



NEW ZEALAND
GOVERNMENT GAZETTE
(PROVINCE OF NELSON).

Published by Authority.

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By His Honor's command,

ALFRED GREENFIELD, Provincial Secretary.

VOL. XIV.

NELSON, MONDAY, AUGUST 13, 1866.

No. 19.

Superintendent's Office, Nelson,
August 10, 1866.

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

ALFRED GREENFIELD,
Provincial Secretary.

REPORT OF THE INSPECTOR OF
PUBLIC SCHOOLS.

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

SIR,—The Educational statistics for the last twelve months, if taken as a whole, afford but little matter for comment, though that little is, with the exception of one point to be noticed presently, almost entirely of a favor-

able nature. The gross attendance shows a slight advance on last year's numbers, 44 additional pupils having raised the numbers for 1865-6, to 2,107. The number of good readers, 476, is nearly stationary, as is also the number of those who know something of geography, grammar, and history.

But in the two branches to which I have pointedly referred more than once, as being hitherto indifferently taught in the bulk of our schools—penmanship and arithmetic—I have every reason to be satisfied with the improvement that has already taken place, and is still going on. The number of writers classed as "good," amounting to only 116 two years ago, now reaches 256. In arithmetic, the advancement made has been, in one sense, more satisfactory to myself, inasmuch as it is capable of being more exactly tested than handwriting can well be. The number of scholars having a fair knowledge of proportion and practice has increased by more than a third during the past year, while about one-seventh has been added to

the list of those who show some acquaintance with vulgar and decimal fractions.

One apparent fallacy in the Returns has long puzzled me. I refer to the column giving the number of children 12 years old and upwards as 357, whereas, last year, there were only 216. From this it would naturally be inferred that the children now generally remain longer at school than formerly. Yet my own observation, and the frequent complaints of teachers that the elder scholars are being removed from school at an earlier age than in past years, convinced me that there was something that did not appear on the face of the statistics. The solution of the difficulty is this, that the attendance of the elder scholars is becoming almost nominal in too many of our schools. They appear at school just sufficiently often to keep their names on the quarterly returns, but not regularly enough for any real progress. To test this beyond a doubt, I have compared the quarterly attendance of children of different ages, at several schools, and found that the average attendance of the elder scholars was in each case far lower than that of the beginners, the discrepancy amounting, in some instances, to as much as 25 per cent. Independently of this, no one who has been in the habit of visiting our schools for the last three or four years can fail to be struck with the extreme youthfulness of the scholars who now compose our most advanced classes. This tendency, if suffered to continue unnoticed and unchecked, must ultimately restrict the usefulness of our Provincial schools to a deplorable extent. If the sole result of our present better systems of teaching, and improved appliances be that of enabling a given number of children to acquire the arts of reading, writing, and arithmetic at an earlier age than formerly, in order that their services may the sooner be available for the shop or the plough, I fear that very little will have been gained to the cause of national education. My own experience has taught me to place the smallest possible reliance on any attempts at education that cease much before the age apparently contemplated as a maximum by the framers of our Education Act,—14 years. Let anyone who doubts this take the trouble to examine two or three children who have been tolerably well taught up to the age of, say, 10 or 11, but who have left school for several years, and have not been subjected to exceptionally favorable home influences since. It will be found, I suspect, that the comparatively short interval that has elapsed will have gone so far towards obliterating the recollection of what has been learnt at so

tender an age, as to leave but little hope of the permanence of what remains.

I am aware that complaints of the very early age at which children usually leave the national schools of England form a prominent feature in most inspectors' reports. But there is really little analogy between an English national school and one of our provincial schools. Except in very backward or thinly-peopled districts, schools of a higher class, and, in many cases, free schools, are everywhere within the reach of all but the very poorest portion of the community in England. In our own province (if the town be excepted,) there is hardly a school of any description to enter into competition with the public schools, of which it may broadly be said that the vast majority of the children of all classes receive their education there, and there only. This circumstance alone should entitle us to look for a far higher average of attendance, and a longer period allotted to school life, throughout the province, than could well be expected from the children of the needy peasantry and artisans of England, from whose ranks the national schools are chiefly recruited. Enough has been said of the former shortcomings of many of our teachers, by way of extenuating the negligence of parents. The teaching power throughout the province has been largely increased of late years, and it is high time, as it seems to me, that the parents, as a body, did their part more effectually.

Two years have now elapsed since I exposed the weak points in our schools in detail, and without reserve. Since then, many changes have taken place, due in part to resignations, and transfers, and in part to other causes.

The more pleasing task now devolves upon me of showing how these changes have been, on the whole, vastly for the benefit of the cause of provincial education. Where I still think that a reformation is required, I shall not fail to speak out, in the hope that, ere long, the employment of a really incompetent teacher may become a thing of the past in our provincial schools.

Town Boys' School, 1st division: Mr. SMITH, Master.—When I last had occasion to make reference to this school, it had fallen, from long continued mismanagement, far below the level of several of our country schools in point of discipline and attainment. The present master, who spares no pains to improve his school, has certainly gone far towards effecting a reform in both of these respects. The boys are orderly, they read

much better than they did, and show a fair general knowledge of grammar and geography, while the first class, at my last examination in June, stood a searching examination in arithmetic very well. In one important branch, however, I can record but little progress. The handwriting is still feeble and careless throughout the school.

On the whole, though much has undoubtedly been done during the last two years, this school cannot yet claim such an indisputable pre-eminence in every respect as it ought to possess over even the best of our country schools.

Town Boys' School, 2nd division: Mr. SADD, Master.—I have little to add to what I formerly stated, as to the very efficient way in which this important school was being conducted. I see no falling off in any respect. I would suggest, however, that the employment of an older and better paid assistant than the youth who now does duty as pupil teacher, would greatly lighten the master's work, and would enable him to give more time to explanation in such a subject as arithmetic, for instance, in which I have observed that the method pursued is somewhat dry and mechanical, from sheer lack of time on the part of the teacher to enter more fully into details. More time also seems to be required for the due supervision of so many beginners in writing.

Town Girls' School, 1st division: Mrs. SAIT, Mistress.—The girls here are at least as well taught, and as well conducted as they have been hitherto. I was particularly pleased with the reading of the first and second classes, when I last examined them. The younger children read fluently enough, but not very distinctly, and did not pay sufficient attention to their stops. The arithmetic, as I have frequently found it in girls' schools, was slow, and not particularly accurate. The scholars throughout had a fair acquaintance with geography, grammar, and the outlines of history, and the handwriting was remarkably good.

Town Girls' School, 2nd division: Miss DARBY, Mistress.—It appears to me that too much has been sacrificed in this school, for the sake of perfect order and almost absolute silence. I should have preferred seeing more animation and mental activity amongst the scholars at the expense of a little noise. The reading of the first class especially was painfully low and indistinct, and the answers to such questions as I put were almost inaudible, making it very difficult for an examiner to as-

certain how much the children really knew.

Preparatory School: Mrs. COOK, Mistress.—Much good has resulted from the recent appointment of a very active and intelligent assistant to this school. The time of the mistress is no longer almost exclusively taken up in keeping order among the large masses of very young children who daily attend; and the progress of the first class has been proportionately greater, thus enabling me to promote large drafts of boys and girls to the higher town schools.

Town Auxiliary School: Mr. J. HODGSON, Master.—Repeated drafts have been sent from this school to the first divisions of the boys' and girls' school, which are thus kept constantly full. The children are very carefully and systematically prepared for promotion; the course of instruction being designedly kept within certain prescribed limits. The reading and writing seemed to me specially worthy of commendation.

Clifton Terrace: Mr. GILBERT, Master.—The daily attendance at this school, formerly very irregular, has largely increased of late, which is, in itself, not a bad token of the estimation in which a teacher is held.

My own observation also confirms the view that a considerable advance has taken place here during the last six months. The younger children have great pains bestowed upon them, and the elder scholars read and write well. But the arithmetic, though rather better than it was, is still slow and uncertain.

Hillside School: Mr. M'INTOSH, Master.—The high reputation that Hillside school has long held is not likely to suffer in the hands of the present teacher. Reading, writing, and more especially arithmetic, are thoroughly well taught, while the children are decidedly more orderly than they were. I have noticed, however, with some regret, that the study of grammar, geography, and history, in all of which the higher classes were unusually well instructed by the late master, has been almost discontinued. I do not forget that I have, more than once, expressed a strong opinion in favor of teaching a few subjects well, but grammar certainly, and (with scholars already so well grounded) geography and something of history might, I think, be added with advantage to the very limited range of subjects at present taught. I hope the more that the exclusion of these branches is only temporary, as there can be no doubt of the ability of the present master to do justice to all of them.

Stoke: Mr. and Mrs. SMITH.—Two years ago I pointed out several defects in the management of Stoke school, which I attributed solely to inexperience on the part of the teachers. Time has justified this view of the case, as the faults then existing have almost entirely disappeared, the children entering and leaving school in a proper manner, and the writing and arithmetic being now of quite average merit. The attendance has also greatly increased, the numbers being now 52 daily against 37 in 1864. I have observed too, with some surprise, that several boys living near Richmond, and formerly attending the Richmond Boys' School, now come as far as Stoke to be taught.

Richmond, Boys': Mr. SUNLEY, Master.—I have referred to the second division of the Town Girls' school as an instance of too much being sacrificed to the maintenance of silence, Richmond Boys' School is an equally striking example of the opposite extreme of excessive noisiness. The incessant clamour going on has the effect of distracting the most practised examiner's attention from the merits of the school, which, in some respects, are really considerable. Were this serious defect remedied, there would be little to complain of. The arithmetic and grammar continue pre-eminently good, the writing of the more advanced pupils is improved, and the general information of the boys is quite equal to what might fairly be expected from them. The reading is, however, rather slovenly and hurried, and the copy-books of some of the younger boys are very carelessly written.

Richmond, Girls': Miss SPENCER.—Nothing need be added to the high praise that this school has always received and continues to deserve. The rate of daily attendance is perhaps the best evidence of the estimation in which the efforts of the teacher are held in the neighborhood.

Appleby: Mr. CHAMBERLAIN, Master.—This is a small and comparatively backward school. I found the children perfectly orderly, and the gradation of classes better preserved than formerly. But I could detect hardly the faintest trace of mental activity in the children, the prevailing expression being that of sleepy indifference. Much of this is doubtless due to the long continued sickness in the neighborhood, as the teacher, when master at Ranzau, was by no means deficient in energy.

Ranzau: Mr. and Mrs. CHATTOCK.—Great credit is due to these teachers for the efficient and methodical way in which they

manage one of the largest of our country schools. Fifty-nine children now attend daily, nearly doubling the numbers for 1864. No very high standard is attempted, even in the first class, but all seemed thoroughly grounded. With the sanction of the Local Committee, I some time ago drew up a timetable expressly adapted to the requirements of this school, the master being then somewhat unused to school work. The adoption of this, slightly modified, seems to have removed the only drawback to the former success of the school, a proper system of apportioning the school hours, so that all classes may be kept at work continuously.

Hope: Mr. PACKER, Master.—I have much pleasure in recording the great improvement that has been effected in every department of this school, since I had last occasion to comment upon its many shortcomings. The children are now perfectly orderly, the first class work correctly and readily questions in practice, proportion, and interest, and show a fair acquaintance with the elements of geography and grammar, while the reading and penmanship are better than they were, throughout the school.

River Terrace: Mrs. BRYANT.—The attendance having dwindled down to 18 daily, it has been thought better to substitute a mistress for a master, this change being generally desirable on other grounds besides those of economy in very small and backward schools, where a larger and more advanced school is within reach of the older scholars as is the case in this instance. The present mistress has been only recently appointed, but she appears to me well qualified to perform the task entrusted to her.

Spring Grove, Boys': Mr. EDMONDS, Master.—The appointment of the present master to this school, in January, has already produced the best results. The daily attendance, which seldom exceeded 20 formerly, has now increased to 36, and the improvement of the boys, notably in writing and arithmetic, is very gratifying. It is also worthy of remark, that the whole of the first class now show a creditable knowledge of fractions, a branch of arithmetic of which they knew nothing six months ago; and, as the boys appear to me barely equal to the average of other schools in point of intelligence, it is difficult to avoid the conclusion that where the arithmetic is deficient the blame must rest entirely with the system of the teacher.

Spring Grove, Girls': Mrs. RUTHERFORD,

Mistress.—A daily attendance of more than 50 girls has for some time entailed more labor on the mistress of this school than ought fairly to be exacted from any teacher. The recent appointment of an assistant will, however, now enable the mistress to devote more time than could formerly be spared to the advanced classes, who, as it is, are fairly taught in every respect. The reading, writing, and arithmetic throughout the school are of more than average merit.

Lower Wakefield.—Mr. MALCOLM, Master.—Much has been done by the present teacher towards bringing this very backward school nearer the level of neighboring schools. All the classes read more audibly than formerly, the handwriting is improving, and geography appears to have been very successfully taught. Excellent order is also kept. Until, however, the older scholars attend more regularly, the standard of attainment will continue to be comparatively low.

Upper Wakefield: Mr. PHILLIPS, Master.—In every respect but one this ranks among the foremost of our Provincial schools. The reading is very good throughout, that of the first class especially leaving little to be desired in point of tone and emphasis. Grammar is well taught, and the penmanship is uniformly excellent. But in arithmetic Wakefield must still take an unmistakeably low place, none of the pupils having yet advanced beyond the rudiments.

Foxhill: Mrs. HOLDER.—The attendance at this school, which for a time improved greatly under the management of the present teacher, has been on the decline lately, and has fallen during the last quarter to 6 daily. I am the more surprised at this, as the teacher, (who has just resigned,) seemed to me in every respect well qualified to undertake the charge of a more advanced school than Foxhill.

Eighty-eight Valley.—The daily attendance here having dwindled down to 3, the Committee have very properly closed a school that was doing but little good, at a great cost to the province.

Waimea West, North-Division: Mr. THORBURN.—Very good progress has been made in this school during the last two years. The proportion of scholars who have a knowledge of fractions is far above the average, while the handwriting is unusually good. The reading, however, though fluent enough, struck me as being too loud (by no means a common fault in our schools).

Waimea West, Village: Mr. W. HIGGIN, Master.—This is a rather numerous mixed school, in which the younger classes are very carefully taught by Mrs. Eban, the assistant mistress. The whole of the master's time can, therefore, be devoted to the elder scholars, who, however, though improving, do not yet come up to the standard of our best schools in anything but arithmetic, which is very successfully taught. The reading is generally indifferent, and the handwriting slovenly. I confess that I am somewhat at a loss to account for this backwardness, as the present master is exceedingly painstaking, and the average attendance of the children has been very high, amounting to as much as 88 per cent. during the last quarter. The frequent change of masters, and consequently of system, may partly explain the matter.

Upper Moutere: Mr. COOK, Master.—I see no reason for altering the opinion that I have formerly expressed as to the general excellence of this school. The numbers are, however, evidently outgrowing the teaching power of a single master, no less than 58 scholars being present at my last examination. With such numbers it is hardly to be wondered at that a high standard of attainment is not attempted, or that the first class are beginning to show some tokens of their progress being stunted, more noticeably in arithmetic.

Lower Moutere: Mr. RONSON, Master.—Though the attendance here is less than it was two years ago, and the higher classes are evidently composed of much younger children than formerly, the teacher does not appear to me in any degree responsible for this falling off, as the scholars who do attend are throughout remarkably well taught and well behaved. Mr. Robson is, in truth, worthy of a field where there would be more scope for his abilities, both as an organiser and a teacher, than can be afforded by so small a school as his present one.

Motueka, 1st Division: Mr. WILSON, Master.—In this school, as at Lower Moutere, far less good is being effected than would be the case were the scholars allowed to remain at school even as long as they were formerly. The contrast between the mere children who now make up the 1st class, with the well-trained boys and girls of 14 and upwards whom I used to meet there some three years ago, is very striking, and cannot but be disheartening to a teacher who understands his work so thoroughly as Mr. Wilson does. I am not without hopes, however, that the substitution of the present handsome and well arranged buildings for

the former small and inconvenient school-rooms, will have some effect in bringing a larger and more continuous attendance to both divisions of this school.

Motueta, 2nd Division: Mrs. HOMANN, Mistress.—The children being periodically drafted from this division to the upper school at a very early age, but little is attempted beyond the elements of reading and slate writing. These are carefully taught, and the scholars are very orderly.

Pangatara: Mr. BISLEY, Master.—This, though one of our smaller schools, is very successfully taught by the present master. I was well pleased with the care shown in keeping the classes at work simultaneously, and with the perfect order maintained, without any sacrifice of work. The geography and arithmetic may be mentioned as being exceptionally good.

Riwaka: Mr. GILPIN.—This school sustains a great loss by the resignation of its present teacher, to whose singular tact and unwearied exertions, extending over a period of many years, the very efficient state of the school, which I have formerly pointed out, and which still continues, is entirely due.

Takaka.—This is one of the few schools in which little or no progress has been made during the last two years. The teacher, who has held the appointment during that period, has left one of the most backward of our country schools pretty much as he found it. But it will be a matter of some difficulty for the ablest teacher to do much in a district where, partly from bad roads and floods,

though in a still greater degree from the carelessness of parents, the scholars do not attend, on an average, three days a week. If a school is manifestly languishing, the true remedy is not to withdraw the scholars, but, after a reasonable trial of what can be effected by regular attendance, to remove the master who cannot then plead that he has been unfairly dealt with.

Long Plain, Takaka: Mrs. M'DONALD, Mistress.—I was gratified, on my last visit, to see the progress that had been made in this little school, which has been established only 18 months. Though little is attempted beyond the rudiments of reading and writing, these are carefully taught, and as the scholars are all very young, the school will meet the requirements of the neighborhood for some time to come.

Motupipi: Mr. RAY, Master.—Clifton continues to take a high rank among our schools, in respect of both discipline and learning. The reading of the younger scholars is particularly good, the handwriting and arithmetic being also of more than average merit.

Collingwood.—This school, which had been falling off for some time, both in numbers and in other respects, was closed when I last visited the Massacre Bay Districts. It has since been reopened and reorganized by the Rev. H. Halcombe, but too recently to give me an opportunity of reporting on its present condition.

I am, &c.,

W. C. HODGSON,

Inspector of Schools.

RETURNS of NUMBERS and ATTENDANCE at the Nelson Public Schools, for the
Half-year ending December, 1865.

SCHOOLS.	SEPTEMBER QUARTER.						DECEMBER QUARTER.					
	Boys.	Girls	TOTAL.	School Days.	Daily Attendance.	Comparative Average.	Boys.	Girls.	TOTAL.	School Days.	Daily Attendance.	Comparative Average.
1. Nelson, Boys—1st Division ...	42	...	42	50	30	71	48	...	48	52	37	76
2. " " 2nd " ...	98	...	98	50	80	81	95	...	95	53	78	82
3. " Girls—1st " ...	...	75	75	50	49	65	...	76	76	53	56	72
4. " " 2nd " ...	...	61	61	50	38	62	...	64	64	53	45	84
5. " Preparatory ...	83	24	107	50	66	61	84	42	126	54	83	65
6. " Auxiliary ...	41	27	68	49	43	63	34	21	55	53	41	74
7. Hillside ...	22	13	35	55	26	74	19	16	35	59	24	69
8. Clifton Terrace...	14	14	28	65	16	57	14	13	27	60	15	55
9. Stoke ...	40	20	60	58	44	72	43	18	61	58	45	74
10. Richmond, Boys ...	52	...	52	53	39	74	51	...	51	55	40	77
11. " Girls ...	...	65	65	55	45	69	...	65	65	55	45	69
12. Appleby ...	26	17	43	60	24	57	20	15	35	56	18	51
13. Ranzau... ..	34	38	72	52	47	66	37	38	75	59	48	64
14. Hope	18	11	29	55	15	49	16	12	28	57	16	57
15. River Terrace ..	23	15	38	56	19	49	25	13	38	58	23	60
16. Spring Grove, Boys ...	33	...	33	53	20	62	38	...	38	52	27	71
17. " Girls ... ..	...	58	58	44	44	75	...	58	58	57	45	79
18. Wakefield, Lower ...	25	24	49	63	29	59	28	30	58	56	34	59
19. " Upper	21	24	45	48	23	55	24	26	50	60	33	66
20. Foxhill	5	10	15	56	11	52	6	15	21	56	12	57
21. Eighty-eight Valley ...	5	8	13	59	6	49	5	9	14	36	5	37
22. Waimca West, Village ...	38	39	77	60	50	78	38	38	76	55	51	72
23. " North Division ...	35	12	47	64	33	70	39	11	50	62	38	66
24. Moutere, Upper	28	24	52	60	34	62	34	29	63	57	40	63
25. " Lower	21	15	36	56	20	56	22	19	41	53	24	58
26. Motueka—1st Division ...	22	21	43	50	31	72	23	20	43	56	28	64
27. " 2nd "	21	15	36	50	24	66	21	20	41	58	23	54
28. Pangatotara	18	16	34	47	19	59	16	17	33	49	21	63
29. Riwaka	30	28	58	21	25	43	33	31	64	57	45	71
30. Takaka	24	14	38	48	15	45	18	12	30	54	17	56
31. Motupipi	10	14	24	53	21	65	10	16	26	52	23	65
32. Collingwood	14	7	21	58	12	58	18	9	27	59	19	73
33. Long Plain	5	6	11	65	8	72	8	7	15	60	10	66
	857	721	1578		1006	62	876	760	1636		1104	65

RETURNS of NUMBERS and ATTENDANCE at the Nelson Public Schools, for the Half-year ending June 30th, 1866.

SCHOOLS.	MARCH QUARTER.						JUNE QUARTER.					
	Boys.	Girls	TOTAL.	School Days.	Daily Attendance.	Comparative Average.	Boys.	Girls.	TOTAL.	School Days.	Daily Attendance.	Comparative Average.
1. Nelson, Boys—1st Division ...	43	...	43	40	31	74	59	...	59	57	47	74
2. " " 2nd " ...	110	...	110	40	82	75	106	...	106	58	58	75
3. " Girls 1st " ...	...	67	67	38	45	67	...	65	65	57	41	67
4. " " 2nd " ...	...	61	61	38	41	68	...	61	61	57	45	68
5. " Preparatory ...	83	34	117	41	77	65	90	45	135	58	90	65
6. " Auxillary ...	34	19	53	38	39	73	40	28	68	52	43	73
7. Hillside ...	18	17	35	51	25	73	18	19	37	65	30	73
8. Clifton Terrace...	18	19	37	54	28	75	21	17	38	60	34	75
9. Stoke ...	46	22	68	48	41	64	43	24	67	59	52	64
10. Richmond—Boys -	48	...	48	45	36	74	48	...	48	60	36	74
11. " Girls	...	71	71	48	44	63	...	69	69	59	52	63
12. Appleby...	19	17	36	48	19	54	19	16	35	61	23	54
13. Ranzau ...	41	38	79	55	51	64	39	38	77	60	59	64
14. Hope ...	22	13	35	55	20	57	23	13	36	57	21	57
15. River Terrace ...	24	13	37	48	18	48	18	17	35	57	22	48
16. Spring Grove, Boys	45	...	45	53	35	78	54	...	54	56	36	78
17. " Girls	...	62	62	47	44	70	...	69	69	45	52	70
18. Wakefield, Lower	19	29	48	42	32	66	24	33	57	58	33	66
19. " Upper	28	26	54	53	32	60	27	24	51	51	32	60
20. Foxhill ...	4	10	14	55	11	78	3	10	13	46	6	78
21. Eighty-eight Valley*	5	7	12	50	2	20	...	...	...	...	...	...
22. Waimea West, Village	35	33	68	46	44	68	38	30	68	60	44	68
23. " North Division	33	10	43	34	23	51	34	14	48	58	34	51
24. Moutere, Upper	36	29	65	50	41	62	35	35	70	53	46	62
25. " Lower	21	21	42	56	25	59	18	20	38	60	23	59
26. Motueka—1st Division	23	23	46	51	34	74	23	24	47	48	31	74
27. " 2nd Division	19	15	34	56	21	61	20	14	34	48	26	61
28. Pangatotara ...	14	14	28	59	17	60	15	15	30	50	20	60
29. Riwaka ...	27	29	56	57	35	58	29	32	61	57	41	58
30. Takaka †	18	12	30	56	18	57	...	...	...	...	...	...
31. Motupipi ...	19	17	36	55	25	68	18	18	36	58	26	68
32. Collingwood ‡	...	...	...	...	...	...	...	...	...	...	...	...
33. Long Plain ...	8	8	15	53	11	59	8	8	16	65	12	59
	860	736	1596		1050	63	870	758	1628		1145	63

* No return for June quarter—school closed.

† No return for June quarter.

‡ No return.

ANNUAL RETURN of the NELSON PUBLIC SCHOOLS for the Year ending June 30, 1866, showing the Ages and Proficiency of the Children.

SCHOOLS.	NUMBERS.	AGES.				READING.			WRITING.			ARITHMETIC.				GEOGRAPHY.	HISTORY.	GRAMMAR.
		Under 6.	6 to 9.	9 to 12	12 and upwards.	Beginning.	Moderate.	Good.	Beginning.	Moderate.	Good.	First four rules.	Compound rules.	Proportion and Practice.	Fractions, &c.			
1. Nelson, Boys—1st Division ...	59	...	10	22	27	..	1	58	..	49	10	..	9	38	12	59	59	59
2. " " 2nd " ...	144	..	60	70	7	28	116	..	34	84	..	65	53	..	..	85	53	85
3. " Girls 1st " ...	111	..	4	56	51	..	4	107	3	23	85	23	56	32	7	111	88	111
4. " " 2nd " ...	84	2	47	30	5	34	50	..	50	..	..	30	..	..	..	..	..	..
5. " Preparatory ...	193	63	125	5	..	193	..	..	..	..	..	..	..	..	..	..	..	..
6. " Auxiliary ...	105	..	60	41	4	50	55	..	24	42	2	28	26	..	..	..	..	..
7. Hillside ...	38	6	16	11	5	14	16	8	3	15	0	9	9	7	7	27	27	27
8. Clifton Terrace... ..	38	6	16	11	5	26	..	12	8	1	7	6	..	6	..	7	6	7
9. Stoke	78	14	35	19	10	36	26	16	25	17	3	13	14	15	5	5	5	5
10. Richmond—Boys	62	9	13	26	14	34	16	12	28	8	7	7	11	15	7	17	17	17
11. " Girls	81	11	32	29	9	36	13	32	18	21	12	13	25	7	..	32	17	32
12. Appleby... ..	49	7	19	11	13	24	12	13	21	7	6	12	9	4	2	13	13	13
13. Ranzau	94	12	42	25	15	53	27	14	27	10	5	13	8	9	2	10	15	17
14. Hope	42	6	17	14	5	18	21	3	14	8	2	9	12	3	..	9	15	15
15. River Terrace	53	9	18	16	10	31	13	9	17	8	4	13	3	6	..	15	15	15
16. Spring Grove, Boys	56	5	23	15	13	31	15	10	16	18	5	14	12	12	12	9	8	10
17. " Girls	73	13	22	20	18	34	18	21	17	20	10	8	23	8	..	21	25	25
18. Wakefield, Lower	66	10	24	22	10	40	11	15	40	13	13	11	13	3	..	17	21	21
19. " Upper	60	10	17	22	11	30	19	11	15	11	10	7	13	3	..	17	15	15
20. Foxhill	22	5	4	6	7	11	9	2	7	..	2	7	..	..	..	11	..	30
21. Eighty-eight Valley	16	1	6	4	5	9	7	..	7	4	1	7	..	..	..	..	..	..
22. Waimea West, Village	91	11	35	27	18	50	21	20	34	18	2	11	2	..	..	..	..	..
23. " North Division	60	19	20	11	10	28	11	21	13	6	13	10	18	12	12	2	..	2
24. Moutere, Upper	76	8	33	24	11	51	9	16	20	10	7	10	9	13	13	20	20	30
25. " Lower	46	3	20	14	9	24	8	14	20	7	7	17	5	3	..	13	13	21
26. Motueka—1st Division	58	..	14	28	16	18	15	25	14	1	8	12	2	8	..	16	8	8
27. " 2nd Division	48	18	25	2	3	18	15	25	48	10	17	16	9	25	6	14	8	14
28. Pangatotara	39	2	11	18	8	48	..	..	..	..	..	20	9	25	6	40	15	15
29. Riwaka	39	2	11	18	8	48	..	..	..	..	..	20	9	25	6	40	15	15
30. Takaka	70	9	25	24	12	19	15	5	13	4	4	11	2	12	4	..	..	..
31. Motupipi	38	3	17	13	5	35	13	22	21	6	7	18	8	13	10	19	5	19
32. Collingwood*	40	6	11	11	12	22	15	1	4	5	1	6	11	4	3	22	12	12
33. Long Plain	17	2	11	4	..	17	16	7	14	4	7	4	16	12	4	17	6	4
* No return.	2107	270	830	650	357	11	4	2	2	..	..	2	..	..	..	..	..	..
						1053	578	476	557	423	256	423	388	267	106	662	495	652

GENERAL ACCOUNT of the CENTRAL BOARD OF EDUCATION, to June 30, 1866.

Dr.		£	s.	d.	Cr.				
1865.	To Balance Credit Permanent Endowment Fund ...	434	6	6	1865.	By Teachers' Salaries...	550	0	0
July 1.	Balance in Union Bank General Account ...	12	1	2	July 6.	Inspector	29	3	4
13.	Cash per Provincial Treasurer ...	700	0	0	6.	Motueka Committee, advance on building	70	0	0
Aug. 7.	Cash, Richardson, Rent ...	425	0	0	6.	" Motueka Committee, advance on building	5	0	0
Sept. 7.	Cash, Provincial Treasurer ...	6	3	0	6.	" ditch and bridge	8	0	0
11.	Cash, Interest on Mortgage ...	500	0	0	6.	" Joseph Boyce, fence at Motupipi	425	0	0
16.	Cash, Interest on Mortgage ...	25	0	0	6.	Teachers' Salaries ...	29	3	4
25.	Cash, Drummond, Rent ...	40	0	0	Aug. 3.	Inspector	5	0	0
Oct. 7.	Cash, Provincial Treasurer ...	3	0	0	3.	Petty cash	300	0	0
12.	Cash, Land Office ...	500	0	0	3.	Teachers' Salaries...	29	3	4
12.	Cash, Provincial Treasurer ...	40	0	0	Sept. 7.	Inspector	28	0	0
Dec. 6.	Cash, Land Office ...	146	1	0	7.	Takaka Committee, repairs	155	0	0
6.	Cash, Land Office ...	400	0	0	7.	Draft on Seymour, books, &c.	23	3	11
1866.	Cash, Provincial Treasurer ...	19	1	3	7.	Spring Grove Committee, building chimneys	1	10	0
Jan. 12.	Cash, Land Office ...	500	0	0	7.	Riwaka Committee, building	7	0	0
12.	Cash, Sales of Books ...	425	0	0	7.	Pangatotara Committee, repairs ...	268	3	4
12.	Cash, Provincial Treasurer ...	45	13	7	Oct. 6.	Teachers' Salaries...	8	6	8
Feb. 14.	Cash, Land Fund ...	425	0	0	6.	" Malcolm, salary	9	6	8
23.	Cash, Provincial Treasurer ...	700	0	0	6.	" Phillips, "	6	0	0
Mar. 6.	Cash, Provincial Treasurer ...	166	12	6	6.	" Ladley, "	4	3	4
9.	Cash, Provincial Treasurer ...	6	3	0	6.	" Holder "	29	3	4
10.	Cash, Wigley, Rent ...	25	0	0	6.	Inspector	290	0	0
16.	Cash, Richardson, Rent ...	40	0	0	6.	Committee allowances for contingencies	80	0	0
16.	Cash, Interest on Mortgage ...	1	14	0	6.	O'Connor, land at Appleby	15	0	0
24.	Cash, Interest on Mortgage ...	3	15	6	6.	Hope Committee, repairs	2	0	0
April 4.	Cash, Wilkie, Rent ...	2	0	0	6.	Stoke Committee, chimney	1	18	6
9.	Cash, Land Office ...	133	2	6	6.	Lucas, printing blank forms	296	0	0
10.	Cash, Cook, Rent ...	500	0	0	6.	Teachers' Salaries...	29	3	4
May 11.	Cash, Land Office ...	3	8	0	Nov. 3.	Inspector	20	0	0
June 2.	Cash, Provincial Treasurer ...	1	6	0	3.	Upper Wakefield Committee, allowance	20	0	0
6.	Cash, Sales of Books ...	313	3	9	3.	Lower Wakefield Committee, allowance	9	5	0
9.	Cash, Sales of Books ...				3.	Curtis Brothers, passing entries, &c.	70	0	0
18.	Cash, Land Office ...				3.	Motueka Committee, advance on building	304	0	8
					Dec. 7.	Teachers' Salaries ...	20	3	4
					7.	Inspector			
					7.	Native Commissioner, purchase of site at Mo-	100	0	0
					7.	tueka	12	12	0
					7.	Teachers' Salaries account	70	0	0
					7.	Motueka Committee, advance on building	296	0	0
					1866.	Teachers' Salaries			
					Jan. 4.				

Jan.	4.	Inspector	...	...	29	3	4
	4.	Richmond Committee, Monitors...	...	...	20	0	0
Feb.	1.	Teachers' Salaries	...	...	296	0	0
	1.	Inspector	...	...	29	3	4
	1.	Mrs. Berry, cleaning board-room	...	...	4	10	0
Mar.	1.	Teachers' Salaries	...	...	296	0	0
	1.	Inspector	...	...	29	3	4
April	5.	Teachers' Salaries	...	...	285	0	0
	5.	Inspector	...	...	29	3	4
	5.	Upper Moutere Committee, shingling and repairs	...	...	29	13	6
	5.	" " " further repairs	...	...	3	0	0
	5.	Elliott, printing account	...	...	1	13	10
	5.	Pangatotara Committee, well	...	...	4	0	0
	5.	Motueka Committee, balance on building, fencing, &c.	...	...	265	0	0
	5.	Motueka Committee, shingling Teachers' house	...	...	14	5	0
May	3.	Teachers' Salaries...	...	...	270	18	8
	3.	Inspector	...	...	29	3	4
	3.	Rochfort, survey of buildings	...	...	11	10	0
	3.	Nelson School Society, repairs	...	...	25	0	0
	3.	Suburban North Committee, repairs	...	...	14	4	9
June	7.	Teachers' Salaries	...	...	283	12	0
	7.	Inspector	...	...	29	3	4
	7.	A. Campbell, survey of buildings	...	...	13	7	6
	7.	D. Moore, copy books	...	...	22	11	6
	7.	Hounsell, exercise books	...	...	5	0	0
	7.	Waimea West Committee, desk fittings	...	...	10	2	0
	7.	Spring Grove Committee, well	...	...	10	7	6
	30.	Balance to Credit of Permanent Account	...	...	802	10	10
	30.	Balance to Credit of General Account of Central Board	...	...	105	19	4
					£	6,611	2 6

93

Examined and found correct,

H. D. JACKSON, *Provincial Auditor.*

Printed under the authority of the Provincial Government, Nelson, by R. Lucas and Sox, Bridge-street
 Nelson, Printers for the time being to the said Government.

ABSTRACT of the ACCOUNTS of the CENTRAL BOARD of EDUCATION, from June 30, 1865, to June 30, 1866.

Dr.

Cr.

	£	s.	d.		£	s.	d.
To Balance Permanent Endowment Account, from 1865 ...	434	6	6	By Salaries ...	4,287	9	4
Balance of General Account, from 1865 ...	12	1	2	Repairs of buildings, school fittings, and committee al- lowances ...	482	19	2
Proportion of sales provincial land ...	691	19	10	Purchase of sites and new buildings ...	688	17	6
Rents and Interest on Investment ...	315	12	6	Rent of schoolhouses ...	25	0	0
Sales of Books ...	7	2	6	Books, maps, &c. ...	182	11	6
Provincial Grant expended ...	5,150	0	0	Expenses of Central Board, including printing ...	35	14	10
				Balance to credit of Permanent Endowment Account ...	802	10	10
				Balance to credit of General Account ...	105	19	4
	£	6,611	2 6		£	6,611	2 6

74

DONALD SINCLAIR, *Chairman*,
 ROBERT POLLOCK,
 ROBERT BURN,

Examined and found correct,

H. D. JACKSON, *Provincial Auditor*.