general defects of local management are well known, but they have a strong tendency to cure themselves, especially when that management is open to independent observation and remark; more slowly perhaps but more effectually than could be done by more direct and decisive interference. By confining suggestions on their proceedings to matters of real importance, and leaving the ultimate decision to the Committees, themselves, such recommendations have a chance of being more impartially weighed, more thoroughly considered: and if finally adopted, adopted from a conviction that they are really desirable.

In some cases the Committees, satisfied to

know they have the powers of control and management vested in them, do not practically exercise them; unless when complaints are made to them; in others, and the number is increasing, there is an effective superintendence, and a desire manifested to raise the standard of the education which is given to their children.

Every well conducted school tends to produce improvement in others; and several instances are within my knowledge where instruction formerly considered satisfactory is now thought insufficient: not from any falling off in the teacher, but from a better knowledge of what education really can do, and from an increased desire to procure the advantages it confers. The most effective means to attain this result is to improve the position of the teacher: and the Board has endeavoured to promote this object to the full extent of the means at its disposal. Comfortable dwellings have been built for the masters, except in a few cases where an allowance for rent has been made instead; the salaries have to some extent been improved either directly or indirectly; by gratuities for efficiency, by grants graduated according to numbers and attendance; and by affording the aid of female assistants, who in most instances are the wives of the masters, and in almost all relieve them from the charge of those "interesting embarrassments," the children under six years of age.

I think it is undeniable that the state of education in this Province is improving every year. More is taught and better taught than before; the number of schools in which a sound education is procurable, sufficient for all the practical requirements of after life is on the increase, and in spite of the drawbacks and hindrances which still exist, I think there is reason to look for a steady and progressive improvement in future.

In the present Return the number of schools is 28, but three more have since been opened, making 31 in all. For these, 21 school-rooms have been built: almost all 16 feet to 18 feet wide, and varying in length from 24 to 72 feet; and six others enlarged or thoroughly repaired.—18 4 or 6-roomed masters' dwellings have also been erected, and in addition to land given for educational purposes, 12 sites have been purchased varying in extent from half an acre to 3 acres; the whole at a cost of £7,252 3s. 11d. The schools have also been furnished with seats, desks, maps, black boards, and other necessary apparatus: the masters have been supplied with the most approved works on education; and the children, through the liberality of the Committee of Privy Council of Education,

have been supplied with books very much below the price at which they were otherwise procurable.

The Resolutions of the Board respecting the salaries of masters, which are appended to the present Report, as lately modified after a twelve months' experience of their effect, show that a minimum amount of salary is ensured equal to the English average; susceptible of increase in the majority of instances to the extent of from 10 to 30, and in the case of married couples, even to 50 per cent. In other cases, where the population is more scattered, the Board reserves to itself the power of recognising meritorious exertions by means of gratuities. It may therefore be safely asserted that all the material conditions for securing the benefits of a sound education are now fulfilled on a scale nearly commensurate with the means and the requirements of the Province.

It remains then to inquire how far they have gained their object; what the present state of the schools is, and what can still be done to improve them.

Under the first head, we may look to the numbers of children under tuition, their attendance, their age, and the instruction they receive; under the second, to the Committees, the masters, and the additional developments the schools are capable of.

No 1. *Numbers*.—In the Report of the Nelson Commission on Education we find that at the time the present plan was set on foot, the population of the Province was 6,000; and the number of children receiving education was 400, or 1 in 15, exclusive of private schools. The population may now be reckoned at about 9,000 and the last Returns give the total number attending the schools at 1,365. Deducting the children from Taranaki who entered our schools at once on their arrival here, as a matter of course, but many of whom have since returned home, and recollecting that about 150 of those children had separate schools of their own; the proportion would now be 1 in 7. But this average does not by any means show the real state of the case.

The Roman Catholic School, before included, is here omitted; no account is taken of the number taught in three schools just commenced or in the night-schools which are open for six months of the year, the Nelson College is left out of the account as are all the private schools; for the numbers in which we must wait until the coming census is taken. I believe that the proportion which those who are now receiving education of some kind bear to the whole population is 1 in 6, which, taking its scat-

tered nature into account cannot be looked upon as unsatisfactory.

The following Table shows the increase in our schools which has taken place annually from the beginning of 1857. The previous six months having raised the numbers from 400 to 696—

	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.
1857	696	817	850	952
1858	970	998	1,013	1,058
1859	1,070	1,072	1,039	1,138
1860	1,132	1,170	1,209	1,310
1861	1,370	1,365		

It is thus seen that the greatest increase in the schools took place within the first 18 months, up to the end of 1857, and that from that time they rose gradually at the rate of about 100 per annum; the increase taking place almost entirely between the third and fourth Quarters; that is, in the spring, after the rainy season.

The larger addition in the latter part of 1860 and the beginning of 1861, was owing, as I before mentioned, to the arrival of the children from Taranaki.

No. 2. *Attendance*.—The following Table gives the average attendance of children per cent. from middle of 1857—

	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.
1857	...	...	51	56
1858	58	58	57	59
1859	59	60	60	63
1860	61	59	54	56
1861	58	56		

The average attendance here gradually rises until the end of 1859. From that time it falls off, marking the progress of the prevailing epidemic, until it reaches its lowest point in the September Quarter of 1860. It then begins to rise, but is again lowered in June, 1861, by the unusual rains which have made this year an exceptional one; and by the leaving of many children for Taranaki in the middle of the quarter, which unduly depressed the averages.

No. 3. *Ages*.—The ages of the children attending school have always been thought to be important elements in the question of education; and to afford valuable data towards determining its probable effects and benefits in future life. The following Table shows the per centage of children attending school at the different ages; and for the purpose of comparison, the corresponding Table for

England has been prefixed decimals omitted.

	Up to 6 Years.	Up to 9 Years.	Up to 12 Years.	12 Years and above.
England ...	22	36	30	12
Nelson—				
June, 1858	16	39	29	16
" 1859	14	36	32	18
" 1860	27	35	25	13
" 1861	18	32	30	20

There is a curious anomaly in the Return for 1860, for which I cannot altogether account, although by a careful examination of the Returns I have satisfied myself that it really exists, and think it traceable to the influx from Taranaki. I mean the sudden falling off during that year of the children above nine, and the corresponding increase in those under six years of age.

In the years 1859 and 1861, the numbers of children at school above and below nine years old are equal; in 1860 alone, the proportion is 38 to 62.

The numbers compared in the three years were 1,069, 1,325 and 1,515. The number of children under six were respectively 151, 358, and 269.

Excluding the year 1860, we may note the following particulars. The number of children under six is much below the English average; which may be accounted for by the want of infant schools, the state of the bye-roads, and the mode in which the population is distributed over the country. But since the introduction of assistant female teachers the average has risen considerably. From six to twelve, there is but little difference between the two; but above twelve, the comparison is in our favor, and increasingly so, 12 per cent. only of English children remain at school after the age of twelve; whilst here, with the exception of 1860, noted above, the average has risen from 16 to 18 and 20.

With all deductions, this is a result on which we may fairly congratulate ourselves. It shows that at least some of our schools are giving instruction of a kind which is sufficiently good to induce parents to deprive themselves of services really valuable to them for their children's benefit.

No. 4. *Instruction*.—Under this head the Annual Returns from the schools and the general abstract of them which I have given, (Return No. 3), afford satisfactory information.

I have convinced myself by the results of my last inspection, made with especial reference to these Returns, that they may be looked upon as fair, honest, and generally accurate

accounts of the state of the schools: with no greater variance than might be naturally expected from the different standards which the masters respectively set up for themselves; and I have found the children as often classed rather below my own estimate as above it.

The Return No. 4 shows the advance made in the five years during which the present plan has been in operation. In this return the first column, that for 1857, under the heads Arithmetic, Geography and Grammar was merely an approximation, and was rather an over estimate; the others correctly represent the gradual increase which has since taken place. It is in most respects a satisfactory one. It will be observed that in the last column, that for 1861, the numbers under the head "Reading" do not agree with the total number compared. This arises from the circumstance that several schools have changed their masters, who could of course make no return respecting the proficiency of the children who had left the school before their own appointment; and this tells principally against the higher classes. But some inferences may still be safely drawn from it. Our estimate of what may be classed as "Good" is certainly not lower than it was and still where our schools in 1858 could show 144 good readers, they have now more three times as many; and good writers have increased nearly in the same proportion.

In most other branches of learning, the numbers under instruction show a fair or even good increase. Even as regards drawing and music, there are indications of a greater interest and a more general wish for their introduction.

The branch in which there is less progress than any other is arithmetic. Its principles are not often clearly explained or understood. In the simple test question, "If you dig up 708 potatoes, and one third are rotten, how many are good?" the double operation required was a great stumbling block even to some very advanced pupils; the majority divided by three correctly enough, but brought up the quotient as the answer; and the corresponding question in mental arithmetic, "If eggs are five for 2d. what is the price of five dozen," which I adopted from the Rev. Mr. Brookfield's Report, showed a corresponding want of readiness or clear apprehension.

I have now to consider the future prospects of our schools, and how they are to be improved.

Their condition will in the first place depend very much upon the interest taken in them by the Local Committees, their attention given to their progress, and their care in the selection of masters.

There is much difference between Committees in these respects. Some Committees meet regularly, make periodical visits and receive reports of progress; whilst others only meet to elect masters or to determine questions relative to expenditure. In one case that occurred lately, a master on leaving, after a residence of fifteen months, applied for a certificate of good conduct and ability, and was told in reply that it could not be granted, inasmuch as none of the Committee had visited the school during the whole time he had been there. I believe that this apparent neglect in some cases arises from misapprehension; from believing that a visit to the school must of necessity entail an examination of the children.

The members of Committees are not generally aware that their mere presence in the school from time to time, quietly listening to the teaching of the master and the answers of the children, is useful in itself; it stimulates the children, and is cheering and satisfactory to every master who has his heart in his work, as a proof of interest in it, and an opportunity of showing how it is performed.

The means of also testing the condition of a school are easy and at hand. From every school a return is required by the Board yearly (of which the Return No. 3 is an abstract), giving the names, ages, attendance, and educational state of each child in the school for the previous year and a duplicate copy is kept for reference in the school. Taking this as a guide, and examining indiscriminately any half-dozen children present; or taking a class and testing its acquaintance with any one subject, as Geography, Arithmetic, Grammar, or Reading and Spelling, a tolerably correct judgment may be arrived at, without going through the whole school, or examining it in all that is taught. I have before mentioned this plan, and I revert to it because it seems to me important; both as a help to Committees in performing their duties, and as a valuable record of the general state and progress of the school. By reference to it the career of each child may be traced from his entrance until he leaves the school.

The Board now also requires that the Masters' Quarterly Returns of Attendance should be certified by the Chairman of the Local Committee, thus bringing the state of the school and the attendance of the children, who are personally known to them, directly before them once in three months at least.

But the most important part of the Committees duty is the choice of masters when vacancies occur. Very few candidates have had any previous training or practice in teaching; and the certificate required merely

tests their general knowledge; but does not and cannot give any information as to their teaching power. I think no engagement should be made at first for a longer time than three months; and I think also that the notice of a vacancy is generally too short to allow of its becoming known to all those who might be qualified and willing to offer themselves.

There has always been sufficient anxiety to fill up a vacancy; but I believe that in some cases a temporary closure of the school would be preferable to an appointment made without sufficient consideration or knowledge of the candidates' qualifications; and there is always a natural disinclination, without strong grounds of dissatisfaction, to remove a master from a post to which he has been once appointed. For after all the master makes the school.

There is very little difference in the character of our various districts, or in that of their population; although there are exceptional cases; and, the number within a certain area being the same, the educational state of a school and the attendance of children depend upon the ability, the manner, and attention of the master. Even where other and local reasons exist to modify this rule, and it becomes difficult to assign a reason for the want of success, the very failure appears to me sufficient to warrant a change; and I have on several occasions advised masters under such circumstances to tender their resignation although I could find no fault with their qualifications.

To say that the state of our schools has improved and is still improving, is in other words to give the character of the masters as a body: and I am glad to say that the number of schools where the instruction given by the master satisfies the parents of the children is on the increase.

As to what that instruction should be, and what constitutes an effective school, I have already given my opinion on several occasions; not indeed as to what it should be absolutely, for on that subject books have been written and conclusions arrived at by many thoroughly qualified both by talent and opportunity to pronounce a judgment; but as to what may be fairly expected in a colony like this.

To make education really what it might and ought to be, we should have trained masters. In default of these, we must for the most part be satisfied with such results as can fairly be expected from those who have received a tolerable education and have a natural aptitude for teaching.

With the aids which the Board has enabled me to offer to the masters, and the variety of

excellent books now provided for the children, we are entitled to expect that the result shall answer our moderate expectations. These are, briefly, that every child who has attended three days out of five in our schools for four years should be able to read correctly and distinctly in any book suited to his age, to spell properly all that he has read,—to give a clear account of it when questioned, to name the parts of speech in any given sentence, and give a reason for so naming them; to point out on the map any important place, city, river, mountain, &c., met with in reading, and without reference to the map give its general relations to surrounding parts; to write from dictation in a clear neat hand; and in arithmetic to perform any of the operations which are practically useful in the business of after life.

A failure in any of these respects constitutes a fair ground for inquiry and would justify a Committee in making a change. But whilst I mention these as the minimum of requirements which we are justified in looking for and bound to insist upon, much more can be and even now is taught in some of our schools. I find in these a very fair knowledge of English History; the elementary principles of Geometry are taught in two or three schools, and a taste for music and drawing is spreading.

My reports on the various schools show the differences between them in these particulars. I have to the utmost of my opportunities insisted that whatever is taught, shall be taught intelligently; and have been much less anxious to see children what is commonly called "pushed on" in their learning, than to ascertain that they really understood what had been taught to them. Without depreciating what has lately been much insisted on, the knowledge of common things, I think it matters comparatively little how much a child knows, if he has not learnt how to learn more. The desire for more knowledge and the conscious power of getting it for himself; these to my mind are the most valuable products of primary education, and the surest guarantees that its effect will last.

J. D. GREENWOOD,
Inspector.

REPORT ON EXAMINATION OF SCHOOLS.

In the following examination of the schools, I have generally proceeded as follows. Beginning with the lowest class, I have examined upwards, and remarked the intervals between each class. In some schools I have found an

orderly and gradual progression, without any great gaps between the classes, which I look upon as the best possible proof that the master's attention has been given to the whole school, and that its present standard is likely to be maintained in future and raised; in other cases, I found some scholars very fairly advanced, but I saw no prospect that others would be able to replace them when they left. The terms I have used in describing their condition are g—good, f—fair, and m—moderate, with occasional qualifications, as v—very, v w—very well, v f—very fair, &c. The term *good* requires no explanation; *fair* implies average proficiency, and *very fair*—v f something beyond that; *moderate* shows a lower amount of progress, whilst *beginning* explains that the subject is one but lately entered upon. Adopting the order in which the schools stand in the returns, the Nelson Schools come first in the list.

NELSON CITY.

THE INFANT SCHOOL, established in the beginning of the year, at the outset relieved the existing schools from their greatest embarrassment and hindrance, a number of children too young to be taught much, yet requiring constant attention and watchfulness, and a peculiar mode of treatment. The Mistress, Mrs. Cook, had previously been engaged in similar duties in England; and the children who have been sent from the school are reported upon favorably by their present teachers. The school, therefore, both directly and indirectly, by its own training in habits of attention, order and obedience, and in giving the first rudiments of instruction, and by the indirect relief and aid it gives the other schools, is calculated to have a very useful influence.

THE BOYS' SCHOOL is divided into two—the *Lower* and *Upper*; although both are under the superintendence of the Head-Master, Mr. Hodgson.

THE LOWER SCHOOL—Mr. Sadd, Master.

The figures show the number present, and those between brackets show the total number in each class.

8th Class. 19 (29)—In 2nd Book (Irish), read v f; spell v f; add and subtract v f, mentally. In Multiplication.

7th Class. 20 (20)—1st Sequel, two-thirds read well, one-third v f; spell v f. Mental Arithmetic, add, subtract, and multiply fairly.

6th Class. 15 (15)—Beginning 2nd Sequel, read and spell v f, explain well and readily. Arithmetic, beginning Compound Rules. Mental Arithmetic, fair.

5th Class. 14 (15)—In 2nd Sequel, read and spell well, explain readily and thoroughly, giving both the meaning of words and sen-

tences. Give parts of speech v f. Geography taught by dictation, and places found on map. In Compound Multiplication. Mental Arithmetic, ready and good. Writing carefully attended to.

Altogether the school is in a very creditable state. The method is good; the Interrogative System in full play, and its effect in securing the attention and exciting the interest of the children very obvious. The advantage of the partial substitution of single for double desks is evident; order is kept more easily and the attention is less diverted.

THE UPPER SCHOOL—Mr. Hodgson, Master.
4th Class. 14 (14)—3rd Book, read well, spell and explain v f. Grammar m. Geography fair. In Compound Rules of Arithmetic.

14 (19)—Supplement to 4th Book, read clearly, but want inflection, spell and explain well. Grammar m, and Geography v f. In Proportion v f.

12 (13)—White's English History, read clearly and well. Derivations from the Latin well given. Knowledge of English History v f; gave in writing the succession of Monarchs from William the Conqueror to Henry Eighth with their relationship with but few mistakes.

Grammar.

Geography.

Arithmetic. In Vulgar Fractions, Colenso's Examples, very ready, and thoroughly understand their work. In Mental Arithmetic, excellent.

Geometry, beginning. Writing, good.

Latin. 16 in the Grammar.

Out of 46 boys present, 38 answered correctly the question, "The cost of 5 dozen eggs at 5 for 2d.?" and 29 "of 708 potatoes one-third rotten, how many good."

Drill twice a week.

The condition of this school is very satisfactory. Boys and Master work well together. The desire to learn is evident, and much mental activity shown.

Music and Drawing Classes were formed in overtime at the beginning of the year. After sometime the Music Class was discontinued; but has been resumed lately, and bids fair to succeed.

The Drawing Class was doing very well, but the master engaged left suddenly, and his place has not been supplied.

GIRLS' SCHOOL is divided also into Lower and Upper. Head-Mistress, Mrs. Sait; Assistant, Miss Darby.

Lower School—Miss Darby.

7th Class. 24 ()—2nd Daily Lesson Book, No. 12, about one-half read fairly and

clearly but too low; and spell fairly; the rest very indistinct and spelling every word.

Inattentive, few hearing the reader, or able to go on if asked out of their turn, or required to repeat the last word spelt: illustrating the difference between coming up together and reading in class. 4 or 5 could add two numbers up to ten.

Recommended that the class should be divided into two. The lower half to read in "Step by Step."

6th Class. 19 ()—2nd Daily Lesson Book, p. 36. The same remarks applicable. Reading and Spelling better, but indistinct. Vivâ voce explanations very intelligent. Arithmetic, a little better. Writing, v f.

Recommended a division of this class also. Both these recommendations have been attended to since.

Singing by ear, general.

5th Class. 10 (13)—2nd Daily Lesson Book; read, spell, and explain fairly. Geography and Grammar, beginning. In Mental Arithmetic, add and subtract to 20 fairly. This Class has lately been taken into the Upper School.

Upper School—Mrs. Sait.

4th Class. 13—2nd Daily Lesson Book; read and spell very well, Mental Arithmetic, add, subtract and divide, v f; beginning to multiply. Geography and Grammar, beginning.

3rd Class. 11 ()—2nd Sequel, read distinctly and spell well, explain v f; a fair knowledge of nouns, adjectives, verbs, and pronouns. Geography of Europe, fair.

In Arithmetic; add, subtract, divide and multiply very readily; clear view of numeration.

Five chapters in the "Catechism of History" (Groombridge's) well learnt.

2nd Class. 8 (12)—3rd Daily Lesson Book; read and spell well, explain v f. Grammar uncertain. Geography fair. Answered v f, in ten chapters of Gleig's History; but hardly clear as to the sequence of events.

Mental Arithmetic, ready but could not answer the potatoe or egg question.

1st Class. 12 (13)—I found this class intelligent and very fairly advanced in all respects, but the attendance very irregular; the girls composing it being often wanted at home, and coming for a day or two now and then, as opportunity offered. This prevents anything like systematic or regular teaching. At the time of my visit many of the more advanced scholars had lately left for Taranaki; and on leaving had returned their thanks to their teacher in a sensible and well written letter, creditable to both parties. Their departure had made a reconstruction of the

classes necessary; and my examination took them at a disadvantage.

There is a good understanding between the Mistress and her pupils, although she is by no means inclined to let their mistakes pass unnoticed. Writing well attended to.

A separate class of 18 or 20 has an extra hour twice a week for Vocal Music, under Mrs. Scaife, and is beginning to read music from notes and sing in parts. Girls, from their greater variety of occupations, are not generally so far advanced as boys in the branches of education common to both: as quick or quicker in some respects, the difference shows itself chiefly in what requires exactitude and continuous attention; as in arithmetic.

The arrangement of the classes at single desks, and fronting the teacher, is here carried out completely, and is found to be very preferable to the old plan. A curtain is wanted to divide the Upper from the Lower School, and one for the class-room; both to prevent the attention being called off, and to lessen the reverberation of sound, which in a room 72 feet long and occupied by 100 children or more is sometimes troublesome.

CLIFTON SCHOOL—Mr. Gilbert.

All the scholars present.

5—Step by Step, Part I.; add up to 10.

2— Ditto Part II.; Ditto

7—2nd Daily Lesson Book; read well, spell fairly. Add and subtract fairly.

6—4th Daily Lesson Book; reading good, spelling, good. Dictation, v f. Mental Arithmetic, good and ready. Geography (Italy), good and full. Grammar v f. Writing carefully attended to.

Under the present Master, appointed last year, the state of the school has much improved and is still improving.

HILLSIDE SCHOOL—Mr. Edmonds.

5 (6)—Read and spell words of one syllable v f.

3 (3)—1st Sequel, read and spell well, explain well; add and subtract to 12.

5 (5)—1st Sequel, read, spell, and explain well. Grammar, fair. Geography, good. Mental Arithmetic, 2 good, 3 m.

4 (5)—4th Book, read, spell, and explain well. Grammar f. Geography v f. History good. Arithmetic ready.

3 (5)—Gleig's History, read, spell, and understand well. Grammar and Geography, good. Mental Arithmetic ready, and v f. Writing fair.

This School was carefully taught by Mr. Sadd, and the present Master supports its character.

Both this and the Clifton School are carefully looked after by the Committee; one or

two of its members being generally present at my examinations.

STOKE SCHOOL—Mr. and Miss Austin.

No. 62 on Books. Present 50.

5th Class. 8—Alphabet.

4th Class. 6—Words of one syllable.

3rd Class. 5—2nd Book, read and spell v f.

2nd Class. 15—1st Sequel, read, spell, and explain v f; add, subtract, multiply and divide, readily.

1st Class. 16—3rd Book, read well, but want inflection. Spelling good, explain intelligently. Grammar, but little. Geography uncertain. Dictation fair. Writing careful and creditable. Drawing, a very fair beginning. Mental Arithmetic, very ready. Singing by ear and note, intonation good.

The master is very attentive and anxious for the good of the school. He is mild and gentle in manner, yet preserves excellent order. The large comparative number in his First and Second Classes are the best testimonials to his care and assiduity.

RICHMOND BOYS' SCHOOL—Mr. Malcolm.

3 (7)—Alphabet large.

3 (5)—Words of two letters.

8 (9)—Words of four letters, read and spell f.

4 (8)—2nd Sequel, too difficult to read, spell or understand; add and subtract to 12.

4 (9)—2nd Sequel, read v f, spell well, explain v f. In Long Division. Add, subtract, multiply, and divide readily, but could not answer potatoe question.

14. (20)—4th Book, half the class read well, half very fairly.

(1st and 2nd Classes)—Spell well. Grammar, v f. Geography, v f. Mental Arithmetic, good. 7 answered potatoe question. Drawing is well taught. Many copies show great correctness of outline, and firmness of hand. Writing carefully attended to. Evident interest in their work.

The gap between the three upper classes and the forms is very observable. The master attributes this to the scanty supply of books, which the parents refuse or neglect to buy; saying it is the duty of the Central Board. This would render an additional grant of about £150 necessary every year; whilst in the lower classes, 1/- or 1/6 for each child would supply all that is needed.

RICHMOND GIRLS' SCHOOL—Miss Spencer.

6—Alphabet.

4—Words of three letters, good.

5 (7)—Words of one syllable, read and spell v f.

6—2nd Book, page 159; read, spell, and explain well, fit for 1st Sequel. Add and subtract to 12.

7 (11)—3rd Book; 4 read and spell well,

3 ditto f, explain well. Grammar and Geography, beginning. Mental Arithmetic, fair.

7 (10)—4th Book; read, spell, and explain well. Grammar, fair. Geography, v f. Mental Arithmetic, v f.

5 (7)—Supplement to 4th Book; read well, spell v w, explain very intelligently. Grammar, v f. Geography, good. Mental Arithmetic, ready. History, good. Writing, good. 4 answer potatoe question.

State, creditable and satisfactory. The sequence of classes is close, and the proportion in the rudiments small. Miss Spencer has succeeded in giving all her scholars an interest in their work.

APPLEBY SCHOOL—Mr. Sunley, Master;
Mrs. Sunley, Assistant.

6—Words of one syllable.

4 (8)—3rd Book; too difficult.

4—3rd Book; still too advanced, requires too much explanation; reading, fair; spelling, v f. Numeration not understood; add and subtract v f.

1st Class. 4—Bithell's History. Reading, v f. Spelling, good, but unable to explain the meaning of words. Grammar, well explained and understood. Geography, very clear and good. Dictation, creditable. Writing, fair. All answered the egg question, 3 the potatoe ditto.

A change of masters took place about a year ago; since that time the school has improved. My notes above show the main points still needing attention.

RANZAU SCHOOL—Mr. and Mrs. Jackson.

5 (9)—Alphabet.

2 (5)—Words of one syllable.

6 (10)—Words of two syllables; read f, spell m. Add to 12.

1 (6)—1st Sequel; read and spell v f. Mental Arithmetic, Grammar, and Geography, v m.

4 (5)—3rd Book; 2 read w, 1 v f, 1 m. Spell well. Geography, v f. Grammar, v m; explanation deficient. One answered the egg question, none the potatoe question. Writing, moderate.

The school has suffered much from frequent change of masters; and somewhat from the facilities for removing children to other neighboring schools. The Master has since been removed. On my pointing out that books were much needed, he complained that parents neglected to purchase them.

HOPE SCHOOL—Mr. Packer, Master.

6 (13)—Alphabet.

3 (4)—2nd Book; read f, spell m. Very little idea of numbers.

4 (7)—2nd Book, 3rd Part; read and spell

well. Add and subtract to 12. Beginning to write.

4 (5)—3rd Book; 2 read well, spell v f; 2 read f, spell m. Grammar, beginning. Geography, slight. Mental Arithmetic to 20, m. Write v f.

4 (5)—Supplement to 4th Book; 2 read and spell well; 2 fairly. Grammar, fair. Geography, v f. Write v f. None answered the egg question. One the potatoe ditto.

By referring to Return No 3, it is seen that the number of children under and above 9 years of age are equal. The proportion of those in the elementary stages to those more advanced is however 24 to 10. Reading, Spelling, and Writing are well attended to; but excepting in the first class, there is little information on other subjects, and Arithmetic is also deficient.

RIVER TERRACE SCHOOL—Mr. Smith, Master.

5 (6)—Words of three letters.

4 (7)—Words of four letters.

3 (4)—2nd Book; read and spell fairly.

9 (11)—1st Sequel; read v f, spell m, explain f. Mental Arithmetic, fair. Grammar and Geography, beginning.

4 (15)—3rd Book, read, spell, and explain well. Mental Arithmetic, uncertain. Grammar and Geography, slight.

The present Master has but lately entered on his duties. The attendance fell off under the last Master, from local differences not connected with his ability or moral conduct. The state of the School is improving.

SPRING GROVE SCHOOL, Boys—Mr. Rennell,
Master.

3 (6)—Alphabet.

8 (9)—1st Sequel; read and spell well, explain f. Mental Arithmetic, v m.

10 (14)—3rd Book; read and spell well, explain v f. Grammar, v m. Geography, tolerable. Mental Arithmetic 2 or 3 v; the rest v m. Egg question 0, Potato ditto 2, with difficulty.

Writing, carefully attended to. Drawing, fair.

The School has been lately divided. Both divisions were under the Master's care before that time.

SPRING GROVE SCHOOL, Girls—
Mrs. Jeffries, Mistress.

4—Alphabet.

6—Words of one syllable.

5 (7)—2nd Sequel; read and spell v f, explain f. Add to 12.

3—3rd Book; read and spell well. Beginning Grammar. No Geography. Add and subtract to 20. Writing fair.

3 (6)—4th Book; read and spell well, explain with difficulty. Grammar, give the parts of speech fairly; but can give no reason

for so naming them. Geography, very uncertain and defective. Mental Arithmetic, v m. Writing, good.

In both divisions the same remarks are applicable. Reading, Spelling, and Writing are well taught; but in other respects there is not much information: there is a general want of mental activity observable; and the interest in their work is languid.

WAKEFIELD SCHOOL, LOWER—Mr. and Mrs. Squires.

3—Alphabet.

5th Class. 10 (11)—2nd Book, beginning; read v m, spell m.

4th Class. 5 (7)—2nd Book; read v f, spell well, explain v f. Mental Arithmetic; add and subtract to 20 v f.

3rd Class. 12 (16)—3rd Book; read v f, spell well, explain fairly. Mental Arithmetic, slow and uncertain.

2nd Class. 6 (7)—4th Book; read well, spell v w, explain m. Grammar and Geography, beginning.

1st Class. 8 (13)—5th Book; read well, spell v w; but the book is evidently too difficult, and not understood. Geography and Grammar, very indifferent. None answered the egg or potatoe question. Writing m.

Here as elsewhere the Taranaki children were remarked for their regular attendance.

I recommended that the Classes should be remodelled; and use books less advanced. The introduction of some late works on Grammar, Geography, Arithmetic and History would be very desirable: but those I formerly forwarded to the master had not been purchased.

In similar cases the money set apart by the Committee for prizes might perhaps be usefully applied to make good the deficiency. But it forms a serious obstacle in the way of the teacher; and the want of variety in the studies of the school tends to perpetuate that mental listlessness and want of real interest in their work which I have remarked in the children. The remarks on the Spring Grove Schools are generally applicable here.

UPPER WAKEFIELD SCHOOL—Mr. Brown, Master.

3—Alphabet.

4th Class. 7 (10)—2nd Book; read and spell v f. Add and subtract readily.

3rd Class. 3 (4)—2nd Book; read well, spell v w, explain v f. Mental Arithmetic, ready. Add, subtract, multiply, divide.

2nd Class. 3 (8)—3rd Book; read well, spell v f. Explain v f. Grammar, beginning. Geography, m. Mental Arithmetic, v f.

1st Class. 4 (5)—4th Book; read well, spell v w, and explain well. Grammar and

Geography, good and intelligent. Arithmetic, good. 3 answered potatoe question, 1 egg ditto. Dictation good.

This School is going on satisfactorily. The failure in the 2nd Class Geography was explained as owing to illness in the Class. Where less than half the Class are present, no certain conclusion as to its state can be come to. Writing, v f.

There is a female assistant for needlework only.

FOX-HILL SCHOOL—Mrs. Rawlings.

5 (8)—Words of three letters.

1 (5)—1st Book; fair.

4 (2)—2nd Book; read v f, and spell well. Slight idea of numbers.

2 (2)—Village Lesson Book; read and spell f. Mental Arithmetic m. Writing carefully attended to.

This School has only been opened lately; but is in good order, and may be expected to improve.

WAIMEA WEST VILLAGE—Mr. Tate.

4 (16)—Alphabet, imperfect.

2 (5)—Read and spell four letters well. Figures to 7.

3 (10)—1st Ready Book; read and spell f. Mental Arithmetic, m.

11 (13)—2nd Book; read and spell v f, explain fairly, but want confidence. Mental Arithmetic, slow.

5 (13)—3rd Book; read v f, spell v f, explain with difficulty; evidently unused to regular questioning. Cannot tell what parts of speech house, nation, or Egypt are; nor where Egypt is; nor give the name of any people, country, town, river, or mountain in Europe.

Add, subtract, and divide with difficulty; multiply better.

4 (8)—5th Book; read and spell well, not understood—too difficult. Grammar, slight knowledge. Geography, better, but very imperfect. Mental Arithmetic, not ready; none could answer the potatoe or egg questions. Writing, m.

Unsatisfactory; method wanting. The Master, appointed less than three months ago, has since left. The same general want of interest in their work observable here also.

WAIMEA WEST, NORTH DIVISION—Mr. Hodgson.

12 (13)—Alphabet, words of two letters; figures.

4 (5)—1st Book; read and spell v f. Add and subtract to 12.

6 (7)—2nd Book; read well, but too low, spell m, explain v m. Add, subtract, and multiply v f.

4 (7)—3rd Book; read w, spell f. Gram-

mar, beginning. Geography, good general idea. Mental Arithmetic; add, subtract, multiply, and divide readily, but want the power of practically applying it. Writing fair.

This is one of the schools which was opened not much above two years ago; it has made very fair progress. The present Master has but just been appointed.

MOUTERE UPPER (SARAU)—Mr. and Mrs. Cook.

2 (4)—Words of four letters.

1 (2)—2nd Book; read and spell v f.

6 (8)—1st Sequel; read and spell v f, explain v f. Geography (of Europe), fair. Add and subtract f.

4 (9)—3rd Book; read and spell well, explain v f. Grammar, beginning. Geography, v f. Mental Arithmetic, v f.

2 (2)—4th Daily Lesson Book; read and spell well, explain w. Grammar and Geography, v f. Mental Arithmetic, v f.

4 (4)—Gleig's History; read, spell, and explain v w. Grammar, v f. Geography, good. 3 answered potatoe question, 1 egg ditto. Dictation, v f. Singing, general.

Two-thirds of the children here are German. Very orderly and attentive, evidently taking interest in their work; carefully classified and taught, and the classes following each other in regular gradation. Altogether in a creditable state.

LOWER MOUTERE—Mr. and Mrs. Robson.

4 (4)—Alphabet.

6th Class. 4 (5)—1st Book; read and spell well, explain well. Add and subtract to 12.

5th Class. 3 (6)—2nd Book; read well, spell f, explain v f. Add and subtract.

4th Class. 3 (4)—1st Sequel; read well, spell v f, explain well. Grammar, v f. Geography, good.

3rd Class. 4 (4)—2nd Sequel; read well, spell v f, explain well. Grammar, v f. Geography, good.

2nd Class. 11 (12)—3rd Book; read well, with good emphasis and pronunciation; lesson well explained, spell v w. Examined with 1st Class in Geography and Grammar.

1st Class. 4 (5)—4th Book; read and spell very well, explain readily and clearly. Grammar and Geography, v w. In Arithmetic, 12 answered the potatoe question, 5 the egg ditto. In Dictation, 7 correct, 3 one mistake. Writing, careful and well attended to.

Very satisfactory and creditable altogether. Careful division of classes and regular progression without a break, yet with but few in the rudiments; the majority being well advanced. All within reach send their chil-

dren. Its present state is due to Mr. Robson, who was appointed about three years ago.

MOTUEKA—Mr. Mackenzie, Mrs. Homann.

Lower School—Mrs. Homann.

Upper School—Mr. Mackenzie.

4th and 5th Classes. 6 (9)—2nd Book; read m, spell v f. Add and subtract m, multiply f.

3rd Class. 7 (15)—Gleig's History, beginning; read and spell well. Grammar, beginning. Geography, very little notion. Mental Arithmetic, very ready.

1st and 2nd Classes. 8 (15)—Gleig's History; read and spell well, explain v f. Grammar, v f. Geography, v f. Mental Arithmetic, very ready; 4 answer potatoe question, 3 the egg ditto. In Dictation, 9 right, 4 one mistake. Writing, well attended to.

The Lower School is a modified Infant school, where the girls in the Upper School also take lessons in needlework. The school generally has improved in the last year: but still wants that orderly gradation of classes, which is the best means of maintaining and improving its efficiency. In the last Return there were 18 scholars between 12 and 15, who may shortly be expected to leave; when that happens, the lower classes will not be sufficiently advanced to move up into their places.

PANGATOTARA SCHOOL—Mr. Horneman.

4 (4)—Alphabet.

2 (5)—A little more advanced.

6 (8)—2nd Book; read and spell fairly, explain f, add and subtract as 1st Class.

1st Class. 3 (7)—3rd Book; read and spell v f, but have little idea of the meaning. Beginning Grammar. Geography, uncertain. Mental Arithmetic. Add correctly; but subtract and divide with difficulty, even under 20. Write from dictation. Writing, carefully attended to.

The average attendance of the children has always been very low here; and their progress consequently unsatisfactory. The neighborhood is a scattered one; some of the children living across the river, and the road both above and below the school crossed by water gullies which in wet weather are impassable, or dangerous.

RIWAKA SCHOOL—Mr. Gilpin.

Needlework taught.

7 (7)—Words of four letters

3 (4)—Words of one and two syllables.

3 (5)—2nd Book; read and spell well.

Add and subtract, explain w.

3 (3)—1st Sequel; read well, spell v f, explain v w. Mental Arithmetic; add, subtract, and multiply f.

4 (6)—2nd Sequel; read v w, spell w, explain v w. Grammar beginning. Geography f. Mental Arithmetic, ready and good.

8 (9)—3rd Book; read and spell well, explain v f. Grammar beginning. Geography v f. Mental Arithmetic, very ready and good.

4 (6)—Read, spell, and explain v w. Grammer, g. Geography, v w. Mental Arithmetic, very ready and good. 7 answered the potatoe question. In Dictation, 7 correct. Writing, well attended to.

Very satisfactory and creditable. The same careful classification, and adaptation of lessons to the child's capacity as at Lower Moutere; the main difference being that the Master has been two instead of three years in office.

MOTUPIPI SCHOOL—Mr. Pithey.

From various local causes this school has much fallen off. The population in its immediate neighborhood has diminished, and most of the children who attend have either to cross a river or come from a distance over marshy flats and rough hills, where there is no road.

I found, however, six children at the school who had made very fair progress, and showed careful teaching.

COLLINGWOOD SCHOOL—Mr. Neame.

9 (14)—Alphabet and words of one syllable.

3 (4)—2nd Book; read m, cannot spell.

7 (12)—3rd Book; read and spell v f. Mental Arithmetic, m.

4 (8)—4th Book; read and spell v f, explain with difficulty. Grammar m. Geography m f. Mental Arithmetic f.

4 (4)—Sullivan's Geography Generalized, read, spell and explain well. Grammar, good. Mental Arithmetic, good. Writing fairly attended to.

The state of the lower classes here does not correspond with that of the first class; which is good.

The children at the head of each class do not seem almost ready for the class above them; which is requisite to secure the continued efficiency of the school.

J. D. GREENWOOD,
Inspector.

EDUCATION.

Return of the Numbers and Attendance at the NELSON PUBLIC SCHOOLS, for the Half-year ending June 30th, 1861.

SCHOOLS.	THIRD QUARTER.						FOURTH QUARTER.						REMARKS.
	Boys.	Girls.	TOTAL.	School Days.	Daily Average.	Comparative Average.	Boys.	Girls.	TOTAL.	School Days.	Daily Average.	Comparative Average.	
1. Nelson—Boys, First Division ...	65	..	65	49	58	89	61	..	61	52	49	80	
2. " " Second Division ...	76	..	76	49	60	79	79	..	79	52	53	67	
3. " Girls, First Division ...	..	76	76	28	56	73	..	72	72	61	45	62	
4. " " Second Division ...	..	57	57	28	40	70	..	57	57	61	35	61	
5. " Infant ...	68	43	111	29	69	62	78	59	137	60	67	49	
6. Clifton ...	16	13	29	54	20	69	15	13	28	60	15	52	
7. Hillside ...	15	11	26	63	16	61	15	10	25	65	11	44	
8. Stoke ...	31	27	58	57	31	53	30	35	65	61	38	51	
9. Richmond—Boys ...	57	..	57	54	31	54	67	..	67	61	38	57	
10. " Girls ...	..	59	59	50	30	51	..	58	58	61	30	52	
11. Appleby ...	22	9	31	39	21	67	22	11	33	60	21	64	
12. Ranzau ...	34	17	51	57	24	42	25	16	41	59	29	70	
13. Hepe ...	16	20	36	54	24	42	21	23	44	63	20	45	
14. River Terrace ...	16	16	32	51	10	36	16	8	24	43	7	30	
15. Spring Grove—Boys ...	39	..	39	57	18	46	43	..	43	58	22	51	
16. " Girls ...	..	58	58	57	22	38	..	52	52	53	25	48	
17. Wakefield, Lower ...	28	34	62	57	38	61	26	34	60	52	36	60	
18. " Upper ...	16	15	31	56	18	58	15	13	28	54	16	59	
19. Waimea Village ...	39	37	76	44	40	53	39	37	76	56	31	39	
20. Waimea West, N. D. ...	22	10	32	45	18	56	23	9	32	56	18	56	
21. Sarau ...	16	22	38	53	21	56	12	20	32	61	19	60	
22. Lower Moutere ...	22	17	39	56	21	54	20	15	35	55	22	62	
23. Motueka ...	23	22	45	55	27	60	20	22	42	60	27	64	
24. " Second Division ...	11	30	41	57	25	61	12	29	41	55	22	55	
25. Pangatotara ...	19	14	33	56	14	42	20	16	36	58	14	38	
26. Riwaka ...	22	24	46	51	36	78	21	17	38	50	27	71	
27. Motupipi ...	15	8	23	64	13	56	13	6	19	62	9	47	
28. Collingwood ...	23	20	43	53	30	72	23	17	40	54	30	75	
	711	659	1,370		831	58.5	716	649	1,365				

No. 2.

Return of NELSON PUBLIC SCHOOLS, for the Year ending June 30th, 1861, showing the Number of Children on the School Books, the average Daily Attendance, the Number of School Days, and the comparative average Attendance in the Schools.

The Schools marked F. T. have assistant Female Teachers.

SCHOOLS.	NUMBER ON BOOKS.				AVERAGE DAILY NUMBER.				School Days in Year.	Comparative Average.	REMARKS.
	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.	1st Quarter.	2nd Quarter.	3rd Quarter.	4th Quarter.			
1. Nelson—Boys, First Division ...	153	166	65	61	100	125	58	49	208	78	
2. " " Second Division ...	...	...	76	79	...	...	60	53	212	73	*New School-rooms not ready.
3. " Girls, First Division ...	74	91	76	72	67	64	56	45	*203	74	Ditto.
4. " " Second Division ...	73	82	57	57	42	47	40	35	203	61	* Half-Year, new School.
5. " Infant ...	...	...	111	137	...	...	60	67	*80	55	
6. Clifton ...	25	28	29	28	15	14	20	15	215	58	
7. Hillside... ..	21	27	26	25	10	14	16	12	256	54	
8. Stoke, F. T. ...	70	73	57	65	41	43	31	38	228	60	
9. Richmond ...	72	76	57	67	32	42	31	38	229	56	
10. " Girls ...	67	68	59	58	36	33	30	30	231	54	
11. Appleby, F. T. ...	28	33	31	33	18	21	21	21	*159	*66	* For three-fourths of the Year.
12. Ranzau, F. T. ...	52	57	51	41	27	31	24	20	*174	*55	* Ditto.
13. Hope ...	39	41	36	44	23	25	24	20	237	52	
14. River Terrace ...	34	32	32	24	11	13	10	7	213	35	Master resigned.
15. Spring Grove ...	61	71	39	43	31	30	18	22	237	50	
16. " Girls ...	...	...	58	52	...	...	22	25	*110	43	* For Half-Year, new School.
17. Wakefield, Lower, F. T. ...	48	56	62	60	31	35	38	36	235	62	
18. " Upper, F. T. ...	33	36	31	28	20	16	18	16	225	55	
19. Waimea Village, F. T. ...	58	60	76	76	32	35	40	31	213	51	Master dismissed.
20. " N. D. ...	29	26	32	32	14	18	18	18	220	58	
21. Sarau, F. T. ...	38	42	38	32	23	26	21	19	236	60	
22. Moutere, Lower, F. T. ...	39	41	39	35	23	26	21	22	226	60	
23. Motueka ...	40	37	45	44	21	21	27	27	232	58	
24. " Second Division ...	36	39	41	41	15	20	25	22	229	54	
25. Pangatotara ...	35	36	33	36	13	16	14	14	233	40	
26. Riwaka, F. T. ...	40	42	46	38	23	34	36	27	210	72	
27. Motupipi ...	21	18	23	19	9	6	13	9	240	45	
28. Collingwood ...	23	26	43	40	17	16	30	30	223	70	School to be removed.
	1,209	1,310	1,370	1,367	700	777	831	777			

Return of NELSON PUBLIC SCHOOLS for the Year ending June 30th, 1861, showing the Ages and Proficiency of the Children.

SCHOOLS.	Number.	AGES.				READING.			WRITING.				Drawing.	ARITHMETIC.			Geometry.	Geography.	History.	Grammar.	Music.
		Under 6.	6 to 9.	9 to 12.	Above 12.	1	2	3	Sl	1	2	3		1	2	3					
1. Nelson—Boys, First Division ...	72	...	1	23	48	...	4	68	...	...	42	30	...	...	27	45	14	72	72	72	
2. " " Second Division ...	105	...	48	51	6	27	67	...	22	24	55	...	...	81	24	...	...	30	20	20	
3. " Girls, First Division ...	72	...	11	20	32	...	18	54	...	...	34	38	...	61	11	...	...	72	72	72	72
4. " " Second Division ...	56	6	41	9	...	11	17	28	56	18	11	16	...	27	...	...	...	14	...	14	56
5. " Infant ...	123	108	15	...	...	123	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Clifton ...	34	5	14	7	8	7	13	8	6	6	8	8	...	13	8	...	...	15	5	7	
7. Hillside...	29	9	12	7	1	12	10	7	13	9	7	4	3	11	9	4	3	16	10	16	9
8. Stoke ...	82	9	25	30	18	33	21	28	13	10	23	19	...	17	19	2	...	28	...	...	28
9. Richmond—Boys ...	91	11	25	33	22	10	21	23	9	5	19	21	31	13	17	11	19	37	33	36	10
10. " Girls ...	90	26	29	16	19	7	41	43	3	18	48	22	...	43	15	...	...	41	21	41	
11. Appleby ...	42	10	12	13	7	23	11	8	14	3	11	5	...	7	4	7	...	18	9	16	
12. Ranzau...	71	...	...	...	...	18	29	20	27	1	15	19	1	30	6	...	...	24	14	24	
13. Hope ...	55	10	23	14	8	16	21	4	9	12	16	4	1	23	8	2	...	10	3	30	
14. River Terrace ...	43	3	13	17	10	14	17	12	11	5	12	8	20	19	10	...	...	19	14	26	
15. Spring Grove—Boys ...	46	5	13	18	10	23	16	9	6	6	16	9	5	22	4	3	...	10	10	11	
16. " Girls ...	62	5	22	20	15	37	12	13	17	12	10	13	6	22	3	6	...	13	13	13	
17. Wakefield, Lower ...	77	8	25	26	18	27	35	15	...	9	33	14	16	33	17	6	...	16	...	16	
18. " Upper ...	35	5	15	11	4	8	14	15	15	5	6	7	...	10	8	7	...	22	7	15	
19. Waimea W. Village ...	86	...	...	...	...	24	50	12	20	5	18	10	...	37	10	4	...	30	...	29	2
20. " N. D. ...	38	8	11	11	8	18	9	8	16	4	12	3	...	10	7	1	...	14	...	5	
21. Sarau ...	44	3	15	13	13	10	21	13	11	8	14	3	...	13	3	4	...	21	5	14	17
22. Moutere, Lower ...	45	4	19	15	7	22	13	9	6	9	11	6	9	18	7	4	...	19	9	9	
23. Motueka—First Division ...	53	...	8	24	21	17	21	14	9	16	16	11	...	34	14	4	...	16	16	16	
24. " Second Division ...	50	10	31	6	3	40	10	...	44	6	...	...	...	16	...	...	...	15	...	...
25. Pangatotara ...	36	5	16	9	6	22	10	4	22	...	11	3	7	22	5	...	...	9	7	7	
26. Riwaka ...	54	5	19	21	9	12	23	18	23	3	14	12	...	21	8	9	...	41	14	21	
27. Motupipi ...	27	1	11	9	6	7	12	8	2	6	10	2	...	10	8	1	...	4	...	4	
28. Collingwood ...	54	13	14	14	13	21	21	10	8	11	10	11	...	16	10	6	1	15	8	15	
	1,672	269	488	446	312	589	557	451	382	211	482	298	99	638	266	126	37	642	362	549	194

J. D. GREENWOOD, Inspector.

Comparative Return of Progress, &c.

	1857.	1858.	1859.	1860.	1861.
Reading—Beginning	248	467	427	405	589
" Moderate	140	401	415	452	557
" Good	102	144	212	357	451
Slate	49	228	211	291	382
Writing—Beginning	115	314	348	264	211
" Moderate	45	99	140	366	482
" Good ... ..	...	...	37	203	298
Drawing ... ..	...	411	360	74	99
Arithmetic—First four Rules	200	158	170	471	638
" Compound do: ... ..	...	41	92	188	266
" Proportion, Decimals, &c.	100	322	422	107	126
Geography ... ..	...	113	137	537	642
History	50	320	410	226	362
Grammar ... ..	...	83	99	445	549
Music ... ..	...	...	...	62	194
Total numbers compared	500	1,012	1,054	1,214	1,672