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GOVERNMENT GAZETTE,  
(PROVINCE OF NELSON.)

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ALFRED GREENFIELD, Provincial Secretary.

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Superintendent's Office,  
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**T**HE SUPERINTENDENT directs the publication of the following Report and Returns for general information.

ALFRED GREENFIELD,  
Provincial Secretary.

REPORT OF THE INSPECTOR OF PUBLIC SCHOOLS.

Nelson, July 31, 1868.

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

SIR,—The most gratifying feature in the education statistics for 1867-8 is, undoubtedly, the extension of our system of education to the remoter parts of the Province, and more especially to the hitherto untouched districts of the West Coast. From year

to year I have been able to record a gradual but slight increase in the number of schools and scholars in what may be termed the home districts; but it was generally felt that something more than this was required before our system could fairly lay claim to the title of Provincial. During the past year, however, the number of scholars has been increased by about a fifth, a greater stride having been taken in this respect than was accomplished during the five preceding years put together. Four new education districts have also been constituted, and applications have been sent in on behalf of two additional outlying districts. As several applications from the inhabitants of thinly-peopled and remote neighborhoods are likely to come before the Board during the ensuing year, I think it desirable that the public should know what course has hitherto been adopted in such cases. Two difficulties presented themselves at the outset. On the one hand, there would have been an obvious unfairness in debarring the inhabitants of outlying districts from all participation in

the advantages of our Provincial system of education, until the population approached in density that of the more settled and older neighborhoods; while, on the other hand, far ampler funds than were at the disposal of the Board would be required to meet the cost of building schools and maintaining teachers wherever fifteen or twenty children of school age could be collected within an area of three or four square miles. A middle course was decided upon. Applicants, in such cases as I have referred to, were required to provide a suitable site, and to erect a school at their own cost, the Board finding books and school furniture, besides paying the salary of the teacher. This has been done at Ngatimoti and at Motupiko, and seems, on the whole, preferable to the alternative of falling back on Clause 16 of the Education Act, which gives two-thirds of the householders of any Education district the power of levying special rates.

The number of children on the rolls for 1867-8 is 2678, being more by 422 than attended during the previous year. The number of readers recorded as "good" is 622, as against 559, an increase, however, not more than proportionate to the increased number of scholars. In penmanship steady progress has been made, this year's returns showing 350 good writers, compared with 298 last year. But by far the greatest improvement has been made in arithmetic, the number of scholars possessing some knowledge of fractions, decimals, &c. (237), having increased by fully one-third, while an equally striking advance has been made by the junior classes. The number of children who have learnt something of history, grammar, and geography has also been largely added to.

Before proceeding to give such a detailed account of the status of each school, as it has hitherto been my practice to lay before the Board every second year, I will briefly touch upon several minor matters in which it seems to me that our schools, as a whole, are capable of some improvement. I have been in the habit of examining a large proportion of our schools annually, at the request of the Local Committees, with a view to the distribution of prizes, though, strictly speaking, this scarcely falls within the sphere of my duties as Inspector. At these examinations the general practice struck me as being faulty in several respects. 1st. In the majority of our schools far too many prizes are usually offered—three or four prizes being often awarded to a class of six or eight scholars. To scatter prizes broadcast in this fashion must tend to weaken that spirit of emulation which it is the chief object of competitive examinations to excite and sustain. In the town schools, where not more than two prizes are offered to a class of twenty or five-and-twenty, a keen spirit of emulation has never been wanting,—to obtain a prize under such conditions being justly regarded as an honorable distinction, and one not to be won without considerable effort. 2nd. In very few schools is a class register kept, showing the daily order of merit of each scholar, an examiner being expected to decide as to the comparative merits of perhaps sixty children, after a necessarily hasty and superficial examination of, at the most, four or five hours duration. Under such circumstances the most impartial and practised examiner must frequently decide amiss. Seeing how much less liable to mislead a record taken perhaps twice daily, and extending over a considerable period, would be, than the notes taken hurriedly by an examiner on a single occasion, and how powerful an incentive to continuous exertion would be given by such a record, I do not think that the plea of want of time should be held sufficient to justify any teacher in neglecting to keep a class register. The plan has been adopted in several schools at my suggestion,

and I trust to see it ere long in universal use. 3rd. The cultivation of the memory appears to have been very generally neglected. This is no doubt mainly due to a natural reaction against the old-fashioned system of teaching, according to which almost exclusive attention was paid to the strengthening of the faculty of memory. But I hold that it is still an open question (whatever may be urged by the more modern school of teaching), whether spelling can be so successfully taught by dictation alone, as it can with the assistance of the spelling-book. And the practice of learning poetry by heart, now so uncommon, in addition to its beneficial effect on the memory, has the great advantage of storing the mind at a period when it is most impressionable, with many of the masterpieces of our language, insomuch that the stock of noble thoughts thus acquired, however dimly their full meaning may be apprehended at the time, may be reckoned among the most lasting and the most valuable possessions that a child carries away from school.

*First Division Town Boys, Bridge-street*—Mr. Smith.—The establishment of the two large schools in Hampden-street and on the Haven road as independent schools (that on the Haven road having been formerly merely auxiliary to the Bridge-street school) must have affected the position of the latter, as a leading school, to a certain extent. It continues, notwithstanding, to hold a very respectable rank among our schools, a manifest improvement having taken place both in reading and writing, the latter of which especially was below the average last year. The arithmetic continues as heretofore, remarkably good, while the upper classes show a fair acquaintance with geography, grammar, and the outlines of English history. The discipline is also excellent.

*Second Division Town Boys*—Mr. Sadd, assisted by Mr. Simmonds.—Drafts of carefully prepared scholars are promoted periodically from the first class in this division to the Upper school. Little more can be said of this school than that it fulfils in every respect the purpose for which it was originally instituted; that of giving a sound preparatory training to a large number of boys, the bulk of whom are under 10 years of age.

*First Division Town Girls*—Mrs. Sait.—With the assistance of a pupil teacher, the mistress of this division gives an excellent education to about 60 girls. The reading and writing are almost uniformly very good, while arithmetic, in which the girls failed palpably at the last yearly examination, has been so carefully attended to since, that this school now ranks only second to the boys' school, Bridge-street, in that respect. The knowledge of geography, grammar, and history is quite equal to what may fairly be expected. I have remarked, however, that this school, as is usually the case where a very energetic system of teaching prevails, is rather noisy, though hardly so much so as to interrupt the class work.

*Second Division, Town Girls*—Miss Galland.—I have every reason to be satisfied with the orderly and efficient way in which the children who attend this school, the larger proportion of whom are under nine years of age, are being prepared for the Upper Girls' School. No attempt is made to impart anything but the rudiments of reading, writing, and arithmetic; nor ought more to be expected from a preparatory school, where large numbers of very young children are under the care of a single teacher.

*Town Preparatory*—Mrs. Cook, assisted by Miss Cother.—This school is well-conducted, and numerous attended, and continues to furnish half-yearly drafts to the Second Division of the Town Girls and Boys Schools. Some months ago, when the pressure of numbers threatened to injure the

school, I recommended the adoption of the half-time system, as being peculiarly suitable to a school where very few of the children had attained their seventh year. The plan was fairly tried with the sanction of the Local Committee; but though it answered well with the children who came in the morning, as more time could be spared for individual teaching, owing to the diminution of numbers, it was found that very few children could be induced to attend in the afternoon, and that the system was viewed with disfavor by the parents. It was, therefore, ultimately abandoned.

*Haven-road*—Mr. J. L. Hodgson, assisted by Miss Dement.—Since the beginning of 1868, when this was made an independent, instead of an auxiliary school, a marked improvement has taken place; more especially in the upper classes, the beginners being now under the charge of an assistant. When the youth of the scholars is taken into consideration (only 17 scholars out of the 140 who have attended school during the past year, having reached their twelfth year), the number of readers recorded as "good" 37, is comparatively very considerable, while the proportion of good writers is also unusually large, when the age of the scholars, a most important item in any comparative estimate, is had regard to. A class register, such as I have recommended above, has been in use here from the opening of the school, with the best results. It may not be out of place to remark, that owing to the roof of the school having a vaulted wooden ceiling, the verberation of sound is so great as to render it almost impossible to hear what is being said by the teachers, though the scholars are by no means disorderly. The same fault in construction has, unfortunately been repeated in the new school at Hampden-street, with precisely similar results.

*Hampden-street*—Mr. McIntosh, assistant Mr. Barnett.—This school, which was only opened at the beginning of the present year, has attained such a measure of popularity that it now shows a larger daily attendance (105) than any other school in the Province. As the building was not intended to accommodate more than eighty children, the teachers labor under great disadvantages, the school being necessarily overcrowded, and excessively noisy. This does not perceptibly affect the more silent lessons, such as writing and arithmetic, both of which are most successfully taught; but the unavoidable clamor and confusion tell seriously against the reading, besides interfering with the teachers' explanations. The large addition to the building which is to be proceeded with forthwith, will doubtless enable the teachers to raise this to the rank of a first-class school in another year.

*St. Mary's Boys*—Mr. Richards.—This, though perhaps the longest-established school in the Province, has only been placed under the operation of the Education Act during the last nine months. As this is the first instance of a body of ratepayers availing themselves of the amendment in the Act, which came into operation last year, the experiment has been watched with some interest. Hitherto it may be said to have been attended with complete success; for the beneficial results have been of a twofold character. The teacher, whose remuneration has been made contingent upon the number of scholars in daily attendance, has been a gainer by the marked increase that has taken place in his school under the present system, while the friends of the national education can point with pleasure to the large number of children now regularly attending St. Mary's Schools, who formerly received no schooling whatever. This sudden accession of new scholars has, however, necessitated the entire re-modelling of the school, which at present suffers somewhat from

the disadvantages that must always attend a large influx of ill-taught scholars,—not the least of which is the almost impossibility of properly classifying the new comers. (A similar difficulty was felt on the opening of our Provincial schools.) In spite of these drawbacks, respectable results have been produced already, the arithmetic being generally good, while at the last examination the more advanced boys gave a very intelligent explanation of the subject matter of the day's lesson, and showed a more than average acquaintance with the outlines of geography.

*St. Mary's Girls*—Miss Smith.—As this school had not been open more than six weeks when I last examined it, scarcely sufficient time had elapsed to enable me to give a decided opinion as to its merits. A large proportion of the girls had evidently received very little previous schooling, and it appeared to me that much preliminary training would be required before the school could attain to the standard of the other town schools. The teacher, though inexperienced, struck me as being painstaking and intelligent.

*Hillside*—Mr. Danvers.—The education statistics for the past year show, as usual, an exceptionally high standard of attainment in this school, but it would be unfair to conceal the fact that the attendance has fallen off lately to a considerable extent, and that the majority of the advanced scholars have left the school. At my last examination, only 14 children, most of whom were very young, were present (little more than half the number present on a similar occasion in June, 1867.) It would be foreign to the objects of a report of this kind to enter into the local causes that have brought about this deplorable result, more especially when no falling off in the neighboring population, and no want of capacity on the part of the teacher, can be alleged in explanation. I can only record, with regret, the change for the worse in what I have for many years looked upon as one of the most promising of our schools.

*Clifton Terrace*—Mr. Gilbert.—This school, which for a long time remained stationary, if it did not actually lose ground, has been steadily improving of late, both in the number of scholars, and in the regularity of their attendance, which, during the March quarter, was as high as 78 per cent. A corresponding advance has been made in learning, the reading and writing being of more than average merit. In arithmetic, however, a general backwardness is still noticeable. The children are remarkably orderly.

*Stoke*—Mr. and Mrs. Smith.—This year's returns show a considerable falling off in the number of good readers, for which I am unable to account satisfactorily, as the numbers and ages of the scholars correspond pretty accurately with those given last year, and the daily average attendance for the last three quarters of this year, 74 per cent, is considerably higher than that of the majority of our schools. In other respects, the present returns contrast not unfavorably with those of last year, and are sufficient to show that Stoke holds a fair position among our country schools.

*Richmond Boys*—Mr. Harrington.—The present master has been only recently appointed to Richmond, but he has already effected a perceptible improvement in the tone and discipline of his school. The number of scholars also appears to be on the increase, though a daily attendance of 39 still falls short of what might be expected in a comparatively populous neighborhood. As on former occasions, I found the arithmetic and grammar of the first class exceptionally good, but the reading was indifferent throughout, and the writing, with a few exceptions, slovenly.

*Richmond Girls*—Miss Spencer, (assisted by two pupil teachers.) In point of numbers and regularity of attendance, this school leaves nothing to be desired. The proportion of good readers and writers is remarkably large, and in arithmetic, as in the Town Girls' School, a notable advance has been made during the past twelve months, 37 scholars having successfully passed an examination in proportion and practice, and 21 in fractions, whereas last year I could record only 8 girls as knowing anything of practice and none as having any acquaintance with fractions. A keen spirit of emulation prevails throughout the school; the gradation of classes is carefully attended to, and the prevailing order and neatness are worthy of special commendation.

*Appleby*—Mr. Chamberlain.—The attendance here has been on the decrease for some time, and has now dwindled down to 13. Very small schools I have found as a rule, in every respect inferior to large ones, and Appleby is by no means an exception. It seems, indeed, next to impossible for either teacher or scholars to shake off the depressing influences of a school where the attendance is at once thin and irregular. It is, therefore, on the double grounds of economy and of superior educational efficiency that I advocate the closing of this school, in order that the few scholars who continue to attend, may be induced to go to the Waimea West school, which the completion of the bridge will bring practically within little more than a mile of the Appleby school. Those who live too far to the eastward to adopt this course will find, I apprehend, little difficulty in reaching either the Richmond or the Ranzau school.

*Hope*—Mr. Ladley.—So long as the children continue to attend school with such extreme irregularity, a high standard of attainment cannot reasonably be looked for at Hope school. The present master, who has greatly improved in teaching power since he had charge of Eighty-eight Valley school, several years ago, has, very properly confined his attention almost exclusively to grounding his scholars in the rudiments of reading, writing and arithmetic, in all of which, but especially the last, they were very deficient. As only 5 out of 53 scholars have remained at school during the past year until they had completed their twelfth year, it would be a waste of time to attempt anything more.

*Ranzau*—Mr. and Mrs. Riedy.—When I last visited this school, in May, the teachers had been appointed only a few days, and could not, therefore, be considered responsible for the then educational status of the school, which appeared, however, to be well conducted. Tested by the annual returns, the school seems to have retrograded during the past year, in both reading and writing, the numbers marked "good" under those heads in 1867 being respectively 20 and 18, as against 14 and 7 in 1868, the numbers at school during both years being about equal. The great decrease in the number of children over 12 will partly explain this falling off, which I find it difficult otherwise to account for, the late master being both painstaking and experienced. Instances of a similar ebb and flow, as it were, have not been wanting in our best conducted schools, and should teach extreme caution in drawing conclusions as to the capabilities of any teacher based on a short experience, a school being emphatically a plant of slow growth, and sensitive to many influences external to that of the teacher himself.

*River Terrace*—Mrs. Bryant.—A considerable increase has taken place in the attendance at this little school lately, 26 scholars being now present daily. As the children are very fairly taught, and extremely orderly, the experiment of substituting a mistress for a master may be considered as, on the

whole, successful, both on the score of pecuniary saving and of efficiency, though such a change is only practicable in a small school.

*Spring Grove, Boys*—Mr. Edmunds.—This is an exceedingly well-taught, but somewhat clamorous school—the noise, being, however, as far as I could judge, the noise of work only. The schoolroom is insufficient to accommodate properly the 35 boys who now attend daily, and the addition of a small classroom, such as the girls' school is provided with, would render the present school at once more healthy and more orderly. At my last examination, I found the boys, who were formerly dull and backward, much improved in point of intelligence, there was an unusually large proportion of good readers and arithmeticians. The boys were also generally well trained in geography.

*Spring Grove, Girls*—Mrs. Harrington, Miss Wratt, assistant.—The high rate of attendance here, (87 per cent. during the last quarter), may be taken as an indication of the popularity of the school. I have observed, too, with pleasure, that a larger proportion of the girls remain at school after 12 years of age than is usual in the country schools. The beneficial results of this are clearly shown in the returns, which record, in almost every branch, a standard far above the average. The discipline and method of teaching leave nothing to be desired, and it is evident that under the able superintendence of the present teacher this must ere long be classed amongst the first of our schools.

*Lower Wakefield*—Mr. and Mrs. Chattock.—Under the energetic management of the present teacher, Lower Wakefield, which at one time occupied a very inferior place, is gradually taking a respectable rank among our country schools. The reading, which was not long ago so low and indistinct as to be almost inaudible, is now clear and well emphasised. The handwriting is also generally very neat; but some time must elapse before the arithmetic of even the most forward scholars can be brought to the level of our best schools. I have observed that a class register is kept both here and at the Spring Grove girls' school.

*Upper Wakefield*—Mr. and Mrs. Powell.—The numbers attending here have largely increased during the last twelve months, 46 scholars being now present daily, giving an average of 83 per cent. The general management of the school is at once kindly and firm, the gradation of classes is carefully kept, and all the children are fully employed during school hours. The reading continues generally good, and the arithmetic, which was formerly unusually backward, has perceptibly improved under the present management. I was sorry to observe, however, that so marked a falling off had taken place in the writing that I was unable to record a single specimen of writing as "good" on my last visit.

*Fox Hill*—Miss Hinde.—I can record little or no progress in this school, which shows a daily attendance of only 10, and an average of 55 per cent. for the past year. The attendance of the elder children, in particular, is so extremely irregular as to render anything like systematic teaching impossible. Under these circumstances, the teacher, who is thoroughly competent, cannot be held responsible for the languishing state of the school, especially as a precisely similar state of things prevailed under the management of her predecessors. This is simply one of those cases in which the parents have themselves to thank for the ill-taught condition of their children.

*Waimea West Village*—Mr. Higgin, Mrs. Hansen assistant.—This school has never taken a high place, and is still somewhat in the background, though the

rate of attendance for the year, 65 per cent, is quite equal to that of the generality of our schools, and the number of scholars over 12 has doubled during the same period. Arithmetic is the strong point of the school, great attention being evidently paid to this branch. Map drawing is also successfully taught. But the reading and writing are of barely average merit.

*Waimea West North Division*—Mr. Thorburn.—Though the children attending this school are generally much younger than those who were present at the previous annual examination, I found no falling off in any respect, except in the arithmetic of the first class, which was sufficiently accounted for by the fact that the average age of the present 1st class is only 10. It is noticeable that writing is taught by means of copies set by the master, and is of uniform excellence. The daily attendance for the past year having been under 30, no difficulty would be felt in accommodating the additional numbers who might be expected to attend here if my suggestion as to the closing of Appleby school were adopted, but any considerable increase of scholars would render the appointment of an assistant teacher necessary.

*Upper Moutere*—Mr. and Mrs. Cook.—The attendance here continues to be very large; I found 58 children present at my last visit. The withdrawal of children from school at an earlier age than formerly, tells against the more advanced classes, particularly in arithmetic, in which branch I found no scholar sufficiently advanced to attempt a simple question in practice. I could detect, however, very little falling off in reading, while there was a decided improvement in penmanship. The discipline of the school was, as usual, excellent.

*Lower Moutere*—Mr. Robson.—The daily attendance here, which at one time fell off very seriously, has latterly risen to 28, a number still below the capabilities of the teacher. The increase in numbers has, however, enabled him to double the number of good readers, and to show marked progress in both writing and arithmetic. The remarkably neat and legible figures of the scholars are deserving of special notice, because this, though apparently a minor point, is really of more importance than the generality of our teachers suppose, and is too often neglected. On the whole, I think that the public will have little to complain of when the bulk of the Provincial schools attain the level of Lower Moutere.

*Pangatotara*—Mr. Brown.—In respect of attendance this school stands lowest on the list, the average during the past year being at the rate of only 42 per cent. This will sufficiently account for the general inferiority of the reading, while it is to the teacher's credit that the writing and arithmetic are, in spite of so serious a drawback, of more than average merit. Mental arithmetic is also well taught.

*Motueka, 1st Division*—Mr. Bisley.—This school, which always took a high rank, has certainly not lost ground under the present master. The reading and writing are creditable throughout, the arithmetic being worthy of special praise. Collective lessons in geography, grammar, and mental arithmetic are frequently given to the whole school, with the best results. It is to be regretted that this practice is not more common. The arrangement of the classes, and the general discipline of the school are also excellent.

*Motueka, 2nd Division*—Mrs. Homann.—About 30 pupils who are, with few exceptions, under nine years of age, receive a good preparatory training for the upper school in this division. The children struck me as being very well behaved.

*Riwaka*—Mr. and Mrs. Severne.—Steady progress has been made in this school since last year, a marked

improvement being discernible in the writing, which was formerly very slovenly. Considerable attention is still paid to arithmetic, which has long been successfully taught at this school, and the advanced scholars give ready and intelligent replies to questions in geography and history. The younger children are very carefully taught by Mrs. Severne.

*Takaka*—Mr. Hannay, assisted by Mrs. Beatson.—The proportion of children who continue to attend school after they are twelve years old is smaller here than in any other of our country schools; a high standard of attainment is not therefore to be looked for. In every branch, however, the educational returns for the present year compare favorably with those for 1867, more especially in writing and arithmetic. The first class now know something of geography and history, subjects not attempted previously. The percentage of attendance, 67, is high, when the state of the roads and the broken nature of the country are taken into consideration. Want of room materially interfered with the proper working of the school at the time of my last visit, but a considerable addition to the building has been made since.

*Motupipi*—Mr. Robinson. Only 14 children are now in daily attendance at this, formerly one of the most flourishing of our country schools. The decrease in numbers took place, however, before the appointment of the present master, whose predecessor was remarkably successful as a teacher. It is therefore probably attributable to the movement of a considerable population higher up the valley. It is to be hoped that the erection of a new schoolroom, distant about a mile from the present building, and apparently within easy reach of a large number of children of school age, will tell favorably upon next year's returns.

*Long Plain*—Miss Kearns. This little school has been unfortunate in losing the services of two teachers within a comparatively short period. The young children, who attend somewhat irregularly, have been very well taught by their late mistress, whose resignation is to be regretted.

*Collingwood*—Mr. Halcombe, assisted by Mrs. Ellis. The general tone of this school appeared to me very good, on my last visit, the children being remarkably orderly and attentive. But, after due allowance had been made for the small proportion of children present above 12 years old, the attainments of the scholars generally struck me as being much below the average. I could find no readers or writers who could fairly be classed as "good," comparatively few who came up to the standard of "moderate," and not a single scholar who could solve a question in proportion or practice. The rate of attendance for the past year, 69 per cent, is however, somewhat higher than that of the majority of our schools.

*Cobden*—Mr. Ray. Only a few weeks had elapsed since the opening of this school when I visited it, but I found it well organised and in good working order, the teacher being thoroughly up to his work, and having the advantage of previous experience, 46 children were present when the school was examined, nearly all of whom were, as might be expected, very backward.

Though I am conscious that in the foregoing description of the present condition of our Provincial schools, I have not been able to avoid the tediousness almost inseparable from a series of brief sketches presenting no very striking variety of feature, yet I venture to hope that I have made it abundantly clear that we now number among our primary schools several of undoubted excellence—a still larger proportion that would be classed anywhere as good,

and not more than five or six, at the outside, whose present state can be pronounced unsatisfactory. Throughout my Report great, possibly undue, prominence has been given to the teacher, for it should not be forgotten that the teacher is only one, though by far the most important of the several factors required to make a good school. The powers of Local Committees, for example, for good or for evil, are very great, while the influence of parents, whether exerted in favor of or against a teacher, is almost irresistible. But to enumerate, and give their precise weight to the various local causes that affect the welfare of our schools would extend this Report

to an intolerable length, and it will perhaps be sufficient to explain, once for all, that the accompanying tables of educational statistics, and the necessarily brief remarks on the more striking characteristics of each school are merely a rough and ready means of showing *results* in a simple and intelligible form.

I have the honor to be Sir,

Your obedient servant,

W. C. HODGSON,

*Inspector of Schools.*

ANNUAL RETURN of the NELSON PUBLIC SCHOOLS for the Year ending June 30, 1868, showing the Ages and Proficiency of the Children.

SCHOOLS.	NUMBERS.	AGES.				READING.			WRITING.			ARITHMETIC.				GEOGRAPHY.	HISTORY.	GRAMMAR.
		Under 7.	7 to 9.	9 to 12.	12 and upwards.	Beginning.	Moderate.	Good.	Beginning.	Moderate.	Good.	Simple rules.	Compound rules.	Proportion & Practice.	Fractions, &c.			
1. Nelson Boys—1st Division	75	...	1	29	45	...	3	72	...	44	31	...	6	60	32	75	75	75
2. " 2nd "	153	6	35	97	14	77	76	...	34	43	...	80	39	...	76	76	76	
3. " Girls—1st "	129	...	19	62	48	...	44	85	...	62	67	22	6	72	29	95	75	95
4. " 2nd "	117	13	64	38	2	74	43	...	83	...	...	41	...	...	...	...	...	...
5. " Preparatory ...	230	194	36	...	...	230	...	...	...	...	...	...	...	...	...	45	45	45
6. " Haven-road ...	140	36	46	41	17	55	48	37	43	24	18	38	32	14	...	24	24	24
7. " Hampden-street ...	143	59	26	44	14	107	13	23	32	11	19	26	15	19	19	59	59	59
8. " St. Mary's Boys...	119	17	40	41	21	33	29	57	58	24	3	20	27	23	20	11	...	11
9. " " Girls...	47	14	10	12	11	20	16	11	8	9	2	7	12	...	6	27	27	27
10. Hillside ...	52	12	13	16	11	12	32	8	18	14	10	22	11	...	...	13	5	5
11. Clifton Terrace ...	32	4	8	14	6	12	15	5	11	6	6	8	7	5	...	24	24	24
12. Stoke ...	86	17	21	38	10	36	38	12	25	15	10	15	11	24	12	24	24	24
13. Richmond Boys ...	70	10	16	22	22	22	26	22	23	17	5	21	14	14	9	28	28	28
14. " Girls ...	94	18	23	34	19	17	40	37	...	16	28	14	14	37	21	52	21	52
15. Appleby ...	34	10	8	11	5	18	10	6	3	8	3	6	9	6	4	9	9	9
16. Ranzau ...	87	21	17	31	18	47	26	14	25	20	7	16	9	5	...	26	14	14
17. Hope ...	53	18	12	18	5	27	19	7	18	14	5	14	12	1	...	20	20	20
18. River Terrace ...	41	14	10	10	7	17	22	2	22	16	1	17	11	1	...	15	8	15
19. Spring Grove Boys ...	56	15	10	21	10	19	13	24	17	18	7	11	11	19	16	25	25	25
20. " Girls ...	73	16	18	20	19	26	26	21	15	10	22	14	14	8	...	21	21	21
21. Wakefield, Lower ...	77	18	15	28	16	36	9	32	23	13	15	22	16	3	...	16	16	32
22. " Upper ...	58	24	13	13	8	26	19	13	21	13	...	17	9	6	1	27	13	27
23. Foxhill ...	30	12	4	8	6	17	13	...	9	6	...	2	8	3	...	8	...	8
24. Waimea West Village ...	89	31	36	8	14	57	16	16	24	14	8	16	21	11	9	16	16	16
25. " North Division ...	53	20	13	9	11	24	14	15	9	14	15	14	...	15	...	15	15	15
26. Moutere, Upper ...	74	7	32	20	15	32	23	19	31	14	8	22	9	...	19	9	19	
27. " Lower ...	56	14	9	20	13	19	14	23	13	14	10	21	14	10	10	24	24	24
28. Motueka, 1st Division ...	62	...	11	26	25	...	41	21	20	24	18	20	10	21	21	47	21	47
29. " 2nd " ...	56	28	22	5	1	56	...	...	...	...	...	...	...	...	...	...	...	...
30. Pangatotara ...	31	3	9	11	8	12	12	7	9	6	11	7	10	6	6	19	9	9
31. Riwaka ...	74	15	21	23	15	33	24	17	16	21	8	25	13	17	17	26	41	...
32. Takaka ...	58	16	15	22	5	38	21	9	13	8	11	16	10	4	3	12	12	12
33. Motupipi ...	22	6	4	7	5	13	7	2	8	4	2	6	...	4	2	5	5	5
34. Collingwood ...	27	7	10	5	5	18	9	...	5	4	...	5	4	...	...	4	4	...
35. Long Plain ...	26	10	10	3	3	16	10	...	6	5	...	9	1	...	...	2	...	8
36. Cobden ...	54	24	13	12	5	36	13	5	16	5	...	8	...	...	...	8	5	8
	2678	729	671	819	459	1262	794	622	658	536	350	608	385	425	237	893	746	855

RETURNS OF QUARTERLY ATTENDANCE, at the Nelson Public Schools for the Half-year ending 31st December, 1867.

SCHOOLS.	1867—SEPTEMBER QUARTER.						DECEMBER QUARTER.					
	Boys.	Girls.	TOTAL.	School Days.	Daily Attendance.	Per Centage.	Boys.	Girls.	TOTAL.	School Days.	Daily Attendance.	Per Centage.
1. Nelson Boys—1st division ...	62	...	62	50	44	72	58	...	58	56	44	76
2. " " 2nd " ...	107	...	107	50	76	70	106	...	106	57	90	84
3. " Girls—1st " ...	...	85	85	50	57	67	...	93	93	58	62	66
4. " " 2nd " ...	...	76	76	50	41	54	...	75	75	59	47	62
5. " Preparatory ...	74	50	124	50	72	57	84	58	142	59	91	64
6. " Haven-road ...	43	24	67	49	42	62	48	22	70	57	51	72
7. " Hampden-street ...	...	...	...	...	...	...	...	...	...	...	...	...
8. Hillside ...	16	16	32	63	17	54	18	17	35	60	26	75
9. Clifton Terrace ...	17	17	34	50	16	47	17	18	35	60	23	65
10. Stoke ...	45	27	72	48	45	63	45	33	78	55	59	76
11. Richmond—Boys ...	54	...	54	50	28	51	53	...	53	60	38	71
12. " Girls ...	...	70	70	52	37	53	...	71	71	53	52	70
13. Appleby ...	19	10	29	54	15	52	16	10	26	57	15	57
14. Ranzau ...	29	24	53	58	31	56	30	26	56	56	41	71
15. Hope ...	19	23	42	47	23	54	18	25	43	53	23	54
16. River Terrace ...	20	14	34	47	22	64	21	21	42	55	24	58
17. Spring Grove—Boys ...	47	...	47	47	31	67	44	...	44	56	32	75
18. " Girls ...	...	60	60	48	28	46	...	63	63	56	44	70
19. Lower Wakefield ...	29	35	64	59	45	69	33	35	68	52	50	71
20. Upper " ...	26	25	51	64	41	83	26	28	54	61	44	70
21. Foxhill ...	4	14	18	64	6	40	3	14	17	55	10	58
22. Waimea West Village ...	29	32	61	45	36	58	30	31	61	53	41	67
23. " North division ...	32	13	45	41	29	70	33	14	47	60	32	68
24. Moutere, Upper ...	34	28	62	60	35	56	31	34	65	59	31	47
25. " Lower ...	20	23	43	54	23	53	24	25	49	57	29	60
26. Motueka—1st division ...	27	22	49	62	32	65	25	19	44	44	25	56
27. " 2nd " ...	17	22	39	62	19	48	19	22	41	44	26	62
28. Pangatotara ...	16	22	38	43	19	50	16	22	38	47	14	30
29. Riwaka ...	39	39	78	49	48	61	42	41	83	49	47	56
30. Takaka ...	31	28	59	49	36	60	28	26	54	52	38	70
31. Motupipi ...	12	6	18	55	12	68	9	7	16	55	13	80
32. Long Plain ...	12	12	24	46	14	59	8	12	20	50	12	58
33. Collingwood ...	13	21	34	42	24	70	9	19	28	28	24	85
34. St. Mary's—Boys ...	...	...	...	...	...	...	83	...	83	57	56	67
35. " Girls ...	...	...	...	...	...	...	...	...	...	...	...	...
36. Cobden ...	...	...	...	...	...	...	...	...	...	...	...	...
	893	838	1731	...	1044	60	977	881	1858	...	1254	64

RETURNS OF QUARTERLY ATTENDANCE, at the Nelson Public Schools, for the half-year ending 30th June, 1863.

SCHOOLS.	MARCH QUARTER.						JUNE QUARTER.					
	Boys.	Girls.	Total.	School Days.	Daily Attendance.	Per centage.	Boys.	Girls.	Total.	School Days.	Daily Attendance.	Total.
1. Nelson Boys—1st division	56	...	56	45	42	74	57	...	57	53	38	66
2. " " 2nd "	104	...	104	48	85	81	114	...	114	53	80	70
3. " Girls 1st "	...	90	90	45	61	68	...	85	85	54	58	68
4. " " 2nd "	...	89	89	46	38	42	...	79	79	56	49	62
5. " Preparatory ...	79	41	120	46	76	63	77	40	117	56	77	65
6. " Haven-road ...	54	22	76	44	50	65	65	41	106	53	65	60
7. " Hampden-street	75	54	129	43	86	67	78	65	143	53	105	73
8. Hillside ...	19	19	38	45	20	50	22	10	32	53	16	50
9. Clifton Terrace ...	16	16	32	54	25	78	17	17	34	63	24	70
10. Stoke ...	42	31	73	45	56	77	45	31	76	57	54	71
11. Richmond—Boys ...	54	...	54	41	38	71	53	...	53	40	39	73
12. " Girls ...	...	77	77	44	55	70	...	77	77	49	61	79
13. Appleby ...	16	7	23	49	13	59	16	4	20	52	13	64
14. Ranzau ...	27	23	50	48	36	72	36	28	64	51	37	72
15. Hope ...	15	25	40	56	23	57	17	24	41	59	27	66
16. River Terrace ...	20	18	38	55	26	68	23	18	41	48	26	63
17. Spring Grove—Boys	50	...	50	56	33	66	46	...	46	41	35	77
18. " Girls	...	58	58	52	41	70	...	53	53	49	46	87
19. Lower Wakefield ...	33	35	68	51	44	64	33	38	71	53	53	74
20. Upper " ...	26	28	54	50	43	79	28	28	56	48	47	83
21. Fox Hill ...	4	14	18	56	10	55	4	15	19	44	13	67
22. Waimea West Village	29	29	58	41	34	58	32	29	61	55	48	78
23. " North division	31	13	44	45	25	57	30	13	43	59	29	67
24. Moutere Upper ...	30	36	66	50	43	65	34	34	68	53	48	70
25. " Lower ...	22	19	41	50	27	64	22	19	41	58	28	67
26. Motueka—1st division	26	27	53	53	34	64	24	29	53	45	34	75
27. " 2nd "	23	19	40	52	27	67	22	23	45	45	29	60
28. Pangatotara* ...	17	18	35	42	17	40	...	...	...	...	...	...
29. Riwaka ...	39	37	76	43	41	54	35	34	69	46	39	55
30. Takaka ...	29	25	54	42	37	77	28	26	54	39	33	60
31. Motupipi ...	12	20	32	38	15	69	13	12	25	49	14	56
32. Long Plain ...	8	13	21	40	14	69	9	14	23	53	14	51
33. Collingwood... ..	9	25	34	58	25	73	10	24	34	49	21	63
34. St. Mary's—Boys ...	87	...	87	51	59	67	92	...	92	55	62	67
35. " " Girls ...	...	...	...	...	...	...	...	46	46	19	35	77
36. Cobden ... ..	...	...	...	...	...	...	33	23	56	55	43	76
	1082	928	1960	...	1289	65	1115	979	2094	...	1440	68

\*No return for June Quarter.

ABSTRACT of the ACCOUNTS of the CENTRAL BOARD OF EDUCATION, from June 30th, 1867, to June 30th, 1868.

DR.	£	s.	d.	CR.	£	s.	d.
To Balance Credit of Permanent Endowment Fund ...	345	18	0	By Salaries ...	4,803	16	8
" " " " General Account ...	17	0	6	" Repairs of Buildings and Committee Allowances...	564	0	0
" Proportion of Sales of Provincial Lands ...	116	9	8	" Purchase of Sites and Cost of New Buildings ...	763	1	9
" Rents and Interests on Investments ...	322	3	6	" Rent of School-houses ...	50	0	0
" Provincial Grant expended... ..	6,010	0	0	" Books, Maps, and School Fittings ...	474	18	11
" Overdraft on Permanent Endowment Account ...	71	8	10	" Expenses of Central Board (Printing, Law, and Freight of Books) ...	56	8	7
				" Balance to Credit of General Account ...	170	14	7
	£	6,883	0 6		£	6,883	0 6

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DONALD SINCLAIR, *Chairman*,  
 J. W. BARNICOAT,  
 ROBERT BURN.

Examined and found correct,  
 H. D. JACKSON,  
*Provincial Auditor.*

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