



NEW ZEALAND
GOVERNMENT GAZETTE
(PROVINCE OF NELSON).

Published by Authority.

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By His Honor's command,

ALFRED GREENFIELD, Chief Clerk.

VOL. X.

NELSON, WEDNESDAY, NOVEMBER, 26, 1862.

No. 22.

Provincial Secretary's Office, Nelson,
November 26, 1862.

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

ALFRED GREENFIELD,
Chief Clerk.

REPORT OF INSPECTOR OF
PUBLIC SCHOOLS.

To DONALD SINCLAIR, Esq., Chairman of the Central Board of Education, Nelson.

SIR—In laying before the Board my Annual Report of the general state and progress of the Provincial Schools under my inspection, I propose confining my remarks upon them to a comparison between the results obtained this year and those of 1861. In my last Report I gave a summary of the gradual advance and improvement of our schools for the five preceding years; during which time what is now commonly spoken of as the "Nelson Scheme of Education" has been in operation. The last of those years, as giving the latest and most satisfactory re-

sults, affords a convenient starting point from which to reckon our progress in future.

In presenting the quarterly returns for the half-year ending June 30th, I have already pointed out that for the first time there is an apparent decrease of numbers as compared with the corresponding quarters of the preceding year, owing to the temporary suspension of the Collingwood and Motupipi schools, and the want of returns for the last quarter from Stoke; but even after making allowance for these deficiencies, the rate of increase during the past year is considerably below the average. The numbers for comparison in the two years 1861 and 1862 are therefore nearly the same, being 1,672 and 1,657. The number of children above and below nine years of age is, as before, nearly equal; and the proportion above 12 years old shows a slight tendency to increase. But I cannot say that the average amount of instruction given in the schools, taken generally, shows the same upward tendency. The number of readers and writers marked "good" has decreased; and although the columns for arithmetic show some improvement, there is still much to be done before they can be looked upon as satisfactory. More attention has,

however, been paid to Geography, the numbers having risen from 642 to 703; and to Grammar, where the increase is still greater; being 648 against 549. A careful inspection of the Return itself will show the Schools in which the deficiencies as well as the improvements I have remarked upon are most discernible; but with respect to some of them there is a cause of their comparatively backward condition which I must again refer to; I mean their frequent changes of masters. During the past twelve months eleven fresh appointments have been made; rather more than one-third of the whole number. Three resignations depended on private reasons, four were sent in at the request of the Committee, two were fresh appointments to new schools, and two were transfers from other schools. These changes, though sometimes unavoidable, are generally prejudicial to the advancement of the schools; and some of them, at least, might be avoided by a little closer scrutiny into the qualifications of candidates before making their appointments. In consequence of these changes, and of very few masters having had any preliminary training for their work, there is a frequent want, not of the required amount of knowledge, which is secured by a previous examination, but of teaching power; and until this is gained the school suffers. I have endeavored to meet this want by supplying the schools with copies of the most approved Manuals for Teachers, such as Dunn's, the Manual for the Borough Training Schools, Dawes' Suggestive Hints, an Account of St. Mark's School, of King's Somborne School, and others; and by the occasional loan of some educational works, entering more fully into the subject; but I still find that new Teachers are frequently at a loss to know what is expected of them, or to what subjects they should mainly direct their attention. Our Committees also, being elected annually, are now and then composed entirely of new members who have no previous acquaintance with the plans which are followed in the schools. For these reasons I have thought it might be useful to give a slight sketch of the internal economy of our schools, of their teaching, the books they use, and the recommendations which I make from time to time, and find to be needed most frequently.

The *School Hours* are generally, although there are some exceptions, from nine o'clock to twelve; and from one to three, or from two till four, in the afternoon; for five days in the week. This gives 65 school days in each quarter of 13 weeks; and, before the Board grants any augmentations of salary, or gratuities, it requires the master to show an

average attendance of 60 per cent. or of three out of five children daily. But in order to make due allowance for holidays, sickness, bad weather, and other unavoidable causes of absence, it makes its calculations on 11 weeks instead of 13; reckoning only 55 school days in each quarter. Nearly two thirds of our schools attain this average, whilst some rise considerably above it; very few show an attendance of less than one half the number, thus calculated; and where the total habitually fall short of it, I have always found either want of teaching power in the master, want of interest in his work, want of management, or some local disagreement sufficient to account for it.

The want of clocks and bells to insure regularity has often been complained of; and with good reason; but where the master is punctual himself, he has a wonderful power of producing punctuality in his scholars.

A Roll Book is kept in each school; and this when kept in a classified form, is a record, not only of each child's attendance, but of its progress in the school from one class to another. From this the Quarterly Returns, which the Education Act requires, are made out upon printed forms, and are forwarded to the Inspector, duly certified by the Chairman of Committees.

In addition to this the plan of giving *Weekly Tickets* to the children, showing their attendances, conduct, &c., has been adopted in some schools with good effect. They are issued by the Board upon application. They are generally liked by the children, who take them home on Friday afternoon, and return them on Monday morning. They keep up a communication between the school and the parents, they check truancy, and are little spurs to regularity of attendance and good conduct; especially when a certain amount of attendance and number of marks are required before the holder is entitled to compete for prizes at the examinations. The number of marks is fifteen per week; viz., one for each attendance, morning or afternoon if the child is in good time, well conducted, and attentive; and one daily as an extra mark of the master's satisfaction with the manner in which the day's work has been done.

There is no one system of teaching generally followed in our schools. A good master makes his own; and no system is worth much without one. In half our schools the average attendance does not exceed 25, and the plans found necessary in large schools are inapplicable; in others, when asked for my advice, I recommend the Tri-partite system of the Rev. Mr. Moseley, or a modi-

fication of it. He forms the school into three equal divisions, each of which divisions may be further subdivided into two classes. He also divides the subjects they have to learn into three sets, A, B, and C thus:

- A. Oral instruction, dictation by monitors, &c.
- B. Writing, and slate arithmetic.
- C. Reading, and its adjuncts.

This results in the following arrangement of time and subjects.

Hours.	1st Division.	2nd Division.	3rd Division.
9 to 10...	A.	B.	C.
10 to 11...	B.	C.	A.
11 to 12...	C.	A.	B.

Taking the Books of the Irish Board as our standard tests of proficiency, and Reading as the basis of our classification, the three divisions will stand thus—

1st Division—

- a. Alphabet; words of three and four letters.
- b. Words of one or two syllables to end of first Part of 2nd Book: Reading for Schools (National Society).

2nd. Division—

- a. 2nd Book (Irish): Reading Lessons (National Society).
- b. First and Second Sequels (Irish).

3rd. Division—

- a. Third Book.
- b. Fourth Book. Supplement to ditto.

The returns in the reading column should be made with reference to this threefold division; it being understood that no child is put in a fresh book until he can read with tolerable ease and fluency in the old one. Many books, besides those above mentioned, are used in our schools, but I have taken those here enumerated, because they are the cheapest and the most common. The others naturally come under review when speaking of the subjects to which they refer; and which I will now touch upon.

READING, the most important of all, should be *rather slow, clear, loud enough* to be heard distinctly by the whole class, and with great attention paid to *stops*. When this is done, the *groundwork of good reading* is securely laid. Let the master read a sentence occasionally, and the children repeat it after him, three or four times over, if neces-

sary; and he will be both surprised and gratified to find how quickly and readily his tone is caught up. It is not in general prudent to attempt more than this; fine reading is the product of intelligence and feeling, combined with natural gifts, and is not often to be met with; or taught, except by a few. In the first Division, reading is usually learnt from the sheet lessons of the British and Foreign School Society, or those of the Training Schools. The first three books of Nelson's School Series, viz., "Step by Step," parts 1 and 2, and the "Sequel" are also much used and generally approved of. In one of our schools Baker's "Reading without Spelling" has been introduced successfully; so much so indeed, that I should like to see the plan tried more often.

The Daily Lesson Books of the British and Foreign School Society are also used in some of our schools. They are higher in price than the Irish Series, but are better bound and got up: they have the further advantage of keeping before the Teacher's mind the necessity of a rigorous course of interrogation in connection with school reading. It is the first and best test of his ability that the children thoroughly understand the *meaning* of what they read; both of *words* and *sentences*; and there is no time more usefully or pleasantly spent by them, than the few minutes during which they are called upon to tell what they have been reading about. This plan is more completely worked out in the "Master's Manuals" of Baker's "Circle of Knowledge" than in any other work that I have seen; and they are excellently adapted for those masters who have received no previous training. Reading to be good, or to do good, must be intelligent; an exercise for the mind as well as for the eye, ear, and voice; and it implies, not mere mechanical fluency, but a knowledge of the English language. "The first object to an Englishman," says Archdeacon Sinclair, "is to understand English." Every word represents an idea, and the 300 words which were lately said to form the whole vocabulary of some rural districts in England scarcely suffice for anything beyond the most common wants of daily life. In teaching words then, we should be giving new ideas; exercising the understanding, and developing the intelligence. Reading, thus understood and practised, should be the main business of the school.

SPELLING is best taught by *dictation and writing*. If the child can spell what he reads, it is enough; the old plan of giving long columns of spelling being now almost universally laid aside as useless; or as, even

worse, disgusting the child with his book by exercises which give no occupation to the mind.

Let the children begin SLATE WRITING, as soon as possible; and then amuse and employ themselves in copying the letters and words of the lesson they have just been repeating, or the large sheet of "Script Hand" of the National Society. In the 2nd Division, Bithell's "Spelling by Dictation" is found very useful: in the 3rd, Sullivan's "Spelling Book Superseded" forms an excellent text book; and lastly, comes the practice of writing out a portion of the lesson, or an abstract of the whole, from recollection; a most valuable exercise in many ways.

WRITING.—Considering the natural liking which children have for employing themselves with pencils and paper, pen and ink, or slates, it seems strange there should be so little good writing. It is too often taught by setting copies merely, with a little praise or blame at the end of the task. The master cannot teach effectively or collectively unless the children face him, he can then see their postures and the motion of the hands and fingers.

I prefer Mulhäusers system, as improved by MacLeod; but Foster's, Swan's, Darnell's, and other Copy Books are used, and are all good, provided the master knows how to use them. Many children in the Nelson Infant School write very well at five years of age, and there is no reason why writing should not be taught as early as reading. I have endeavored to introduce ELEMENTARY DRAWING into our Schools, but few of the masters having any previous acquaintance with it, the practice seems more difficult than it is, and has not become general. I have used "Richson's Elementary Free Hand" for this purpose; also, "Lineal Drawing Copies" (white on black ground), the "Set of Outlines" recommended by the Art Department, and the "Grammar of Form."

ARITHMETIC.—I lay much stress upon Mental Arithmetic, not indeed upon the system of rules so called, but upon teaching children to answer questions in addition, subtraction, and division, as readily as they do those in the multiplication table. Beginning with the addition of two numbers together, subtraction follows as a matter of course, for if 9 and 7 make 16, then take 9 from 16 and 7 remain. Another useful exercise in class is to add up to 50 or 100, taking care to start from an odd number when the even numbers are added, and the reverse, and

then coming back again by subtraction. Thus taking 8 as the number to be worked at, the master will say 3 and 8 are—what? The answer being given, he then says—and 8 are—? and so on. So in hearing the multiplication table, if $7 \times 9 = 63$, the next question is how many sevens in 63? how many nines? next, what part of 63 is 9? the answer being one-seventh part, the next question is what number is two-sevenths of 63, three-sevenths, &c.?

When this plan is systematically followed up, there is but little trouble with slate arithmetic. The work generally used here is Colenso's Elementary Arithmetic for the master's use, and the Examples, bound up in parts, for the scholars. The Irish Arithmetic is preferred by some, on account of the Key, where the sums are worked out. Tate's "Principles of Arithmetic" also is a book singularly clear in its explanations; although if the arithmetical sheet lessons of the Irish Board are carefully gone through, little else is required. The great use of Colenso's Examples is, that, in addition to the usual sums, they contain a set of questions which require the scholar to think before he begins to answer them. The numerous failures which I reported last year in answering the simple question—In 618 potatoes, if one-third be rotten, how many are good? showed sufficiently how far arithmetic still was from being "an exercise of the mind, and not merely an application of rules got by heart."

GEOGRAPHY.—Our schools are generally well supplied with maps, and will shortly be so with globes, which serve to correct the false impressions as to relative size produced by maps. Betts' Educational and Interrogatory Maps are found very useful, and are quite large enough for most of our schools. The class, after learning its lesson with the map before it, is tested by another exactly the same, except that numbers are substituted for names. For a collective lesson Hartley's "Outlines of Geography" is an excellent text book, both for arrangement and careful selection and condensation; for learning by heart, Groombridge's "Catechism of Geography" is very well adapted; Cornwell's "Geography for Beginners," and Hughes', in Gleig's "Series," come in later; and Sullivan's "Geography Generalized" meets all other requirements. The Geographical lesson is generally a favorite one; and I have lately seen some very creditable attempts at drawing maps. In Nelson Town School Johnston's "Physical Map" has long been in use, and been found very full of interest—but in general "Physical Geography" has not been

studied by the teachers themselves. Groombridge's "Catechism," and Rhind's "Physical Geography," are the works I have recommended.

HISTORY, as a distinct branch of tuition, might have been omitted from our list without disadvantage. It is not taught separately, and the few books in use form part of the course of reading. Groombridge's "Catechism of History," "Little Arthur's History of England," and White's "Outlines of English" and "Universal History," are those generally preferred.

GRAMMAR, when taught intelligently, is not only a very valuable part of the school work but one very interesting to the children. At first it should come in as a part of the reading lesson; the teacher explaining one part of speech at a time, and making sure that it is well understood before he goes on to another. A few minutes at the end of the reading lesson employed in finding out the nouns, for example, with the occasional question, "Why is such a word a noun?" especially when a mistake has been made, and the scholar is thus led to correct himself, afford an exercise which is always liked. It forms also a good exercise for a class to write down a certain number of words from the lesson of the day, the first twelve adjectives, verbs, or pronouns, for instance. In each case, as before, when a mistake is made the scholar should be called upon for a definition of the part of speech he has put down, and then be asked to apply it to the word. The books in use are Cornwell's "Grammar for Beginners"; the "Grammar and Key" of the Irish Board, the Rev. Mr. Best's "Grammar," with a third part comprising the Rudiments of Latin; and Morell's smaller "English Grammar and Graduated Exercises." The rudiments of Latin have been taught in the Nelson Town School, and the progress of the scholars has been very creditable both to them and their master.

With reference to the advantages to be gained from the study of Latin, Geometry, and Music, all of which have occasionally been objected to as superfluous, unnecessary, or a mere waste of time, I might adduce the fact that the two first are taught all over the world wherever education has been carried beyond the rudiments; and to the increasing taste for music and belief in its tendency to refine and humanize, as sufficient to justify us in introducing and promoting the study of these subjects. The arguments in their favor have however been so clearly and simply stated by the Rev. S. Hawtrey in his ac-

count of St. Mark's School, Windsor, a school described by Professor Mosely as "one of the most successful attempts in elementary education with which (in the discharge of my official duties) I have become acquainted," that I make no apology for introducing them here. He says—

"With regard to the intellectual part of Education, I believe it to be an essential element of right teaching, that boys should be set, as soon as they are prepared for it, something hard to work at; something that they will not be able to master without painstaking and intellectual effort. I think this is too much lost sight of in our National Schools."

—"We want something corresponding to the effort which a boy, in a classical school, has to make in learning to construe and parse his lesson, or master a proposition in Euclid."

"Hence it is that while there is a good deal that is striking and showy on the day of examination, there is less permanent fruit from the teaching than might be expected."

"To guard against this disheartening result, as soon as boys are fit for it, it has been the custom, in our school, to give them something hard for their minds to work upon. The subjects that present themselves for this purpose are obvious,—*Language and Geometrical Reasoning*. It is not much that we are able to accomplish. Though little, what is done is of the highest value in an intellectual point of view."—"About the fact there can be no doubt; we find that the boys' intellects are manifestly and marvelously quickened by their Latin lessons. Of course there must be zeal and heartiness on the part of the scholars; this is secured by sympathy with them. But, supposing other things to be the same, I have no hesitation in saying that we are doing better for our scholars by giving them Latin lessons, than by imparting to them the knowledge of facts, which it may be practically useful for them to know." "I may also here remark, that an intelligent knowledge of Grammar is more speedily acquired by learning, a second language, with which one's own may be compared, than by learning the structure of language only through the medium of one's mother tongue."

Though with regard to Euclid, "the knowledge of it may have no practical bearing on their after life, the effort to understand a Geometrical demonstration is of incalculable service in the cultivation of the intellect."

"Nothing can stand in the place of Euclid."

"We should never forget that our business at school is to teach our scholars how to learn. That school will not be the best from

which the scholars go forth with the largest stock of information, however valuable and practical it may be. The best school will be the one where the training has been such as to fit them for carrying on self-education after they leave school."

"Education, based on the analysis of language and the study of geometrical reasoning, gives a boy a power over any book that may be placed in his hands, which otherwise he would not have had."

"The conclusion I have come to in this matter is the result of eleven years' close observation and experience—If our system of instruction has, in the course of time, become more intellectual than that usually given to boys of the laboring class, it is because I found by experience that such training laid the best foundation, in a given time, for the boys becoming afterwards valuable men, in relation to their kindred, their associates, their employers, and their country."

"Before dismissing the question of mental culture I must refer to another branch of learning—I mean the learning music *from notes*. Independently of the result obtained (I mean the power of reading music). I know nothing that is more valuable for fixing the attention of children than the study of music from notes. It can be brought to bear on the culture of their minds at a very early age. The whole school may be safely taught. There is not one boy in ten who has an ear so defective that it cannot be improved. And think only what you are doing for them, opening, as it were, a new sense, teaching them a new language—a language in which are written works of the highest genius and inspiration."

"The power of attention, and consequent mental activity, which I have observed to result from making music from notes a regular part of the school business, has led me to say deliberately to the promoters of schools that, of two schools, *ceteris paribus*, if one (A) were to make Music part of the school business, and the other, (B) were not to do so, it would be found, at the end of a given time, that the scholars of A school would have learnt every subject that had been taught in the B school, and would know them better besides having acquired the knowledge of Music." "No one could look into the animated countenances of our boys, from nine to fifteen years of age, singing with

precision and self-reliance such music as Handel's and Mendelsohn's choruses, without being persuaded that the acquirement they have made, and are using, must be exerting a great influence upon their mental development. The result strikes people as very extraordinary. I can only account for our success by supposing that a kind of action and reaction is going forward; their music acting upon their other studies, and their other studies reacting upon their music." I have given these rather copious extracts on the subjects of Geometry, Grammar, and Music, because I have reason to think that the reasons for recommending them as branches of school instruction are not sufficiently understood, nor their advantages appreciated as they might be; and in the hope that school Committees may inquire more closely into the qualifications of masters in these respects than they have hitherto done. With regard to the other subjects I have touched upon, the remarks are such as I have found most frequently required; and are given that the Committees may be acquainted with the plans which are pursued or recommended in our schools; the manuals I have mentioned contain ample information on these and many other equally important parts of the masters duty, which are not mentioned here.

The most essential of these, those which, double the value of all other qualifications and make up for many deficiencies in other ways, are a hearty liking for his work, and a lively interest in his scholars, on the part of the teacher. "Sympathy is the secret of power—no artificial self-adaptation—no merely official or pastoral relation—has an influence equal to that which is produced by the consciousness of a human and personal affection in the mind of the teacher towards his scholars—of the general towards his soldiers—of the apostle towards his converts." "Let it be remembered," says the Rev. Mr. Hawtrey, "that in any hints I may give for the conduct and discipline of a school, founded on our experience, it must always be understood that genuine sympathy in the heart of the master for his boys, is pre-supposed."

I have the honor to be, &c.,

J. D. GREENWOOD,
Inspector.

RETURN of the Members and Attendance at the NELSON PUBLIC SCHOOL, for the Half-Year ending June 30, 1862.

SCHOOLS.	THIRD QUARTER.						FOURTH QUARTER.					
	Boys.	Girls.	TOTAL.	School Days.	Daily Attendance.	Comparative Average.	Boys.	Girls.	TOTAL.	School Days.	Daily Attendance.	Comparative Average.
1. Nelson, Boys—First Division	56	...	56	48	49	87	58	...	58	60	50	85
2. Do., do.—Second Division	80	...	80	48	60	75	86	...	86	61	68	79
3. Do., Girls—First Division .....	...	82	82	48	64	78	...	87	87	61	62	72
4. Do., do.—Second Division .....	...	60	60	48	43	70	...	60	60	63	39	65
5. Do., Infant	97	42	139	48	83	60	99	43	142	61	80	56
6. Clifton	14	13	27	55	19	66	13	14	27	64	16	59
7. Hillside	16	11	27	55	16	59	15	10	25	55	12	53
8. Stoke	32	30	62	54	38	61	*	*	*	*	*	*
9. Richmond, Boys	55	...	55	49	30	54	53	...	53	59	35	66
10. Do., Girls .....	...	53	53	56	32	60	...	58	58	64	40	68
11. Appleby	20	14	34	61	22	65	19	9	28	60	21	75
12. Ranzau	28	16	44	61	23	52	24	16	40	62	22	55
13. Hope	20	20	40	61	19	47	20	24	44	60	23	52
14. River Terrace	29	14	43	55	21	47	24	13	37	56	17	48
15. Spring Grove, Boys	34	...	34	55	16	47	33	...	33	58	19	57
16. Do., Girls .....	...	50	50	55	30	60	...	46	46	58	29	63
17. Wakefield, Lower	37	29	66	60	42	64	30	28	58	59	36	67
18. Do., Upper	17	21	38	55	20	53	16	20	36	56	18	50
19. Fox Hill	8	9	17	60	11	64	7	9	16	52	12	75
20. Waimea West Village	35	28	63	56	32	51	44	25	69	64	24	35
21. Do., North	29	10	39	53	25	64	29	8	37	63	24	63
22. Moutere, Upper	16	20	36	58	20	55	14	17	31	60	18	58
23. Do., Lower	23	21	44	59	31	70	23	21	44	63	27	65
24. Motueka	21	26	47	50	29	61	23	28	51	54	30	59
25. Do., Second Division	19	17	36	54	20	55	19	17	36	58	24	64
26. Pangatotara	24	18	42	49	21	50	20	16	36	55	19	52
27. Riwaka	32	21	53	55	37	70	30	22	52	60	35	67
28. Takaka	13	15	28	54	18	64	14	13	27	54	17	62
29. Motupipi .....	...	...	...	...	...	...	...	...	...	...	...	...
30. Collingwood .....	...	...	...	...	...	...	...	...	...	...	...	...
	755	640	1,395	...	871	62	713	604	1,370	...	817	62

* No Return.

ANNUAL RETURN of the NELSON PUBLIC SCHOOLS for the Year ending June 30, 1862, showing the ages and proficiency of the Children.

SCHOOLS.	No.	AGES.				READING.			SLATE.	WRITING.			DRAWING.	ARITHMETIC.			GEOMETRY.	GEOGRAPHY.	HISTORY.	GRAMMAR.	MUSIC.	
		Under 6.	6 to 9.	9 to 12.	12 & above.	1.	2.	3.		1.	2.	3.		1.	2.	3.						
1. Nelson, Boys.....	70	...	...	27	43	...	4	66	...	...	37	33	14	...	30	40	10	70	70	70	...
2. " " Second Division	86	...	30	50	6	50	36	...	...	47	31	8	...	69	17	...	...	34	34	17	...
3. " Girls.....	126	...	13	69	44	30	50	43	...	56	40	27	...	97	12	14	...	122	48	122	18	
4. " " Second Division	60	9	37	14	...	13	43	3	17	28	20	1	...	48	...	...	...	...	...	...	...
5. " Infant	162	127	35	...	...	120	42	...	17	28	20	1	...	48	...	...	...	...	...	...	...
6. Clifton	34	2	12	10	10	6	17	11	5	6	9	10	2	8	13	4	...	17	9	12	...	
7. Hillside	30	4	20	1	5	4	17	9	11	...	14	6	3	11	9	7	10	20	10	20	...	
8. Stoke .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Richmond, Boys	77	10	22	24	21	29	32	14	15	22	22	17	9	22	14	10	26	33	27	33	...	
10. " Girls	73	15	26	16	16	3	25	44	32	9	26	31	8	15	16	7	...	39	25	39	...	
11. Appleby	43	3	16	9	15	12	17	11	9	15	8	7	...	24	8	7	...	21	7	21	...	
12. Ranzau	54	17	14	9	14	23	15	16	11	2	22	3	1	31	5	2	...	16	...	25	...	
13. Hope	52	12	23	11	6	19	21	4	5	12	15	3	...	23	6	3	...	8	8	25	...	
14. River Terrace	55	3	21	13	17	11	30	7	19	29	...	...	...	20	9	...	...	22	...	13	...
15. Spring Grove, Boys	45	4	16	10	15	10	21	14	4	5	15	11	9	12	15	3	...	20	20	20	...	
16. Do., Girls.....	58	5	19	19	5	38	11	10	12	14	11	10	5	20	3	7	...	10	10	10	...	
17. Wakefield, Lower.....	74	6	27	21	20	21	30	22	...	33	8	9	12	38	10	9	...	18	...	18	...	
18. Do., Upper.....	41	11	13	14	3	12	17	12	20	6	9	4	...	16	8	6	...	29	5	18	...	
19. Fox Hill.....	23	5	6	9	3	17	3	...	14	...	8	...	...	18	...	6	...	4	...	4	...
20. Waimea West Village.....	85	...	...	...	...	33	40	7	32	34	17	...	...	66	20	2	...	44	...	46	...
21. Do., North Division	43	7	15	10	11	19	16	8	16	6	9	8	...	10	13	1	...	24	5	12	...	
22. Moutere, Upper	47	5	14	18	10	22	16	8	4	7	15	4	15	18	5	3	...	26	10	16	...	
23. Do., Lower	49	2	19	18	10	22	13	15	13	14	8	8	6	21	8	9	...	25	9	13	...	
24. Motueka	54	...	13	27	14	4	34	16	7	7	25	15	...	32	13	9	...	54	54	54	21	
25. Do., Second Division	49	12	28	12	3	29	14	...	49	...	...	...	...	12	...	...	...	...	...	...	...
26. Pangatotara	48	10	14	13	11	26	17	5	26	5	14	4	...	18	5	1	...	11	14	9	...	
27. Riwaka	58	7	19	20	12	15	24	18	29	3	11	15	14	13	5	...	...	31	18	21	17
28. Takaka	34	9	15	9	...	23	9	2	8	9	4	...	...	5	5	...	...	5	...	5	...
29. Motueka	27	4	6	6	...	7	14	6	1	5	8	5	...	20	...	...	...	...	...	...	...
30. Collingwood .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	1,657	289	493	459	325	618	628	372	359	341	394	235	109	719	249	162	109	703	383	648	56	

[Waimea West, N.D.
 [of Masters. New Master from
 No. 67—no return, from change
 New Master, from Appleby.
 New Master.
 New Master.
 New Master.
 New Mistress.
 New Master.
 New Master.
 Geography, History, & Grammar
 [taught collectively. New Master.
 School lately re-opened, new Mas-
 Ditto ditto ditto, new Master.]

Abstract of RECEIPTS and DISBURSEMENTS of the Provincial Treasurer, Nelson, for the Quarter ended September 30, 1862.

RECEIPTS.			DISBURSEMENTS.		
Ordinary Revenue.			Departmental.		
Customs (½ Gross Revenue) ...	£1,610	2 11	Superintendent's Establishment ...	£241	16 9
Publicans' Licenses ...	25	0 0	Provincial Solicitor ...	62	10 0
Education ...	57	10 0	Provincial Treasurer ...	40	0 0
Hackney Carriage Act ...	2	2 0	Audit ...	50	12 4
Government Wharf ...	137	1 8	Crown Land ...	514	19 2
Dog Act ...	127	1 0	Engineer ...	112	10 0
			Gaol ...	155	11 1
		1,958 17 7	Police ...	351	9 5
Incidental Receipts.			Native Interpreter ...	15	0 0
Miscellaneous ...	16	14 2	Weights and Measures ...	25	0 0
			Meteorological ...	12	10 0
		16 14 2	Registrar Cattle Brands, &c. ...	15	10 0
Territorial Revenue.			Medical ...	349	13 4
Crown Land Sales, &c. ...	15,947	1 0	Harbor ...	392	4 5
		15,947 1 0	Provincial Council ...	514	5 10
					2,853 12 4
			Miscellaneous.		
			Charitable Aid ...	131	6 4
			General Contingencies ...	306	2 1
					437 8 5
			Public Works and Purposes.		
			Supreme Court ...	3	2 0
			Existing Contracts ...	1,382	3 4
			Education ...	552	13 10
			Surveys ...	31	1 9
			Government Buildings ...	606	3 0
			Bridge over Wairoa River ...	345	0 0
			Bridle Track, Riwaka to Takaka ...	22	0 0
			Road from Motueka to Baton ...	52	1 6
			Road from Salisbury's to Baton ...	30	0 0
			Pelorus Road ...	637	0 6
			Road to Cemetery ...	2	12 0
			Bonus for discovery of Gold-fields, Wangapeka ...	75	0 0
			Provincial Steam Service ...	333	6 8
			Volunteers ...	20	12 6
			Lesser Public Works ...	52	3 8
			Public Garden, Trafalgar-square ...	11	10 6
			Board of Works ...	300	0 0
			District Roads, Amuri ...	315	6 7
			Dog Act ...	76	12 0
			Road, Waimea Village to Dove Dale ...	472	9 11
			Roads to Buller and Grey District, &c. ...	27	11 0
			Suburban North Road Board ...	100	0 0
			Immigration ...	1,000	0 0
			Draining Riwaka Swamp ...	61	0 0
			Road to connect Riwaka and Motueka ...	60	0 0
			Inter-colonial Steam Service ...	250	0 0
			Protection of Maitai River Banks ...	53	10 11
			Waimea Road Board ...	600	0 0
			Moutere Road Board ...	150	0 0
			Motueka Road Board ...	125	0 0
			Riwaka Road Board ...	50	0 0
			Moorings, Riwaka River mouth ...	7	0 0
			Collingwood Gold-fields ...	5	17 0
					7,810 18 8
			Total Disbursements...		
			£ 11,101 19 5		
			Balance to next Quarter ...		
			£ 26,056 11 3		
			Total ...		
			£ 37,158 10 8		
Total Receipts ...	£	17,922 12 9			
Balance from last Quarter ...	...	19,235 17 11			
Total ...	£	37,158 10 8			

JOHN POYNTER, Provincial Treasurer.

I hereby certify that I have, in accordance with the provisions of the Provincial Audit Act of the General Assembly, 1861, examined the above Balance Sheet, with the Vouchers connected therewith, and find the same to be correct, and that the expenditure shown therein has been properly classified.

II. D. JACKSON, Provincial Auditor.

November 1, 1862.

Amount of CUSTOMS REVENUE collected in the Province of Nelson during the Quarter ended September 30, 1862.

HEADS OF RECEIPT.				AMOUNT.		
Spirits	...	...	£	1,703	9	4
Tobacco	...	...	...	172	8	6
Cigars and Snuffs	...	...	...	92	17	0
Fixed Duties	...	...	...	1,444	0	8
Duties by Measurement...	...	...	...	804	13	5
Warehouse Rent	...	...	...	3	8	7
Export Duty on Gold Dust	...	...	...	321	17	6
Incidental Receipts	...	...	...	2	0	0
				£	4,544	15 0
Gross Revenue Collingwood	...	...	...	69	16	8
				£	4,614	11 8

D. ROUGH,

Collector.

Custom House, Nelson, 9th October, 1862.

VICTORIA, by the Grace of God, of the United Kingdom of Great Britain and Ireland Queen, to SAMUEL KINGDON, of Trafalgar-street, in the City of Nelson, in the Province of Nelson, in the Colony of New Zealand, Solicitor, Greeting.

WHEREAS an Action is now pending in our Supreme Court of New Zealand, in the Middle District, between THOMAS BATCHELOR of the City of Nelson, in the said Province of Nelson, Shoemaker, Plaintiff, and CHARLES MAIDMENT, late of Wairau, in the Province of Marlborough, in the said colony, Grazier, now out of the said colony, Defendant; and in order that the Plaintiff may proceed in the said Action, *We command you* that you do retain and keep all and singular the Monies and Chattels, Books of Accounts, Bills, Bonds, Notes, Securities, and other property of whatsoever nature, in the custody or under the control of you at the time of the service of this Writ belonging to the above named CHARLES MAIDMENT, or to, or in which the said CHARLES MAIDMENT shall at that time be legally or equitably entitled or otherwise beneficially invested, and all debts of every kind then due by you to such Defendant,

although the same or part thereof may be payable only at a future day. *And We further Command you*, that you in your own proper person be and appear before our said Court, or a Judge thereof sitting at Chambers at the City of Nelson aforesaid, on the Nineteenth day of January next, at Ten o'clock in the Forenoon, then and there to be examined touching the premises and to do and to receive what shall then and there be considered of you in that behalf, this you shall in no wise omit.

[The Seal of the Supreme Court of New Zealand.]

Witness, ALEXANDER JAMES JOHNSTON, Esquire, a Judge of our Supreme Court of New Zealand, at Nelson, the Twenty-eighth day of October, One thousand eight hundred and sixty-two.

This Writ was issued by HENRY ADAMS, of Hardy Street, in the City of Nelson, in the Province of Nelson, in New Zealand, Solicitor for the Plaintiff.

If you part with any of the Defendant's property, or pay any debts due to him you will become personally responsible to the Plaintiff.